

**EVALUATING EFFECTIVENESS OF EXECUTIVE
TRAINING AND COMPETENCY IN PSU's**

A Study with reference to BHEL & ECIL, Andhra Pradesh

ABSTRACT

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Submitted by

GOPAL M.B.A., L.L.B.

Lecturer (S.S.) in Management
School of Management Studies
Indira Gandhi National Open University, New Delhi

UNDER THE SUPERVISION AND GUIDANCE OF

PROF. MOHD. ALTAF KHAN

Prof. & Head
Department of Commerce & Business Studies



**DEPARTMENT OF COMMERCE AND BUSINESS STUDIES
JAMIA MILLIA ISLAMIA
NEW DELHI – 110025
INDIA**

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ABSTRACT

There is a need to develop professionalism among the executives in order to face the global competitive environment. Hence, every organization has to ask what are the competencies that contribute for the effectiveness of executives; their competencies used to be sharpened and this needs appropriate training. Effectiveness itself help in the achievement of organizational goals.

Objectives of the Study:

1) To study the executive training practices of BHEL & ECIL (2) To identify executive competencies required for threshold and superior performance levels in BHEL & ECIL. (3) To study the suitability of executive training programmes conducted needs of executives. (4) To evaluate effectiveness of executive training programmes of BHEL & ECIL in terms selected factors of effectiveness (5) To study the association between competencies requirement and personal factors of executives in BHEL & ECIL. (6) To analyze the relationship between effectiveness of training and personal factors of executives in BHEL & ECIL.

Methodology :

A method of five point scale was used to collect responses from the executives. The chosen 240 executives from both the respondent organizations were interviewed. The executives were asked to indicate the level of competencies required for functioning as in effective executive in the organization. The major 12 competencies were selected as variables to major the effectiveness of executive competencies. These major factors consists 54 sub-factors of competencies for calculation of scores by distributing respondents with respect to different levels of requirement of competencies. The competencies which are contributing for threshold and superior performance can be known from the distribution of respondents on the basis of competencies possessed and demonstrated by them. For calculation purpose five point scale is used for very highly required 5 points to low level requirement 1 point given. For analysis purpose the different executive competencies are grouped into four levels of requirements. (1) Very high level requirement (2) High level requirement (3) Low level requirement (4) Very low level requirement.

Evaluation of training had carried out in two ways (1) Individual program wise evaluation (2) Over all evaluation of all programmes. 20 training programmes consisting of 300 executives from both the organization were selected for interviewed as to know what are the factors contributing for the effectiveness of the training programmes from chosen 7 major factors consisting 40 sub-factors for majoring effectiveness of programmes. These sub-factors were distributed among the

respondent and calculated by assigning 5 point to 1 point. For evaluation purpose the respondents of each programmes are classified into 4 groups (1) Highly effective (2) Effective (3) Ineffective (4) Highly ineffective.

Findings

Out of 54 competencies 44 found to be required for successful performance in both the organizations. Out of 44 competencies 16 competencies are very highly required and 28 competencies are highly required. Where as in ECIL 17 are very highly required and 27 are the highly required. On the basis of competencies possessed and demonstrated by the executives for threshold and superior performance in BHEL 15 competencies possessed and demonstrated for superior performance. 29 competencies possessed and demonstrated for threshold performance. Whereas in ECIL 14 for superior performance and 30 for threshold performance.

Paired 't' test analysis indicated that there existed a highly significance difference between required and existing levels of threshold performance competencies. There was no significance difference in case of superior performance competencies. The results of analysis of relationship between competencies requirement and personal factors.

Executive position and place of work were having significance association in both the organizations.

Out of 10 training programmes at BHEL 8 programmes found effective. Whereas in ECIL 7 programmes were found effective. Instructional material and programmes content closely followed contributing significantly to the effectiveness of 9 and 8 respectively out of 10 training programmes studied at BHEL.

Method of presentation and objectives and relevance closely followed contributing significantly to the effectiveness of 9 and 8 respectively out of 10 training programmes studied at ECIL.

Recommendation

- (1) The study revealed competencies gap in respect of threshold performance competencies 29 in BHEL and 30 in ECIL.
- (2) Evaluation of training must be made a compulsory part of training.
- (3) At present BHEL spends just about 0.05% and ECIL spends 0.02%. The expenditure on training must be increased in order to improve its turn over.
- (4) Two training programmes at BHEL namely (i) Budget training and (ii) Organization Development training were found ineffective.

Whereas in ECIL 3 training programmes namely (i) Budget training (ii) material management inventory and spare parts management training and (iii) leadership development training were found ineffective.