Impact of Training & Development in Public Sector Enterprises
(A Case Study of BHEL & HMT)

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Abstract

Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Tribal, Federal and licensing organization guidelines. Training and development activities provide all involved system of care parties with the tools they need to develop professionally, increase their knowledge, effectively work with families, and build their capacity to perform the tasks associated with their positions within the system of care. Since a system of care operates within an existing human service agency, it is expected that most human resource issues, such as hiring, benefits, staff recognition, and performance appraisal issues, would be handled within the agency's human resources department. It would be important to make sure that system of care principles are infused into the day to day practices of human resources personnel. It is worth noting that many systems of care have developed recognition and award programs for individuals who have exceeded expectations in their system of care efforts.

1.   INTRODUCTION

Human Resource training and development is the imparting of necessary knowledge and skills to a human resource professional in the organization. This is necessary for a number of reasons. HR professionals are very important for the organization. They need continuous upgrade of their skills and attitudes. Training them to bring them on par with the organization's goals and in tune with the industry trends is necessary, since well-equipped HR professionals are the means to ensuring optimal performance from the organization's employees. Moving from a traditional training program that is focused on the employees of one agency to a more dynamic interagency and family involved training program can be challenging. A system of care requires reevaluation of how to go about building a training and development program that is open to all involved partners. With one of the systems of care focuses being on family and youth involvement, your local system must think about new presenters and co-presenters, assuring cultural diversity in your presenters and cultural competence in your presentations. Inevitably you will have to look at policies that prevent interagency partners from participating in more department focused trainings and look to find solutions to those issues. This toolkit will provide you with some answers to these difficult issues as you begin to build your system of care training and development program into the daily operations of your work.

2.   OBJECTIVES OF THE STUDY

The present study is aimed at the training needs, methods and its impact on the employees of BHEL & HMT.

3.   TRAINING OBJECTIVES

Training is designed to improve knowledge, skills, and attitude and, thus, equip the individual to be more effective in his present job or prepare him for a future assignment. However, individual's growth should not be taken as an end. From the point of view of an organisation, individual growth is a means to organisational effectiveness. The primary concern of

an organisation is to exist to persist. The viability depends on the efficiency that an organisation achieves in meeting its goals and, thus retains its market share, in this context the objective of training can be summarised as follows.

(a)   Induction : Training constitutes a significant step in the induction of the individual in to the company's way of life. What is the company's culture? How does structure function? What are role relationships? What are policies and rules of organisation? What are degrees of freedom, or limits of behaviour? These have to be inculcated in a new employee so as to help his to adjust to the organisation. The socialisation process as induction training is called, helps the individual to blend his personality with the organisation While most induction programmes are usually of short duration extending up to 7-10 days, a different induction programme is management/ executive trainee scheme which extends from 6 months to 2 years. The basic idea is to take relatively young people and expose them to the various departments and functions of the organisation to help them to know the organisation better.

(b)   Updating : A significant objective of training is to prevent the obsolescence of the employees by updating their skills and knowledge. The jobs that employees have been doing are not static. They change, sometimes, without the necessary awareness. Training becomes necessary to update them, to teach newer skills so that their efficiency does not suffer because of lack of understanding of the new technology. In fact, given the fast increase in technology, training has to be continuous. Continuous training would help the employees to cope with changes and retain organisational viability as well.

(c)   Preparing for Future Assigmments : People are not satisfied if they continue to work in the same position for long. Mobility is a fact of life. One of the objects of training is to provide an employee as opportunity to climb up the promotional ladder. There are two ways to do this. One, people with potential can be identified and sent to appropriate training programmes to prepare them for future positions. The other could be to train them for the nest level and wait

for the opportunity to absorb them. So, a technician can be provided training to become an engineer. Whether training is for post-identification or pre-identification, it plays a significant role in the growth of individual employees.

(d)   Competency Development : Many organisations are realising the need of having people who can innovate, thing ahead, and provide new directions. This is a new area which is gaining significance because of need to move in different and new area of growth. Orgnisations which have stagnated for long, need to identify certain individuals who are creative and show potential for innovation and send them to special training programmes designed to realise the new competencies. These programmes do not necessarily meet the job related requirements but are designed to induce certain special talents. Programmes on creativity, innovativeness, and the life are now offered by many agencies.

