Abstract

The competitive world of modern business has inspired the corporate world to continuously review their beliefs and policies towards the human resources who contribute significantly towards the survival and growth of organizations. The business houses that are progressive have started treating employees as a boon and not a bane. They are taking steps to identify, channelize and develop the potential of their human resource. They have realized that development of business is not possible without development of its employees. Human Resource Development is a process by which the employees of an organization are helped in a continuous and planned way in order to: 1) acquire or sharpen capabilities required to perform various functions related to their present and expected future roles 2) to help identify and utilize the inner potential of the employees for their personal as well as organizational development 3) develop an overall culture in the workplace where there are strong ties between the superior-subordinate and members of a team.

OBJECTIVE OF THE STUDY

Human resource development helps employees of an organization to acquire the requisite competencies to perform well and help in organizational growth also. A progressive organization needs to have a congenial HRD climate wherein:

- The employees are given freedom to express their ideas
- Team spirit is encouraged
- Mutual Trust
- Action should follow words
- Risk taking by employees is encouraged and some degree of autonomy is given to employees for taking decisions.
- Issues are confronted so as to resolve them rather than pushing them under the carpet.

RESEARCH PROBLEM

Human Resource is the most important resource. An organization needs to develop human resources to align with the organizational need, culture, technological and ethical standards. Training is the most important tool to convert staff into human resources. This study is an effort to find out the efficacy of training to fulfill organizational need and objective.
THE EVOLUTION OF HUMAN RESOURCE DEVELOPMENT

Only after the 1980s, Human Resource Development has become an accepted phenomenon across the world. Earlier there existed only the apprenticeship training programs. These apprenticeship training programs date back to the 18th century. Basically, apprenticeship training served as a technical school, which helped the employees to tune the intricacies of the skills that they have already learnt.

Then, in the early 1800s, there were vocational education programs that would help the unskilled employees learn the techniques of doing a job of good quality. This concept gave room for ‘early factory schools’ after the industrial revolution. These are training programs that are tailor-made to do a particular job in a particular industry.

One of the by-products of the factory system was the frequent abuse of the unskilled workers. The appalling conditions spurred a national anti-factory campaign. Led by Mary Parker Follett and Lillian Gilbreth, the campaign gave rise to the ‘human relations movement’ advocating more humane working conditions. With the outbreak of the Second World War the industrial sector once again asked to retool its factories to support the war effort. Slowly there was a need for formal education in HRD; hence universities and colleges started delivering a course in training and development.

In 1970s, the training professionals felt that there was a need to extend the training function beyond the classroom. The employees’ involvement in organizational goal setting processes and strategy formulation processes was slowly increasing. Organizations started considering human resource as a great asset. In 1980s and 1990s several organizations and government started conducting seminars and conferences on human resource development. Organizations started believing that human resource development would be a valuable means to achieve the organizational objectives.

In the 21st century, with the advent of IT and ITES industries, the need for human resource development is being largely felt by many organizations. Today, irrespective of the size of the companies, the organizational members are focusing more on the training and development not only in the classroom but also beyond it.

In India, in the late 1990s and the early 21st century saw an increase in the HRD activities almost in all the organizations. The top management of many companies started showing commitment and interest in the development of their human resource. Some companies have transparent and explicit corporate policies towards the human resource development. Some of the early Indian establishments of a human resource development department in their organizations are Crompton Greaves, Steel Authority of India, BHEL, Larson and Tubro and others.

IMPORTANCE OF TRAINING

There is nothing that training cannot do; nothing is above its reach; it can turn bad morals to good, it can destroy bad principles and create good ones, it can lift men to angel ship—Mark Twain

Training refers to a planned effort by a company to facilitate employees’ learning of job-related competencies. The goal of training is for employees to master the knowledge, skill, and behaviours emphasized in training programs, and apply them to their day-to-day activities.

As we have already noted that human capital is now regarded as one of the major drivers of productivity, economic growth and competitive advantage. The organizations thus now have set up individual training cells within the organizations to generate a skilled, adaptable, motivated and resilient workforce. A trained employee can retain customers, increase business and the organization’s market share by displaying appropriate behaviour and inculcating good public relations. So organizations invest huge capital in training and development of employees as an investment in training and development is a sure shot way to retain existing customers and develop new ones based on the good performance of the trained employees.

Training needs of the employees are determined on the basis of their performance in the preceding year and that of the next year, it also based on the performance appraisal exercises along with implantation of modern technologies that would require imparting special training to develop the requisite skill

The Training Cycle

TYPE OF TRAINING:

a) On-the-job training is classified under the following heads:
   • Experience- learning that takes place through working on the systems and gaining experience.
   • Coaching- is imparted by a superior staff who guides, trains and monitors the performance of employee.
   • Understudy- the new employee buddies up with an experienced employee and watches the work method of the experienced worker
   • Position rotation- an employee is rotated from one position to another so that he/she learns knowledge about the entire process.
   • Apprenticeship- is provided by the organisations or by the government agencies.

b) Off-the-job training is classified under the following heads:
   • Courses and Lectures- employees may undertake courses and attend lectures in the organization itself, or they may be sent to universities, institutions that have a tie-up with the organization.
   • Brainstorming and case studies- induces creative thinking in the employees. A well written case and the ensuing discussion by the participants can help in assessing the attitude, experience and style of functioning of the employees.
   • Role-play- the trainees are given a particular situation to enact based on their judgement of the situation and how they would handle it. The actions and behaviour of the trainees during the role-play is observed and feedback is then given by the trainer.
   • Simulation- a prototype of the work area is created in the training room and employees are given task to perform similar to the one they would need to handle later on in their day to day jobs.

