A STUDY ON EXECUTIVE TRAINING AND DEVELOPMENT PROGRAMME

J. Vincent Xavier

Abstract

This paper deals with the Executive Training and Development programme in a manufacturing industry. The present Scenario of Management highly influenced with a well designed human recourse practices for better outcomes of both organization as well as the employee. So that Training is an essential factor which gives proper motivation to the individual to do the work better, so much so we use to say effective and efficient way. Training is a process of learning a sequence of programmed behaviour. It is application of knowledge. It gives people an awareness of the rules and procedures to guide their behavior. It attempts to improve their performance on the current job. Development covers not only those activities, which improve job performance, but also those, which bring about growth of the personality, help individuals in the progress towards maturity and actualization of their potential capacities.

I. INTRODUCTION

Training refers to the instructions provided the knowledge and skills for the current job. Development on the other hand has broader scope and aims at developing an individual in all respects. Training aims at achieving immediate gain for the organization while development, aims at achieving long term needs of the organization. Organization takes up executive development program to enhance the capabilities, potential and creative instinct of the managers enabling them to the more effective in performing various managerial function to achieve the predetermined goals. The development programmes are meant for executives and supervisory staff only (sheikh 1999).

a. Definition of Training

Harris.O.Jeff. Jr (1976) Observes, “Training of any kind should have as its objective the redirection or improvement of behavior so that the performance of the trainee becomes most useful and productive for himself and for the organization of which he is a part”.

Lawrence Steinmetz (1968) Observes, “Training is a short term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill”.

Campbell-(1971) “Training refers only to instruction in technical and mechanical operations training courses are typically designed for a short term, stated set purposes”.

b. Importance of Training

ASWATHAPPA (2000) Stated,
i) Training improves the job knowledge and skills at all levels.

ii) Training helps to prepare guidelines to work.

iii) Training helps to eliminate fear in attempting new tasks.
iv) Training increases job satisfaction and recognition.

c. Objectives of Training

- To study the technical and administrative skills required for executives and supervisors.
- To study the training needs required by the executives and supervisors in various potential areas of the job.
- To suggest suitable methods to improve the effectiveness of training programs.

d. Distinction between Training and Development

i) Training

It is usually a short-term process of utilizing a systematic and organized procedure, by which non-managerial personnel learn technical knowledge and skills for definite purposes.

ii) Development

It is usually a long-term process of utilizing a systematic and organized procedure, by which managerial personnel learn conceptual theoretical knowledge for general purposes.

e. Need for Training

To match the employees specification with the job requirements and organizations needs. Training is needed to fill these gaps by developing and moulding the employee skills, knowledge, attitude and behavior.

Organizational viability and the transformation process – the primary goal for most of the organization is that their viability is continuously influenced by environmental pressure. Core healthcare, InfoTech enterprises and Polaris software lab provided training in order to ensure a smooth transformation process.

Technological advance – Every organization in order to survive and to be effective should adopt the latest technology that is mechanization, computerization and automation.

Organizational complexity – With the emergence of increased mechanization and automation manufacturing of multiple products and by products or dealing in services of diversified lines, extension of operations to various regions of the country.

Human relations – Trends in approach towards personnel management has changed from the commodity approach to partnership approach. So today, management of most of the organization has to maintain human relations besides maintaining sound industrial relations.

f. Types of Training

<table>
<thead>
<tr>
<th>Training</th>
<th>off the job method</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the job method</td>
<td>Vestibule training</td>
</tr>
<tr>
<td>Job rotation</td>
<td>Role-playing</td>
</tr>
<tr>
<td>Coaching</td>
<td>Lecture method</td>
</tr>
<tr>
<td>Job instruction</td>
<td>Conference or discussion</td>
</tr>
<tr>
<td>Training through step by step</td>
<td></td>
</tr>
</tbody>
</table>
Job Rotation
This type of training involves the movement of the training from one job to another though this method of training is common in training managers for general management positions.

Coaching
The supervisor provides feedback to the training on his performance and offers him some suggestion for improvement.

Job Instruction
This method is also known as training through step by step. Under this method, the trainer explains to the trainee the way of doing the job, job knowledge, skills and allows him to do the job.

Committee Assignments
Under this, a group of trainees are given and asked to solve an actual organizational problem. The trainees solve the problems jointly. It develops team work.

g. Off-the Job Training
Vestibule Training
In this method, the actual work conditions are simulated in a classroom. Material, files and equipments which are used in actual job performance are also used in training.

Role Playing
In this method of training involves action doing and practice. The participants play the role of certain characters such as the production manager, mechanical engineer etc.

Lecture Method
The lecture method is a traditional and direct method instruction. The instructor organizes the material and gives it to a group of trainees in the form of a talk.