(e)   Identifying Training Needs : Identifying training needs is a process that involves establishing areas where individuals (employees) lack skill, knowledge, and ability in effectively performing the job and also identifying organisational constraints that are creating roadblocks in the performance. McGhee and Thayer have proposed a model of training needs identification. It consists of three components.

4.   ORGANISATIONAL ANALYSIS

It involves a comprehensive analysis of organizational structure, objectives, culture, processes of decision-making, future objectives, and so on. The analysis would help identify deficiencies and mechanisms that would be needed to make adjustments in those deficiencies. This analysis begins with an understanding of short-term and long-term goals of the organisations, as a whole, and for each department specifically. This would help to identify what capacities are needed to fulfill these goals. Generally three requirements have to be considered.

1.   Do we have adequate number of people to fulfill organisational objectives?

2.   Do these people posses required skills and knowledge?

3.   Is the organisational environment conductive to facilitate activities that would help achieve its goals?

A number of mechanisms can be used to answer the above three questions. An organisation can do an attitude survey, look at its perormance closely, observe the behaviour of the people, assess its public image, keep a close watch on such indicators as accidents, absenteeism, wastage, turnover, morale, motivation, etc.

(a)   Task Analysis : This involves a detailed analysis of various components of jobs, and how they are performed. Analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skill in performing these tasks. For almost all jobs there are some standards, though in some cases these standards may be more concrete than others. The blue collar jobs are more clearly defined. Same, however, may not be true for white collar jobs or jobs at higher levels in the hierarchy. But with all jobs an expectation is attached. The task analysis helps in looking at these expectations closely to see if the employees have the necessary skills to fulfill these expectations.

(b)   Man Analysis : The focus is on individual (employee), his skills, abilities, knowledge, and attitude. Of the three, this is a more complex component because of difficulties in assessing human contribution. Generally such indicators as production data, meeting deadlines, quality of performance, personal data such as work behavior, absenteeism, late-coming, provide input for man analysis. Data on these indicators can be collected through records, observations, meeting with employee and others who work with him. However, as mentioned earlier, it is one of the difficult areas because of complexity of human nature and the interlink ages of human performance with other aspects of work.

(c)   Brainstorming : It is a helpful way to determine training needs specially of a group. The technique consists of involving professionals with different backgrounds, assigning them a task (generally phrased as 'how to') and fixing a time limit. At the end of the time limit, the ideas generated are closely scrutinised to see what kind of training would help them

in performing tasks. The variety of backgrounds in brainstorming sessions is of significance because it facilities different views.

(d)   Problem Clinic : In this case a homogeneous group meets informally to discuss a common problem and develop a solution. So, a group of engineers can get together and discuss a problem (say machine maintenance) which is bothering all of them. Their solution would help in identifying the nature of training that would facilitate better machine maintenance.

(e)   Simulation : Simulation or business games are useful techniques to identify training needs. Some structured exercises are developed and individual or teams are asked to compete with each other on these exercises. The exercised require the possession or lack of certain skills like problem solving, communication, information-processing, and so on. Performance, on these games, highlights areas where training may be useful.

5.   TRAINING METHODS IN BHEL & HMT

A variety of training methods are available and used by training agencies and organizations. The choice of a method or a mix of methods is a function of a number of considerations.

1.   The purpose of training is an important consideration in the choice of methodology. Knowledge can be provided by traditional methods of training like lectures, and discussions. Skills and attitudes have to be developed by experiential methods of training like in-basket, T-group, etc.

2.   The nature of contents often determine the nature of methodology. A concept can be clarified through a lecture while the operation of machine may best be demonstrated.

3.   The level of trainees in the hierarchy of the organization also determines the nature of methodology. In fact, techniques like in-basket, management games, etc., are designed for managerial levels and hence cannot be effective at workers level.

4.   Finally, all organizations have to be concerned

with cost factors. Cost considerations have to be taken into account while deciding on methods of training. However, cost consideration should not override the quality consideration.

A brief discussion on some of the most prevalent methods of training is provided below :

(a)   Lectures : As the name indicates it refers to a presentation by the trainer on ideas, concepts, theories, and issues. The method focuses on transmission of knowledge. It entails maximum active role by the trainer and little overt activity by the participants. This method is very useful when concepts, theories, instructions, and procedures have to be imparted. It is economical, as a large number of people can be trained at one time saving cost in terms of man hours and money. However, its major disadvantage is that it does not provide for active participation on the part of trainees, and hence one does not know the extent of take-home learning. The participants do not get to share the experiences of other participants, hence learning is limited to what the trainer has to say.

