

A Study on Training and Development Practices in Woolen Industry in Punjab

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Abstract

The study relates to the HRD practices in woolen industry in Punjab. The study focuses on the training and development scenario in the industry. It indicates whether proper training need assessment is done before conducting the effective training and development programmes in woolen companies. The study focuses on whether training is provided in the task related areas or not. The study reveals that the training programmes are conducted by the external trainers. The study tries to find out if training programmes are conducted in proper environment and whether HRD department takes work samples and assesses training needs of the employees. Continuous improvement programmes are organized for effective conduction of the training programmes. The study tries to indicate the training effectiveness and tries to find out how training can improve the efficiency of the employees working in different platforms. Mixed response was found among various organizations.

Introduction

HRD professionals are also responsible for coordinating management training and development programmes to ensure that managers and supervisors have the knowledge and skills necessary to be effective in their positions. These programmes may include supervisory training, job rotation, one day seminars or external courses. A current challenge for HRD professionals is to play a more strategic role in the functioning of their organization. Progress should be made in moving towards a more "strategically integrated HRD". HRD executives and professionals should demonstrate the strategic capability of HRD in three primary ways: a) directly participating in their organization's strategic management process. b) Providing education and training to line managers in the concepts and methods of strategic management and planning. c) Providing strategic training to all employees in a way that is aligned with the goals and strategies of the organization. The **woolen industry** in the country is small in size and widely scattered. It is basically located in the States of Punjab, Haryana, Rajasthan, U.P., Maharashtra and Gujarat. 40% of the woolen units are located in Punjab, 27% in Haryana, 10% in Rajasthan, while the rest of the States account for the remaining 23 % of the units. A few of the larger units are located in **Maharashtra, Punjab, U.P., Gujarat and West Bengal**. Apart from costly luxury articles; a variety of other woolen goods such as blankets, lohis, patties, tweeds etc. also used to be prepared from indigenous wool for everyday use. Ludhiana is a leading industrial town of the north Indian State of Punjab and an important center of textile and allied industry. More or less it accounts for about 21 percent of all industrial units and over 28% of the industrial output of the State of Punjab. It is famous for Bicycle & bicycle components industries, ready-made garments, hosiery items, sewing machines and parts & machine tools. Ludhiana is a leading producer of woolen and

Keywords

HRD practices, training programmes, training policies, training needs, training effectiveness.

acrylic knitwear, although it also uses extensively cotton and other blended fibers to produce a wide range of fabrics, hosiery, knitwear and ready-made garments. The industry caters largely to the domestic market, although it has also been exporting for nearly a century. Consisting of both registered and unregistered units, almost 99% of the ready-made garments, textiles and hosiery industry in Ludhiana are small scale. Human Resource policies, forming the framework for the culture in the business management, create awareness towards the need to achieve the business goals in the best possible and ethical manner. Indian companies have realized that in today's competitive business milieu, the quality of people you employ can make all the difference. In the last few years, the Human Resource has become a key player in strategic planning – it has come a long way from traditional HR operations like managing the recruitment process, handling staff appraisals. That is why Infosys CFO T. V. Mohandas Pai and Marico CFO Milind Sarwate were moved to head the human resources (HR) function in their respective companies. Rajiv Dube, CEO and managing director of Rallis, left his position to join as HR chief at automobile major Mahindra & Mahindra. One of the challenges HR managers face is issues of up-gradation of the skill set through training and development in the face of high attrition. Indian companies are recognizing their responsibilities to enhance the employee's opportunity to develop skills and abilities for full performance within the position and for career advancement. Training and development focuses on changing or improving the knowledge, skills and attitudes of individuals. Training typically involves providing employees the knowledge and skills needed to do a particular task or job, though attitude change may also be attempted (e.g. training in preventing in sexual harassment). The selection of target groups & their placement in order to get best out of them are the responsibility of the human resources department and the personnel administration department of the bank. Therefore, there has to be a close linkage between the training system and these departments of banks in order that the training efforts contribute maximum to the realization of organizational objectives and improvement in the operational efficiency of banks. Development activities, in contrast, have a longer –term focus on preparing for future work responsibilities, while also increasing the capabilities of employees to perform their current job. Training and development begins when a new employee enters the organization, usually in the form of employee induction and organization and skills training. Employee orientation is the process by which new employees learn important organizational processes, values and norms, establishing working relationships and learn how to function within their jobs. The HRD staff and the hiring supervisor generally share the responsibility for designing the orientation process, conducting general orientation sessions, and beginning the initial skills training. Skills and technical training programmes are organized to teach the new employees a particular skill or area of knowledge. Once new employees have become proficient in their jobs through imparting training, HRD activities should focus more on developmental activities

– specifically coaching and counseling. In the coaching process, individuals are encouraged to accept responsibility for their actions, to address any work related problems and to achieve and sustain superior performance. Coaching involves treating employees as partners in achieving both personal and organizational goals. Counseling techniques are used to help employees deal with personal problems that may interfere with the achievement of these goals, counseling programmes may address such issues as stress management, fitness, and nutrition and weight control. To create learning organization mandates, banks invest a substantial amount to training and development function. Sometimes banks impart high-end training to their key personnel, which cost them a portion of their revenues. This phenomenon also recognizes the bank professionals as high-worth human capitals. The organizations measure the Return on investments (ROI) for training and development function not only from the view points of revenues earned, but also from viewpoints of the rate of retention and rate of attrition. If the high-worth human capitals cannot be retained on long-term basis, the particular company may have pessimistic impact on revenue learning and company image to the clients. Training facilitates development in the perspectives of individuals as well as in the perspectives of the company. Individuals acquire knowledge and skills to be in forefront of the designing or implementing teams. Their knowledge and skill sets would become in much demand within the industry, so the individuals are going ahead in their career after training along with experience. Sometimes, acquired skills and knowledge become so precious, companies tend to retain these individuals and create space for growth across careers. Training leads the company in achieving clients' confidence through quality products and services. The primary objectives of training are to be preparing employees to counter the business and other challenges faced by their organization and they are as follows: Imparting basic knowledge and skills to the new entrants for enabling them to perform their specific tasks. Assisting grassroots functionaries to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills needed in their particular fields. Building a second line of competent officers and preparing them to occupy more responsible positions. Training helps in broadening the minds of senior managers by providing them with opportunities for exchanging experiences and developing specializations. Training imparts customer orientation for the purpose of meeting the needs of the organization.

Review of literature

US companies-small and large-are increasing their investment in training. The typical private-sector business with "50 or more employees spend approximately \$500 per employee on training". Most training money is allocated to trainers' wages and salaries (39.6%); with outside training companies, tuition reimbursements; and training facilities making up the rest at 27.3%, 13.9%, and 21.9% respectively. After opening of economy Indian companies are also providing training to their human

resource as important aspect of management. Although large companies are more apt to provide training than smaller companies, size is becoming less of a predictor of training than complexity of the environment, degree of market competition, and the internal makeup of the company. Companies involved in total quality management practices, technological changes, and organizational restructuring, are more apt to provide employee training as they are focused on high performance as a strategy for survival. Developing country like India spends more than \$6 billion on training research, while United States spends twice as much. This expenditure is a serious concern for the developing countries. For another, controversy seems to envelop every attempt to find benefits commensurate with the cost of training (Lynton and Pareek, 1978). According to Samad Jabbari (2009) Most of the Iranian companies struggle to operate, manage and improve their organizations effectively in order to consistently deliver quality products and services on time. Training and development is essential to organizations which seek to gain a competitive advantage through a highly skilled and flexible workforce and are seen as a major element to high productivity and quality workforce, and are seen as a major element to high productivity and quality performance. A skilled workforce can increase productivity by producing a higher level of work with greater value. A skilled workforce can improve a firm's operative flexibility as they will be easier to retrain due to their broad knowledge base of multi- skills. Among the numerous challenges that mitigate against performance and growth of most businesses in Iran include management and labor. Most managements lack adequate human relation skills. They tend to ignore the most significant elements of their businesses –the people. The employee package programs in work places are ineffective and need to be upgraded. Job process documentation and proper record keeping processes are not in existence. Most management's don't use sufficient quantitative approaches in business making decisions. Limited capitals resources available to most leadership of corporations are miss- allocated and are not fully utilized. These listed problems are a result of the fact that the formal economy of Iran is based on the oil incomes. According to Sloman (2004) it may not be realized but this is potentially the age for the training professionals. The late 1990s had been a period of economic growth in US and Europe; people were seen as paramount to secure competitive advantage, resources were available for future investment. The current UK government has made the updating of workforce skills through design. Deliveries are emerging and new management ideas from international gurus are filling airport bookstores. All emphasize the fundamental importance of developing people. Additionally, social pressures have prompted a reaction of competition based on sweating human assets. Staff is demanding training to enhance their future employment prospects – now called employability. The lean, tough training environment of the early 1990s has been overtaken by the exciting and demanding, but confused environment that is evident today. Mehta (1974) has rightly stated that the

programmes should aim at the important objectives of the acquisition of knowledge, skills or attitude by the trainees. Training programmes should aim at determining the contents of the course and appropriate modes of training, preparation of teaching material and deciding upon evaluation procedures and mechanism for the revision of the programmes. Katz and Docherty, 2000 stated that from the last two decades, United Kingdom in the pattern of tradition has been planning for the arrival of new workforce intake with their new learned skills. Instead, in 1990s, the country had faced with a falling population of school leavers and there are ongoing major changes in technology, making existing workforce skills out mooted. A major tool to counter sluggish industry is training. Training within an organization brings benefits on many fronts. At the simplest level, it provides an individual with an increased value in the labor market, with a better self image, and brings enhanced opportunity for continuing employment.

According To Boydell (1970), there are three levels of training needs assessment:

A) Organizational analysis: looks at the effectiveness of the organization and determines where training is needed and under what conditions it will be conducted. It involves looking at the internal environment of the organization influences that could affect employee performance and determine it fitness with organizational goals and objectives.

B) Task analysis: provides data about a job or a group of jobs and the knowledge, skills, attitudes and abilities needed to achieve optimum performance. There is a variety of sources for collecting data for a task analysis: Job description, KSA analysis, Performance standards, Observation, Job inventory.

C) Individual analysis: how well the individual employee is doing the job and determines which employees need training and what kind. Sources of information available for an individual analysis include: Performance evaluation, Performance problems, Observation Work samples, Interviews, Questionnaires, Attitude surveys, Checklists or training charts.

Objectives of the study

- To know the training and development scenario in different organizations.
- To find out the procedure with regard to conducting training and development programmes.

How training and development programmes affect the employee's efficiency.

Hypothesis

H₀: There were no significant differences between the average response level of the respondents from all companies

H1: There were significant differences between the average response level of the respondents from all companies**Scope of the study:**

The study is done in Woolen companies in Punjab. The employees of following companies were contacted and filled the questionnaires i.e. Sport-king, Vardhman, Oswal, Neva Garments, Duke Pvt. Ltd.

Research Methodology

For the purpose of the study, exploratory research design has been used which later on converted into descriptive research design. Non Probability Purposive sampling technique was used for the purpose of collecting primary data. The research includes an outline of everything from defining the problem in terms of objectives to final analysis of data. A structured questionnaire was designed on the basis of data generated from the various studies and training experts of various organizations. The whole questionnaire was designed on Likert's five point scale i.e. from one to five. Here one strongly disagree and five for strongly agree. Three was for neutral response. Two for disagree and four for agree. The final tested questionnaire, written in English (being only the medium of communication) was hand – delivered to 250 respondents. The employees of following companies were contacted and filled the questionnaires i.e. Sport-king, Vardhman, Oswal, Neva Garments, Duke Pvt. Ltd. In this study the respondents were asked about effectiveness of the training and development program on their functional and operational level. In this study 23 different factors were analyzed.

Data analysis and interpretation Statistical Analysis

SPSS 16.0 version was used to analyze the response available from the 250 respondents, 50 each from five companies. Descriptive statistics like median, mode and 25th & 75th percentiles were used to analyze the response shifts; averages median & mode were more suitable to situation as data represents likert responses. Summary statistics in terms of frequency distribution table were

used to analyze the counts along with percentages for the each response level of each questions asked to the respondents. Shapiro – Wilk test (p – values) were used to analyze normality behavior of the response for each questions. Company's wise significant differences among the response level were analyzed by Kruskal – Wallis Test (p-values).

Result Analysis

Response analysis showed majority level response were on agreed scale either agreed or strongly agreed, at organizational level respondents believes that their companies spends huge amounts on training (A= 43.6%, SA = 56.4%) and make every effort to make it effective (A= 22.8%, SA = 34%) by developing innovative training programs (A= 26.8%) & particular policies. They also believe that their companies thrusts on bringing professional trainers (A = 34%) and prefer to arrange training outsides (A= 42%, SA = 28.8%) and for that they prepare modules (A= 48.8%, SA = 51.2%).

Employees evaluates themselves by taking training seriously (A= 25.2%, SA = 26.8%) by developing problem solving skills (A= 32.4%, SA = 35.6%) and believes there management evaluates them after training (A= 48%, SA = 52%) and even external evaluates the post training habits of employees (A= 31.6%, SA = 22.4%). All these efforts were conducted by HRD and their sub systems (A= 20.4%, SA = 22.8%).

Majority of employees were also found to be neutral on certain issues like the periodical review of training policies (N = 31.6%) and their assessment by the company. Moreover they were found neutral on majority that they get training in their original tasks (N = 39.2%) and their performances appraisal data were used while providing training.

There were also certain issues on which majority of employees were on disagreed scale like that their organization has well planed training policy (D = 20%, SD = 24.4%) and they take serious efforts for finding the potential areas of training also HRD role of identifying sick units (D = 26.8%, SD = 22.8%).

<i>HRD Practices in different Woolen organisations</i>	Median	Mode	25th	75th	p-value
Your organization spends huge amount of money on training and development	5	5	4	5	0.00
Your employees take training seriously.	4	5	3	5	0.00
The organization makes an effort to make effective use of investment made in to training.	4	5	3	5	0.00
The employees get assigned task related to the areas in which they are Trained.	4	3	3	5	0.00
Does your Organization identify potential areas of training?	4	2	2	4.25	0.00
Management has a particular policy for training need assessment.	5	5	4	5	0.00
Whether your organization provides continuous on the job training to Develop problem solving skills.	4	5	3	5	0.00
The organization reviews the training policy periodically.	3	3	2	4	0.00
Performance appraisal data is used to identify the TNA of employee.	3	3	2	4	0.00
The supervisory staff are trained in counseling	3	4	2	4	0.00
Your organization has well prepared training policy.	3	1	2	4	0.00
Post training follow up is done by external trainers and is utilized to create action plan in the organization.	4	4	2	4	0.00
HRD department undertakes identification of sick post units and conducts diagnostic exercises	3	2	2	4	0.00
Innovative training programmers are organized in the organization.	3	4	2	4	0.00
Professional participation is their like national HRD, NIPM, ISTD..	3	4	2	4	0.00
Your organization accesses the training need of different group of employees periodically.	3	3	2	3	0.00
HRD department conducts, review workshops and meeting for different HRD subsystems.	3	5	2	4	0.00
Organization takes interest for outside training facilities.	4	4	3	5	0.00
The management takes special interest in developing in company training strategies including pre and post training activities.	3	1	2	4	0.00
Organization prepares training packages and training modules.	5	5	4	5	0.00
Organization organizes specific programmers as well as general development Programmer with own and outsider resources	4	4	4	5	0.00
Top management evaluates training efforts timely.	5	5	4	5	0.00
T&D efforts are upgraded depending on technology changes to upgrade skills and managerial abilities.	4	4	4	5	0.00

Interpretation: The p-values analysis of Shapiro – Wilk test showed there were significant divergences of response data for each question asked from the normality conditions as p values obtained were less than 0.05.

HRD Practices in different wollen organisations	SA (%)	A (%)	N (%)	D (%)	SD (%)	p-value
Your organization spends huge amount of money on training and development	56.4	43.6	--	--	--	
Your employees take training seriously.	26.8	25.2	23.6	24.4	--	
The organization makes an effort to make effective use of investment made in to training.	34	22.8	23.6	19.6	--	
The employees get assigned task related to the areas in which they are Trained.	32.4	28.4	39.2	--	--	
Does your Organization identify potential areas of training?	24.8	26.4	22	26.8	--	
Management has a particular policy for training need assessment.	51.6	48.4	--	--	--	
Whether your organization provides continuous on the job training to Develop problem solving skills.	35.6	32.4	32	--	--	
The organization reviews the training policy periodically.	--	27.6	28	20	24.4	
Performance appraisal data is used to identify the TNA of employee.	--	25.4	26.8	22.8	24	
The supervisory staff are trained in counseling	--	36.4	32.2	30.4	--	
Your organization has well prepared training policy.	19.6	20	19.2	18	23.2	
Post training follow up is done by external trainers and is utilized to create action plan in the organization.	22.4	31.6	20.4	25.6	--	
HRD department undertakes identification of sick post units and conducts diagnostic exercises	--	26.8	23.6	26.8	22.8	
Innovative training programmers are organized in the organization.	--	26.8	25.3	23.6	24.4	
Professional participation is their like national HRD, NIPM, ISTD..	--	34	22.8	23.6	19.6	
Your organization accesses the training need of different group of employees periodically.	--	23.6	31.6	28.8	16	
HRD department conducts, review workshops and meeting for different HRD subsystems.	22.8	20.4	20	19.6	17.2	
Organization takes interest for outside training facilities.	28.8	42	29.2	--	--	
The management takes special interest in developing in company training strategies including pre and post training activities.	19.6	20.4	17.6	20.8	21.6	
Organization prepares training packages and training modules.	51.2	48.8	--	--	--	
Organization organizes specific programmers as well as general development Programmer with own and outsider resources	51.2	48.8	--	--	--	
Top management evaluates training efforts timely.	51.2	48.8	--	--	--	
T&D efforts are upgraded depending on technology changes to upgrade skills and managerial abilities.	51.2	48.8	--	--	--	

Company wise comparison on HRD policies

All five companies' response level was analyzed on each question for any statistical significant difference between them. The following null hypothesis was decided to analyze responses:

H₀: There were no significant differences between the average response level of the respondents from all companies

Conclusion:

Kruskal – Wallis test analysis showed there were no significant differences was available among the average response levels of the respondents from different companies on any of the survey questions except on the issue *HRD department identifies sick units & conducts diagnostic test* there were significant difference available as $p = 0.017 < 0.05$, thus otherwise it was concluded that the respondents from different companies on average were thinking in same direction on all issues regarding HRD practices in their respective industries.

	p-value
Q 1	0.312
Q 2	0.444
Q 3	0.444
Q 4	0.866
Q 5	0.842
Q 6	0.798
Q 7	0.851
Q 8	0.121
Q 9	0.591
Q 10	0.172
Q 11	0.283
Q 12	0.532
Q 13	0.017
Q 14	0.444
Q 15	0.444
Q 16	0.091
Q 17	0.45
Q 18	0.783
Q 19	0.103
Q 20	0.849
Q 21	0.317
Q 22	0.407
Q 23	0.317

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