Conference
It is the method of training the clerical professional and supervisor personnel. This method involves a group of people who pose ideas, examine and share facts, ideas and data, test assumptions and draw conclusion.

i. Management Development
All those persons who have authority over others and are responsible for their activities for the responsible of an enterprise are managers. The manager is the dynamic life-giving element in a business. The caliber and performance of managers will largely determine the success of a business. If the business wants to improve the quality of its managers, it must expand money and effort and introduce imaginative and systematic development schemes for them.

Management development is any attempt to improve managerial performance by importing knowledge, changing attitude or increasing skills. Manager effectiveness has an enormous impact on competitive advantage. As a company grows and matures, high quality management talent is crucial to it success companies must therefore provide instructions for their managers and their high potential management candidate to help these individuals perform. Management development is important for new managers because these individuals really need instruction on how to perform their new supervisory jobs. This will increase productivity and improve quality. It is necessary to take up continuous
management development programme to enhance the managerial abilities and skills and insight of the management.

h. Objectives of Executive Development Programmes

The executive development programmes are organized with a view to achieve specific objectives. These are:

- To overhaul the management machinery
- To improve the performance of the managers.
- To give the specialists an overall view of the functions of organization and equipe to co-ordinate each other’s efforts effectively.
- To identify persons with the required potential and prepare them for
  a) Senior positions,
  b) To increase morale of the members of the management group

i. Evaluation of the Programme

The last stage in the training and development process is the evaluation of results. It helps to determine the results of training and development programme.

j. Need for Evaluation

The main object of evaluation training programme is to determine if they are accomplishing specific training objectives that are correcting performance deficiencies. A second reason for evaluation is to ensure that any changes in trainee capabilities are due to the training programme and not due to any other conditions. Training programme should be evaluated to determine their cost effectiveness. Evaluation is careful to explain programme failure, should it occurs.

k. Principle of Evaluation

1. Evaluation of the training programme must be based on the following principles.
2. Evaluation specialist must be clear about the goals and purposes of evaluation
3. Evaluation must be continuous.
4. It must be specific
5. Evaluation must provide the means and focus for trainers, to be able to appraise themselves their practices and their products.
6. Evaluations must be based on objective methods and standards.

l. Techniques of Evaluation

Several techniques of evaluation are being used in organization.

1. One approach towards evaluation is to use experimental and control groups. Each group is randomly selected, one to receive training and other not to secure training (control)
2. Another method of training evaluation involves longitudinal or time series analysis. Measurements are taken before the programme begins and are conducted during and after the training programme is completed.
3. One simple method is to send a questionnaire to the trainees after the completion of the programme.

m. Profile of the Organization

Cethar vessels are one of India’s leading manufacturing of high and low-pressure industrial power and process boiler auxiliaries. Cethar vessels high efficient steam boilers, boiler parts and boiler service work to solve energy and environmental issues around the world.
involving combine and heat transfer technologies. Cethar boilers are manufactured to exciting standards and sold things a nation wide network. Incorporated in the year 1981 and stared manufacturing activities in the year 1984. Share capital of the company is Rs. 4.26 crores and reserve and surplus is Rs. 4.31 crores. So far 724 Boilers were commissioned and another 36 boilers are under various stages of execution as on 24-04-2003. Managed by hardcore technocrats and professionals having vast experience, commercial, financial, material management, quality assurance and after sales series.

II. LITERATURE REVIEW
1. V.K. Gupta (2003) conducted a study on “HR Development and Training in a corporate Enterprise”. (BHEL). The executives have not been given adequate training. This requires more analysis of training requirement for officers. Officer does not find the courses very interesting. This can certainly be improved by involving the officers in deciding the contents of the courses very interesting. He focus that, several organizations are realizing that people issues are critical for competitive success. The HR function is expected to identify the right kind of people integrating them into the culture of the organization, training and developing them to prepare for the future, motivating the personnel to star performances creating a nurturing climate so that the employees enjoys a sense of commitment of pride in the work place.

2. According to Dr. N. Panjanathan (2005) he conducted the study on “Executive Problem solving behaviour” through various training modules. He found that the employees can also be utilized to the maximum extent possible and the training programs are periodically reviewed. This study also suggests some of the methods and techniques. As a concluding remark, it may be stressed that training and development will certainly help to improve the skills and impart more knowledge to do the present job.

3. Narashiman (2005), conducted a study on “Training and development” at Godrej. The case explains the T and D initiatives of the Godrej group. The group developed a comprehensive and innovative training program for management trainees. 4. K.K. Somani (2005) conducted a study on “Management development programme”. He said that management education for to improving the effectiveness of executives in specific areas of operation. His knowledge and skills experience that will update romaine the results he achieves. The training certainly helps in increasing the efficiency of different sections of a company. Thus leadership qualities and organizational skills aimed at taking organization to new heights of propriety.

