Achieving Excellence through Training Initiatives

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Abstract

Training and development initiatives are today seen as a panacea for improving individual, group and organizational performance improvement. Over the last several years, there has been a large increase in training and development expenditure. This has enabled organizations to conduct a large number of effective training programs for their employees. While there have been positive outcomes of these training efforts, research finds that there is still scope to improve positive outcome through increase in training efforts further. Also, dilution in training inputs vis-a-vis the expected impacts from the training efforts has been observed. In current environment of global competition and role of human resources in the organization for survival and growth , organizations cannot but hope relatively better impacts and hence have been increasing budget for training progrogrammes. Thus, the current paper is an attempt to suggest the measures to the organizations to achieve excellence enrooted through training outcomes. The paper deliberates on some issues that can help getting high impacts from training resulting in developing high performing employees and hence organizations.

Keywords: *Human resource excellence, Training and development initiatives, strengthening HRD, multi-skilling, good HRD programs, Competence, competency development*

Introduction

Strengthening human resources, skills and capacities is a continuous process which is the highest priority of all progressive and high performing organizations. Training is an instrument that has been used to improve competence, potentials and capacities of individuals, groups and the organization as a whole. This has resulted in high business growth and benefits in both private and the public sector organizations. Realizing that developing skills and capacities are the part of continuous process management, Indian companies/organizations have made huge invested on creating infrastructures for training setups. Through interactions with the discussion groups of various Navratna and Miniratna employees authors

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got the information that Public enterprises spent about 1-2% of the employees' Annual gross salary on training. On that basis it can be deduced that the spending of these companies on training ranges from an average of Rs. 20 to Rs. 100 crores depending on the size of total employees. Currently, the PSUs are spending between 5-25 crores for training & development. Thus, companies have ben pledging a huge investment on skilling and reskilling the employees. Companies have been organizing need based in-house training programs for rationalizing the costs on training their employees in various technical and management aspects. These in-house training set ups have limited focus on developing training plans, identifying organizations/institutions and holding discussions for organizing training programs and finally organizing training programs. Even though the research finds (Lynton & Pareek, 1990) colossus wastage training efforts, nonetheless, organizations still have been spending on training programmes. This paper aims to focus on how to improve training and development initiatives for

achieving excellence in human resources through competency development and nurturing talents for higher performance.

Research Efforts

Motivation to gain knowledge and skills or transfer of acquired skills has potential implications which require conducive work environment. This requires flexibility, adaptability and openness to change among the public sector enterprises within organizational structure (Afsanesh, 1993; Valle, 1999). Naquin and Holton (2002) examine personality; affectivity and work commitment (including work ethic, job involvement, and affective commitment and continuance commitment) as factors influencing motivation to improve work through learning. While Gill et al. (1998) believe that the 'new post-bureaucratic organizations require transformational leadership for enhancing flexibility, horizontal networks, high-trust relationships, adaptability to change under uncertainty, innovation spirit and empowerment of employees. Such a phenomenon would lead to the necessary re-invention of organizational cultures leading to organizational success (Gill, et al., 1998). Four case studies of Bass (1998) examine the relation between creative leaderships and performance culture of employees. As per the author, this is possible through critical assessment of relationship between leadership and achievements of employees. For instance, many of the Indian corporate positioned and possessed with 'turn-around strategy' for achieving the excellence. They candidly focused on entrepreneurship and strategy but neglect the task of energizing their teams.

Excellence relates to surpassing the best of the performance standards set by an organization for achieving organizational effectiveness through three approaches viz. organization development (OD), socio-technical systems, and human relations (Khandwalla, 1992). Dervitsiotis (2005) reports that developing human organizations for sustainable excellence requires important adjustments in the way an Organisation's nature are studied to understand their behavior. Human Organisation has to be regarded more as a human entity. According to him, as a living system, human Organisation evolves over a period of time as a continually adaptive system. A traditional leadership's response to maintain the same strategy in the periods of rapid change can be disastrous. Pascale et al. (2001) argues that 'a state of equilibrium is death'. Capra (2002) points out that a living system is made up of several components connected to form a network of relationships that can be looked from three different perspectives (form, processes and matter).

