MRC

MAURITIUS RESEARCH COUNCIL

BENCHMARKING TRAINING BEST PRACTICES

Final Report

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Acknowledgements

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Thanks

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

1. INTRODUCTION

Since its inception in 1974, the MIM has been very active in fostering professional management and development in Mauritius through the organisation of seminars and courses, the development of professional standards for management and the administration of training awards. During its work over the years, the MIM has noticed that only a small proportion of the private and public organisations have a proper training strategy to enhance the performance level of their employees. Many companies still appear to consider the training and development of their personnel as a cost rather than as an investment. These companies would seem to lack proper strategies to validate training programmes and to demonstrate that training is a value-added activity to ensure the long-term sustainability and profitability of their organisations.

In order to encourage both private and public sector organisations to adopt correct training strategies to build up their human resources, the MIM Council decided to undertake this research project for the identification and enhancement of best training practices suitable to Mauritius.

The project was aimed to highlight the best approaches to be adopted in identifying, developing and implementing training programmes, which would take into consideration the training logistics and budget available, the constraints and difficulties that may arise, the expected results and follow-up procedures. Four main reasons for the need to lay emphasis on best practices were identified:

❖ *maximise training outcomes by linking training evaluation to business objectives*

❖ *implement training evaluation processes that can demonstrate a positive return on investment*

❖ *measure the effectiveness of training, and*

❖ *align strategic planning to training outcomes and training evaluation processes.*

The detailed objectives were identified as being:

❖ *determine the extent to which different private and public stakeholders are involved in training*

❖ *identify the approaches adopted by private and public sector companies in identifying, developing and implementing training programmes*

❖ *identify types of training methodologies adopted*

❖ *identify the logistics, facilities, constraints and advantages available for successful training implementation*

❖ *identify how their training programmes are monitored and results reviewed*

❖ *identify how their training programmes contribute to their business strategies and impact on their organisations*

❖ *identify and develop best practices for adopting correct training strategies, training needs identification, development, implementation, monitoring and review*

❖ *disseminate to stakeholders the relevant information regarding training best practices suitable to Mauritius.*

2. METHODOLOGY

The core research team was composed of members of the MIM Council who were already involved in management training and were experienced in training programme design, administration and evaluation. Administrative and secretarial assistance was provided by the Secretariat of the Mauritius Employers' Federation.

The project was first discussed at the regular monthly meetings of the MIM Council in the latter part of 2001. Once the core research team had been set up, several brainstorming and discussion sessions were held to determine the real scope of the project. It soon became apparent that the original brief described in the Introduction and submitted to the Mauritius Research Council for funding was far too wide for an initial exploration such as this. The scope was thus narrowed down to focus on one of the major stakeholders of the Mauritian training scene, private sector companies. The members of the Mauritius Employers' Federation and the Mauritius Institute of Management were chosen as the target population as they cover all the main sectors of the Mauritian economy.

The methodology used for this project comprised three main elements:

- ❖ *research of appropriate literature to identify existing best practices on the international scene against which training in Mauritius could be benchmarked*
- ❖ *design, administration and analysis of a comprehensive questionnaire (Phase I)*
- ❖ *site visits and interviews of a representative sample of companies that had answered the questionnaire (Phase II).*

Detailed information on each element of the methodology is given in the relevant sections of this report.

3. OVERVIEW OF BEST TRAINING PRACTICES

This chapter presents an overview of best training practices supported by a selection of references to relevant works on the topic.

3.1 INTRODUCTION

The 21st century is a century of increasing economic liberalisation, expanding globalisation, stiff competition and rapid technological innovations. It is also a century of formidable challenges for organisations both in the public and private sectors. According to Peter Drucker (1998), *"the productivity of knowledge and knowledge workers will not be the only competitive factor in the world economy. It is, however, likely to be the decisive factor, at least for most industries in the developed economies"*. Economic growth models have in fact revealed a strong correlation between investment in human capital and sustained economic growth. In this respect, the high growth pattern of the Asian tigers in the 1990s can be pinned down to massive and targeted investment in human resources combined with investment in physical capital and industries. Training as sine qua non condition for survival, let alone success, in the competitive international environment is therefore today unquestioned.

The literature is unequivocal as to the strategic importance of training. *"Workplace learning remains a driving force in creating corporate success and building sustainable communities on a global scale"*. (ASTD International Comparisons Report on Training Trends, 2002).

The rewards reaped from training have been clearly documented in various research studies. Thus ILO (2002) shows how the economic performance of 62 worldwide car assembly plants around 1990, measured in terms of labour productivity and product quality (assembly-related defects per vehicle), proved to be closely associated with the presence of three dimensions of business strategy: lean production, team-

working and innovative human resources management (HRM) practices. Training provision for both new recruits and ongoing employees constituted two out of five practices in the HRM dimension.

In the Mauritian context, the importance of training has been identified as a priority concern in order to cope with new economic and social challenges. *"Training is clearly regarded by the Government and by many influential people as an extremely important component of the plans for Mauritius to enhance its economic performance and compete in the global setting"* (Government of Mauritius, 2001).

In a report entitled *"An integrated training strategy for the new millennium (2001)"*, commissioned by the Ministry of Training, Skills Development, Employment and Productivity, it was strongly stressed that sustained economic development could not happen without strengthening and revisiting our training system. Amongst recommendations aimed at balancing economic demand and human resource supply was the need to carry out regular benchmarking of HRD policies and practices.

Acting upon the recommendation of the above report, the National Integrated Training Strategy (2001) identified a series of actions to achieve *"lifelong learning for employability and international competitiveness"*. It is comforting to note that the majority of recommendations have been implemented, for instance the setting up of the Human Resource Development Council (HRDC), a Benchmarking Unit at the National Productivity and Competitiveness Council (NPCC), promotion of the concept of clustering, among others. The overall effect of such actions will no doubt be felt more in the long term and are highly dependent on the creation of the HRDC, which was enacted somewhat belatedly in 2003.

At the enterprise level, a survey conducted by the Mauritius Employers' Federation on Competitiveness and Productivity in 2001 among its member companies, with the support of the International Labour Organisation, revealed that 71.3% of the respondents considered training as one of the most important factors contributing towards enhanced productivity and competitiveness.

The development of human capital, therefore, is recognised both internationally and nationally as the cornerstone of any competitive strategy. This is especially the case as technological innovations are shortening the life cycles of products and services. There is also a widening gap between actual and expected performance of employees as knowledge in all aspects of life is expanding very rapidly. In fact, obsolescence is now a constant factor. One advertisement in a newspaper candidly put the message as follows: *"The date on your certificates and degrees is also the date of your intellectual obsolescence"*. This is a stark reminder of the need for continuous learning, unlearning and relearning so as to remain relevant in today's fast changing environment.

Indeed, according to Senge (1990), *"As the world of work becomes more interconnected and business becomes more complex and dynamic, work must become more learningful. There is now a strong case for life-long learning"*. Life-long learning supports employability and mobility and *"the opportunity to learn is emerging as a key expectation of employees"* (ILO World Employment Report, 2001).

Thus, since training is one area where organisations can make the difference, as a top priority, they *"must build and continually develop a flexible, adaptable, skilled and motivated workforce"* (Buckley and Caple, 1995).

3.2   TRAINING DEFINED

Tenet 4 of the MEF Code of Practice states that *"the enterprise should provide adequate training facilities to enable its employees to learn to do their jobs effectively and to prepare themselves for promotion, and it should set up a proper programme to those ends"*. The implementation of training strategies therefore rests on a proper conceptual foundation about what training is all about and what its purposes are.

Beardwell and Holder (1995) defined training as *"a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organisation"*.

Armstrong (1999) maintains that training is the systematic modification of behaviour, through learning which occurs as a result of education, instruction, development and planned experience. Reid and Barrington (1997) add that *"Training is a means of making better use of human resources in the organisation by developing people to meet the requirements of the job to be done"*.

According to Noe (2000), *"Training refers to a planned effort to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills or behaviours that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill and behaviours emphasised in training programmes and to apply them to their day-to-day activities"*.

Training essentially is a change programme and aims at improving the Knowledge, Skills and Attitudes (KSA) of employees. It is a means of making better use of human resources in the organisation by developing people to meet the requirements, present and future, of the jobs to be done by developing employability skills. Such skills have been defined by the ILO as *"the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work"*.

Kearns (2002) argues that it is appropriate to ask such fundamental questions as *"Why do we need to train our employees and for what purpose?"* particularly when training has been transformed into learning, and technology is playing an increasingly important part by making the range of available learning opportunities plentiful and diverse. *"The purpose of all organisationally sponsored employee training and development, clearly and unequivocally, should be to meet operational standards or to add value by insisting on organisational performance levels"* (Kearns 2002). Baldwin

(1997) stresses the broadening scope of training *"Training is moving from a primary focus on teaching employees specific skills to a broader focus of creating and sharing knowledge".*

The fundamental aim of training is to help an organisation achieve its purpose by adding value to its key resource: the people it employs. Other broad objectives of training can be summarised as:

❖ *impart desirable knowledge, skills and attitudes to employees and develop competences in order to enhance their commitment and performance*
❖ *minimise costs to the enterprise through accidents, breakdowns, delays, wastages, poor workmanship, low morale and other incidents due to a training deficiency*
❖ *improve productivity and profitability*
❖ *provide avenues for promotion and advancement to employees and for improvements in their remuneration*
❖ *increase the competitiveness of organisations and their future development*
❖ *develop a learning culture in organisations.*

(Noe et al, 2002)

In the same line, typical reasons for employee training are:
❖ *bridge performance gaps or deficits*
❖ *provide employees scope for their professional development*
❖ *help employees be eligible for a planned change in role in their organisation*
❖ *"benchmark" the performance improvement effort*
❖ *enable the introduction of new technology and processes by providing employees with the necessary knowledge and skills.*

(Goetsch and Davis, 2000)

It is also interesting to highlight some typical areas in which employee training are usually carried out:

❖ *Communications:* The increasing diversity of today's workforce brings a wide variety of languages and customs.

❖ *Computer skills:* Computer skills are becoming a necessity for conducting administrative and office tasks.

❖ *Customer service:* Increased competition in today's global marketplace makes it critical that employees understand and meet the needs of customers.

❖ *Diversity:* Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity.

❖ *Ethics:* Today's society has increasing expectations about corporate social responsibility. Also, today's diverse workforce brings a wide variety of values and morals to the workplace.

❖ *Human relations:* The increased stresses of today's workplace can include misunderstandings and conflict. Training can help people to get along in the workplace.

❖ *Quality initiatives:* Initiatives such as Total Quality Management, Quality Circles, benchmarking require basic training about quality concepts, guidelines and standards for quality, etc.

❖ *Safety:* Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities but can also be useful with practical advice for avoiding assaults, etc.

❖ *Sexual harassment:* Sexual harassment training usually includes careful description of the organisation's policies about sexual harassment, especially about what are inappropriate behaviours.

(Robbins and Coulter, 1999; Maund, 2001; Cascio, 2003)

3.3   GENERAL BENEFITS FROM EMPLOYEE TRAINING

Learning, education and training benefit individuals, enterprises and society alike (ILO, 2002). Training is increasingly being perceived as a passport for improving performance, productivity, career development, career changes, job satisfaction, personal development and growth.

Organisations undertake training as there are substantial benefits to be gained from it. The production speed of the employee is increased while maintaining or even

increasing the quality of product. The employee becomes more multiskilled *"through cross-training in multiple job tasks"*, and enhanced work flexibility, leading to higher productivity as helping to overcome resistance to change. Employees feel more motivated through greater opportunities to tackle different tasks and hence develop a sense of broader competence. Job rotation increases productivity by *"reducing worker boredom"*. Training also increases worker-applied creativity relative to production variables. This may be further reinforced through concepts like quality circles and productivity groups. Employees may also feel more motivated and enlightened to make suggestions for more efficient production methods as well as to propose solutions for correcting production problems, which can lead to major *"cost savings"* (Kraiger et al, 1993).

At the employee's level, it is through training that their sense of *"organisational membership and self esteem"* increase job satisfaction and in turn productivity. Training increases *"personal growth"* or provides *"enriching personal experiences"* which leads to employee satisfaction. Training also leads to *"reduced sick time, fewer job related injuries, lower incidence of worker sabotage, fewer union complaints, and less employee turnover"* (Chapados, Rentfrow, Hochheiser, 1987). Others argue that training and development provides "intangible" benefits to the trainee e.g. personal growth or career development and that training has even a social responsibility (Kearns 2002).

It is thus not an exaggeration to state that training reduces production costs through the ability to reduce defects per product, encourages the empowerment of employees to bring change and innovation and enhances job satisfaction, which in turn leads to reduced absenteeism. Training thus becomes an investment with multiplier effects.

At the broader societal level, *"human resources development and training underpin the fundamental values of society: equity, justice, gender equality, non-discrimination, social responsibility and participation of all in economic and social life"* (ILO, 2002).

3.4   THE TRAINING PROCESS

Training should be a planned process, in the context of a strategic planning exercise within a specific time frame, otherwise it will fail (Argyis, 1993). For training to be successful, it has to be a continuous process that may help the organisation to achieve its purpose by adding value to its key resources, the people it employs, investing in people to enable them to make best use of their skills, abilities and capabilities and to perform better (Love, 1998).

The success system model developed by Harvey and Bowin (1996) provides an interesting guideline.

Fig. 1: A Model of Training and Development

Harvey and Bowin's success model of training and development implies a three-step model. The initial step is the identification of needs which determine the training required by employees to improve bottom-line performance and productivity. The second step is developing objectives and criteria to be more focussed on specific topics. The last step is evaluation of training involves feedback on whether objectives of the training programme have been met.

Effective training programmes adhere to a number of instructional design parameters. *"Commitment of enterprises to training presupposes also the recognition that training has to be dealt with in a professional manner; it requires, inter-alia, a systematic training structure at the level of the enterprise level, clear training objectives, a proper training plan, appropriate qualified personnel, and a specific training budget. This professional approach will help enterprises identify their need, conduct, monitor and evaluate training as well as their effectiveness"* (MEF, 1999).

In general, organisations can adopt either a reactive and remedial approach or a proactive strategic, future-oriented approach to training. In the first case, training will tend to be more ad-hoc, without proper diagnosis, needs identification and careful planning. There may be no link between the organisation's mission, vision and values and there is thus a risk of adopting a training-for-the-sake-of-training approach. The results may not be very encouraging and, in some cases can even be counterproductive.

In contrast, a strategic orientation focuses on actual and potential performance problems. The identification of such problems stems from business outcomes which in turn flow from the organisation's mission, vision and values. The performance gap or deficit is thus linked to corporate objectives and plans and is diagnosed through a systematic process of training needs identification. The information which is generated becomes the raw material and inputs for instructional design and budgeting. The strategic orientation is more systematic, elaborate and comprehensive and takes into account the mission, vision, values, goals and

objectives of the organisation. There is thus a close link between Training, Corporate Strategy and the Human Resource Plan.

Extensive research of the ILO (2002) on high performance organisations, shows *"how performance, operational and people management, and learning and training objectives and processes are aligned on organisational objectives that aim to build trust, enthusiasm and commitment to the direction taken by the organisation"*.

There is thus no doubt that training activities should be structured, from conception to delivery. In fact training is a never-ending process, as conceptualised by the training cycle. According to Armstrong (2001) the process of planning training consists of establishing the purpose of training at the outset itself, setting of objectives and planning of the training programmes, its implementation, evaluation and feedback.

According to Cieri et al (2002), the instructional design process comprises a number of steps, namely:

* *conducting a needs assessment*
* *ensuring employees' readiness for training*
* *creating a learning environment*
* *ensuring transfer of learning*
* *selecting training methods*
* *evaluating training programmes.*

For the purpose of the Study, we will adopt a four-step systematic approach to training:

* *Training Needs Analysis (TNA)*
* *Design of the training programme*
* *Implementation of the training programme*
* *Evaluation of the training programme*

3.4.1 *Training Needs Analysis (TNA)*

The starting point in any training activity or programme is the identification of training needs, usually referred to as a Training Needs Analysis (TNA).   The importance and relevance of TNA in the Mauritian context is brought out in the following statement: *"It would appear that there is some capacity within individual firms to undertake Training Needs Analysis (TNA) as according to the Survey, 65% of the firms interviewed carried out TNAs on a yearly basis in a fairly systematic manner. The need to extend this capacity to others is evident"* (Ministry of Training, Skills Development, Employment and Productivity, 1999).

The benefits derived from conducting a proper TNA can be grouped into four main categories:

❖ *It provides a focus and direction for judicious investment in human capital. It is vital to work out the benefits to be gained in comparison to costs before the investment is considered.*

❖ *It enables the enterprise to determine the specific knowledge and skill requirements of each individual group. Employee performance is analysed in depth to identify aspects where improvement could be made.*

❖ *It prevents a waste of precious resources since training in excess of requirements may also create a pool of frustrated ex-trainees and lead to higher labour turnover.*

❖ *When employees are aware of the objectives of a training programme they will no doubt be highly motivated to embark on it.*

A typical TNA would involve the following (HR-Guide.com, 2003):

❖ *Context Analysis*: an analysis of the business needs or other reasons for having recourse to training

❖ *Use analysis*: an analysis dealing with potential participants and instructors involved

❖ *Work analysis*: an analysis of the tasks being performed

❖ *Content analysis*: an analysis of the documents, laws, procedures used on the job

❖ *Training suitability analysis*: an analysis of whether training is the desired solution

❖ *Cost-Benefit analysis*: an analysis of the return on investment (ROI) of training.

TNA is thus concerned about *"what is happening and what should happen"* (Armstrong, 2001), which implies the identification of a training gap in competencies, knowledge and skills, which the subsequent training programme should be designed to fill.

The TNA helps to identify training problems facing organisations. Without a proper TNA, it will be difficult to discriminate between training problems and non-training problems. Kubr and Prokopenko (1989) give an example of a non-training intervention as merging two organisational units and abolishing one management position. However they also warn that the difference between training and non-training interventions can be very subtle. Thus training can play an instrumental role in identifying and developing non-training interventions as well as getting them accepted by both management and employees. Those organisations which develop and implement training without *"needs analysis"* run the risk *"of overdoing training, doing too little training, or missing the point completely"* (Brown, 2002).

Training needs should be analysed for, in order of priority:

❖ *the organisation as a whole – corporate needs*

❖ *departments, teams, functions or occupations within the organisation - group needs*

❖ *individual employees – individual needs.*

Such a systematic analysis allows both a top-down and bottom-up approach resulting in training needs being met at all three levels while achieving a holistic training plan in tune with company needs (Armstrong, 2001).

Kubr and Prokopenko (1989) recommend that TNA starts by fact-finding, which consists in collecting information indicative of performance or competence, describing it and if possible, measuring it in quantitative terms. Two basic types of standards can be used in this respect, current and future standards. Present needs can be established by comparing the real present performance with a standard that should be attained immediately or in a relatively short time. Future needs are linked with future projections and long range objectives. It is important to distinguish between present and future needs as they may call for different types of training

contents and methodology and may require action by different types of institutions and at various levels of management.

Job analysis and job descriptions serve as a sort of *"basic building block"* in needs assessment, particularly with respect to individual training needs, and can be used in conjunction with several other techniques, such as questionnaires, interviews, observation, critical incident analysis and performance appraisal (Kubr and Prokopenko (1989).

Group needs analysis is useful for:

❖ *identifying those training and development needs of individuals that reveal themselves best, or only, when people work, communicate and interact in a team*

❖ *finding out about needs that are common to the group; and*

❖ *getting a collective opinion of the group and consensus on what the needs are and in what order of priority they should be met.*

Techniques for assessing group needs include meetings of management teams, group meetings and discussions, group projects, group creativity techniques and simulation training techniques.

In relation to the problems and needs identified, training objectives are then formulated. *"The purpose of training objectives is to state as clearly as possible what trainees are expected to be able to do at the end of their training (or at the end of stages of training), the conditions under which they will demonstrate their learning and the standards that must be reached to confirm their level of competence"* (Buckley and Caple, 1995).

Training objectives are thus the specifications for instructional design. They help *"to construct"* the training programmes and activities in such a way that trainees know right from the start what skills, what knowledge and what attitudes they will acquire as they undergo the training. Trainers are also able to focus their inputs and adopt strategies that are closely related to the stated objectives. Training objectives also facilitate the process of training impact assessment and evaluation.

3.4.2 *Design of Training Programme*

To facilitate the learning process and the learning outcomes, there is the need to carefully work out a training design brief which specifies what the training programme will be. In line with the training cycle, the design is in relation to the training objectives formulated.

A typical training brief would include:

- ❖ *information about the client*
- ❖ *context within which training is being designed*
- ❖ *details of identified training needs*
- ❖ *perspective of the design - training programme, course or learning unit*
- ❖ *significant constraints*
- ❖ *aims of proposed training*
- ❖ *specific outcomes to be achieved.*

The overall responsibility for training and who will deliver training as well as the accompanying administrative support, the physical facilities and logistics needed, constitute an important consideration for the proper implementation of training programmes. Some specific issues are discussed below.

Location of Training

Training can take place in basically three places, in-company, on-the-job or off-the-job; and external, off-the-job (Armstrong, 2001). Current developments suggest that outsourcing should not be considered as the very first option, because of the risk that training will not be in tune with organisational needs and culture. Internal on-the-job training is specially relevant for helping the employee develop and practice the specific managerial, team leading, technical, selling, manual and administrative skills needed by the organisation. Consultancy organisations, specialised in training can also be tapped for their proven competence in certain areas to complement in-house initiatives.

In-company off-the job training is best suited for acquiring advanced skills required by the company. The main advantage of on-the-job training is the greater ease with which theory can be translated into practice. On the other hand, such type of training may suffer from poor teaching and coaching skills of managers or team leaders. The reverse in terms of advantage and disadvantage may apply in the case of off-the-job training.

External training is especially useful for imparting highly specialised knowledge or if the training covers standard theory and practice which can easily be translated from the general to the particular.

Overall, an organisation should have its own criteria while choosing whether training should be done externally or internally. Where there is new technology, the number of trainees are very small, the occupational levels are high, the learning time is short and *"the primary concern is with the acquisition of knowledge rather than the application of skill"*, training outside the enterprise is justified. On the other hand internal training might prove to be *"effective if the occupational level at which training is to be given is relatively low in skill and knowledge content"* (Frederick W. Greig 1997).

Training Delivery

The table below succinctly summarises the types of training delivery (Armstrong, 2001).

