MANAGEMENT TRAINING AND DEVELOPMENT

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— AN EVALUATION

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— AN EVALUATION

DR. C.S. THOMASKUTTY

TO MY PARENTS

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MESSAGE

While employee training aims to maintain and improve *current* job performance, developmental programmes help to develop skills for future jobs/challenges and competitive performance. Over the years, investments in human resource training in many companies, especially in *drug industries*, has been considerably increasing. The rate of return on investment in human resource training can be justified only if training results in improving overall effectiveness of managers in various functions and enhances organizational productivity. Determining proper training inputs is a key factor in this process. Developing high degree of competency and commitment to organizational goals, at all levels of management, has to be the main thrust of training activities.
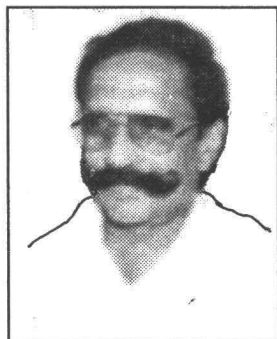
While the subject of management training and development is dealt by a number of people and large number of articles appear in journals, very few attempts have been made to examine the status of training systems in drug industries in Indian context.

Recognising the significance of management training and development in drug industries and the need to integrate objectives, curriculum, methods and evaluation of training, Dr. Thomaskutty has carried out extensive research studies and spelt out the need for creative strategies. He is also known for introducing year-long multi-skill training system in Aarti Drugs Ltd. This publication, in my opinion, will provide a broad way of systematic understanding of management training and development practices in drug industries — *that takes HRD beyond the narrow connotation of on-the-job training and appraising.*

I wish Dr. Thomaskutty all success in his academic projects.

P. M. PATIL,
Managing Director,
Aarti Drugs Limited

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FOREWORD

Today's competitive environment necessitates upgradation of knowledge and skills in the existing employees, procurement of skilled/ trained employees and re-training them on a continuous basis. Broadening of skill base of employees and *overcoming* human resource *obsolescence* is the need of the hour.

One of the main challenges facing the organizations, especially *drug industries,* is the need to develop human resources capable of handling global operations; and training is the key for developing global managers. In other words, to optimize human resources, organizations have to be receptive about designing and implementing human resource training programmes.

In recent years, training being the core part of HRD system has received considerable attention of researchers and H.R. practitioners. However, the work done by them relate to the need identification methods, training programmes and their evaluation based on feedback systems. Very less work has been done on *'how training system can be made more effective in terms of achieving overall organizational goals by inviting participation of all levels of management in identifying training needs, tailoring the training programmes as per needs and selecting an effective combination of internal and external training resources'.*

Dr. Thomaskutty has identified this gap and has developed a participative model for management training and development. He has emphasised the importance of course contents and how interactive training module can be a more reliable approach to training system in terms of achievements of overall organizational goals. His academic research and efforts have focused on the *Indian Drug Industry* which is emerging very fast as a lead industry.

I recommend this book to all current and prospective management students, researchers, HR practitioners, training professionals and management policy makers concerned with strengthening the training systems in drug industries.

Dr. Y.S. PUROHIT,
(Ex. Professor & Head),
Deptt. of H.R.D.,
South Gujarat University

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PREFACE

In many organizations, especially in drug industries, management training is considered as an integral part of organizational planning. Systematic and planned development of managers provides direction and purpose to effective development of organizations. For effective functioning of existing managerial personnel and to provide continuous supply of new talented and skilled personnel for future, management training practices needs to be analysed periodically and reoriented to cope with changing requirements.

The educational components of management training function, namely, the objectives, curriculum, methods and evaluation procedures of training, needs to be integrated, reviewed and strengthened for greater impact on job performance. This book is an attempt to provide an insight into the management training practices in *drug industries* where more emphasis is on improving business performance through training.

The author is grateful to Dr. Y.S. Purohit, Professor and Head (Retd.), Department of Research Methodology and Interdisciplinary Studies in Social Sciences, South Gujarat University, for his valuable guidance and support, which were a source of encouragement to undertake a study of management training practices in drug industries. The author expresses his sincere gratitude to Dr. Y.S. Purohit for writing a 'FOREWORD' to this book.

The author is grateful to Shri Prakash M. Patil, Managing Director, Aarti Drugs Ltd., for giving a *'MESSAGE'* to this book. The author also thanks Shri Dinesh Tiwari, Shri Diwan, Lyka Labs Ltd., Shri Dugal; Lupin Ltd., Shri Gharat, Camlin Ltd., Mrs. Bhavan Joshi, Accurex Bio Medical Pvt.Ltd., Shri Vijay Deshmukh, Shri K.I. Bhatt and Shri Rajesh Aher, Aarti Drugs Ltd., and Shri Ramachandran Nair, Galaxy Ltd., for their encouragement and cooperation.

The author is also thankful to Shri Rajendra Nimse, EDP Manager, Aarti Drugs Ltd. and Shri Saju Kurien who extended help and necessary service for computer related work.

The views expressed in the chapters of this book are those of the author alone and do not reflect the views of any institution/organization.

HRD professionals, managerial personnel, policy makers, researchers and students of management will benefit from the contents of this book. The chapters of this book provide an insight into the current management training practices in drug industries. *The main aim of this publication is to enrich the world of academic literature and strengthen the knowledge-base on management training practices.*

The author thanks the publisher — Himalaya Publishing House, for taking interest in publishing this work.

— AUTHOR

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ACKNOWLEDGEMENTS

CONTENTS

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PART - I

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Rationale for HRD and Training

Global Perspective

Globalization waves have created considerable ripples in the all-important areas of human resources — their training and professional development and of course, their interaction in the corporate world. The global environment demands upgradation of knowledge and skills in the *existing employees* and necessitates procurement of skilled/ trained employees and retraining them. The impact of globalization on human resource is significant, direct and complex and is through: (1) jobs becoming intellectual; (2) need for bio-professional and multi-skilled managers; (3) change in organization structure; and (4) total quality management.

Oganizations need *high performance systems with high skills and high adoptability in human resources.* Constant upgrading of knowledge and broadened skill base of employees is becoming imperative to prevent human resource obsolescence. Information sharing is also critical if people at workplace are to contribute creatively than just physically.

In the present information age, a large number of organizations, whether engaged in manufacturing or services, whether public or private sector, are laying emphasis on the development of human resources. The need for such development is an outcome of the pressure of changes in global scenario, which requires competent personnel to cope with changes. The term *'training'* relates to the development of human resource potential, especially in the managerial

cadres for greater productivity. In other words, it is *optimization of human resources.'*

To fully realize the potential of global training, organizations have to be receptive about organizing human resource training programmes. The methods of training can be: (a) organizing in-house training programmes, where managers who are exposed internationally and have worked in international businesses can interact with would-be global managers; (b) on-the-job training at the firm's different locations; and (c) deputation of managers to external training institutions within and outside the country for wider exposure. All these aim at improving the managerial skills and bring about a change in the behaviour of the individuals to meet the organizational needs in the context of global environment. Management training aims mainly at full utilization of human potential, bringing about a high congruence between the individual employees' needs for growth and development with the growth and objectives of the organization. And also activating some of the currently dormant needs of the individual, such as long term aspirations for career growth, by exposing him to a variety of learning experience and helping in realizing full potential. A gradual process is, thereby, set in motion through which manager's preconceived notions, methods, ways and values are modified via the process of formal training in preparing him for global business management.

National Perspective

Since independence, our effort has been to develop a nation capable of competing with others in some strategic matters. Economic reforms have been changing the complexion of our business/ organizational environment quite fast. It is being increasingly felt that in a competitive environment, even a very well designed business plan for physical resources and products cannot ensure success. It requires a more comprehensive analysis that covers not just the physical resource, but also its human resources. Market positioning of the company is based on internal resource strengths and market opportunities.

Within the framework of our approach to economic development, competitive advantage based on the ownership of strategic raw materials can be ensured only from the services of committed work force. Since human resource cannot be owned, only way that an organisation can ensure the services of high quality manpower adopting policies and practices that will make these valued employees

to sell their services to the organization. In order to succeed in this endeavour, it has to device new innovative incentives and other plans to attract these employees from the market, retain and motivate them to work for the organization.

Traditionally, the human resource function in an organization provided manpower to meet the strategic needs of the company and designed training and development programmes when there was shortage of skills. Thus, human resource function played a supporting role *albeit* a passive role in the strategic process. With increasing level of awareness that human resource is a source of competitive advantage, this passive role of the human resource function needs to change. They must play the role of a strategic partner to the corporate plan. Along with business strategy, there is a need for a similar human resource strategy based on a thorough analysis and understanding of human resource environment, organizational mission and internal human resource strengths and weaknesses.

Manpower resources are vital for better-output and higher productivity in every organization and for achieving the same, training is very essential. Training is a process of improving skills of the person and gives more awareness of the rules and procedures to guide the behaviour and improve the performance in work. Development is the result of training, which improves the performance as well as growth, and personality development of the individual. Training and development in an organization is vital, without which the organization cannot meet the challenges arising out of globalization and liberalisation processes. Training and development is necessary to overcome the problem of shortage of trained and skilled persons, and to meet the future needs of organization. It helps in redesigning the work, restructuring and rebuilding the organizational processes and norms; and can help in coping up with the changes. Although the significance of training has been increasingly realized in India since 1970, it is only after 1990's, that more emphasis is laid on human resource training. However, development of personnel is still one of uncared areas or ignored by many organizations in India.

The organizations are now compelled to implement the standard quality systems, like ISO 9000, ISO 14000, QS 9000, TPM, TQM, etc. for survival. How to cope up with the changing scenario? The solution lies in training and development of the employees. Training and development is not only meant to cope up with the changes, but also to be ahead of others. In other words, the aim of training is to prepare executives with an entrepreneurial outlook: executives who

look at things differently, who do not mind changing product lines, moving to new geographic areas, or relocating to more modest plant and office facilities. In the changing scenario, there is a huge amount of investment in terms of technology, updating of production techniques; and manpower is shifted from one location to another in the name of accelerating industrial growth. Organizations are not only facing stiff competition, but also compelled to discharge high quality products. So now, all the major organizations are sailing their boat to àchieve twin objectives, namely: (a) increasing the production; and (b) supply of high quality products to the market. Getting the higher production and supply of high quality products to the market cannot be attained, without the high morale and motivation of employees. Particularly, the employees should be satisfied in their jobs. The development of the employees is not an easy task because they have to face more problems from *placement to retirement.*

Organizational Perspective

High-level quality of performance requires high level of competent people. Competent and efficient people are very essential for growth and survival in today's industrial scenario. The human resource development activities increase the effectiveness and productivity of the organization. Increasing global competition, expansion and growth of the organization at large, innovation and technological change, lack of trained and skilled people, changes in society at large etc. necessitates HRD activities. The main objective of HRD is to prepare the human resource to face the challenges of social, economic and technological changes. It prepares the people for better performance in future which are required to be performed in case of diversification, expansion, modernisation economisation, etc. Another objective of HRD is to bridge the gap of present performance vis-a-vis required/targeted performance. HRD aims to develop the employee's competency, organizational climate and employee motivation. It also has the potential of developing interpersonal relations, team spirit and overall organizational development. Development of personnel enhances the performance effectiveness of human resources at all levels and results in increase in productivity, proper waste management, energy conservation, overall reduction in cost of production and better quality of products.

The basic concept of Human Resource Development includes: (1) emphasis on emotional and psychological approach to the people's problem; (2) individual development with a view to bridge the gap

between the individual and organizational goals through a process of integration; and (3) commitment to the philosophy of development for achievement of this integration. HRD is a concept as well as an activity, useful in organisation at all levels. It is a combination of training and development process, which is the main instrument to facilitate acquisition of desired competencies.

In an organization, capital, technology and people are the major resources and the question is *which resource is more vital*. Definitely, all are vital. However, technology, money, or equipment can be more productive if *effective* and *efficient* personnel are there, who can buy or develop technology and can bring money or capital.

There are continuing training requirements which have to be satisfied in order that the concern may meet the challenge of progress. Even when the business is in a contracting situation, training needs arise from the re-organisation of activities around a smaller workforce. Top management, especially the training departments/managers, therefore, have to be a progressive unit- geared to keep pace with changes in the organisational structures, the external influence, technology, pressures for efficiency and cost-effectiveness, etc. Moreover, there are changes taking place in the employees themselves, in their educational and experience levels, knowledge, skills, attitudes, expectations and group alignments in job-roles. All these demand constant monitoring of the changing situations and needs of the organization, keeping up-to-date with relevant training research, matching training methods to the needs, evaluating the outcome/results in the interest of maintaining efficiency and effectiveness.

Training and development increases the performance effectiveness of personnel at all levels. It results in increase in productivity, waste management, cost reduction and better quality of products. The development of an individual has two components. One is the knowledge or skill acquired through training; and another is the knowledge or skill developed by him on the job. Development of an individual depends upon four factors: (a) the organization; (b) the HRD Dept.; (c) the superior or boss; and (d) the individual himself.

As an integral part of HRD, training and development activities deal with the individual values, behaviour, action and thoughts. As such, it may be defined as the activities and processes undertaken to promote the cultural, social and economic development of the individual to maximize his highest human potential as a resource for the community. In other words, it means an all round development

of the person, so that he can contribute his best to the community and the nation. HRD is the process of increasing knowledge, skills and positive work attitudes and values of all people working at all levels in organizations.

Thus, the above explanations of global, national and organizational perspectives emphasise the importance of developing managers who cannot only survive unpredictably, but also thrive on competitiveness.

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Management Training and Development: Conceptual Framework

Historical Perspective

After the industrial revolution in 1750's technological and scientific development created a greater need for *continuous training*. During 19th century, by legislation in U.S.A., vocational training system was implemented. In 1886, manual training schools were established in Cincinnati, Cleveland, Toledo and Chicago in U.S.A. Due to Industrial revolution, a new form of factory school was established between 1872 and 1901. Hoe and company, General Electric Company, Baldwin Locomotive Works, etc. established such factory training schools. In 1906, 2506 training experts met at New York and formed an association called the *National Society for the Promotion of Industrial Education*. It is later known as *National Society for Vocational Education*. In 1945, American Society for Training and Development was formed which initiated activities of training. To understand the evolution of management training in industries, it is necessary to look at the period of British rule when different cadres of services were established in both Central and the Provincial Governments; and the training system followed broadly the British pattern.

Training Scenario before Independence

As far back as 1806, the Hailey Bury College was established for training personnel of East India Company, selected for service in India. The College was abolished in 1857; but arrangements were made for the training of Indian personnel in the Universities of Oxford, Cambridge, London and Dublin, for a period of one year, which consisted of lectures in Indian History and Economics by members of the University faculties. The trainees were treated as under-graduates at the University. The common training at different Universities had a great effect on conditioning the attitude of the personnel. This phase ended in 1940. The real break came with the ushering of independence, when the method of training *administrative managerial personnel* was completely re-organised. As Dr. Braibanti observes, this break with the traditional source left almost a clean slate on which new training programmes could be chalked out.

Training Scenario After Independence

In the post- independence period, there was a serious shortage of qualified executives due to stagnation in the economy, and the *drug industry* was not an exception. However, recognizing the need to overcome the problem of trained personnel at different levels of management, efforts were made to facilitate training programmes with emphasis on research-generated knowledge of the principles and techniques of administration. This applies to both general management and functional areas such as production, finance, marketing, and accounting. However, even today, management training is still an emerging profession and it is not full-fledged, because of lack of recognised standards of competence. Increased interest in management training programmes has been due to an increased recognition by industrial managers of the *social and public responsibilities of management.*

The late emergence of the concept could be explained on the ground that industrialization of our country has taken place after independence. 1950-60 is the period of industrial development in our country and during the year 1964, the formal training function was initiated in India. *However, during this period the industry has not given very high degree of importance to training.* Management institutes and departments were started in different Universities; and their programmes were related to job-training. Gradually, training and development gained popularity and became an important function. National Productivity Council, Indian Society for Training and

Development, All India Management Association etc, are the institutions promoting training and development activities. *The Government of India has given importance to training and development through successive five-year plans.*

Consequently, today, a number of industries have started giving greater attention to management training; and in-house training departments have been set up to train personnel within the industry in addition to sending them to external training agencies.

Training is a process of imparting learning in a systematic and planned way. Training, therefore, needs to be *systematic* and *planned* and it should have an objective. In the training process, the trainer is expected to be well experienced and conversant with the subject he is going to cover in training.

Another aspect of training is the *evaluation of training.* Evaluation of training means *'how the training has been effective to the employee in terms of achieving the goals of the organization'.*

Development is the process of optimum utilization of resources available by way of learning, understanding and proper application of mind in the job. This can improve the performance and develops the individual. The employees have to face lot of difficulties and challenges. Development is the process, which requires pre-planning and goal setting through which the employee passes safely to reach the targets.

Management training is a continuous process and is designed for the maximum utilization of human resources. If people get training in *technical* and *management* areas, then, their output will be more, and they will work more effectively. Management training helps people in their personal growth, which leads to the development of organization.

Significance of Management Training

During the period 1951 to 1990, our industrial development was dependent on efforts made by big industrial houses like Tata's and Birla's. Business families, which owned most of the industries in India, were lacking professionalism in management. Because of the state's protection, only few innovative ideas could take place in different areas including industrial/business management.

During the last 40 years, tremendous changes have taken place at the global level. Therefore, when our economy/industries were thrown open in the perspective, the industries/Indian organizations

were totally unprepared for the change. It became imperative since then that Indian organizations require professional management, which cannot take place without openness and adopting innovations in approaches and style in management. To make the process of adoption faster with a view to cope up with global changes, we require new professional managers. *And this could be done through HRD practices, specifically by training and development process.*

Significance of training lies in the fact that the present day economic system and the complexities of managerial functions necessitate the personnel in industry to have the benefit of social awareness. This is possible only if they try to gear their practices to the changing needs of society. Secondly, it is natural that as an industry grows, its men too have to grow in business stature and their work will require higher and higher standards. The objective of management training is to develop in the executives at *lower, middle* and *top management levels* the needed skills and abilities to enable them to assume higher responsibilities with the aim of strengthening the organization. For the survival of an organization, an effective management team is essential. In view of the need to overcome the shortage of trained managers, there is a growing interest in management training programmes. Management training is a systematic process by which individuals gain and apply knowledge, skills, insights and attitudes to manage work effectively.

In Indian manufacturing industries, managerial cadre has increased in number considerably over the years and some of these people have post-graduate qualification in management. Techno-managers in the area of engineering, coal, oil, cement, chemical, drugs and pharmaceuticals require continuous training. Managerial skills, positive attitude, calibre etc. are vital for the success of an organization; and if the organization wants to improve the quality of its employees, then, it has to develop the managerial cadres. *Development of managerial personnel leads to the development of organization.* Therefore, the management needs to attach more importance to the development of managers.

J.R.D. Tata, while inaugurating the Tata Management Training Centre at Pune, observed: *"trained managers are vital to the economic development of the country. We have always been, from the early days of Jamsetji Tata, interested in anything new. In fact, we have built up a reputation for pioneering, because of that, it was natural that we should eagerly look towards and adopt some of these new ideas. Moreover, we realized that this business of executive*

development was one of the most crucial, essential and at the same time, one of the most difficult elements in providing continuity and efficient management."

The top management's support for implementation of training plans is very crucial. The top management needs to take the *responsibility* of management training and development. Every senior manager needs to take the responsibility of developing the employees or subordinates. Planning of training and development programmes is to be in terms of required changes in attitudinal and behavioural aspects of the personnel. Positive and negative strengths of a manager can be assessed from his individual performance report. Based on the negative strength, tailor-made training and development programmes are to be planned. The task is to be carried out by HRD department. *Such programmes can be on Human Resource Management, Self-development, Self-awareness, Leadership, Decision-making, Time-management, Creative-thinking or Memory Training.*

Training aims to develop individual employees to be more *effective* than *efficient*. In industries, continuous changes take place. Due to new technology and new methods, the employees would have to be capable of coping up with the new situation. *"Training enables management to resolve source of friction arising from parochialism to bring home to the-employees the fact that the management is not divisible."* Training and development improves the integrity and loyalty of the managers towards the top management. The well-trained employees morale will be high and frustration, fatigue and boredom will be less. The turnover of the managers will be low. If the integrity of the managers towards the top management is high, then, there will be a feeling among them that the organization is their own. In such case, the production as well as the productivity will be high. *In short, a planned systematic management development programme reduces the manpower problems.*

Need for Training at Various Levels

Training is required at all levels in an organization — *the workmen, the supervisors and the managers.* Then, we can say that training need exists in an organization, when an employee lacks the knowledge and skill to perform a particular task assigned to him. Training and development activity makes the employees more effective and productive at all levels. New and changed techniques can be facilitated through training to replace old methods and techniques. It enables all levels of employees to develop and rise within the

organization and increase their commercial value, earning capacity etc. Through training, management develops integrity and loyalty of the personnel towards the organization and high quality system management can be created in the organization. A positive culture and climate can be developed within the organization, which increases the morale of employees, reduces frustration and grievances, absenteeism and employee turnover.

A successful organization accords importance to *value* and *system* for continuous improvement in performance. They put people 'First in action' and invest huge amount in training. It focuses on two issues: *individual development* as well as *organizational development*. Such organizations emphasise the positive aspects of development of all employees, with emphasis on a highly motivated flexible work force, more creative and improved social, interactive, high team spirit, knowledge sharing and interdependency orientation.

Second stage is the training of the middle level personnel in the organization, i.e. *'supervisors'*. Supervisors are at the lower level of management; but training and development activity at this level is also important. Productivity as well as quality can be improved through training of supervisors. Supervisor is the middleman between the workmen and management. The well-trained supervisor can develop a good organizational climate and positive culture. Training of the supervisors will improve their operational skill, interpersonal skill, decision-making skill, communication skill etc.

Training of workmen is also necessary. Managers and supervisors involvement is required for a better training system for the workmen. Operational and behavioural training is to be given to the workmen. If the method of training to the workmen is participative and innovative, the involvement of workmen will be more and training will be more effective.

Role of Management Training in Organisational Development

Training definitely paves way for improved performance. The problem of training and development, in almost all the organizations, is: *'when things are going good, the people are busy in attending customer's need and to achieve the targets.'* The objective of training and development is to improve the individual performance of employees as well as the company performance by way of managing changes. For achieving this objective, it is essential to draw a plan for a fruitful training and development programme. *The training and*

development plan should match the needs of the organization and its business.

Due to changes in technology, method, and situation, the employees can be enabled to posses the capacity to cope-up with new situations. Training increases the degree of integrity and loyalty towards the management; and well-trained employee's morale will be high. Frustration, fatigue and boredom can be avoided; and turnover of the employees' can be reduced. If the integrity of the employees is high, they will have the feeling of *sense of belongingness towards their organization.* A systematic training programmme reduces the manpower problems. Thus, training is the responsibility of the top management who frame the training policy, and HRD department plans and implements the programme. However, in many organizations, the top managements do not get involved in training activities. Involvement of top management produces good results and without the involvement of top management, training and development will be ineffective.