(b)   On-the-Job Training Method : The learning that takes place is centered around the job. The trainee used the machines and tools that he will uses once the training is completed. The learning takes place in surroundings where he will, in future, be working at his regular tasks. He works with his future supervisors and peers and acquaints himself with day-to-day operations. Job rotation, brainstorming sessions, and syndicate techniques are some of the methods that would come under this category. Job rotation refers to one of the techniques of job enrichment. At the initiative of the management tasks are rotated across employees. Rotation provides exposure to variety of tasks and broad bases the understanding of the trainees. Brainstorming, as indicated earlier, involves professionals with different backgrounds who are given a common problem to solve. Since various expertise are involved, it helps in pooling the various points of views and constructing solutions to solve the problem. Syndicate method involves a group of people who pool ideas, examine and share facts, test assumption, and draw conclusions, all of which contribute to improve

job performance. It is a planned conference and, therefore, one major requirement is that all participants have the necessary background and knowledge to take an active and meaningful role in the conference.

(c)   Simulation Methods : In this category real-work instances are taken for training to take place. Some of the examples (of methods) which fall under this category are role playing, case method, management games, etc. Role playing is one method where action is involved. Learning takes place when individuals try to improve their job performance by actually doing something about the day-to-day job problems. A hypothetical or real situation is created where each person plays his or somebody else's role. Case method is another type where an actual situation is written for discussion. Each participant of the training programme is asked to read it and then discuss and analyse the situation. The purpose of the method is not to find one solution but many dealing with the situation, each of which is equally plausible given all the facts that are available in the case. This method provides the trainees practice in problem-solving and decision-mark. Another type of training method under this category is management games which uses simulation of a business situation for learning. Here the trainees are divided into terms belonging to the management of competing organizations. After the simulation, operating and policy decisions are taken, and processed. Thereafter, the implications are fed back. These games are played in many rounds. In this method, managers of one organization go to another organization to tackle the problems identified in the adapted organization. In India, the Bureau of Public Enterprises (BPE) introduced this method in some public enterprises like BHEL & HMT.

(d)   Experiential Methods : The experiential methods of training are designed to provide an atmosphere of self-learning through group interaction and dynamics. The purpose is to increase the sensitivity of the participants to their own functions as well as the functions of others in the group. The most common experiential method is called sensitivity training or laboratory training. The prime objective of this methodology is to integrate knowledge and theory with

experience and practice. The assumption is that changes in behaviour cannot come by knowledge alone and, hence, practice in human relations creates an atmosphere for change in behaviour. This is achieved by focusing during training on such things as ability to listen to others, ability to communicate, ability to diagnose the problem correctly, learning to give and receive constructive feedback, and understanding complexities of group dynamics. As pointed out, sensitivity training is a powerful tool in bringing out attitudinal changes. However, the trainer has a very significant role to play in it. Without his careful handling of group processes, the whole exercise may turnout to be a chaos without any learning benefit.

6. TRAINING ADMINISTRATION IN BHEL & HMT

Training administration basically refers to converting training needs into contents, types of training programmes, location of training programmes, choice of faculty and participants, and general administration. These issues deal with the design and development of training programmes.

7. TRAINING CONTENTS

Training contents have purposely been discussed in this section because mid-course corrections in nature, focus and scope of contents may require changing course requirements while the training is on. Contents of training are very much influenced by the purpose and need for training. So if refreshers training for engineers is planned the contents would predominantly be related to the technical aspects of the job. On the other hand, if human relations skill is the focus, the contents would centre around interpersonal competences social ability, superior-subordinate and peer relationship, sensitivity to feelings, etc. Sometimes after the training progreamme has started the trainer might feel as a result of experience sharing that the contents should be modified, diluted or made more comprehensive. That is why it is suggested that irrespective of the focus the most appropriate contents would be those that are closest approximation to actual job performed by the employee. Simulation of job or a part thereof provides the most relevant training contents.