Table 1: Types of Training Delivery

APPROACH	KEY FEATURES	LIKELY IMPACT ON DELIVERY BUSINESS RESULTS
External training courses	❖ Generic subjects ❖ Not tailored	Low
Internal courses/workshops	❖ Some tailoring ❖ Large groups	Low+
Self-learning via multimedia packages	❖ Tailored ❖ Practices/thinking based	Medium
Small group coaching	❖ Highly tailored ❖ Case study based ❖ Groups of 4-8 ❖ Short, frequent sessions	High
Action Learning	❖ Highly tailored ❖ Focused on live business situations ❖ Short, frequent sessions	High
One-to-one coaching	❖ Focused on live business situations ❖ Time-consuming, but rewarding for both parties	Very high
Just-in-time training	❖ Highly tailored to immediate needs ❖ Small groups or individuals ❖ Use of action learning and coaching ❖ Short, frequent sessions	Very high

It is important to be aware of the rapidly changing trends in training delivery. *"The companies in the ASTD Benchmarking Forum are delivering less training with permanent staff and more with the strategic use of technology, contract staff and external providers".* Within the Forum, member companies internal training has decreased and external training has increased. Training is being delivered by contract training specialists and less by permanent staff. *"Overall staff size within training departments has fallen".*

Technology is also being used increasingly. The introduction of electronic learning technologies in organisations does have an effect on classroom training. *"The change is evolutionary and not revolutionary".* The Benchmarking Forum indicates *"that classroom instruction is still the primary vehicle for delivering training, accounting for 70 percent of all training time in 1996, on average, in Forum companies. It is worth noting that the use of advanced technology classrooms has increased. Therefore it seems that "classroom training is incorporating learning technologies to combine the best aspects of traditional and alternative approaches"* (Bassi et al, 1997).

Expenditure on Training

What constitutes the ideal level of investment an enterprise should devote to human resources development?

The Accenture High-Performance Workforce Study 2002/2003 revealed that *"there is a positive correlation between increased spending on training and satisfaction with training programmes"*. 20% of the respondents who increased their investments in training were satisfied with their training efforts compared to 13% of companies that did not increase their budget. Therefore higher budgets equal higher satisfaction (IOMA's Report on Managing Training & Development, August 2003).

According to the Mauritius Employers Federation (MEF, 1999), *"Substantial investment in training is required. There is a wide gap between the budget devoted to education and training. It is our belief that a budget of at least 10% of the value spent on education is needed for training"*.

Internationally, there is a strong case for increasing expenditures devoted to training. The American Society for Training and Development (2000) has noted that training expenditures in countries like Australia and New Zealand is 2.5% of the payroll, which is less than the European figures of 3.5%, but is more than the US figures of 2.0% and the average of 1.8% for the Asian countries.

ASTD recommends that at least 2% of annual payrolls be devoted to training and notes that some of the leading companies have the following expenditure patterns: General Electric 4%; U.S. Robotics 4.2%; Motorola 4% and Texas Instruments 3% (Cascio, 2003).

According to figures available from the Industrial and Vocational Training Board (IVTB), there is clear evidence of increasing spending on training. From 1990 to 2002, it has been estimated that some Rs800 million were spent on training by organisations contributing to the IVTB Levy/Grant Scheme and a total of 191,528 persons benefited from training (IVTB, 2003).

3.4.3   *Implementation of Training*

A basic rule when implementing training is that there should be constant monitoring of the courses to check that training meets the objectives defined in the TNA stage and is within the agreed budget.

The direct involvement of line managers is also a very critical factor in the overall training process. Managers have to get *"involved in identifying learning needs, in the design of the learning event, and in what needs to happen in order to transfer learning back to the workplace"*. This will lead to a better learning intervention for the individual. The manager will also be more interested in what happens when they get back to work. There has been some criticism about the overall effectiveness of a devolved process, but the evidence is strongly in favour of line managers' participation and involvement. *"Many sub-units have found that they have been able to work towards the organisational goals and objectives more efficiently and more effectively by doing it their own way"* (Buckley and Caple, 1995). *"Line managers must work hand in hand with the training coordinators and with the trainers/facilitators of the training programmes"* (New Straits Times - Management Times (1999).

However, for devolution to work, the process needs to be carefully planned and introduced in a structured manner. Responsibilities, authority and accountability will need to be well defined. The role of training departments will be increasingly to provide advice and guidance to managers on their training responsibilities. However, ultimately, it rests upon *"senior management to create a learning organisation where managers recognise that training and development are a key part of their role and on one which their performance will be assessed"* (Armstrong, 2001).

3.4.4   *Evaluation of Training*

Evaluation is a very important stage in training. It is in fact one of the biggest challenges which organisations face, and more ironically, are not even aware of. Indeed, *"often organisations spend an exorbitant amount of money on training but unfortunately no improvement can be noted"*. (New Straits Times - Management Times

(1999). *"Evaluation is the step in the training process which is usually ignored because of the added time and cost required"* (Kruse, 2002). Accenture adds that *"this lack of measurement causes problems in the area of innovation"*. *"We believe that companies without the ability to understand precisely how human resources and training can foster greater innovation throughout their organisations are extremely vulnerable to being surpassed by competition that can"* (IOMA's Report on Managing Training & Development, August 2003).

Training evaluation is *"the process of collecting the outcomes needed to determine if training is effective"* and training outcomes or criteria refer to *"measures that the trainer and the company use to evaluate training programmes"* (Noe, 2000). *"Evaluation leads to control, which means deciding whether or not training was worthwhile (preferably in cost-benefits terms) and what improvements are required to make it even more cost-effective"* (quoted in Armstrong, 2001). In a nutshell, evaluation is the stage where outcomes are compared with objectives to:

❖ *assess to what extent the set objectives have been achieved*
❖ *identify the strengths and weaknesses of the training programmes*
❖ *determine the cost-benefit ratio of the programmes*
❖ *establish a database to demonstrate the overall contribution of training to the organisation.*

Bartel (1994) defined evaluation as the process of collecting the outcomes needed to determine training effectiveness, which refers to the benefits that the company and the trainees received from training in terms of learning new skills or behaviour or increased sales and more satisfied customers.

Evaluation involves the collection of information on whether trainees were satisfied with the programme, learned the material, and were able to apply the skills back on the job. It also ensures that training programmes are accountable and are meeting the particular needs of employees in a cost effective manner. Without evaluation, it is very difficult to show that training was the reason for any improvements (Kirkpatrick 1994; Phillips and Phillips, 2000; Kearns, 2002).

The basis of a good evaluation of each category of training requires that such an evaluation be determined in advance of conducting the training programme. It is crucial to know what to evaluate and why, who should evaluate, when and how to evaluate. The methods of evaluation include questionnaires, tests or examinations, projects, structured exercises and case studies, tutor reports, interviews of trainees, observation, appraisal, participation and discussion (Kirkpatrick, 1987).

In fact, very few models have been developed, among which the best known is the four-level model worked out by Kirkpatrick (1994).

Table 2: Kirkpatrick's 4 Levels of Evaluation

LEVELS OF EVALUATION	CHARACTERISTICS OF EVALUATION
Level 1: Reaction Evaluation	How the students reacted to the training or how much they liked it
Level 2: Learning Evaluation	The principles, facts and techniques learned by the students
Level 3: Behaviour Evaluation	The changes in the job behaviour resulting from the training or how the learning in the previous level has been applied by the student
Level 4: Results Evaluation	The tangible results of the training in terms of reduced costs, improved quality and improved quantity

The first three levels of evaluation, reaction, learning and behaviour, focus on the trainees, whereas the fourth level is concerned with organisational pay-offs or business results. Level 4, that is, evaluating results and effectiveness is the one that is most desired in training. However, it is the one which is the most difficult to undertake. Key performance measures are often used to evaluate the results, for example faster and better output from the machine after the operator has been

trained, higher ratings on employee's job satisfaction, or questionnaires from the trained supervisor (McNamara, 2003).

Organisations are also using other means in assessing whether training has been worthwhile. Whatever the reason for undertaking training, financial benefits are not ruled out. Indeed, will firms continue to invest heavily on training if a return was not an objective? (Kearns, 2000). According to Barrie (2002), the final stage in assessing the success of a training project is to consider the monetary benefits by measuring the Return on Investment (ROI). Recently, attention has been focussed on the financial implications of training and, consequently a fifth level has been extended to the Kirkpatrick model of evaluation. Phillips (1997) defined the Level 5 as Return on Investment (ROI), a measure of monetary benefits obtained by an organisation over a specified time period in return for a given investment in a training programme. Looking at it another way, ROI is the extent to which the benefits of training exceed the costs.

ESI International (2002) gives an elaborate description of how ROI can be calculated. Thus examples of programme costs are:

❖ *course design, development and customisation costs*
❖ *promotion and marketing costs*
❖ *administration costs*
❖ *material costs*
❖ *facility costs*
❖ *student costs.*

Benefits that could be considered are:
❖ *labour savings*
❖ *increases in productivity*
❖ *lower maintenance costs*
❖ *lower staff turnover and recruitment costs*
❖ *other income generated, such as higher success in winning new competitive bids or new product launches, resulting in increased market share or revenue.*

New Straits Times-Management Times (1999) adds that for organisations to measure the ROI of training programmes they have to know the following three things.

❖ *What base of knowledge did employees have prior to starting the training programme?*
❖ *How much did the company the company spend in training employees?*
❖ *What additional knowledge did employees have at the end of the training programme?*

It is clear from the above that ROI crystallises three fundamental questions in training that have bedevilled for many years both the trainers themselves and the organisations they serve (Kearns 2002).

❖ *What is the actual purpose of training, a financial return or a non-financial return? ROI comes down unequivocally on the financial side.*
❖ *Is training actually measurable? ROI can prove that it is.*
❖ *Who should benefit from training-the organisation or the individual (or both)? ROI says that the organisation should definitely benefit, but because individuals are learning how to perform better they will also benefit.*

It is the ROI that conveys the purpose of investing in training. Kearns (2002) adds that organisations will always have other secondary objectives, but if they lose sight of their primary objective of generating a surplus, then they will not be around long enough to satisfy any other objectives. Training may well result in personal, spiritual enlightenment and it can be fun. But surely its prime purpose is relatively simple: it is to enable employees to do their jobs or it is to help them to perform their roles more effectively. This can be summed up by one phrase: added value.

Measuring the effectiveness of training should not however be limited to an internal comparison of figures and performance. What may be considered excellent by an organisation may be poor by national or international standards. External comparison becomes important especially as no organisation operates in a vacuum and in fact interacts strongly with other local and national international organisations at different levels, trade, exchange of information and knowledge etc. Hence the importance of benchmarking.

3.5　BENCHMARKING

Benchmarking is increasingly used by management practitioners to improve performance and results and achieve effectiveness. One of the earliest examples of how effective benchmarking can be is the introduction of the IBM AS/400 computer in the early 1980s.

IBM introduced the concept of benchmarking at the very start of the project to create a new computer, which was to be known as the AS/400. It brought together a team of technical and marketing people who collected data, both in-house and from a variety of external firms including Xerox, Motorola, Hewlett-Packard and Japanese firms. Based on the information and comparisons thus gained, IBM was able to produce a product that exceeded all expectations. As a result, Xerox lost its premier position in industry to one of its major competitors, IBM. Xerox learnt the lesson and introduced the concept in its operations in 1983. It also became clear to managers in many other well-established and prestigious firms how easy it is to lose a lead position by failing to constantly review performance and bring about improvements. Since then, benchmarking has gained in popularity and has been adopted by many organisations in all fields of activity (Jacobson and Hillkirk, 1986).

The wide scope of benchmarking is well captured by a number of definitions. The American Productivity and Quality Center (2000) defines the benchmarking as *"the process of identifying, learning and adapting the outstanding practices and processes (best practices) from any organisation, anywhere in the world, to help an organisation to improve"*.

The UK Department of Trade and Industry defines benchmarking as *"A systematic approach to business improvement where best practice is sought and implemented to improve a process beyond the benchmark performance"*.

Essentially benchmarking refers to a change management programme, the pursuit by organisations of enhanced performance by learning from successful practices of others. Comparisons of key processes that contribute to organisational success are

made. These comparisons can made in relation to other areas or departments of the same organisation, competitors, or organisations operating comparable processes in a context which is in some way relevant. (Partnership Sourcing, 1997).

A key aspect of benchmarking is therefore comparisons. To cite the example of a key process, all organisations undertake recruitment of employees. Benchmarking of the recruitment process would enable the establishment of good recruitment practice and an explanation of how it is done.

However, benchmarking does not stop at comparisons. While one comes to know how better performers carry out a particular process or a set of processes, one also learns how to adapt those ideas to one's own organisation. As the American Productivity and Quality Center (2000) states *"benchmarking is the process of identifying, understanding, and adopting outstanding practices and processes from organisations anywhere in the world to help your organisation improve its performance"*.

Benchmarking can be done both at the strategic and the operational levels. At the strategic level, the focus is on core business processes, organisational structures, business strategy, product range and impact on the overall organisation. At the operational level, the focus is on specific tasks, responsibilities and support processes. Both analyses are complementary and are recommended for obtaining better business results.

Benchmarking has also been recognised as an important process for improving quality. The now well-established Malcolm Baldridge Award for Quality incorporates specific criteria with respect to benchmarking best practices. The Mauritian version of the Quality Award, the National Quality Award is inspired from the Baldridge model. Among the set of seven criteria, Leadership Strategic Planning, Customer and Market Focus, Information and Analysis, Human Resource Focus, Process Management and Business Results, the measurement and analysis of organisational performance falls within the ambit of Information and Analysis. In this respect, organisations aiming for the Award have to collect *"comparative data and*

information to help drive performance", in other words, benchmark their performance against that of others.

The application of benchmarking involves four basic steps:

❖ *Firstly, understand in detail your own processes.*

❖ *Next analyse the processes of others.*

❖ *Then compare your own performance with that of others analysed.*

❖ *Finally, implement the steps necessary to close the performance gap.*

Benchmarking should not be considered a one-off exercise. To be effective, it must become an ongoing, integral part of an ongoing improvement process with the goal of keeping abreast of ever-improving best practice (Benchmarking in Europe, 2003).

A number of factors can contribute towards the success of the exercise. Two most important ones are:

❖ *senior management commitment*

❖ *the element of trust among partners.*

3.6   BENCHMARKING AND THE TRAINING FUNCTION

Training involves costs and many organisations eager to adopt up-to-date HR philosophies are subscribing to the idea that training should contribute to the strategic objectives of organisations. In essence, there is now growing concern that training should demonstrate its benefits in a more tangible manner. Benchmarking thus becomes an integral part of the evaluation process.

As part of the efforts to measure and benchmark training cost and benefits, organisations need to develop criteria, or metrics (measures) that will help measure training costs uniformly and to compare benefits, that is, how to use the information to benchmark against other firms.

An American company, Magnavox, has been able to develop a set of fourteen metrics or training measures. *"In each case the company identified the specific metric,*

how it was to be calculated, and an example of how other firms were doing in this area" (Luthans, 1998). Some of the metrics, developed at Magnavox, together with the method of calculation and the outcomes are detailed out in Table 3.

Table 3: Training Metrics

METRIC NAME	HOW TO CALCULATE
% of payroll spent on training	$\dfrac{\text{Total training expenditure}}{\text{Total payroll}}$
Training dollars spent per employee	$\dfrac{\text{Training expenditures}}{\text{Total no. of employees}}$
Average training hours per employee	$\dfrac{\text{Total number of training hours (hours X participants)}}{\text{Total no. of employees}}$
% of employees trained per year	$\dfrac{\text{Total number of employees received training}}{\text{Total employee population}}$
Cost savings as a ratio of training expenses	$\dfrac{\text{Total savings in scrap or waste}}{\text{Money invested in training}}$
Profits per employee per year	$\dfrac{\text{Total yearly gross profits}}{\text{Total number of employees}}$
Revenues per employee per year	$\dfrac{\text{Total yearly revenues or sales}}{\text{Total number of employees}}$

Such figures are relatively straightforward to calculate and may indeed be adapted to any organisation.

The Mauritius Employers' Federation (MEF) in collaboration with the Mauritian Institute of Management runs an annual Training Award for Mauritian enterprises, both in the public and the private sector. The following criteria are used for the assessment of training strategies and outcomes:

❖ *identification of needs and definitions of objectives*
❖ *attainment of objectives*
❖ *originality of programmes*
❖ *methodology*

❖ *involvement of employees*

❖ *financial effort*

❖ *implementation of programmes and their impact on performance*

❖ *training evaluation.*

The above framework can be used to complement the Magnavox scheme to provide more detailed and comprehensive data on training best practices in the Mauritian context.

The ASTD Benchmarking service has also developed an elaborate Measurement Kit for *"organisations to monitor and evaluate the effectiveness of their training"*. It thus allows subscribers to this service to benchmark their training investments (Part I) and outcomes (Part II) with similar organisations. It is interesting to note that this service is available electronically (E-Kit). Moreover, another noteworthy detail is the definition used for training on the ASTD questionnaires:

> *"Training is the transfer of work-related skills, knowledge, and information. It may be offered on site or at another location during work hours or other times; it may be paid for entirely by the employer or shared with others. Please consider only training that was planned in advance with a structured format and a defined curriculum. Please do not include informal, unstructured on-the-job training".*

Thus only structured training is taken into account, which indicates that before even considering benchmarking its training practices, any organisation should imperatively devise and implement a coherent internal training framework first. A glance at the questionnaire reveals that relatively high standards are set for nearly all training criteria. There is no doubt that an organisation which carries out training on an ad-hoc, unstructured basis will hardly be able to answer the questions.

Part I of the ASTD Measurement Kit focuses on training investments and is divided into the following sub-sections:

Core Questions

- ❖ *Reporting unit information (unit responsible for the training function)*
- ❖ *Organisational information*
- ❖ *How much does the organisation spend on employee training?*
- ❖ *The composition of the organisation*
- ❖ *How does the organisation deliver training to its employees?*
- ❖ *Who receives training?*
- ❖ *Who provides employee training?*
- ❖ *What are the organisation's training and HR policies and practices?*
- ❖ *Organisational performance*

Optional Modules

- ❖ *Training content*
- ❖ *Learning technologies*
- ❖ *Use of providers and evaluation*
- ❖ *Salaries and functioning of internal training staff*
- ❖ *Intellectual capital measures*

Part II measures training outcomes. The performance evaluation framework used is based on Kirkpatrick's four-level model.

The initial core evaluation questions are intended to measure the participant's immediate reaction to the intervention/course. The questions collect data in five categories:

- ❖ *administrative/logistics*
- ❖ *content*
- ❖ *design*
- ❖ *instructor*
- ❖ *perceived impact.*

The follow-up core evaluation questions are intended to measure the participant's assessment of the impact of an intervention/course some time later. The questions collect data in four categories:

❖ *use of skills*

❖ *confidence in ability to perform*

❖ *barriers and enablers of transfer*

❖ *impact measures*

The ASTD framework was useful for formulating questions for Phase II Interviews of the current study.

The preceding discussion has clearly shown the need for a planned and structured approach to training at all levels of the enterprise with a properly articulated link between strategic objectives of the organisation concerned and the specific outcomes of the various training programmes undertaken. The question is how far do Mauritian firms adopt such an approach and what actions can be undertaken to encourage practices that are more in line with the ones described above.

4.   PHASE I - SURVEY

4.1   BACKGROUND INFORMATION ABOUT THE SURVEY

Objectives

The main objective of the survey was to get a general feel of training within enterprises. More precisely, it aimed at:

❖ *investigating the training barriers and opportunities perceived by organisations*

❖ *determining best practices in training*

❖ *identifying how training programmes are monitored and results reviewed, and*

❖ *determining how training programmes contribute to business strategies and impact on the organisation.*

The survey also served as primary data for Phase II interviews which analysed some training practices more in-depth.

Methodology

The survey was conducted in July-September 2002 through questionnaires mailed to all MEF and MIM member companies and data were compiled for 2001. Whenever necessary, clarifications on the survey returns were sought out through phone and email.

The questionnaire contained both quantitative and qualitative information and was divided into five major components, namely:

❖ *organisation details*

❖ *training policy*

❖ *organisation of training*

❖ *training evaluation and impact*

❖ *financial issues.*

4.2 BACKGROUND INFORMATION ABOUT RESPONDENTS

4.2.1 Coverage of the Survey

170 enterprises from different sectors were covered.

Table 4: No. of Respondent Companies

SECTOR	NO OF ENTERPRISES
Agriculture and Fishing	16
Manufacturing & Quarrying	26
EPZ	21
Construction	4
Wholesale & Retail Trade	18
Restaurants & Hotels	11
Transport, Storage & Communication	10
Financing, Insurance, Real Estate & Business Services	44
Community, Social and Personal Services	20
TOTAL	**170**

4.2.2 Turnover

The turnover of 54% of respondents exceeded Rs25m while 22.3% had a turnover of less than Rs10m. The same trend can be observed sectorwise with the exception of Finance and Business Services, and Community, Social & Personal Services where the majority have a turnover of less than Rs10m, 36.4% and 40.0% respectively.

Overall, all sizes of enterprises are represented in the survey.

Table 5: Turnover of Respondent Companies

TURNOVER	NUMBER	%
Below Rs1 million	6	3.5
Between Rs1 million to 5 million	18	10.6
Between Rs5 million to 10 million	14	8.2
Between Rs10 million to 25 million	32	18.8
Between Rs25 million to 100 million	40	23.5
Above Rs100 million	52	30.6
No Response	8	4.7
TOTAL	**170**	**100.0**

4.2.3 Tax Rate

The majority of respondents, 43%, pay tax at the rate of 15% followed by 27% of enterprises at the rate of 25%. Sectorwise variances from the trend were registered by Transport, Storage and Communication, and Finance and Business Services where the majority pay a tax rate of 25%.

Table 6: Tax Rate of Respondent Companies

TAX RATE	NUMBER	%
0%	25	14.7
15%	73	42.9
25%	45	26.5
35%	11	6.5
No Response	16	9.4
TOTAL	**170**	**100.0**

4.2.4 Number of Employees

The survey covered 35,683 employees out of which 69.3% were male and 30.7% were female. The highest number of employees was from Agriculture (12,188) followed by EPZ (5,376). The lowest number was from Construction (571).

Table 7: Number of Employees of Respondent Companies

SECTOR	NO OF EMPLOYEES
Agriculture and Fishing	12188
Manufacturing & Quarrying	1840
EPZ	5376
Construction	571
Wholesale & Retail Trade	5174
Restaurants & Hotels	2513
Transport, Storage & Communication	1488
Financing, Insurance, Real Estate & Business Services	3878
Community, Social and Personal Services	2655
TOTAL	**35683**

The profile of respondents indicated that 44% of enterprises had fewer than 50 employees whereas 16.5% employed more than 500 employees. A sectoral analysis reveals that the highest proportion of enterprises employing less than 50 employees were in Transport, Storage and Communication, and Finance and Business Services, 60% and 75% respectively. The majority of enterprises employing more than 500 employees were in Agriculture and Fishing (56%), and Restaurants and Hotels (45%).