According to Rolf P. Lynton & Udai Pareek, "Training is an activity for certain people delineated by technology and by the organization in which they work. Training improves performance of people. It deals with understanding skill an action. Training embraces an understanding of the complex process by which various factors in a situation interact. Presently, participants begin to practice new skills in situations resembling the complexities of real life- the pressure, limited resources, choices, and uncertainties, and conflicting motives of people including the participants' own. For many kinds of action, greater self-knowledge too is a necessary part of training". *Training and learning are related to each other.* If the *trainer* and *learner* work together and understand each other's viewpoint, a better result can emerge. The duty of the trainer is to motivate and stimulate the learner to acquire certain levels of knowledge and skills. The learner acquires ability to do new things through training.

Training is a process of learning a sequence of programmed behaviour. In organisational terms, it is intended to equip persons to earn promotion and hold greater responsibility. Development is also a long-term educational process, utilising systematic and organised procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. For effective organization, top, middle and lower level managers need to be exposed to a regular process of continuing education and orientation towards changing social and economic environment and realities, so that they are capable

of adapting themselves to such changes. The challenge is, therefore, one of developing an integrated concept of management training and development, which will cater to the diverse development needs of managers coming from various academic and professional disciplines and performing diverse management functions in different areas. *The opportunities lie in the important fact that the Drug industries have assumed a dominant role in this country's economy; and therefore, the efficiency and effectiveness of managerial manpower will have a long ranging beneficial impact on the total human resource planning and development. It is in this context, that management training has much significance. Further, the amount of money spent on management training also makes one to think about the importance of training and the attention one has to pay to the qualitative improvement of training programmes.*

The significance of training also lies in the fact that in the context of explosion of knowledge and several innovations that occur in Institutions, both in terms of functions and processes, it becomes necessary to equip the personnel in needed skills, new techniques of management etc. The formal school qualifications on the basis of which a manager enters the organization becomes obsolete over a period of time as what they have learnt while at the school or college becomes outdated. Therefore. management training has an important role to play in educating the personnel and keeping them up-to-date in new techniques of management and scientific knowledge. A continuous exposure of the personnel to new methods of work is an important responsibility of industries, which employ them.

Scope of Management Training

The scope of management training scheme, in terms of its *coverage,* varies from one organisation to another. The variation in coverage may arise due to the resources they may decide to, or are in a position to, earmark for the purpose, or these may arise because of the varying interpretations of the term *'management'*

Management training has a two-fold objective: (1) *improving the current level of performance of personnel in their present jobs;* and (2) *equipping the personnel with potential for higher-level responsibilities.* The former represents the immediate preoccupation or objective of management training concerned with considerations currently relevant; whereas the later involves long-range considerations and planning. To these, one may, add a third objective, namely, keeping track of the factors likely to lead to the depletion of the

existing managerial resources, or an increased demand thereof (e.g. management turnover rate and expansions-current or prospective) and initiating measures to meet such situations (e.g. internal and external recruitment, retraining, and transfers).

Performance Appraisal

Performance appraisal involves the assessment of manager's job performance against *objective* or *performance targets* which have been mutually agreed between him and his assessor (who is normally his immediate superior) before hand. *This management by objective-based system of appraisal stresses:*

(1) *target setting* — the key tasks which are crucial to the achievement of the broad purpose of the position in question, are identified and converted into concrete objectives which the assessee is asked to pursue in the course of the year ahead;

(2) *assessee participation in target setting,* so that the resulting targets represents a statement of mutually agreed objectives;

(3) *appraisal of performance against previously agreed objectives,* so that the assessee knows fully well the criteria against which his performance will be judged at the next appraisal; and

(4) *periodic review of performance,* so that fresh targets may be indicated at predetermined intervals and the appraisal cycle may continue unceasingly.

In the initial stages of the introduction of the management training schemes, the assessment systems were largely trait-based. These were geared to assessing characteristics, which the managers displayed in doing their jobs. While this did mean that, the assessors would do their job after a careful consideration- and that they will not come out with snap judgments- the experience, as it accumulated over years, demonstrated that the opinions, which were thus expressed, tended to have a considerable amount of *subjectivity.* Moreover, it was also revealed that the assessors, under this system, were frequently required to comment on characteristics which were not relevant to the assessee's present job, and which neither had much bearing on his suitability for a higher-level job. For these reasons, this approach to appraisal was abandoned in favour of *MBO-based approach.*

Potential Assessment

The second important concern of the appraisal system is the assessment of the manager's potential, i.e. his ability to take on higher-level responsibilities. This is, in part, the responsibility of the individual's immediate superior, and, in part that of such members of senior management who have a reasonably close knowledge of him and his work. Whereas the appraisal of job performance, having been reduced largely into a quantitative exercise, is capable of being undertaken with a reasonable degree of accuracy; potential assessment is almost entirely subjective, and at times, liable to considerable error.

In assessing the potential, the assessor is, in actual fact, trying to form some estimate of the manner in which the assessee may perform a job with different and/or higher responsibilities; the former bases his judgement partly on the later's current job performance, and partly on such other evidence as may be available. At a practical plain, this implies that potential sought to be judged are in terms of qualities, knowledge, experience, aptitude and abilities displayed by the person in doing his job (i.e. the extent to which he accepts responsibility; the way he handles it, and whether he appears capable of handling more responsibility; the individual's decisiveness; his self-confidence; his interpersonal skills; the concern which the individual shows for developing and training his subordinate; and so forth), or for which there may exist some other evidence. The aim is that the man should receive the kind of training experience, which will enable him to realize in full his present potential. Regular assessment of the manager's performance and potential, accompanied by appropriate opportunities for training and experience, will, on the one hand, assist men to equip themselves for higher level jobs; and, on the other hand, help the management to identify possible successors to jobs at all levels.

The management appraisal system is one dimension of the formal 'Management Training System' (MTS) of an enterprise.

A MTS has numerous other ingredients:

(a) present and projected organization charts;

(b) job descriptions and job specifications;

(c) personnel inventory;

(d) recruitment and selection at school and degree levels;

(e) induction training;

(f) periodic management appraisal;

(g) determination of training and development needs of the appraisee;

(h) provision of facilities for formal training to meet the identified needs of the appraisee;

(i) provision of a machinery to ensure effective follow- up of the recommendations contained in individual development plan;

(j) succession planning; and

(k) inventory.

Training as a Behavioural Change Process

Malcolm Warren, directing the attention on effecting behavioural changes through training, writes, *"Management training is a process of effecting behavioural changes in individuals. As a result of its action, individuals will do something in a way different from that in which they did the same thing before training."*

The behavioural changes brought about by the training function can be classified into: *(a) change of skills; (b) change of knowledge; and (c) change of attitude.*

Change in skills may be measured by what a man produces. For example, because of skills training, a sheet or metal man can operate a brake and produce precise 90-degree bend in a sheet of steel.

Behavioural change involving knowledge is quite different. Here the trainer deals with "concept"' or "principle". The sheet-metal man's knowledge can be measured in terms of his ability to explain how a brake works, tell what the requirements for a 90 degree bend are or discuss the requirements for a satisfactory sheet-metal. It is when the trainer changes behaviour in terms of knowledge that he can often measure the results of his action by pencil and paper testing or some similar device.

Attitudinal change is the most difficult aspect of behavioural changes. In dealing with attitude, we are dealing with an entire internal system, which is summarised as an individual's feelings about something. It is generally held that an individual's attitudes control the ways he acts towards his environment. Any actions or tendencies toward action, which result from the individual's attitude system strongly, affect his productivity and that of others within his organizational environment. Therefore, attitude is a training problem.

In changing behaviour involving attitude change, the training function affects a great deal more than the individual being trained. Attitudinal change like *knowledge* and *skills* is an element in the training function. Thus, skills, knowledge and attitudes are the vital aspects inherent in training function.

The effectiveness of management training influences the growth and development of individual's potential and the accomplishment of organizational goals. A management training programme can be considered effective in developing the required knowledge, skills and attitude among personnel, only when the objectives, course contents, methods, and evaluation aspects are systematic and well-integrated.

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Issues and Problems in Training and Development

One of the major issues is *the lack of systematic review of effectiveness of training programmes.* Organizations spend lot of money, time, etc. in training activities. It is necessary to periodically spend lot of money, time etc. in training activities. It is necessary to periodically review the effectiveness of training and development activities. It is also necessary to review aspects of planning training activities, budgeting, identification of training needs, selection of programme etc. Another problem is the *lack of budgeting.* Many organizations do not have training budget formulated in advance for the year. It is necessary to have an annual training budget. The training budget can be prepared after identifying all the training needs of the organization. It is also advisable to have a budget at departmental level and then incorporated at the corporate level. Identification of training needs is a very important step in training and development. Identification of training needs can be based on the annual performance appraisal of an employee. The actual performance in performance appraisal report is compared with the required performance. *To bridge the gap between the actual performance and the required performance, training and development is essential.*

Another issue is related to the *traditional* and *conventional* type of training. Training will be ineffective and waste if the method is conventional and traditional and if it is not in tune with job-requirement. It should be based on innovative methods.

Participative method is one of the most innovative and effective methods of training. Training will have to be based on job requirement. It is a continuous and long-term process and the overall focus is on the *improvement of performance*. Many organizations do not have a scientific study of performance appraisal and such organizations cannot identify the training needs of the people. Without identification of training needs, any training given to employees will be ineffective. Another problem is the lack of formulation of a training policy. It is essential to frame a training policy and its specific objectives, period of training, cost of training etc. Lack of implementation of training policy is another problem in the field of training and development. Policy should be implemented. It is the primary responsibility of the HRD department to implement the training policy, which is framed and approved by the top management.

Training is a tool widely accepted and recognized as a problem-solving device. People approach the doctor and take medicines to solve their health problems. Similarly, training can solve manpower problems. Today, organizations have not accepted and recognized training as a *problem-solving device*. Training is also a tool for change in behaviour and attitude of employees. It can change the behaviour of the employees and they can gain experience in the new pattern of behaviour in compliance with the forced demands of superiors. It is true that more emphasis should be given on *attitudinal and behavioural training* compared to *skills*. Training helps managerial cadres to pay more attention towards planning and other developmental activities.

Another problem is the administration of training and development activities with support from the top management. *Support by top management in preparation and implementation of training and development policy, systems and practices at all levels is very important.* It is also the responsibility of the top management to clearly define the philosophy and objectives of the organization and expectations of the management from training and development. It is also the responsibility of the top management to incorporate the necessary accountability on training related matters into the role of all managers and play a leading role to build a culture of learning organization. The top management should make available adequate resources to facilitate effective functioning of the training department.

Another problem of administration is the non-cooperation and resistance from the line managers. Line managers feel that training and development does not produce any result; so, they give less importance to training activities. They argue that there is shortage of

manpower and so they cannot depute people for training. If the line managers play the role of a HRD manager for their department, then, he can show positive interest for training activities. Another issue is the lack of self-motivated and experienced persons for imparting training. In some cases, the person who is not fit in the line function is transferred to the training department. Such persons cannot produce good results in training and development function.

Finance as a Factor

Finance is one of the main problems in training and development. Some organizations have some kind of training budget for training activities; but most of the organizations have no training budget in advance for the year. Top management's commitment towards training indicates the amount to be spent for the training activities for their managerial cadres. The training budget can be prepared at departmental level and then incorporated at corporate level. It is a usual practice that if any financial crunch in the organization is felt, then, the first department where any cut is to be made is the *training department*. Another observation is that even though the training budget is prepared and approved, sufficient fund is not allocated in time to the training department.

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PART - II

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Status of Drug and Pharma Industries

Global Scenario

The period: 1938 to 1953 is known as the age of *antibiotics*, due to emergence of unprecedented number of new anti-infectant agents. *Antibiotics* and *Vaccines* have played a major role in near eradication of major diseases, namely *Influenza, Pneumonia, Tuberculosis, Syphilis, Diphtheria, Whooping Cough* and *Measles*. Benefit to mankind: Between 1920 and 1960, the death rate, due to disease, in a year fell from 12,120 nos. per million persons to 8,800 nos. per million persons. Every 4 years since 1965, one additional year has been added to life expectancy at birth due to advances in Pharma R&D. Presently, in USA, the average life expectancy is over 75 years. As antibiotics enabled people to survive until more advanced ages, researchers focused on cell bio-chemistry to find cures for more complex chronic diseases. *Drug researchers are now targeting to cure the underlying causes of diseases that are rooted in the human molecular structure.*

Growth

The pharmaceutical industry is in the process of a continuous growth and is immune to economic recession and commodity cycles. Rising population, new disease incidences or resurgence of certain diseases spurs the growth. Therapeutic usage of pharmaceuticals varies across the globe. *Hypertension and cardiac diseases are more*

prominent in developed countries while infectious diseases as typhoid, tuberculosis etc. are largely prevalent in developing nations. Pressure on drug prices has made global pharmaceutical MNCs resort to *mergers and alliances* in a bid to reduce R&D duplication and costs besides increase in research expenditure over a larger base. The trend is expected to continue. The total number of alliances increased from 120 in 1986 to nearly 400 in 1994. These alliances often allow pharmaceutical companies to draw upon others' research expertise, bring products to market more rapidly and more effectively and facilitate commercialization of products. The 4-mega mergers in the global pharmaceuticals industry in the last few years have been Glaxo-Wellcome, Hoechst-Marion-Merrell Dow-Roussel, Ciba-Sandoz (to form Novartis) and Hoechst Marion Roussel-Rhone Poulenc (to form Aventis). More recently, the global pharmaceutical industry has witnessed fresh round of mergers — Glaxo with SmithKline Beecham, Pfizer with Warner Lambert, and Hoechst with Rhone Poulene, etc. When two MNCs announce a merger or strategic alliance, their global operations necessitate consolidation.

The global pharmaceuticals industry, presently valued at US$305 bn, is projected to grow at a CAGR of 8% p.a. in the next 5 years. In 1998, market grew by 7% as against 6.6% in the previous year. Growth rates differ across nations, with the developing nations like South Korea, Taiwan, India etc. notching high growth in the range of 12-15% p.a.. This can be attributed to healthcare cost-containment pressures, keeping pharmaceuticals prices low in developed countries, while export opportunities and low domestic per capita consumption have provided higher growth potential in the developing nations.

Regional Market Share

Within the pharma market, regional shares are expected to change. The top ten worldwide markets represent 84 percent of all global audited pharmaceutical sales. The United States, which is the largest market, grew by 11 per cent to $99.5 bn in 1998, representing nearly 40 per cent of the total worldwide market. Japanese pharmaceutical industry declined by 1% as the Japanese government re-sizes pharmaceutical pricing. Japan remains the world's second largest market with sales of $38.8bn. Within the top five European markets, Germany remains in the lead, achieving sales of $18.2bn. The fastest growing Western European markets in 1998 were Spain, growing 11 per cent, and Italy, growing 9 per cent over 1997. Brazil ranks seventh largest world pharmaceutical market, but experienced

a 5 percent negative year-to-year growth due to economic conditions. Of the top ten markets, all but Japan and Brazil showed accelerated growth in 1998. Central Europe grew at 28.5 percent, Middle East Africa at 10.1 percent and South East Asia at 8.4 percent.

Country	1 8 Sales ($ bn)	% of Sales	% Growth
US	100	40	11
Japan	39	15	11
Germany	18	7	5
France	14	6	4
Italy	11	4	9
UK	10	4	8
Brazil	7	3	5
Spain	5	2	11
Canada	5	2	1
Argentina	4	1	6
Total	251.3	84	

Source: Scrip www.indiafoline.com/sect/phfo/chos.html.

Top Players

Novartis, Merck and Glaxo Wellcome, during 1998, shared the top position in the global pharmaceutical market. Novartis' sales were driven by the strong performance of Lamisil and Aredia, while Merck benefitted from strong sales of Zocor, Fosamax and Cozaar. Glaxo Wellcome saw growth from Flixonase and Serevent. Pfizer at #4, is well-poised to jump ahead of its fourth position based on its 1998 growth rate of 21% aided by the continued success of its cardiovascular drug *Norvasc* and *Viagra*. The leading twenty pharmaceutical companies account for more than 57% of all global sales. The percentage of market share of the leading 10 companies increased slightly in 1998, from 35.4% in 1997 to 36.1% in 1998.

Within the top 20 companies, Warner-Lambert experienced the highest growth rate at 37%, thus moving up from 16th to 15th place in the rankings. This growth was fuelled by the company's cholesterol-reducing drug *Lipitor* that grew by 199%, and Rezulin, a new antidiabetic drug, up by 97% over 1997. Eli Lilly achieved 17% growth and ranks 9th with the help of 95% growth of its anti-depressant *Zyprexa*.

TOP 20 PHARMACEUTICAL COMPANIES IN THE WORLD IN 1998

S. No.	Leading Companies	1998 Sales ($ bn)	% Global Sales	% Growth
1.	Novartis	10.6	4.2	5
2.	Merck & Co.	10.6	4.2	8
3.	Glaxo Wellcome	10.5 •	4.2	1
4.	Pfizer	9.9	3.9	21
5.	Bristol-Myers-Squibb	9.8	3.9	11
6.	Johnson & Johnson	9	3.6	8
.7.	American Home Products	7.8	3.1	1
8.	Roche	7.6	3	6
9.	Lily	7.4	2.9	17
10.	SmithKline Beecham	7.3	2.9	6
	Leading 10 companies	90.5	35.9	8
11.	Astra	6.9	2.8	16
12.ʼ	Abbott Labs	6.4	2.5	8
13.	Hoechst Marion	6.2	2.5	2
14.	Schering Plough	6.2	2.5	14
15.	Warner Lambert	6	2.4	37
16.	Bayer	5.2	2.1	1
17.	Rhone Poulenc Rorer	4.6	1.8	7
18.	Pharmacia & Upjohn	4.5	1.8	8
19.	Zeneca	3.7	1.5	16
20.	Boehringer Ingelheim	3.6	1.4	6
·	Leading 20 companies	143.8	57.2	9

Source: Scrip: www.indiafoline.com/sect/phfo/chos.html.

Indian Drugs & Pharma Industry

The Indian pharmaceuticals industry has grown significantly. Initially, the MNCs had a near monopoly and imported and marketed formulations in India, mainly low cost *generics* for the masses and also a few specialities, life saving, high priced products. With the increasing government pressure against imports of finished products, the MNCs set up formulating units and continued importing the bulk drugs. In the '60s, the *Indian Government laid the foundation of the domestic pharmaceuticals industry by promoting Hindustan Antibiotics Ltd. (HAL) and Indian Drugs and Pharmaceuticals Ltd (IDPL) for manufacture of bulk drugs.* However, MNCs maintained a lead due to the backing of their global R&D. High cost for basic research deterred local players (in the private sector).

Drugs Price Control Order (DPCO) was also introduced (in 1970) by the Indian Government. The DPCO effectively put a ceiling on prices of certain mass-usage bulk drugs and their formulations to prevent any undue profiteering. This further deterred the MNCs as selling their products at much lower prices in India meant global repercussions and possible uproar in their home countries. So MNCs curtailed new product launches, giving further scope to Indian players.

FERA (Late 70's): MNCs were compelled to reduce holding in their Indian ventures to 40%, else they had to comply with export obligations to retain a maximum 51% stake. *As a result, some MNCs curtailed the scope of their operations; and this further strengthened the position of the local pharmaceutical companies.*

Present Scenario

Over 20,000 registered pharmaceutical manufacturers exist in the country. The market share of MNCs has fallen from 75% in 1971 to around 35% in 2000. While the share of Indian companies has increased from 20% in 1971 to nearly 65%, PSUs have almost lost out completely. The Pharmaceutical sector has undergone several policy level changes over the past two years. It was one of the major beneficiaries from the budget proposals. Some of the positive developments include:

- Recognition of pharmaceutical industry as *knowledge based industry.* The government has plans to increase investment in research and development.

- Rationalization of excise duty and reduction in interest rates in export financing.

- Additional deductions under Income Tax laws for R&D expenses.

- Foreign direct investments permit upto 74% through automatic route.

- Setting up of two high level committees to review the drug policy for strengthening R&D capabilities. Besides, the Indian Parliament has enacted the required changes in the Indian Patent Act 1970 (IPA) regarding mailbox arrangement and exclusive marketing rights (EMR).

New Emerging Trends

Increased Focus on R&D: Major domestic players, namely, Ranbaxy, Dr. Reddy's Labs, Cipla, Nicholas Piramal and Wockhardt

are aggressively investing in R&D. Dr Reddy's Labs and Ranbaxy have already discovered one new chemical entity (NCE) and are in Phase II and Phase I of the clinical trial, respectively. Wockhardt is expected to come out with a new molecule.

Marketing Tie-ups: Domestic players and MNCs have entered into marketing arrangements to increase market penetration and further strengthen their positions in respective therapeutic segments. Ranbaxy has tied up with Cipla, Glaxo and Hoechst Marion for products in specific therapeutic segment. Similarly, Hoechst Marion has tied up with Nicholas Piramal.

Product Rationalization/Brand Acquisition/Company Acquisition: Most of the top pharmaceutical companies are consolidating their position in the domestic market either through product rationalization/ brand acquisition or company acquisition. Hoechst, Glaxo, Wockhardt and Ranbaxy have cut down their product portfolio in order to become more focussed. Similarly, companies such as Sun Pharma, Nicholas Piramal and Dr. Reddy's Labs have opted for brand/ company acquisition to increase the therapeutic reach and market penetration.

Pharmaceuticals are medicinally effective chemicals, which are converted to dosage forms, suitable for patients to imbibe. In its basic chemical form, pharmaceuticals are called *'bulk drugs'* and the final dosage forms are known as *'formulations'*.

Usage of pharmaceuticals is governed by the medical science; and these include:

- Allopathy or modern medicine, which has gained global popularity.
- Ayurveda, an ancient Indian science, mainly meant for herbal remedies.
- Unani, having Chinese origin, which is prevalent in South-East Asia.
- Homeopathy, founded by a German physician, which is popular from the   early 19th century.

World-over, the pharmaceuticals industry is focussed on *Allopathy,* the most modern medical science. Other modes of medical treatment such as *Homeopathy, Ayurveda* and *Unani* are more prevalent in third world countries.

Bulk Drugs are medicinally effective chemicals. They are derived from four types of intermediates (raw materials), namely:

- Plant derivatives (herbal products)
- Animal derivatives, e.g. Insulin extracted from bovine pancreas
- Synthetic chemicals
- Biogenetic (human) derivatives, e.g.. Human insulin.

Bulk drug discovery requires intensive and extensive research. When a drug goes off patent, it becomes generic. Bulk drugs can be broadly categorised as:

- Under patent
- Generic or off patent.

A patent provides exclusivity of manufacturing/licensing to the discoverer, i.e. patent holder for a stipulated time.

VALUE OF PRODUCTION OF BULK DRUGS AND FORMULATION

(Rupees in crores)

Year	Bulk Drugs	Growth %	Formulations	Growth %
1991-92	900	24	4800	25
1992-93	1150	27.8	6000	25
1993-94	1320	14.8	6900	15
1994-95	1518	15	7935	15
1995-96	1822	20	9125	15
1996-97	2186	19.9	10494	15
1997-98	2623	20	12068	15
1998-99	3148	20	13878	15
1999-2000	3777	16.7	15860	12.5
2000-2001	4344	15	17843	12.5

Source: 39th IDMA Annual Publication, 2001.

Management Training in Drug Industries

In the post-independence period, training and development of managerial personnel has emerged as a large-scale activity in many industries and now, in drug industries too, it is gaining greater momentum. In Indian industries, personnel training is considered as a key to reduce *obsolescence* among personnel in the face of relentless technological innovation. Management training is considered as a tool to improve the *general productivity* and bring about greater efficiency and higher work satisfaction. It aims at raising the standard of organisational services; and drug industries are not an exception to this fact.

In Drug Industries, the significance of management training lies in the fact that it facilitates:

(a) bringing the current performance of each individual up to the highest attainable level and develops individual potential for growing into positions of higher responsibility;

(b) availability of qualified manpower as needed to meet the organisation's current and future needs; and

(c) climate in which the individual employee can best attain his own goals by directing his effort towards attaining the goals of the organization.

Training has greater purpose and urgency in drug industries in view of the fact that they are engaged in the task of bringing about a basic transformation in the country's economic structure. In this task, organizations producing consumer goods have a special role to play since they can take up better the movement for education and social betterment, and make the public understand and co-operate actively with the activities of the industry. This is possible only when its men enjoy a professional status not only according to the standards the organization lays down, but more so in the estimation of the public.

Training, therefore, to men of all levels-lower, middle, and top-goes a long way in giving them the much needed confidence, authority and respect. Training particularly becomes vital when we think of an industry as far as it concerns the future, when paucity of trained men may hold-up its development. In this wider perspective, training should appear as the major factor, which can pave the way for the growth and development of organization; and it goes a long way towards placing management on a sound professional basis.

For drug industries, management training is very crucial since the growth of drug industries has been enormous-both in terms of the *total investment made* and in terms of the *workforce employed.* Along with the tremendous increase in the number of people employed, there has also been a considerable increase in the variety of skilled personnel needed to produce the wide range of goods and services.

Survival and growth of these industries demand that there should not only be a careful selection of the personnel in managerial cadres to perform the various jobs; but, there should also be a regular and well-planned system of grooming the fresh recruits for the jobs they have to perform and to provide them with opportunities for further enrichment and updating of their capabilities at every stage of their career development. Due to globalisation, Indian Drugs & Pharmaceutical Industries *face stiff competition from global players.*

According to C.H. Unnikrishanan, Mumbai, "The bulk drug exports from India have been on the decline for the last three years. The main reason behind this trend is the stiff competition in the international market with the entry of China into bulk drug manufacturing. The negative growth in the bulk drug exports clearly. shows that the manufacturers of basic drugs in India, who often witness drastic variations in the market prices even in the local market, are gradually withdrawing from the export market or they are shifting from the bulk drug activity itself. The Chemexil report for the year 1999-2000 shows that the growth in the bulk drug exports has fallen by 10 to 15 percent during the period 1997 to 2000 and the trend remains the same in the year 2000-2001."

The adverse factors, which affects the bulk drugs trade from India in the international market, mainly includes the stringent import formalities and other restrictions adopted by the importer countries to which many of the Indian manufacturers cannot comply with and the cut throat competition from other exporting countries. To come out of the dangerous situation, it is essential to take care of the development of the management cadres. *Development of personnel leads to the development of industry.*

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Management Training in Drug Industries
— An Empirical Study

Relevance and Scope

With the explanations provided in the earlier chapters as a frame of reference, a study was carried out to answer the following questions:

(1) What is the aim and importance of training the executives in drug manufacturing industries?

(2) What is the procedure followed in identification of training needs?

(3) What is the pattern of existing training programmes with reference to the formulation of *objectives, contents, methodology, evaluation and follow-up procedure?*

(4) What measures could be adopted to make training practices (both in-house training and external training) more relevant to individual and organizational needs and goals of Drug manufacturing industries?.

Training is not to be viewed as an intermittent, sporadic, isolated activity-taking place by fits and starts. It is to be viewed as a continuum, a process that spans over the entire career of a manager.

Objectives of the Study

The main objective of the study was to analyse the linkage of training system with broadly classified HR sub-system with a view to

find out the nature of management training practices in the drug industry and to suggest measures on the basis of findings.

Besides, the *objectives* of the study were:

1. To study the aims and significance of management training in drug industries in general with special reference to Tarapur Industrial Area.

2. To examine the training practices in drug industries with regard to:

   (a) objectives of training;

   (b) identification of training needs;

   (c) curriculum (course contents) of training, used in training personnel of different levels- top, middle and lower level;

   (d) teaching methods and techniques used in training personnel of different levels;

   (e) evaluation procedures followed by them.

3. To suggest such measures as may appear appropriate for reorientation of management training practices and curricula to meet the present and future needs of drug industries.

Coverage

The study covered few drugs and pharma industries located in an industrial belt. Managerial personnel with a minimum service of 5 to 7 years and above who have attended training programmes, the person who is responsible for training and development and the top management who are policy makers of the organisations constituted the *sample proportion* for the study. The drugs manufacturing industry has undergone considerable changes, growth-wise and structure-wise, during 1996-2002, affecting the training practices, which formed the period for the study.

The investigation was primarily designed to elicit information and views relating to different aspects of management training programmes. There was no attempt to establish relationships against different factors. In a way, it was an exploratory study where not much of earlier research is available.

Design of the Study

Two considerations have all along guided the approach in conducting the study. The first was to obtain basic information on the training practices by tapping primary sources through whatever

methods possible. The second was to make the research effort extensive by reaching this source in the various in-house training departments of drug industries, so that the conclusions arrived at could be depended upon in terms of their application on an organization wide scale.

As the main objective was to study the *management training* system adopted and implemented by the drug industries in an industrial area (western region of Maharashtra, India), a conceptual model of the system was evolved with the help of secondary data and information received from the top management in this regard.

A diagrammatic representation of the conceptual model followed by such industries is given below:
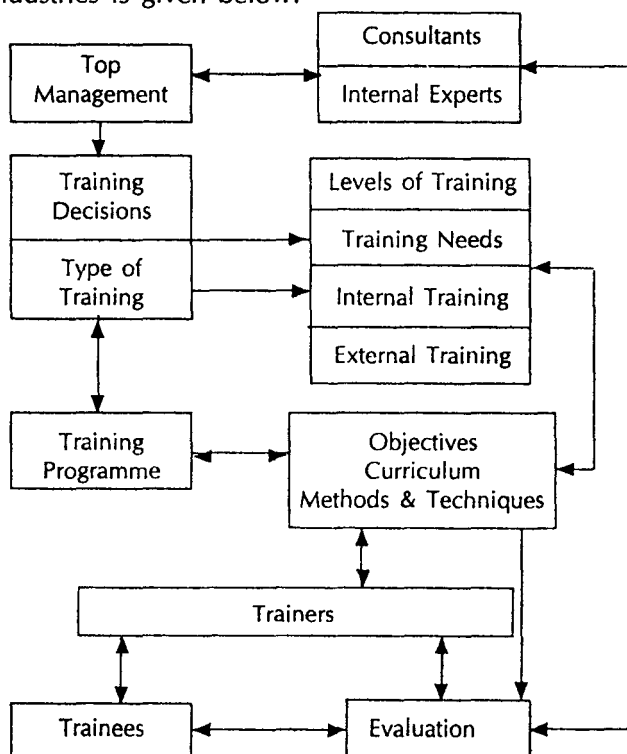
Schematic representations of relationships between Training Programmes, its various dimensions, and trainers role perspective and trainees perception.

The feedback loops in the model suggests the integration of major components of MTS followed by these industries and the key role played by the top management therein with regard to decision making for all the major components of the system. *It consists of six*

broadly classified components: (1) levels and types of training- both internal and external; (2) identification of training needs, the objectives, curriculum, methods & techniques and evaluation of training as practiced in drug industries; (3) training policies formulated by the top management; (4) trainers- their role in imparting training through different methods; (5) trainees-receiving training; and (6) trainees' perception of training programmes and the impact of training on improving the job-performance.

Following approach was selected for the study of these Components vis-à-vis the *management training system.*

(a) **Training Programme:** For the purpose of study and data collection, the levels of training were identified. These levels are the training given to: (1) top management; (2) middle management; and (3) junior level management. Further, the types of training offered were identified as: (1) internal training imparted in the in-house training: and (2) external training imparted by external training institutions.

(b) **Elements of Training:** This consisted of investigation into the aspects of training need identification, objectives of training, curriculum of training, methods and techniques of training, and evaluation procedure adopted in drug industries.

(c) **Top Management/Policy Makers:** The information regarding the policy formulations and identification of training needs were gathered by contacting the top-managements in drug industries through interview technique.

(d) **Trainers:** Information on the role of trainers and the various pedagogical training methods used by them in training the management personnel was gathered from the *trainers* in drug industries.

(e) **Trainees:** The trainees receiving management training constituted an important factor for research. The trainees belonged to different levels of management, namely, top management, middle management, lower level management, and were of different functional areas of specialization.

(f) **Perception of Training:** The trainee's perception of training, which was known through the responses of the subjects on the questionnaire, indicated their level of satisfaction with regard to-training programmes in which they participated and its impact on job performance.

Variables in the Study

The basic objective of the study was to analyse the management-training system in drug industries. Two major variables, i.e. (1) Levels

of training; and (2) Curriculum of training, were chosen for collection, analysis and interpretation of data. This is not to undermine the importance of types of training and methods of training in MTS. But, types of training and methods of training broadly follow the levels of training and curriculum of training. Thus, *the levels of training* and *curriculum of training* are prime variables and once the decisions on these prime variables are taken, decisions on other variables follow.

Levels of Training

Three main levels of managers, to whom training is imparted, were identified in drug industries:

(1) Junior level

(2) Middle level

(3) Top level.

The general characteristics of each level are:

1. Junior Level Manager: This level is comprised of graduates and postgraduates with only few years' experience. All the fresh engineers and management graduates also come under this category. At the junior level, the manager is responsible for day-to-day operations at shop floor level and he has to deal with subordinates and get things done through them. Junior level managers have to co-ordinate the activities with those of other executives and ensure that his sectional activities contribute to, and are consistent with organizational goals.

2. Middle Level Manager: The middle level managers comprise of both *graduates* and *engineers* with some years of working experience in drug industries or in other organizations. At this level, the managers are entrusted with resources. They are responsible for planning, organizing, co-ordination, controlling and decision making activities of subordinate managers. They serve as a link pin interpreting organizational policies communicated by top management and communicating them to lower management. They are considered as potential people having crucial horizontal linkage in the organization.

3. Top/Senior Level Manager: Senior manager's concern is with the total organization and he is vitally concerned with the future of the organization. His main function is policy formulation and its implementation. The levels of managers may be diagrammatically presented as under:

Top/Senior Managers	Board Members, Managing Directors, General Managers. Divisional Heads.
Middle Level Manager	Sr./Area Manager, Unit Heads Functional Managers, Department Heads
Junior Level Manager	Executives, Officers, Sectional Heads; Administration Officers.

There are certain types of knowledge, skills and attitudes, which a manager needs because of his particular level in the managerial hierarchy-top, middle or junior level. It can be stated in the form of role and responsibility of managers at their respective levels.

Junior Level

The role of new junior managers is complex and many are nervous and apprehensive about making mistakes. If he has been promoted from the ranks, the role changes from an employee to a member of the management team. It must be thoroughly discussed and understood because it creates new relationships and because the individual is now responsible for *"getting work done through others"*. The manager is now involved in making decisions that influence the productivity and profits of the organization, as well as the careers, incomes, attitudes and lives of the employees who are supervised. New managers should understand their roles, their authority and responsibility, the performance that is expected of them, the policies and practices of the enterprise, their budget and operating responsibilities, the legal regulations and union relationships. They must be familiar with the current theories of motivation and leadership and they need to have some practice in supervisory skills and in the management of human relations situations.

Middle Level

The middle level managers manage other managers and their duty to instruct juniors' should be clear and meaningful. Greater attention should be, therefore, given to understanding the interaction between organizational units, resolving conflicts, managing change, organizing and controlling work, budgeting and using numerical data as a management tool. They need greater organizational knowledge and information to understand the interaction between functions and the impact of decisions upon other organizational units. The skills of delegation, problem analysis and decision making, coaching the subordinate managers, and conducting meetings are necessary. There is also the responsibility to ensure uniformity in the supervision of

people in different units including the establishment of financial standards, performance standards, salary administration, etc. An opportunity should be provided for a better understanding of current organization wide problems and for participation in their solution.

Top/Senior Level

Managers at these levels need to have knowledge of *global business conditions* and knowledge of *governmental affairs* at national and international level. They need the knowledge of new markets, new products, and new developments, and they will especially need to have knowledge of the entire sequence of events from the germination of new ideas to their conversion into products and subsequently into sales. They will need certain types of experience; i.e. deep functional experience, experience in line and staff positions in several types of organizations and in a series of high-risk jobs. They need the ability to manage highly technical groups. They need to be able to make effective use of numerous specialists. They need to be able to master the art of *delegating and controlling large departments;* and they need the ability to view problems broadly, by avoiding a parochial attitude. They must be able to anticipate the future and to make firm decisions about the allocation of resources and adhere to the basic decisions. They must be able to view complex problems from the following three points of view simultaneously- (a) financial; (b) technical; and (c) human resource. They need to have the ability to plan and carry out changes in the organization in an effective manner; and be able to take the calculated risks. They need to be able to use the new tools of management, such as data processing information systems, automation, new incentive methods, etc.

Curriculum of Training

Curriculum constituted the second prime variable, for investigation. Curriculum of training refers to *"the appropriate subject matter/course contents"* used in training the managers in drug industries. As the managers receiving training belong to different levels of hierarchy, the curriculum used in training naturally vary according to the levels and the functional areas of work in which the managers are engaged. In identification and incorporation of this variable (curriculum) in relation to different levels, the following framework was evolved.

Training curriculum showing topics (*course contents*) desirable in relation to levels of managerial personnel.

Topics	Junior Level	Middle Level	Top Level
1. Management Concepts and Techniques:			
Current problems and trends in manufacturing industries	x	x	x
Issues of planning, budgeting, staffing and organization development.	x	x	x
Communication, co-ordination and control	x	x	x
Group dynamics, team building, organization methods and work study	x	x	x
Operations research	—	x	—
Job evaluation and design	x	—	—
Problem analysis, decision analysis	—	x	x
2. Environmental Aspects:			
Role and functions of drug industries in development	x	x	x
National policies, development strategy and goals: framework and process	x	x	x
Rationale, role, objectives and growth of drug industries	x	x	x
Drug industries and their linkages with environment	x	x	x
Policy issues concerning organization development & social responsibility towards society.	x	x	x
Organisation's autonomy and controls	—	—	x
National and international development and organizational performance	—	—	x
3. Functional areas:			
Finance:			
Planning of financial resources & management	x	x	x
Sources of funds	—	x	x
Investment decisions and tools of financial management	—	—	x
Export financing, tax laws, working capital management.	x	x	x
Budgeting	—	x	x
Organization — government fiscal relations	—	—	x
Marketing:			
Basic concepts	x	x	x
Marketing strategies, pricing mechanism	—	x	x
Product design and development	x	x	x
Export marketing	—	x	x

Topics	Junior Level	Middle Level	Top Level
Materials:			
Inventory management	x	x	—
Materials forecasting	—	x	x
Handling of materials and storage	x	x	—
Quality and inspection	x	x	x
Corporate Planning:			
Environmental analysis	—	x	x
Resource analysis and organization audit	x	x	x
Performance measurement and control	—	x	x
4. Human Resource Management:			
The human factor in organization, theories of human behaviour	x	x	x
Conflict management, crisis management	x	x	x
HRD — theory and practice	x	x	x
Positive mental attitude	x	x	x
Attitude towards culture and society, Theories of organization	x	x	x
Individual and societal values-their implications to management of drug industries.	x	x	x
Inter-Personal skills	x	x	x
5. Personnel administration:			
Manpower planning, control and management	x	x	x
Recruitment system	—	x	x
Performance appraisal	—	x	x
Management-trade union relations, and Participative management	x	x	x
Employee discipline, guidance and counselling	x	x	x
6. General management:			
Leadership qualities	x	x	x
Motivation and discipline	x	x	x
Decision-making	—	x	x
Sensitivity analysis	x	x	x
PERT/CPM	x	x	x
Problems in manpower planning & Management	—	x	x
Problems in organizational policies and Developmental strategies	—	—	x

(Those marked with cross (x) indicate the topics as appropriate to particular level and those with dash (—) are not).

The above course contents have been considered for the assessment of MTS practices in drug industries.

The Sample Design

A primary study was conducted for the identification of the units, which impart management training and development programmes. All the 68 Drugs & Pharma units located in a Western Region of Maharashtra, India, were visited and it was found that 21 Units were having MTS. Thus, the universe for the study consisted of 21 units of drug industries in the area. To select appropriate sample organization from among the cross section of drug industries, (i.e., the universe of 21 units) *purposive representative sample method* was used keeping in view the following criteria:

(1) Organisation having established HR practices since last 3 years and more.

(2) The large scale and medium scale Drug & Pharma industries located in the area.

(3) The small-scale industries where structured training programmes are.conducted.

Based on the above criteria, six organizations were taken as sample organizations for the study. *The names of the organizations are not specifically mentioned here for confidential reasons in the interest of the companies.* However, in a sequential manner, organisation-wise data is interpreted as organization, — 1, 2, 3, 4, 5 & 6. The sample size constitute 28.5% of the universe in terms of number of units located in the area. The total turnover of the six-sample organizations is 81.5% of the total turnover of the Drugs and Pharma industries in the region surveyed. Total manpower employed in the six-sample organization is 1758, which is 50% of 3462 total manpower employed in Drugs & Pharma industry in the area surveyed. The total number of managerial cadre in the above industry is 215, out of which 155 are employed by the six sample organizations. Thus, selected sample units form significant size of the universe in terms of its percentage share.

The sample is fairly representative covering major drug industries in the western region. While the trainers' were the target group for collecting information on training practices in relation to the identification of training needs, training objectives, course contents, methods and techniques used, and evaluation of training, the information relating to perception of and the benefits accrued from

training programmes was collected from those who have received training. The number of trainers approached for response is presented in the table given below.

SAMPLE PROPORTION OF TRAINERS USED IN QUESTIONNAIRE-SURVEY

Organization	Trainers	Sample taken	Percentage
Orgn. 1	5	5	100
Orgn. 2	2	1	50
Orgn. 3	1	1	100
Orgn. 4	1	1	100
Orgn. 5	1	1	100
Orgn. 6	1	1	100

The figures under the sample column indicate only the number of full time trainers. It doesn't include the practising managers (*line managers*) who also participate in training programmes as trainers, and most of them being in shop floor.

The managers who have received training and the responses elicited regarding their perception of training programmes have been shown below.

TOTAL NUMBER OF TRAINEES (MANAGERS OF ALL THE LEVELS) WHO WERE APPROACHED AND INTERVIEWED

Organization No.	Total Population	Approached	Responded
1.	62	62	32
2.	35	25	13
3.	07	07	07
4.	10	10	07
5.	22	22	07
6.	20	05	05
Total	155	131	71

(Approx.. 46% of 155)

Details of the sampled managers in their level and unitwise has been given in the table below.

Organisation No.		Junior Level	Middle Level	Top Level
1.		10	18	4
2.		5	6	2
3.		4	2	1
4.		3	3	1
5.		2	4	1
6.		2	2	1
Total	71	26	35	10

The researcher approached all the CEOs of the 6-sample organizations, who are the policy makers. All the CEOs responded.

Methods of Data Collection

Three sets of questionnaires were prepared for collection of information/data from the *top management, trainers* and *trainees.* To understand the background in which responses have been received and to ascertain the qualitative aspects of responses, *interview method* was also used.

A large number of questions were framed keeping in view the objectives of the study and the nature of information to be sought. After intensive consultations with a number of managers and trainers, the questionnaire was finalized. The questionnaire consisted of three forms. *Form-A* was meant to elicit information of general nature from organizational heads concerning training policy, training needs, support by top management and difficulties in training programmes. Form- A consisted of 23 questions, which were meant for CEOs of the organizations. *Form-B* was meant to elicit information on the aspects of training objectives, identification of training needs, training curriculum, teaching methods & techniques, audio-visual aids, and evaluation procedures. This was meant for the trainers who conduct the in-house training programmes in sampled organizations. The *Form-B* consisted of 22 questions. *Form-C* was meant to elicit information from the trainees, (those who attended the training programme) on their level of satisfaction with regard to training programmes. *Form-C* consisted of 13 questions.

Interviews conducted were of considerable assistance in gaining some initial insight into the situation prevailing in the organizations in relation to management training. Similarly, visits undertaken to the various in-house training departments/centres also helped in throwing light on the situation in other units of drug industries.

The visits to the organizations provided an opportunity to meet a cross-section of trainers and trained managers/trainees and share views with them on the training policies, programmes and practices. Factual position regarding the types of courses they offered was also reviewed. It provided an opportunity to observe few training sessions in progress, and to discuss with the participants their reactions to training programmes and a number of other aspects of management training and methods of teaching used in drug industries. These freewheeling discussions were regarded as an important incidental benefit that accrued from the visits.

Moreover, there was one more gain from these visits. A majority of the *trainers* and *heads* in the organizations are managers from the line managements of the respective organizations (*the remaining being professional teachers*). These were, therefore, really managers who were for the time being placed in the position of in-house trainers. As such, and as the ensuing discussions abundantly bore out, they were eminently suited to perceive and project the problems of management training from the angles of providers and sponsors, as well as that of the participants.

Information to assess the role and nature of contribution of external agencies in the management training effort of these organizations was also collected mainly during the *interview-survey*. A list of external training institutions to which the managers are deputed for training was prepared on the basis of information provided by each organization.

It was expected that the representative nature of the sample in regard to the drug industries (*coupled with questionnaire and interview based surveys, and generally, a high rate of response in each enquiry*) would justify interpretation of results as an indicator of the process and provision of management training throughout the entire length and breadth of *six organizations*. The use of questionnaire as the main method of gathering information for the study, and the accompanying advantages of uniform interpretation of terms and freewheeling discussions, should seem further reassuring in this regard.

Looking to the exploratory nature of the study, rigorous statistical analytical tools were not used. *Simple classification method was found more suitable for assessing the nature and scope of MTS practices in the selected organizations.*

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Databased Analysis of Management Training Practices

The main objective of the study was to assess the management training and development system practiced by drug industries. For the assessment of the system, survey method and interview method was followed. Based on the observations and analysis of data, it was found that the industries in the surveyed region area adapted the following model in management training and development.

Top Management	Consultants
	Internal Experts
Training Decisions	Levels of Training
	Training Needs
Type of Training	Internal Training
	External Training
Training Programmes	Objectives Curriculum Methods & Techniques
Trainers	
Trainees	Evaluation

A Model for Management Training and Development

The model suggests the way in which the management training system is operating in the area where the study was undertaken. *The two-way arrows suggest feedback loops.* It suggests the prime role of top management in the whole management training and development system in terms of various decision-making processes.

In this chapter, an attempt has been made to discuss various aspects of the training sub-systems as a part of the model. The scheme of presentation is as follows:

Section - 1:   Training Needs — On-the-Job training; Off-the-job Training.

Section - 2:   Objectives of Training

Section - 3:   Curriculum of Training

Section - 4:   Methods of Training

Section - 5:   Evaluation of Training; Trainees Perception of Training Programmes.

SECTION - 1

TRAINING NEEDS: ON-THE-JOB TRAINING; OFF-THE-JOB TRAINING

Approaches and Methods of Training Need Identification

The in-house training centers/departments are primary units for executing the training programmes in *drug industries.* It is however, necessary to qualify this statement by adding that their jurisdiction is limited to that part of the policy, which relates to the internal formal training. Determining the management training requirements constitutes the basis that sets the ball rolling. The exercise has obvious merit in ensuring the responsiveness of the ensuing training activity. The success with which this can be achieved will depend upon: (1) the precision with which the organizations identify and define their requirements, and, equally importantly, arrange them in the light of priorities; and (2) an effective line of communication between the providers (*trainers*) and the organization (*management*).

The main task of management training consists of devising ways and means to develop acquaintance with the organizational needs and in using this knowledge to convert the identified requirements into specific training programmes. From the investigation of the six sample organizations, it was found that the organizations used varying methods in identifying their training needs, as shown in the Table 6.1 below.

(I) METHODS OF IDENTIFICATION OF TRAINING NEEDS

Sr. No.	Methods	No. of Organizations	Percentage
1.	Job analysis and job specification	6	100
2.	Performance appraisal by self and others	5	83
3.	Personal interview and discussion with Superiors	5	83
4.	Discussion with Superiors and peers	3	50
5.	Left to the trainee to identify his training needs	4	67
6.	Knowledge and skill test	4	67
7.	Anticipating higher responsibility	6	100
8.	Informal observation	4	67
9.	Technological or system changes	6	100
10.	Exit interviews	3	50
11.	Analysis of problems of the organization	5	83

All the six sample organizations adopted varying methods for identifying the training needs of the managers. In all the sample organizations, job analysis and job specification, anticipating the higher responsibility of the manager in future and technological and system changes are the main methods used in the identification of training needs. Training in the respective field strengthens them in performing their duties in a better way. All the sample organizations, except Orgn. 1 used *performance appraisal system* as the method for identification of training needs. Orgn. 3, 4 & 5 used the method of discussion with *superiors and peers* as one of the ways for the identification of training needs. Except Orgn. 1 & 2, all the sample organizations empowered top managers for identification of training needs for themselves, which has also simultaneously resulted in identification of various training needs of the whole organisation.

All the sample organizations, except Orgn. 6 & 5, used knowledge and skill test for identification of training needs. Except Orgn. 1 & 5, all sample organizations used the method of *observation of behaviour at workplace* of the managers as one of the methods for identification of training needs, Orgn. 3, 5 & 4 used exit interview of the dissociating employees as a tool for the identification of training needs of the working managers. *"Analyzing the problems of the*

organization" is considered as one of the prime methods for identification of training needs of the managers, except in Orgn. 2.

(II) VARIOUS APPROACHES USED IN THE IDENTIFICATION OF TRAINING NEEDS

Sr. No.	Approaches	No. of Organizations	Percentage
1.	Informal approaches		
	(a) Problem analysis	5	83
	(b) Manpower analysis	3	50
	(c) Discussion method	1	17
2.	Formal approaches		
	(a) Performance appraisal	5	83
	(b) Task analysis	2	33
	(c) Psychological test	1	17
3.	Any other approaches		
	(a) organizational analysis	1	17
	(b) Meeting & observation method	1	17

Predominantly, *majority of the organizations adapted 'problem analysis as informal approach and 'performance appraisal' as formal approach.* Variations exist in the process of identification of training needs. All the sample organizations use *formal* as well as *informal* methods for identification of training needs. *Performance Appraisal System* is considered as one of the effective formal methods, except Orgn. 1. Task Analysis is another formal method, which is used by Orgn. 2 & Orgn. 6. Orgn. 6 used *Psychological Test* as one of the formal methods for identification of training needs of the managers. *Problems and issue analysis* is one of the informal methods used by all sample organizations except Orgn. 2. *Manpower analysis* is used as the informal method by 50% of sample organizations. Orgn. 6 used meeting and discussion as one of the informal methods for the identification of training needs. One organization used organizational analysis as one of the methods, and meeting and observation method is used by Orgn.' 2 in identification of training needs. Thus, the approaches adapted by sample organizations reflect a mixed pattern.

(III) AGENCIES EMPLOYED BY THE ORGANIZATIONS FOR DETERMINING TRAINING NEEDS (ALL LEVELS)

Sr. No.	Agency	No. of Organizations	Percentage
1.	Visits by Head and Members of Directing Staff	1	17
2.	Governing Body	Nil	Nil
3.	Trainee feedback	1	17
4.	Unit Heads	5	83
5.	Management Consultant	6	100
6.	HRD Manager	5	83

The above table shows that all the six sample organizations used management consultant's help for identifying the training needs of the managers and all other employees. In all the sample organizations, except Orgn. 6, HRD manager is the main person responsible for the identification of training needs.

(IV) CRITERIA FOR IDENTIFICATION OF TRAINING NEEDS (ALL LEVELS)

Sr. No.	Criteria	No. of organizations	Percentage
1.	Identification based on Individual Needs	2	33
2.	Identification based on Organizational Needs	2	33
3.	Identification based on both	2	33

The above table shows that 33% of the organizations identified the training needs on the basis of *individual needs* of the managers; whereas 33% of organizations gave importance to the *organizational requirements*. 33% of the organizations gave importance to *individual* as well as the *organizational* needs in the identification of training needs.

(V) PLANNING AND ANNUAL BUDGETING OF TRAINING & DEVELOPMENT PROGRAMMES (CRITERIA)

Sr. No.	Planning	No. of Organizations	Percentage
1.	Based on annual Organizational budget	2	33
2.	As and when required	2	33
3.	Based on annual Performance Appraisal	3	50
4.	Based on the report of identification of training needs of the organization	2	33

Orgn. 1 & 2 were found to plan the training and development activities on the basis of annual budget, which is prepared in advance along with the financial budget. Orgn. 2 prepared the budget on the basis of annual performance appraisal report. Orgn. 3 & 6 plan the training activities as and when required. Orgn. 5 & 4 plan the training programmes based on the performance appraisal report.

(VI) ORGANIZATIONAL NEEDS FOR TRAINING OF JUNIOR LEVEL MANAGERS

Sr. No.	Organizational Needs	No. of Organizations	Percentage
1.	Supervisory skill development	6	100
2.	Update & Upgrade knowledge and skill	3	50
3.	Information sharing with experienced managers	1	17
4.	Attitudinal change	1	17
5.	Personality development	2	33
6.	Development of problem solving skill	2	33
7.	Safety awareness and management	1	17

(VII) ORGANIZATIONAL NEEDS FOR TRAINING OF MIDDLE LEVEL MANAGERS

Sr. No.	Organizational needs	No. of Organization	Percentage
1.	Managerial skill development	6	100
2.	Cost reduction	1	17
.	Interpersonal relationship	1	17
4.	Increased Productivity	2	33
5.	Organizational development	2	33
6.	Development of technical and HR skills	3	50
7.	To take up higher responsibility	1	17
8.	Technological development & innovation	1	17

(VIII) ORGANIZATIONAL NEEDS FOR TRAINING OF
SENIOR LEVEL MANAGERS

Sr. No.	Organizational needs	No. of Organizations	Percentage
1.	World business & competition	6	100
2.	Strategic business planning	6	100
3.	Increased production and productivity	6	100
4.	Develop a learning organization culture	1	17
5.	Managing men	1	17
6.	Implementation of safety policy and norms	1	17
7.	Develop decision making skill	1	17
8.	Maximum utilization of resources	1	17

Criteria generally used for Selecting Managers to Receive Training

In selecting the managers for receiving training, almost all sampled organizations gave more emphasis to *organizational* needs rather than *individual needs*, with the use of formal approach.

The other criteria namely, *'Seniority of Executives', 'Need for Orientation to new job-sphere on Promotions,' 'Professional Aptitude and Suitability of Junior Executives'* and *'Helping an Executive to get out of redundancy'* — were not given much emphasis in the selection of trainees, in organizations surveyed.

On-the-Job-Training

On-the-Job training is the first choice of an organization in imparting training to its managerial personnel because it acknowledges certain basic facts about management training such as: (1) training can best be approached at the level of an individual; (2) management techniques can best and most naturally be learnt through practice; (3) the release of a manager's potential can best be secured by maintaining interest and challenge in the job; (4) the immediate superior is best located to diagnose and understand the needs of his subordinates, plan developmental exercises for them, and discuss and assess their performance.

Developing the Individual on the Same Job

The emphasis here is that day-to-day job situations may serve as potential occasions for *subordinate development* and therefore, the

attempt essentially is to seek the conversion of routine organizational operations into opportunities for individual's development. This practice involves delegation by the immediate superior; involvement of the subordinates in decision-making sessions; nomination of subordinates on departmental committees, and entrusting them with other special assignments. In fact, many other opportunities of this kind are available in the operations connected with the (subordinates) jobs, and those of the organization at large; but it needs all the ingenuity on the part of the superior to unfold them and to ensure their maximum use. However, *this assumes continuity of dialogue between the superior and the subordinates at a level, which, many among those practicing managers whom the investigator interviewed, obviously acknowledged, they did not have the time to keep.*

Developing the Individual through Job-rotation

These are relevant only for such individuals whose needs may be met within the framework of their current assignments. When the aim is to broaden the experience of an individual, it becomes essential to offer him opportunities to develop familiarity with different and/or larger range of the organizational activities. The movement from the present job becomes essential here; and depending upon the needs of a particular case, this may either entail simply a change to another job, or, alternatively, this may involve rotation of the manager concerned through a series of jobs.

While most of the organizations consider *job rotation* as a good method to develop the individuals on-the-job, certain difficulties do exist in view of the nature of activities of drug industries, such as:

(1) specialised background of individuals with fixed mindset;

(2) lack of aptitude in multiskilling for various functions;

(3) fear of losing the job;

(4) rigid approach of top management.

However, with increasing realization to cope with changing organizational needs/scenario, some degree of flexibility in *top management's mindset* appear to be emerging in *drug industries.*

The practice of *on-the-job training* in *drug industries* — in as far as it concerns techniques involving change of job/job-rotation has several operational difficulties. The main problem was reported to be that of finding suitable placements. This, incidentally, highlights an inherent limitation of on-the-job training as a development tool, viz., that, unlike the formal training, it cannot be reduced to a tailor-made

operation. The existing policy in the organizations in this regard (*namely, that opportunities for development must be used as and when they arise in course of the normal functioning of a department, and that normally they shall make no deliberate move to create them*) aggravates the problem further. Operational pressures often act as yet another constraint in the matter. Moreover, there is a physical limit upon the extent to which developmental opportunities in an actual job situation can be created. The physical layout of an organization in terms of its size, structure, the nature and magnitude of its activities, and its practices and procedures determines, and after a point, freezes their supply. Yet another problem that came to the fore has to do with the *need to resort to special arrangements of one kind or another nearly every time a placement is conceived.*

Further, during the study, another limitation of *job-rotation* as a method of *on-the job training* was reported to be that of *timing of placements* from the viewpoint of the workload position in the donor departments. Instances were reported where managers, having been placed in departments during slack periods, did not have enough exposure to learn from. On the other hand, some executives were said to be attached to certain departments at the time when the rush of work was so much that no one seemed to have the time to attend to their needs.

Special Assignments

Another method of on-the job training widely used in the *drug industries* is, what are known as, the *'special assignments'* which involve committee work and project work. Through committee, a chance is provided to managers to analyse the real, live problems that arise periodically in the organizations. The aim is to develop an understanding of the organizational problems and sharpen the consultative and inter-personal skills of the managers. The membership of the committee is drawn from as varied a spectrum of department as possible. Their findings are considered at senior levels and due respect is shown to them. *The committee method was also credited with bringing improvement in inter-departmental relations, and in problem solving skills of those concerned.*

In contrast to the above, the project method is mainly used in organizations as a *training device.* As part of the formal management training programmes, projects are assigned to younger Executives/ trainees to provide experience to them in marshalling information and preparing reports. In such cases, the method makes no contribution

to the organizational goal attainment. In exceptional cases, however, the project device was reported to have used to create a pre-occupation for certain individuals, as a stopgap arrangement. The individuals in question were, for the most part, new entrants awaiting suitable placements. Depending on the specific nature of the projects that they may be assigned, the project method, when used may foster at times the objectives of organizational goal attainment.

Off-the-Job Training (Internals)

This method was reported to be used mostly in the case of junior level managers or new entrants, who needed orientation for knowledge of the organization, its structure, managerial tasks, and functional areas. *Under this method, the trainees were provided an understanding of*:

- General management concepts (e.g. decision making, planning, business policy)
- Functional areas of operation (e.g. marketing, finance, personnel, materials management, industrial relation etc.)
- Management techniques, (e.g. management appraisal, interview and selection methods, quantitative techniques and statistics)
- Behavioural and skill development (communication, leadership, team building, motivation, conflict resolution, etc.

Under this method, refresher courses or updating courses, at times of longer duration (from one to three months) were conducted. In addition to the short duration courses, the programmes of one to 3 days duration were also conducted. Courses in basic discipline, such as, basics of finance and business law also formed part of the exercise. This method was reported to be carried out within the organization with the help of in-house training departments.

Off-the-Job Training (External)

Unlike off-the job training (in-house), off-the job training (external) refers to the practice of sending personnel for training to external agencies, i.e. outside management institutions. The organisations intend to supplement their internal training programmes without involving company executive training effort. This strategy was felt necessary largely because no organization is in a position to meet all its training needs only through its internal training departments. This is also *in consonance with global pattern.*

The sampled organizations were asked to list out the external agencies used by them and that who were found to be the most effective? The data obtained from the respondents showed that they used more than one agency, as shown below.

USE OF EXTERNAL TRAINING INSTITUTIONS BY DRUG INDUSTRIES

Sr. No.	Institutions	No. of Organizations	Percentage
1.	AACC	1	17
2.	APFCB	1	17
3.	Indian Institute of Technology	3	50
4.	UDCT	5	83
5.	IIPE	1	17
6.	NITIE	1	17
7.	Central Labour Institute	2	33
8.	Bombay Productivity Council	3	50
9.	IRIDA	1	17
10.	Kaizen Institute	1	17
11.	Bombay Chamber of Commerce	3	50
12.	Tarapur Management Association	6	100
13.	IIMs	1	17
14.	Administrative Staff College, Hyderabad	1	17
15.	National Institute of Personnel Management	2	33
16.	Tarapur Industrial Manufactures Association	1	17
17.	Quality forum of India	1	17
18.	Association of Bio-Chemists	1	17
19.	Bombay Management Association	1	17

Effectiveness

Most of the organizations do not seem to have evaluated the relative effectiveness of the programmes offered by external training institutions. However, three organisations had formulated certain impressions and opinions. Orgn. 3 thought that some of the training programmes conducted by Bombay Chamber of Commerce & Industry, Association of Bio-Chemistry and institutions abroad were generally pragmatic. The second (Orgn. 1) considered some of the training programmes conducted by UDCT, CLI and TMA to be beneficial to

them. *This organization also maintains that the general management programmes of Bombay Chamber of Commerce & Industry are very effective.*

The third organization (Orgn. 6) was in favour of the training programmes conducted by Quality Forum of India, AACC and APFCB and it finds that for acquiring advanced skill and competencies, training institutions abroad were very useful.

The need for external programmes arises due to the sheer impossibility of conducting certain operations internally, e.g., *advanced general management courses for top/senior level managers. Another reason is that the organizations desire to expose their managers to outside influences for new ideas and cross-fertilization that explains a continually recurring resort to external agencies.*

SECTION - 2
OBJECTIVES OF TRAINING

The objectives of training the managerial personnel at junior, middle, top/senior levels have been observed as follows.

Objectives of Training (Junior Level Managers)

For the junior level managers, who are responsible for the day-to- day operations of the organization and getting things done from the subordinates, the objectives of training were reported to be to develop in them *knowledge, skill* and *understanding* of:

(1) The rationale and role of drug industries and commitment to organizational goals;

(2) Basic management concepts, techniques of leadership and basics of decision making;

(3) Tools and techniques relevant to their particular functional area;

(4) Problem solving approaches & supervisory skill;

(5) Current development in the area of management science, tools and techniques and those in the functional areas, which are relevant to their level;

(6) Organizational problems and ways and means to solve them;

(7) Personality development through attitudinal change and update and upgrade the knowledge and skill; and

(8) Safety awareness and management.

Objectives of Training (Middle Level Managers)

For the middle level managers, who are entrusted with resources and responsibility for decision-making, planning and controlling the activities of subordinate managers, the objectives of training were reported to be to enable them:

(1) To understand the role of the organization in the context of global competition;

(2) To understand management concepts, tools and techniques, especially those related to managerial skills, interpersonal skills, HR skills, the organization and control of work in different units/departments and use of quantitative techniques;

(3) To reduce the cost and increase the productivity;

(4) To acquire skills for problem analysis, decision making and delegation of authority;

(5) To acquire specialized skills in functional areas of operation, like production, marketing, finance, etc.;

(6) To acquire skills in designing and implementing management control and information system;

(7) To know the techniques of organizational/corporate planning, project management, inter-personal and inter-organizational relationships;

(8) To understand the current organizational problems and solve it through innovation and technological development;

(9) To facilitate overall development of the organization.

Objectives of Training (Top/Senior Level Managers)

For the top/senior level managers, who are concerned with the total organization, its *future* and whose function mainly relate to policy formulation and implementation, the objectives of training were reported to be to:

(1) Develop in-depth knowledge of global business and competition and prepare the organization to face the global competition;

(2) Develop strategic business planning;

(3) Develop abilities to manage highly technical groups and make effective use of them to achieve organizational goals;

(4) Develop skills for maximum utilization of resources;

(5) Develop leadership and decision making skills and understand problems related to linkages in the organization

and with outside organizations, and be able to participate in their solutions;

(6) Broaden knowledge of functional areas, current developments in organizational management, decision-making techniques;

(7) Gain fuller understanding of concepts, tools and techniques in the areas of organizational planning and design, co-ordination and control, group dynamics and systems concepts;

(8) Develop a culture of learning organization;

(9) Increase production and productivity; and

(10) Frame policies and examine the same whether they are implemented or not in relation to safety.

The main objectives of training, as reported by the *sampled organizations* with respect to organizational development needs is presented in the following table.

ORGANIZATIONAL OBJECTIVES OF MANAGEMENT TRAINING (ALL LEVELS)

Sr. No.	Objectives	No. of Organizations	Percentage
1.	Change the attitude and behaviour of employees	6	100
2.	To develop the potential and skill of employees.	6	100
3.	To acquire specified knowledge in specified area	6	100
4.	Interaction with others regarding the experience.	6	100
5.	To improve problem solving and grievance handling skills	5	83
6.	Personality development of employees	6	100
7.	To bridge the gap between expected and actual performance of employees	6	100
8.	Organizational development	6	100
9.	Improvement in performance	6	100
10.	Develop a learning organization culture	5	83
11.	Training for insight, intuition and right brain thinking	4	67
12.	Inter-functional development	1	17

As shown in the table, all the sample organizations have the following objectives for training and development:

(1) *Change the attitudes and behaviour of managers*

(2) *To develop the potential and skill of managers*

(3) *To acquire specified knowledge in specified area*

(4) *Interaction with others regarding the experience*

(5) *To improve problem solving skills and grievance handling skills*

(6) *Personality development of employees*

(7) *To bridge the gap between expected and actual performance of employees.*

CRITERIA ON THE BASIS OF WHICH OBJECTIVES ARE FORMULATED

Sr. No.	Criteria	No. of Trainers
1.	Depending upon the responsibility and position held	1
2.	Based on the needs of the organization	6
3.	Skill and knowledge development. For attitudinal change and to develop good habits	1
4.	Based on the identification of training needs	1
5.	Based on the Competency required for different levels	1

PERSONAL OBJECTIVES OF MANAGERS (ALL LEVELS) WITH RESPECT TO THEIR INDIVIDUAL DEVELOPMENTAL NEEDS

Sr. No.	Personal Objectives	No. of Managers	Percentage
1.	Personality development	30	42
2.	Career growth	38	53
3.	Improvement in interpersonal relationship	24	34
4.	Enhance knowledge	30	42
5.	Update the information	36	51
6.	Managerial skill development	36	51
7.	Improvement in communication skill	41	58
8.	To change the mindset and attitudes	19	27
9.	Time management	16	23
10.	Develop leadership quality	29	41
11.	Effective decision making power	18	25
12.	Self motivation	6	8
13.	Stress management	19	27
14	Confidence development	3	4

42% of managers responded that personality development is one of the objectives of training, 53% of managers responded that career growth is one of the needs for their training. 24 out of 71 responded that improvement of interpersonal relationship is one of the personal objectives of training. Knowledge enhancement is the objective of 42% of managers. Updating the information and managerial skill development are other two personal objectives of 51% of managers. Majority of the managers (58%) responded that improvement in communication skill is one of the major personal objectives. 27% of managers desired to change by themselves by change of the mindset as one of the personal objectives. Time management, leadership quality, effective decision making power, self motivation, stress management and confidence development are also the personal objectives of the managers who were nominated for different types of training programmes.

OBJECTIVES OF THE MANAGERS (ALL LEVELS) WITH RESPECT TO THEIR ORGANIZATIONAL DEVELOPMENT NEEDS

Sr. No.	Organizational Objectives	No. of Managers	Percentage
1.	Changing the organizational culture	11	15
2.	Changing the mindset of the individual	9	13
3.	Developing a positive mental attitude	22	31
4.	Developing team spirit	44	63
5.	Improvement in productivity	59	83
6.	Improvement of cost effectiveness	23	32
7.	Improvement in interpersosonal relationship	33	46
8.	Improvement in communication	33	46
9.	Effect of global business and globalization	6	8
10.	Development of problem solving skills	14	20
11.	Manpower handling skills	15	21
12.	To motivate the subordinates	21	29
13.	Enhancing knowledge	5	7
14.	Better working environment & safety	5	7
15.	Developing the safety culture	5	7
16.	To reduce accident at work place	5	7
17.	Effective decision making power	17	24
18.	To improve the performance at work place	9	13
19.	Developing administrative techniques	3	4
20.	To improve and increase effectiveness	7	10

21.	To improve efficiency	6	8
22.	Energy conservation	2	3
23.	Waste management	2	3
24.	Managerial skill development	30	42
25.	MIS system and its implementation	6	8
26.	Improvement in housekeeping	6	8
27.	Subordinate development	13	18
28.	Development of leadership skill	22	31
29.	Art of delegation	5	7
30.	Quality system management and its implementation	30	42

An attempt was also made to study the organizational approach for imparting training to managers with respect to their *individual needs* as well as *organizational needs*. For this purpose, 71 managers were interviewed and the responses have been classified with respect to organizational approach to managers' individual as well as organizational development. Organizations nominated their managers for training to meet their various individual developmental needs, especially to:

(1) Improve productivity (83%);

(2) Develop team spirit (63%);

(3) Improve interpersonal relationship, and communication (46%);

(4) Foster managerial skill development and quality system management (42%);

(5) Develop a positive mental attitude and leadership skill (31%);

(6) Bring about improvement in cost reduction (32%);

(7) Motivate subordinates (29%);

(8) Foster subordinate development (18%).

The study also revealed that in some sampled organizations, the objective of training the managers, irrespective of the level to which they belong, was to provide *incentives*.