Objectives of the Study
(1) To understand the nature of training and development programme in CVL.
(2) To study the training needs required by the executives.
(3) To study the type of skills required for the executives.
(4) To study the impact of the training and development programme
(5) To study the effectiveness of the training programme.
To suggest ways to design new training and development programmes.

III. RESEARCH METHODOLOGY
The information gathered about CVL and conducted a pilot study in the organization. This pilot study helped the researchers to frame the questionnaire. Pretest was conducted with seven respondents and few changes were made in the questionnaire. The data was collected from the respondents through questionnaire method. The questionnaire was distributed to the executives and primary data was collected. There are 80 executives in CVL. Researcher has used simple random sampling. The researcher selected 50 respondents from the universe of 80 executives by lottery method. This study aims to suggest the ways to design new training and development programme in CVL.

Formulation of Research Problem
It is translating the research problem/topic into a question. The topic of the study is “Training and development at executives’ level in CVL. The researcher has attempted to find out the impact of training and development programme in CVL and to give suggestion about other possible programme which could be practicing the organization.

Hypotheses
1. There is an association between job experience of the respondents and organization satisfies training needs.
2. There is an association between monthly income of the respondents and organization satisfies training needs.

IV. ANALYSIS & INTERPRETATION

Percentage Analysis
In the case of multiple choice questions percentage of respondents for rate choice was calculated as a part of the analysis of such questions. It refers to a special kind of ratio Percentage’s are used in making comparison between two or more series of date. Percentage is denoted as % No. of respondents/total respondents X 100.

Statistical Analysis
Here, statistical test are applied on the result are shown in a tabulated form. The statistical tests used here are one-way analysis of variance; Chi-square and t-test.

V. FINDINGS
Profile of the Executives (Annexure I)

1) Age Distribution of the Respondents:
The distribution of executives is significantly equally distributed among the ages (20-35). Male respondents are more in number than female respondents. More respondents are employed in personnel this department takes care of most of the programmes of the organizations.

2) Education level: Almost all the executives are well and this gives the organization conceptual infrastructure.

3) Salary level: CVL gives its executives a good amount of salary, which satisfied them. This satisfies and motivates them and helps to retain then in the organization.

4) Job experience: Significantly majority of the executives have more than 10 years of experience and this shows the capability of the organization to retain its executives.
Method of training

1) Type of Training Programme: both on- the job and off- the job training programme is given to the executives. Almost all the executives have undergone training through job rotation lecture method, conference method, Role-playing which comes under on the job and off the job training method. 2) Expectation of the respondents: CVL conducts training and development programme depend upon the needs of the respondents. (68%) of the respondents were highly satisfied based on their expectation. 3) Level of Satisfaction of training needs: More than half of the executives have stated that their training needs are fully satisfied while 46% of them are partially satisfied. 4) Opinion about trainer: (52%) of the executives are satisfied with the knowledge and skill of trainer and (40%) of the executives are partially satisfied with the trainer. As the trainees learn more from the trainers, the executives have more expectation from them. 5) Trainees is given special attention during training: (90%) of the executives have said that they give special attention during the training period and few those 12% said that they are not given attention during that period. 6) Venue of the training programme: (80%) of the executives said that training and development programme conducted within the organization. 7) Encouragement of Feedback: (38%) of the executives have said that feedback is got from always and other executives have said that feedback is got some times and (30%) of the executives have said that feedback is got rarely. 8) Number of Times Employee Attended Training: (38%) of the respondents attended the training programme twice and (30%) of respondents attended thrice.