Fig. 2: Size of Enterprises Classified by Number of Employees

Table 8: Size of Enterprises Classified by Number of Employees

NO OF EMPLOYEES	NO OF ENTERPRISES	%
Less than 10	19	11.2
10 to 50	55	32.4
51 to 100	24	14.1
101 to 250	28	16.5
251 to 500	16	9.4
501 to 1000	19	11.2
1001 to 2500	7	4.1
Above 2500	2	1.2
No Response	0	0
TOTAL	**170**	**100.0**

4.2.5   Occupational Groups

Fig. 3: Occupational Groups
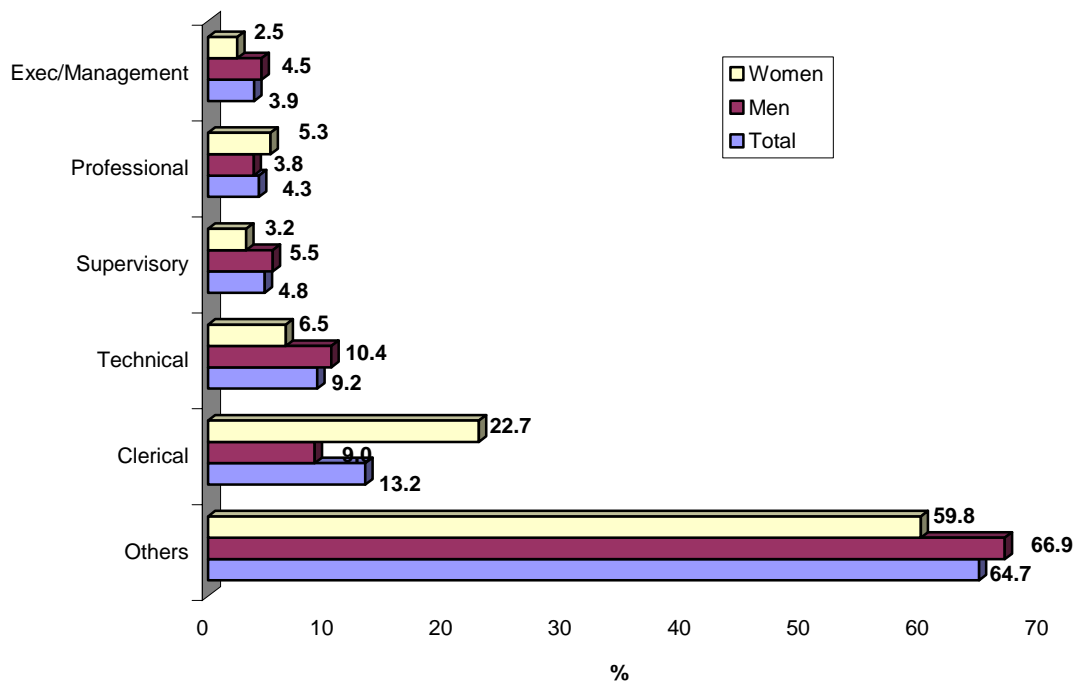
Table 9: Occupational Groups (%)

	MEN	**WOMEN**	**TOTAL**
Executive/Management	4.5	2.5	**3.9**
Professional	3.8	5.3	**4.3**
Supervisory	5.5	3.2	**4.8**
Technical	10.4	6.5	**9.2**
Clerical	9.0	22.7	**13.2**
Others	66.9	59.8	**64.7**
TOTAL	**100.0**	**100.0**	**100.0**

The majority of employees, 64.7%, were in the *'Others'* category which comprised mostly non-staff employees. The smallest category was Executive/Management (3.9%).

Table 10: Proportion of Men and Women at Each Level (%)

	MEN	**WOMEN**
Executive/Management	80.6	19.4
Professional	62.2	37.8
Supervisory	79.3	20.7
Technical	78.2	21.8
Clerical	47.0	53.0
Others	71.6	28.4
TOTAL	**69.3**	**30.7**

A classification by gender revealed that the only category dominated by females was Clerical (53%), which comprises jobs like secretaries. In other occupational categories, the difference between the shares represented by each sex was quite startling. However this observation should be weighed against the fact that females represented only 30.7% of employment in the respondent enterprises.

4.2.6   Total Wage Bill

As regards the annual wage bill for 2001, 34.7% of enterprises covered had a wage bill between Rs1m and Rs5m. Overall, the majority, 55.9%, had a wage bill of less than Rs10m. Only 5.9% had a wage bill exceeding Rs100m.

Sectorwise, 70% or more of enterprises in Construction, Transport, Storage and Communication, and Financing and Business Services had a wage bill less than Rs10m. Exceptions to the trend are Agriculture and Fishing, and Restaurants and Hotels where the majority had a wage bill exceeding Rs25m, 55% and 62.5% respectively.

Table 11: Wage Bill

RANGE OF TOTAL WAGE BILL	NUMBER	%
Below Rs1 million	11	6.5
Between Rs1 million to Rs5 million	59	34.7
Between Rs5 million to Rs10 million	25	14.7
Between Rs10 million to Rs25 million	27	15.9
Between Rs25 million to Rs100 million	26	15.3
Above Rs100 million	10	5.9
No Response	12	7.1
TOTAL	**170**	**100.0**

Fig 4: Wage Bill
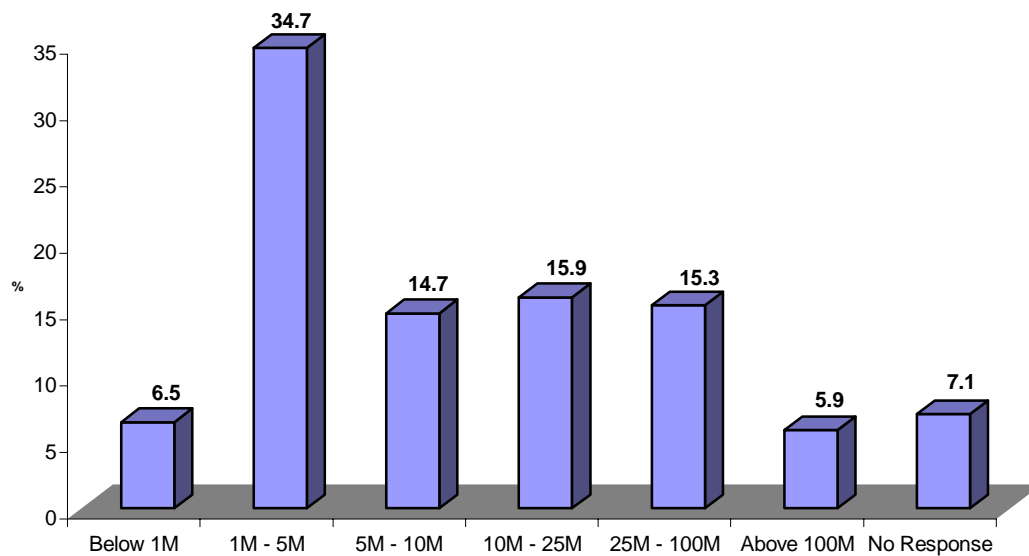
4.3 TRAINING POLICY

4.3.1 Department in Charge of Training

In the majority of cases (52%), training was the responsibility of either the Personnel or Human Resource Departments. However, only 11.8% of enterprises had a department dedicated to training. In this respect, a sectoral analysis shows that as

high as 55% of enterprises in Restaurants and Hotels had a Training department. On the other hand, 60% and 50% of enterprises in Transport, Storage and Communication, and Community, Social and Personal Services respectively had a department other than a training-related department (such as the Personnel, Human Resource and Training departments) to look after training. Such departments/people include Administration and Finance, the Executive Director himself or senior management.

Table 12: Department in Charge of Training

SECTOR	NO OF ENTERPRISES				
	PERSONNEL DEPT.	HUMAN RESOURCE DEPT.	TRAINING	OTHERS	NO RESPONSE
Agriculture & Fishing	2	7	0	5	2
Manufacturing	10	5	1	9	2
EPZ	8	6	2	8	2
Construction	2	1	0	0	1
Wholesale & Retail Trade	3	9	3	6	1
Restaurants & Hotels	1	4	6	3	0
Transport, Storage & Communication	1	2	0	6	1
Financing & Business Services	6	11	5	20	5
Community, Social & Personal Services	5	5	3	10	1
TOTAL	38 (22.4)	50 (29.4)	20 (11.8)	67 (39.4)	15 (8.8)

* percentages in brackets

Fig.5: Department in Charge of Training
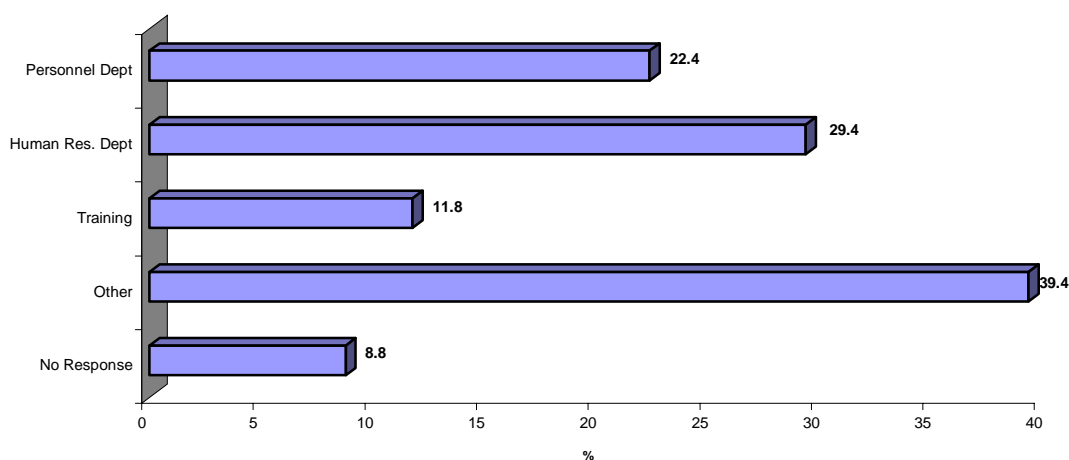
4.3.2   Training Undertaken

The fact that 89% of respondents had conducted training during the past two years sends a strong positive signal as to the recognition of the importance of training. Sectorally, this ranged from 81% in Manufacturing to 100% in Construction, and Transport and Communications.

Table 13: Training Conducted in Past Two Years

SECTOR	NO OF ENTERPRISES
Agriculture and Fishing	15
Manufacturing & Quarrying	23
EPZ	17
Construction	4
Wholesale & Retail Trade	15
Restaurants & Hotels	10
Transport, Storage & Communication	10
Financing, Real Estate & Business Services	37
Community, Social and Personal Services	20
TOTAL	**151** **(88.8%)**

The four main reasons for which training was conducted were:

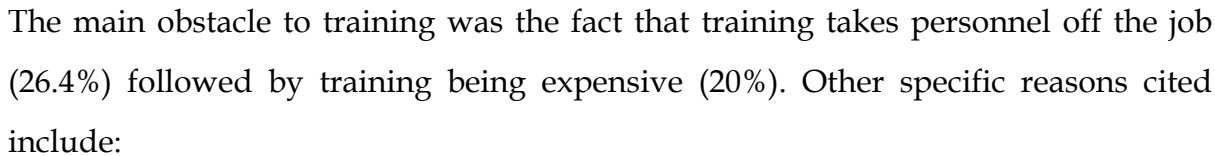|	No.	%
❖ *Improving the knowledge, skills, attitudes and habits of employees*	142	83.5
❖ *Enabling employees to learn to do their jobs effectively*	131	77.1
❖ *Enabling an efficient and optimum utilisation of manpower resources*	104	61.2
❖ *Enabling the employees to prepare themselves for promotion*	62	32.5

Other more specific reasons cited were that training:

❖ *gives a sense of belonging to employees in that the latter know what is required of them*

❖ *empowers employees*

❖ *enhances the willingness and ability of employees to embrace change*

❖ *enhances the employability of employees*

❖ *reduces the risks of accidents/unexpected events*

❖ *allows the company to align its mission, vision and values to its strategies*

❖ *enables employees to keep in touch with new processes and standards.*

Table 14: Reasons for Training Personnel (No.)

SECTOR	IMPROVES KNOWLEDGE, SKILLS, ATTITUDE AND HABITS	EMPLOYEE LEARNS TO DO THE JOB EFFECTIVELY	EFFICIENT & OPTIMUM UTILISATION OF MANPOWER	PREPARES EMPLOYEE FOR PROMOTION	OTHERS	NO RESP.
Agriculture	15	13	9	5	5	1
Manufacturing	22	20	15	9	2	2
EPZ	17	15	8	4	1	3
Construction	3	2	2	1	0	0
Wholesale & Retail Trade	16	16	14	8	1	2
Restaurants & Hotels	10	9	9	10	4	1
Trans. & Com	8	8	7	2	1	0
Financing & Bus. Ser.	32	30	27	15	5	4
Community, & Pers. Services	19	18	13	8	3	1
TOTAL	142 (83.5)	131 (77.1)	104 (61.2)	62 (36.5)	22 (12.9)	14 (8.2)

* percentages in brackets

The main obstacle to training was the fact that training takes personnel off the job (26.4%) followed by training being expensive (20%). Other specific reasons cited include:

❖   *the probability that external trainers may not understand the organisational culture*
❖   *the unavailability of customised training for some specific processes*
❖   *the lack of need for training.*

It is noteworthy that the low response to this question may indicate that, in general, enterprises tend to emphasise more the positive aspects of training. Some general comments about the perceived obstacles to training:

❖ *Enterprises incur training costs. This investment is lost when the employee leaves.*
❖ *Training disrupts the activities of the enterprise. This is especially the case for enterprises not having a structured training plan.*
❖ *Training may not be relevant or appropriate, thus resulting in trainees unable to transfer knowledge to the workplace. Once more, this may be the result of an inadequate training plan.*

Fig. 7: Reasons for not Training Personnel

Table 15: Reasons for not Training Personnel (No.)

SECTOR	EXPENSIVE	TAKES EMPLOYEE OFF THE JOB	EMPLOYEE MAY LEAVE	NOT MEASURABLE	EMPLOYEES FORGET WHAT THEY LEARNT	NO APPLICATION OF WHAT THEY LEARNT	OTHERS	NO RESPONSE
Agriculture	2	4	0	2	1	2	6	8
Manufacturing	1	8	3	2	2	5	1	14
EPZ	7	5	2	3	4	3	3	8
Construction	0	2	1	0	0	1	1	1
Wholesale & Retail Trade	5	7	4	1	0	3	1	8
Restaurants & Hotels	1	2	1	1	0	1	4	4
Transport & Communication	0	3	1	0	0	2	2	4
Financing & Business Ser.	9	8	5	2	2	5	6	25
Community & Pers. Ser.	9	6	1	0	0	3	3	8
TOTAL	34 (20.0)	45 (26.5)	18 (10.6)	11 (6.5)	9 (5.3)	25 (14.7)	27 (15.9)	80 (47.1)

* percentages in brackets

4.3.3 Training Plan

While there was an overwhelming response regarding undertaking training and the benefits derived, greater in-depth analysis reveals that training is very often not done in a structured manner. In this respect, less than one-third of respondents had a training plan. The low response may indicate lack of awareness about the need to design an annual/regular training plan or the inability to do so. The only sector which had a more encouraging response was Restaurants and Hotels where 89.0% had a training plan.

Table 16: No of Companies having a Training Plan

SECTOR	NO.	%
Agriculture and Fishing	4	26.6
Manufacturing & Quarrying	9	34.6
EPZ	7	36.8
Construction	1	25.0
Wholesale & Retail Trade	3	18.8
Restaurants & Hotels	8	88.9
Transport, Storage & Communication	1	10.0
Financing, Real Estate & Business Services	13	31.8
Community, Social and Personal Services	8	42.1
TOTAL	**54**	**31.8**

4.3.4 Beneficiaries of Training

As regards occupational groups which had most benefited from training, Supervisory and Executive/Management topped the list, 57% and 54% respectively. However overall, there was no significant difference among the occupational groups trained, indicating that, in general, every employee stands the chance of being trained. Sectorally some differences can be noted. For instance, in Construction, more employees from the Professional and Supervisory level were trained whereas

in Restaurants and Hotels, this was the case for the Supervisory and Technical category.

Table 17: No of Companies having Trained Different Occupational Groups in 2001

SECTOR	EXECUTIVE/ MANAGEMENT	PROFESSIONAL	SUPERVISORY	TECHNICAL	CLERICAL	OTHERS	NO RESP.
Agriculture	11	10	13	13	13	10	0
Manufacturing	14	6	17	16	13	8	3
EPZ	9	6	9	8	8	10	4
Construction	2	3	3	1	0	2	0
Wholesale & Retail Trade	12	7	11	11	12	4	2
Restaurants & Hotels	9	7	10	10	7	3	1
Trans. & Comm.	4	3	6	3	4	3	2
Financing & Business Ser.	23	23	19	15	21	9	7
Community, & Personal Services	8	11	9	8	12	7	1
TOTAL	92 (54.1)	76 (44.7)	97 (57.1)	85 (50.0)	90 (52.9)	56 (32.9)	20 (11.8)

* percentages in brackets

Fig. 8: Occupational Group Trained in 2001
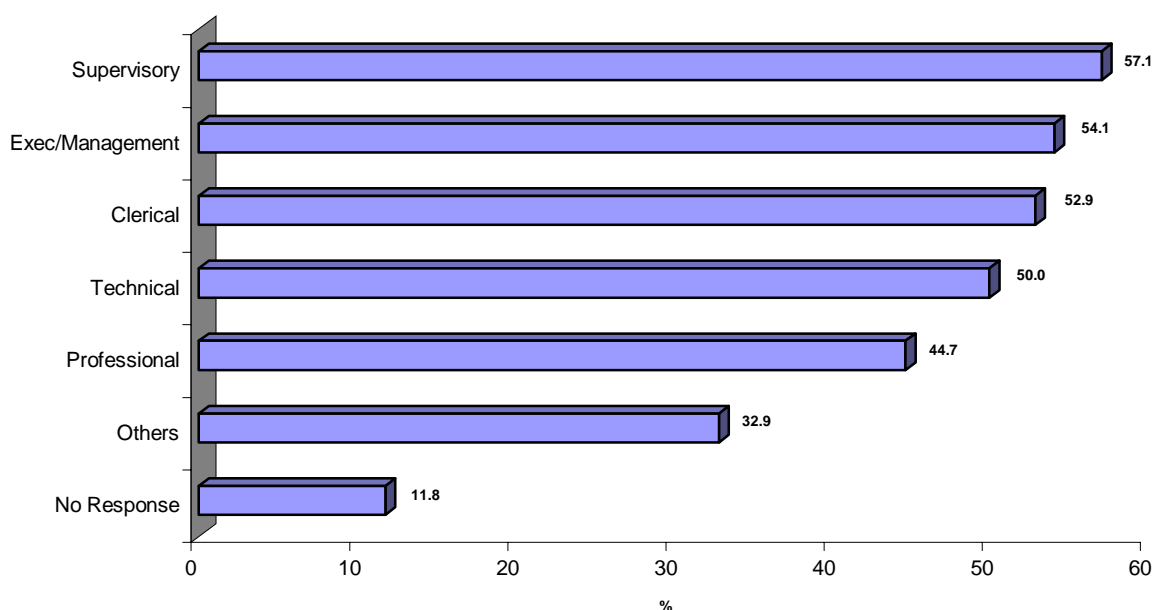
4.4 ORGANISATION OF TRAINING

4.4.1 Training Modes

4.4.1.1 *In-House Training*

75.9% of respondents organise in-house training for their employees. The numerous advantages offered by in-house training may explain this growing interest in in-house training. Such advantages can include:

❖ *training customised to the enterprise's needs*
❖ *training scheduled at a time and place convenient to the enterprise*
❖ *reduced travelling time*
❖ *less disruption of work schedule or production processes.*

It is noteworthy that in Restaurants and Hotels, the figure is as high as 100%. At the other extreme is Construction where only 25% carry out such training.

4.4.1.2 *Training Institutions*

More than 85% of respondents sent their employees to training institutions. Sectorwise this figure did not fall below 70%.

4.4.1.3 *Overseas Training*

The figure for overseas training was lower, 57%. This is however still a very good response because such training is costly. However, it also seems that many enterprises may not be aware of the levy-grant incentive which overseas training is refunded as follows:

- ❖ *Air fares are refunded up to a maximum of Rs15000 per trainee for any IVTB approved course for a maximum period of two weeks.*
- ❖ *All course fees are refunded as per the scheme applicable for local training.*

Sectors where the figure was below average were EPZ (42.9%), Construction (25.0%) and Transport and Communications (40.0%).

Table 18: Training Modes

SECTOR	IN-HOUSE	TRAINING INSTITUTIONS	OVERSEAS
Agriculture and Fishing	13	15	10
Manufacturing & Quarrying	21	25	14
EPZ	17	15	9
Construction	1	3	1
Wholesale & Retail Trade	11	14	10
Restaurants & Hotels	11	10	8
Transport, Storage & Communication	8	10	4
Financing, Real Estate & Business Services	31	36	28
Community, Social and Personal Services	16	18	13
TOTAL	**129 (75.9)**	**146 (85.9)**	**97 (57.1)**

4.4.2 Training Statistics

When queried about the number of employees trained, be it in-house or off-the-job, many enterprises were not able to respond precisely. Computation of available data also gave questionable answers, but generally the numbers trained either in-house or off-the-job were very much on the low side (around 15%). This points to the

probable lack of records of people trained and reinforces an observation made earlier that training does not seem to be carried out in a structured manner. It also gives rise to a fundamental question: "Is training really recognised as important?"

On average, each employee spent 28 hours on training. This figure was highest in Manufacturing (36 hours) and lowest in Community, Social and Personal Services (11 hours).

Table 19: Hours Spent in Training per Employee

SECTOR	TOTAL HOURS	AVERAGE HOURS PER EMPLOYEE
Agriculture and Fishing	375.4	31.3
Manufacturing & Quarrying	763.0	36.3
EPZ	349.0	29.1
Construction	83.0	27.7
Wholesale & Retail Trade	731.0	25.2
Restaurants & Hotels	96.5	19.3
Transport, Storage & Communication	634.5	37.3
Financing, Ins., Real Estate & Business Services	113.1	16.2
Community, Social and Personal Services	104.7	10.5
TOTAL	**3250.2**	**28.0**

4.4.3 Training Fields

Training is undertaken in diverse areas. The five main areas in which training was provided were:

	No.	*%*
❖ *Quality Management*	*69*	*40.6*
❖ *Supervisory Development*	*69*	*40.6*
❖ *Occupational Health and Safety*	*61*	*35.9*
❖ *Financial Management*	*52*	*30.6*
❖ *Human Resource Management*	*49*	*28.8*

Other areas included information technology, technical and job-specific or sector-specific courses, which explained to a large extent the variations in the type of training provided across sectors. For instance training in Marketing rated quite high in Wholesale and Retail Trade.