An intervention on team training aiming at improving leadership styles in Indian Nuclear power plants emphasized the importance of 'leadership

Exhibit-1: Subordinates Maturity Levels and Leadership Styles

Effectiveness of Participative Style: type 3 requires shifting subordinates to higher maturity levels is largely maintaining a positive approach towards them, having faith and confidence in their competence. The changed behavior is largely because of external factors. Inputs on emotional intelligence, positive attitude, assertive communication, inter personal effectiveness, ego management, and providing behavioral skills may be helpful.	Effectiveness of Selling Style: Type 2 requires shifting subordinates to higher maturity levels by giving more and more challenging tasks. Motivation will persist; employees will work with higher commitments and higher achievement orientations. On acquisition of relevant job knowledge and relevant experience, maturity levels will be raised and higher competence acquired.
Effectiveness of Delegating style: Type 4 requires adopting such processes as competency mapping, talent management, giving challenging assignments, individual and group rewards, recognitions, etc.	Effectiveness of Telling style: Type 1 suggests shifting to higher maturity levels by practicing style type 3 in the present scheme of style profiles (participative, high supporting, low directing, giving them opportunity to take up responsibility backed by organizational support and having faith and confidence in them).

Source: Adapted and modified from Srivastava & Bhattacharya, (2007), as per the framework given by Hersey P, and Blanchard, K. (1982), Management of Organizational Behavior: Utilizing Human Resources, 5th Edition, (1988), Englewood Cliffs, NJ: Prentice Hall.

style flexibility' (Exhibit 1) among the employees to create a better class of people (Srivastava & Bhattacharya, 2007).

This reflected the change achieved through a massive training intervention as a focal strategy of 1980's to cater to the problems arising out of disruptive technological break through, consequential changes in organization, markets and labour relations. As noted from the above experiences, performance and competence management encompasses the process of continuous development of human potential in an organization (Rampersad, 2003). It focuses on maximum development of optimal use of employees' potential to achieve the goals of the organization by development of job-related competencies and focus on fulfillment of jobs. In the early 21st century, the corporate has developed integrated strategy of talent management that includes pooling expert talents, acquiring and orienting new ones, assessing coaching and developing and developing strategic skills (Romans Jay & Lardner Lucy, 2005). Salah (2016) linked the success or failure of modern business organizations to the quality of the human resources developed through training and concluded that training and development were positively correlated. He also suggested that effective training programs and carefully set development plans should be provided to all employees enabling them to enhance their skills and upgrade their knowledge. Challenges of growing internationalization of industry, diversity of national point of views and a varied workforce can be addressed by designing effective training programs (Niazi, 2011). According to Tahir et al. (2014), proper and effective implementation of training programs may lead to the overall goal achievement of the organization. McDowell & Sanders (2011) point out that the emphasis on employee development has increased the importance of training and development in recent times. Success relies on the skills and abilities of their employees,

and this means a need for considerable and continuous investment in training and development (Khan et al. 2011). Elnaga and Imran (2012) assert that a carefully developed training plan based on a proper training needs assessment process can help in specifically designing of the training programs and also its proper implementation for getting best results.

Training needs to be practically effective at workplace. This will be effective only when trainees use the concepts learnt in the training program in the place of work (Bates and Davis 2010). Use of role plays, cases, simulation, exercises, and connecting with the practical situations are helpful in making them useful at place of work. There is a great effect of informing the objectives of the training program clearly to the participants in the beginning of the program itself which helps in understanding the participants' expectations and the extent they learnt things in the program (Karthik, 2012).

Conceptual Framework

The organization, for example, has a well developed training & development system to bring tangible impacts and outcomes from such training and development initiatives leading to excellence. This is an interactive process as depicted in the flow chart below.

| Training and Development/ HR Initiatives | ⟷ | Impact on HR Process | ⟷ | Excell- ence |
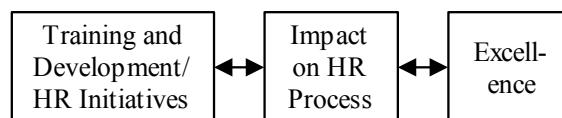
Research Orientation:

Qualitative research techniques have been adopted to explore the state of training initiatives, functional relationships between different components of training, competency mapping processes and their impacts on human resource excellence in the organization. The study has been carried out in a large public sector that have been conferred the prestigious 'Enterprise Excellence Award 2005-06'

by the Indian Institution of Industrial Engineering, Mumbai. This award recognizes innovativeness such as "business-Process Re-engineering" and "Certification in the Project Management for its Executives" and efficient implementation of massive capacity addition has been undertaken by the company. The study also documents various initiatives and interventions that have helped organizations in gradually moving towards excellence. The study conducted 16 FGDs (Focus Group discussion) among the senior managerial personnel and non participant observations made by the middle level managerial personnel. Thus, based on the individual interviews and focus group discussions with employees of Navaratna and Miniratna public sector companies at different levels, the Outcome and Impacts of the HR / Training initiatives in tune with HR Objectives and processes adopted for HR excellence are arrived and presented in table 1 (in Appendix).

Findings & Discussions

The qualitative techniques have been instilled into two distinct aspects – one relating to human resource excellence and other related to excellence in Training and Development initiatives to achieve the overall organizational excellence.

One of the major outcome of the study has been identification of various parameters of excellence and they are supported by critical incidents / cases arrived at during FGDs and non-participant observations. The findings and discussions are narrated under three distinct conceptual categories / variables in this paper. Excerpts of comments made by participants of FGDs are narrated in the boxes (1 -10) and inserted in suitable places.

1.Training and development(T&D) and HR initiatives
2. Impact of T & D initiatives on HR processes
3. Impact on Organizational Excellence

Training and Development and HR initiatives:

The major findings related to this category are:

• Planned Training & Development efforts to trigger OD initiatives
• Emphasis on Innovative HR processes
• Recognizing High initiatives and achievements of talents to improve the productivity

Planned Training & Development efforts to trigger OD initiatives

There have been several instances of planned training approach, training being used as an OD intervention as evidenced by various cases given in Box 1:

Box 1

"Organisation undertakes rigorous exercise for developing training plans by involving the superiors of the employees. Superiors are asked about training requirements of each employee and the employee too is asked before finalizing any training plan"

"The choice of whether an employee wants to go for a particular program rests with the employees and they are generally not forced. We generally go for a programme for which there is a good feedback by our colleagues and which we feel will add value to us"

"Different groups started working better in teams after a series of training programs for team working was organized and the generation as well as project completion time both team improved. In fact it will not be wrong to say that such a thing occurred because such a large number of programs on team building that our organized for such a large number of people"

It has been observed that organization gives a high emphasis on employee development. Training plans are developed by involvement and discussions of various groups and HODs.

The training and development systems have been

properly and a well developed training calendar is brought out every year. However, impact of training efforts made towards skill and competency development seemed to be low (see Box-2).

Box 2

"The organization conducts a lot of training programs for us but we feel it is of no use. We are learning so many new things, but are of no use as any change initiative has to come from the top".

"Training has to be done, programs are being organized and I have been nominated for the program so I must attend. There is not much learning in real terms which can be applied in our work situations. Most of the things are more theoretical and less practical relevance. Most of the things we learn can not be applied".

Competency / talent management cases...

"Competency mapping has been done for 400 of our officers but people are indifferent on this issue. There is apparently a mixed reaction to this new process and somewhere we feel that this is not going to give positive results".

"We feel privileged going to premiere institutes of management such as IIMA, IIMB and there are certainly some learnings from those courses apart from going there and having a new experience altogether of premier institute".

Training & Development department needs to address the competency mapping for better and improved talent management for identification of the opportunity and development areas of the employees. The employees have to be first comfortable with the state of different competencies indicated by them in their profiles and they should be feeling comfortable in terms of the underlying realities of their revealed competencies. Once this is there, the role of Training department / HRD comes. The HRD department was entrusted with the task of working in the various development areas of the employees as per their competency profiles and it worked on them. There was no development center that was formed and HRD was expected to play the developmental role. HRDs problem obviously was integrating development center role in HRD role. The department tried its best, but could not do so with full effectiveness. Box 3 provides some insights related to that.