Contents would also very according to the level of participants in a training programme. At higher levels, conceptual abilities probably are more important and hence one should focus on theories, frameworks, and concepts, etc. While at lower levels the emphasis may be on technique methods and application, etc., it does not mean that at lower levels conceptual knowledge is not important. All it means is that thrust should be on "how to do" kinds of contents.

Sequencing of contents is also very important. If topics of discussion do not seem to follow some logic and just come in random succession the learning may be piecemeal and participants may not be able to relate one session to the other. Similarly, the contents should follow simple to complex or from general to specific logic. This way, participants are not taken aback by the exposure of a very complicated topic in the beginning which they might find incomprehensible and, hence, may loose interest on the very fist day. In addition, the pace of training should neither be too fast or too slow. In both extreme cases there might be a loss of interest. Both sequencing and pace are very important for sustaining the interest and motivation of participants.

8. TRAINING PROGRAMMES IN BHEL & HMT

The researcher lists four types of standard training programmes which are perform in BHEL & HMT. They are induction training, supervisory training, technical training, and management development training programme.

(a)   Induction Training: Wherein a new recruit is introduced to the organization, condition of services, rules of behaviour, etc. In addition, it is also given to familiarize a new entrant with the job. Examples are induction during probation and the under-study system. The training during probation is to familiarize with job and work environment. The under-study system is prevalent in Government undertakings, where a person works with his prospective senior officials as understudy for a period of time before he takes over.

(b)   Supervisory Training: Supervisors are trained for technical skills, leadership qualities, for

handling machines and men. In India, The National Productivity Council (NPC) and the Central Labour Institute, Bombay have done significant work in this area.

(c)   Technical Training: This type of training programme helps in inducting new entrants to the operational requirements of the unit and in improving the skills of existing employees for promotions, etc.

(d)   Management Development: This type of training is for managers. These training programmes emphasise attitude and values,conceptual knowledge, analytical abilities and decision-making skills. The purpose is to equip managerial personnel for management roles.

9.   IMPLEMENTATION OF TRAINING PLAN

After all the necessary home work is done, the trainer is now faced with the real task of implementing the training plans. Implementation involves choice of participants, whether they should be sent to an external programme or should the organization offer an in-company programme. The decision of sponsoring an external programme or organizing an in-company programme should look at such issues as availability of relevant programmes, number of people to be trained, duration for which they could be taken off the job, timings of training programmes, and cost. Often in-company programmes with external faculty are preferred because a large number of people can be trained in short period at lower cost. But, by the same token in-plant training has the disadvantage of pulling the trainees away form training to meet emergencies at the plant office.

Another important consideration in in-plant training is the lack of availability of infrastructure (like classrooms, one's own faculty, library, audio-visual aids and the like) which is not a problem when a person is sponsored to a training programme organized by other agencies. Similarly, should in-company programmes be on premises or outside the premises. Should they be residential or part-time? Choice of faculty, choice of reading material is also important considerations.

10.   PROBLEMS IN THE IMPLEMENTA - TION OF TRAINING PROGRAMMES

The researcher highlights the following problems in the implementation of training programmes in public enterprise. These problems relate to faculty, participants, and administration.

As far as problems of faculty are concerned, most organizations do not seem to have a regular faculty on payroll. Senior managers take sessions which are single company experience without much research base. They disturb the training sequences by postponing or canceling classes because of on-the-job problems. Sometimes there are problems with the credibility of such trainers, particularly if they come from ranks despite the fact that they may be competent. The participants are like 'day students' and as soon as the day's training is over they go to work. This does not give them time to consolidate their learning. Availability of officer to be trained, expectations of participants from training, back home environment to experiment with some ideas after training is over, are some of the administrative problems of training.

Another study conducted by the Administrative Staff College of India identifies lack of seriousness on the part of sponsored officers, lack of discussion with superiors on training, and different expectations from training, as major problems of training.

The nature of physical facilities and general comfort of the participants make substantial difference in training effectiveness. Carefully arranged facilities concerning class room, accommodation, arrangements for travel and commuting, food and medical care, provide useful aid in making the training programme a success. Some of these things may apply to residential programmes only but classroom and food are important hygiene factors. According to a paper published in *Economic Times* of May 26, 2006, 65 per cent contribution to successful training expenses is made by food, lodging and recreational facilities during the programme.