INCENTIVES OFFERED TO MANAGERS (ALL LEVELS) TAKING PART IN TRAINING PROGRAMMES

Sr. No.	Incentives	No. of Organizations	Percentage
1.	Monetary/salary benefits	5	83
2.	Promotion to higher ranks	5	83
3.	Certificates	5	83
4.	Other incentives		
	(1) Only knowledge	6	100
	(2) Self motivation and skill development	6	100

The majority of organizations surveyed (83%) impart training to their managerial personnel to facilitate promotion to higher ranks. This implies that training is meant to orient the individuals to new job-skills as they move up in the professional hierarchy. Awarding of certificates at the end of training is also rated to be one of the objectives by 83% of the organizations. *This practice was carried out in training in operation, production and other service departments etc., and this is done with a view to facilitate gaining new knowledge or skill on the part of the trainee in his/her functional area.* Sometimes, a test is conducted at the end of a training session to know the extent of *knowledge* or *skills* acquired by the trainee.

NOMINATION PATTERN (ALL THE LEVELS)

Sr. No.	Nominated by	No. of Managers	Percentage
1.	Self	2	3
2.	Immediate boss	31	43
3.	HRD dept.	35	50
4.	Plant manager	3	4

In all the sample organizations, managers were asked as to *'who nominated them for the training programmes'?* 50% (35 out of 71) responded that they were nominated for the programmes by HRD department. 43% responded that their immediate boss nominated them for the training programmes. 3% responded that nobody nominated them but they themselves attended the programme. 4% responded that their *Plant Manager* nominated them for the training programmes.

SECTION - 3
CURRICULUM OF TRAINING

Curriculum of training constituted an important *variable* in the study. In order to determine the contents/learning material of management training programmes and the criteria on the basis of which they were developed, the trainers in the sampled organizations were asked the following questions:

(a) "What are the course contents in training the personnel of: (1) Junior, (2) Middle, and (3) Top/Senior management levels?".

(b) "What is the criteria on the basis of which the course contents are developed/designed?".

The response indicated that the curriculum/course contents were designed in terms of the *objectives of training* and the *functional areas* in which training was to be imparted. The contents for junior, middle, and top/senior managers' training were reported to be as follows.

Curriculum for Training (Junior Manager Level)

CORE TOPICS COVERED FOR JUNIOR LEVEL MANAGERS

Sr. No.	Topics	No. of Organizations	Percentage
1.	Supervisory management	6	100
2.	Human resource management	6	100
3.	Organizational behaviour	6	100
4.	Labour laws & industrial relations	6	100
5.	Quality system management	6	100
6.	Personality development and personal relationship	6	100
7.	Inter-functional development	1	17
8.	Computer operations & systems	1	17

Curriculum for Training (Middle Level Managers)

As the middle managers occupy the central position in the management hierarchy, the curricular contents for personnel at this level were stated to be as follows.

CORE TOPICS COVERED FOR MIDDLE LEVEL MANAGERS

Sr. No.	Topics	No. of Organizations	Percentage
1.	Organizational development	6	100
2.	Operational management	6	100
3.	Materials management	6	100
4.	Safety management	6	100
5.	MIS, costing and cost effectiveness	6	100
6.	Training and development	6	100

All the sampled organizations emphasized the need of short duration courses of six months for middle level management. The courses are in the name of *Diploma in Organisational Development.*

Curriculum for Training Top/Senior Managers

As the Top/Senior level managers are to have an *overall capability in the management of organization,* the curricular emphasis is on core issues as given in table below:

CORE TOPICS COVERED FOR SENIOR MANAGERS

Sr. No.	Topics	No. of Organizations	Percentage
1.	Strategic management	6	100
2.	Resource management	6	100
3.	Customer management	6	100
4.	Productivity management	6	100
5.	Training and development	6	100
6.	Quality management	6	100
7.	Planning & MIS _	1	17
8.	Global business & competition	4	67
9.	Environmental management	1	17

The subjects generally covered for the benefit of Top/Senior level managers include: Strategic management, Resource Management, Customer Management, Productivity Management, Quality Management, etc.

Criteria for Developing Curriculum/Contents

The criteria on the basis of which the sampled organizations designed and developed their training curricula were reported to be as follows:

CRITERIA BASED ON WHICH THE CURRICULUM WAS DESIGNED/DEVELOPED

Sr. No.	Criteria	No. of Organizations	Percentage
1.	Continuous development of the individual within the organization as per need	1	17
2.	Based on the organizational requirement and responsibilities of position held	2	33
3.	Based on the function of people	1	17
4.	Based on innovation/technology upgradation	1	17

Orgn. 5 opined that curriculum was based on the different functions and responded that *orgnizational requirement* and *responsibility* held by different managers are the criteria for the formulation of curriculum. Orgn. 6 responded that the criteria for the development of course curriculum included continuous development of organization as well as *individual needs.* Orgn. 4 responded that the curriculum of the course is based on the need of the organization, *i.e., need for innovation and technology upgradation.*

There is no doubt that the adaptation of above criteria is a healthy practice. *However, there is a need to link up curriculum development extensively with the objectives of training.*

SECTION - 4

METHODS & TECHNIQUES OF TRAINING

In order to determine *'the teaching methods used by sampled organizations (drug industries) to train their managerial personnel',* the trainers were asked to respond to the following question:

"What teaching methods are generally used in the training programmes?". The following table shows the responses received from the *trainers* of the sampled organizations.

METHODS USED BY SAMPLED ORGANIZATIONS IN MANAGEMENT TRAINING (FOR ALL LEVELS)

Sr. No.	Methods	No. of Organizations	Percentage
1.	Lecture Method	6	100
2.	Case Study Method	5	83
3.	Group Discussion Method	5	83
4.	Exercise & Self assessment	4	67
5.	Games	3	50
6.	Interaction Method	4	67
7.	Audiovisual Method	4	67
8.	Conferences	4	67
9.	Seminars	4	67
10.	Workshop	4	67
11.	Role-play	4	67
12.	Brainstorming Sessions	6	100
13.	Book Reviews	2	33
14.	Visiting Aborad	2	33
15.	Research	3	50
16.	Project Report	3	50
17.	Correspondence Course	1	17
18.	Counselling & Guidance	5	83
19.	Observation Tours	2	33
20.	Simulations	2	33
21.	Executive Exercise	3	50
22.	Executive Speaking	2	33

As illustrated in above Table, the respondents reported twenty-two different teaching methods that are used in management training programmes. *The lecture and discussion methods are used by all the sampled organizations.* Except two, all the organizations use Role-play. Similarly, except Orgn. 2, 3, & 5, all the organizations used management games.

Next in popularity are Case Study Method and Exercise and Self-assessment. While case study method is used in all organizations, Exercise and Self-assessment is also equally used in four organizations.

Effectiveness of Methods

When the question was asked about the effectiveness of the various methods used in management training, the senior managers had no clear idea about the assessment of various methods used. The question was, therefore, substantiated by a series of sub-questions during the *interview* to receive a satisfactory response.

From the responses, it is evident that the *lecture, discussion* and *Case Study* methods are extensively used, and a large variety of modern pedological methods resulting from the development of educational technology have not yet become much popular in the training field. The Audio-Visual aids, which are of many types, were found extensively used as part of the above training methods. All the sampled organizations, except Orgn. 2, were reported to be using some audio-visual aids, namely, Overhead Projectors, Video and TV recorders, Computers, Film Projectors etc.

It is felt that audio-visual aids can significantly enhance and reinforce learning. Training aids have a major role to play in ensuring the achievement of objective of learning.

Audiocassette recorders are the cheapest means of recording an expert's lecture and the subsequent question-answer session. Video recorders are ideal for showing the live effect of an incident or an action or an event. Duplicators are ideal for making copies of typewritten materials and photocopy machines are used for making photocopies of the materials used in the training programme. Overhead projectors are ideal (OHP) for projecting a transparency, either handwritten or computer printed, on to the overhead screen, which will be visible to everyone in the training hall. Overhead screens have almost replaced the black boards, on which, in olden days, people used to write with chalk. Flip chart can be used for single presentation, which may not justify the designing and preparation of costly visuals. Magnetic boards are used in place of black boards. Magnets may be as drawing pins for its usage as pin-up on boards. Nowadays white boards are used with the aid of drawing pens for presentation. Slide projectors are used for projecting small size opaque materials, even directly from books, but has gone out of vogue mostly because of its bulky size.

LCDs are used as the latest aid for the presentation of training inputs. LCD screen projector is connected to PC monitor output socket. Then, the overhead screen will be showing all that should be displayed

on the PC monitor. Everybody can see on the screen what is being presented. *Lap Top used nowadays is portable in place of PC.*

Computer Based Training (CBT)

Computer based training is useful for self-learning, and in situations where trainers are scarce, or are tied up with other pre-occupations. The most important advantage of a CBT, however, is that there is no need to bring a batch of trainees together in the name of training and the trainees can get training by themselves whenever they are free from other routine duties. CBT refers to specific software and other training materials created exclusively for the purpose of training, which can be loaded on a PC and invoked with the help of a few commands. The CBT approach may not be cost effective in training few individuals, particularly if the CBT module is not readily available, and has to be created afresh. Many exclusive training centres, whose business is to train others in specific areas, go for the CBT approach. For example, CBT modules are commercially available for learning computer-programming language, operating system and other computer based software packages. The trainer may have to take the help of computer professionals and closely associate with them for initially creating the CBT module; and the trainer has to get in updated and fresh copies of the same installed on all available PCs.

TRAINING AIDS USED IN TRAINING PROGRAMMES

Sr. No.	Aids	No. of Organizations	Percentage
1.	Company sponsored centre facility	6	100
2.	Residential facilities	2	33
3.	Films, slides, projectors, movies, stills	6	100
4.	Graphs, charts, flash cards, boards	4	67
5.	Pamphlets, brochures, manuals	6	100
6.	Library and reading Rooms	6	100
7.	Exhibits, posters and display	4	67
8.	Notice boards, bulletin boards, drawings	6	100
9.	Cartoons, comic books	5	83
10.	Materials for games	3	50
11.	Computers, Laptops, LCD	5	83

All the sampled organizations used company-sponsored centres for training programmes. Most of the programmes are conducted in the company premises; but some programmes are conducted in the

nearby hotels. Orgn. 5 & 4 provided residential facilities to the managers who attended the programmes. All the sampled organizations used *Overhead Projectors* as training aids for conducting training programmes. Except Orgn. 2 & 6, all the sampled organizations used Exhibits, Posters and Display. Cartoons and comic books are used by all sampled organizations, except Orgn. 2, 1 & 6.

All the sampled organizations, except Orgn. 3 & 6, used different types of materials for games during the training period. All the sampled organizations, except Orgn. 6 use Computers, Laptop etc. as training aids.

Primary Purpose	Methods Used
To explain facts & procedures, expounding general principles	Lecture and discussion
To develop awareness of one's self and one's impact on others	Exercise & self assessment, role-play, assignments, stimulations
To develop analytical skills and ability to ask oneself questions	Case study method, business games, and Role-play
To enable learning outcomes to be carried over to job	Conferences, business games, role-play and seminars
To bring behavioural changes	Discussions and role-play
To impart theoretical knowledge on various job-aspects and for emotion catharsis	Lecture, case study method and conferences
To ensure good training with unskilled trainers	Lectures and discussions

Audio-Visual Aids

In making the process of training and learning more effective, it was felt necessary that *audio-visuals* should be made use of extensively by all the organizations. This view was supported by the trainers, during the study, who stated that regular usage of a variety of audio-visual aids as part of training methods would help them in teaching more effectively and make learning more purposeful, efficient and interesting. Securing active participation of managers/participants in training programmes, improvement of visual perception, and better retention of what is learned were other advantages of using audio-visual aids.

The study revealed that there is a greater need for enhancing the facilities in the in-house training departments/centres in the sampled organizations to make training activities more meaningful and vigorous.

The purpose for which different training methods were used was reported to be generally as follows:

TRAINING PROGRAMMES ATTENDED BY THE MANAGERS (ALL LEVELS), IN-HOUSE AS WELL AS EXTERNAL (TECHNICAL)

Sr. No.	Technical Programme	No. of Managers	Percentage
1.	WHO CGMP	16	23
2.	Gemba Kaizen	16	23
3.	Safety in Chemical Industries	20	28
4.	Safety Management	20	28
5.	ISO 9000	16	23
6.	Training on Productivity	16	23
7.	Training on Industrial Safety	16	23
8.	Kaizen	15	21
9.	Refreshing Course on Chemical Engineering	2	3
10.	Sophisticated Instrument Operation	1	1
11.	HPLC Training	2	3
12.	G.C. Training	1	1
13.	Method Development	2	3
14.	GMP GLP	2	3
15.	Training on Central Excise	4	6
16.	Training on Tax Reforms	2	3
17.	FDA Practice	2	3
18.	ERP Training	4	6
19.	Training on Tally Package	3	4
20.	Training on Mechanical Seals	2	3
21.	Training on Product Development	4	6
22.	Training on Molecule Development	4	6
23.	Waste Management	5	7
24.	Energy Conservation	5	7
25.	Industrial Management	3	4
26.	Training on Benchmarking	15	21
27.	Techniques of Cost Reduction	15	21
28.	Training on First Aids	2	3
29.	Road Safety	2	3

The above table shows the details of the technical training programmes attended by 71 managers. These training programmes are of one or three day's duration; but some programmes are of more than 3 days duration.

IN-HOUSE TRAINING PROGRAMMES ATTENDED BY MANAGERS AT ALL LEVELS (BEHAVIOURAL)

Sr. No.	Programme	No. of Managers	Percentage
1.	Leadership	40	56
2.	Motivation	36	50
3.	Team Building	37	52
4.	Conflict Management	28	39
5.	Effective Decision Making	32	45
6.	Performance Appraisal	30	42
7.	Time Management	34	48
8.	Quality Circle	30	42
9.	TPM	30	42
10.	Executive Excellence	28	39
11.	How to Develop Positive Mental Attitude	30	42
12.	Communication	37	52
13.	Diploma in Supervisory Management	15	21
14.	Inter Personal Relationship	31	44
15.	Organizational Behaviour	25	35
16.	Stress Management	27	38
17.	Managerial Effectiveness	29	41
18.	Techniques of Cost Reduction	25	35
19.	Benchmarking	25	35
20.	Grievance Handling	30	42
21.	Transactional Analysis	31	44
22.	Skills for Effective Performance	25	35
23.	Better Housekeeping	28	39
24.	Emotional Intelligence	28	39
25.	How to be more Productive	30	42
26.	Creativity	30	42
27.	Proactive Thinking	31	44

The above table shows the in-house programmes attended by the managers in *behavioural, skill development* and *attitudinal change* aspects.

EXTERNAL TRAINING PROGRAMMES ATTENDED BY THE MANAGERS AT ALL LEVELS (BEHAVIOURAL)

Sr. No.	Programme	No. of Managers	Percentage
1.	HRD for corporate excellence	9	13
2.	Skills for managerial excellence	8	11
3.	Recovery management	2	3
4.	Better professional management by customer interaction	2	3
5.	Organizational behaviour	8	11
6.	Labour laws every manager should know	4	6
7.	Disciplinary action	9	13
8.	Central Excise for non-excise executives	9	13
9.	Kaizen	9	13
10.	Office management	8	11
11.	Techniques for cost reduction	11	15
12.	Executive training	7	10
13.	Counselling	7	10
14.	Personal Relation at workplace	7	10
15.	Tax reforms	4	6
16.	Positive mental attitude	9	13
17.	Presentation skills	9	13
18.	Problem solving skills	3	4
19.	Effective corporate communication	9	13
20.	Motivation at workplace	9	13
21.	HRD for non-HRD personnel	9	13

In addition to the in-house training programmes, the managers were sent to outside agencies, institutions for behavioural, skill development and attitudinal changes, as indicated in the above table.

SECTION - 5
EVALUATION OF TRAINING

The *evaluation of training* is a very significant aspect in assessing the value of training programmes. It is a process of obtaining feedback of training and focuses on the learning aspect of training. It answers

the question *"Whether the requisite skills and knowledge has been gained as a result of training."* The evaluation of training consists of five areas, which are *Reactions, Learning, Job behaviour, Organizational Impact or Result and Additional Outcome. Reaction* means trainees response to all aspects of learning during the training period. *Learning* is acquiring new things, getting new information, changing attitude, and updating information and skill development. Job behaviour is related to *'how and to what extent the trainees behave differently after the training programme.'* Organisational impact or results is the impact of training on organization, by way of increase in production, increase in productivity and improvement in human relations. 'Additional outcome' means the areas which are not covered, such as, social values of training and their effect on trainees self-concept, linkage between trainees' individual goals and organizational goals, etc.

The most commonly used approach is to evaluate a training programme by way of assessing the trainees' reactions to their experience in the programme itself. After a training session has concluded, an evaluation of the results achieved is undertaken, although the extent of formulating with which this is done varies. Table below shows the various methods of evaluation used by the *sample organizations* in their training programmes.

METHODS USED FOR ALL LEVELS TO ASSESS MANAGEMENT TRAINEES' REACTIONS

Sr. No.	Evaluation Procedure	No. of Organizations	Percentage
1.	End of the course review forms/ questionnaire	5	83
2.	Trainers report at the end of the programme	4	67
3.	Discussion among the trainees and trainer at the end of the programme	5	83
4.	Interview of participants	4	67
5.	Written tests	4	67

All the sample organizations, except Orgn. 6, evaluated the programmes at the end of the course by using *review forms* and *questionnaire.* Orgn. 6 evaluated the programmes by *discussion among trainees* and *course tutors* at the end of the programmes.

Reaction evaluation may be helpful to some extent, but does not take one very far. The main objective of evaluation is to assess the change-producing effect of training, which can be done through what is known as *'outcome evaluation.'* Outcome evaluation may be done at three levels. The 'immediate outcome' is reflected in alternations in trainee's knowledge, skills or attitude-level: I. Immediate changes are important because these, almost without exception, constitute the pre-requisite for changes in the trainee's on-the-job behaviour. It is these *'intermediate-outcome'* that constitute level: II of the outcome evaluation. Changes in on-the-job behaviour influence *'overall profitability'* of the organization and this is the ultimate outcome-level: III, by altering output, costs, scrap rates, labour turnover, or accident frequencies.

In *sampled organizations,* while there was a definite evidence of an increasing recognition (among the trainers) of the importance of *outcome evaluation,* it was found that the idea has not made much headway. The trainers' responses bear a testimony to this. While only 4 organisations (67%) undertook follow-up exercises involving participants - intended to measure changes in knowledge/attitudes/on the job behaviour; only 3 organizations (50%) reported the use of those involving the participants' superiors (post-training job-evaluation by departmental heads). The result is that the efficacy of training programmes, in real terms, has tended to remain obscure, and the training effort continues to be undertaken with the hope that it is producing desired results. However, what one would like to point out is that none of them reveal the actual change produced; and under the circumstances, it is doubtful if the organizations may be provided with adequate feedback to conceive and effect improvements in the existing provision of management training. It would appear hardly necessary to strive to emphasis *outcome-evaluation* in these organizations.

Trainers (respondents) themselves were fully aware of this need. When asked a question to that effect, the response was as indicated below:

| Yes | Fully well | : | 30% |
| Yes | Party | : | 70% |

(Trainers Level of Satisfaction with Present System of Evaluation)

All the sampled trainers were asked about their satisfaction level of existing system of evaluation of training. *In most of the organizations, some dissatisfaction was expressed with regard to existing state of evaluation, and the same was accounted for in terms of their "failure to achieve a breakthrough in the outcome evaluation."*

Follow-up of Training Programmes

Evaluation provides information on the basis of which the existing training programme of can be modified and the new ones are put into practice; and this process is necessarily in the nature of a follow-up of the above exercise.

The important finding of the study is that follow-up is largely an institutional affair in the sampled organizations. The agencies/sources contributing towards modifications in existing training programmes and planning of new·ones, were reported to be as follows:

(1) trainers or training programme coordinators;
(2) participants of training programmes;
(3) special committee set-up for the purpose; and
(4) survey at organization's level.

These are, no doubt, *good in-built follow-up mechanism* although the degree of formality with which they worked varied from one organization to another. But, what are needed are *safeguards* against the possibility of degeneration of such practices into a closed system.

To sum up, the study has revealed that no specific effort is made on the aspect of evaluation of management training programmes and their impact on the trainees. Consequently, the organizations are at a loss to determine the pay off of all these efforts.

Trainee's Perception of Training Programmes

The managerial personnel (71) of the sampled organizations who attended different training programmes, were asked: "How frequently the training programmes were evaluated"? The response was as follows:

FREQUENCY OF EVALUATION OF MANAGEMENT TRAINING PROGRAMMES IN SAMPLED ORGANIZATIONS

Sr. No.	Period	No. of Organizations	Percentage
1.	Weekly	Nil	—
2.	Monthly	4	67
3.	Once in three months	2	33
4.	Half yearly	Nil	—
5.	Yearly	1	17
6.	As and when required	Nil	—
7.	Immediately after the programme	4	67

In most of the sampled organizations, training programmes were evaluated immediately after the training sessions.

DIFFICULTIES OR WEAKNESSES FACED BY ORGANIZATIONS IN CURRENT TRAINING PRACTICES

Sr. No.	Difficulties/Weaknesses	No. of Organizations	Percentage
1.	Allocation of fund	Nil	Nil
2.	Selecting the appropriate training agencies/trainers	1	17
3.	Low priority	4	67
4.	Lack of co-ordination of HRD function	Nil	Nil
5.	Line manager's bottleneck	2	33
6.	No difficulties or weakness	1	17

The above table shows the difficulties/weaknesses faced by the sampled organizations in the present training system/practices.

BENEFITS GAINED FROM TRAINING PROGRAMMES AS PERCEIVED BY PARTICIPANTS (ALL LEVELS)

Sr. No.	Benefits	No. of Trainees	Percentage
1.	Improvement in personality	65	92
2.	Improvement in decision making	64	90
3.	Improvement in problem solving skills	60	86
4.	Developed a generalist outlook	36	51
5.	Understand the need of co-ordination	41	58

6.	Improved the personal relationship with subordinates, colleagues and superiors	56	79
7.	Understand the need of delegation and subordinate development	33	46
8.	Improved time management skills	39	55
9.	Developed team spirit	63	89
10.	Developed a wider perspective	51	72
11.	Increased the commercial value	55	77
12.	Communication skill improved	61	86
13.	Specific approaches and techniques that can be applied on the job	30	42
14.	Changed attitude	62	87
15.	Gained knowledge of technical aspect of job	31	44
16.	Knowledge about administrative techniques	20	28
17.	Skill in handling technical problems	27	38
18.	Skill in motivating people	64	90
19.	Skill of innovative and creative thinking	31	44

The above table shows the responses of the (71 managers) trainees who attended the training programmes concerning the benefits derived from the training programmes. Personal accomplishments as perceived by trainees (all levels) included:

- Improved *status* in the organization
- Improvement in the personal level of thinking and aspirations
- Improvement in self confidence
- Became more open minded
- Developed an interest in learning
- Acquaintance with more people and developed more friendship.

