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NEW DIMENSIONS IN TRAINING AND DEVELOPMENT OF PUBLIC SECTOR ENTERPRISES OF INDIA

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ABSTRACT

Organizational Training and development is undergoing a transformation in wake of technological advancement, mainly the computer/internet. The present study is an attempt to explore the changes in the methods of training and development in public sector enterprises and identifies the trends governing these practices. It then discusses the current technological impact on Training and Development in Indian Scenario. The process of training and development in India has hinged effectively on the development of public sector. The Indian public sector is continuously going through a process of transformation since nineties, due to the introduction of Liberalization, Privatization and Globalization (LPG). The first objective of present paper is to study existing status of training and development programmes in public sector enterprises for their employees. The second objective is to examine the effectiveness of training and development programmes for employees in fulfillment of their duties. The present paper explained some suggestions to enhance training and development strategies, and to cope up with the existing challenges in the wake of severe competition in the training and development. The findings of the study suggest that training and development is inevitable and unavoidable in any sector.

KEYWORDS

training, human resource development, digital, public sector.

INTRODUCTION

Training and development is a vital part of the human resource development. It is assuming ever important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs. It is also become more important globally in order to prepare workers for new jobs. In the current write up, we will focus more on the emerging need of training and development, its implications upon individuals and the employers. Technology is responsible for increased need of training inputs to employees, but it is also important to understand that there are other factors too that contribute to the latter. Training is also necessary for the individual development and progress of the employee, which motivates him to work for a certain organisation apart from just money. We also require training update employees of the market trends, the change in the employment policies and other things.

TRAINING AND DEVELOPMENT

The aim of any training programme is to provide instruction and experience to new employees to help them reach the required level of performance in their jobs quickly and economically. For the existing staff, training will help develop capabilities to improve their performance in their present jobs, to learn new technologies or procedures, and to prepare them to take on increased and higher responsibilities in the future. Employee Development Programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness. There are several steps in the process of management development. These include reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participant's quality of work life.

DEFINITIONS OF TRAINING AND DEVELOPMENT

According to the Michel Armstrong, Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job.

According to the Edwin B. Flippo, Training is the act of increasing knowledge and skills of an employee for doing a particular job.

Dale S. Beach defined, Training is usually considered as the organized procedure by which people gain knowledge and increase skill for a definite purpose.

DIFFERENCES BETWEEN TRAINING AND DEVELOPMENT EMPLOYEE

Training is different from management development or executive development. While the former refers to training given to employees in the operational, technical and allied areas, the latter refers to developing an employee in the areas of principles, and techniques of management, administration, organization and allied ones.

LITERATURE REVIEW

Taylor (1961) conceptualized training as a means to bring about a continuous improvement in the quality of work performed, it would equip them with necessary knowledge, skill, abilities, and, attitude to perform their jobs. Organizations in both the private and public sectors, regardless of types or nature of organization, agree that training and development is essential to the growth and development of the business (Noe, 2002). Many organisations adopt a more strategic & future oriented approach to training and development to build employee capability within the business. If employees' don't learn, both the individual the organisation fall behind. A US study of 500 publicly traded firms found that firms that had invested the most in training had a stockholder return 86 per cent higher than firms who had invested the least in training, with a score that was also 46 per cent higher than the market average. Training and Development takes many forms, but when it is strategically aligned with the overall business plan, it can have a powerful impact on productivity, performance and commitment levels among staff. Globally training & development practices are considered to be of due importance. The value of Training and Development to Irish businesses and the economy overall has been recognised. Research by Morley, Heraty and Collings (2006) showed that the investment in human capital development was the third largest contributor to Ireland's positive economic growth. In their description of human capital, they incorporated the level of education, work experience of the work force, managerial expertise and training and development and the acquisition of knowledge. Further research by Saratoga (2006) at a global level concluded that generally it is the organisations that engage in the highest levels of learning, training and development investment that experience the greatest success in talent management. In Australia, Smith and Hayton have investigated the determinants of enterprise training (Smith & Hayton 1999). Over a two-year period from 1994 to 1996, a research team from Charles Sturt University and the University of Technology, Sydney, studied 42 organisations in depth and carried out a survey of 1750 studies of private sector organisations. Organizations in five industry sectors were studied, including building and construction, food processing, electronics manufacturing, retailing and finance and banking the research identified three key drivers of enterprise training. The drivers were Workplace change and new technology. Quality assurance this includes the introduction of teamwork, new management practices and new forms of work organization. The extent and pace of workplace change varied between enterprises and industries. Quality assurance was a particular form of workplace change that emerged as a consistent driver of enterprise training. However, the interpretation differed significantly across industries. New technology included new product and process technology.