The Box-3 reveals a high concern for getting results from training, and the same also further reveals that whenever seriousness lacked, for instance lack of proper organization infrastructural facilities, thus even employees who are seriously interested in attending training programme have expressed reluctance to go for training. The employees who go for training are happy when there is a positive gain or outcome of a training programme. There are also indications of feeling of likely low benefits that organization can have leading to improved performance. For instance, training participants who learn a lot of new things but feel helpless to implement learnings in place of work due to lack of support (see Box 4).

Box 3

"I can't really say, the profiles that they have given to me seem to me to be completely general profiles. I don't think they are realistic. I have put them in the drawer. I don't thing it will give desired results. Let us wait and see".

"One state government project which was under shutdown for several months because of some technical problems being not resolved by their employees was fully restarted by our people by resolving all problems. We are proud of such highly skilled people in the organization".

"I did my M.S. (Opth.) and came to this Hospital as an Eye specialist and there is not even a facility for a simple cataract operation, you are talking of going for skill enhancement to undertake surgery in retinal detachment. The skills that I already have got have been degenerated because of non existence of facilities in the hospital. What will be the use of acquiring another higher skill"

Box 4

"One employee sincerely wanted to implement the learnings from a long term training program which he attended in UK and did not get any support from his superiors. He suffered a lot as every time he wanted to talk of things learnt in training, it was brushed aside saying these are theoretical. He got frustrated and finally left. Do you want we also should meet his kind of a fete by taking training seriously".

There is a high challenge in training efforts particularly for those related to intervention of organization development. Getting results from such interventions superiors role becomes important in providing opportunities for using the knowledge and skills acquired during training (see Box 5).

Box 5

"Our plant was under shutdown and as it was a plant supplied by a foreign country, they were approached to repair that and put back in place. They asked for a few crore of rupees and said it will take about an year and a half. The Plant Director said, we have been talking of team working through such large number of team working programs, can we not do it ourselves. They decided to undertake this on own and finally the job got completed in six months.

This is an indicative of the benefits of training intervention on team building which originally was not designed as an OD intervention. However, in the event of a contingency that was arisen, it became a major factor to achieve a major organizational necessity to put back the plant to work amidst all the technical competence and skills required. The completion of the task demonstrates existence of high skills and competencies not known to people themselves and this is where the role of training becomes important as a high energizing tool.

When something concrete is done having direct bearing on performance & productivity

improvement and giving organization some tangible gains in terms of even raising skill levels of the employees. However, a planned approach undertaken for training and development itself is satisfying to many employees (See Box 6).

Box 6

"Employee development initiatives are well planned. The process of setting up the calendar involves discussions with various groups, and HODs".

"Employee development initiatives are very much planned. Annual training calendar is made by HRD, nominations for various programs are called from various functional heads and it is very scientifically designed".

There is not only an over clarity of the vision, mission and goals among the organizational members but there also appears to be a high emphasis on achieving the targets. There is a continuous effort by the training and development managers to achieve target of training set for the HRD department. However, for real results to occur from training, one will have to move beyond achieving the targets. How it can be achieved, should be the concern of the HRD which probably may be possible by moving from 'target' approach to 'training for results' approach. The continuance of efforts may help organizations achieve excellence.

These clearly show how training can lead to better:

- Resource management (cost cutting, time management, quality)
- Utilizing energy of people (openness and proactivity among people)
- Motivation (high job involvement, participation and commitment)
- Employee development (competency, talent management, performance)
- Service satisfaction (skill development, employee productivity)

- Enabling environment (opportunities, challenges, increased risk taking ability). Revisiting of HR roles in terms of enabling functions to help employees perform better.

Innovative HR Initiatives (source :Authors' findings through various discussion groups)

"There are a number of 'Key HR Initiatives' today to drive organizations forward such as Business Process Reengineering, Competency Mapping, Human Resource Development, Performance Related Pay, KPA based Performance Appraisal system, etc. These initiatives are in various stages of development. There is also an emphasis on revisiting the Performance Management System, non-monetary incentives, rewards and recognition systems, organizational restructuring and most of these have been fallouts of the Business Process Reengineering consultancy".

"Processes such as competency mapping, KPA based performance appraisal apart from training effort are under active process of implementation and institutionalizing to link HRD system driven achievement of higher performance standards and linking training and HRD systems is a challenge".

