CHAPTER - II
METHODOLOGY

2.1 INTRODUCTION.

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2.1 Introduction.

Since training is an integral part of human resource development, it is the primary function of every human resource manager to evaluate training needs of an organization The present study focusses on the diagnostic survey of training needs in Menon Pistons Pvt.Ltd., Shiroli, Kolhapur.

The researcher has concentrated on evaluating the training needs of supervisors and middle-level executives. Due to the time constraint· the researcher could not pay attention to assessing the training needs of other occupations.

The diagnostic survey of training needs helps the human resource manager to utilize the human resources to the maximum level by providing training. With this assumption, the following objectives were drawn for the present study.

2.2 Objectives of the Study.

The following objectives were drawn for the present study:

1. The main objective is to assess the training needs of the supervisors of Menon Pistons Pvt.Ltd., Kolhapur;

2. The second objective is to assess the training needs of the middle level executives of the Company;

3.   The third objective is to identify the difficulty area factors for the performance of the duties of supervisors;

4.   The fourth, and the last, objective is to make suitable suggestions to the organization for the training based on the training needs of the supervisors and middle-level executives.

2.3 Data Collection Techniques.

The techniques used for data collection are based on the system described in the book 'Training Needs in Public Enterprises' (1985).

1.   Training Needs of the Supervisors:

A supervisors, because of his strategic position in the organization, needs skills in both management and technical areas. Once a worker finds that his supervisor is technically incompetent, this may affect his control. Also, to manage the people better, the supervisor needs a good management technique too.

I.L.O. and N.P.C. (International Labour Organization and National Productivity Council) have developed a modular approach for supervisory development courses. According to them, there are 33 modules relating to the general areas of supervision, supervisory techniques, principle of supervising the people, etc., which are applicable to any industry.

The following are the I.L.O. and N.P.C. modules for Supervisory Development Programmes:

1.   The organization and supervisor,

2. Principles of supervision,

3. Planning,

4. Directing and Co-ordination of work,

5. Controlling of work,

6. Work study,

7. Quality control,

8. Finance and cost control,

9. Problem analysis and decision-making,

10. Introducing changes,

11. Communications and records,

12. Individual and group discussions,

13. Utilization of equipment and facilities,

14. Time management,

15. Maintenance supervision,

16. Material management,

17. Energy, utilities and auxilliary services,

18. Office supervision,

19. Purchasing,

20. Marketing,

21. Safety and health,

22. Leadership,

23. Informal groups and organizations,

24. Staffing,

25. Job evaluation,

26. Performance appraisal,

27. Salary and wage administration,

28. Training and development,

29. Industrial relations,

30. Maintaining discipline and morale,

31. Behaviour in supervision,

32. Complaints and grievances,

33. Supervising special groups,

36. A module on motivation.

As far as the first module, 'the organization and supervisor' is concerned, it is felt that this module, in fact, can be given to all the supervisors, as it is quite common and important from the supervisor's point of view. Hence, it will be given during all supervisory development programmes as introduction or as a full-programme to all the supervisors.

So our task is to determine which of the I.L.O.-N.P.C. modules(2-34) are the most needed for the present.

The difficulty area factor is calculated using 20 indirect questions which refer to some problems in their particular personality. The respondent has to put a (√) mark against any column applicable (see Appendix 1).

A model of the format is as follows:

Sr. No.	Questions	Always	Here and there	Rarely	Not at all
1.	Do you have at any time difficulty in controlling the workers working under you?				

Such problem areas are tallied with a score of (3) for 'Always', (2) for 'Here and there', (1) for 'Rarely' and (0) for 'Not at all'.

The maximum that a particular area can get is 3 multiplied by the number of people responding to the questionnaire. If there are 100 respondents and an area gets 160 tally marks then,

DAF = 160/300

$\qquad$ = 0.53.

It was decided to calculate a factor called 'Need Evaluation Factor (N.E.F.) for each module which varies from 0 $\rightarrow$ 1. The higher this value, the more the importance of this module was given.

The N.E.F. depends upon the following four factors:

a)   Supervisor Choice Factor (SCF),

b)   HOD's Choice Factor (HCF),

c)   Function Requirement Factor (FRF),

d)   Difficulty Area Factor (DAF).

Since the other factors such as HCF, SCF and FRF have not been taken into consideration, it was decided that DAF (Difficulty Area Factor) = NEF (Need Evaluation Factor).

2.   Selection of Cut-Offs:

It was seen that more the NEF value, the more important the particular module was. In fact, if the NEF value = 1, it means that the particular module is of utmost need. However, NEF = 1 is only theoretical as:

1.   Managers cannot expect a particular module to be selected by all the supervisors;

2. Also not all the managers can be expected to nominate all supervisors for each module;

3. All supervisors may not have the same difficulties;

4. All supervisors do not carry out the same functions and work under the same conditions. A supervisor in stores may have 20 workers under him, whereas a supervisor in finance may have no workers reporting to him at all. Some supervisors have to make decisions many times whereas many do not take decisions at all;

Hence, the NEF, in a particular case cannot be 1, as the contributory factors can never be 1.

VED Analysis.

To sort out which of the modules are Vital, Essential and Desirable, the following NEF values are chosen as cut-offs:

1. Vital   = 0.40 and above,

2. Essential = 0.35 to 0.40

3. Desirable = 0.30 to 0.35.

The other evaluation technique used for the present study is based on the 'Ranking Method'. The following eleven areas have been identified to assess supervisors' performance:

1. Principles of Supervision,

2. Directing and co-ordinating of work,

3. Controlling of work,

4. Motivation and human behaviour,

5. Quality control,

6. Time management,

7. Utilization of equipments and facilities,

8. Leadership,

9. Motivating employees,

10. Industrial relations,

11. Complaints and grievances.

The researcher instructed the respondent to rank them according to their preferences.

Executive Training Needs.

To evaluate the executive training needs the interview technique was used. A structured interview schedule was prepared.

Collection of Data.

With the formal letter from the Institute, the researcher approached the Personnel Manager, Menon Pistons Pvt. Ltd., Kolhapur.

The researcher has collected primary data with the help of a questionnaire. The questionnaire was mainly used to assess the difficulty areas of supervisors. To assess the training needs of the executives, a structured interview schedule was prepared.

Samples.

There are 36 supervisors in the organization, those who are related to production area have been considered as the samples of the present study.

The other department supervisors were not contacted because the stress was given only in the production area and moreover, those supervisors were available to administer the questionnaires.

Out of the 29 middle-level executives, 6 executives were randomly selected for the interview.

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