The areas in which least training was provided was Environmental Management (13.5%), followed by Industrial Relations (19.4%).
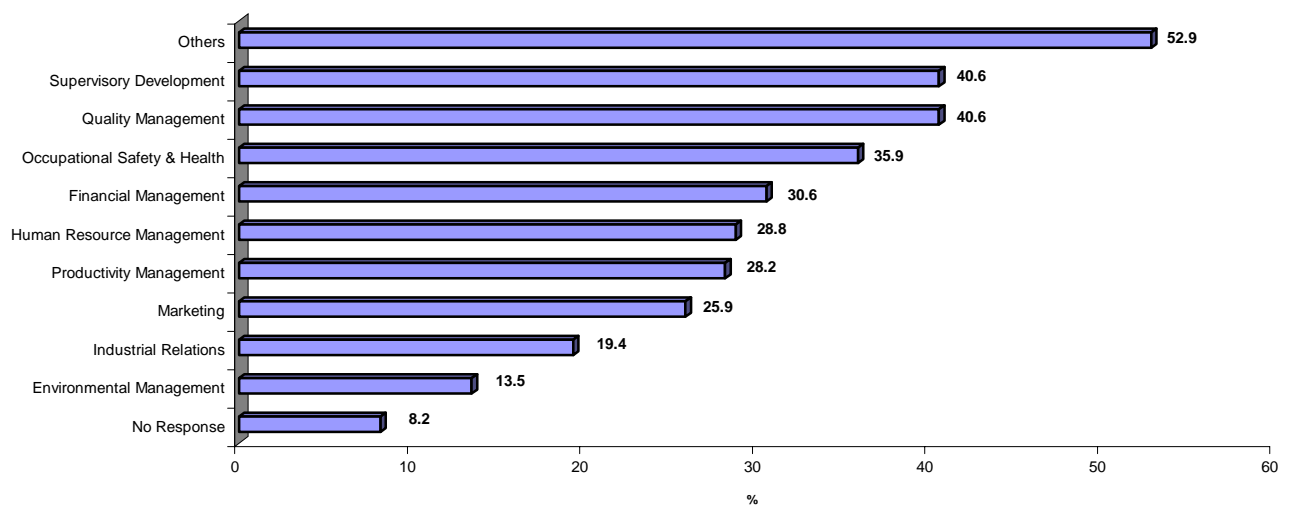
Fig. 9: Areas in Which Training was Provided

Table 20: Areas in Which Training was Provided

Sector	Environmental Management	Financial Management	Human Resource Management	Industrial Relations	Marketing	Occupational Safety and Health	Productivity Management	Quality Management	Supervisory Development	Others	No Response
Agriculture	3	8	7	7	2	11	10	9	12	9	0
Manufacturing	6	5	6	4	9	11	10	14	9	13	2
EPZ	3	3	7	5	3	9	5	8	10	7	3
Construction	0	0	1	1	0	1	2	1	1	3	0
Wholesale & Retail Trade	2	7	7	5	9	8	2	6	8	10	1
Restaurants & Hotels	2	3	5	5	3	6	2	6	7	10	0
Transport & Communication	0	2	1	1	3	1	2	7	4	6	0
Financing & Business Ser.	2	20	10	2	11	10	11	12	10	19	7
Community, & Pers. Ser.	5	4	5	3	4	4	4	6	8	13	1
TOTAL	23 (13.5)	52 (30.6)	49 (28.8)	33 (19.4)	44 (25.9)	61 (35.9)	48 (28.2)	69 (40.6)	69 (40.6)	90 (52.9)	14 (8.2)

*percentages in brackets

4.4.4 Resources Used For Training

External trainers ranked by far as the most commonly used training resource (76.5% of respondents). Internal managers with relevant qualifications and internal trainers with on-the-job experience were used equally in 40.6% of cases. Sectoral variances where resources other than external trainers were also used to a large extent included Restaurants and Hotels (using all three resources nearly equally), EPZ (internal managers with relevant qualifications), and Community, Social and Personal Services (internal trainers with on the job experience).

Table 21: Resources Used for Training (No.)

SECTOR	INTERNAL MANAGERS	INTERNAL TRAINERS	EXTERNAL TRAINERS	OTHERS	NO RESP.
Agriculture	4	5	14	3	0
Manufacturing	6	8	22	2	2
EPZ	11	9	12	4	3
Construction	1	0	4	0	0
Wholesale & Retail Trade	5	4	14	2	2
Restaurants & Hotels	8	9	8	0	0
Transport & Communication	2	3	9	1	0
Financing & Business Services	23	17	31	1	5
Community, & Personal Services	9	14	16	0	1
TOTAL	69 (40.6)	69 (40.6)	130 (76.5)	13 (7.6)	13 (7.6)

* percentages in brackets
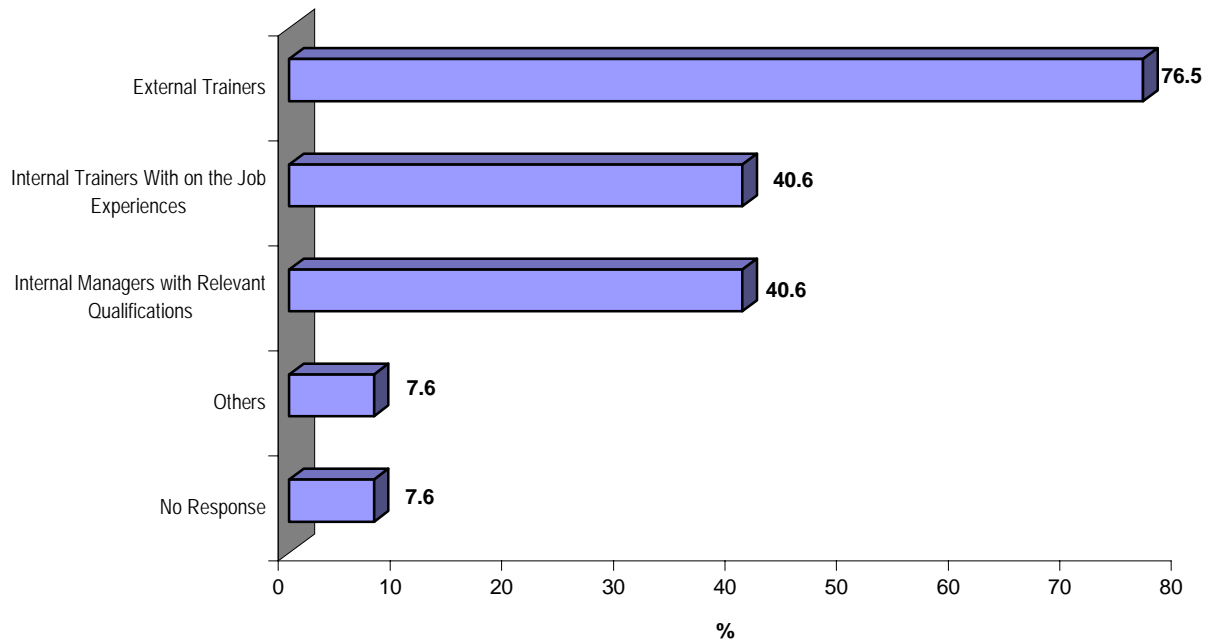
4.5. TRAINING PROCESS AND IMPACT

4.5.1 Training Needs Analysis

59.4% of enterprises carry out a Training Needs Analysis (TNA) before providing training to the employees. The importance of a TNA cannot be overemphasised. A TNA can serve as a skills gap analysis to identify the relevant additional skills and competencies required by each employee in order to carry out the organisation's mission and strategies. This in turn helps in formulating realistic and relevant training programmes to serve the present as well as the future needs of the trainees and by extrapolation, the organisation.

Table 22: No of Companies Undertaking Training Needs Analysis

SECTOR	NO OF ENTERPRISES
Agriculture and Fishing	10
Manufacturing & Quarrying	17
EPZ	9
Construction	2
Wholesale & Retail Trade	10
Restaurants & Hotels	10
Transport, Storage & Communication	5
Financing, Real Estate & Business Services	26
Community, Social and Personal Services	12
TOTAL	101 (59.4%)

In view of the importance of TNA, the figure of 59% is relatively low. It seems that very often, enterprises either do not know that a TNA should be carried out or underestimate and overlook its importance. Consequently, "*Sadly training is often implemented as a knee-jerk reaction, a reactive measure to rectify a failing business process, or simply based on a "gut-feeling*" (Knowledge Pool, 2003). This may result in a higher probability of the training programme not meeting the needs of participants or the latter not recognising how the training programme can help in furthering the strategic goals of the organisation. Training may thus not become the successful learning experience it is supposed to be and benefits like more satisfied customers, increased productivity, enlightened management and employees may not be achieved or visible.

It is also important to ensure that enterprises are not paying mere lip-service to the concept of TNA. This question was therefore further explored in Phase II interviews. Sectorally, sectors which registered a positive response above 60% were Agriculture and Fishing (62.5%), Manufacturing (53.8%) and Restaurants and Hotels (90.9%). Surprisingly EPZ, which is a sector operating in a very competitive environment, registered a figure of 43%, which is below the average.

4.5.2 Training Budget

59.4% of respondents have a training budget for their organisation. While this figure could be considered satisfactory, it also means that 40% of enterprises do not systematically allocate funds for training. It should be stressed that a training budget is a statement of commitment of the organisation to devote the necessary resources to undertake the necessary training identified through the training needs analysis. Training thus acquires an importance of its own and is not considered as a one-off ad-hoc expenditure. Moreover, since it figures in the annual corporate budget, it can be monitored more systematically in terms of return on investment and therefore becomes part and parcel of the corporate strategy.

Table 23: No of Companies Having a Training Budget

SECTOR	NO OF ENTERPRISES
Agriculture and Fishing	14
Manufacturing & Quarrying	14
EPZ	7
Construction	2
Wholesale & Retail Trade	10
Restaurants & Hotels	10
Transport, Storage & Communication	7
Financing, Real Estate & Business Services	25
Community, Social and Personal Services	12
TOTAL	**101 (59.4%)**

Sectors which registered a positive response rate above 60% were Agriculture and Fishing (82.5%), Restaurants and Hotels (90.9%), and Transport and Communications (70%). It is once more worrying to note the relatively low figure registered by EPZ, 33.3%.

4.5.3 Training Evaluation

Just like the TNA, training evaluation is a vital component of the training cycle. The survey revealed that 57.6% of respondents carry out training evaluation. Sectors performing above average were Agriculture and Fishing (62.5%), Restaurants and Hotels (100.0%), Transport and Communications (70.0%), Finance and Business (61.3%), and Community, Social and Personal Services (60.0%). This question was also explored further in Phase II interviews.

Table 24: No of Companies Undertaking Training Evaluation

SECTOR	NO OF ENTERPRISES
Agriculture and Fishing	10
Manufacturing & Quarrying	10
EPZ	10
Construction	2
Wholesale & Retail Trade	9
Restaurants & Hotels	11
Transport, Storage & Communication	7
Financing, Real Estate & Business Services	27
Community, Social and Personal Services	12
TOTAL	**98 (57.6%)**

As regards the evaluation methods, on the job evaluation was most commonly used (72%), followed by performance appraisal (50%). Some other methods identified were one-to-one interviews, presentation to team members and training reports and customer satisfaction surveys.

Table 25: Training Evaluation Methods

SECTOR	EVALUATION FORM	ASSESSMENT	ON THE JOB EVALUATION	PERFORMANCE APPRAISAL	OTHERS	NO RESP.
Agriculture	4	2	4	2	3	8
Manufacturing	3	3	8	7	3	14
EPZ	4	3	9	5	0	10
Construction	0	1	2	1	1	1
Wholesale & Retail Trade	3	2	7	5	0	9
Restaurant & Hotel	10	8	9	8	4	0
Transport & Comm.	1	2	6	6	0	3
Financing & Business Ser.	12	10	19	12	2	16
Community & Personal Services	8	3	8	4	1	7
TOTAL	45 (26.5)	34 (20.0)	72 (42.6)	50 (29.4)	14 (8.2)	68 (40.0)

* percentages in brackets

Fig. 11: Training Evaluation Methods
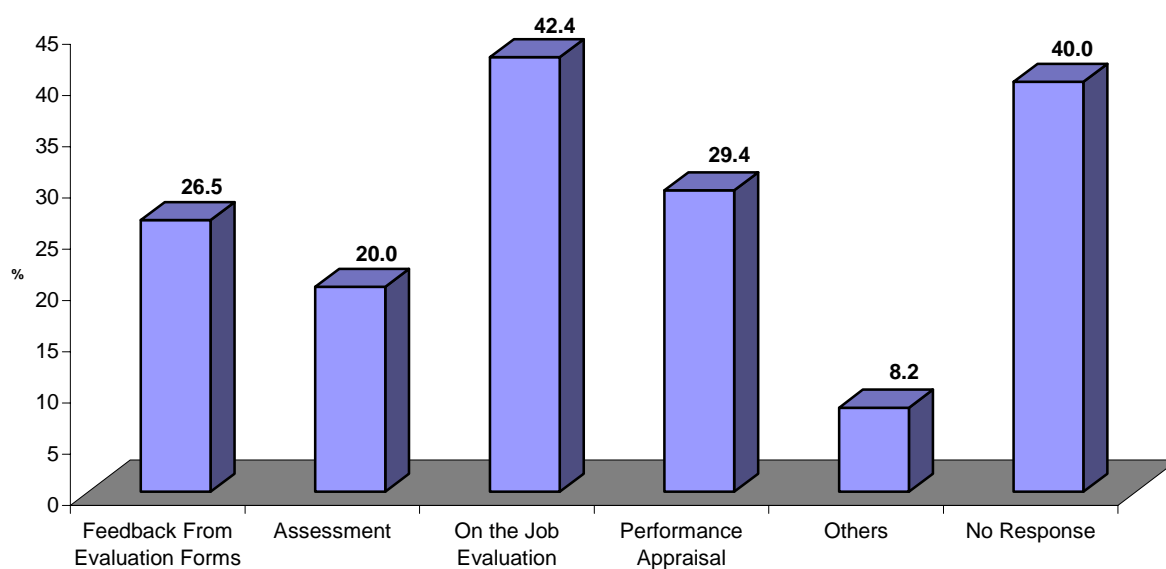
4.5.4 Impact of Training

Overall, respondents felt that training had a positive impact within their organisation. Better performance and productivity topped the list by far as the most cited benefit (71.8% of respondents). Another benefit cited by 56.5% of enterprises was improved communication skills. Enhanced creativity and fewer accidents at work were the least cited reasons.

Table 26: Impact of Training

	Strongly Disagree				Strongly Agree	
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	2	1	20	82	40	25
More involved in Decision Making	5	12	24	55	24	50
Improved Communication Skills	1	4	28	68	28	41
Better Problem Solving	3	3	31	67	25	41
Effective Leadership & Team Building	3	4	28	64	22	49
Enhanced Creativity	5	8	35	51	18	53
Fewer Accidents at Work	7	4	24	53	21	61
Better Vision	3	3	28	65	21	50

4.6 PLANNED TRAINING UNDERTAKEN

The majority, 45.3% of enterprises, did not provide the training they had planned in 2001. Sectoral variances whereby the majority did undertake the training planned include Manufacturing (50%) Wholesale and Retail Trade (44.4%), Construction (50%), and Financing and Business (45.5%). The low figure contradicts the high figure of 89.0% which represented the number of enterprises that had conducted training during the past two years. It also reinforces the feeling that the overwhelming response regarding training may mask a different reality.

The three main reasons cited for enterprises being unable to provide training planned were:

	No	*%*
❖ *Lack of time*	*56*	*32.9*
❖ *Scheduling problems*	*50*	*29.4*
❖ *Lack of funds*	*29*	*17.1*

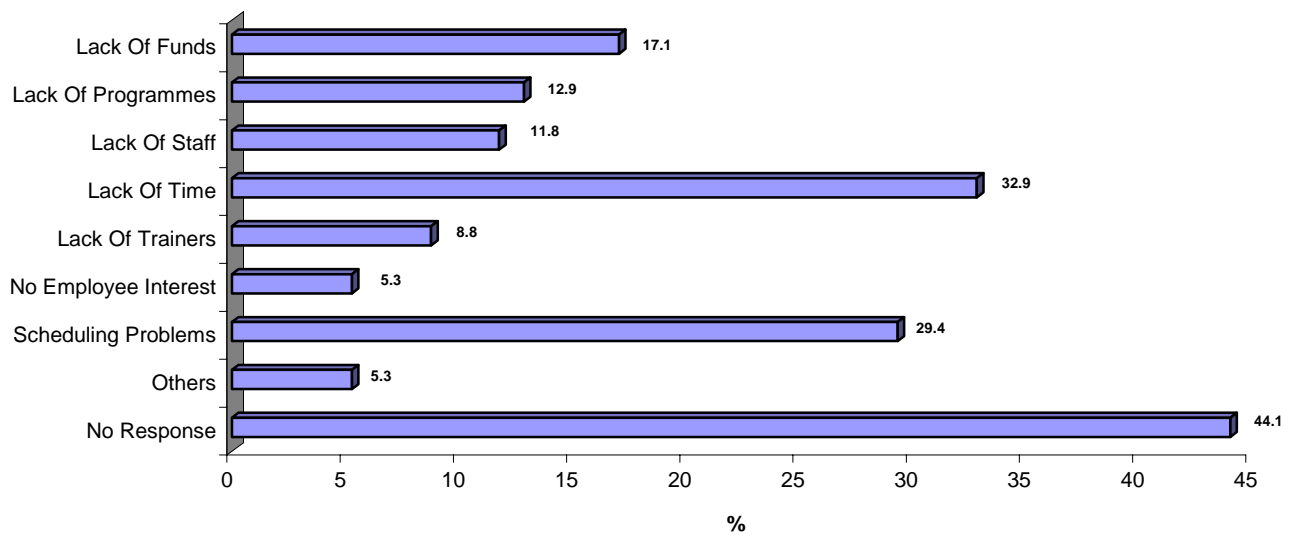## Fig. 12: Reasons for Inability to Undertake Training Planned

Table 27: Reasons for Inability to Undertake Training Planned

SECTOR	LACK OF FUNDS	LACK OF PROGRAMMES	LACK OF STAFF	LACK OF TIME	LACK OF TRAINERS	NO EMPLOYEE INTEREST	SCHEDULING PROBLEMS	OTHERS	NO RESPONSE
Agriculture	1	2	2	8	0	0	6	2	7
Manufacturing	3	4	5	7	0	1	5	0	14
EPZ	6	4	3	7	3	3	4	1	10
Construction	0	0	0	1	0	0	1	0	3
Wholesale & Retail Trade	1	2	2	4	0	1	5	1	9
Restaurants & Hotels	0	0	2	7	5	1	6	2	1
Transport & Communication	1	1	2	1	2	1	4	0	3
Financing & Business Ser.	8	6	1	12	3	2	13	1	22
Community, & Personal Services	9	3	3	9	2	0	6	2	6
TOTAL	29 (17.1)	22 (12.9)	20 (11.8)	56 (32.9)	15 (8.8)	9 (5.3)	50 (29.4)	9 (5.3)	75 (44.1)

* percentages in brackets

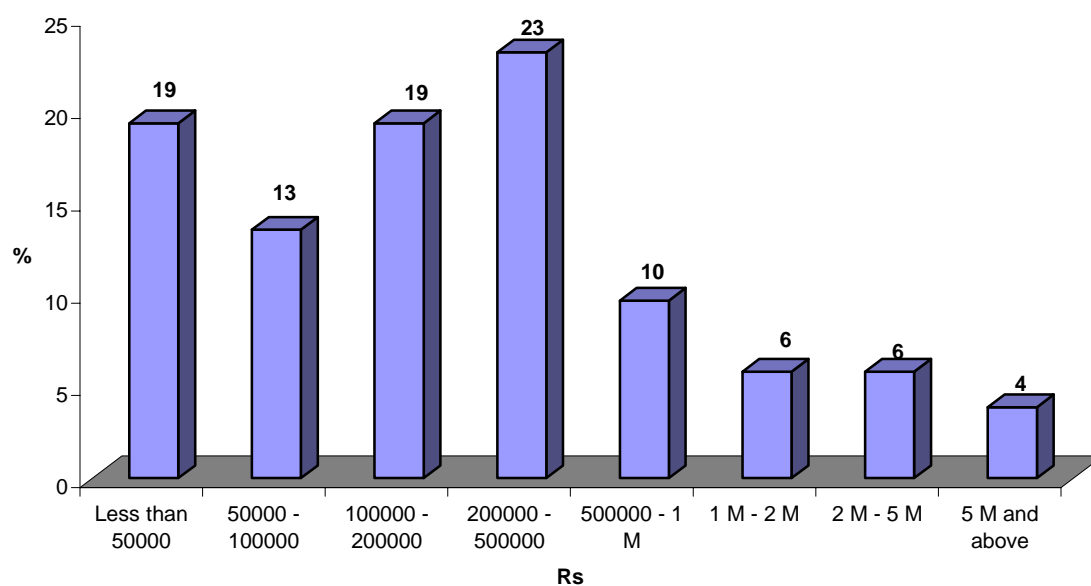## 4.7   FINANCIAL ISSUES

4.7.1   Training Expenditure

65.3% of the enterprises could estimate their training expenditure for 2001.   The figure ran as high as 93.8% in Agriculture to a low of 50% in Construction, and Transport and Communications.

The majority of enterprises, 75%, spent between Rs10,000 and Rs500,000 annually on training. Overall, the highest proportion (23.1%) spent between Rs200,000 and Rs500,000 annually. 3.8% spent more than Rs5 million (with one enterprise spending as high as Rs10 million).
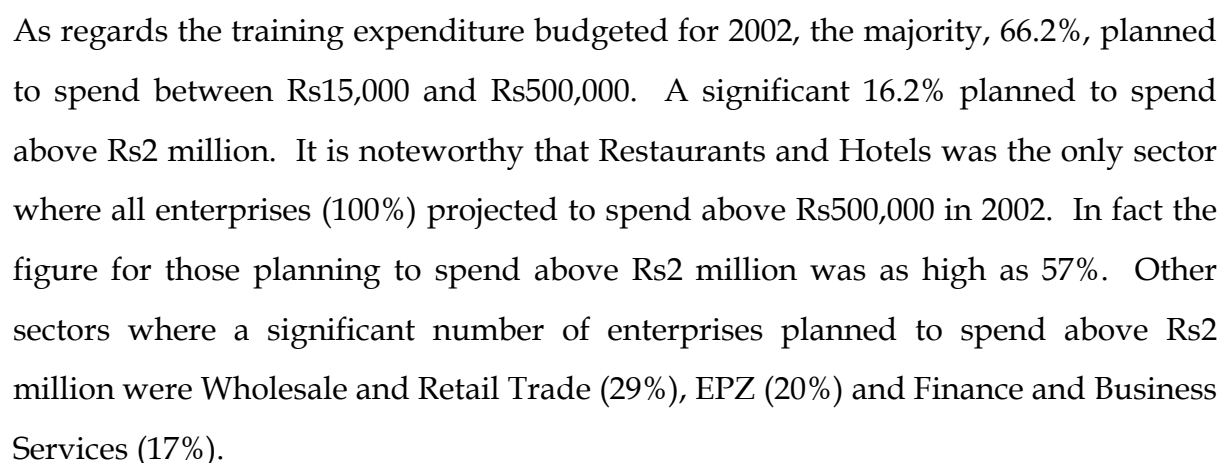
Sectors where a significant number of enterprises spent above Rs500,000 were Restaurants and Hotels (75%), Wholesale and Retail Trade (26%) and Finance and Business Services (26%). It is noteworthy that in the case of Restaurants and Hotels, 13% of enterprises spent above Rs5 million.

