CHAPTER - V

TRAINING AND DEVELOPMENT

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CHAPTER - V

TRAINING AND DEVELOPMENT

Mr.Luic Alberto Machado[1], Minister for development of human intelligence, venezuela, had come to the conclusion , that not more than ten percent of human intelligence had been exploited over the past 50,000 years. There is a tremendous untapped reservoir of human intelligence . It can be developed to any level by systematic and scientific methods of training . The sole purpose should be to develop the minds for creative thinking, linking and inter-relating things.

Candidates who are recruited definitely have the knowledge. But knowledge can become meaningless if it is not put to effective application for which thinking, analysing and probing are essential ingredients.

To harness the potential capacities and develop confidence, class room training should be coupled with on the job training. One without the other is incomplete. Training is a continuous process, then only the possible results can be expected .

Table 5.1 Training Programme Details.

Sr.No. and Designation	TYPE OF TRAINING RECEIVED				
	Classroom Training	On the job Training	Workshop Training	Outside Training	TOTAL
1.Supervisor-1	2 (20.00) (4.35)	8 (80.00) (8.79)	-	-	10 (100.00) (6.62)
2.Supervisor-2	6 (28.57) (13.06)	14 (66.67) (15.38)	1 (4.76) (8.33)	-	21 (100.00) (13.91)
3.Supervisor-3	19 (38.00) (41.30)	27 (54.00) (29.67)	4 (8.00) (33.33)	-	50 (100.00) (33.11)
4.Line Manager - 1	2 (20.00) (4.35)	7 (70.00) (7.69)	1 (10.00) (8.33)	-	10 (100.00) (6.62)
5.Line Manager - 2	1 (14.29) (2.17)	5 (71.43) (5.49)	1 (3.45) (8.33)	-	7 (100.00) (4.64)
6.Line Manager - 3	10 (34.48) (21.74)	15 (51.72) (16.48)	3 (10.34) (25.00)	1 (3.45) (50.00)	29 (100.00) (19.21)
7.Manager - 1	4 (30.77) (8.70)	8 (58.33) (7.69)	1 (8.34) (8.33)	-	12 (100.00) (8.61)
8.Manager - 2	-	3(100.00) (4.40)	-	-	4 (100.00) (1.99)
9.Manager - 3	2 (25.00) (4.35)	4 (50.00) (4.40)	1 (12.50) (8.33)	1 (12.50) (50.00)	8 (100.00) (5.30)
TOTAL	46 (30.46) (100.00)	91 (60.26) (100.00)	12 (7.95) (100.00)	2 (1.32) (100.00)	151(100.00) (100.00)

NOTE : Figures in upper parentheses are percentages of horizontal totals and in lower parentheses are percentages of vertical totals.

Candidates who are fresh from the college have to undergo class room training and on the job training. But those who have previous experience are given on the job training only, and classroom training if required. Class room trainig together with on the job training has unique advantage of experimenting on the shop floor, what is learnt in the class room. It triggers dialogue and helps to develop interaction with others to confirm, verify, amend and co-relate and it gives opportunity to know what is right and what is not.

Work shop training was given to few staff members as and when it was necessary. As a rule , out side training is not given to trainees . However, in two cases, outside trainig is given since it was necessary for maintenance of Computerised Numerical Control machines and this we can see in the tables 5.1.

One year training programme is arranged for fresh engineering diploma and degree holders and two years training is instituted for candidates holding B.Sc. degrees.

All candidates are given on the job training for one year comprising of four segments as detailed below.

1] One Month -- Induction training.

2] Two Months -- Computerised numerically controlled machines and computer training

3] Two Months -- Manufacturing divisions.

4] Seven Months -- Particular / Specific Training in the department where the candidate is likely to be placed.

Along with on the job training candidates are required to undergo class-room training for about four hours a day and three days a week . KBL follows the practice of imparting on the job and class room training.

In table 5.1, the total of the total coulmn is 151, while the total number of respondents is 98. The columns are mutually inclusive. This is because some staff members have received on the job training, class room training, Work shop training and outside training also. Some have received three types of training, some two types of training and some one type of training. This is the reason that the total of total column is 151, while resopndents are 98.

For instance , total strength of supervisor-1 interviewed is 8, while horizontal total comes to 10 in table 5.1. Six supervisors got on the job training, while two supervisors received both class room and on the job training . Seven line managers -1 were interviewed while horizontal total is ten. Here, one line manager got class room training, on the job training and work shop training, two line managers got class room training and on the job training and four line managers got on the job training only. In case of manager 1 total strength of managers is 7. Three managers have under gone class room and on the job training, one manager has got class room and work shop training and three managers were given on the job training only.

It is to be noted that all columns in table 5.1 are mutually inclusive and not mutualy exclasive. It can be concluded from Table 5.1 that in KBL on the job training and Class room training are combined. Whenever required, work shop training is also given. In exceptional cases where there is specific necessity, employees are deputed to institutions outside KBL.

Table 5.2 Respondents' Opinion about Training Programme.

Sr.No. and Designation	OPINION ABOUT TRAINING			
	Educative and Informative	Educative	Informative	TOTAL
1.Supervisor (1,2,3)	29 (55.76) (53.70)	18 (34.62) (54.55)	5 (9.62) (45.45)	52(100.00) (53.06)
2.Line Manager (1,2,3)	17 (56.67) (31.48)	9 (30.00) (27.27)	4 (13.33) (36.36)	30(100.00) (30.61)
3.Manager (1,2,3)	8 (50.00) (14.82)	6 (37.50) (18.18)	2 (12.50) (18.18)	16(100.00) (16.33)
TOTAL	54 (55.10) (100.00)	33 (33.67) (100.00)	11 (11.22) (100.00)	98(100.00) (100.00)

NOTE : Figures in upper parentheses are percentages of horizontal totals and in lower parentheses are percentages of vertical totals.

Respondents were questioned as to the nature of training they received. Some of them found training educative and informative, some could trace only educative aspect in the training. Some employees stated that training provided information and contained no new knowledge.

In KBL, training programmes are so organised that the candidates should get all the information about the job and overall picture about the functioning of the organisation. It is needless to add that the general information and comprehensive training given are very informative and educative. Fresh incumbents, particularly get very wide and open exposure to the various industrial practices, systems and procedures .

A Group consisting of 8 persons is formed for a case study. Syndicate presentation is also one of the methods of training followed in KBL. In Syndicate Presentation Trainees are divided into groups of 4 persons and are expected to prepare and make a presentation on any subject relating to their work to an audience of 40-50 persons consisting of Supervisors, Line Managers and other trainees.

Trainees are given books of general industrial nature or on human relations. Every trainee is expected to study one book and present a critical appraisal and his impressions about the book. This helps to develop analytical ability, logical thinking and habit of comprehension.

Many staff members mentioned that the training programme received at KBL is excellent. More so because, every trainee has a freedom to seek information from authorities on whatever subject he desires.

In table 5.2 respondents' opinion about training programme is given. It is revealed from table 5.2, that out of 98 respondents, 33 respondents felt that the training was educative, 11 respondents felt that it was informative, and 54 respondents said it was educative as well as informative. There is a difference between educative and informative nature of training. For example : Educative training teaches how and why a machine works, that is the mechanisam of how machine works and principles involved and the logical and technical reasoning about how the machine functions. Informative training means just the information is given. For example : When the button is switched on the machine starts. Here it is not told how and why of it.

From table 5.2 it can be concluded that out of 98 respondents, 11 respondents felt that the training was informative because they got the only information about the systems, procedures and functioning. 54 respondents felt that the training was educative and informative, as the training was given by way of teaching and with the purpose of educating them about KBL's total functioning.

Management representatives have categorically expressed that the KBL training is educative and informative and not only informative. The perception of 11 respondents is not correct.

Deficiencies / Suggestions for improvement of Training Programme.

During interview, respondents were asked to point out deficiencies in the training programme. An effort was also made to know the opinion of the management by discussing these points with their representatives. Each and every respondent, without exception said that there were no deficiencies in the training programme. However out of 98 respondents, six supervisors, seven line managers and three managers had few suggestions.

The suggestions are summarised below :

1] Trainees working on machine and in assembly section should be sent outside to attend related courses. However, management feels that looking to the excellent performance rendered by persons trained as per the internal training,there is no need to depute trainees for outside training .

2] Induction training should be given for 2 months instead of one month. Representatives of management expressed that the duration of one month is fixed after considerable

deliberation and it is found that persons receiving training for one month are able to discharge their duties squarely and efficiently.

3] More job related practical training is required. Training programme is so structured as to include all aspects that a trainee needs to acquire. Moreover, this is not all that the employee learns. The employee learns and has to learn new things as and when they come.

4] Class room training should be given to all the supervisors without exception.Considering the importance of training and its utility, class room training has already been started long back.

5] With a view to give wider perspective to the employees, subjects on management science should be included in the curricullum.

Though this is outside the purview of employees working in other departments, lectures are delivered for the trainees by internal faculty members on budgetory control, productivity, human relations, quality control etc.

Line managers putforth following suggestions :

1] More guidance should be given to develop confidence and to handle the job.

Confidence is developed over a period of time by continuous sincere hard work. Such things take time. However, if someone requires extra help it is extended as and when required.

2] (i) Trainees should be given more opportunities to express their ideas .

(ii) Individual attention should be given for personality development.

(iii) Extra efforts should be taken to develop communication skill among the trainees.

Management representative mentioned that sessions of syndicate presentation, group discussions and case studies provide good exposure to the trainees. Lectures are arranged on 'How to develop personality,' and regular classes are taken to develop written and oral communication skills and to improve English. Persons requiring special training, get in touch with their mentor and management comes forward to help the concerned trainees.

Suggestions putforth by managers :

1] Trainees should be given an opportunity to work on machines. It is feared that this may interrupt production and lead to loss of production. Moreover, it is not advisable from trainees' safety point of view.

2] During the period of training trainees should be taken out to visit other factories. Practices in each company differ. If trainees are exposed to varied practices they may get confused.

3] More lectures should be arranged on studies like productivity, development of supervisory skills and commercial aspects.

A training programme is prepared considering the importance and utility of various subjects . It has to maintain a balance between different aspects of the programme, theory, practice, lectures - demonstrations, subject of job performance and related subjects. Arranging of more lectures would imbalance the programme and lengthen the time-span of training.

Besides training at the beginning of careers, employees are provided an opportunity to receive training on promotion to next grade. Table 5.3 gives details of such a programme.

Table 5.3 Training After Promotion.

Sr.No. and Designation	Training given after promotion		Not Due for Promotion	TOTAL
	Yes	No		
1.Supervisor (1,2,3)	3 (5.77) (18.75)	28(53.85) (48.27)	21 (40.38) (87.50)	52(100.00) (53.06)
2.Line Manager (1,2,3)	9 (30.00) (56.25)	18(60.00) (31.03)	3 (10.00) (12.50)	30(100.00) (30.61)
3.Manager (1,2,3)	4 (25.00) (25.00)	12(75.00) (20.70)	-	16(100.00) (16.33)
TOTAL	16 (16.33) (100.00)	58(59.18) (100.00)	24 (24.49) (100.00)	98(100.00) (100.00)

NOTE : Figures in upper parentheses are percentages of horizontal totals and in lower parentheses are percentages of vertical totals.

It is generally expected that when a person is promoted to higher position, it is necessary that he should be given training to enable him to discharge his duties and responsibilities more efficiently and competently.

The unique feature of promotion policy at KBL is internal promotion. Management feels that it is not at all necessary to give any special training to promotees,since they are in the

department for a long time and they are fully aware of the ins and outs of the systems, procedures and total working of the concerned department.

Table 5.3 clarifies that out of 98 respondents, 74 persons were promoted, and 24 persons could not be promoted since they were not due for promotions as generally employees are promoted after a 3 year period.

58 persons were not given training as it was found not necessary. Management representatives clearly stated that person to be promoted handles the work and duties of his immediate superior and is already conversant to handle the job of senior position before promotion. And they candidly said that promotion is granted only after the performance and ability to handle the job are observed. Precisely for this reason, no special training is required after promotion. However, whenever person is transferred to other department with promotion or new additional responsibilities are given in the same department, training is given.

In table 5.3 it is stated that out of 98 respondents, 16 respondents were given training after promotion. They were trained because these employees were promoted to handle new and additional responsibilities.

For example, out of three supervisors promoted, one supervisor was trained by head of the department for one hour daily for one month. Another supervisor working in personnel department attended "Labour Court " 5-6 times to know the Labour Court procedures . The third supervisor working in Quality Control Department attended one week training on

statistical process control and statistical quality control techniques at Kirloskarwadi.

Out of 9 line managers (LM) , 3 LMs received 3 day training per week for one month , one LM was deputed to attend 'Management Development Programme and Management Information System (MIS) for 5 months in a reputed institute in Pune. Two LMs were given six months training on how to conduct time and motion study.Two LMs attended one week programme on management training in Pune and one LM attended one week training programme on Radiography and Non Destructive Testing (NDT) at Vishakhapatnam. Four managers attended two seminars and a series of four lectures .

Special training is given not as a routine but as and when required. Otherwise there would be nothing special in special training programme. It is evident from the discussion in prceding paragraphs that KBL has come forward to provide internal as well as external facilities of training as and when required.

Table 5.4 Probation Period Details.

