DIMENSIONS OF TRAINING AND DEVELOPMENT AT SELECT ORGANIZATIONS OF BANGALORE –A STUDY

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Abstract:

The research program has carved out three important objectives. First objective was to identify the factors involved in training programs of sample organizations concerning the sectors information technology, automobile, pharmaceuticals, banking, and electronics. The second objective is concerned with identification of employees training and development programs and the third to analyzing the training and development programs critically and to arrive at constructive suggestions for the sample organizations.

In this chapter there are three parts. Part –A analyses the general information of the respondents. Part-B analyses the employee respondents' data information on the topic training and development.   And part-C analysis the data pertains to top-management and functional executive respondents of the sample company including hypotheses testing results.
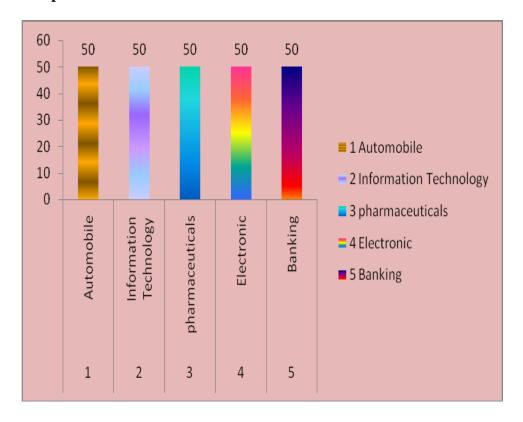
Key words: Training, Organisation, Companies Programs,Samples.

Introduction:

To know the effectiveness of training and development practices in the Indian context, sample respondents from different spectrum of industries were considered. Accordingly, the benchmarking of best practices in training and development programs prevailing in pharmaceuticals, automobile, information technology, electronics and hospitality sectors were taken into consideration. The well- structured questionnaire and semi-structured interview were conducted. The respondents are drawn from different levels of management incorporating executives, employees, top management, supervisors, raters and other HR consultants attached to the sample firms. 50 Sample respondents were chosen from each firm and thus 250 total sample respondents have been chosen for the study.

The unanswered, wrongly marked and other response errors were made good by talking to the respondents personally, through the use of telephonic conversation and online mechanism. Thus, 250 questionnaires for each respondent have been administered and made to answer in total.

Sample Units

INFERENCE

The training and development programs ultimately aim at individual employee development and rewarding the best performances. The need for Individual development is known only when individual goals are aligned with corporate objectives. Training and development programs obviously is more pronounced in Information technology sector in view of the fact that the sector is subject to evolutionary and revolutionary changes, individualistic nature of the job, the requirement of firm-specific knowledge and skill set, time period within which a project has to be completed and the like. However under the study, training and development programs is

moderately pronounced in health and hospitality industry. In respect of automobile and electronic firms, the training and development programs is gaining momentum.

Gender of Respondents

SL.No.	Gender	No. of Respondents	Percentage
1	Male	172	68.8
2	Female	78	31.2
	Total	**250**	**100**

(Source: Primary Data)

ANALYSIS

The total number of respondents considered for the present research programme is 250. Out of which 68.8 percent are males and 31.2 percent are from female category. The proportion of male to female category is based on the availability of women employees and executives in the total workforce strength.

INFERENCE

In so far as the relationship between gender and training and development programs is concerned, the male employees individual need ascertainment and filling the gap can easily be achieved rather than female employee need ascertainment and filling up of gap for individual performance and organizational performance. In the Indian context, on account of culture, women have to play multiple roles, even if performance deficiencies are identified, the training for them requires lot of time space which majority of them is unable to comply with.

Further, the difference in the individual development differs from industry to industry. In IT industry women employees prefer the challenging job and they are ready to undergo training. This is not so in case of electronic, automobile and banking sector. Whereas in advanced countries, the study reveals that the women employees are preferred to undergo training and fulfill their job performance gap irrespective of the nature of industries in which they are employed, which is a part of training and development programs. Therefore, it can be

concluded that training and development programs and individual development based on gender varies from country to country.