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THE FUNDAMENTAL GUIDELINES OF A TRAINING PROGRAMME ARE:

Training programme should always be designed after careful consideration of the goals and needs of the organization; it should be aligned with the objectives of the organization. Proper evaluation should be conducted on the employees before they undergo the training so that their progress can be checked after they complete the training. The training should have utility for the entire organization. The programme should be well organized, dynamic, should be flexible enough to be modified based on the learning abilities of individual employees in order to motivate them to learn. The training programme should include both theory and practical methods to incorporate the requisite skills and should be conducted by a well-trained experienced trainer. After the training is completed it is important to evaluate the usefulness of the training programme.

Technology is having a major impact on the delivery of training programs. Organizations like Merrill Lynch is using e-learning for its financial consultants and planners because of its potential learning and accessibility advantages over traditional classroom training. Technology is changing and training in corporate settings as it has made it possible to reduce the costs associated with delivering training, increase the effectiveness of the learning environment and help training contribute to business goals. The new technologies that are now used in training include multimedia, distance learning, expert systems, electronic support systems and training software applications.

IMPLEMENTATION OF TRAINING IN VARIOUS ORGANIZATIONS TO IMPROVE HUMAN RESOURCE

Industry and government in the United States spend approximately $90 billion each year on employee training and education. Average Japanese companies spend about 6% of budget on training. Study of major automobile manufacturers found U. S automakers spend about 40 hours training new employees compared to 300 hours for Japanese automakers. In India, the importance of training has been recognized by Banking Sector and so now Banks have developed institutional training system where ‘on the job training’ is provided in a more comprehensive manner. Banks have established training colleges. Banks are also conducting correspondence courses with arrangement of tutorials at the Branch Level by tying up with the Branch Manager.

In State Bank of India, training has facilitated in bringing in change, effectively handle employee issues, anxieties and fear, provide valuable feedback on organizational climate, improve employee’ problem solving and coping capabilities, building the right perspectives, promoting and building human competencies and enabling people to be more creative.

In Sundaram Fasteners, systematic identification of training needs is done through performance appraisal. As per the requirement an annual training plan is prepared. Once the plan is implemented, a follow-up system is evolved that the training is imparted as per the plan.

In Bharat Heavy Electricals Limited (BHEL), one of the largest engineering enterprises in India, the main training activities that are conducted are:
- Induction training
- Artisans retraining and development
- Supervisory development
- Management development programmes
- Quality Training
- Vocational Training to Engineering/MBA students.

SAIL has set up a network of training institutes in the major plants to meet the requirements of technology training and the training of the skilled, supervisory and middle-management levels. The main area where the training support is concentrated is a) attitudinal change b) utilization of manpower c) modernization and expansion d) efficiency enhancement e) orientation of new entrants.

Visakhapatnam Steel Plant (RINL) the training and development team gives adequate thrust & focuses to meet the organizational challenges & goals by developing company's human resources as well as systems & structures in HR area commensurate with the organizational priorities and futuristic needs. Training is imparted to generate conducive attitude, work atmosphere and mindset among the employees to realize their full potential. The HRD group in RINL/VSP is alive to the expectations of all the stake holders- customers, employees and of the company and is ever ready to help the employees put in their best in the coming days, where excellence would be the driving factor to retain its position in the competitive market. In order to find out the implications of the training program in RINL/VSP a survey was conducted by meeting 92 employees in different departments. The respondents were identified on a random basis in each department at all levels. The survey was conducted by using the random sampling method. The quantitative data was designed with forced choices of 4 scale method i.e. 0-5 level like: Not all True, Rarely True, Sometimes True, Mostly True, Almost always True.

1. The Top Management believes that the human resource is an important resource and needs to be treated more humanely.

Answer:- Not all True; Rarely True; Sometimes True; Mostly True; Almost Always True.

CATEGORY EMPLOYEES
Not all True 0.2%
Rarely True 0.4%
Sometimes True 1.3%
Mostly True 62.1%
Almost Always True 36%

Interpretation:- From the above diagram, 36% employees think that top management does always treat employees more humanely and gives them opportunity to develop their skills & efficiency, 62.1% employees say that top management mostly treat them with courtesy and respect & rest 1.3% are on an average. All the employees are totally satisfied with
the treatment meted out by the top management towards employees.

2. The Management ensures that the staffs have the training they require and employees show definite improvement post-training.

Answer: Not all True; Rarely True; Sometimes True; Mostly True; Almost Always True.

CATEGORY EMPLOYEES

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<tr>
<td>Not all True</td>
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<td>Almost Always True</td>
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Interpretation:- From the above survey, out of 92 employees 45% think that Management always ensures that staff get relevant training. 49.5% employees think that generally adequate care is taken to provide staff with all the necessary training and 2.7% are on an average.

If we co-relate these two aspects of responses from VSP/RINL, we get the following:

Table -03

<table>
<thead>
<tr>
<th>SI No</th>
<th>Category</th>
<th>Employees needing more humane treatment % wise.</th>
<th>Improvements after the training %</th>
<th>Remarks</th>
<th>Variations %</th>
<th>Remarks</th>
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<td>2.7</td>
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CONCLUSION

In the light of the above, organizations need to concentrate more on implementing new training methods in order to develop their staff to the fullest. The only negative input in the category 4, negates all positives found in all other category. It is suggested that the training methodology should therefore be improvised more to make it more interactive to make the trainees participate in the goal – orientation, future projections, and cultural ethos of the organization. When the aim and ambition of individual employees get attuned to the organizational goal, the entire organization benefits. It is therefore imperative to identify the training need regularly and skill gaps to make the training more effective to optimize the skill- set of the organization.

References: