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Human resource development through training and development: A case study of HAL Lko

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Abstract

It truly believes that a "Learning Organization" is essential for survival in the current era of Liberalization, Privatization and Globalization. Therefore, "Knowledge" is the only core competence of Organizations for coping with changes. Since individual knowledge is the starting point for organizational knowledge, it is only the employees who can convert knowledge into efficient actions. Organizations should focus on developing the competence and motivation of managers to manage learning and development. This paper aims to explore the methods used for training and development of employees at HAL, lko. Further it tries to find out the employees perception regarding the training and development program in the organization. Research methodology used in this paper is descriptive and exploratory in nature which comprises of extensive literature review and analysis of dully filled questionnaire. Through an analysis of pertinent literature and research, this paper will seek to better understand and clarify the impact that training has on employee satisfaction level. The findings shows that majority of employees are satisfied with the training programme provided to them.

Keywords: Learning Organization, Liberalization, Privatization and Globalization, competence, Training and Development

Introduction

Human Resource Development (HRD) is significant discipline of today. Recent economic scenariois demanding, organizations to improve quality, increase productivity, and cut down waste. The scholars of Business Administration considered as a sub discipline of Human Resource Management (HRM), concerned with developing productive skills by imparting them training. HRM scholars, Werner and DeSimone (2006 p.5) defined Human Resource Development (HRD) as: *"A set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands"*. Training and development is an essential function of HRD. Training has important role in achievement of an organizational goal by incorporating the organizational interests and the workforce. It is important to companies seeking to gain a competitive edge. As the employees play a vital role in increasing organizational performance, training is imparted to the employees to increase their productivity. Training means giving new or present employees the skills required in performing jobs mostly focusing on technical skills, in other word the firms training program must align with the overall strategy. Employee performance depends on various factors, but the crucial factor is training which enhances the capabilities of employees, impacting on the return on investment. The objective of any initiative in an organization is to build a vibrant and learning organization for meeting the challenges of quality and excellence, recruitment and retention of competent human resource and develop high commitment and a sense of belongingness to the company. The secret behind the success of HAL- Accessories Division Lucknow is the way they treat their employees. The whole process of training & development is built on the premise that employees are the most valuable part of the company. Purpose of the paper is to understand and comprehend numerous efforts being made by the company to maintain staffing levels that balance their efforts to provide excellent customer services with the need to achieve cost efficient utilization of personnel resources.

Literature Review

Muhammad Zahid Iqbal *et al.* (2011) [1] in the research, "An Empirical Analysis of the Relationship between Characteristics and Formative Evaluation of Training" analyzes the

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relationship between characteristics and formative evaluation of Training. The paper signifies the use of formative training evaluation. The authors have carried out a study at three public-sector training institutions to empirically test the predicted relationship between the training characteristics and formative training evaluation under the Kirkpatrick model(reaction and learning). It explains the causal linkage between components of formative training evaluation, the mediating role of reaction in the relationships between training characteristics and learning was also investigated. The principal finding revealed that a set of seven training characteristics explained 59% and 61% variance in reaction and learning respectively. All training characteristics were found to have a positive impact on reaction and learning except training contents. The study concluded with areas of future research emphasizing on linking formative evaluation with summative one i.e. Behavior and results.

Cary Cherniss *et al.* (2010) in research, "Process Designed Training: A New approach for Helping Leaders Develop Emotional and Social Competence" evaluated the effectiveness of leadership development program based on International Organization for Standardization (ISO) principles. The program utilized process-designed training groups to help participants develop emotional and social competence. The study involved 162 mangers from nine different companies in a random assignment control group design. There were nine different groups with nine managers in each group. Each group was required to follow the identical process. The results indicated that after two years the intervention group had improved more than the controls on all Emotional Competence Inventory variables. The paper offers recommendations for future research on the mechanisms underlying the process-designed group strategy and contextual factors that optimize results. It describes a leadership development strategy that appears to be more economical and consistent in its delivery than traditional approaches such as workshops or executive coaching. Although ISO principles are utilized widely in the business world, this is the first study that has used this approach in the design and delivery of management development.

Martin Mulder (2001) in the research "Customer Satisfaction with Training Programs" has contributed a model of evaluation of customer satisfaction about training programs. The model is developed and implemented for an association of training companies. The evaluation has been conducted by an independent organization to enhance the trustworthiness of the evaluation results. It aimed at determining the quality of training programs as perceived by project managers from the organizations that purchased in company training programs from the train companies. Reliability research showed satisfying results. The model is based on the methodology in effectiveness research, andthe data were used to test a model of training effectiveness. The result shows that this model is confirmed for two categories of projects: projects that were aimed at achieving learning results and changed job performance respectively. But it does not fit for projects aimed at supporting organizational change. Finally author suggests that new advancements in human resource development should be included in evaluating the effectiveness of training programs.

Objective of the Study
The objectives of this study are:
- To enhance the knowledge and understanding of the training and development process in the organization (HAL- Accessories Division Lucknow).
- To find the employees perception regarding the training and development program.

Research Methodology
Descriptive Research in form of meetings/ regular interactions with the HR officers and staff, sincere study of the various documents/ manuals and receiving duly filled in questionnaires was adopted to understand the prevailing practices. The sample size was 100 and included staff of HR department, Finance and some of the COMM members. The data for the study is analyzed using pie charts and the results are discussed underneath.

Types of Training Methods Used at Hal

Internal   **Apprentices**   **Diploma/Technician**   **HMA**   **Management Trainees**   **External**
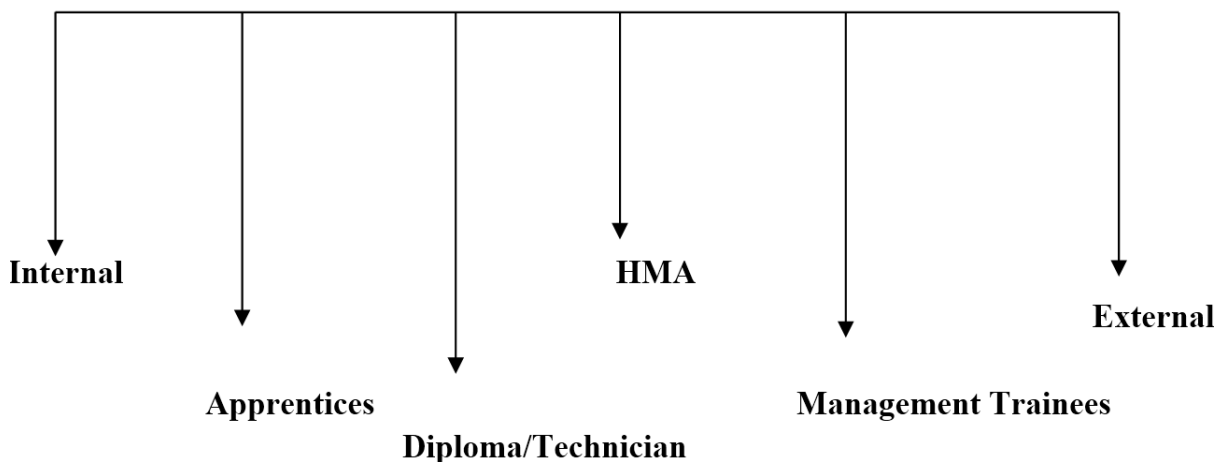
Internal Training Process
HAL organizes internal training for the employees of different department. Internal training is conducted at division level. It includes both technical and non-technical employee
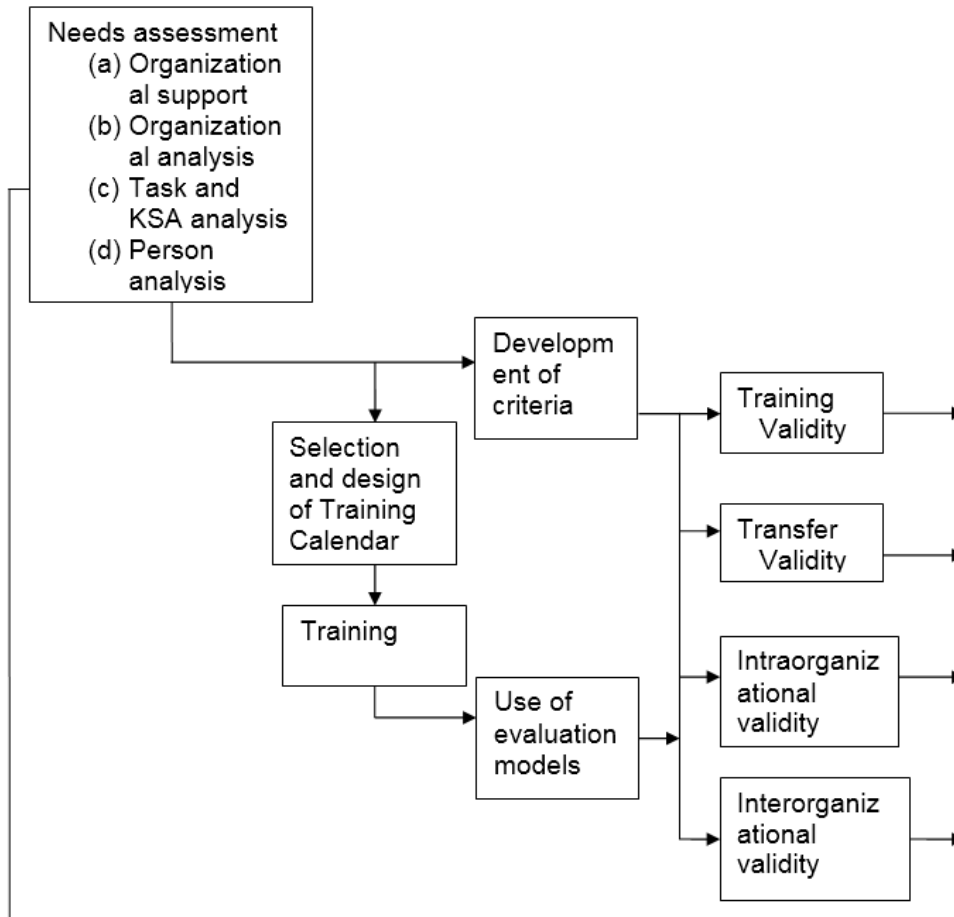
Identification of Training Needs
(i) The training programmes are planned in the beginning of the year through the compilation of the training needs reflected by individual officers in their Annual Performance Appraisals. Training Needs are assessed by the COM Members/Deptt. Heads for their respective area. The training needs identified during the knowledge management process are also taken in to accord during planning the training calendar.
(ii) The training department seeks nomination of employees and officers from respective departmental heads for their participation in any special training programme arranged by the Training Department.
(iii) During Shop level monthly meeting, suggestions come from the employees to arrange training programme of their requirement which are also included and implemented.
(iv) Union representatives also participate in suggesting needs based training programme for the benefit of workmen.
(v) Timely Corporate Office also suggests for conducting specified training programme for workmen and officers which are included in the Training Plan.
(vi) HMA also forwards training programmes to be organized at Division level in which participants are invited from sister Divisions.
(vii) A training Manager Conference is held annually at HMA, Bangalore. Necessary inputs are received for conducting training programmes and incorporating necessary changes in training calendar of HMA.
(viii) Updated records of all employees and officers who have undergone various training programmes both in-house and outside organization is available in File No. HAL-ADL/2652/19/25/TRG-RECORDS. Departmental Heads are also informed for maintaining effectiveness and provide feed-back in quantitative manner in a fixed format.
(ix) The Department strives to achieve training plan envisaged so that workmen and officers get exposure to quality, lean management, kaizen concepts every year for better productivity.