Age Group

SL.No.	Age group	No. of Respondents	Percentage
1	18-25	43	17
2	26-35	87	35
3	36-45	75	30
4	46-55	30	12
5	55 Above	15	06
	Total	**250**	**100**

(Source: Primary Data)

ANALYSIS

It could be observed that the young employees in the sample organizations aged between 18 to 25, 26 to 35 and 36 to 45 are more pronounced. In sample multinational corporations, the average age of the employees ranges from 25 to 27. These category of employees fall under demographic dividend of our country. The young professionals in IT, automobile, and banking sectors are the segments which are shown then growth path, deficiencies and training needs for their individual development. Interestingly, there are the sample employees respondents, who have crossed mid forty, have shown keen interest in learning, updating and transcending from the existing positions**.**
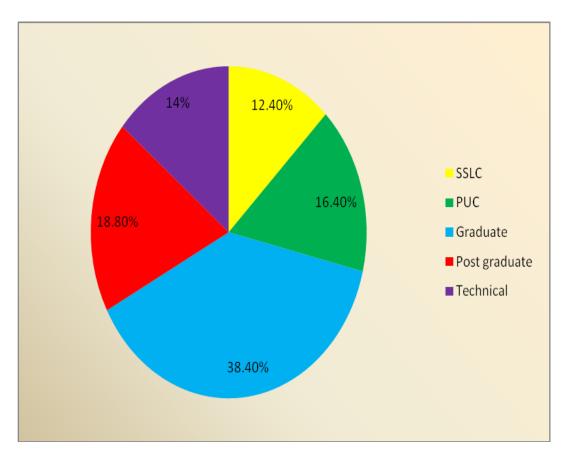
INFERENCE

Age of employees and training and development programs are positively correlated. The young employees are ready for challenging jobs and also to undergo training for their individual development (35 percent). The middle aged employees possess the necessary job experience and the course of their future action is well determined (30 percent). The aged employees have saturated with the current jobs and therefore, do resent with the further training or learning. The individual development strategy will not work relatively for the old age employees (12 percent)

it can be concluded that performance appraisal, individual development of employees and the age are positively related.

ANALYSIS

From the study, it has been found that a majority of sample respondents working in sample firms possess graduation, post graduation with different specialization and add- on course as well. A large chunk of 38 percent is from graduation stream. This is followed by 18.8 percent of respondents from post graduation stream. However, employees with technical qualification under the study constitute 14 percent. The qualification plays crucial role for employee performance, competency mapping and individual development. The strong fundamental qualification is the foundation for further building blocks and improvements in respect of employees. This is taken care of by training and development programs.

Figure 4.4
Educational Status

INFERENCE

Competency of an employee to a great extent depends on his or her individual characteristics and educational qualification as well. The latter will provide inputs to learn more in the chosen occupation or profession. The training and development programs in the sample companies considers educational qualification to take up the current and the future tasks of the organizations. The knowledge and conceptual understanding of the employees are transformed into practical phenomenon by executing the assigned tasks. The knowledge possession from learning and education will act as the lubricant for attaining the desired objectives of the firms. Hence, educational qualification is an integral input of training and development programs.

Table 4.5
Respondents' Job Position

SL.No.	Position	No. of Respondents	Percentage
1	Director General	5	2
2	Executive officer	5	2
3	General Manager	5	2
4	Deputy General Managers	10	4
5	Managers	25	10
6	Supervisors	50	20
7	General Staff	150	60
	Total	**250**	**100**

 (Source: Primary Data)

ANALYSIS

 The sample respondents have been chosen from different levels of hierarchy in the organizations structures of sample multi-national companies. 10 percent of the sample respondents are from top management consisting of director general, CEOs, General Managers and Deputy General Managers. From the middle level management 30 percent of the sample

respondents are chosen who are by and large raters or assessors under training and development programs. The remaining 60 percent of the respondents are from employee category from different departments of the organizations. The scalar chain principle of authority and responsibility flow is well considered under the study.