Box 7

"We now have new HR initiatives such as KPAs, Competency Mapping, technical training, multi-skilling, which can be quantified also now".

"PMS (Performance Management System), Monetary and non-monetary incentives, rewards and recognition systems, competency development, roles and responsibility clarity, organization structure and design, decision control, sourcing, etc".

"New performance appraisal system which is being introduced is expected to provide more objectivity".

Organizations have been trying to introduce innovative HR practices such as KPA (Key

Performance Area) based performance appraisal systems, performance related pay, competency mapping, training and development, business process reengineering, etc. These are aimed at improving the motivational and performance levels of employees. This has placed a pressure on performance and the training department's new role is building capacities and competence to help employees perform better. There is a need for the partnership of HRD, HR and line departments to make it a performance driven organization. The responses of the respondents related to these in the context of training and its role are (Box 7).

To implement KPA based appraisal systems effectively, it is imperative to organize massive training initiatives aiming towards awareness of the entire system including steps for operationalisation so that employees are able to develop their KPAs better. Though the HR initiatives are appreciable, but a backup support from the training department should always be available for implementing KPA based appraisal systems and competency mapping. Also there is also a need for implementation of Performance Related Pay (PRP). Training can help these make better and achieve excellence.

These will have the following outcomes:

- Effective competency mapping systems
- Sound performance management systems
- Acceptable PRP
- implementing felt approach of HRD systems and processes
- Mentoring and coaching systems also may have to be eventually developed and be kept in place
- Many emotional problems may require training in emotional intelligence, conflict management etc

Recognizing High initiatives and achievements of talents to improve the productivity

"Our organization continuously strives to identify able persons to place them on critical positions as

functional departments in Head Office and as heads in regional offices in the projects and stations. In all other subordinate positions of responsibilities also, the best of the effort is taken by the organization to place the right person on the right job". (Comments made by employees in discussion Groups).

HR policies and practices in the globalized environment is an important issue. The initiatives and achievements of employees have to be made a central factor for rewards and recognitions as reported by some respondents (see Box 8).

Box 8

"We need to establish rewards systems based on performance, which at present is more or less same kind of compensation for both low and high performance levels. Restructuring the rewards on performance driven systems will help increased motivational levels for higher performance standards".

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2. Impact of T & D initiatives on HR processes

There has been noticeable impact of training initiatives on HR processes. The first and foremost among the findings in this category is:

"Where the facilities for training has not been available, the helpers who have been working in close association with skilled technicians in electronics, electrical, plumbing, etc have been imparted multi-skilling training at various ITIs. The unskilled helpers and unskilled technicians who have undergone these trainings and acquired relevant qualifications expect changes in their designations but not for promotion. They feel that despite putting the best of their efforts in their career as a helper remained as helpers only (Helper Special, as the current designation goes). Some benefitted in re-designations but many gone unnoticed.

There appears to be a lack of appropriate policy guidelines in respect of some employees working in tough terrains. HR policy guidelines motivating to such employees to work in those tough terrains and difficult & hazardous conditions both are necessary. The guidelines are existing at present, however, improvement in the guidelines related to such group of employees will be helpful towards a high performing culture.

3. Impact on Organizational Excellence

As a result of various training and development and HR initiatives, there has been a distinct impact on HR processes leading to Organisational Excellence. The effects of these can be visible in:

a. Achieving continuous Excellence in Training
b. Greater emphasis for organizing more number of innovative and good HRD Programs

a. Achieving continuous Excellence in Training (Findings in the discussion group)

"Training effectiveness is measured in a routine way only and it cannot be said with certainty what will be the real impact of the training programs. There is a system of even getting superiors responses in place with regard to the programs attended by their subordinate employees but it is not actually being followed".

Every organization wants to achieve greater and greater impacts by their training and development initiatives and make continuous efforts to achieve excellence in that respect. Various systems are designed and kept in place to measure such outcomes. HRD managers of different organizations have resorted to many initiatives towards that end such as:

• Arranging a follow up meetings and / workshops of participants, superiors and programme faculty to determine the extent of the fulfillment of the participants' /superiors' expectations from the programme as reflected by their improved performance and higher flexibility after attending the programme.

- Establishing systems of post training evaluation after six months of the programme

- Carrying out an evaluative study empirically to test / determine the extent of fulfillment of parameters of improvement achieved by the organization by specifically designing a five point Likert scale of measurement.

- Hold elaborate discussions with programme faculty after each programme and discuss theme by theme deliveries made in the programme for improving the quality of deliverables in the next programme.

- Emphasize on the programme faculty to specifically focus in terms of action learning points through use of more interactive and experiential learning activities and by simulating with practical problems obtaining in the organizations; come out with practical and focused learning points to improve organizational performance.

- Head of HRD / Training department and / unit / divisional head sitting as observer in the programme room not merely for observing but also for continuously interacting with the faculty to achieve improved levels of organizational performance from the programme.

- In-charge of training or even sometimes the head of the organization sitting out with programme participants to not only how the programme delivery but how the next programme can be improved.

- Continuously remaining in touch with both the programme faculty and participants for finding out new ways of improving the programme design.

By adopting such measures to achieve continuous excellence in training, organizations have been also able to develop a positive thinking about training among the employees group as reflected in Box 10.

Box 10

"There is a continuous pressure among us to go for one or the other training as if we are never going to be perfect. Anyway, after every training program we feel we have learnt something or the other that is useful. We are also able to know many new things which people from our discipline in other organizations may / may not be having".
"I take every opportunity coming to me for attending a programme as an opportunity and I feel overwhelmed when such an opportunity comes to me".

However, on a cross-section examination of certain group of employees, while every effort is taken to make training systems highly effective, a notion across the organization also prevails that training is being done in organizations more as a ritual and less for getting results from it. Many of the trainers also have been found to holding a view that 'organizations organize training programmes because they have a training budget which they have to spend and so they get programs organized. The reality related to ineffectiveness and waste of training efforts as reported by Lynton and Pareek as long back as 1990 continues. Therefore, to achieve greater effectiveness and concrete results, the training systems need to be strengthened. Organizations need not only set up good and effective training systems in place but implement them in true spirits and always aspire to achieve better results through every single training effort.

The outcome of these could probably be:

- Evolving of an improved system of training
- Creating an environment facilitating continuous learning
- Developing a serious approach towards training leading to better results
- Result orientedness in training initiatives
- Partnering with participant and participant's superiors in implementing the learned skills so as

to improve work systems.

b. Greater emphasis on organizing more number of innovative and good HRD Programs

"Programs organized by HRD has been generally appreciated by people as they feel benefited. In particular, programs on performance improvements and personality development have been highly useful".

There are wider effects of these and the first one is creation of a positive and better learning climate and culture. Not only this, the participants are more likely to be transformed as 'self willing' and be readily wanting to go and attend the programmes, rather than going to attend for the sake of attending. With no prejudice to qualitative conclusions, it can be said that training & HRD initiatives can lead to achieving human resource excellence and help in making people better, happy and achieve higher performance from them.

Conclusions

It has been seen that when participants have found any training program useful for themselves, they have been overwhelmed. However, as it generally happens 'overwhelming' is a phenomenon that is commonly prevalent in all organizations and by and large nothing much can be really said with regard to practicalities and usefulness of the training programme so organized. Good HRD programs are liked by employees if they have found the program to be benefiting them.

Needless to conclusively say that a high impact not only from the training deliveries but also a strong determination by participants of the programme to transform the learnings into formula for ease of practice. This kind of high impacts from training can definitely lead to higher organizational performance.

Human resource excellence is an important component of organizational excellence, others being general management excellence and operational management excellence (Srivastava, 2010). Training as an intervention tool must focus specifically on the development of target whether it is individual or a group or a team. The programs, rather a chain of programs focused at the target of development will have to be specifically designed, developed, run on pilot basis on a few groups, improved based on the suggestions of the pilot programs and then organized for a large number of groups to get better results and returns from training so as to achieve excellence. This will also help in achieving human resource excellence. Planned individual, group and organization development will be possible in a more realistic way by properly undertaking training efforts.