Selection Criteria
(i) The selection criteria for HAL, Management Academy, Bangalore Training Programme and outside training programme to other Institutions/Organizations for workmen & executives are done by respective Heads and approved by Head of Division.
(ii) Annual Training Programmes plans for workmen and Executives of each department are drawn in February/March each year and same are reviewed with their respective departmental heads for the nomination of the participants deemed suitable to undergo training in the calendar year. The calendar is approved by Head of Division.

The Training Programmes offered by the training department are conducted by qualified and experienced faculty drawn form in-house experienced managers and also eminent faculty drawn from reputed Management Training Institutions/other organizations

Apprenticeship Training
Apprenticeship programs began in the middle age. Apprenticeship training is a process by which people become

skilled worker, usually through a combination of formal learning and long term on the training. The Apprentices Act, 1961 was enacted by the Government of India to regulate and control the training of apprentices. The act intends to achieve two objectives:

1. Promotion of new skills
2. Improvement/ refinement of old skills through theoretical and practical in a number of trades and occupations.

Employers covered under the act are statutory obligated to train a prescribed number of persons. However, the employer is not bound to offer employment to the apprentices upon completion of training nor is the trainee bound to accept any employment offer, unless the apprenticeship contract specifies it.

In HAL Apprentices come at scale 5, with training duration of 1 year during which they also get stipend.

External Training
In HAL external training is conducted at each divisional level. External training is provided to the employees of varying needs at different grades, who visit various institutions for the training.

For technical employees the training is conducted at:
- CMTI (Central Manufacturing Technology Institute), Bangalore
- IIT (Indian Institute of Technology),Chennai, Kanpur
- CECRI (Centre for Electrochemical Research Institute),Tamil Naidu
- ATI(Advance Training Institute),Kanpur, Hyderabad, Chennai

For non-technical employee the training is conducted at following institutes:
- IIM (Indian Institute of Management),Bangalore
- XLRI

External faculty of the various institutions also visits the organization.

Management Trainee
The training period of management trainee in HAL is 1 year during which the management trainee works at various departments to broaden their understanding of all parts of the business and to test their abilities. The trainee, often a recent college graduate, may spend several months in each department, fully involved in its operations thus learning the departments activities by actually doing it(ON JOB training), while discovering what jobs he or she prefers.

In the organization trainee works directly with a senior manager or with the person he or she is to replace, the latter is responsible for the trainees coaching. Normally, the understudy relieves the executive of certain responsibilities, giving the trainee a chance to learn the job. After the training the management trainee is appointed at Grade II officer.

Diploma/Technical Trainee
Diploma holders and technicians join the organization as a trainee at scale 6 and their training duration is also one year during which both ON JOB & Technical training is provided.

Hal Management Academy
HAL Management Academy (HMA) at Bangalore acts as a training institute conducting training at corporate level. They conduct their own Business management Programmes and a Divisional Programmes.

- **Business Management Programme**
It is divided into two parts:

Business Management Programme-I
This Programme is only for a Grade 1 and Grade 2 officers. HMA offer a catalogue of courses and special programmes aimed at supporting the employees' development needs. HMA do not produce their own entire training programme. In fact, they have collaborating academic institution, which provide training and development programs and materials to cater individual employee needs. Organization also set up in –house-development centre. Organization has established dedicated training institution with a separate campus and trainers for training their employees.

Business Management Programme-II
These Programmes are conducted at HMA for Grade 2 and above employees.

- **Divisional Programme**
There are three types of training programmes:
1. On the job training (OJT)
2. Individual Project work (IPW)
3. Group Project work

- **On the Job Training**
It means having a person learn a job by actually doing it. Every employee from mailroom clerk to CEO, gets on the job training when he or she join the firm.

- **Individual Project work-**
The organization allots a project work individually to each trainee. Individual performance treatment in the organization has traditionally centered on the assessment of their project work and allocation of reward. As a result performance was seen as the interaction between individual ability and motivation increasingly; organizations recognize that planning and enabling performance have a critical effect on individual performance. Thus, clarity of performance goals and standards, appropriate resources, guidance and support from the individual's manager all become central.

- **Group Project work-**
Organization allots the project in group where 3 to 6 employees present in one group. They give presentation on their group project. Sometimes the principles of individual time saving are applied to group rather than individual output to improve group performance and to promote the development of teamwork. Where jobs are interdependent, it may also put great pressure on the group members. For a team to be effective its members need a clear and agreed vision, objectives and set of rules by which they will work together.

Assessment Centre
Organizations run a series of extended selection procedures, called Assessment center, each one or two days or sometimes longer. Usually, these are after the first round of interviews and before the final selection but they can be used as an initial selection process. They are commonly held either on employees' premises or in the hotel and considered by many organizations to be the fairest and accurate method of selection.

At HAL assessment center exercises are used for developing employees' managerial skills at grade 4 and above which is done by the executives of a consultancy "Ernst & Young".

Exercises Used at assessment centers
o Management games
o Interviews
o Psychometric/aptitude tests
o Case studies
o In tray exercises
o presentation
o Group discussion Exercise

Competency Mapping
At HAL employees' behavior are measured by observing the employees performances on each of the 11 competency label which is done quarterly as:

Competency label	Desired score	Desired weighted score	Actual score	Actual weighted score
1. Strategic orientation				
2. Managing critical partnership				
3. Customer orientation				
4. Change management				
5. Execution excellence				
6. Achievement orientation				
7. Planning & decision making				
8. Nurturing teams				
9. Personal effectiveness				
10. Impact & Influence				
11. Capability Building				

Actual score: these scores are the collated assessment scores against each of the 11 competencies (as observed during the course of assessment centres by assessors)

Desired score: These scores are for the role/ position which the incumbent is currently holding.
Comparison between desired weighted average score & actual weighted average score obtained by the incumbent.
- Weightage for each competency = desired score for each competency/sum of desired score for all competencies

The sum of all weightages put together is 1.
- Desired weighted average score=Sum of (desired score weightage) for each Competency
- Actual weighted average score=Sum of (actual score weightage) for each

Competency
To fill the gap CDP (Competency Development Program) is followed. It is conducted through HMA (Hal management academy) which helps in improving employee's performance thus providing him/her better promotional opportunities.
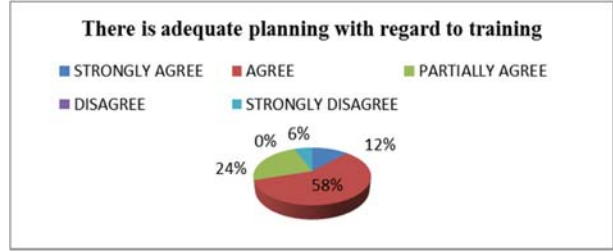
CDP is divided into three parts which are:
- OE : Operational Excellence
- LE : Leadership Excellence
- BE : Business Excellence

Results and Interpretation
Questionnaire analysis is prepared for measuring the effectiveness of training program by taking the employee's perception concerning the training provided to them. The following are the findings:


Majority favors that there is adequate planning before training to meet division's objective and all the information is properly communicated before and after the training program to the employees.
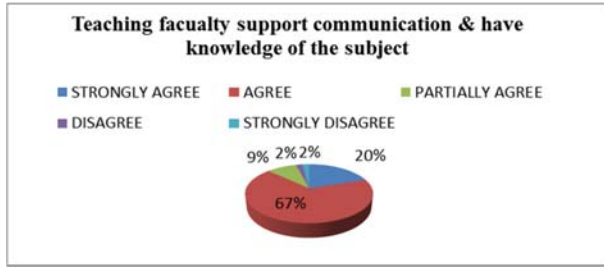