Fig. 13: Training Expenditure in 2001

51.7% of enterprises have allocated a specific amount for training for 2002. The same observation relating to the training budget applies. 48.3% of enterprises have not allocated funds for training and this may send the wrong signal regarding the importance placed on training within the enterprise.

The highest positive response was recorded by 81.8% in Restaurants and Hotels and 67.5% in Agriculture. On the other hand, more than half of respondents in EPZ, Wholesale and Retail Trade and Finance and Business had not allocated training funds.

Fig. 14: Training Expenditure Planned for 2002

As regards the training expenditure budgeted for 2002, the majority, 66.2%, planned to spend between Rs15,000 and Rs500,000. A significant 16.2% planned to spend above Rs2 million. It is noteworthy that Restaurants and Hotels was the only sector where all enterprises (100%) projected to spend above Rs500,000 in 2002. In fact the figure for those planning to spend above Rs2 million was as high as 57%. Other sectors where a significant number of enterprises planned to spend above Rs2 million were Wholesale and Retail Trade (29%), EPZ (20%) and Finance and Business Services (17%).

4.7.2   Training Levy

Computing the training levy contributed in 2001 gave statistically inconsistencies when compared to the training expenditure for 2001. The figure was less than half of training expenditure since many enterprises which had indicated their training expenditure did not do so for the training levy.

76.4% of enterprises had made claims for reimbursement of training expenses. This figure ran from a high of 100.0% in Construction to a low of 65.0% in Community, Social and Personal Services.

69.4% were satisfied that the grant refund system provided an adequate incentive for training.

Reasons cited for dissatisfaction with the grant- levy included:

❖ *tight administrative procedures*
❖ *the belief that employers should receive a 100% reimbursement on training to encourage them to move to a learning culture*
❖ *the percentage of refund to be increased*
❖ *other training incentives to be developed include an annual training competition*
❖ *the scheme not covering those attending the University of Mauritius in the process of re-learning*
❖ *delays in disbursement*
❖ *the introduction of the ceiling on the amount of refund hampering companies in delivering further training once the ceiling is attained*
❖ *the system could be substantially phased out by a higher income tax allowance*
❖ *the scheme was more adequate for large enterprises than smaller ones.*

5.   PHASE II - INTERVIEWS

The objective of Phase II interviews was to:

❖ *test the validity of selected responses from Phase I*

❖ *gauge how systematically training was designed and implemented*

❖ *define what constituted best practices in training strategies.*

5.1   GENERAL COMMENTS

Phase II interviews were very eye-opening. They served to reinforce the general observation emerging in Phase I that training being conducted by Mauritian enterprises did not meet certain established and recognised quality standards. In a number of cases, some of the findings in Phase II did not tie up with Phase I results.

Phase II results showed that in most cases there were no formal training structure and most of the training that was being carried out did not adhere to the key stages of a typical Training Cycle, namely Training Needs Analysis, Training Design and Training Evaluation.

Phase II thus revealed that many enterprises were conscious of the importance of training but did not realise the importance of having a structured training process. While all enterprises were providing training to their employees, in some cases, they lacked the knowledge and skills necessary for handling training from a professional angle. Much of the training being imparted could be categorised as training being done just for the sake of doing it without a clear link to improvements in trainees' performance.

There were however a few reassuring cases. Forward looking companies aware of the strong correlation between training and enhanced productivity and competitiveness invested heavily, both in terms of resources and knowledge in making their people their key strength. In their own words: *"Training and learning are no longer things that we do only when it is absolutely necessary; rather it is part of our*

everyday activities". Another critical success factor was the ability to inculcate the right attitude towards training among all members of the organisation. Training was considered both by management and employees as an integral part of everyone's professional life and was not restricted to the trainee. Every instance of training undergone became an opportunity for sharing the newly acquired knowledge and skills with other members of the organisation, hence leading to an invaluable multiplier effect.

Phase II results will now be analysed under a number of broad sub-sections.

5.2   TRAINING POLICY/STRATEGY

Link to the Vision and Mission Statement

Before even defining a training strategy, an enterprise should develop a vision and mission statement. It is positive to note that nearly all enterprises interviewed had written Mission and Vision statements. They reported that employees were kept informed of the statements through internal communication. This communication process was strengthened through the Personnel Handbook in some enterprises. It is also important for enterprises to ascertain periodically the degree of fit between awareness and actual behaviour of employees. This condition was not found to be present in most of the enterprises. In many cases, employees could hardly remember the statements, let alone imbuing policies and activities with the essence of the vision and mission statement! Thus some interviewees felt that Management had to make constant efforts to align employees' contributions and performance to the Mission and Vision of the enterprise.

Training cannot be defined in a vacuum. It has to be linked to strategic objectives of the enterprise, through its vision and mission statement and this gives a more concrete sense of purpose to the whole training function. It is also easier to evaluate the impact. It was observed that the effectiveness of training was enhanced when the

vision and mission statement developing exercises were followed by the development of core values and the latter were reflected in the training policy.

50% of the companies reported that training was strongly linked to the company's vision and objectives. In some cases, there was also strong emphasis on value-building.

In a few cases, it was heartening to note that training had become an integral part of the company culture. Training activities were thus closely integrated to the vision, mission and strategies of the organisations. There were clear indications that these organisations had carefully worked out the training needs and incorporated them in defining training programmes and activities. Trainees were identified through a well-defined procedure and there was an evaluation to determine the impact of training on the performance of organisations.

An example was the case of an organisation where reorganisation was systematically being accompanied by relevant training.

Line management commitment and involvement was another factor that contributed to the effectiveness of the training provided

Responsibility for Developing the Training Policy

In the majority of cases, responsibility for training was assigned to the HR department. In such cases, training was more structured.

However this was not the case for all enterprises, despite operating in a highly competitive environment. In some enterprises, the Administrative Department or the General Manager himself looked after training, or in others, training was the shared responsibility among departments. In such cases, training seemed to suffer because of lack of co-ordination and proper identification of priority training needs. This also increased the probability that training was done in a very ad-hoc fashion. While devolving training responsibility to lower levels of the organisational hierarchy is in

itself a good practice, it is imperative that there is high level co-ordination to integrate all training activities with organisational vision, mission and strategies.

Training Needs Analysis (TNA)

TNA was a weak link in the training activities of the majority of enterprises. TNAs constituting the cornerstone of effective training programmes, they need to be carried out by people who have the relevant competence. It was indeed observed that if training objectives were ill-defined, Training Design, Implementation and Evaluation were seriously compromised.

In most cases, TNAs amounted to merely defining or identifying programmes to be delivered in relation to areas of competence needed by the company. No link was made to strategic objectives. Training activities tended to focus at the operational level and the strategic, proactive orientation and potential of training was missing.

TNA was also perceived as an exercise where the HR Manager/person responsible for training met Heads of Departments/Line Managers, and without any in-depth analysis, recommended the people who should benefit from training. In this respect, an enterprise actually admitted that training was sometimes perceived as favouring some employees.

In many cases, there was no mechanism for the involvement of employees in defining training needs. There was also no attempt made to involve Trade Unions in the training of employees. It cannot be overstressed that such a mechanism has the potential of increasing employee ownership of training initiatives.

Since TNAs were not properly formalised, that is, there was no written statement of the training objectives and plans, this created conditions whereby there was no need felt for proper assessment or evaluation of training carried out.

Good Practice Cases

Some positive cases existed where some forward-looking enterprises had well-developed TNAs. Some noteworthy cases are cited below.

Case 1

Both a top down approach (which stemmed directly from the business plan) and a bottom-up approach (based on employees' competences) was adopted. This enabled management to secure the link between training and business objectives whilst ensuring that training was tailored to bridge the gap between actual and desired employees' competences and performances.

Case 2

The company's Quality Policy statement was the driving force behind the training strategy. Training was then defined in relation to the requirements of the quality policy and the overall company strategy. While this was certainly an element of good training practice in relation specifically to TNA, this case did not show that all the key aspects of the typical training cycle was being adhered to.

Case 3

There were also cases where progress in better structuring the training function was noted. Thus detailed job descriptions and guidelines were being drawn up, on which a TNA would be based in the future. One company reported that a new competency evaluation tool has been developed in 2002, which included job descriptions, competences and training and which would allow the enterprise to evaluate performance at all levels and also training undertaken. This was a case where clearly efforts were being made to be more strategic and forward looking in terms of the training.

Other Cases

Some good practices were also noted whereby TNAs were designed by the HR manager in collaboration with line managers. This pointed to the need to reinforce the role and responsibilities of line managers vis-à-vis training. Indeed, line managers play a key role in helping to identify how to ensure that training is closely linked to the demands of the job.

In most cases TNAs were carried out internally without any outside support. In only one case, the TNA was carried out by the organisation that provided the training services as the enterprise felt that it did not have the internal competence for the exercise.

A TNA process for a large group was noteworthy. Before the start of the financial year, the training section met people in each enterprise of the group and at different levels to discuss the objectives/needs for training. This was done at four levels:

❖ *Group Level: a seminar is organised for the Group Executive Bureau to decide strategic directions for the Group*

and at each enterprise level:

❖ *Managers*
❖ *Heads of Department*
❖ *Individuals*

A variety of techniques were used to collect and analyse data, among which were interviews, performance appraisals and scrutiny of qualifications.

In general, when the outcomes of training were well-defined, that is, what change in measurable or visible terms it is supposed to bring, the probability that training would be effective was increased.

Some enterprises exploited the advantage of belonging to an international group, thus benefiting from the expertise of its mother company.

Management Attitude towards Training

Management's attitude towards training was instrumental in determining the success of training. Thus some companies were quite wary of losing their trained employees to competitors. The cost of losing a newly trained person seemed to be acting as a hindrance towards widespread training. Employees benefiting from training were then perceived as favoured. There was also the general perception that

when training is associated with promotion and resulting increases in salary, the results are much more visible. While this is a normal human expectation, it is believed that training will also be effective if it helps the individual develop a sense of belonging to the organisation, which is the case of training linked to company objectives and also inculcating company values.

In many cases, training was often viewed as disrupting the flow of work. However some 'good practice' enterprises managed to overcome this problem by planning their work schedule properly by finding replacement staff to complement the absence of trainees. Interviewers also felt that enterprises were often not aware of the intangible benefits of training. For instance, outcomes such as improvement in employees' morale, greater self-satisfaction were instrumental in shaping a more productive employee. This ultimately benefited the company.

On the other hand, where the message was conveyed to employees that their ability to move up the career ladder depended strongly on their competencies, this seemed to promote the importance of training better. The importance given to training thus remained a top management issue.

Training on an on-going basis

Training was also more effective when it was ongoing and sustained. In one enterprise, a core part of the team leaders' activities was to sustain the learning culture in order to achieve further improvement in performance.

A good training plan also defined targeted training. For instance, in one enterprise, training was carried out at different levels, new recruits, Operators, Supervisors. This allowed training to be customised to the specific and different needs and competencies of various levels of employees. One company used the following needs classification:

Technological

This was done at two levels especially when a new IT system was introduced:

❖ *Refresher training and upgrading of knowledge for the IT staff to be able to handle the new IT infrastructure*

❖ *Training in how to use system for end-users, that is, the non-IT staff.*

Quality Attitudes

Company-wide training in customer service and quality attitudes was organised on a regular basis in line with the requirements of the Quality Policy. This is also an ongoing initiative because of the need to provide for succession planning and to instil in young graduates the right work and company culture and to increase their resilience to the stresses and strains of the working environment.

Industry Specific

This was very specialised training.

In another company, training ranged from job-specific training to general self-development training, for instance, workshops on food hygiene. Ford, which invests a lot in employee development programmes, inspired such an approach. Workshops and seminars to disseminate the corporate culture (for example the credo and the code of ethics) were also regularly held. In the same line, the crucial importance of training in values cannot be overstressed. Very few companies however did that. In one good practice company, training was even done during lunch time or in the afternoon to inculcate company and personal values. Strong emphasis was also placed on tapping the full potential of the employee and making him/her feel respected within the organisation.

A good practice was to ensure that every employee had training of some sort. Some of the training programmes, for example, value-building, were made mandatory for every employee.

5.3   ORGANISATION AND MANAGEMENT OF TRAINING

Trainers

Some enterprises adopted a train-the-trainer policy whereby trainees transferred their knowledge among peers or other potential trainers. This approach enabled knowledge to be shared dynamically and helped in setting the base of a learning organisation. One enterprise did that through internally organised workshops. In another case, whenever the director or staff followed a training programme, a half-day session for sharing knowledge was organised with the rest of the staff. In fact, in that particular case, each Saturday was devoted to knowledge management and sharing. This enterprise stressed that the spirit of sharing was their key strength and each member of the staff believed strongly in the motto of 'keep learning'.

It was also a good practice to ensure that the trainer had the relevant qualifications and work experience.

A number of companies preferred internal trainers since they felt that the latter could better understand the company culture and work practices. External trainers were carefully chosen with regard to their understanding of these crucial issues. It was however felt that external trainers did bring in the much-needed perspective on latest developments in the relevant field. Multinationals had the added advantage of being able to benefit from resource persons from the Group.

A few enterprises did not hesitate in spending on staff attending training overseas.

It is noteworthy that some enterprises partnered with local training institutions to develop customised and specialised training programmes.

Overall, it was felt that acquiring trainers' skills for conducting training is not sufficient for handling all the key aspects of the training cycle. Specific competence is required to be able to be able to manage training effectively from start to finish.

Training Environment

A number of training methodologies which combined traditional classroom teaching with innovative methods were used in 'good practice' companies. This included:

- ❖ *situational studies*
- ❖ *outdoor training*
- ❖ *experimental training*
- ❖ *interactive video training*
- ❖ *interactive CD training*
- ❖ *internet based training.*

Some companies had well-equipped in-house training facilities. A variety of training equipment such as training materials, audio-visual equipment was used. One company had its own training centre and was even planning to offer its training services on the local market.

Modes of Training

In-house training was the preferred mode for quite a few companies, because
- ❖ *training could be tailored to the company's needs*
- ❖ *training could be scheduled at a time and place convenient to the enterprise.*

5.4   TRAINING EVALUATION AND IMPACT

Phase II revealed a singularly disquieting absence of evaluation systems, let alone such systems being structured. In most cases, if evaluation was being carried out, it was more of a formality procedure and was not used as a constructive feedback mechanism in the training cycle. There was thus no systematic follow-up afterwards and the exercise served no real purpose.

There were also no specific measurables defined in the Training Plan to determine the subsequent impact of training. The availability of a TNA where objectives were clearly specified however facilitated the monitoring of trainees. It was also seen that

when training was explicitly linked to the strategic objectives, it was easier to evaluate the impact. Return on Investment seemed either an unheard of concept or interviewees were not in a position to measure it.

The lack of formal evaluation system feeding back into the TNA resulted in many instances when training did not seem to deliver the results in that no significant improvement in the individual performance was noted.

Some aspects of evaluation carried out by some enterprises are however noteworthy.

In one enterprise, after completion of training, trainees give a report to the HR Manager. They are then given one month to implement whatever they have learnt. After one month, the HR Manager has a meeting with the respective Head of Department to get feedback about the trainee (change in attitude, performance etc.). He then meets the trainee to have an informal talk. An assessment form is filled in. The HR Manager then draws up a report which he sends to the Chairman. While this is a good hands-on approach in ensuring the effectiveness of training, evaluation should be formalised, that is, formally recorded and also linked to the training objectives which are normally formulated in the TNA. Also the main user of the Training evaluation seems to be the Chairman rather than the HR Manager himself.

Some methods of carrying out evaluation included:
* *feedback from evaluation forms*
* *on-the-job evaluation*
* *presentation to team members.*

Some criteria against which evaluation was carried out included:
* *trainees' reactions*
* *change in trainee learning*
* *change in trainee's behaviour*
* *improvements in the organisational results.*

Enterprises which were ISO certified had also developed their own evaluation sheet (because of the need to document) which also includes the action taken after training. One company had introduced the 360° feedback system where the evaluation of training is done systematically first after 1 month, then 2 months. The company then carried out an audit every 6 months. It also carried out a survey among the companies to gauge the effectiveness of training.

In one enterprise, the rationale behind not having a formal evaluation sheet was to prevent the employee feeling that he was being monitored. Feedback was given in a friendly way. That company had a strong HR orientation, that is, the employee should feel a natural need to share knowledge with peers and feel free to discuss errors. While it is maintained that a formal evaluation system still has its raison-d'être, such an informal feedback system can be used as a complementary tool for being closer to the trainees.

5.5 FINANCIAL ASPECTS

Nearly 90% of enterprises interviewed had allocated a specific budget to training. It was thus encouraging to note that training was not a one-off ad-hoc expenditure.

Investment in Training is usually linked to Payroll or Turnover. However this yardstick was utilised by very few companies for defining their annual Training Budgets. Training budgets varied between 2 to 5% of the wage bill. One enterprise responsible for training at Group level monitored the figure of each individual enterprise through the annual 'bilan social' submitted by each enterprise. The latter are therefore formally evaluated on this criteria.

5.6 CONCLUDING REMARKS

Overall, Phase II revealed that the lack of interest in and absence of a rigorous form of training evaluation, together with the quasi-absence of TNAs, was the weakest link in all training being provided by the organisations.

There was also the feeling that the responsibility of introducing a structured training process also lay with training institutions. This emerged from discussions with a training institution which stated that it did not believe in doing training just for its own sake. Their approach was to first advise the customer before embarking on the training programme. They actually propose a free gap analysis, the purpose of which is to assess the current performance of the company, in which stage it is in the 'quality journey', what needs to be done before the training requested and after, how to put into practice what has been learnt (for example manuals and policies to be developed).

CONCLUSIONS AND RECOMMENDATIONS

6.1   KEY FINDINGS / CONCLUSIONS

❖ While companies seem to be conscious of the importance of training, in many cases this awareness is not translated into an unflinching commitment to give training its due importance within the enterprise and devote the necessary resources to make it happen.

❖ Far too much training is still being undertaken on an ad hoc basis and in a reactive manner, that is, in response only to present needs and problems, which are often identified in terms of the immediate department or section concerned, and not in the context of the company as a whole.

❖ Much training also seems to be undertaken in an unstructured manner, with little adherence to the key stages of a typical training cycle.

❖ Many companies do not seem to establish clear links between their corporate strategic vision and the objectives of training carried out in their enterprise.

❖ Most companies do not carry out a proper Training Needs Analysis. This has far-reaching consequences. At the level of the individual employee, most training is not properly linked to the needs of specific job profiles and career paths. The training needs linked to succession planning and corporate restructuring programmes are not properly addressed.

❖ The evaluation phase of training process is also neglected. This is tantamount to making an investment without ever determining if participants are receiving an adequate return on training. Without such information, the value of training cannot be demonstrated and top management may feel there is no compelling reason to continue the training effort.

❖ Training is still perceived as a cost in terms of both time and money, as one of the main reasons for not training is the time spent off the job to attend a training course. The amount of money per employee spent annually on training remains low, as does the number of hours/days per employee spent training.

❖ There is little evidence of statistics about training (training budget, number of trainees, training undertaken) being kept on a regular basis and in a structured manner. In some enterprises, training is not the full-fledged responsibility of a key department like Human Resources.

❖ The mind-set of many employers remains defensive, as there is still the fear of poaching by competitors. Training is not seen as a means to attract and keep the right calibre of employee.

❖ The gender bias in favour of male employees seems to be more the result of recruitment policies than a preference to develop male employees more than women.

❖ There is a dichotomy between the responses given in the questionnaire and the information obtained in the face-to-face interviews. In fact, the interviews gave a much bleaker picture of the training in Mauritius, as they showed how little strategic thinking was carried out in respect to training activities.

❖ Overall, the study did not identify any enterprise which could be wholly qualified as a best practice company as regards training. _Elements_ of good training practice existed, especially in forward-looking companies which invested heavily in making their people their key strength. However, there was no evidence of systematic adherence to all stages of the training cycle.

6.2   RECOMMENDATIONS

Mauritian enterprises face both a challenge as well as an opportunity in the field of training. The challenge is to develop a training culture that contributes to higher performance and improves organisational results on a continuous basis. The opportunity is to put in place a system of training that creates and develops knowledge to support core business processes and activities.

Moving Training to a Strategic Position within the Enterprise

Much of the training has been of a remedial, problem-focused type and address short-term considerations. In a competitive environment, with innovative technologies, business priorities are changing and training needs to become a source of competitive advantage and should be viewed as a way to create intellectual capital. Enterprises thus need to become learning organisations and promote a learning culture.

There is thus an urgent need to provoke a profound change in the mind-set of many employers with respect to training. They need to be convinced that training has a lasting positive impact on performance in the long term, that it is an investment for the sustained future success of their company. They should recognise the fact that the benefits of training may not be visible in the short run. It is an investment and like any investment, it takes time to yield any return.

We feel that while the intrinsic belief in training has to be nurtured internally at the enterprise level, institutions like the Mauritius Employers' Federation, tThe Mauritian Institute of Management, the Industrial and Vocational Training Board, the Mauritius Qualifications Authority, the National Productivity and Competitiveness Council can help in engineering a national awareness drive.

Top Management Commitment and Support

The Board of Directors and CEOs should not only put training as a priority on their agenda. They must also make sure that the employees are up-to-date with the strategic orientations of their enterprise. Enterprises thus need to put in place a system that will keep employees fully informed of all the strategic orientations and create a strong sense of ownership among them. Training will not work unless it is related to organisational goals. A well-designed training programme flows from the strategic goals of the company; a poorly designed one has no relationship to, or even worse, is at cross purposes with those goals.

The means of ensuring this vertical communication is to link any training event to the mission and vision of the enterprise and ensure that outcomes can be measured accordingly. For instance, one should be able to measure to what extent the trainee identifies more fully with the organisation and enhances his performance so as to further the goals of the organization. Value-building training exercises have been found to be particularly effective in this respect, especially if top management is explicitly involved.

Beyond the type of training and its content, a number of contextual issues can determine a training programme's effectiveness. For example, an organisational culture that supports change, learning, and improvement can be a more important determinant of a training programme's effectiveness that any aspect of the programme itself. Participants who view training solely as a day away from work are unlikely to benefit much from the experience. Further, if managers do not endorse the content and purpose of the training, there is little likelihood that the training programme will have any influence on work processes.

Moreover, training should not be perceived as favouring particular employees. This can be avoided by inculcating a culture of sharing whereby specific time slots are devoted to sharing newly acquired knowledge with peers.

Involvement of All Line Managers

Training should be an integral part of the overall responsibility of all Line Managers. They must be directly involved in all training initiatives, participate in the TNA process and in the delivery of training. Last but not the least, they must provide empirical data on the impact of training workers attitudes and performance.

Involvement of line managers will also ensure that training can be pre-planned, that is, replacement staff identified to ensure that training does not disrupt the work process.

Building Capacity of Trainers

In-house trainers have the advantage of understanding the organisational culture and needs. However they should be equipped with the necessary competence to act as trainers. For instance, they should be exposed to Train-the-Trainer Programmes. This will enable in-house trainers to follow established procedures in the identification of training needs, the design and delivery of training programmes, their assessment and evaluation.