Training is an initiative, regarded by organizations as a powerful strategy of development and various innovative measures and approaches are evolved from time to time to achieve an optimum level of development. Training is also being used as an intervention of Organization Development (OD) for planned change initiatives. It can be also seen that the way training has received importance in the organization as training is a highly regarded function and is responsible for effectiveness and strengthening of selected HRD initiatives such as KPA based performance appraisal and performance management systems (PMS), competency mapping, emotional intelligence role directories etc. Training provides and acts as a powerful support to achieve effectiveness of not only critical HR processes but also the achievement of organizational excellence in terms of operational and organizations continuous organic growth.

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Appendix

Table 1: Outcome and Impacts of the HR Objective driven HR / Training initiatives and processes adopted for HR excellence

Objectives of HR Plans	Major HR initiatives	Process adopted for HR Excellence	Outcome	Impact
• "People first" approach to leverage the potential of employees • Achieving the vision of the organization • HRD department is responsible for assiduous up gradation of supervisory, managerial and technical skills of its employees at various levels. • HRD vision is to develop world class human resource in power sector through continuous Training & Development and make it a learning organization. • To equip employees with the latest management and technical skills, to develop a collective resource of knowledge pool, holistic development of employees through spiritual, health & attitudinal change processes, build learning & motivating environment, inculcate strong human values and re-training for optimum utilization of human resources.	• Implementation of a Training & Development Policy to get results, such as: • The training policy envisages providing training to all employees for a minimum of seven man days of need-based training in a training year. • It also has a provision of adequate funds for training to the tune of 1.5% salary budget with provision to go upto 5% depending on requirement. • It also provides for a strict action for non-attendance / absence from training where S/he has been nominated. • Emphasis on multi-skilling and enhancing individual competencies through affiliation with ITIs and CEA certified training institutes at power stations • Organization-wide talent hunt through quizzing, at project, regional and corporate levels. It also encourages employees to undergo long-term and certificate courses at various institutes of repute for skill enrichment / knowledge up-gradation. • Competency mapping has been initiated in the organization and 400 officers above Chief upto Executive Director have been covered. • Development plan suggested on the basis of competency mapping exercise carried out in respect of the executives of E 5 and above level, • Has entered into strategic alliance with leading educational institutions of the country offering best Management and Technical education • Fully equip and strengthen regional training institutes. • Human Resource Development has become an important corporate function responsible for assiduous up gradation of supervisory, managerial and technical skills of employees at various levels. Officers and staff are regularly sent for attending training programmes / seminars / workshops covering various technical and managerial topics, both in India and abroad. • A large number of training programmes are organized in houses to achieve constant up gradation of managerial and technical skills covering the various functional areas.	• Optimal development of even unskilled employees • Skill development initiatives • KPA base appraisal systems, competency mapping • Adopted HR processes to become known as an employer with human touch. This is needed as most of the employees at site work in hazardous and hostile climatic conditions with temperature in many areas at sub zero degree centigrade. • Officers and staff are regularly sent for attending training programmes / seminars / workshops covering various technical topics, both in India and abroad. • A large number of training programs are organized in-house to achieve constant up gradation of managerial, technical and behavioral skills covering various functional areas. • A major HRD initiative has been towards effective utilization of existing manpower in workmen cadre through skilling / multi-skilling training	• The corporation has the largest skilled manpower in the country as far as hydro power sector is concerned. • It has implemented many motivational schemes for employees such as: • Productivity Linked Group Incentive Scheme (PLGIS), • Special incentive scheme linked to production and productivity, • Unlocking creativity scheme, special • Compensatory allowances, • Child care leave, leave facilities, work-life balance, innovative • Rewards and recognition schemes etc. • During 2008-09, about 119 workmen were provided with skilling training and 34 skilled workmen provided multi-skilling training of 6 months.	• Dependence of other power players in undertaking hydro power initiatives within and outside the country • Employees get an opportunity to interact / work and team with experts in the Hydro Power from other countries, thus enhancing the knowledge, skill, experience and expertise of the respective competency of the individual. • Out of 119 workmen, 97 have been provided 6 months training (Electrician: 56, Welder: 20, Machinist: 20) and 22 unskilled workers have been given training for electrician trade. • The 34 workers in skilled cadre (Wireman) have been imparted Multi-skilling training for Electrician Trade at an ITI.