Almost 70% of employees agreed that quality of the training program is the top priority for the organization.
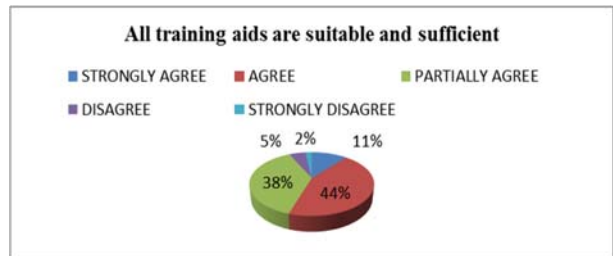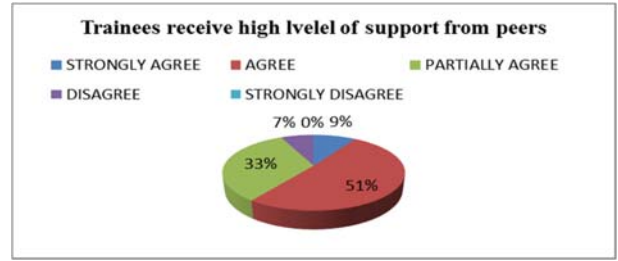

Majority employees consider that all training aids & material provided by organization are suitable and sufficient enough.
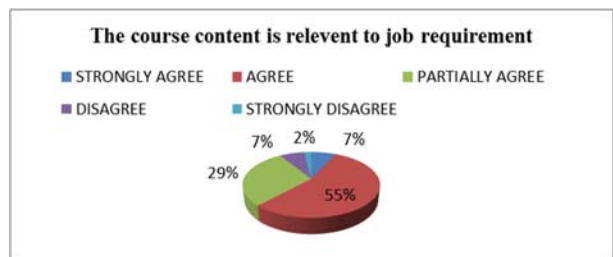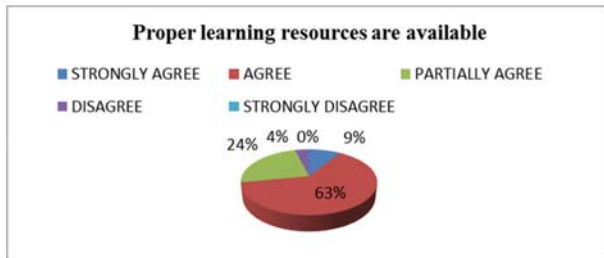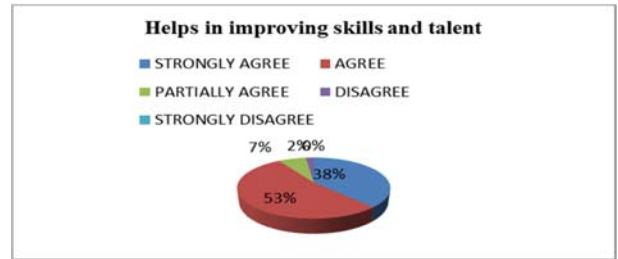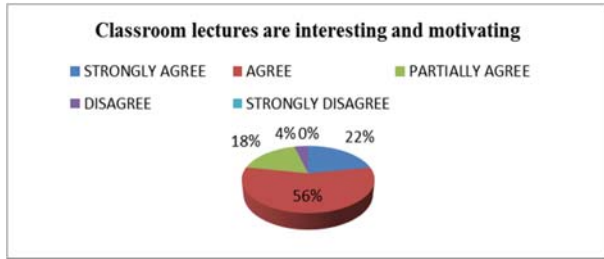

Majority considers that course content delivered in training program is relevant to job requirement.

Teaching facualty support communication & have knowledge of the subject

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

9% 2% 2% 20% 67%

Around 80% of employees finds teaching faculty to be communicative and have in depth knowledge of subject.

Classroom lectures are interesting and motivating

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

18% 4% 0% 22% 56%

Proper learning resources are available

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

24% 4% 0% 9% 63%

Below 5% of employees do not approve that classroom lectures are interesting and proper learning resources available within the department while majority supports the fact.

Size of training program is made suitable to cater individual's need

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

8% 0% 5% 38% 49%

Nearly 50% employees agreethe size of the training program is made small to cater individual need while 38% employees do not completely agree with the above fact.

Every employeee gets an equal opportunity to undergo training program

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

11% 0% 16% 24% 49%

Over 10% employees do not support the fact that every employeee gets an equal opportunity to undergo training program.

Trainees receive high lvelel of support from peers

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

7% 0% 9% 33% 51%

Majority feels that they get recognition and support from their respective departments and peers when they undergo training program.
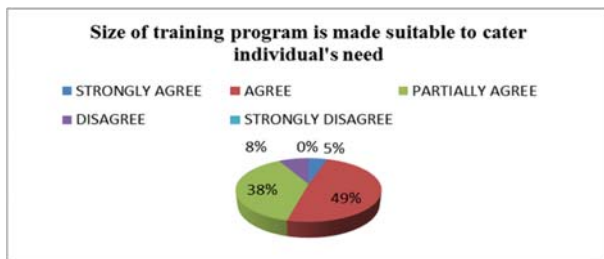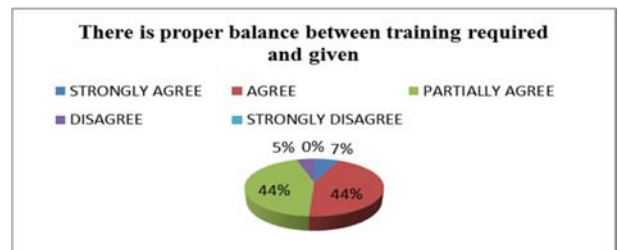

Helps in improving skills and talent

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

7% 2% 0% 38% 53%

Over 90% employees findstraining program helpful in improving their skills & talent.

Standard of performance increases

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

20% 4% 0% 25% 51%

Over 75% employees acknowledge the increase in standard after successful completion of training program.

Optimum combination of technical & behavioural training

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

35% 2% 0% 7% 56%

Majority of employee agree that training provided is optimum combination of technical &behavioral training.

There is proper balance between training required and given

STRONGLY AGREE, AGREE, PARTIALLY AGREE, DISAGREE, STRONGLY DISAGREE

5% 0% 7% 44% 44%

Equal numbers of employeee completely and partially agree that there is proper balance between training required and given.
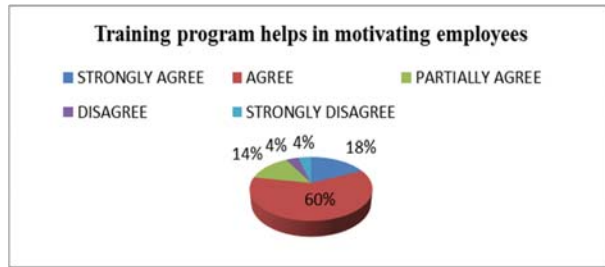
Majority employees get motivated through training program.

Majority respondents agree that training program is made responsive to take feedback from employees.

Conclusion and Implications

The organizations must understand the fact that the people are the centre of the whole system and most of problem in organization is human related, as human beings are dynamic and complex. In order to create a performing organization and sustainable performance, HR orientation needs to be tapping down. At HAL employees are not perceived as liability, but as key resource which needs careful nurturing and constant development. The company's HR policies regarding training and development and its benefits are employee oriented. The organization promotes that the formation of training and development strategy is not something that should be 'owned' by the HR/HRD function. The strategy needs to be owned and worked on by the whole organization, with the HR/HRD function acting in the roles of expert and co-coordinator. The actions themselves may be carried out by line management, the HR/HRD function or outside consultants. Involvement from line management in the delivery of the training and development strategy can be advantageous. Top management have a key role in introducing and promoting strategic developments to staff, for example, creating an organization-wide competency identification programme; setting up a system of development centers or introducing a development-based organizational performance management system. In order to show commitment from the top level, management must carry out the role which employees see and believe. The organization knowing the fact that any discontent or sense of injustice expressed or felt by an employee must be addressed to ensure healthy industrial relations and only a contented and motivated workforce can contribute positively to organizational goals. Therefore the need of the hour is to understand the internal capabilities, focus on strategic use of human resources and leverage them to build sustainable top line and bottom line growth of the company.

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