It is also believed that trainers should be more of proactive strategic partners as opposed to reactive course designers and providers of training. Indeed, trainers should be fully aware of the strategic orientations of the enterprise and develop a business sense. They must assume the role of business partners and in line with this orientation, they will have to develop new skills.

The top five biggest necessary skills, according to Training Journal (July 2002) are:

❖ *business awareness*
❖ *influencing and negotiation*
❖ *project management*
❖ *coaching*
❖ *customer focus.*

In this respect, in-house trainers should partner and work in collaboration with professional trainers. This will create the necessary synergy in enhancing the quality of training interventions.

Responsibility for Leading Training

Generally, in Mauritius companies are given a package of incentives and this explains why many of them earmark a budget for training. Nevertheless, they have not reached the professional stage of creating a specialist training department devoted solely to training and development. The approach to training should become more professional.

In this respect, it is felt that there should be a full-fledged Training Department, at least in large enterprises. In small enterprises, this function may be cumulated by the Human Resource Department. Such departments will be responsible for driving training and integrating training into the overall strategy of the organisation, for designing training plans, monitoring and evaluating training as well as maintaining a database of training statistics within the overall human resource development framework.

TNA as the Cornerstone of Any Training Activity

Training Needs Analysis is one of the critical missing links in most training interventions. Companies must be encouraged to carry out proper Training Needs Analyses and so link their training activities to the achievement of corporate objectives, while permitting individual employees to develop their potential and enhance their continued employability. It is also essential to define the outcomes of training in specific and measurable terms.

Training Evaluation

Companies should also be encouraged to set up a systematic process for the evaluation of training to ascertain its eventual impact on individual and corporate performance. Such evaluation should not be in a vacuum, that is done for its own

sake. Rather, the evaluation phase should feed into the TNA phase, thus creating a virtuous training cycle.

The study revealed the perception that evaluation was the most difficult stage and the difficulties enterprises had to develop formal evaluation systems which could be fed back into the cycle. The concept of Return on Investment can also be explored more fully.

Training Expenditure

There are a few good performers who spend more than the average on training but many enterprises lag behind. The good performers should in turn emulate international companies who have a higher benchmark on training, reinforcing their positions as leaders in training. As a first step, enterprises should earmark an annual training budget within the overall corporate budget.

On an average, organisations commit some 3% of their wage bill to training. This should be an indicative figure for a typical training budget for an enterprise.

Outsourcing of Training Activities

There is a trend towards greater outsourcing of training activities. According to Training Journal (July 2002), the activities which are the subject of outsourcing are "the design and delivery of management training, together with the delivery of generic personal skills training. Activities least likely to be outsourced are training and development policy making/strategy, training needs analysis and the evaluation of training."

e-Training

e-Learning and e-Training are now an integral part of the training panorama. Few enterprises have integrated new technologies in their training interventions. There is scope to explore the potential for e-learning and e-training in Mauritian enterprises.

The use of multimedia, Internet and other new and innovative technologies will increase in the future; the cost of these technologies will decrease, leading to substantial reduction in training costs. *"The increasing use of new technologies to deliver training and store and communicate knowledge means that trainers must be technologically literate. That is, they must understand the strengths and weaknesses of new technologies and implementation issues such as overcoming users' resistance to change"* (Noe, 2000). New technologies have great potential to turn employees knowledge (intellectual capital) into shared company assets.

Benchmarking of Training Good Practices

Mauritian enterprises should be encouraged to participate, both locally and internationally, in events meant for promoting a training culture. The MEF/MIM Training Award Scheme is one such avenue. The newly set-up Mauritian Association of Training Professionals (MASP) is another forum. Moreover, national training standards similar to those existing in Singapore and UK (People Developer and Investors in People) could be introduced by a national institution like the Mauritius Qualifications Authority.

Such participation will help build confidence and credibility as far as training in the Mauritian context is concerned.

SURVEY ON TRAINING BEST PRACTICES

July 2002

ORGANISATION DETAILS

NAME OF ENTERPRISE _____

_____

NAME OF PERSON RESPONSIBLE FOR TRAINING_____

☎ _____   **FAX** _____

E-MAIL _____

1. Turnover (Rs)

   ☐ Below 1 M   *1i*   ☐ 1 M – 5 M   *1ii*   ☐ 5 M – 10 M   *1iii*

   ☐ 10 M – 25 M   *1iv*   ☐ 25 M – 100 M   *1v*   ☐ Above 100M   *1vi*

2. Tax Rate

   ☐ 0 %   *2i*   ☐ 15 %   *2ii*   ☐ 25 %   *2iii*   ☐ 35 %   *2iv*

3. Number of employees

   ☐ Less than 10   *3i*   ☐ 10 – 50   *3ii*   ☐ 51 – 100   *3iii*

   ☐ 101 – 250   *3iv*   ☐ 251 – 500   *3v*   ☐ 501 – 1000   *3vi*

   ☐ 1001 – 2500   *3vii*   ☐ Above 2500   *3viii*

4. How many people were employed in each occupational group in your organisation as at 31 December 2001?

	TOTAL	MEN	WOMEN	
Executive/Management	_____	_____	_____	*4i*
Professional	_____	_____	_____	*4ii*
Supervisory	_____	_____	_____	*4iii*
Technical	_____	_____	_____	*4iv*
Clerical	_____	_____	_____	*4v*
Others (Please specify) ....……...	_____	_____	_____	*4vi*
...............................…….	_____	_____	_____	
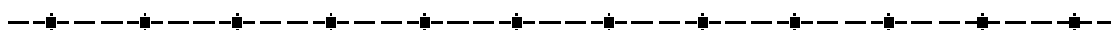
5. Total wage bill – January to December 2001 (Rs)

☐ Below 1 M **5i** ☐ 1 M – 5 M **5ii** ☐ 5 M – 10 M **5iii**

☐ 10 M – 25 M **5iv** ☐ 25 M – 100 M **5v** ☐ Above 100M **5vi**

6. Which department looks after training in your organisation?

(i) Personnel Department ☐ **6i**

(ii) Human Resource Department ☐ **6ii**

(iii)Training ☐ **6iii**

(iv)Others ☐ **6iv**

Please specify...…….

....……

TRAINING POLICY

7. Have you conducted any training during the past two years?

YES	NO	
☐	☐	**7i**

8. State the reasons for which you train your personnel.

(i) Training enables the employees to learn to do their jobs effectively ☐ **8i**

(ii) Training improves the knowledge, skills, attitude and habits of employees ☐ **8ii**

(iii)Training enables an efficient and optimum utilisation of manpower resources ☐ **8iii**

(iii)Training enables the employees to prepare themselves for promotion ☐ **8iv**

(v) Others ☐ **8v**

Please specify...

....……………

9. State the reasons for not training your personnel.

(i) Training is expensive ☐ **9i**

(ii) Training takes the personnel off the job ☐ **9ii**

(iii)Employees may leave ☐ **9iii**

(iv)Training is not measurable ☐ **9iv**

(v) Employees forget what they have learned ☐ **9v**

(vi)The trainees do not consistently apply the learned tools and examples at their workplace ☐ **9vi**

(vii)Others ☐ **9vii**

Please specify...

....…...

10.Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?

	YES	NO	
	☐	☐	*10i*

11. Kindly indicate the target group who receives training in 2001.

(i) Executive/Management	☐	*11i*
(ii) Professional	☐	*11ii*
(iii)Supervisory	☐	*11iii*
(iv)Technical	☐	*11iv*
(v) Clerical	☐	*11v*
(vi)Others	☐	*11vi*

Please specify...

....…...

ORGANISATION OF TRAINING

12. Do you organise in-house training for your employees?

	YES	NO	
	☐	☐	*12i*

13. Do you send your personnel to training institutions?

	YES	NO	
	☐	☐	*13i*

14. Do you send your personnel overseas for training?

	YES	NO	
	☐	☐	*14i*

15. Kindly indicate the number of persons trained in 2001?

In –House	Off the Job	
		15i

16. Kindly indicate the average number of hours spent on training by each employee.

	16i

17. In what areas was training provided?

    (i)   Environmental Management   ☐   *17i*

    (ii)   Financial Management   ☐   *17ii*

    (iii) Human Resource Management   ☐   *17iii*

    (iv) Industrial Relations   ☐   *17iv*

    (v)   Marketing   ☐   *17v*

    (vi) Occupational Safety and Health   ☐   *17vi*

    (vii) Productivity Management   ☐   *17vii*

    (viii) Quality Management   ☐   *17viii*

    (ix) Supervisory Development   ☐   *17ix*

    (x)   Others   ☐   *17x*

    Please specify..………

    ....………

18. What are the resources used for training?

    (i) Internal managers with relevant qualifications   ☐   *18i*

    (ii) Internal trainers with on the job experiences   ☐   *18ii*

    (iii)External trainers   ☐   *18iii*

    (iv)Others   ☐   *18iv*

    Please specify...…….

    ....…….

TRAINING EVALUATION AND IMPACT

19. Is a Training Needs Analysis carried out before training is provided to your employees?

                YES   **NO**

                ☐   ☐   *19i*

20. Is there a training budget for your organisation?

                YES   **NO**

                ☐   ☐   *20i*

21(a)   Do you carry out training evaluation?

                YES   **NO**

                ☐   ☐   *21ai*

(b)   If, yes, how do you carry out training evaluation?

     (i)   Feedback from evaluation forms   ☐ *21bi*

     (ii)   Assessment   ☐ *21bii*

     (iii)   On the job evaluation   ☐ *21biii*

     (iv)   Performance appraisal   ☐ *21biv*

     (v)   Others   ☐ *21bv*

     Please specify..

     ....

22. Do you think that the training has had a positive impact within your organisation? (Please indicate by circling the appropriate number)

		Strongly Disagree			Strongly Agree		
(i)	Better Performance & Productivity	1	2	3	4	5	*22i*
(ii)	More involved in Decision Making	1	2	3	4	5	*22ii*
(iii)	Improved Communication Skills	1	2	3	4	5	*22iii*
(iv)	Better Problem Solving	1	2	3	4	5	*22iv*
(v)	Effective Leadership & Team Building	1	2	3	4	5	*22v*
(vi)	Enhanced Creativity	1	2	3	4	5	*22vi*
(vii)	Fewer Accidents at Work	1	2	3	4	5	*22vii*
(viii)	Better Vision	1	2	3	4	5	*22viii*

23. Were you able to provide all training you had planned in 2001?

      YES   **NO**

      ☐   ☐ *23i*

24. What were the main reasons your organisation was unable to provide this training?

     (i)   Lack of funds   ☐ *24i*

     (ii)   Lack of programmes   ☐ *24ii*

     (iii)   Lack of staff   ☐ *24iii*

     (iv)   Lack of time   ☐ *24iv*

     (v)   Lack of trainers   ☐ *24v*

     (vi)   No employee interest   ☐ *24vi*

     (vii)   Scheduling problems   ☐ *24vii*

     (viii) Others   ☐ *24viii*

     Please specify..

     ....

FINANCIAL

25 (a). Can you estimate your training expenditure for the year 2001?

	YES	**NO**	
	☐	☐	*25ai*

If yes, kindly indicate the amount | Rs | *25aii*

(b) Have you allocated a specific amount for training for the year 2002?

	YES	**NO**	
	☐	☐	*25bi*

If yes, kindly indicate the amount | Rs | *25bii*

(c) How much did you contribute as training levy in 2001? | Rs | *25ci*

26. Have you made any claim to the IVTB for reimbursement of your training expenses?

	YES	**NO**	
	☐	☐	*26i*

27. Do you think that the grant refund is an adequate incentive for training?

	YES	**NO**	
	☐	☐	*27i*

If no, please explain

....

....…………..

FURTHER COMMENTS

....……

....……

………..

Thank you for your precious collaboration

170 Firms

ORGANISATION DETAILS

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
6	18	14	32	40	52	8

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
25	73	45	11	16

3. *Number of employees*

Less than 10	10–50	51–100	101–250	251–500	501–1000	1001–2500	Above 2500	N/R
19	55	24	28	16	19	7	2	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	1384	1115	269
Professional	1526	949	577
Supervisory	1699	1347	352
Technical	3277	2561	716
Clerical	4708	2215	2493
Others	23089	16528	6561
N/R		7	

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
11	59	25	27	26	10	12

6. *Which department looks after training in your organisation?*

	NO	%
Personnel Department	38	22.4
Human Resource Department	50	29.4
Training	20	11.8
Other	67	39.4
N/R	15	8.8

TRAINING POLICY

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
151	15	4

8. **State the reasons for which you train your personnel**

	NO	%
Training enables the employees to learn to do their jobs effectively	131	77.1
Training improves the knowledge, skills, attitude and habits of employees	142	83.5
Training enables an efficient and optimum utilisation of manpower resources	104	61.2
Training enables the employees to prepare themselves for promotion	62	36.5
Others	22	12.9
N/R	14	8.2

9. **State the reasons for not training your personnel**.

	NO	%
Training is expensive	34	20.0
Training takes the personnel off the job	45	26.5
Employees may leave	18	10.6
Training is not measurable	11	6.5
Employees forget what they have learned	9	5.3
The trainees do not consistently apply the learned tools and examples at their workplace	25	14.7
Others	27	15.9
N/R	80	47.1

10. **Does your organisation have a training plan, ie., a written formal statement of your training objectives and plans?**

YES	NO	N/R
54	107	9

11. **Kindly indicate the target group who receives training in 2001**

	NO	%
Executive/Management	92	54.1
Professional	76	44.7
Supervisory	97	57.1
Technical	85	50.0
Clerical	90	52.9
Others	56	32.9
N/R	20	11.8

ORGANISATION OF TRAINING

12. **Do you organise in-house training for your employees?**
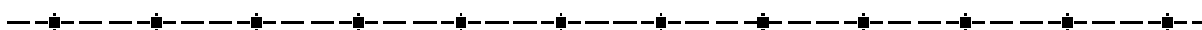
YES	NO	N/R
129	34	7

13. **Do you send your personnel to training institutions?**

YES	NO	N/R
146	16	8

14. **Do you send your personnel overseas for training?**

YES	NO	N/R
97	62	11

15. Kindly indicate the number of persons trained in 2001? (No Response only)

In-House	%	Off the Job	%
35	20.6	23	13.5

16. Average number of hours spent on training by each employee.

N/R	%
40	23.5

17. In what areas was training provided?

	No	%
Environmental Management	23	13.5
Financial Management	52	30.6
Human Resource Management	49	28.8
Industrial Relations	33	19.4
Marketing	44	25.9
Occupational Safety and Health	61	35.9
Productivity Management	48	28.2
Quality Management	69	40.6
Supervisory Development	69	40.6
Others	90	52.9
N/R	14	8.2

18. What are the resources used for training?

	No	%
Internal managers with relevant qualifications	69	40.6
Internal trainers with on the job experiences	69	40.6
External trainers	130	76.5
Others	13	7.6
N/R	13	7.6

TRAINING EVALUATION AND IMPACT

19. Is a Training Needs Analysis carried out before training is provided to your employees?

YES	NO	N/R
101	56	13

20. Is there a training budget for your organisation?

YES	NO	N/R
101	59	10

21(a) Do you carry out training evaluation?

YES	NO	N/R
98	61	11

(b) If, yes, how do you carry out training evaluation?

	NO	%
Feedback from evaluation forms	45	26.5
Assessment	34	20.0
On the job evaluation	72	42.4
Performance appraisal	50	29.4
Others	14	8.2
N/R	68	40.0

22.   **Do you think that the training has had a positive impact within your organisation?**

	Strongly Disagree				Strongly Agree	
	1	2	3	4	5	N/R
Better Performance & Productivity	2	1	20	82	40	25
More involved in Decision Making	5	12	24	55	24	50
Improved Communication Skills	1	4	28	68	28	41
Better Problem Solving	3	3	31	67	25	41
Effective Leadership & Team Building	3	4	28	64	22	49
Enhanced Creativity	5	8	35	51	18	53
Fewer Accidents at Work	7	4	24	53	21	61
Better Vision	3	3	28	65	21	50

23.   **Were you able to provide all training you had planned in 2001?**

YES	NO	N/R
70	77	23

24.   **What were the main reasons your organisation was unable to provide this training?**

	NO	%
Lack of funds	29	17.1
Lack of programmes	22	12.9
Lack of staff	20	11.8
Lack of time	56	32.9
Lack of trainers	15	8.8
No employee interest	9	5.3
Scheduling problems	50	29.4
Others	9	5.3
N/R	75	44.1

FINANCIAL

25 (a).   **Can you estimate your training expenditure for the year 2001?**

YES	NO	N/R
111	39	20

(b)   Have you allocated a specific amount for training for the year 2002?

YES	NO	N/R
88	68	14
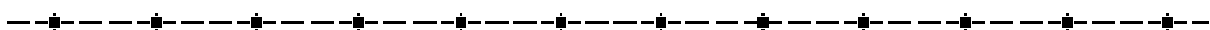
26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

YES	NO	N/R
130	27	13

27.   *Do you think that the grant refund is an adequate incentive for training*?

YES	NO	N/R
118	27	25

AGRICULTURE & FISHING

16 Firms

ORGANISATION DETAILS

1. Turnover (Rs)

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	0	1	0	6	9	0

2. Tax Rate

0 %	15 %	25 %	35 %	N/R
3	9	2	2	0

3. Number of employees

Less than 10	10–50	51–100	101–250	251–500	501–1000	1001–2500	Above 2500	N/R
1	1	1	4	0	4	5	0	0

4. How many people were employed in each occupational group in your organisation as at 31 December 2001?

	TOTAL	MEN	WOMEN
Executive/Management	167	163	4
Professional	66	60	6
Supervisory	353	350	3
Technical	738	726	12
Clerical	295	142	153
Others			
N/R	0		

5. Total wage bill – January to December 2001 (Rs)

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	3	0	2	4	6	1

6. Which department looks after training in your organisation?

	NO	%
Personnel Department	2	12.5
Human Resource Department	7	43.8
Training	0	0
Other	5	31.3
N/R	2	12.5

TRAINING POLICY

7. Have you conducted any training during the past two years?

YES	NO	N/R
15	1	0

8.   *State the reasons for which you train your personnel*

	NO	%
Training enables the employees to learn to do their jobs effectively	13	81.3
Training improves the knowledge, skills, attitude and habits of employees	15	93.8
Training enables an efficient and optimum utilisation of manpower resources	9	56.3
Training enables the employees to prepare themselves for promotion	5	31.3
Others	5	31.3
N/R	1	6.3

9.   *State the reasons for not training your personnel*

	NO	%
Training is expensive	2	12.5
Training takes the personnel off the job	4	25.0
Employees may leave	0	0.0
Training is not measurable	2	12.5
Employees forget what they have learned	1	6.3
The trainees do not consistently apply the learned tools and examples at their workplace	2	12.5
Others	6	37.5
N/R	8	50.0

10.   *Does your organisation have a training plan, i.e, a written formal statement of your training objectives and plans?*

YES	NO	N/R
4	11	1

11.   *Kindly indicate the target group who receives training in 2001*

	No	%
Executive/Management	11	68.8
Professional	10	62.5
Supervisory	13	81.3
Technical	13	81.3
Clerical	13	81.3
Others	10	62.5
N/R	0	0.0

ORGANISATION OF TRAINING

12.   *Do you organise in-house training for your employees?*

YES	NO	N/R
13	3	0

13.   *Do you send your personnel to training institutions?*

YES	NO	N/R
51	1	0

14.   *Do you send your personnel overseas for training?*

YES	NO	N/R
10	5	1

15. *Kindly indicate the number of persons trained in 2001?(only no response)*

In-House	%	Off the Job	%
0	0.0	0	0.0

16. *Average number of hours spent on training by each employee.*

N/R	%
2	12.5

17. *In what areas was training provided?*

	No	%
Environmental Management	3	18.8
Financial Management	8	50.0
Human Resource Management	7	43.8
Industrial Relations	7	43.8
Marketing	2	12.5
Occupational Safety and Health	11	68.8
Productivity Management	10	62.5
Quality Management	9	56.3
Supervisory Development	12	75.0
Others	9	56.3
N/R	0	0.0

18. *What are the resources used for training?*

	No	%
Internal managers with relevant qualifications	4	25.0
Internal trainers with on the job experiences	5	31.3
External trainers	14	87.5
Others	3	18.8
N/R	0	0.0

TRAINING EVALUATION AND IMPACT

19. *Is a Training Needs Analysis carried out before training is provided to your employees?*

YES	NO	N/R
10	6	0

20. *Is there a training budget for your organisation?*

YES	NO	N/R
14	2	0

21(a) *Do you carry out training evaluation?*

YES	NO	N/R
10	6	0

(b) If, yes, how do you carry out training evaluation?

	No	%
Feedback from evaluation forms	4	25.0
Assessment	2	12.5
On the job evaluation	4	25.0
Performance appraisal	2	12.5
Others	3	18.8
N/R	8	50.0

22. *Do you think that the training has had a positive impact within your organisation?*

Strongly Disagree_____Strongly Agree

	1	2	3	4	5	N/R
Better Performance & Productivity	0	0	3	9	2	2
More involved in Decision Making	0	1	2	4	1	8
Improved Communication Skills	0	1	3	6	2	4
Better Problem Solving	0	1	3	10	1	1
Effective Leadership & Team Building	0	1	3	4	1	7
Enhanced Creativity	0	2	4	1	0	9
Fewer Accidents at Work	0	0	3	6	2	5
Better Vision	1	1	1	5	0	8

23. *Were you able to provide all training you had planned in 2001?*

YES	NO	N/R
7	8	1

24. *What were the main reasons your organisation was unable to provide this training?*

	No	%
Lack of funds	1	6.3
Lack of programmes	2	12.5
Lack of staff	2	12.5
Lack of time	8	50.0
Lack of trainers	0	0.0
No employee interest	0	0.0
Scheduling problems	6	37.5
Others	2	12.5
N/R	7	43.8

FINANCIAL

25 (a).Can you estimate your training expenditure for the year 2001?

YES	NO	N/R
15	1	0

(b) Have you allocated a specific amount for training for the year 2002?

YES	NO	N/R
14	2	0
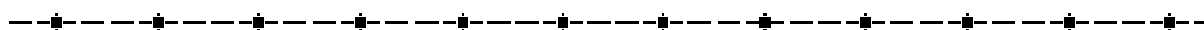
26. *Have you made any claim to the IVTB for reimbursement of your training expenses?*

	YES	**NO**	**N/R**
	15	1	0

27. *Do you think that the grant refund is an adequate incentive for training*?