9) Clarification of Doubt: (98%) of the executives said that the trainer clarified the doubts and easy to understand. a. Impact of the training & development Programme:1) Easy of job: (64%) of the respondents said that the job made easy after attending the training and development programme. (32%) of the respondents strongly agree about the ease of job. 2) Reduction of level of stress: (46%) of the executives agree that stress in the job is reduced through training and development programme. (14%) of the respondents strongly agree and (20%) of the respondents were partially agree. 3) Improvement in level of achievement off targets: (66%) of the respondents agree that the training programme have given a clear idea about the target and it helps them to achieve the goal and some of them are partially agreed to achieve the goal. 4) Enhanced job satisfaction: (46%) of the respondents said that the training and development programme enhance the job and gives more satisfaction about their jobs. Some of them are disagree about their job satisfaction. 5) Level of performance: (52%) of the respondents said that training and development programme has improved the performance of the executives as it makes the job more familiar to them. 6) Improved relation with others in the organization: only (26%) of the respondents agrees that training and development programme has improved the relation with others. (68%) of the respondents partially agree. 7) Improvement of job knowledge: (52%) of the executives said that through training and development programme, able to increase the job knowledge and (40%) of the executives strongly agree that there is a improvement in job knowledge through training. 8) Skills gained: Almost all the
respondents have gained some skills (92%) of the respondents strongly agree that the skills gained through training and development programme. 9) Coordination and Cooperation of executives; (24%) of the executives agree that there was a improve cooperation among the employers. (58%) of the respondents partially agree that there was a improve cooperation and coordination among them. 10) Improvement of problem solving ability; (42%) of the respondents agrees that the training programme develops the capacity to solve the problem and (48%) of the respondents partially agree about their improvement. The executives are able to solve the conflict by themselves. 11) List of skills gained; (44%) of the respondents have gained the human relation skills (34%) of the respondents develop the conceptual skills (22%) of the respondents develop the technical skills. Training programme of CVL should take effort on improving the skills.

VI. VERIFICATION OF HYPOTHESIS

Research Hypothesis-1

There is no significant association between monthly income of the respondents and organization satisfies training needs.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Monthly Income</th>
<th>Organization satisfies training needs</th>
<th>Statistical inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fully (n:21) Partially (n:23) Not at all (n:6)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Rs. 4000 - 6000</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Rs. 6001 – 8000</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Rs. 8001 - 10000</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Calculated value = 23.289  
Table value = 9.49 (5%)  
The calculated value is greater than the table value at 0.01 level of significance. Therefore research hypothesis is accepted. There is significance relationship between monthly income of the respondents and their opinion with regard to satisfaction of training needs of the respondents by the organization.

Research Hypothesis-2

“There is no significant association between job experience and training needs.”

<table>
<thead>
<tr>
<th>S.No</th>
<th>Job Experience</th>
<th>Organization Satisfies Training Needs</th>
<th>Statistical Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fully (n:21) Partially (m:23) Not at all (n:6)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Upto 10 years</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>11 – 15 years</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

Calculated value = 12.362  
Table value = 9.210
The calculated value is greater than the table value at 0.01 level of significance. Therefore research hypothesis is accepted. There is significant relationship between job experience of the respondent and their opinion with regard to their response to the statement that the organization satisfies training needs.

SUGGESTIONS

From the study of CVL, training and development programme for executives carried out in the organization are generally good. However there is a great obligation to the researcher to reveal some suggestions that can be helpful in the improvement of training and development programmes prevailing in the organization.

A group of respondents feel that organization is not encouraging feedback and suggestion. Those employees may feel that they are ignored and it may affect their work interest.

Few respondents feel that training programme does not cover technical area. This can be overcome by arranging technical based training, and also by selecting employees the basis of their required area.

Some respondents feel that there is not much more cooperation among the employees. The management should take relevant steps to improve the cooperation among them.

All the training and development programmes prevalent in the organization are well above average and they could even be much better if he above suggestions is implemented.

CONCLUSION

Cethar Vessels Pvt. Ltd. is good performer which has recognized the importance of training and development programme in an organization for the improvement of human resource potential for achieving the personal, organizational and social objectives of the employees, the organization and the society respectively, effectively, and efficiently. Various training and development programmes are being implemented in the organization. The programmes are well implemented on a continuous basis. These are slight deviations in the result of training and development programmes. The researcher sincerely hopes that the suggestions given would be of some help to the organizations to improve on its training and development programmes.

Training and development programmes could be more effective and efficient in development of organization if it is practiced in a right method.

BIBLIOGRAPHY

Annexure I

Types of Training

<table>
<thead>
<tr>
<th>S.No</th>
<th>Types</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the job</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>Off the job</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>Both</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Impact of the Training job Made Easy

<table>
<thead>
<tr>
<th>S.No</th>
<th>Job Made Easy</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Partially Agree</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Job Stress Decreased

<table>
<thead>
<tr>
<th>S.No</th>
<th>Stress Decreased</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>07</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>Partially Agree</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Enhanced Job Satisfaction

<table>
<thead>
<tr>
<th>S.No</th>
<th>Enhanced job satisfaction</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>05</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>Partially Agree</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>03</td>
<td>06</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Performance Improved

<table>
<thead>
<tr>
<th>S.No</th>
<th>Level of Performance</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Agree</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>Agree</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>Partially Agree</td>
<td>06</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Disagree</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

List of Skills Gained

<table>
<thead>
<tr>
<th>S.No</th>
<th>Type of skills</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Conceptual</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>2</td>
<td>Technical</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Human relation</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>