

Economy And Benefits Of Training & Development Process At Public Sector In India

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ABSTRACT

Training now a days is an integral part of an organisation. The organisation may be commercial or non-commercial one. It is equally important and essential not only for employers but also for employees because individual goals and organisational goals cannot be achieved without desirable employees' performance. Training is essential in the present time due to technological, social, business, economical and other changes. Employees as well as organisations have to cope with these changes. Imparting training to the employees and deriving benefits is the primary objective of employer so that the organisation can achieve at least standard performance from the employees if not additional output. Also satisfying the needs of the employees with ease, timeliness, convenience, service etc. is most important for the success and growth of any business. Employer is concerned not only for providing training to the employees for skill development and improved performance but he is more concerned about the cost of training. The economy involved in a implementing a training program is the prime concern of an organisation. Scientific tools, software, management tools, methods, models are being used by the organisations to impart training at a controllable cost. Training is intended to understand where the organisation is at present and where it wants to reach through improved performance of its employees. The present paper focuses on how Rajasthan state electric board of India Limited imparts training to its employees economically through need based training and thereafter draws benefits from the trainings provided. The findings of the study reveal that Rajasthan state electric board of India Limited is imparting need based training to its employees with good economy.

Keywords: Training, need based training, benefits, controllable cost, economy.

I. INTRODCTION

Every organization whether its commercial or non-commercial, service or product industry, requires well trained and experienced people to achieve a standard level of performance. If this is fulfilled by the existing job holders, then training has no existence. But in reality, due to job redesigning from time to time, technological upgradations, social, economic and other changes, training has become integral part

of organizations. It is targeted at deriving at least standard level of performance from employees by excelling their efficiency and fulfilling their personal & professional development needs easily, on-time.

Companies exist to make profit and most of management decisions revolve around optimizing profitability. In this viewpoint, training is cost to be invested by the company because many tools and aids are used to impart training to employees. Thus, training is also considered as “Necessary Evil”. Along with enhancing the skills of employee through training, employers are also concerned about the cost involved in the training. As the financial year starts, training budget is also prepared like all other budgets so as to control the cost involved in the training and increase the benefits achieved through the training as well as ROI.

II. INTRODUCTION OF HRM

Human Resource Management (HRM) is the strategic and coherent approach to the management of the organization’s most valuable assets – the people working there whom individually and collectively contribute to the achievement of the objectives of the business.

Human Resource Management (HRM) function includes a variety of activities and key among them is deciding what staffing needs we have and whether to use independent contractors or hire employees to fill their needs, recruitment and training the employees ensuring they are high performers, dealing with performance issues and ensuring their personnel and management practices conform to various regulation.

The goal of Human Resource Management is to help an organization to meet strategic goals by attracting and maintaining employees and to manage them effectively. The basic premise of the academic theory of HRM is that humans are not machines; therefore, we need to have an interdisciplinary examination of people at the workplace. Fields such as psychology, industrial and organizational psychology, industrial relations, sociology and critical theories: post modernism, post – structuralism play major role. Many colleges and universities offer bachelor and master degrees in Human Resource Management.

There are a number of challenges in the Indian industry which require the serious attention of HR managers to find the right candidate and build a conducive work environment which will be beneficial for the employees, as well as the organization. A few of them are managing people, motivating work force, competency development, recruitment and training and the trust factor.

III. TRAINING PROCESS AND ITS PROS CONS

Training is imparted with the main goal to improve the skill of the trainee by acquiring new techniques, problem solving abilities and developing work attitude. It is generally expected that

the employees apply the newly learned techniques and abilities to increase their job performance and henceforth achieving organization goals.

For achieving the expected outcomes training is planned and imparted in certain steps as follows –

- 1) Reviewing corporate objectives and collaborating corporate and training objectives.
- 2) Defining the strategy to be followed for training.
- 3) Identifying the training needs.
- 4) Fixing goal to be achieved through training.
- 5) Designing the training program.
- 6) Conducting the designed training program.
- 7) Evaluating the effectiveness of training program.