OBJECTIVES OF THE STUDY

1. To study existing status of training and development programmes in public sector enterprises for their employees.
2. To examine the effectiveness of training and development programmes for employees in fulfilment of their duties.
3. To provide suggestions for improvement in training and development programmes for employees.

TRAINING AND DEVELOPMENT IN PUBLIC SECTOR ENTERPRISES: THE PRESENT SCENARIO

The Indian government and the public enterprises in India are continuously increasing their investments in training to upgrade the skills of employees. The public sector enterprises are the largest user of training and spend 3 per cent to 5 per cent of their revenues on training as compared to 0.5 per cent to 2 per cent done by other private sector companies. Training and Development has become a major part of employee retention and service enhancement programs. Besides the IT Sector, multinational companies, banks and large Indian organizations also utilise the benefits of training services. In the last few years Indian organizations have made exceptional progress in terms of their training initiatives. This is mainly due to the increase in competition and because of the entry of multinational companies in India, which has forced them to look for various alternatives to develop organizational effectiveness. Training is considered as more of a retention tool than as a cost to the organization.

The optimum utilization of human resource is the target of any company and training is a tool to increase business outcomes. In the year 2008, four organizations from India were able to get entry in the winner list of 40 best organizations (Bhatia and Kaur, 2014). These organizations were: Reliance industries Limited, Nagothane manufacturing division having strength of 2,157 employees, Infosys Technologies Limited having 79,016 employees, Wipro Limited having 60,000 employee strength and ICICI Bank Limited with employee strength of 40,880. This is an optimistic sign which clearly shows that organizations operating in India are also very serious about their learning and development function.

There are about 1400 public enterprises at the central, state and local levels organised principally in the form of government companies, statutory corporations, departmental enterprises, commissions, authorities, boards, mixed corporations and port trusts. These employ about 6 million personnel. The expenses on training and management development are about 0.5 percent of the turnover (Mishra, 2000).

There is a definite direction existing in relation to management development and training in public enterprises. The Department of Public Enterprises, Govt. of India and the nodal agencies on state level public enterprises have their respective policies incorporating guidelines on themes to be covered, types and number of programmes to be conducted, duration of the programmes and the resource persons to be deployed. The policy covers even items such as the remuneration for the resource persons and the evaluation of the training programmes.

In the management structure, at the board level, invariably the function is represented by Director(Personnel) who in turn is supported by Executive Director (Personnel) / General Manager (Personnel), Deputy General Manager (Personnel), Assistant General Manager (Personnel), Senior Manager (Personnel), Executive (Personnel), Personnel Officer, etc. In many a case, General Manager (Training) is appointed as in-charge of the function. In other words, training and management development is a high level function in public enterprises. The state level public enterprises also accord high importance to this function though in many such enterprises it is not placed at the level of General Manager due to a consideration of size.

Separate budget provisions are earmarked for this function although they are very miniscule as related to turnover and expenses incurred on wages and salaries. In terms of hardware, separate space is allocated for the functionaries dealing with management development and training, equipment provided and support structure created in terms of assistance, transport facilities etc. It may however be noted that the quality of budget support and assistance differs widely from enterprise to enterprise. Training Needs Survey is carried out once in 5-6 years on the basis of which a training calendar is formulated. The operating departments and the management services department/ corporate strategy department are approached for obtaining appropriate inputs. Small changes are carried out in the training calendar depending on the feedback of the participants.

Training programmes for workers, supervisors and junior executives are organised in house. For the middle level personnel, the programmes are arranged in house with a mix of internal and external faculty. For senior and top level personnel, slots are provided for training in external institutions and abroad. Induction Training/Foundation Training is a rule rather than exception. The period of the training varies from 6 months to 2 years at this level. About 40 large central public enterprises such as Bharat Heavy Electricals Ltd., Steel Authority of India Ltd., National Thermal Power Corporation, Coal India Ltd., Electronics Corporation of India Ltd., Mishra Dhatu Nigam Ltd, Bharat Dynamics Ltd., Hindustan Aeronautics Ltd., HMT Ltd., have set up their own in house training institutes. These provide training to senior managers in general management, middle/ junior managers in functional areas of management and specialised courses to senior and top managers in 8 total quality management, quality circles, memorandum of understanding and corporate planning. These in house institutes run Junior Management Induction Programmes.

At the State level, such in-house training institutes are maintained by the state electricity boards and the state road transport corporations. The state financial corporations and the state industrial development corporations also take up the management development training activities on systematic basis, though they do not have their own in-house training institutes.

The public sector banks form the lifeline of the financial system in the country. There are in all about 90 banks excluding the cooperative banks. Most of these banks have their in-house training departments. The large banks such as the State Bank of India, Punjab National Bank, Central Bank of India, Bank of Baroda, Andhra Bank have their own in-house training institutes. In a study conducted by Mishra and Ravishankar (1990) the Human Resource Development in State Bank of India, the largest commercial bank and one of the 500 Fortune Companies with a sample of officers numbering 850 in senior/middle management cadres. It was noted that there was an urgent need to develop technical and managerial skills and bring about attitudinal changes in the work behaviour of the executives. The linkage of the training with the operations process of the bank was not complete. The deputation of trainees to a programme was not always on grounds of actual needs. Much subjectivity operated in the field. The managers at operations level felt that deputing personnel for training interface with the operations work. Moreover, the skills imparted and the change brought in the behaviour of the trainees fade out quickly and regression sets in once they face the operational realities and mounting sceptics from their colleagues. With the integration of information technology and banking operations the in-house training institutes of Banks have to now prepare a new menu. In fact, the experience emanating even from a country like the USA reveals that the bank personnel would like to redefine their operations and needs in the perspective of information technology. They feel that the run of the mill training programmes are a mere waste of their time. What they need today is an intensive understanding of information technology which can keep them relevant for society (Mishra, 2000).

EMERGING TRENDS

As technology advanced, so did the nature of training. Companies today rely more so on computer-generated training such as simulation or virtual training techniques. These types of training become critical especially as companies search ways to become more cost efficient and training more effective. Today, a number of computer-based training approaches have arisen and continue to develop. Suhasini & Suganthalakshmi (2015) briefed about the following emerging trends in India.

Computer Assisted Training: Computers are used in support of more traditional training approaches. This support was initially the inclusion of computer requirements and mini-programs in multimedia learning packages, extending the audio and video elements described above to the much more flexible computer. Other CATs were used in training programs at work, again being inserted into the more traditional approaches, taking the place of audio and video inserts. These inserts permitted instant practice of skills particularly those related to the use of the computer, for example the learning subject might be the use of spreadsheets on the computer.