TO IDENTIFY THE EMPLOYEES AND EXECUTIVES TRAINING AND DEVELOPMENT PROGRAMS IN THE SAMPLE ORGANIZATIONS.

Number of Training and Development Programs

Sl No	Frequency	Employee Responses (n=250)	
		Number	**Percent**
1	One	64	25.6
2	Two	26	10.4
3	Three	36	14.4
4	More than three	134	53.6
Total		**250**	**100**

(**Source: Primary data**)

ANALYSIS

More than one-fourth of the sample respondents indicated that they have been provided one training program per annum. There are companies which provide two training programs per annum (10.4%). Certain other companies provide three and above training programs on account of stiff competition (53.6%).

INFERENCE

Training is an investment on the human capital.   Higher the frequency of training, higher will be the capability improvement, competency enhancement which is leading to increased productivity and profitability. The sample MNC companies are facing lots of environmental factors influence and therefore the number of training programs is large in number. Whereas,

the training programs in banking and pharmaceutical sector happens once in a year or once in two years.

Methods of Training and Development

Sl. No.	Methods of training	Employee Response(n=25)			
		Yes		No	
		N	%	N	%
1	On-the-job training	78/250	31.2	142/250	68.8
2	Off-the-job training	116/250	46.4	134/250	53.6
3	Both on and Off-the-job training	42/250	16.8	208/250	83.2
4	Learning	128/250	51.2	122/250	48.8
5	Education	121/250	48.4	129/250	51.6
6	Coaching	71/250	28.4	179/250	71.6

 (Source: Primary Data)

ANALYSIS

Under the study, the respondents have indicated that they have been provided with hands -on experience in the form of On-the-job training (31.2%). To provide theoretical and practical exposure to employees on leadership, motivation, communication, interpersonal, behavioral and job requirements Off-the-job training were given to enhance their competencies in the said parameters (46.4%). Nearly 17 % of the respondents received both On-the-job and Off-the-job training. Learning, education, and coaching were integral part of the training program given to trainee employees in the sample organizations.

INFERENCE

The sample firms are multinational and global giants and therefore an array of multiple training programs have been provided to employees. The various types of training provided under the study denote that the companies desire to improve the employee confidence, competency, ability, and cognitive development, attitudinal and behavioral changes.

Authority to Set Goals and Objectives of Training

Sl No	Authority	Employee Responses (n=250)	
		Number	**Percent**
1	Top-Management	23	9.2
2	HR Manager	144	57.6
3	Departmental heads	21	8.4
4	Trainers	31	12.4
5	Committee	31	12.4
Total		250	100

(Source: Primary data)

ANALYSIS

The respondents were asked to indicate as to who is fixing the requirements of training for the employees in their organizations. In other words who is deciding the goals and objectives of training given to the employees in the sample firms. It has been found that, HR manager in the respective company is entrusted with the task of setting the goals and objectives of the training program. This is followed by 12.4% each of the training committee and the trainers respectively.

INFERENCE

Four-fifth of the sample firms moved away from human resource management practices to strategic human resource management in that training objectives are linked to human resource objectives and corporate objectives. Under the circumstances, top management will provide

instructions to chief executive officers to look into the training and development programs. The concerned CEOs in consultation with the HR managers will set the goals and objectives of the training programs of the firms. This has yielded a good measure of treasure. This also enabled the firms to compete effectively with their rival firms on account of their enlightened human capital and willing workforce.

ent and convergent skills, competency based HR skills, knowledge articulation skills, innovative skills, creativity skills, networking competencies, integration of internal and external capabilities and resources skills, experimental product prototype and strategic alliance skills, time paced transition process skills, development of customized solutions, fast and professional execution skills, business environmental factors sensing skills, etc

A) INFORMATION TECHNOLOGY

The specific skills, knowledge, abilities and competencies imparted in information technology firms are Core IT competencies - central applications, sales and marketing, supplemental IT competencies- IT consultants, institutional social function, enabling IT competencies- institutional social function, development of software application and delivering a range of services to customers, scripting and storyboarding, computer aided systems engineering, Hard IT competencies-Macromedia, adobe, multi-media, soft it competencies-visual programming, developers' communication skills, scripting and storyboard competencies, design competencies, and innovative competencies.

Functional competencies are stakeholder relationship skills, maintaining favorable asset position skills, developing software application skills, multimedia ANALYSIS and design technique skills, ability to integrate a diverse range of hardware and software technologies across all the business processes, delivering a range of services to customers, building partnerships and strong working relationships with IT vendors, etc.

B) PHARMACEUTICAL

The specific skills, knowledge, abilities and competencies imparted in pharmaceutical firms are management of capital structure skills, management of returns skills, management of cost of

capital, IFRS skills, US GAAP Skills, international accounting standards skills, Indian accounting standard skills, taxation skills, financial management skills, comprising acquiring, employing and appreciation of funds, chemical dyestuff operation skills, fermentation skills, antibiotic action skills, dyestuff skills, product-synthetic antibiotics, generic drugs, the soil screening and drug design skills, chemical's and chemical compounds skills.

Further, biotechnology and organic chemistry, laboratory skills, knowledge of nerves system, technological competence, diagnostic skills, interferon technology, marketing and promotion, skills for influencing the physician, development of selling competencies, first-to-market skills, salesmanship skills, marketing competence, CRM competencies, drugs based on knowledge of how the body system operated, skills to identify new drug compounds, skills needed to develop antibiotics, therapeutic skills, knowledge of diseases, cognitive abilities to manage change, competency based HR functions skills, innovative skills, ethical drug research, knowledge of medical culture of different countries, patented drugs, R&D skills, knowledge of patented drugs, clinical research skills, ability to effectively cope with regulatory agencies, WTO patent pharma patent rules, compulsory licensing of life saving drugs.

C) ELECTRONICS

The specific skills, knowledge, abilities and competencies imparted in electronics firms are business outsourcing skills, analogue circuit design, electrical design and simulation skills, analogue design skills, domain technologies, engineering and business solutions skills, high speed digital boards making skills, processing of analogue signals skills, digital domain skills, digital electronic devices making skills, semiconductor technology skills, VLSI skills, adaptability of technology skills, block circuit, wireless communication skills, custom circuit layout skills, marketing strategic skills, market research, E-marketing skills, M-marketing skills, advertising skills, custom relationship skills, multi-media application skills, channel management skills.

Further, competency based HR functions skills, design services skills, HR outsourcing skills, design engineers, electronics engineers, instrumentation skills, knowledge of senators , analogue skills, electronics and communication skills, integrated electronic skills, micro electronics skills, discrete devices behavior, component modeling and circuit simulation skills, patience in testing

analogue circuit skills, mixed signal skills, analogue engineering skills, innovations skills, intellectual property development skills, product development skills, skills for cutting-edge technology, inductive and deductive skills.

D) BANKING

Interest rate, exchange rate, inflation risk and money value, working capital management skills, liquidity, profitability and solvency positioning skills, management of NPA, management of bank assets skills, management of liability skills, financial engineering skills, corporate finance skills, international financial reporting standards skills, board business understanding skills, work ethics, innovative banks products offering skills, banking products management skills, banking product design skills, investment products skills, E-banking skills, tele - banking skills, accounting writing skills are crucial, credit analysis and lending skills, foreign exchange derivatives skills, capital market skills.

Core banking system skills, ICT enabled services skills, brand building skills, advertising skills, marketing and salesmanship skills, customer-orientation skills, market segmentation skills, know your customer skills, customer relationship banking skills, interactive skills, people skills, communication skills, foreign language skills, cross cultural diversity skills, knowledge of country specific banking habits of the people, analytical skills, ability to synthesize skills, initiative skills, mentoring skills, competency based HR functions skills, innovative skills, creative ability skills, international banking laws, compliance with central bank/reserve bank of India rules skills etc.