	YES	**NO**	**N/R**
	11	4	1

26 Firms

<u>**ORGANISATION DETAILS**</u>

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
1	2	1	6	7	8	1

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
2	16	5	1	2

3. *Number of employees*

Less than 10	10–50	51–100	101–250	251–500	501–1000	1001–2500	Above 2500	N/R
1	8	6	9	1	1	0	0	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	136	117	21
Professional	34	27	7
Supervisory	95	86	9
Technical	221	188	33
Clerical	256	118	136
Others			
N/R	1		

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
1	8	5	8	2	0	2

6. *Which department looks after training in your organisation?*

	No	*%*
Personnel Department	10	
Human Resource Department	5	
Training	1	
Other	9	
N/R	2	

<u>**TRAINING POLICY**</u>

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
23	1	2

8. *State the reasons for which you train your personnel.*

	No	%
Training enables the employees to learn to do their jobs effectively	20	76.9
Training improves the knowledge, skills, attitude and habits of employees	22	84.6
Training enables an efficient and optimum utilisation of manpower resources	15	57.7
Training enables the employees to prepare themselves for promotion	9	34.6
Others	2	7.7
N/R	2	7.7

9. *State the reasons for not training your personnel.*

	No	%
Training is expensive	1	3.8
Training takes the personnel off the job	8	30.8
Employees may leave	3	11.5
Training is not measurable	2	7.7
Employees forget what they have learned	2	7.7
The trainees do not consistently apply the learned tools and examples at their workplace	5	19.2
Others	1	3.8
N/R	14	53.8

10. Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?

YES	NO	N/R
9	16	1

11. *Kindly indicate the target group who receives training in 2001*

	No	%
Executive/Management	14	53.8
Professional	6	23.1
Supervisory	17	65.4
Technical	16	61.5
Clerical	13	50.0
Others	8	30.8
N/R	3	11.5

ORGANISATION OF TRAINING

12. *Do you organise in-house training for your employees?*

YES	NO	N/R
21	4	1

13. *Do you send your personnel to training institutions?*

YES	NO	N/R
25	0	1

14. *Do you send your personnel overseas for training?*

YES	NO	N/R
14	11	1

15. Kindly indicate the number of persons trained in 2001?

In-House	%	Off the Job	%
2	7.7	2	7.7

16. Average number of hours spent on training by each employee.

N/R	%
3	11.5

17. In what areas was training provided?

	No	%
Environmental Management	6	23.1
Financial Management	5	19.2
Human Resource Management	6	23.1
Industrial Relations	4	15.4
Marketing	9	34.6
Occupational Safety and Health	11	42.3
Productivity Management	10	38.5
Quality Management	14	53.8
Supervisory Development	9	34.6
Others	13	50.0
N/R	2	7.7

18. What are the resources used for training?

	No	%
Internal managers with relevant qualifications	6	23.1
Internal trainers with on the job experiences	8	30.8
External trainers	22	84.6
Others	2	7.7
N/R	2	7.7

TRAINING EVALUATION AND IMPACT

19. Is a Training Needs Analysis carried out before training is provided to your employees?
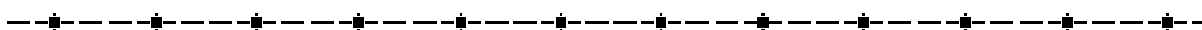
YES	NO	N/R
17	8	1

20. Is there a training budget for your organisation?

YES	NO	N/R
14	11	1

21 (a)   Do you carry out training evaluation?

YES	NO	N/R
10	14	2

(b) If, yes, how do you carry out training evaluation?

	No	%
Feedback from evaluation forms	3	11.5
Assessment	3	11.5
On the job evaluation	8	30.8
Performance appraisal	7	26.9
Others	3	11.5
N/R	14	53.8

22.   *Do you think that the training has had a positive impact within your organisation?*

	Strongly Disagree				*Strongly Agree*	
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	0	0	1	13	8	4
More involved in Decision Making	1	1	1	12	1	10
Improved Communication Skills	0	1	3	11	5	6
Better Problem Solving	1	0	4	13	3	5
Effective Leadership & Team Building	0	0	2	12	3	9
Enhanced Creativity	1	0	4	9	0	12
Fewer Accidents at Work	3	1	2	11	1	8
Better Vision	1	0	5	11	1	8

23. *Were you able to provide all training you had planned in 2001?*

YES	NO	N/R
13	10	3

24.   *What were the main reasons your organisation was unable to provide this training?*

	No	%
Lack of funds	3	11.5
Lack of programmes	4	15.4
Lack of staff	5	19.2
Lack of time	7	26.9
Lack of trainers	0	0.0
No employee interest	1	3.8
Scheduling problems	5	19.2
Others	0	0.0
N/R	14	53.8

FINANCIAL

25 (a). *Can you estimate your training expenditure for the year 2001?*

YES	NO	N/R
16	7	3

(b)   Have you allocated a specific amount for training for the year 2002?

YES	NO	N/R
15	9	2
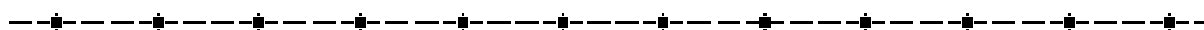
26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

YES	NO	N/R
20	4	2

27. Do you think that the grant refund is an adequate incentive for training?

YES	NO	N/R
21	2	3

21 Firms

ORGANISATION DETAILS

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	3	1	4	7	6	0

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
3	16	0	0	2

3. *Number of employees*

Less than 10	10–50	51–100	101– 50	251–500	501–1000	1001–2500	Above 2500	N/R
0	6	2	4	5	3	0	1	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	188	141	47
Professional	181	108	73
Supervisory	291	216	75
Technical	654	479	175
Clerical	325	179	146
Others			
N/R	0		

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
2	6	3	4	5	1	0

6. *Which department looks after training in your organisation?*

	No	*%*
Personnel Department	8	38.1
Human Resource Department	6	28.6
Training	2	9.5
Other	8	38.1
N/R	2	9.5

TRAINING POLICY

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
17	4	0

8.   *State the reasons for which you train your personnel.*

	No	*%*
Training enables the employees to learn to do their jobs effectively	15	71.4
Training improves the knowledge, skills, attitude and habits of employees	17	81.0
Training enables an efficient and optimum utilisation of manpower resources	8	38.1
Training enables the employees to prepare themselves for promotion	4	19.0
Others	1	4.8
N/R	3	14.2

9.   *State the reasons for not training your personnel*.

	No	*%*
Training is expensive	7	33.3
Training takes the personnel off the job	5	23.8
Employees may leave	2	9.5
Training is not measurable	3	14.3
Employees forget what they have learned	4	19.0
The trainees do not consistently apply the learned tools and examples at their workplace	3	14.3
Others	3	14.3
N/R	8	38.1

10. *Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?*

YES	NO	N/R
7	12	2

11. *Kindly indicate the target group who receives training in 2001*

	No	*%*
Executive/Management	9	42.9
Professional	6	28.6
Supervisory	9	42.6
Technical	8	38.1
Clerical	8	38.1
Others	10	47.6
N/R	4	19.0

RGANISATION OF TRAINING

12. *Do you organise in-house training for your employees?*

YES	NO	N/R
17	4	0

13. *Do you send your personnel to training institutions?*

YES	NO	N/R
15	5	1

14. *Do you send your personnel overseas for training?*

YES	NO	N/R
9	11	1

15. Kindly indicate the number of persons trained in 2001?

In-House	%	Off the Job	%
3	14.3	3	14.3

16. Average number of hours spent on training by each employee.

N/R	%
8	38.1

17. In what areas was training provided?

	No	%
Environmental Management	3	14.3
Financial Management	3	14.3
Human Resource Management	7	3.3
Industrial Relations	5	23.8
Marketing	3	14.3
Occupational Safety and Health	9	42.9
Productivity Management	5	23.8
Quality Management	8	38.1
Supervisory Development	10	47.6
Others	7	33.3
N/R	3	14.3

18. What are the resources used for training?

	No	%
Internal managers with relevant qualifications	11	52.4
Internal trainers with on the job experiences	9	42.9
External trainers	12	57.1
Others	4	19.0
N/R	3	14.3

TRAINING EVALUATION AND IMPACT

19. Is a Training Needs Analysis carried out before training is provided to your employees?

YES	NO	N/R
9	8	4

20. Is there a training budget for your organisation?

YES	NO	N/R
7	11	3

21.(a) Do you carry out training evaluation?

YES	NO	N/R
10	9	2

(b) **If, yes, how do you carry out training evaluation?**

	No	%
Feedback from evaluation forms	4	19.0
Assessment	3	14.3
On the job evaluation	9	42.9
Performance appraisal	5	23.8
Others	0	0.0
N/R	10	47.6

22.   Do you think that the training has had a positive impact within your organisation?

	Strongly Disagree_____Strongly Agree					
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	0	1	2	11	5	2
More involved in Decision Making	1	4	2	5	4	5
Improved Communication Skills	0	0	4	8	5	4
Better Problem Solving	1	2	3	6	4	5
Effective Leadership & Team Building	0	2	3	6	4	6
Enhanced Creativity	1	1	6	5	2	6
Fewer Accidents at Work	1	0	5	8	3	4
Better Vision	0	0	6	5	3	7

23. Were you able to provide all training you had planned in 2001?

YES	**NO**	**N/R**
9	9	3

24.   What were the main reasons your organisation was unable to provide this training?

	No	**%**
Lack of funds	6	28.6
Lack of programmes	4	19.0
Lack of staff	3	14.3
Lack of time	7	33.3
Lack of trainers	3	14.3
No employee interest	3	14.3
Scheduling problems	4	19.0
Others	1	4.8
N/R	10	4.8

FINANCIAL

25 (a). Can you estimate your training expenditure for the year 2001?

YES	**NO**	**N/R**
12	6	3

(b)   *Have you allocated a specific amount for training for the year 2002?*

	YES	NO	N/R
	7	11	3

26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

	YES	NO	N/R
	14	4	3

27. Do you think that the grant refund is an adequate incentive for training?

	YES	NO	N/R
	13	3	5

4 Firms

<u>ORGANISATION DETAILS</u>

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	0	0	2	1	1	0

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
0	3	1	0	0

3. *Number of employees*

Less than 10	10–50	51–100	101– 50	251–500	501–1000	1001–2500	Above 2500	N/R
0	1	2	1	0	0	0	0	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	11	10	1
Professional	8	7	1
Supervisory	16	16	0
Technical	61	61	0
Clerical	19	12	7
Others			
N/R	0		

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	2	1	1	0	0	0

6. *Which department looks after training in your organisation?*

	No	*%*
Personnel Department	2	50.0
Human Resource Department	1	25.0
Training	0	0.0
Other	0	0.0
N/R	1	25.0

<u>TRAINING POLICY</u>

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
4	0	0

8. *State the reasons for which you train your personnel.*

	No	%
Training enables the employees to learn to do their jobs effectively	2	50.0
Training improves the knowledge, skills, attitude and habits of employees	3	75.0
Training enables an efficient and optimum utilisation of manpower resources	2	50.0
Training enables the employees to prepare themselves for promotion	1	25.0
Others	0	0.0
N/R	0	0.0

9. *State the reasons for not training your personnel.*

	No	%
Training is expensive	0	0.0
Training takes the personnel off the job	2	50.0
Employees may leave	1	25.0
Training is not measurable	0	0.0
Employees forget what they have learned	0	0.0
The trainees do not consistently apply the learned tools and examples at their workplace	1	25.0
Others	1	25.0
N/R	1	25.0

10. *Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?*

YES	NO	N/R
1	3	0

11. *Kindly indicate the target group who receives training in 2001*

	No	%
Executive/Management	2	50.0
Professional	3	75.0
Supervisory	3	75.0
Technical	1	25.0
Clerical	0	0.0
Others	2	50.0
N/R	0	0.0

ORGANISATION OF TRAINING

12. *Do you organise in-house training for your employees?*

YES	NO	N/R
1	3	0

13. *Do you send your personnel to training institutions?*

YES	NO	N/R
3	1	0

14. *Do you send your personnel overseas for training?*

YES	NO	N/R
1	3	0
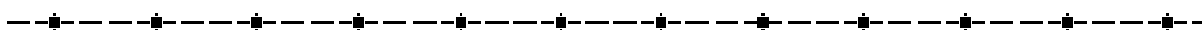
15. *Kindly indicate the number of persons trained in 2001?*

In-House	%	Off the Job	%
2	50.0	2	50.0

16. *Average number of hours spent on training by each employee*.

N/R	%
0	0.0

17.   *In what areas was training provided?*

	No	*%*
Environmental Management	0	0.0
Financial Management	0	0.0
Human Resource Management	1	25.0
Industrial Relations	1	25.0
Marketing	0	0.0
Occupational Safety and Health	1	25.0
Productivity Management	2	50.0
Quality Management	1	25.0
Supervisory Development	1	25.0
Others	3	75.0
N/R	0	0.0

18.   *What are the resources used for training?*

	No	*%*
Internal managers with relevant qualifications	1	25.0
Internal trainers with on the job experiences	0	0.0
External trainers	4	100.0
Others	0	0.0
N/R	0	0.0

TRAINING EVALUATION AND IMPACT

19. *Is a Training Needs Analysis carried out before training is provided to your employees?*

YES	NO	N/R
2	2	0

20. *Is there a training budget for your organisation?*

YES	NO	N/R
2	2	0

21 (a)   *Do you carry out training evaluation?*

YES	NO	N/R
2	2	0

(b) If, yes, how do you carry out training evaluation?

	No	%
Feedback from evaluation forms	0	0.0
Assessment	1	25.0
On the job evaluation	2	50.0
Performance appraisal	1	25.0
Others	1	25.0
N/R	1	25.0

22.   Do you think that the training has had a positive impact within your organisation?

	Strongly Disagree_____Strongly Agree					
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	0	0	1	1	0	2
More involved in Decision Making	0	0	1	0	0	3
Improved Communication Skills	0	0	0	1	0	3
Better Problem Solving	0	0	0	1	0	3
Effective Leadership & Team Building	0	0	0	1	0	3
Enhanced Creativity	0	1	0	0	0	3
Fewer Accidents at Work	0	0	0	2	0	2
Better Vision	0	0	1	1	0	2

23. Were you able to provide all training you had planned in 2001?

YES	NO	N/R
2	1	1

24.   What were the main reasons your organisation was unable to provide this training?

	No	%
Lack of funds	0	0.0
Lack of programmes	0	0.0
Lack of staff	0	0.0
Lack of time	1	25.0
Lack of trainers	0	0.0
No employee interest	0	0.0
Scheduling problems	1	25.0
Others	0	0.0
N/R	3	75.0

FINANCIAL

25 (a)   Can you estimate your training expenditure for the year 2001?

YES	NO	N/R
2	1	1

(b)   Have you allocated a specific amount for training for the year 2002?

YES	NO	N/R
3	1	0
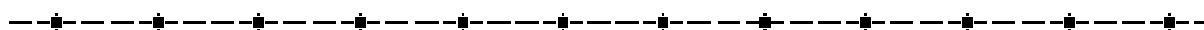
26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

YES	NO	N/R
4	0	0

27. *Do you think that the grant refund is an adequate incentive for training?*

YES	NO	N/R
4	0	0

WHOLESALE & RETAIL TRADE

18 Firms

ORGANISATION DETAILS

1. Turnover (Rs)

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
1	0	0	2	6	9	0

2. Tax Rate

0 %	15 %	25 %	35 %	N/R
2	5	8	3	0

3. Number of employees

Less than 10	10–50	51–100	101– 50	251–500	501–1000	1001–2500	Above 2500	N/R
2	5	4	2	2	2	0	1	0

4. How many people were employed in each occupational group in your organisation as at 31 December 2001?

	TOTAL	MEN	WOMEN
Executive/Management	364	301	63
Professional	91	71	20
Supervisory	201	136	65
Technical	302	276	26
Clerical	1681	894	787
Others			
N/R	1		

5. Total wage bill – January to December 2001 (Rs)

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	5	2	5	2	1	3

6. Which department looks after training in your organisation?

	No	*%*
Personnel Department	3	13.6
Human Resource Department	9	40.9
Training	3	13.6
Other	6	27.3
N/R	1	4.5

TRAINING POLICY

7. Have you conducted any training during the past two years?

YES	NO	N/R
15	3	0

8.   *State the reasons for which you train your personnel.*

	No	*%*
Training enables the employees to learn to do their jobs effectively	16	88.9
Training improves the knowledge, skills, attitude and habits of employees	16	88.9
Training enables an efficient and optimum utilisation of manpower resources	14	77.8
Training enables the employees to prepare themselves for promotion	8	44.4
Others	1	5.6
N/R	2	11.1

9.   *State the reasons for not training your personnel.*

	No	*%*
Training is expensive	5	27.8
Training takes the personnel off the job	7	38.9
Employees may leave	4	22.2
Training is not measurable	1	5.6
Employees forget what they have learned	0	0.0
The trainees do not consistently apply the learned tools and examples at their workplace	3	16.7
Others	1	5.6
N/R	8	44.4

10.Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?

YES	**NO**	**N/R**
3	14	1

11. Kindly indicate the target group who receives training in 2001

	No	*%*
Executive/Management	12	66.7
Professional	7	38.9
Supervisory	11	61.1
Technical	11	61.1
Clerical	12	66.7
Others	4	22.2
N/R	2	11.1

ORGANISATION OF TRAINING

12. Do you organise in-house training for your employees?

YES	**NO**	**N/R**
11	4	3

13. Do you send your personnel to training institutions?

YES	**NO**	**N/R**
14	2	2

14. Do you send your personnel overseas for training?

YES	**NO**	**N/R**
10	5	3

15. Kindly indicate the number of persons trained in 2001?

In-House	%	Off the Job	%
3	16.7	3	16.7

16. Average number of hours spent on training by each employee.

N/R	%
6	33.3

17.   In what areas was training provided?

	No	%
Environmental Management	2	11.1
Financial Management	7	38.9
Human Resource Management	7	38.9
Industrial Relations	5	27.8
Marketing	9	50.0
Occupational Safety and Health	8	44.4
Productivity Management	2	11.1
Quality Management	6	33.3
Supervisory Development	8	44.4
Others	10	55.6
N/R	1	5.6

18.   What are the resources used for training?

	No	%
Internal managers with relevant qualifications	5	27.8
Internal trainers with on the job experiences	4	22.2
External trainers	14	77.8
Others	2	11.1
N/R	2	11.1

TRAINING EVALUATION AND IMPACT

19. Is a Training Needs Analysis carried out before training is provided to your employees?

YES	NO	N/R
10	6	2

20. Is there a training budget for your organisation?

YES	NO	N/R
10	6	2

21 (a)   Do you carry out training evaluation?

YES	NO	N/R
9	6	3

(b)   *If, yes, how do you carry out training evaluation?*

	No	%
Feedback from evaluation forms	3	16.7
Assessment	2	11.1
On the job evaluation	7	38.9
Performance appraisal	5	27.8
Others	0	0.0
N/R	9	50.0

22.   *Do you think that the training has had a positive impact within your organisation?*

	Strongly Disagree_____Strongly Agree					
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	0	0	3	9	2	4
More involved in Decision Making	0	2	5	6	1	4
Improved Communication Skills	0	0	4	6	3	5
Better Problem Solving	0	0	6	6	1	5
Effective Leadership & Team Building	0	0	5	8	1	4
Enhanced Creativity	0	0	9	4	1	4
Fewer Accidents at Work	0	0	5	3	3	7
Better Vision	0	0	3	8	2	5

23. Were you able to provide all training you had planned in 2001?

YES	**NO**	**N/R**
8	7	3

24.   *What were the main reasons your organisation was unable to provide this training?*

	No	**%**
Lack of funds	1	5.6
Lack of programmes	2	11.1
Lack of staff	2	11.1
Lack of time	4	22.2
Lack of trainers	0	0.0
No employee interest	1	5.6
Scheduling problems	5	27.8
Others	1	5.6
N/R	9	50.0

FINANCIAL

25 (a). Can you estimate your training expenditure for the year 2001?

YES	**NO**	**N/R**
12	4	2

(b)   *Have you allocated a specific amount for training for the year 2002?*

YES	**NO**	**N/R**
8	9	1

26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

YES	NO	N/R
15	3	0

27. *Do you think that the grant refund is an adequate incentive for training?*

YES	NO	N/R
12	4	2

11 Firms

ORGANISATION DETAILS

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	2	0	1	1	6	1

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
1	8	2	0	0

3. *Number of employees*

Less than 10	10–50	51–100	101– 50	251–500	501–1000	1001–2500	Above 2500	N/R
1	1	0	1	3	4	1	0	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	120	94	26
Professional	31	28	3
Supervisory	227	197	30
Technical	163	156	7
Clerical	88	51	37
Others			
N/R	2		

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	2	0	1	5	1	2

6. *Which department looks after training in your organisation?*

	No	*%*
Personnel Department	1	7.1
Human Resource Department	4	28.6
Training	6	42.9
Other	3	21.4
N/R	0	0.0

TRAINING POLICY

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
10	1	0

8.   *State the reasons for which you train your personnel.*

	No	*%*
Training enables the employees to learn to do their jobs effectively	9	81.8
Training improves the knowledge, skills, attitude and habits of employees	10	90.9
Training enables an efficient and optimum utilisation of manpower resources	9	81.8
Training enables the employees to prepare themselves for promotion	10	90.9
Others	4	36.4
N/R	1	9.1

9.   *State the reasons for not training your personnel*.

	No	*%*
Training is expensive	1	9.1
Training takes the personnel off the job	2	18.2
Employees may leave	1	9.1
Training is not measurable	1	9.1
Employees forget what they have learned	0	0.0
The trainees do not consistently apply the learned tools and examples at their workplace	1	9.1
Others	4	36.4
N/R	4	36.4

10.Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?

YES	NO	N/R
8	3	0

11. Kindly indicate the target group who receives training in 2001

	No	*%*
Executive/Management	9	81.8
Professional	7	63.6
Supervisory	10	90.9
Technical	10	90.9
Clerical	7	63.6
Others	3	27.3
N/R	1	9.1

ORGANISATION OF TRAINING

12. Do you organise in-house training for your employees?

YES	NO	N/R
11	0	0

13. Do you send your personnel to training institutions?

YES	NO	N/R
10	1	0

14. Do you send your personnel overseas for training?

YES	NO	N/R
8	3	0

15. Kindly indicate the number of persons trained in 2001?

In-House	%	Off the Job	%
1	9.1	1	9.1

16. Average number of hours spent on training by each employee.

N/R	%
2	18.2

17. In what areas was training provided?

	No	%
Environmental Management	2	18.2
Financial Management	3	27.3
Human Resource Management	5	45.5
Industrial Relations	5	45.5
Marketing	3	27.3
Occupational Safety and Health	6	54.5
Productivity Management	2	18.2
Quality Management	6	54.5
Supervisory Development	7	63.6
Others	10	90.9
N/R	0	0.0

18. What are the resources used for training?

	No	%
Internal managers with relevant qualifications	8	72.7
Internal trainers with on the job experiences	9	81.8
External trainers	8	72.7
Others	0	0.0
N/R	0	0.0

TRAINING EVALUATION AND IMPACT

19. Is a Training Needs Analysis carried out before training is provided to your employees?

YES	NO	N/R
10	1	0

20. Is there a training budget for your organisation?

YES	NO	N/R
10	1	0

21 (a) Do you carry out training evaluation?