Computer Based Training: Dating all the way back to World War II, computer-based training (CBT) also known as e-learning, found itself most useful in private industries or the government. E-learning refers to the delivery of training or education through electronic media. Today e-learning is converted into numerous training programs, but not all training programs should be incorporate a e-learning format simply due to companies' specific training needs. CBT extends significantly the involvement of the computer in training, particularly self-learning and self-development approaches and all indications are that this could be a significant

learning force in the future. The programs nowadays customarily consist of a computer package, usually on CD-ROM or interactive CD-ROM, perhaps supported by text and/or video material, questionnaires, projects and activities

Web and Internet Based Training: Probably the biggest revolution in the world of training and development in recent years has been the increased and increasing use of the internet to transport training programs to learners, whether they are individuals or groups within an organization, although not necessarily a group that has come together for training. This approach started quite simply with real time, e mail contact between a self learning, open learning program learner and the central expert or supporting trainer/manager. The revolutionary techniques (and these are seen by many people as the way in which electronic methods of learning will proceed) involve the internet equivalent of traditional methods is that the presence of any social contact is unnecessary contact is the interaction of the learner seated in front of the computer visual display unit with a program that originates with a web site any location in the world.

Programmed Instruction: In the 1950s, B.F. Skinner introduced programmed instruction (PI) with his patented teaching machine. Initially, his teaching machine would recognize correct answers and progress to the next. If an answer was wrong, the machine would explain the correct answer. Typically, information to be learned with PI is taught in pieces. Trainees are tested after each piece of material is presented. PI has developed more so as technology advances. For instance, PI can be seen in the latest training technologies such as online courses.

Intelligent Computer Assisted Instruction: After commercial computers were released in the 1950s, IBM launched the Course writer 1 in the 1960s. This is considered to be the first paradigm of intelligent computer-assisted instruction (ICAI). Based on the trainees' interactive responses, this type of CBT is personalized in that it tailors assistance to the trainees' needs with characteristics similar to that of a human tutor. ICAI helped cultivate intelligent tutoring systems (ITS). These systems are a spinoff of the ICAI and demonstrate a more advanced approach. It operates in a way that learns the best methods to facilitate training based on the trainee's response, Employees have found this method advantageous in that ITS effectively corrects wrong answers or perceptions.

THRUST AREAS FOR TRAINING IN PUBLIC SECTOR ENTERPRISES

The following are the thrust areas for imparting training to the employees/officers.

- Information Technology: The training programmes should contain significant inputs on IT application/e-governance for all categories of employees.
- Service Delivery: The emphasis in such courses should be on the quality service delivery within prescribed time period.
- Project Monitoring and Management: Frequent training in Project Monitoring and Management to avoid costs and time over runs in implementing the projects. It will be useful for Class-I Officers.
- Office Procedures and Rules, for all officers and officials.
- Ethics and Values: Training programme emphasis to be on ethics and value based administration and all emergent issues in the society. This type of training is required for all level of officers & officials.

MOST RECENT MEANS OF TRAINING

Intranet: Intranets are also a popular use of computer-generated training that has developed over time. Intranets are utilized via a company portal and are used to share information within an organization. Intranets have found to increase workforce productivity, reduce the time it takes to complete a task or operation, improve communication, make more cost-effective, allows for quick updates/announcements and enable teamwork through collaboration. The intranet's success lies in its design. An intranet is structured with one audience in mind- company employees. While the intranet provides a high level of benefits, it can also be improperly managed due to the overflow of data instead of being utilized in a way that creates company value.

Webinar: Webinars also find themselves in the midst of evolving training trends. Webinars are a form of web conferencing via slideshows, videos, etc. Webinars deem to be useful in that they are interactive in such ways that members partaking in online webinars can interact with on-screen calendars and other facilitation tools as a slide show or some type of presentation is being conducted. Webinars are quite popular among organizations; however, there is a downside: one-way communication. This aspect of the webinar can enhance cultural/past behaviours that desire to replace present day training technology such as webinars. These behaviours are derived from individuals who prefer a traditional way of operating within the business realm. "Regardless of the advantages or disadvantages, webinars which were historically used for demos or meetings, are now trending as means of employee training along with DVDs, Internet usage such as YouTube, and even cell phones, more widely known as Smartphone.