USEFULNESS OF TRAINING PROGRAMMES TO THEIR WORK (ALL LEVELS)

Sr. No.	Whether the Training Programmes were Useful or Not	No. of Managers	Percentage
1.	A great deal	46	65
2.	Some of the things	21	30
3.	A few things	4	5

The above table shows the response of the managers who attended different training programmes regarding the *usefulness of training programmes*. The managers were asked whether they learned anything, which was useful to their work. The question was asked to all selected managers as sample. 65 per cent of managers (46 out of 71) responded that they learned all things, which is useful in their work. 30 per cent (21 out of 71) answered that some of the things were useful to them in their work. But 5 per cent (4 out of 71) responded that only few things were useful to them at their work.

Duration of Training Programmes

The managers who attended training programmes were asked *"whether the time duration of the training programmes were adequate?"* 92% of managers (65 out of 71) who attended the training programmes responded that the time duration was adequate. 4% of managers (3 out of 71) responded that the time duration was too long. 4% of managers responded that the time duration was too short.

Suitability of Time

The response on the *timings of the training programme indicated that for* 96% of managers, the timings of the programmes were suitable, but 4% responded that the timings of the training programmes were *not suitable* to them.

GENERAL FACILITIES PROVIDED FOR TRAINING

Sr. No.	General Facilities Provided	No. of Managers	Percentage
1.	Very good	24	34
2.	Satisfactory	45	63
3.	Not satisfactory	3	4

Regarding general facilities like venue of the training programmes, food provided in the training programmes, course material provided to the trainees, and other facilities, the managers were asked: *'do you feel satisfied about the general facilities provided during the training programmes.'* 34% of the managers responded that the facilities provided to them were *very good.* 63% of the managers responded that the general facilities provided to them are *satisfactory.* 4% responded that the general facilities provided in the training programmes were not satisfactory.

IS ANY MODIFICATION REQUIRED IN PRESENT SYSTEM OF TRAINING PRACTICES?

Sr. No.	Modification Required or Not	No. of Managers	Percentage
1.	Yes	44	62
2.	No	24	34
3.	No comments	3	4

All the sampled managers were asked about the need for modification in the present system of training practices. 62% of managers (44 out of 71) responded that modification is required in the present system of training practices. 34% of managers (24 out of 71) responded that no modification is required in the present system of training practices. 4% of managers have not made any comment.

AREAS IN WHICH MODIFICATION IS REQUIRED FOR ALL LEVELS

Sr. No.	Area	No. of Managers	Percentage
1.	Identification of training needs	36	51
2.	Time schedule of the programme	10	23
3.	Time duration of the programme	21	48
4.	Method of selection of employee for the training programme	34	77
5.	Selection of trainer	7	16
6.	Selection of subject	30	68
7.	Training venue	4	9

The above table shows the areas in which modification is required in the present system of training practices. 51% of managers responded that modification is required in the area of *identification of training needs* of managers. 23% of managers responded that *time schedule of the programme* is to be modified. Time duration of the programme is another area required for modification and 48% of managers responded in favour of this aspect. 77% of managers responded that *selection of trainees* for the training programme is to be modified. 16% of managers responded that the selection of trainers is very important. Right trainer for the right subject is required; so the modification is required in the criteria of selection of the trainers. 68% of managers again responded that selection of the subject for the training programmes is important and in this area modification is required. 9% of managers asked for the change in the venue of the

programme. Most of the trainees prefer to keep the training programmes away from the workplace, *preferably in good hotels.*

CAREER ADVANCEMENT OF TRAINEES THROUGH TRAINING PROGRAMMES (ALL LEVELS)

Sr. No.	Whether Training Helped in Career Advancement or Not	No. of Managers	Percentage
1.	Yes	68	96
2.	No	3	4

96% (68% out of 71) of managers who attended training programmes felt that the programmes helped them in *career advancement.* But 4% of managers gave negative answer saying that nothing has developed their career.

SUGGESTIONS FOR IMPROVING THE PRESENT SYSTEM OF TRAINING PRACTICES

Sr. No.	Suggestions	No. of top Management	Percentage
1.	Department Head should be trained in understanding the importance of training as well as its impact on productivity	1	17
2.	Top management should be trained in understanding the importance of training as well as its impact on productivity	1	17
3.	HRD department should take initiative for training	1	17
4.	Department Head should take initiative and send participants for training	1	17
5.	There should be a feedback system at all levels of training sub-systems	4	67

IMPACT OF TRAINING ON ORGANIZATIONAL PRODUCTIVITY (RETURN ON INVESTMENT)

Sr. No.	Impact of Training	No. of Organizations	Percentage
1.	Good results	4	67
2.	Development of strong team of people leading to the organization's strength	1	17
3.	Improvement in change of attitude and development in skill	1	17

The above table shows the response of the CEOs regarding the question on impact of training on productivity. 67% of CEOs responded that the impact of training on productivity is good and it increased the production as well as productivity. Waste management is improved and waste is reduced. Secondly, as far as the human aspect is concerned, it developed the strong team of people who can lead the organization and ensure its growth. Training developed the people; they started to think newly and creatively. Training improved the skill and attitude of the personnel.

- Good Result   : 66%
- Change of Attitude & Skill : 17%
- Team Development   : 17%

(Opinion on the Impact of Training)

Limitations of· Evaluation System

Senior managers were asked about the limitations of the evaluation system of the *Management Training Programmes* in their respective organizations. In response to these questions, senior managers expressed their views based on their experiences. These limitations are more in terms of support from top management in various ways. Here, an attempt has been made to present the responses alongwith the clarification made by the researcher about the responses. One of the main observations was related to value of training programmes, which cannot be quantitatively measured. Many felt that when the boss is not interested in evaluation, then, why should it be done? *It is primarily the duty of the HR department to evaluate the training programme conducted even though the Chief Executive is not interested.*

Certain reasons may be attributed to lack of focus on developing sound evaluation mechanisms. These include:

(a) *absence of research on training systems within the industry; and*

(b) *in-house training professionals lacking skills and expertise in innovative evaluation methodologies.*

Another view was that evaluation process is *expensive.* However, it is not true since the cost of evaluation bears only a few percentage of the total cost of the programme. A main criticism is that management training and development fails to add value to the corporate strategy. The main reasons for the failure include:

(a) the trainees attend the programme for different reasons, not for meeting individual or organizational needs;

(b) the training programmes are not linked with corporate strategy;

(c) the programmes are designed to create awareness, but not for competitive skills;

(d) programmes are more foccused on individual rather than operating units; and

(e) programmes fail to help participants to confront reality.

The above problems, however, can be tackled with a comprehensive, result oriented evaluation system.

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PART - III

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CHAPTER
7

Trainer Effectiveness

.It has been observed that in most of the organizations, *qualified trainers are far too short in terms of the needed numbers.* Many organizations face difficulty in attracting competent personnel, and the problem becomes a bit more complex because of paucity of formal opportunities for *training and development of trainers.*

It was also felt necessary that the roles of trainers could be continuously improved through *"orientation courses for trainers"* by technical experts in areas like audio-visual technology, power point presentation computer based training programmes, application of modern methods of management, system approach, and changing concepts of human resource development. *An opinion has also been expressed that the development of a trainer in the field of training is organic and evolutionary. Depending on the availability of suitable training opportunities, the trainer may exhibit improved proficiency in his activity but more than a part of his development may still remain submerged under the surface.*

The internal trainer must have clear knowledge about the organization and its goals, policies, culture, products, day-to-day operations and their forthcoming projects and organizational strengths and weaknesses. He/She must also know the organizational structure and the hierarchy. For the external trainer, it is very difficult to know all these things in details, but as far as possible, he may try to get as much as information from the trainees. Moreover, the trainer requires knowledge about the managerial roles in the organization. The trainers should try to get answers to the questions: What is the range of

manager's role?; What are the extents and limits of responsibility and authority?; What is the line of reporting and what levels of resources are available to them?; How free are managers to develop their organizational roles or do constraints restrict the desire to change?; Is there a "management image" in the company?. The trainer must have a wider knowledge of training techniques, methods, and approaches to put these models into practice and a good appreciation of the circumstances in which each is the most appropriate. The trainers should have the skill in preparation of materials necessary for the training programme, selecting the most appropriate ones, putting them into a coherent, logical, and progressive order, and arranging their presentation in manageable sessions. The trainer must be able to motivate the trainees and obtain their feedback. One of the main skills of the trainer is to communicate the knowledge to the trainees effectively. The trainer must have emotional and behavioural resilience, because he is often not in a position to deal immediately with the internal stress. The commitment and enthusiasm to training and development of people, to the organization to ensure that training is performed effectively, to produce learning events at the most effective level, and to develop skills to a stage where other activities are possible, are essential for the trainer. To cope up with the changes, the trainer requires an *inquiring* and *agile mind.*

The following opportunities are needed for trainers in increasing their *overall effectiveness:*

(a) an opportunity for specialized training in teaching methods;

(b) an opportunity to gain managerial training experience and its diversification;

(c) an opportunity for continuous research and tryout on innovations;

(d) an opportunity for continuous practices in using the audio-visual aids in training programmes; and

(e) an opportunity for participation in advanced programmes on training methodology, curriculum development and training policies, conducted by professional management institutions in India and abroad.

Ten trainers from six sampled organizations were asked the following question:

"Who selected you as the trainer as *internal faculty* for behavioural programmes"?

The responses to the above question were as follows:

SELECTION OF TRAINER AS INTERNAL FACULTY FOR BEHAVIOURAL PROGRAMMES

Sr. No.	Selected by	No. of Trainers	Percentage
1.	Selected by Top Management	6	60
2.	Selected by immediate boss	2	20
3.	By self	1	10
4.	By participants	Nil	Nil
5.	By subordinates	1	10

Thus, the *Top Management* played a key role in selection of the trainers. But in one case, the trainer himself felt motivated and became the faculty for the training programmes. The subordinates had the choice of selecting the trainer in one organization.

THE CRITERIA FOR SELECTION OF INTERNAL FACULTY/TRAINER

Sr. No.	Criteria	No. of Trainers	Percentage
1.	Based on seniority, experience & performance	2	20
2.	Based on experience, qualification and performance	4	40
3.	Based on experience and qualification	4	40

The above table shows the criteria for the selection of internal faculty/trainer. The response is from all 10-sampled trainers. Four trainers responded that they were selected as trainer based on the *experience* and *qualification*. Four trainers responded that they were selected as trainers on the basis of their *experience, qualification and performance at work*. Two trainers opined that they were selected as trainers on the basis of seniority, experience and performance.

It was felt that the role of top management is crucial as their attitudes and style might directly or indirectly affect the development process of the trainer, in case training is an accepted function in the organization. It can even be perceived that the top level (because of interest in training) may develop close contact with the trainer and even assist them. It may provide them responsibility, assignment, opportunities and finally motivation to achieve all round development as competent trainers. If the top level were not appreciative of training, the development of trainers would suffer a major setback.

Design of Training Programme/Course

All the sampled (10) trainers were asked: *'whether they have been given opportunity to develop/design training programme/course.'* The data given below shows the response of the managers who are working as *trainers.* Four managers (40%) responded that they got chance to design the training programmes. But 60% (6 out of 10) of trainers did not get chance to develop/design the training course or programme.

Yes   :   40%

No   :   60%

(Designing of Training Programme)

PRIORITY GIVEN FOR DIFFERENT TRAINING PROGRAMMES

Sr. No.	Priority	No. of Trainers	Percentage
1.	By discussion with top management	9	90
2.	Based on the need of the organization and individual	1	10

All the sampled trainers were asked: 'how do they decide the priority for different types of training programmes. The above table shows the response from 10 sampled trainers. 10% of the trainers (1 out of 10) responded that the priority is given on the basis of the need of the organization and individual. Nine trainers (90%) responded that by discussion with top management, the priority is decided.

EFFECT OF TRAINING PROGRAMMES ON INDIVIDUAL AND ORGANIZATION

Sr. No.	Assessment	No. of Trainers	Percentage
1.	Check the understanding through case studies and test. Verify on-the-job performance	1	10
2.	Verifying the performance at workplace	8	80
3.	Observe from personality development and growth of organisation	1	10

All the sampled (10) trainers were asked the question as to *'how they assess the effect of training programmes on individual and organization.'* 80% of the trainers assess the effect of training on individual and organization by way of verifying the performance at workplace of the manager who attended the training programmes. One trainer responded that he checks the effect of training through *case studies and test. He also verifies the job performance after training.* One trainer responded that he observes the personality development of the manager and growth of the organization.

Reasons cited for the Failure of Training and Development

- Lack of top management support
- Trainees are not serious about training
- Lack of a system in identification of training needs
- Line managers are untrained and not giving adequate importance for the same
- Organization is not serious about training
- Lack of trained staff
- Lack of sufficient funds

50% of the trainers responded that *lack of top management support* is one of the reasons for the failure of training and development. 70% of trainers felt that another reason for the failure of training programmes is that trainees are not serious about training to further their own development. Third reason for the failure of training programme, is lack of a system in identification of training needs; and 70% of managers responded in favour of this reason. 80% of trainers opined that another reason for the failure of training programme is that line managers are untrained and do not give importance to training. 70% of managers responded that another reason for the failure of training and development is: *'organization being not serious about training.'* 40% of trainers responded that other reasons include *lack of sufficient fund and lack of trained staff.*
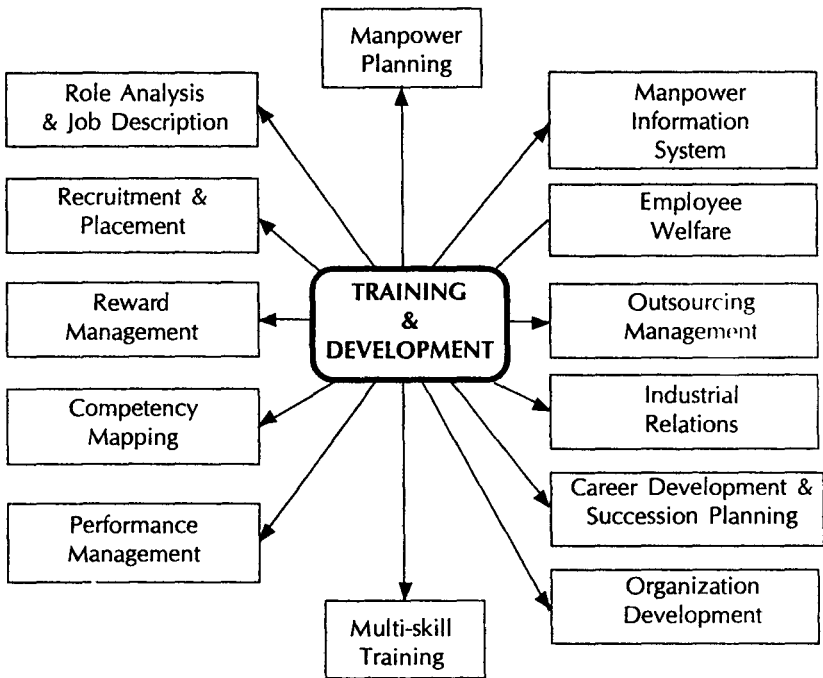
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Linkages of HR Sub-system

Training and development is very crucial for coping with challenges of technology, market and customer mindset. It is necessary for every organization to be flexible, innovative and adaptive to the changes. A continuous learning system in the organization changes the organizational atmosphere. The top management needs to understand the seriousness of the changes taking place around the world and they have to provide people with all available tools for survival. Training enhances the skill, improves the versatility and adaptability of the employees. *Commitment to training and development is the first step to determine the soundness of the human resource system in any organisation.*

An attempt is made to understand the linkage of HR sub-systems with training and development. A study reveals that training and development is linked with all other HR sub-systems and its role is more significant. Training and development system enhances the base of the knowledge workforce. It is the key sub-system, which is used for successful and effective implementation of all other HR sub-systems. Training and Development is an important tool for best HR practices and it is linked with all HR systems.

Manpower Planning

Manpower Planning is concerned with assessment of manpower needs based on the *business plan and strategy*. It is used for the maximum utilization of resources and for forecasting of manpower to co-ordinate all company policies and decisions. In short, it is for the

Manpower Planning

Role Analysis & Job Description		Manpower Information System
Recruitment & Placement		Employee Welfare
Reward Management	**TRAINING & DEVELOPMENT**	Outsourcing Management
Competency Mapping		Industrial Relations
Performance Management		Career Development & Succession Planning
	Multi-skill Training	Organization Development

Linkage of HR Sub-system: A Model

achievement of company objectives and to ensure overall improvement in productivity. Systematic manpower planning *reduces the recruitment time* required and replaces the person in time. Based on the corporate plan, the *Departmental Heads* need to prepare the *manpower budgets* through analysis of manpower turnover, retirement, promotion, transfer etc. and forward the same to the corporate HR department.

Effective manpower planning needs training at all levels of management. The managerial personnel should be aware of the importance and need for proper manpower planning. With the top management support, the corporate HR department has to provide proper training at all levels of management for effective implementation of manpower planning.

Manpower Planning is one of the important systems in Human Resource. It is the process of anticipating the *present* and *future* requirement of personnel at various levels. Who are required? When it is required? When it is to be placed? What competency and skills are required etc. are to be planned in advance. In any industries, especially in Government sectors, there are many vacancies since a long time. Suppose a person retires within a year, planning to replace

the person should be started one year in advance. The eleventh hour recruitment leads to wrong placement and the wrong person will leave the organisation and the position again will remain vacant. If there is proper planning in advance, this situation can be avoided. It will reduce the recruitment time cycle. The concerned department or HR department should co-ordinate properly for the effective implementation of manpower planning.

In all the above cases, training at all managerial levels will improve the system implementation, which means the concerned personnel should receive training on the importance of manpower planning and its impact. Training and Development system is thus closely linked with manpower planning.

Role Analysis and Job Description

Role analysis is the process of analysing the role of a person while performing his duty. Role analysis provides role clarity and nature of *role* to the person. The *KPA* and critical attributes helps the person for his efficient performance. Based on these, the individual can set individual goals and can decide the priorities. It helps in the selection of right person for the right job. Role analysis helps the organisation in succession planning and helps management to allocate higher responsibilities. Role analysis reduces conflict and avoids *under loading* and *overloading.*

For effective implementation of work, jobs have to be analysed. Such an analysis is known as *Job analysis* or *task analysis.* Earlier, it was considered for junior level jobs, not in managerial levels. Now the situation has changed and it is being considered for very senior level managerial position. Role analysis is the process, which describes the work content of a role in relation to others with whom the person has important interaction in performing his job. First step in role analysis is the *identification of positions.* Then, the *key performance area* of each role is being analyzed. Then, critical attributes in the areas of *knowledge, skill, habit, attitudes required for each roles are to be identified. Role analysis can be considered as one of the sub-systems, which could be used as an important intervention in the human resource development.*

Job description is different from role analysis. Job description provides the details of the activities which a person is expected to do. Job description is the *statement of responsibilities and the positioning of the job in the organisation.* It includes such functions as planning,
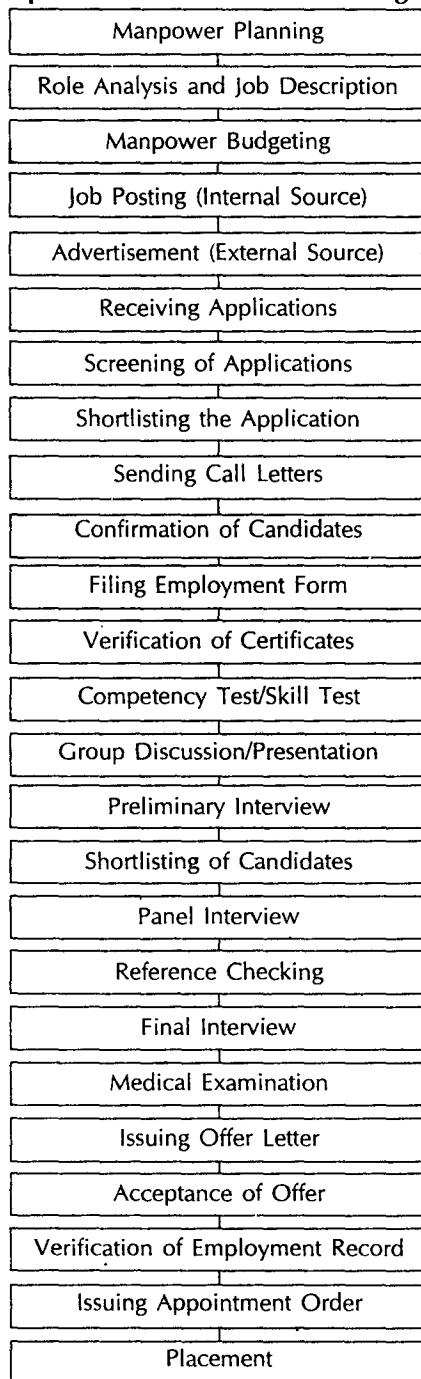
co-ordination and assigning responsibility. It can be used in designing the performance standard and job evaluation. It can also be used for salary and wage administration. It can be used for job grading and classification and for orientation of new employees. It can define promotional process and also used as a tool for investigating accidents. Job description helps people when they discuss about the responsibility of another person in case of confusion. A job description is a tool for organizational development. Job description normally contains: job specification or organisational position, job summary, duties and responsibilities, relation and co-ordination of other jobs, supervision of man, machinery and materials, environment and working condition, hazards, if any, for doing role analysis exercise. Formats of role analysis-offerings, role analysis-exception and critical attributes are used commonly by organizations.

Recruitment and Placement

According to Yoder, *"Recruitment is a process to discover the source of manpower to meet the requirement of the staffing schedule and for employee effective measures for attracting manpower in adequate numbers to facilitate effective selection of an efficient working force."*

Selecting the right people for the right job is called recruitment. Right selection helps to satisfy the feelings of the employees that their potential and capabilities are utilized properly and nothing is unutilized. In such cases, the morale of the employee will be high. Right selection ensures employee commitment and satisfaction. The employer should ensure that there is no waste of human talents. Wrong selection creates many problems in the organization. For example, if there is recruitment of a wrong person at senior managerial level, he will block the function of his department as well as other departments also. While recruiting the person the following criteria needs to be observed:

(a) the skills of the person should match with the role of the person;

(b) the job description of the person should match with job description of the position; and

(c) if certain skills are lacking, the organization should have the facility to develop the person and he should have the capability to absorb it.

Recruitment process includes the following steps:

Manpower Planning

Role Analysis and Job Description

Manpower Budgeting

Job Posting (Internal Source)

Advertisement (External Source)

Receiving Applications

Screening of Applications

Shortlisting the Application

Sending Call Letters

Confirmation of Candidates

Filing Employment Form

Verification of Certificates

Competency Test/Skill Test

Group Discussion/Presentation

Preliminary Interview

Shortlisting of Candidates

Panel Interview

Reference Checking

Final Interview

Medical Examination

Issuing Offer Letter

Acceptance of Offer

Verification of Employment Record

Issuing Appointment Order

Placement

Every organisation needs to have a *recruitment policy* in conformity with its HR policies and it should be flexible to the changing situations. The recruitment policy of an organisation develops the potentialities of the employees on a long-term basis, and accordingly, the goals of an organization can be accomplished. The policy has to highlight the necessity of developing *task analysis.*

Every department has to work-out a manpower budget. Based on the yearly budget, the requisition for the requirement has to be submitted to HR department by the section/department Head, duly signed by authorized person, mentioning the nature of requirement, whether it is temporary/permanent, the job title, experience and qualification required, skills and knowledge required etc. The HR department, then, verifies the contents of the requisition and after getting necessary sanction from top management, if required, begins to sort out the formalities for recruitment.

Source of Recruitment: Internal source is the first source to fill up a vacancy. Whenever a vacancy arises, most of the organizations first check up *'whether they can fill up the position internally.'* This can be through upgrading, transfer, or promotion of a person. The advantage of the use of an internal source is that the employer can recruit a known person who has experience in the same organization. It improves the morale and loyalty of the employees towards the management. In such cases, the employees will work for longer period with an expectation that they will get promoted in future. It is less costly compared to outside recruitment. In this situation, the employees must be capable to shoulder higher/new responsibilities; and the capabilities be developed through training.

External source is the recruitment from outside the organisation. It provides opportunity to large number of candidates having required knowledge, skill, education and experience. In this case, best candidate can be selected without any hurdle. But, in internal recruitment, many factors have to be considered, which is not necessary in external recruitment.

Following are the External Sources

    (a) Recommendation.

    (b) Campus interview.

    (c) Employment Agencies.

    (d) Advertisement in Newspaper, Journals, and job posting in Websites and media advertisements.

Selecting the right man for the right job is the task of HR Department. Nowadays, many innovative methods are adapted by organisations for finding out the right potentials. Involving the candidates in sports activities, inviting the candidates informally in party/dinner, informal visits to restaurants, parks, etc. are some of the methods used by organizations. In this system, the interviewer assesses the behaviour, aggressiveness, leadership, initiatives and other knowledge and skills required for the job in informal way. The candidate should not know that he is undergoing an assessment exercise.

Training is an important component in recruitment process. It is the task of the HR department to give training to the *'Line Managers'* who are involved in interview process. An effective training system ensures an effective recruitment system.

Performance Management

Performance management is *a new human resource management model that takes the management from command and control approach to a facilitation model of leadership by continuous performance improvement. "Performance management is a strategic and integrated approach to deliver sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors."* Performance management is not only concerned with achievement of results and impact on performance, but also on the process required to achieve these results. It is an attempt to facilitate change management and sustainable development in the organization. It develops team spirit and inter-personal relationship between the *superiors and subordinates.* It helps to develop commitment of the employees, their skills and abilities for the benefit of themselves and the organization. It gives an opportunity to the employee to discuss with his senior regarding organizational development as well as individual development and in jointly setting the goals. It is an advanced and more comprehensive version of traditional performance appraisal system. Performance management focuses on directing individual performance towards the achievement of the organizational goals through proper planning, communication, counselling, monitoring and guidance.

By using 360-degree appraisal, each customer gives a complete picture of the performance of the employees. In this system, supervisor cannot be biased since the subordinate gives a clear picture and

knows better than the superior and peers know the behaviour of the person better than the boss. This system facilitates employee development in addition to providing broader perspectives.

Managing by Objective can be an effective tool for performance management system. It can be used as a tool for motivating the employees and it can also develop the culture of communication in the organization with a mindset of shared objectives. It redefines the role of a manager from that of a *controller* to a *facilitator* providing guidance for subordinate development.

'Behaviourally Anchored Rating Scale' is another tool for performance management. It allows the managers to assess the subordinate's observable behavioural dimensions. In this method, the employee is asked about a critical incident in the past and what best behaviour one considers to be correct in the present situation. Then, performance dimensions are identified based on these incidents. Then, another group of employees are asked to redesign the dimensions and validate the performance dimensions. The incident is scaled on 7 to 9 points, describing how it represents performance on the specific dimensions. Then the developed scale is administered to assess the employee's performance.

Performance counselling is the feedback session by the senior who appraised his performance. After analyzing the performance report, an action plan is prepared jointly for the development of the subordinate. It is also a session for identification of training needs of the subordinate.

For implementation of the system, training to all levels of employees is necessary. The employee has to be more open and honest with the feedback.

Reward Management

The present trend of compensation is *competency based* and not *job based*. Competency based HR system provides competency based reward system and career growth simultaneously.

There is an emerging trend in some organisation to set up compensation committee to review and recommend the compensation. This committee, with the help of outside consultants, who can provide unbiased and relevant market rate and trend, collects data from various sources. This committee, then, gives fair and acceptable recommendations to top management regarding the compensation.

It is the responsibility of the HR department to keep abreast of the latest developments beneficial for the organization. Designing and implementing reward management system, financial and non-financial in alignment with organizational strategy and value, is the responsibility of HR department. It is the duty of the HR department to train the employees at all levels and communicate to management the changes which are taking place. In effective implementation of reward management system, *training* plays a vital role.

Competency Mapping

Competency mapping is one of the emerging HR sub-systems. It is used for the selection of employees, promotion and transfer. The system integrates the competency maps with all HR sub-systems via recruitment, performance appraisal, training and development, reward management, promotion, organizational and employee development. It requires a person to perform his duties in alignment with expectations of his *internal* as well as *external* customers.

Competencies relate to *"what it takes to do the job well."* It refers to an individual's knowledge, skill, attitudes, experience and value. A competency focuses on *"how an employee creates value and what is actually accomplished."* Competencies are observable, behavioural acts that are influenced by a organization's culture and work environment. It is a useful concept to know *"why some people perform better than others"* and helps people make their decisions to accomplish their objectives.

Identification of competencies for individual roles helps in aligning people competencies with unique and differentiating capabilities of the organization. It also helps in enabling the organization to reinforce corporate strategy, culture and vision, establish expectation for *performance excellence* and provide common organization-wide standard for career progression.

It can also be used as a tool for identification of training needs of the person.

Assessment Centre

Assessment centre is *'an approach to measure the competencies of the people in an organisation that produce high results, through interactive simulations.'* It is used for identifying, creating and building a competency based culture in the organization.

Assessment centres are widely used for the purpose of *selection, promotion, transfer and career development decisions.* It is mostly

used for managerial level jobs. Assessment centre is the group activity, which provides a basis for judgement or predictions of human behaviour, relevant to work. The assessee is evaluated in a group and appraises individual against the performance of others in the group. Several raters, who are unknown to assessees do the evaluation separately. In short, it is multi-task, multi-assessor and multi-context approach. A small group of employees undertake a series of tests or exercises to evaluate their skills, competencies and suitability for a specific job/role in an organization.

Multi-skill Training

Multi-skill training is the sub-system of training and development, but now it is emerging as one of the main HR sub-system since HR intervention and OD intervention is involved in this programme. Multi-skill training system is the system of training imparted to a person who can perform all other jobs related to his main job. In other words, whatever the services provided by the service department to the line department or sub-service provided to the service department, will be carried out by the line department personnel. According to this system, the person who operates a machine should maintain it without anybody's support or service for uninterrupted *production* and high *productivity*. A chemical plant operator for example, should maintain the plant chemical operations as well as mechanical and electrical operations connected to the machine and process. Multi-skill training includes *on-the-job training* as well as *off-the-job training*. **Following are the objectives of multi-skill training:**

(1) Rationalisation and optimum utilisation of human resources.

(2) Survival of employees as well as the industry amidst global competition.

(3) Developing people to cope with the paradigm shift — from *specialist* to *generalist roles.'*

(4) Acquiring additional knowledge and skill.

(5) Changing the organizational culture by changing the mindset of people.

Multi-skill training can be provided to managerial level also. For example, the HR manager can receive training in finance, purchase, marketing, production etc. In the absence of the person, other functional manager can take charge of other departmental manager. In such cases, work will not suffer due to the absence of one departmental manager. Second advantage is that the person can take

higher responsibility when he moves to higher position, where he should have the knowledge of all departmental works. It will also be useful in case of *transfer* and *emergency shifting* of job from one department to another department.

Under the multi-skill training system, a particular employee will be relieved from the normal duty to get training for a minimum of 3 months. The duration will depend upon the nature of training, his interest, capability and knowledge. But in this system, a minimum training period is 3 months and maximum is *one year.* The training includes *off-the-job* as well as *on-the-job.* After the training, the trainee will be sent back to his original department. The training will be under the strict guidance of an expert or specialist. An examination can be conducted at the end of the training to know the seriousness and effective implementation of the system. It will be more attractive if it is linked with some reward system.

Organization Development

Organization Development (O.D.) is a planned activity, which facilitates changes in organization and people. *It is a planned activity implemented by an expert after a thorough diagnosis of the organisation to improve its people's skill and capabilities, to solve problems with an emphasis to link individual goals and organizational goals for changes in the organizational culture. OD is an emerging HR sub-system.* It focuses on the integration of the individual and motivates him to set challenging goals and achieve them.

First step of the OD intervention is *the identification of problem by an external consultant.* In this stage, the consultant understands the problem of the organization by interviewing different people and collecting data. After collection of data, the consultant has to do the diagnosis of the main problem. After discussing with top management, the consultant should prepare a *strategic planning.* After preparation of strategic planning, specific intervention can be introduced. It is very essential to build a *collaborative culture* in the organization while introducing the OD intervention. The external consultant, sometimes, develops an internal resource person by strengthening him as a resource person and develops his skills to continue with the OD intervention.

If the organisation is hierarchical in nature and traditionally managed, it is very difficult to implement OD interventions. In such cases, the top management may not be in a position to support and deal with the interventions. Such OD intervention may result in failure.

Career Development and Succession Planning

Career planning is an action plan for the growth and development of the employees. Sometimes, it is used as a road map for the employees to think about their roles and decide the area in which they would like to make their career. Every individual has 4 stages in their career cycle. First is *exploratory stage*. In this stage, the employee joins the organization. While joining the organization he should have higher expectation and after joining, he really experiences what exactly the career is. There is a gap between his expectation and real life experience. It takes some time to realise and cope with the real situation from the illusion what he had in his mind about the career. Second is the *establishment stage,* where the individual requires regular feedback on his performance. In this stage, career development plan (through performance appraisal, counselling, mentoring etc.) will help the individual. Whenever he achieves success in the career, he will be more attached with the career and he really starts to love the career. In this stage, the individual wants to make a name in the career. Third stage is *maintaining stage.* In this stage, many people face problems in their career. Many changes take place in the mid-career. The individual should cope up with the changes during this period. The competition is with the younger generation (with fresh or new knowledge and skills). Every individual wants to retain the name they established in their career during this stage. In this stage, every individual needs a *self-development plan*. It is found that some people gave up the career because they could not cope up with the changes occurred in the career during this stage. Fourth stage is the *decline stage.* It involves *planning for retirement.* Some organizations conduct training programmes for retirement. Action plans, in this stage, helps the individual who is going to retire in near future.

Employees should know what type of careers are available for a better future in the organization and all employees wish to have a bright future and these will provide them hopes for career success. Systematic training will help the employees to choose the right career and develop the career. There are many instruments available to assess the *aptitudes of the employee.* Aptitude tests will help the employees to identify their career potential and finally select the right career.

Succession planning is the process of forecasting the availability of right person at the right time for uninterrupted activities in the organisation and for achievement of goals in management cadre. It

is an important function of the top management and CEO is responsible for it. Succession planning can be short term planning, mid-term and long-term planning. Proper manpower planning system is crucial for effective implementation of succession planning. Manpower planning needs to be reviewed with business plans. Then, the recruitment and placement of candidate from outside as well as promotion from existing employees or transfer from one place to another place can be an option. Job rotation, multiskill training, performance appraisal system, counselling and mentoring, training and development are linked with succession planning. Developing a learning organization culture is the first step for proper succession planning. If there is a proper succession planning in the organization, people will get attracted more with their profession and they will be more loyal to the management. HR department has to facilitate training to all employees who can take the responsibility of their immediate higher position anytime as required by the organization.

Industrial Relations

Industrial relations is one of the main HR sub-systems, which is broadly classified under *personnel management.* Industrial relations is *the relationship arising out of interaction between employee, employer and the Government.* It is the relationship between the trade union and management. It is a complex relationship arising at workplace between the trade union and management. It is a complex relationship arising at workplace between employee and employee, employee and employer, employee-employer and government. The main objective is to maintain a good, healthy and congenial working atmosphere at the workplace. It also ensures and safeguards the interest of the worker and management by mutual trust and understanding. It aims at higher production as well as high productivity by developing a harmonious relationship between employees and employer. Outcome of bad industrial relations is strike, lockout, gherao and labour unrest.

The main function of *industrial relation department* includes administration, liaison with union and government, compliance of labour laws, classification of work, collective bargaining and long-term settlements, public relation, disciplinary action, grievance handling, safety and security of employees. Top management commitment and support is essential for good industrial relations. Organization should have policies and procedures on all matters related to human resources. Sound policy and procedure reduces industrial problems. Implementation of policies is also important.

Training and development plays an important role in industrial relations. Workers are to be trained in behaviour, attitudinal, and skill development area. Lack of clear-cut personnel policy creates industrial problems; so the top management will also have to be trained regarding the need and importance of formulation of personnel policies and procedures. The middle managers will have to be trained regarding the effective implementation of policies. Almost all the root causes of industrial problems lies at shop floor level because of the interaction between the supervisor and shop floor level workers. Later on, the issue precipitates and reaches union level and top management level. If the issue is resolved at shop floor level, it will not develop as an industrial dispute.

Outsourcing Management

In the stiff global competition, it is very difficult to manage the business by the Industrial houses. Industries are struggling very hard for survival. Competition makes many companies to think about a change in overall strategy of the business. In this situation, some organizations have realised to focus on the core business area and hand over the responsibility of the non-core business operations to somebody else, who can perform the work most cost effectively. This process provides flexibility in time and freedom to the people who work under the system. This operation is known as *Business Process Outsourcing (BPO).* It is very popular across the globe in small and big organizations. Every organization wants to cut down cost, enhance customer satisfaction, improve productivity and ultimately increase revenue. Through BPO, organizations want to achieve maximum output efficiently to face the competition. In the global outsourcing market, India plays a major role. India provides skilled/expert persons in the area of IT, power and infrastructure, life science and agrobusiness. It is the practice of using the potential people of other companies for their own company. Senior executives of the company get time to explore the possibilities of expanding the business into new area or new market. These executives can concentrate more on strategic business matter rather than managing the day-to-day activities. Such companies can re-engineer their process and utilise their investment in technological development and can save money and at the same time can increase the capability in the area of R&D, market research and survey, penetration of new market and new product etc. Most of the companies outsource because they will get skilled/expert people for a time duration. They can reduce the overall cost and can maintain the core competency and competitive edge.

According to Anne Caldwell, the founder of outsourcing solutions, *"Outsourcing allows companies to contract for services that are not within the scope of their expertise, so that they can focus their time, money and energy on their core competencies, instead of wasting valuable resources, trying to gain understanding of areas that are somebody else expertise."*

In the changing environment, the outsourcing management should be treated as an important HR sub-system and properly nurtured and cared like other sub-systems. *Objective of outsourcing is basically the growth and development of the organization.* The development of people involved in the system is important and therefore, training in this aspect has to be imparted to all senior level management personnel.

Employee Welfare

Employee welfare relates to the *benefits and services* given to the employees to retain them in organization and make them loyal to the organisation. It is an incentive given to the employees for attracting towards the organization and helps in reducing labour *turnover* and *absenteeism*. It is given in addition to the wages and salary. Wages and salary is given in cash, but benefits and services are given in *kind*. These benefits are given for the welfare of the employees and their family. Some kinds of benefits and services given by different organizations to their employees are as under:

- Subsidized canteen food and provision items
- Holiday with pay, sick leave
- House loan and Subsidy on house loan interest, low rent housing,
- Medical claim Insurance; Personal accident insurance
- Superannuation fund
- Vacation, Picnics, foreign tours, family get together, cultural programmes
- Bonus, attendance bonus
- Transport facility for employees and family
- School facility and hospital
- Children education allowance
- Free electricity, water, telephone, mobile, etc.

- Car, Computer at residence, furnished house accommodation
- Higher education facility for employees and their children
- Family planning promotion incentives
- Petrol allowance for maintaining vehicle
- Child care facility
- Common facility centre
- Company scholarships
- Washing allowance, uniform reimbursement
- Professional upgradation allowance
- Employees stock option plan/Profit sharing
- Safety dress and allowance
- Free medical check up, etc.

The above benefits are known as fringe benefits. *Fringe benefits are benefits given in addition to the wages to the employees for increasing their incomes and most of it are in kind.*

Personnel Department is responsible for the *administration of employee welfare.* It is the duty of the personnel department to convince the top management regarding the need and importance and benefits of employee welfare schemes. Well-trained personnel manager or welfare officer can effectively introduce welfare schemes. *Training of the personnel department personnel, who are directly involved in the welfare schemes, is very important.*

Human Resource Information System

Human resource information system (HRIS) is one of the HR sub-systems. Information regarding human resource availability is very significant for management decisions. It is the statistics of human inventory. Information helps the top management to take right decisions at right time. Human resource information system provides information or data to the top management. The management system can be tailor-made as per the requirement of the organization. HRIS is helpful for effective implementation of all HR sub-systems of manpower planning, recruitment, training and development, succession planning, etc.

The human resource information system includes the data, report and feedback to the top management. It can include manpower cost, turnover analysis, new recruitment, manpower ratio, mandays utilized,

man-hours lost, probationers' appraisal due, confirmation due, training programmes conducted, training evaluation report, age analysis report, retirement, resignation, termination, disciplinary action taken, accident report, man-hours lost due to accident, list of excellent and poor performers, impact of increments, promotions, etc. The above data helps the top management to take key decisions. For example, the increment survey are helpful at the time of increment.

The HR professionals and line manages should be aware of seriousness of the system. Training is the only solution. *Through training, all the management people become serious about the implementation of the human resource information system.*

□□□

APPENDICES

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QUESTIONNAIRES

FORM-A

Name   :

Designation   :

Name of the organization   :

FOR TOP MANAGEMENT & POLICY MAKERS

(Please tick your answer)

1. (a) Please indicate the number of management personnel in each of the following categories in your organization

    At Top Management Level _____

    At middle Management Level _____

    At Lower Management level _____

    (b) Total number of employees in your organization.

    Management level _____ Worker level _____

2. Does your organization have any person in-charge of Training & Development function?

    Yes/No

3. Is there any written corporate policy for training and development for your organization?

    Yes/No

4. Do you have a Training Centre in your organization? Yes/ No

5. Who is responsible for the identification of training needs?

    (1) Line manager/Dept. head

    (2) Unit head

    (3) HRD/Training Manager

    (4) Top Management/ Board of Directors .

    (5) Outside agency/Consultant

6. Which agencies do you employ for determining "Training Needs" of your organization. (Please tick all that apply):

    (1) Visits by Head and members of directing staff

    (2) Governing body

(3) Contact with former Trainees

(4) Practising managers from within the concerned industry being invited

(5) Management consultant

6. HRD Manager

7. What methods do you employ for the identification of training needs?

1. Informal methods _____

2. Formal methods _____

3. Any other method _____

8. How do you plan training programmes for your organization?

- Based on annual budget
- As and when required
- Based on annual performance appraisal
- Based on the report of identification of training needs of the organization

9. (a) How do you prepare the annual budget of Training and Development?

- Budget prepared by Board of Directors
- Based on the Unit Head's recommendation
- Based on the recommendation of the HRD/Training manager
- Based on the recommendation made by Dept. Heads

(b) What is your annual budget for Training & Development?

Technical (Rs.)   Non-Technical (Rs.)   Total (Rs.)

_____ _____   _____

(c) What is the percentage of budget in your company's Annual Turnover?

_____

(d) What is the percentage of unutilized budget? (Rs.)

Technical _____ Non Technical _____

(e) Have you prepared your Training Calendar in advance? Yes/No

10. (a) Do you send your personnel to external training Institutions: Yes/No

If yes, which are the main institutions? (in India/ Abroad):

Technical   Behavioural

(1)

(2)

(3)

(4)

10. (b) Which institutions were found to be most effective?
Technical   Behavioural

11. What criteria are generally adapted for selecting participants to undergo training in your organization? (Please write below):

12. What are the criteria to give priority to different training programs?

13. What are the main objectives of training in your organization (please tick which are applicable to your organization)
    (1) Change the attitude and behaviour of employees
    (2) To develop the potential and skill of employees
    (3) To acquire specified knowledge in specified area
    (4) Interaction with others regarding the experience
    (5) To improve the problem solving and grievance handling skills
    (6) Personality development of employees
    (7) To bridge the gap between expected and actual performance of employees

14. What incentives are offered by your organization to personnel taking part in training programmes (please tick which is applicable):
    • Monetary/ salary benefits
    • promotion to higher ranks
    • certificate of appreciation
    • any other _____

15. How many managerial personnel have been trained during the last three years?
    • In in-house (internal)
    • In external agencies

16. Please, tick the selection process for In-house training programme:
    (a) As far as possible, we select them from the organization itself
    (b) A mix of organizational as well as outside faculty
    (c) Faculty is selected from outside external training institutions/agencies
    (d) Have own full time training faculty

17. Does your organization have any corporate membership in management development agencies/institutions?.   Yes/No

    If yes. Please mention the name of the institutions: ·

    _____

    _____

    _____

18. If your organization is a member of any of the professional management development bodies, what type of help your organization is getting from such agencies

    _____

19. Is your organization actively participating in various professional local bodies?   Yes/No

    If yes, nature of participation may be described:

20. (a) What are the difficulties or weaknesses faced by your organization in current training programmes? (Please write below):

    (1) Allocation of fund

    (2) Selecting the appropriate training agencies/trainers

    (3) Low priority

    (4) Lack of co-ordination of HRD function

    (5) Line manager's bottleneck

    (6) Any other _____

21. What are your suggestions for improving the present training practices?

22. Give your opinion on the impact of training on organizational productivity (Return on Investment):

23. How do you support managerial training and development?

    (a) By participating, in inauguration, valediction function etc.

    (b) Participating as a faculty in the training

    (c) Participating in the training and development committee

    (d) Participation in designing the Training & Development program

    (e) Participation in the selection of faculty and trainers

    (f) Review of Manager's performance after training

    (g) Identification of individual training needs

    (h) Selection of Managers for training and development

    (i) Evaluation of training and development

    (j) Utilisation and follow up of trained personnel

    (k) General guidance and support to HRD department.

FORM B

Name   :

Name of organization   :

FOR TRAINERS

SECTION - 1

Training Objective

1. What are the main objectives of training management personnel at different levels, in your organization? (Please specify; if necessary kindly attach additional sheet)

   Top Senior management   Middle management   Lower management

2. What is the criteria on the basis of which the above objectives are formulated (Please mention below):

3. What are the main objectives of training different levels of employees (please tick whatever applicable):

   Skill development

   Personality Development

   Organizational development

   Improvement of performance

   Develop a learning organization

   Training for insight, intuition and right brain thinking

   Curriculum of Training

4. What according to you, are the needs emphasized by the organization for training; following levels?

   Senior management   Middle management   Lower management

4. (a) According to you what are the core topics covered in the training programmes for junior level management personnel?

   (a) Supervisory management

   (b) Human Resource management

   (c) Organizational Behaviour

   (d) Labour laws and Industrial relations

    (e) Personality Development and Personal relationship

    (f) Quality system management

    (g) Others _____

4. (b) What are the core topics covered in the training programmes for middle level management personnel in addition to the training given at the junior level?

    (a) Organization Development

    (b) Operational Management

    (c) Materials management

    (d) Safety Management

    (e) Management Information system, costing and cost effectiveness

    (f) Training and development

    (g) Any other _____

4. (c) What are the core topics covered generally for the top management personnel?

    (a) Strategic Management

    (b) Resource management

    (c) Customer management

    (d) Productivity management

    (e) Training and development

    (f) Quality management

    (g) Any other _____

    (h) _____

5. What are the criteria based on which the above course contents are developed/designed? Please mention below):

Identification of Training Needs

6. (a) Please tick, personnel involved in identification of training needs:

    (a) HRD/Training dept.

    (b) Personnel dept.

    (c) Line managers

    (d) Top management

    (e) Service managers

    (f) Immediate supervisor of the trainee

    (g) Outside consultants

6. (b) What are the methods of identifying training needs? (Please tick):

    (1) Job analysis and job specification

    (2) Performance appraisal by self and others

(3) Personal interview and discussion with superiors

(4) Discussion with superiors and third party

(5) Left to the trainee to identify his training needs

(6) Knowledge and skill test

(7) Anticipating higher responsibility

(8) Informal observation

(9) Technological or system changes

(10) Based on exit interview

(11) Analyse the issues and problems of the organization

(12) Any other methods

6. (c) What care do you take in selecting training programme/institutions for imparting training to your employees?

(a) course contents

(b) faculty

(c) reputation of the institution

(d) public image of the faculty

(e) infrastructure facility (f) Any other

6. (d) How you are selected as a trainer?

Technical	Behavioural
(1) By top management	(1) By top management
(2) By immediate Boss	(2) By immediate Boss
(3) By self	(3) By self
(4) Participants	(4) Participants
(5) Subordinates	(5) Subordinates
(6) Any other person _____	(6) Any other person _____ 6.E

6. (e) What were the criteria to select you as a trainer?

(a) based on seniority

(b) based on experience

(c) based on qualification

(d) based on performance

7. Have you been given opportunity to develop/design training programme/ course? Yes/No

7. (a) If yes, how do you design a training course?

8. Do you prepare training manuals? Yes/ No

9. Do you provide any study materials to the training participants? Yes/ No

10. What is the frequency of arranging training programmes?

11. How do you decide the priority of different training programmes identified?

12. How do you select participants for a particular training programme?:

    (1) On the basis of seniority

    (2) On the basis of performance and merit

    (3) Executives who are due for promotion

    (4) As a reward for past performance

    (5) Assignments of new responsibilities

    (6) For personal development

    (7) The executive who is easily available for training

13. Do you maintain training records? Yes/No

SECTION - II

Training Methods

14. What methods are generally used by you in the training programmes conducted in your organization? (Please tick whichever is applicable):

    (1) Lecture method

    (2) Case study method

    (3) Group discussion method

    (4) Exercise & self assessment

    (5) Games

    (6) Interaction method

    (7) Audio-visual method

    (8) Any other methods

    (9) Conferences

    (10) Seminars

    (11) Workshop

    (12) Role Play

    (13) Brainstorming session

    (14) Book reviews

    (15) Visit abroad

    (16) Research

    (17) Projects report

    (18) Correspondence course

    (19) Counselling and guidance

    (20) Observation tours

    (21) Simulations

(22) Executive Exercise

(23) Executive speaking

Training Aids

15. What are the training aids used in the organization for training purpose:

   (1) Company sponsored centre

   (2) Residential facilities

   (3) Films, Slides, Projectors, movies and stills

   (4) Graphs, Charts, Flash cards, Flannel boards

   (5) Pamphlets, brochures, manuals

   (6) Library and reading rooms

   (7) Exhibits, posters and displays

   (8) Notice boards, bulletin boards and drawings

   (9) Cartoons, comic books

   (10) Stationery

   (11) Computers, Laptop etc.

   (12) Any other

16. What audio-visual/computerized aids are used in training, in your organization?

Evaluation

17. How frequently a training programme is evaluated?

18. What procedure is used at the end of a training programme for course evaluation?

   (Please indicate by marking X in the bracket applicable)

   • End of the course review forms/questionnaires   ( )

   • Trainers report at the end of the programme   ( )

   • Discussion among trainees and course tutors
     at the end of the Course   ( )

   • Interview of participants   ( )

   • Written test, etc.   ( )

   Any other procedure: ( )

19. Are you satisfied with the present system of evaluation?:

   • Yes, fully well

   • Yes, partly

   • No

   If partly or no, do you in that case, have any suggestions to make to improve the situation?

20. How do you assess the effect of training programmes on individual and organization.

Trainer Effectiveness

21. In your opinion, which of the following will help in increasing your effectiveness as a trainer? (Please rank by numbering I, 2, 3, etc. in order of preference in the brackets)

- Specialised training in teaching methods   ( )
- Gaining managerial training experience, and its diversification   ( )
- Continuous research and try out of innovations   ( )
- Continous practices in using A-V aids in training programme   ( )
- Any other: _____   ( )

22. What are the reasons for the failure of training and development, if any, according to you?

(1) Lack of Top management support

(2) Trainees are not serious about training

(3) Lack of a system in identification of training needs

(4) Line managers are untrained and not giving importance for the same

(5) Organization is not serious about training

(6) Lack of trained staff

(7) Lack of sufficient funds

(8) Any other reason _____

FORM - C

Name   :

Designation   :

Organization   :

FOR TRAINEES

1 . Since how long you have been working in the management cadre:

_____ Years

2. How many training programmes you have attended during the last 3 years? (Give details)

Technical		Behavioural	
In-House	External	In-house	External

3. (a) Have you undergone any development course? (If yes, give details)

   (1) Supervisory skill development course

   (2) Managerial skill development course

   (3) Technical development

   (4) Personality development

   (5) Any other

3. (b) Was the training relevant to your functional needs and interests? (Please tick)

   [   ]   [   ]   [   ]

   Very much so   to some extent   no

4. How you were nominated for the training programmes?

   (a) By self   (b) By your immediate superiors

   (c) By HRD dept.   (d) by plant manager

5. (a) What were the needs/objectives for which you have been nominated for the training programmes?

   Personal   Organizational

5. (b) How far the programmes enabled you to achieve these needs/objectives?

      (a) fully   (b) moderately   (c) slightly

5. (c) Did you learn anything that would be useful in your work?

      (a) A great deal (b) Some of the things (c) A few things

5. (d) Was the duration of the programme adequate?

      (a) Too long   (b) Adequate   (c) Too short

5. (e) Were the timings suitable?

      (a) Yes   (b) No

5. (f) What do you feel about the general facilities?

      Space

      (a) very good (b) satisfactory (c) not satisfactory

      Food

      (a) very good (b) satisfactory (c) not satisfactory

      Course material

      (a) very good (b) satisfactory (c) not satisfactory

      Other facilities

      (a) very good (b) satisfactory (c) not satisfactory

6. Who were the internal faculty members for managerial training and development programmes?

    (a) Top Executives

    (b) Personnel and Staff Executives

    (c) Management Consultants

    (d) University Professors

    (e) Faculty from Management Institutes

    (f) Members of Professional Associations

    (g) Foreigners

    (h) Technical experts

    (i) Experts from other companies

    (j) Any other _____

7. What were the methodologies used in the training programme? (Please tick):

    (a) Lecture method

    (b) Discussion method

    (c) Audio-visual method

    (d) Case study method

    (e) Exercise

    (f) Games

    (g) Demonstration

    (h) Presentation by participants

    (i) Computerised training and Internet surfing

    (j) Group discussion

    (k) Any other method —————————————

8. Do you think that the present training practices in your organization require any modification   Yes/No

    If yes, suggest modification in terms of the following broad areas:

    (1) Identification of Training needs

    (2) Time schedule of programmes

    (3) Time duration of programmes

    (4) Method of selection of employee for the training programme

    (5) Selection of trainer

    (6) Any other _____

9. How do you rate the training programmes you have attended?

    (a) Excellent   (b) Good

    (c) Fair   (d) Poor

10. Whether the training programmes helped you in career advancement?
Yes/No

    If yes in what way:

Programme attended   Rating

    (1)

    (2)

    (3)

    (4)

    (5)

    (6)

    (7)

    (8)

    (9)

   (10)

   (11)

   (12)

   (13)

(14)

(15)

(16)

(17)

(Rating: (a) Excellent (b) good (c) fair (d) poor)

11. What benefits you gained from the in-house as well as external training programmes?.

   (1) Improvement in personality

   (2) Improvement in decision-making skills

   (3) Improvement in problem solving skills

   (4) Developed a generalist outlook

   (5) Understood the need for co-ordination with people

   (6) Improved the personal relationship with subordinates, colleagues and superiors

   (7) Understood the need for delegation and subordinate development

   (8) Improved time management skills

   (9) Developed team spirit

   (10) Developed a wider prospective

   (11) Increased the commercial value

   (12) Communication skills improved

   (13) Specific approaches and techniques that can be applied on the job

   (14) Change of attitude

   (15) Any other _____

12. What are the specific benefits gained from the in-house training programmes?

   (a) Knowledge about technical aspect of the job

   (b) Knowledge about administrative techniques

   (c) Knowledge about building teams

   (d) Skill in handling technical problems

   (e) Skill in motivating people

   (f) Skill of innovative and creative thinking

   (g) Any other

13. What are the personal developments you have accomplished from training?

   (1) Status in the organization is improved

   (2) Improved the personal level of thinking and aspiration

   (3) Improved self-confidence

(4) Became more open minded

(5) Developed an interest in learning

(6) Acquaintance with more people and developed more friendship

(7) There is no change in personal development

(8) Any other _____

A PRELIMINARY SURVEY OF DRUG INDUSTRIES IN THE AREA WHERE THE STUDY WAS UNDERTAKEN

FORM D

1. Name of the Industry :

2. Plot No..............   3. Total area...........   4. Tel No...........

5. Size   : Large/ Medium/ Small scale

6. Category   : Drugs/ Pharma/ Chemical

7. Name of the Directors   (1)

    (2)

    (3)

    (4)

8. Name of the manager or Factory in-charge:

9. Manpower details   :

    (a) Managers & Executives   :

    (b) Staff supervisors   :

    (c) Workers   :

    (d) Contract workers   :

    Total   :

10. Turnover of last year   :

11. Is your company certified under : CGMP/ISO 9002/ ISO 14000/ USFDA

12. Do you conduct any training programme in-house or send employees for external training?   Yes/No

APPENDIX - 2

SYLLABUS PROPOSED FOR VARIOUS LEVELS OF MANAGERS
JUNIOR LEVEL MANAGERS

Paper I Organizational behaviour: Human Behaviour in organization, Human needs, Motivation at workplace, Communication skills, Leadership skills, Team building & conflict management, Organizational change, Transactional analysis. Organizational structure.

Paper II Industrial Relations & Labour Laws: Case studies in Personnel Management and Industrial Relations, Important Provisions of Factories Act, ID Act, Minimum wages Act, Payment of Wages Act, Workmen Compensation Act, Trade Union Act, Provident Fund Act, Bonus Act, Gratuity Act, ESI Act, Model Standing Order Act, Industrial Discipline, Disciplinary action, Misconduct, Domestic Enquiry.

Paper III Personality Development & Personal Relationship: How to improve personal relationship. Inter-personal and intra-personal relationships. How to develop and sustain positive mental attitude. How to improve employee morale. How to improve the image of your company. Need of public relation, Personal effectiveness, Subordinate development, Personality development.

How to reduce stress, boredom, frustration, self assessment., SWOT Analysis, Presentation skills.

Paper IV HRD & Organization Development: Importance of human resource development, Need, importance and benefit of training & development. Performance Appraisal system. How to manage your boss and subordinate, Time management, Delegation, Creativity, Workers participation in organization development.

Paper V Quality System Management: General awareness about quality system. Need of quality system development, Effects of globalisation and liberalization, Zero defect, zero accident, zero rejection, ISO 9000, ISO 14000, QS 9000, GMP, USFDA, ISI, etc. Quality circle, Kaizen, Gemba Kaizen, TPM, TQM.

Paper VI Supervisory Management: Problem solving skills, Role and Responsibility of supervisors, Grievance Redressal Procedure, Counselling, Handling trade union leaders, Labour problems and remedies, How to work in emergencies, Cost reduction, Material management. Safety at work.

MIDDLE LEVEL MANAGERS

Paper I Operation Management: Concept and role of operation management, Operational systems in manufacturing and non-manufacturing sector, Operational planning as an integrated system. Aggregate Planning and master production scheduling, monitoring and control. Concepts of just-in-time. Economic approach to decision-making and control, PERT/CPM, Logistics, Distribution planning and control, Maintenance planning and control, Implementation & evaluation of operational planning system.

Paper II Training and Development: Management & supervisory training concept, process and objectives, Need and importance of training, Learning process and training need identification, Levels of training, On-the job & Off-the-job training, Induction training, Role of training deptts. Trainer effectiveness, Training methods- Case study method. Lectures, Role Playing etc, Use of Audio visual aids, Training effectiveness, Evaluation of training. Future of supervisory and Management training.

Paper III Safety Management: Concept and definition of safety, Industrial safety and accident safety, Cost of accident, Causes of accident, Accident prevention methods, Plant house keeping Electrical safety, Road safety, Provisions of Industrial hygiene, health and safety under Factories Act, Environmental factors in safety, machine guarding, Safety through employees participation.

Paper IV MIS, Costing and Cost Effectiveness: Concept, role and importance of Management Information System, Role of computers in MIS, ERP and other programmes, Report writing software, simulation. Introduction to e-commerce and e-business Management accounting and audit. Concept of cost marginal average and relationship among them, Material, Labour and overhead costs, Cost estimation. Job costing, Process costing, Standard costing. Concept of working capital management. Cost control and reduction.

Paper V Materials Management: Materials management concept, philosophy and objectives, Materials management planning and control, Material movement and storage, handling, Inflation and material control, scientific inventory control system, Techniques and principles of inventory management, Waste management, ABC analysis

Paper VI Organization Development: Concept of group dynamics, Making groups an organizational resource, Leadership styles, Managerial grid. Managerial effectiveness, MBO, Decision making, Definition and benefits of Managing change. Resistance to change. Sense of owning the organization, Team building strategies. Social responsibilities of management, Values and OD intervention, SWOT of organization, Improvement of work culture, Organizational problems on human aspects of management suggestions, Personal re-engineering.

Paper VII Environmental Management: Environmental awareness and quality of life, Pollution Control Acts Environmental Acts, Air quality, water quality, solid waste management and disposal system, Physical work environment, heat Noise, Lighting, Vibration, etc, its impact on productivity and safety, Environmental legislation in India, ISO 15000, ISO 14000.

Paper VIII Global Economic Perspectives: Globalisation and competitiveness. Global warning and sustainable development, Advantages and disadvantages, Role of MNCs, World bank, ABB etc. Investment and technology transfer, GATT and other trade agreements, Economic co-operation among developing countries,

SENIOR/TOP LEVEL MANAGERS

Paper I Strategic Management: What is strategic management. Strategic planning and management, Operation strategy, HRD strategy. Finance strategy. Strategic cost management. New product strategy, Strategic thinking for business

excellence, Implementation of Japanese management, Overall strategy of the organization for dynamic changes in organization, Managing strategic alliances, Key concepts in strategic analysis of industries, Strategies for excellence in manufacturing practice, Strategic implementation-change and transformation of organization, Managing mergers and acquisitions, Design & develop a strategic planning for marketing, Business restructuring, Re-engineering through information technology. Benchmarking & process management

Paper II Customer management: Customer management-concept, definition, scope and importance, Building buyer relationship successfully. Customer care skills, successful marketing management. Logistics and supply chain management, Application of IT in marketing management, Vendor development, appraisal and rating, Building customer focused and integrated organization, Building customer commitment and loyalty, Customer retention and recuperation programme, strategic buying through alliances and partnership, Quality customer service, Role of international trade organization and important international business legislation, customer protection laws relating to unethical advertising, Understanding consumer preferences, perceptions and behaviour, A portfolio of tools to build customer loyalty, Developing a service driven culture, Cultivate and build a loyal clientele, tools for prospects and customer base management, developing negotiation skill and techniques

Paper III Resource Management: Develop a personal action plan for leadership in future and for the identified changes, initiatives, Self empowerment, Emotional intelligence, Marketing intelligence, Best practices for global competitiveness. Creating -value through technology, Creating a performance ethics: putting people at the core, Ethics and personal responsibility, Leading teams and transformation: CEO perspective, Assessing individual leadership profiles against a set of competencies that contribute to superior performance. Gaining feedback through 360 degree survey and psychometric data, sharpening a leader's ability to act as a change agent, Develop a personal action plan for future changes. Information technology, ERP, XRP, e-commerce, SAP etc. Insurance management.

Paper IV Productivity Management: Technology management for competitiveness, Leadership competencies in the age of innovation, Strategic role of operations, Business process flows frame work, analyzing process flows, Basic factory dynamics, Productivity linked reward system. Energy conservation. Multiskill training programme. Productivity study, Rationalisation of manpower, Cost reduction techniques, Resource management, Concept of zero inventory & JIT

Paper V Business Planning & MIS: Implementation of Business excellence model, computer based decision support system, Leading change through alliance and network: CEO perspective. Marketing strategies for competitive advantage, Understanding brand equity, Leveraging and managing brand equity, Assessing brand value and corporate brand equity, Internet for competitive advantage, Strategies for competing in a global economy. Strategies for analysing, preparing, and managing negotiation process, accounting and financial analysis, Performance and profit management, Budgeting and cost analysis, Business analysis and valuation techniques, Shareholder's value analysis, Creating value, Forecasting

cash flows, identifying and quantifying risk, valuation of cash flow forecast, Strategy for the new product marketing. Strategic thinking for market leadership. Scientific production planning & control. Long term settlement with workmen with creative clauses, Business process re-engineering. Working capital management. Transformation road map: internal Vs. External customer.

Paper VI Global Business & Competition: Multi-national culture and ethics, Drivers of globalisation, Business strategy for global competitiveness. Export business entry and development, Penetrating global markets, Global sourcing and distribution strategies. Going global-CEO perspective, International business and global strategy, Strategic challenges in a global economy, structuring for global reach and managing global customers, Import & export management. Export incentives like Advance licence, EPCG, DEPB, QBAL, DGFT scheme, Deemed exports, Duty draw back scheme, Duty exemption scheme, Free trade zone scheme.

Paper VII Training & Development: Develop achievers in organization, Human capital valuation through the new HR balance score card, Human resource accounting, Retaining leadership talent during high and low tides. Negotiation is an effective means of avoiding conflict, Key concepts in strategic analysis of industries. The role of vision and leadership strategy development and implementation, Knowledge management, Transforming the organization-challenges and opportunities, A strong understanding of a negotiating process, negotiating check list, Innovative thinking and action plan for change, Pro-active thinking. Managerial style and effectiveness, Burnout inventory (using 4 dimensions), Stress & social readjustment (10 dimensions), Contemporary trends in managing human resources and industrial relations, Microlab concept and its usage in training programmes.

Paper VIII Quality Management: Role of top management in quality system management and its implementation, Need and importance of the implementation of quality system in all spheres of business and life, Best quality system management practices for global competitiveness, Keiretsu system. Six sigma, Just-in-time, VAM, Value engineering, TPM, TQM, Poka-yoke, SMED, 5S, ISO 9000, ISO 14000 etc.

Paper IX Environmental Management: Public relations for crisis management, Industrial risk management, Hazop study, Risk analysis, and system approach to Safety, Health, and Environment, Statutory compliance of industries under various legislations. Management of hazardous waste management, management of waste water and air pollution, Safety audit, Environmental protection laws, Public liability Act.

APPENDIX - 3

CURRENT PRACTICES IN TRAINING METHODS — AN OVERVIEW

Selection of methods and techniques depend upon the knowledge and skill of trainer, his qualification, capacities and potential. Selection of methods of training is vital to ensure active participation of trainees in the programmes and learning process. The training techniques can be classified into:

1. On-the-job training

2. Off-the-job training and

3. E-learning

ON-THE-JOB TRAINING

Job Coaching/Training

It is an accepted practice with great success in managerial training and development. Its significance lies in *"How to do"* on the job under guidance and supervision. The necessary requisites of on-the-job coaching are: (a) Delegation; (b) Counselling; and (c) Personal example setting.

Every employee, from top to bottom, gets some on-the-job training. Coaching or understudy is known as internship, which is applied for managerial personnel, and it is one of the methods of on-the-job training. The employees are trained under the immediate superior for a certain period, and therefore, assigned suitable work. It is highly economical, because the person is learning while doing the work. The trainees learn the rules, policies, and procedures during the training period.

Conference Leadership

It is basically used for managerial level people and is commonly used for the development of *problem solving and decision making skills.* It is also used for the development of inter-personal relationship. Conference leadership method training is a type of on-the-job training, which involves a participation of 10 to 20 trainees. The leader or the senior most person introduces a subject for discussion and the participants express their viewpoints and ideas. The problems are discussed and the participants suggest solutions. The concept of this training is *"to teach each other and learn together."* This training can be more effective if the leader gives more opportunities to the group members. This method is best suitable for analyzing a problem with different perceptions and for the development of conceptual skills.

Critical Incident Method

This method *aims at identification of a particular incident in workplace, or business,* discussion of the incident with trainee for the purpose of determining *appropriate training.* The instructor explains the incident, followed by five steps:

(1) Studying the incident in detail

(2) Getting the detailed information

(3) Identifying the issues or problem

(4) Decision making

(5) Reviewing.

Committee Assignment

Many companies use *committees* as a method for training. Committees are used as a training device under special conditions. The participation of managerial and other personnel in the committee is meant to take important decisions. This method also adds to their knowledge of other functions, relating to *co-ordination* and *integration*.

Job Rotation

Job rotation is designed for various operations of the organization, which provides a depth and breadth of work experience and it can be applied to all levels of employees. Job rotation plan should be planned carefully. Job rotation is most commonly used as a training device with the objective of broadening the outlook and background of the trainee. Job rotation is mostly suited for the young executives who join as management trainees in production and then shifted to purchase, sales, personnel etc. With various exposures, he/she can handle different functions properly.

Job Instruction Training (JIT)

This method is for junior management level to operate the function and is a step-by-step training - a basic training regarding his/her function/work. The first step is to train the trainee on the importance of task, his role and responsibility towards the work. Second step is *'presenting instruction by way of giving information.'*

Vestibule Training

This technique enables the trainee to concentrate on learning the new skill rather than on performing an actual job. This training is in the form of lecture, case studies, discussion, etc. In this method, the trainee can practice the work without fear of immediate boss and with the help of the well-trained trainer.

OFF-THE-JOB TRAINING

Off-the-job training is training *away from the workplace.* The trainees are deputed by the organization for attending the training. The main objective of the off-the-job training is to take away the employee from the workplace to have an interaction with people in the similar position and to change his attitude by way of handling the problems in different ways.

E-LEARNING

E-learning is a new and emerging concept, and it is accepted as an integral part of training. E-learning relates to using some form of technology to deliver training and other educational materials.

It can substitute training and education, approach/method in case of imparting knowledge and skills for specific structured event.

In India, *E-learning* is limited to CD-ROM's, which is used for the customer service. It is tested and is most highly cost effective. Many courses, which hardly need any human interaction, can be made on-line and deployed on the corporate intranet. For example, selling skills can be made into a highly interactive web-based training module with both pre and post assessment, where the grades go into a central database for *easy administration* of the agents performance.

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REFERENCES

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