Size of the class is also important. If the class

is large everyone may not get the time to participate or share ideas with others. On the other hand, if class size is too small, teaching technology consisting of lectures, etc., may not be very useful. Small size is more suited to a conference, seminar or a workshop type of technology. Various studies have been done on class size and it is indicated that a number of 25 to 30 participants is best suited for effective training.

In addition to providing them sufficient and good quality working material, care should also be taken to see that ventilation and lighting arrangements are conducive to learning. For example, writing or reading usual print requires 10-20 foot candles, while intensive visual work is done best in 50-100 candles. Similarly, human body in an hour discharges about 400 Btu of electricity. If a room is not properly ventilated, increasing number of people will make it sufficiently hot which will fatigue people sooner than otherwise.

If participation is an important criteria for effective training, the environment also has to be conducive for this. Seating arrangement plays an important role. A typical class room ecology where every participant faces the trainer does not generate effective participation. A semi-circular, round table, or rectangular seating arrangement is favourable. Placing the name cards in front of each participant facilitates communication and identification of an individual by name.

Finally, punctuality, that is, starting and finishing the classes at assigned hours by trainers signals the seriousness with which training is taken. Messages should also be given to the participants that they have also to be punctual. If it is a residential programe, accommodation and food have to be arranged. In most cases, the participants have been found to grumble about the dining conditions and the menu. These are important considerations in maintaining the motivation and controlling the distraction from the learning proves of the participants.

11.   TRAINING EVALUATION IN BHEL & HMT

Evaluation of training effectiveness is the most critical phase in not only assessing the quality of training imparted but also to see what future changes in training plan should be made to make it more effective. The training evaluation consists of an evaluation of various aspects of training immediately after the training is over and judging its utility to achieve the goals of the organization. While the first may be easy to evaluate, the second poses complications. The effect of training on performance to achieve organizational objectives is difficult to isolate because performance is a function of complex forces and motives. It refers to reactions of the participants as to how have they found a particular training programme. This is usually done at the end of the last session where participants are asked to fill a form. The form contains information on the objectives of the programme and how well they were achieved during the training period. It also seeks information on contents, reading material, presentation, trainers' mannerisms, and relationship with other participants. This could be done as an overall rating or it could be session by session rating on their contents. In addition, participants are also requested to indicate their experience with classroom, boarding, and lodging facilities and provide suggestions to improve upon it. Since participants may be apprehensive and feel embarrassed in giving their free and frank opinion, they are usually given the option not to disclose their identity. The purpose of seeking this information is to get ideas and identify weak segments in the total training programme and to improve upon the problem areas if the programme is to be offered again. The use of a form (structured or otherwise) facilitates tabulation and analysis and helps in identifying weak areas.

12.   CONCLUSION

Success of an enterprise requires that everyone performs at his optimum level. Training, to a large extent, can help achieve this level. Several methods have been tried out to test whether changes/improvements have been brought about by training or not. These methods consist of observation of behavior on the job after one has gone through the training; evaluation by superiors, peers and subordinates; self-evaluation by the person; and qualitative and quantitative improvements in his output. The attitudes and perceptions of the top management play a major role in the effective utilization

of training. Unless they are prepared to accept and allow innovations and experimentation by the employee who has just completed training, it may have no value whatsoever and might demotivate and frustrate them. Training should not be considered a paid holiday to reward some employees. That is why it is necessary to analyse the training needs and clarify the purpose of the training at the very beginning. The training effectiveness deals with the issues whether formal training programmer contribute to the development of job related skills, eventually leading to greater effectiveness. The researcher points out that the training effectiveness is dependent on two considerations. Firstly, trainers are fully responsible for training. If the employees do not show results the trainer should be held accountable for it. Secondly, training is not the answer to the problems. Training effectiveness depends on the kind of atmosphere and culture that is prevalent back home. Accepting these constraints as contributory, many studies have shown that training does make a difference. The researcher collected data on supervisors who had undergone training in BHEL. They were administered a check-list. The responses indicated that the inputs in industrial relations had little or no impact on their effectiveness. However, most of them felt that training did improve their self-confidence, motivation, identification with management goals, and communication ability. In another study, the researcher collected data on 99 respondents from HMT. Though these managers found training programmes less effective with respect to their contribution to job performance, they did endorse the usefulness of formal training.

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