As every other function of HRM training also has its pros and cons.

PROS –

- 1) Increase in profitability or the positive change in attitude towards profit orientation.
- 2) Aids on to the job knowledge and skills.
- 3) Helps employees to understand organizational goals in a better way and thus creating a better corporate image.
- 4) Aids in providing guidelines for job.
- 5) Helps in improving the relationship between employees and their superiors.
- 6) Helps in improving motivation level of employees by creating an environment of authenticity, openness and trust.

CONS -

- 1) Involves investment thus it is a cost to the company.
- 2) Expensive in developing training plan, executing and evaluating.

- 3) Threat of employee leaving the job for better opportunity after becoming trained, well-equipped.
- 4) Bad habits may be passed on.

IV. FACTORS RELATING TO TRAINING

- 1) **MOTIVATION** - Learning process is accelerated when learner is motivated about the learnings he is going to learn through any training program. Thus, effectiveness of any training program is dependent on motivation. Thus, training module should be presented in such a way that learner feels motivated.
- 2) **FEEDBACK** – Imparting training to the employees is not just enough. Getting feedback from them when they are applying learnings from training to their job is much more important step. Feedback helps in correcting the deviations. Thus, success of training is dependent on feedback.
- 3) **REINFORCEMENT** – The behaviours learned in a training program should be positively reinforced afterwards. Then only it is assured that learned behavior is repeated and sustained. Thus, training effectiveness is dependent on reinforcement of learned behaviours.
- 4) **PRACTICE** – Training does not end with just learning the new techniques and abilities but it continues with practicing the learned techniques, abilities or behavior. Practice brings the confidence and decreases the chances of error. Thus, effectiveness of training is dependent on practice also.
- 5) **INDIVIDUAL DIFFERENCES** – Intelligence and aptitude varies with each individual. But it is costly to provide training to each and every person individually. Thus, the training group should be made of individuals with matching aptitude and intelligence. Group training is economic for organizations. Thus, effectiveness of training is dependent on the number of trainees, higher the number more effective will be the training.

V. EVALUATING THE TRAINING EFFECTIVENESS

When an organization invests in its employees, it becomes mandatory for it to evaluate investment in training and development to assess the goals achieved and further improvements needed.

Since, training and development is not just a function rather it is a process. So, the whole process is evaluated.

EVALUATION OF TRAINING SESSION- Kern in 1994 suggested that effectiveness of training session is measured in four groups –

- A) No Measurement – In this group no actual measurement is taken of training session. Activities are taken for granted as act of faith.
- B) Subjective Measurement – In this group trainees are asked about how they feel/think the training session was. Trainees generally give good responses due to many reasons like presentation skills, quality of venue, etc.
- C) Qualitative Measurement – In this group trainees are asked to put value on the likely benefits of training program. Thus, trainees give values on the assumed benefits not the actually achieved. This makes it subjective.
- D) Objective Measurement – In this group trainees have to rate the various questions asked related to training. It is the most effective measure to assess the ROI and return on capital employed training.

A training program is complete only when it includes provision for its evaluation. The four main dimensions for evaluating training program are -

- 1) **EVALUATION OF CONTEXTUAL FACTORS** - Effectiveness of training not only includes the training session but it also includes the pre and post conditions of training. Pre-training conditions include assessing training needs, eligibility for training, number of participants, sequence of participants, etc. Post-training conditions include utilizing the learnings from training, minimizing the gaps, etc.
- 2) **EVALUATION OF TRAINING INPUTS**- Effectiveness of training is also dependent on the training module/curriculum, its sequencing, tools & aids used, quality of delivery, etc.
- 3) **EVALUATION OF TRAINING PROCESS**- Effectiveness of a training program is also dependent on the atmosphere of training, general attitude in training, relationship between trainer & trainees, approaches of trainer, methods used by trainer, etc.
- 4) **EVALUATION OF TRAINING OUTCOMES**- The main task of training is evaluating what is and how much is gained. This is not an easy task especially in cases of behavioural training. It can be easily measured in the on-job training. It also requires some time because the results and effect of training program are not seen instantly.