Sr.No. & Designation	One Year Probation Period		
	Not extended	Extended	TOTAL
1.Supervisor (1,2,3)	49 (94.24) (52.69)	3 (5.76) (60.00)	52 (100.00) (53.06)
2.Line Manager (1,2,3)	29 (96.67) (31.18)	1 (33.33) (20.00)	30 (100.00) (30.61)
3.Manager (1,2,3)	15 (93.75) (16.13)	1 (6.25) (20.00)	16 (100.00) (16.32)
TOTAL	93 (94.90) (100.00)	5 (5.10) (100.00)	98 (100.00) (100.00)

NOTE : Figures in upper parentheses are percentages of horizontal totals and in lower parentheses are percentages of vertical totals.

Table 5.4 indicates the statistics about probation period details. Candidates recruited directly and placed on job have to complete probation of one year. The purpose of probation is to allow the management sufficient time to assess the probationers' performance on various parameters such as sincerity, ability to work hard, interest in the job, co-operative nature , communication skills, ability to handle persons, decision making capacity, etc. Management also observes whether any mistakes are committed by the probationer and proper advise and guidance are given. It is also seen whether the probationer makes improvement or not. If probationer's performance is found to be not satisfactory the period of probation is extended. He is given a chance to improve. If the performance of the probationer does not improve inspite of extension, his services are dispensed with.

Table 5.4 we see that out of 98 respondents, 52 employees are in supervisory category. Out of these, 3 supervisors' probation period was extended. Out of 30 Line managers, one line manager's probation period was extended and out of 16 managers, 1 manager's probation period was extended. It means that only 5 percent employees needed extension in the probation period.

The reasons for the extention of the probation period are discussed below:

Out of 3 supervisors, one supervisor's probation was extended as his work performance was not found to be satisfactory. He was repeatedly informed about the mistakes he was committing and despite repeated warnings and proper guidance, there was no expected improvement and so his probation period

was extended by 6 months. On improvement, he was subsequently confirmed after 6 months. Another supervisor was not found suitable and the management came to the conclusion that he was a "square peg in a round hole". After discussing the problem with him about his inefficiency, he was transferred to a different type of job in another department. His probation period was extended by six months, but was confirmed after six months. The third supervisor was absent for a long time due to his sickness. Therefore, instead of terminating his employment, management was quite considerate to extend his probationary period by six months.

One line manager's probation period was extended by 3 weeks to adjust the date of confirmation to be on the first day of the subsequent month.

From the reasons of extending probation period of the employees in KBL, it can be concluded that management has never been unduly harsh or unreasonable about confirmation at the end of probation period. Out of 98 respondents, there were only four cases,whose probation period was extended by 6 months and that too for genuine reasons. Sufficient opportunities were given to employees to show improvement. But when they failed, management was left with no option but to extend their probation period.

CONCLUSTION :

KBL has been adopting quite a systematic approach towards training and development, since man is the most important factor in an industry. He needs to be trained, nurtured and developed for the success of the industry.

Fresh engineering diploma and degree holders are given class-room training and also on the job training so that they can verify and cross verify with what they have learnt in the college and company's class-room with the shop-practices " The rounding of corners" process starts right from the beginning of career.

One year training programme is so well master-minded , that all efforts are made to train the trainees to become versatile. Present Indian industrial scenario requires a "Human face" and all care is taken by human resource development department to develop personality and inculcate good habits and develop good work culture. In the training, such as, group discussion, syndicate presentation, seminars on books like, 'Cactus and Roses', 'Computer and Common-Sense', I Am Ok, You Are Ok', "Basic Managerial Skills For All','What Every Supervisor should know',

are included. 'Search For Leadership' and 'Implementation of mentorship' concept, are some of the finest ways of developing managers.

KBL atmosphere appears free and open as the trainees have enough freedom to enrich their knowledge, know practical things and sow seeds for their future career and growth. Those who show initiative and desire to learn grow in life , KBL appears to provide all facilities . Whenever management felt that a person was not upto the mark, there was no hesitation in extending the probation period also.

Policies about training after promotion are open and clearcut. They are not nailed by systems. They seem to have flexibility also, since it is observed that whenever need arises, persons are sent out for training after promotion.

All these efforts go a long way to inject creativity and develop qualities of leadership. Abundant oppurtunities are provided for career development and self-development. Management efforts are directed towards development of a systematic and planned way of thinking and disciplined mind.

R E R E R E N C E :

1. Singh N.K. and Suri.G.K. : Personnel Management, Vikas Publishing House Pvt.Ltd., New Delhi. 1985. P.159.

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