Smartphone: To this day we associate Smartphone with operating systems such as Android, Blackberry, Apple's is and more. Smart phones are convenient, plain and simple, but can also pose as a distraction in the workplace, typically requiring the need for a high level of monitoring. For instance, being able to distinguish employees checking e-mails versus those employees updating their latest twitter status can sometimes seem to be a difficult task. Distributing company issued phones for business purpose only can help reduce personal use. At the same time, this can be a costly manoeuvre. For the most part however, smart phones can prove to be valuable in the workplace. Smart phones have made huge leaps in the corporate world and remarkably have the ability to perform the functions of a computer. Consequently, an employee can quickly access or send an e-mail, participate in a conference call, take pictures, upload information to the company site, gain access to apps that prove to be beneficial to company goals. Smartphone or tablet users, such as the iPod, may download applications from an app store that are specifically designed with the end-user in mind. From a social media app like LinkedIn to a company-specific app such as Bump, used for media sharing, millions of apps are available for download at the tips of your fingers. Employee training may be exercised through smart phones through the use of video sharing, e-mails that provide links to a training sessions, and even apps like 'Mobile Employee' that make note of training and more over, provide employees with deadline reminders, appointments, travel reward programs, work times including the ability to e-mail files that can be integrated into the timesheet spreadsheets, etc. Needless to say, the possibilities appear endless.

WIKI: Wikis are another resource that can be used for training purposes. Developed in the early 2000s, wikis provide information sharing sites that run via the Internet and allow users to modify information. Some wikis are limited as to who receives access to modify a site while others such as Wikipedia welcome any user to change or add facts/details to a particular subject matter. Organizations that utilize wikis should be aware of faulty information; some users are illiterate in dealing with wikis. Certain companies may even find themselves having to implement a wiki 'how-to' training session before even conducting training via wiki. The value for companies lies in the fact that wikis can be used as a collaboration tool, setting the stage for company-specific tasks/jobs such as project management, knowledge management, and fostering information. The obvious advantage at hand is the cost effective aspect, as with most new technologies.

CONCLUSION

Management development and training will play a significant role in the socio-economic and political emancipation of India especially in the changed context of globalisation. The government, public sector and private sector are redefining their vision of management development and training. Although the management development and training function has not made significant headway so far, the country is now well set to undergo a paradigm shift in this direction. Corporate training technologies are rapidly changing. The trend is away from classroom training to web base learning on the Internet and corporate intranets. Computers are becoming faster, smarter, smaller and invisible. Instructional design for the web is changing from simple page turning of documents to highly sophisticated artificial intelligence applications using simulation and computerized tutoring. Because intelligent programming and the use of large databases allow greatly increased personalization, online learning is moving from web based courses to just in time performance support systems. At the same time networking has allowed greater collaboration in the workforce, and a better utilization of the intellectual capital within an organization. These are exciting times in the field of corporate training. The new global trends in the corporate world is to emphasize more on applying systematic approach to training and development in order to achieve higher level of organizational effectiveness. Organizations now a days try to link business strategy with training. Current and future trends show that organisations that want to retain skilled employees need to provide for ongoing development and educational opportunities. Many organizations measure the return on investment for training activities.

There is enough evidence to show that employees who were trained on a regular basis are the ones who provide a higher quality services to the customers. To develop an integrated and proactive training and development strategy there is requirement of coherent corporate culture rather than ad-hoc programs. In a service oriented industry such as banking, people are among the most important assets and a bank must efficiently manage its employees during every phase of employment in this competitive arena. It is concluded that public sector enterprises training and development programmes for their employees to increase their efficiency. Public sector enterprises provide training programmes to enhance their knowledge and skills to satisfy the customers. Growth of public sector in India is the result of skilled manpower which is the outcome of training and development.

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