EVALUATION MODELS –

Many researchers have put forth different models for facilitating the process of evaluation of training. Widely used models are mentioned here –

1) **CIRO MODEL** – This model was developed by Warr in 1974. It is based on evaluation at four levels:-

a) Contextual Evaluation – This involves the evaluation of training process by identifying the training needs based on expectations and perceptions of trainers and trainees.

b) Input Evaluation – This involves identifying the adequate human and material resources available along with its cost and choosing the appropriate ones from them. It also involves assessing the number of trainees benefitted and the climate of training was appropriate or not.

c) Reaction Evaluation – This involves assessing the reactions of trainees towards content and method of training, other administrative arrangements. It also involves deriving feedback from trainers.

d) Outcome Evaluation – This involves evaluation of immediate, intermediate and ultimate outcomes. It is assessed whether the expectations are met or not.

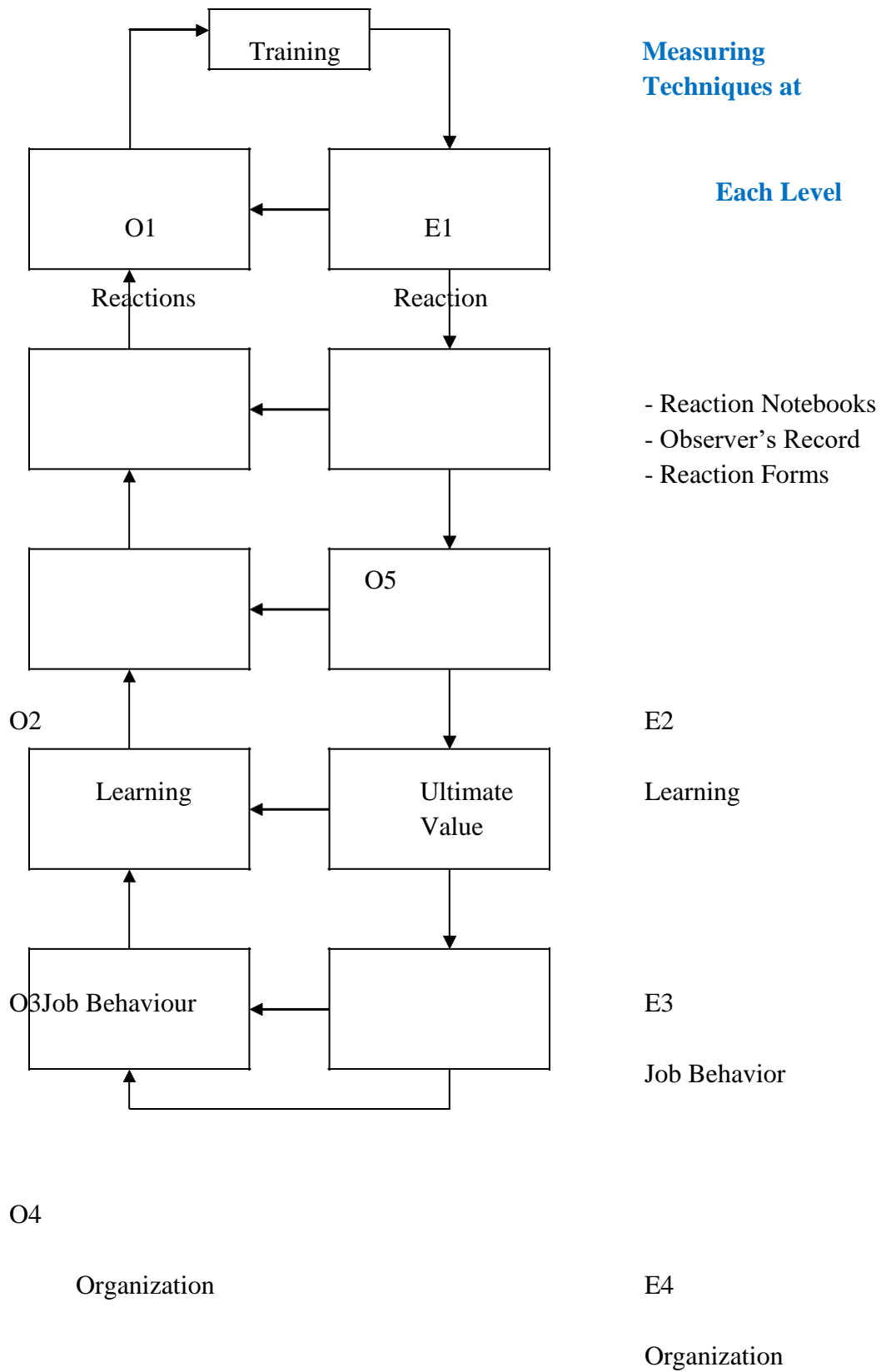
2) **HAMBLIN'S MODEL** – In 1974, Hamblin proposed that the training process should be evaluated to control the weakness & failures as well as strengths and success of training program through negative and positive feedback respectively. The evaluation can be executed at four levels:-

a) Reaction Level – It aims at evaluating the reaction of trainees about content and method of training

b) Learning level – It aims at measuring the learning attitude of learners and whether the intended learning is achieved or not.

c) Job Behaviour Level – It aims at measuring the transfer of skills, behaviour learned in the training to the job itself.

d) Ultimate Level – It aims at measuring the effect of training at ultimate level or organizational objectives.



E5

Ultimate Value

- Written Exam

- Multiple choice
Test
- Learning
Portfolios

- Activity
Sampling
- Interviews
- Questionnaires

- Indices of
Productivity

- Organisation
Culture

- Cost Benefit
Analysis
- Human Resource
Accounting

- 3) KIRKPATRICK'S MODEL:-** This is the most effective model for evaluating the training process proposed by D. L. Kirkpatrick in 1975. This model assesses the effectiveness of training in terms of the organizational objectives are met at four levels:-
- a) Level one – Reaction:- This level is used to measure the very first feelings of trainees about the content, methods, environment, etc. of training. Happy sheets, group discussions, thumbs up & down, etc. are used at this level.
 - b) Level two – Learning:- This level measures the new learning learned through training and its effect on progress of individual. Reaction sheets, post course reviews, etc. are used at this level.
 - c) Level three – Effects on individual performance:- This level measures how much learning is transferred to the job itself, how much new skills & competencies acquired are actually used to improve performance in the job. For this purpose post course reviews, follow up questionnaires, follow up calls, re-testing, etc. are used.
 - d) Level Four – Effects on organizational performance:- At this level the ultimate effect of training is measured on the bottom line i.e. organizational performance. For evaluation at this level measures have to be taken prior to the training. Staff attitude surveys, profit levels, customer complaints, error rates, self assessment of performance, etc.

VI. REVIEW OF LITERATURE

According to Michael Armstrong, “Training is systematic development of knowledge, skills and attitudes required by an individual to perform adequately a given task or job” (Source: A handbook of Human resource management practice, Kogan Page, 8th ed., 2001). According to Edwin B. Flippo, “Training is the act of increasing knowledge and skills of an employee for doing a particular job.” (Source: Personnel Management, Mc Graw Hill; 6th ed., 1984). Training is an important function of HRM which seeks to develop or improve the necessary skills, capabilities, perceptions, behaviour and techniques of the new selected candidates and the existing ones. It actually bridges the gap between what exists and what actually is required and hence improves the profitability. ‘Successful candidates placed on the jobs need training to perform their duties effectively.’ (Source: Aswathapa, K., Human Resource and Personnel Management, Tata Mc Graw Hill Publishing Company Limited, 2000, p189).

An organization increases its effectiveness and its performance with the firm's skilled workforce. So, companies focus and invest on effective T&D for organizational effectiveness (M. Mayfeild, 2011). The investment made for training & development is recovered with the improved performance of the trainees as it was intended (ML Hall, S Naina, 1997). The effectiveness of any training program depends on how the training program is designed and delivered and the content & methods used for delivering it. Thus managers design training programs with extreme care so as to recover the investment (RAG, Khan, et.al., 2011). Any

training program is proved to be effective only when training needs are identified prior to the training. The training needs can be identified from the performance appraisals, knowledge gaps, individual needs, managers' requirements and organizational objectives. All training programs are not suitable for everyone, it should be given based on training (A Priya & N Panchanatham,2011). The effectiveness of training is also dependent on factors such as cost, time, trainer, methods used, content & delivery style, etc. (A. Sal, M. Raja, 2016). The effectiveness of training is also dependent on the transfer and utilization of the learnings gained in the training. Training does not end with the sessions only but it continues till its practical implementation. Training effectiveness depends on the level of participation by employees in the training program (A.A. Ramli et. al.,2018). Thus, effectiveness of training is not only function of good design, delivery, content & methods but also depends on transfer of learnings from training for practical application.

VII. RESEARCH METHODOLOGY

RESEARCH OBJECTIVES :

MAIN OBJECTIVE: To measure the effectiveness of training and development process in RSEB of India ltd. in order to assess the economy and benefits of Training and development process.

SUB-OBJECTIVES:

- 1) To know employees' attitude towards training.
- 2) To determine how effectively training need assessment is done.
- 3) To determine the effectiveness of training with reference to content, methods, trainer, etc.
- 4) To know whether employees are aware about their responsibilities and authorities or not.
- 5) To know the organizational climate and increase in morale of employees.

RESEARCH HYPOTHESIS:

NULL HYPOTHESIS (H0): Training & development process followed by Regional headquarters of western region-II of RSEB corporation of india ltd. is not effective and needs a change.

ALTERNATE HYPOTHESIS (H1): Training & development process followed by Regional headquarters of western region-II of RSEB corporation of india ltd. is effective.

RESEARCH DESIGN: It is a descriptive and exploratory research since data is collected through questionnaire for analysis.

SOURCE OF DATA: Though the employees of western region II were selected for the study, Structured questionnaire was used to collect primary data and study material of RSEB and its site was used to collect secondary data.

SAMPLING METHOD:

Simple random sampling: It refers where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected.

SAMPLE UNIT : Sample unit was the executives & supervisors of western region-II of RSEB Corporation of India Limited.

SAMPLE SIZE : Sample size is 100 employees chosen from a large population.

RESEARCH INSTRUMENT : Structured Questionnaire is used as the instrument to collect the primary data. The questionnaire would contain multiple choice questions. Secondary data was collected from the feedback forms of the various training programs conducted by RHQ (Vadodara).

PILOT STUDY : Before distributing questionnaire among the respondents, researcher first did his pilot study. He had distributed twenty questionnaires to twenty employees to know the response and also to know the lacunas. It was revealed from the filled in questionnaire that they were all set and clear. Then the questionnaire was finalized.

SCOPE OF THE STUDY

The scope of the study is limited to the Employees of the Western Region II of RSEB corporation on India ltd..

ANALYSIS TOOLS : Following analysis tools would be used to interpret the collected data:

- 1) Pie charts
- 2) Tables

VIII. DATA ANALYSIS AND INTERPRETATION

- 1) RSEB considers training and development as an integral part of organizational strategy and has a well-defined organizational HRD policy.

INTERPRETATION:

- 84%** respondents strongly agree that RSEB considers training and development as an integral part of organizational strategy and has a well-defined organizational HRD policy, which indicates that RSEB really has a very strong training & development strategy & policy.

- 12%** agrees partially and only **4%** strongly disagrees. This is a very low percentage but still company should take care of this small percentage.
- 2) The purpose and philosophy of training in your organization is to help employees to acquire the capacity for their present job, prepare them for new functions & to upgrade their knowledge so that they can achieve higher position.

INTERPRETATION:

- 76%** respondents strongly agree & **17%** partially agree that the purpose and philosophy of training in RSEB is to help employees to acquire the capacity for their present job, prepare them for new functions & to upgrade their knowledge so that they can achieve higher position. This indicates that RSEB provides highly effective training.
- Only **3%** respondents partially agree and strongly disagree, which is a small but still important percentage.
- 3) Training programs in your organization are mostly

INTERPRETATION:

- 71%** respondents find the training both need based & future assignment oriented which indicates that RSEB prepares most of the employees for all the situations through training.
- Only 17% respondents find the training is only need based.
- 12% respondents find the training is based on future assignments.

IX. MAJOR FINDINGS

The major findings of the study are enumerated as follows:

- The training and development is considered as an integral part of organizational strategy and RSEB has a well-defined organizational HRD policy.
- The main purpose and philosophy of training in RSEB is to help employees to acquire the capacity for their present job, prepare them for new functions & to upgrade their knowledge so that they can achieve higher position.
- Training programs in RSEB are mostly mixture of need based programs & future assignment oriented programs.
- The training programs were able to improve on-the-job efficiency.

- In RSEB decisions regarding training and development programs are taken by HR department.
- Everybody (executive, supervisors & workmen) is given equal amount of training.
- Training needs are regularly assessed by HR department.
- Most of the times assessed training needs are kept into account while nominating employees for training programs. It is very often that they are not kept into account.
- Mostly communication about the training program is made in time to the participants. It is very often that the information cannot be communicated on time.
- The objectives of the training programs were broadly known to the respondents prior to attending them.
- Most of the training objectives are met during training sessions.
- Training imparted to respondents is mostly a mixture of behavioral, technical & IT training.
- The training methods and aids used during the training programs are effective for understanding the subject better.

X. CONCLUSION & RECOMMENDATIONS

From this study it can be concluded that the training programs at RSEB are economic because it is executed in well planned manner and based on the training need assessment. It is beneficial also as it provides the skills and abilities required for performing the job and the employees are well motivated for the training programs.

Based on the data collected through the questionnaire the following recommendations are made for consideration:

- The organization may utilize both subjective and objective approach for the training programs.
- The organization may consider deputing each employee to attend at least two training programs each year.
- The In-house training programs will be beneficial to the organization as well as employees since it will help employees to attend their official work while undergoing the training.
- The organization can also arrange part time training programs in the office premises for short durations, spanning over a few days, in order to avoid any interruption in the routine work.

- The organization can arrange the training programs department wise in order to give focused attention towards the departmental requirements.
- The authority of taking decisions regarding training & development should remain with HR department only since training & development is an integral function of HR department.
- Most of the nominations for participants of different training programs may be based on the training needs assessed only.
- One or more hi-tech technologies can be used to inform participants of training programs on time.
- A communication may be made about the objectives & benefits of the training program to be conducted to the participants, which may encourage them to attend the program.
- A printed material or soft copy may be made available to the participants of different training programs for their further reference.
- Like feedback forms other methods may also be used to evaluate training program effectiveness.
- Preliminary sessions can be arranged to make employees aware of the need & importance of training programs. Similarly, some sessions may also be arranged for management to make them understand the need & importance of support of management in training & development activities.
- Some more hi-tech aids may be used to make the training more interesting.

XI. LIMITATIONS

- The study has to be completed in limited span of time, which is not sufficient to do a survey in RHQ (Vadodara) of RSEB, which consists of several employees.
- The sample size chosen is limited to 100 respondents; the study may not be applicable to all the organizations.
- Hence the data collected may not be a representation of the entire population.
- There would be a possibility of biased answer from the respondents; hence the information collection might not be an accurate one.
- The study would be done in RHQ (Vadodara) of RSEB. The findings would be confined to headquarters and do not represent the region, state or country.

- As the organization is very huge it would not be possible to cover each and every area.

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