TO EVALUATE THE TRAINING AND DEVELOPMENT PROGRAMS CRITICALLY AND TO ARRIVE AT CONSTRUCTIVE SUGGESTIONS FOR THE SAMPLE ORGANIZATIONS.

Table 4.28

Evaluation Tools

Sl.No	Mechanisms	Employee Responses (n=250)	
		N	%
1	Reactions of the trainees	96/250	38.4
2	Learning acquired	178/250	71.2
3	Job behaviors	171/250	68.4
4	Value added/final value of the program	201/250	80.4
5	Experimental and control group	141/250	56.4
6	Time series analysis	71/250	28.4
7	Questionnaire on structured interview	141/250	56.4
8	Feasibility analysis (cost benefits)	116/250	46.4

(Source: Primary data)

ANALYSIS

The training output have been measured and monitored through established yardsticks. They are reactions of the trainees after the training (38.4%), learning acquired (71.2%), job behavior (68.4%) value addition, (80.4 %), flexibility (46.4%) and so on.

INFERENCE

There are various mechanisms available to measure the training effectiveness under the study. The sample firms compared the training effectiveness before and after the training given to the employees. After the training what the company expected was the sensible reaction from the

employees, the learning acquired, job performance and behavior, value addition to him or herself and the value addition to the organizational performance. It also measured the human capital addition and enhancement. Any training should have moved the employee from rigidity to flexibility and that is seen empirically in the sample companies.

Term of Training Programs

Sl.No	Whether your training programs focused at	Employee Responses (n=250)			
		Yes		No	
		N	%	N	%
1	Short run only	121	48.4	129	51.6
2	Long run only	116	46.4	134	53.6
3	Both short and long run	151	60.4	99	39.6

(Source: Primary data)

ANALYSIS

The term of the training programs varied from short run to long run depending upon the training needs and requirements. In the sample firm 48.4 percent of the employee respondents received short term trainings and correspondingly 46.4 percent of the respondents long term trainings. Further, 60.4 percent of the respondents under the study received both short and long run training requirements.

INFERENCE

Short run training are meant for imparting certain specific skills On-the-job training are the new skill to do a specific job whereas long run training program is a comprehensive one which encompasses knowledge, skill and abilities. The purpose of long term training is to provide job, knowledge, as well as attitude and behavioral pattern change

Measuring the Effects of Training Programs

Sl.No	When the training and development effects are measured?	Employee Responses (n=250)	
		N	%
1	After one month	91/250	36.4
2	After three month	116/250	46.4
3	Immediately after training	81/250	32.4
4	Intermittently	61/250	24.4
Total		**250**	**100**

(Source: Primary data)

Conclusion

In regard to measuring of training effectiveness what is the time gap allowed by the sample company after the completion of training by the employee respondents. 36.4 percent of the employee respondent indicated that they are measured on their training program participation effectiveness after one month of the completion of the prescribed training program. 46.4 percent of the respondent indicated that they are measured on the effectiveness of training only after three months from the completion of training. Two-fifth of the sample firms measured the training effectiveness immediately after the training received by the employees. Nearly one-fourth of the employees under the study (n=250) indicated that they are measured intermittently by the top, department, HOD and immediate supervisor on the performance and behavior arising out of training provided to them. The training imparted to the employees bear fruit only after certain time space. Therefore, two-fifth of the employers measure the effectiveness of training imparted to the employees only after three months period of observation. Further, a sample firm measures the training effectiveness after one month of training impartation. Another sample firm measured training effectiveness frequently. The time space given for measurement will have telling effect on the performance of the employees. Any positive and negative impact will serve as the precedent for the future assignment of training programs to a particular in-house or outside training agency or authority concerned.

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