YES	NO	N/R
11	0	0

(b)   If, yes, how do you carry out training evaluation?

	No	%
Feedback from evaluation forms	10	90.9
Assessment	8	72.7
On the job evaluation	9	81.8
Performance appraisal	8	72.7
Others	4	36.4
N/R	0	0.0

22.   Do you think that the training has had a positive impact within your organisation?

	Strongly Disagree				*Strongly Agree*	
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	0	0	1	4	6	0
More involved in Decision Making	1	0	3	5	2	0
Improved Communication Skills	0	0	1	7	3	0
Better Problem Solving	0	0	4	3	3	1
Effective Leadership & Team Building	0	0	3	6	2	0
Enhanced Creativity	0	0	3	8	0	0
Fewer Accidents at Work	0	0	1	5	3	2
Better Vision	0	0	1	6	3	1

23. Were you able to provide all training you had planned in 2001?

YES	NO	N/R
4	7	0

24.   What were the main reasons your organisation was unable to provide this training?

	No	%
Lack of funds	0	0.0
Lack of programmes	0	0.0
Lack of staff	2	18.2
Lack of time	7	63.6
Lack of trainers	5	45.5
No employee interest	1	9.1
Scheduling problems	6	54.5
Others	2	18.2
N/R	1	9.1

FINANCIAL

25 (a). Can you estimate your training expenditure for the year 2001?

YES	NO	N/R
9	1	1

(b)   *Have you allocated a specific amount for training for the year 2002?*

YES	NO	N/R
9	1	1

26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

YES	NO	N/R
10	1	0

27. Do you think that the grant refund is an adequate incentive for training?

YES	NO	N/R
6	4	1

TRANSPORT, STORAGE & COMMUNICATION

10 Firms

<u>ORGANISATION DETAILS</u>

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	0	2	2	2	4	0

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
1	3	4	2	0

3. *Number of employees*

Less than 10	10–50	51–100	101– 50	251–500	501–1000	1001–2500	Above 2500	N/R
0	6	1	1	1	1	0	0	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	49	41	8
Professional	62	57	5
Supervisory	71	60	11
Technical	164	159	5
Clerical	265	129	136
Others			
N/R	0		

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
0	7	0	1	2	0	0

6. *Which department looks after training in your organisation?*

	No	*%*
Personnel Department	1	10.0
Human Resource Department	2	20.0
Training	0	0.0
Other	6	60.0
N/R	1	10.0

<u>RAINING POLICY</u>

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
10	0	0

8.   *State the reasons for which you train your personnel.*

	No	*%*
Training enables the employees to learn to do their jobs effectively	8	80.0
Training improves the knowledge, skills, attitude and habits of employees	8	80.0
Training enables an efficient and optimum utilisation of manpower resources	7	70.0
Training enables the employees to prepare themselves for promotion	2	20.0
Others	1	10.0
N/R	0	0.0

9.   *State the reasons for not training your personnel*.

	No	*%*
Training is expensive	0	0.0
Training takes the personnel off the job	3	30.0
Employees may leave	1	10.0
Training is not measurable	0	0.0
Employees forget what they have learned	0	0.0
The trainees do not consistently apply the learned tools and examples at their workplace	2	20.0
Others	2	20.0
N/R	4	40.0

10. **Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?**

YES	NO	N/R
1	9	0

11. **Kindly indicate the target group who receives training in 2001**

	No	*%*
Executive/Management	4	40.0
Professional	3	30.0
Supervisory	6	60.0
Technical	3	30.0
Clerical	4	40.0
Others	3	30.0
N/R	2	20.0

ORGANISATION OF TRAINING

12. **Do you organise in-house training for your employees?**

YES	NO	N/R
8	2	0

13. **Do you send your personnel to training institutions?**

YES	NO	N/R
10	0	0

14. **Do you send your personnel overseas for training?**

YES	NO	N/R
4	6	0

15. Kindly indicate the number of persons trained in 2001?

In-House	%	Off the Job	%
5	50.0	1	10.0

16. Average number of hours spent on training by each employee.

N/R	%
5	50.0

17. In what areas was training provided?

	No	%
Environmental Management	0	0.0
Financial Management	2	20.0
Human Resource Management	1	10.0
Industrial Relations	1	10.0
Marketing	3	30.0
Occupational Safety and Health	1	10.0
Productivity Management	2	20.0
Quality Management	7	70.0
Supervisory Development	4	40.0
Others	6	60.0
N/R	0	0.0

18. What are the resources used for training?

	No	%
Internal managers with relevant qualifications	2	20.0
Internal trainers with on the job experiences	3	30.0
External trainers	9	90.0
Others	1	10.0
N/R	0	0.0

TRAINING EVALUATION AND IMPACT

19. Is a Training Needs Analysis carried out before training is provided to your employees?

YES	NO	N/R
5	5	0

20. Is there a training budget for your organisation?

YES	NO	N/R
7	3	0

21 (a) Do you carry out training evaluation?

YES	NO	N/R
7	3	0

(b)   *If, yes, how do you carry out training evaluation?*

	No	%
Feedback from evaluation forms	1	10.0
Assessment	2	20.0
On the job evaluation	6	60.0
Performance appraisal	6	60.0
Others	0	0.0
N/R	3	30.0

22.   *Do you think that the training has had a positive impact within your organisation?*

	Strongly Disagree_____Strongly Agree					
	1	2	3	4	5	N/R
Better Performance & Productivity	0	0	3	5	1	1
More involved in Decision Making	0	1	1	4	2	2
Improved Communication Skills	0	2	1	5	1	1
Better Problem Solving	0	0	2	5	2	1
Effective Leadership & Team Building	0	1	1	5	1	2
Enhanced Creativity	0	1	1	4	2	2
Fewer Accidents at Work	0	1	0	2	2	5
Better Vision	0	0	1	5	1	3

23. *Were you able to provide all training you had planned in 2001?*

YES	NO	N/R
1	7	2

24.   *What were the main reasons your organisation was unable to provide this training?*

	No	%
Lack of funds	1	10.0
Lack of programmes	1	10.0
Lack of staff	2	20.0
Lack of time	1	10.0
Lack of trainers	2	20.0
No employee interest	1	10.0
Scheduling problems	4	40.0
Others	0	0.0
N/R	3	30.0

FINANCIAL

25 (a).   *Can you estimate your training expenditure for the year 2001?*

YES	NO	N/R
5	3	2

(b)   *Have you allocated a specific amount for training for the year 2002?*

YES	NO	N/R
5	5	0

26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

YES	NO	N/R
9	1	0

27. *Do you think that the grant refund is an adequate incentive for training?*

YES	NO	N/R
8	0	2
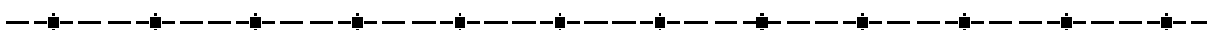
FINANCING, REAL ESTATE & BUSINESS SERVICES

44 Firms

<u>ORGANISATION DETAILS</u>

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
2	8	6	10	7	8	3

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
10	8	18	2	6

3. *Number of employees*

Less than 10	10–50	51–100	101– 50	251–500	501–1000	1001–2500	Above 2500	N/R
9	24	3	3	2	2	1	0	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	277	207	70
Professional	778	461	317
Supervisory	309	189	120
Technical	248	189	59
Clerical	1621	665	956
Others	645	460	152
N/R	2		

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
5	22	6	2	5	1	3

6. *Which department looks after training in your organisation?*

	No	*%*
Personnel Department	6	13.6
Human Resource Department	11	25.0
Training	5	11.4
Other	20	45.5
N/R	5	11.4

<u>TRAINING POLICY</u>

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
37	5	2

8.   *State the reasons for which you train your personnel.*

	No	*%*
Training enables the employees to learn to do their jobs effectively	30	68.2
Training improves the knowledge, skills, attitude and habits of employees	32	72.7
Training enables an efficient and optimum utilisation of manpower resources	27	61.4
Training enables the employees to prepare themselves for promotion	15	34.1
Others	5	11.4
N/R	4	9.1

9.   *State the reasons for not training your personnel*.

	No	*%*
Training is expensive	9	20.5
Training takes the personnel off the job	8	18.2
Employees may leave	5	11.4
Training is not measurable	2	4.5
Employees forget what they have learned	2	4.5
The trainees do not consistently apply the learned tools and examples at their workplace	5	11.4
Others	6	13.6
N/R	25	56.8

10.Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?

YES	NO	N/R
13	26	3

11. Kindly indicate the target group who receives training in 2001

	No	*%*
Executive/Management	23	52.3
Professional	23	52.3
Supervisory	19	43.2
Technical	15	34.1
Clerical	21	47.7
Others	9	20.4
N/R	7	15.9

ORGANISATION OF TRAINING

12. Do you organise in-house training for your employees?

YES	NO	N/R
31	10	3

13. Do you send your personnel to training institutions?

YES	NO	N/R
36	5	3

14. Do you send your personnel overseas for training?

YES	NO	N/R
28	12	4

15. *Kindly indicate the number of persons trained in 2001?*

In-House	%	Off the Job	%
19	43.2	11	25.0

16. *Average number of hours spent on training by each employee.*

N/R	%
11	25.0

17. *In what areas was training provided?*

	No	%
Environmental Management	2	4.5
Financial Management	20	45.5
Human Resource Management	10	22.7
Industrial Relations	2	4.5
Marketing	11	25.0
Occupational Safety and Health	10	22.7
Productivity Management	11	25.0
Quality Management	12	27.3
Supervisory Development	10	22.7
Others	19	43.2
N/R	7	15.9

18. *What are the resources used for training?*

	No	%
Internal managers with relevant qualifications	23	52.3
Internal trainers with on the job experiences	17	38.6
External trainers	31	70.5
Others	1	2.2
N/R	5	11.4

TRAINING EVALUATION AND IMPACT

19. *Is a Training Needs Analysis carried out before training is provided to your employees?*

YES	NO	N/R
26	14	4

20. *Is there a training budget for your organisation?*

YES	NO	N/R
25	17	2

21 (a) *Do you carry out training evaluation?*

YES	NO	N/R
27	15	2

(b) *If, yes, how do you carry out training evaluation?*

	No	%
Feedback from evaluation forms	12	27.3
Assessment	10	22.7
On the job evaluation	19	43.2
Performance appraisal	12	27.3
Others	2	4.5
N/R	16	36.4

22. ***Do you think that the training has had a positive impact within your organisation?***

	Strongly Disagree				*Strongly Agree*	
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	2	0	5	17	13	7
More involved in Decision Making	1	3	8	9	10	13
Improved Communication Skills	1	0	9	14	7	13
Better Problem Solving	1	0	7	13	10	13
Effective Leadership & Team Building	2	0	9	11	9	13
Enhanced Creativity	2	3	6	12	10	11
Fewer Accidents at Work	3	2	5	8	5	21
Better Vision	1	2	9	14	7	11

23. Were you able to provide all training you had planned in 2001?

YES	**NO**	**N/R**
20	16	8

24. ***What were the main reasons your organisation was unable to provide this training?***

	No	**%**
Lack of funds	8	18.2
Lack of programmes	6	13.6
Lack of staff	1	2.3
Lack of time	12	27.3
Lack of trainers	3	6.8
No employee interest	2	4.5
Scheduling problems	13	29.5
Others	1	2.3
N/R	22	50.0

FINANCIAL

25 (a). Can you estimate your training expenditure for the year 2001?

YES	**NO**	**N/R**
27	11	6

(b) ***Have you allocated a specific amount for training for the year 2002?***

YES	**NO**	**N/R**
19	20	5

26.   *Have you made any claim to the IVTB for reimbursement of your training expenses?*

	YES	NO	N/R
	30	9	5

27. *Do you think that the grant refund is an adequate incentive for training?*

	YES	NO	N/R
	31	5	8

20 Firms

ORGANISATION DETAILS

1. *Turnover (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
2	3	3	5	3	1	3

2. *Tax Rate*

0 %	15 %	25 %	35 %	N/R
3	5	5	1	6

3. *Number of employees*

Less than 10	10–50	51–100	101– 50	251–500	501–1000	1001–2500	Above 2500	N/R
5	3	5	3	2	2	0	0	0

4. *How many people were employed in each occupational group in your organisation as at 31 December 2001?*

	TOTAL	MEN	WOMEN
Executive/Management	72	42	30
Professional	275	130	145
Supervisory	136	97	39
Technical	726	327	399
Clerical	158	24	134
Others	1288	631	657
N/R	1		

5. *Total wage bill – January to December 2001 (Rs)*

Below 1 M	1 M – 5 M	5 M – 10 M	10 M – 25 M	25 M – 100 M	Above 100M	N/R
3	4	8	3	1	0	1

6. *Which department looks after training in your organisation?*

	No	*%*
Personnel Department	5	25.0
Human Resource Department	5	25.0
Training	3	15.0
Other	10	50.0
N/R	1	5.0

TRAINING POLICY

7. *Have you conducted any training during the past two years?*

YES	NO	N/R
20	0	0

8. *State the reasons for which you train your personnel.*

	No	*%*
Training enables the employees to learn to do their jobs effectively	18	90
Training improves the knowledge, skills, attitude and habits of employees	19	95
Training enables an efficient and optimum utilisation of manpower resources	13	65
Training enables the employees to prepare themselves for promotion	8	40
Others	3	15
N/R	1	5

9. *State the reasons for not training your personnel.*

	No	*%*
Training is expensive	9	45
Training takes the personnel off the job	6	30
Employees may leave	1	5
Training is not measurable	0	0
Employees forget what they have learned	0	0
The trainees do not consistently apply the learned tools and examples at their workplace	3	15
Others	3	15
N/R	8	40

10. *Does your organisation have a training plan, that is, a written formal statement of your training objectives and plans?*

YES	NO	N/R
8	11	1

11. *Kindly indicate the target group who receives training in 2001*

	No	*%*
Executive/Management	8	40
Professional	11	55
Supervisory	9	45
Technical	8	40
Clerical	12	60
Others	7	35
N/R	1	5

ORGANISATION OF TRAINING

12. *Do you organise in-house training for your employees?*

YES	NO	N/R
16	4	0

13. *Do you send your personnel to training institutions?*

YES	NO	N/R
18	1	1

14. *Do you send your personnel overseas for training?*

YES	NO	N/R
13	6	1

15.   Kindly indicate the number of persons trained in 2001?

In-House	%	Off the Job	%
0	0.0	0	0.0

16.   Average number of hours spent on training by each employee.

N/R	%
3	15.0

17.   In what areas was training provided?

	No	%
Environmental Management	5	25
Financial Management	4	20
Human Resource Management	5	25
Industrial Relations	3	15
Marketing	4	20
Occupational Safety and Health	4	20
Productivity Management	4	20
Quality Management	6	30
Supervisory Development	8	40
Others	13	65
N/R	1	5

18.   What are the resources used for training?

	No	%
Internal managers with relevant qualifications	9	45
Internal trainers with on the job experiences	14	70
External trainers	16	80
Others	0	0
N/R	1	5

TRAINING EVALUATION AND IMPACT

19.   Is a Training Needs Analysis carried out before training is provided to your employees?

YES	NO	N/R
12	6	2

20.   Is there a training budget for your organisation?

YES	NO	N/R
12	6	2

21 (a)   Do you carry out training evaluation?

YES	NO	N/R
12	6	2

(b)   *If, yes, how do you carry out training evaluation?*

	No	%
Feedback from evaluation forms	8	40
Assessment	3	15
On the job evaluation	8	40
Performance appraisal	4	20
Others	1	5
N/R	7	35

22.   *Do you think that the training has had a positive impact within your organisation?*

	Strongly Disagree _____ Strongly Agree					
	1	**2**	**3**	**4**	**5**	**N/R**
Better Performance & Productivity	0	0	1	13	3	3
More involved in Decision Making	1	0	1	10	3	5
Improved Communication Skills	0	0	3	10	2	5
Better Problem Solving	0	0	2	10	1	7
Effective Leadership & Team Building	1	0	2	11	1	5
Enhanced Creativity	1	0	2	8	3	6
Fewer Accidents at Work	0	0	3	8	2	7
Better Vision	0	0	1	10	4	5

23. Were you able to provide all training you had planned in 2001?

YES	**NO**	**N/R**
6	12	2

24.   *What were the main reasons your organisation was unable to provide this training?*

	No	**%**
Lack of funds	9	45
Lack of programmes	3	15
Lack of staff	3	15
Lack of time	9	45
Lack of trainers	2	10
No employee interest	0	0
Scheduling problems	6	30
Others	2	10
N/R	6	30

FINANCIAL

25 (a).   *Can you estimate your training expenditure for the year 2001?*

YES	**NO**	**N/R**
13	5	2

(b)   *Have you allocated a specific amount for training for the year 2002?*

YES	**NO**	**N/R**
8	10	2

26. *Have you made any claim to the IVTB for reimbursement of your training expenses?*

YES	NO	N/R
13	4	3

27. *Do you think that the grant refund is an adequate incentive for training?*

YES	NO	N/R
60	5	3
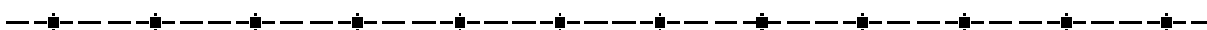
PHASE II

COMPANY A

Sector: Wholesale and Retail Trade

No of employees: 324

Turnover: Above Rs100m

General Remarks

Observations from the interview do not tie up with Phase I results. There is no formal training structure, which is disappointing especially for a large company operating in a competitive sector.

Training Policy/Strategy

The company has a Quality Policy Statement but there is no explicit link between training and this statement. There is no formal training plan. Training is carried out as and when a new product comes on the market.

Organisation and Management of Training

Training in Quality is being undertaken in preparation for ISO 9000. A major part of the training is technical training. Training in management is organised mostly on an in-house basis.

Training Evaluation and Impact

There is no formal training evaluation done.

Financial Aspects

The training budget is on average equivalent to 2% of the wage bill but it may vary from year to year. For instance, the training budget for 2002 was around 3% of the wage bill.

Each department has its own training budget.

COMPANY B

Sector: EPZ

No of employees: 663

Turnover: Above Rs100m

General Remarks

Much progress has been made over years in structuring the training function. Training is strongly linked to the company's vision and objectives. There is also strong emphasis on value-building.

Training Policy/Strategy

There is a training plan with training explicitly linked to the company's strategic objectives. Company B aims at maintaining its status as Total Quality Company and recognises that training and development is the key towards achieving this objective. The overriding objective is to develop a flexible and skilled workforce with strong quality attitudes. However, there is no formal TNA.

Organisation and Management of Training

Training is carried out at three levels:

- ❖ *New recruits (Induction)*
- ❖ *Operators (Health & Safety)*
- ❖ *Supervisors (Productivity, Quality and Ethics)*

All training is done by two internal trainers from the HR department. Part of Company's B training strategy is focused on building different values The HR department runs lunch time/afternoon sessions to enable employees to learn about corporate values. There is strong emphasis on tapping the full potential of employee and making him/her feel respected within the organisation.

Training Evaluation

There is no explicit training evaluation

Financial Aspects

The training budget stood at Rs280,000 for 2003.

COMPANY C

Sector: Agriculture

No of employees: 1766

Turnover: Above Rs100m

General Remarks

Company C has a good track record of investment in training. However major restructuring in the sector has lead to the adoption of a wait-and-see policy.

Training Policy/Strategy

The mission statement is outdated and there is no TNA.

Organisation and Management of Training

The HR department drives training. Company C in collaboration with a local training institution has developed a training programme called Know your Industry, which followed by all staff. Over the past two years Company C has upgraded its IT systems and nearly every one now has a PC. Training in IT was undertaken and is ongoing.

Training Evaluation

There is no formal training evaluation.

Financial Aspects

The training budget is estimated at Rs931,000.

COMPANY D

Sector: EPZ

No of employees: 4770

Turnover: Above Rs100m

General Remarks

A forward looking company undergoing intense restructuring for the past years. The new emphasis seems to be making their people their key strength. There is heavy investment in training and training is also well-structured. In their own words: "Training and learning are

no longer things that we do only when it is absolutely necessary; rather it is part of our everyday activities". However, there is room for improvement regarding the structuring of the training function.

Training Policy/Strategy

The mission statement has been revisited and core values developed. Top Management is committed towards ensuring that the company vision and values are shared by all employees. Thus the HR department is responsible for inculcating the company culture through training. Training at company D is long established and has evolved into an integral part of the company's training programme, thus bringing clear business benefits. Enhancing commitment of line management was one of the major challenges. This was achieved as a result of a transformation of the overall culture of the company. Training in team work as well as explicit implementation of the concept, alongside the introduction of a new manufacturing process throughout the company helped significantly in this respect.

Both a top down approach (which stemmed directly from the business plan) and a bottom-up approach (based on employees' competences) is adopted towards designing TNAs. This enables management to secure the link between training and business objectives whilst ensuring that training is tailored to bridge the gap between actual and desired employees' competences and performances.

Organisation and Management of Training

The HR department drives training. Training is ongoing and sustained. A core part of the new team leaders' activity is sustaining that learning in order to achieve further improvement in performance.

Training Evaluation

The holistic approach adopted towards training includes a regular formal training evaluation.

Financial Aspects

Training expenditure for 2004 has been budgeted at a high Rs8m.

COMPANY E

Sector: Transport, Storage and Communications

No of employees: 207

Turnover: Above Rs100m

General Remarks

The company's Quality Policy statement is the driving force behind the training strategy. The Statement embodies their vision and mission to become a leading world-class logistics company. Training is decided in relation to the requirements of the quality policy and the overall company strategy.

Training Policy/Strategy

There is no formal Training Strategy or Training Needs Analysis, but training is decided in respect to the requirements of the Quality Policy and company strategy.

Organisation and management of training

Training is targeted at three levels:

Technological

Appropriate training was given when IT systems were upgraded from a very basic manual system to fully integrated MIS. 90% of employees are now computer literate and nearly everyone has a PC. The training was in two parts:

- Refresher training and upgrading of knowledge for the IT staff to be able to handle the new IT infrastructure and routers
- Training in how to use system for end-users, that is, the non-IT staff.

IT training is ongoing and seems to be well planned.

Quality attitudes

Company-wide training in customer service and quality attitudes have been organised on a regular basis in line with the requirements of the Quality Policy. This is also an ongoing initiative because of the need to provide for succession planning, to instil in young graduates the right work and company culture and to increase their resilience to the stresses and strains of the working environment.

Industry specific

There is the need for very specialised training which does not seem to be available locally. There are therefore deficiencies in this type of training

Training Evaluation

There is no formal training evaluation.

Financial aspects

The training expenditure budgeted approximates Rs450,000.

COMPANY F

Sector: Community, Social and Personal services
No of employees: 115
Turnover: Between Rs10m and Rs25m

General Remarks

Company F is part of a Group and the overall training function is a Group decision.

Training Policy/Strategy

There is no explicit Training Plan.

Organisation and Management of Training

Industry-specific training is carried out by a specialised training institution. Training in general management and supervisory skills and professional attitudes is sourced out to reputable local training institutions.

Training Evaluation

There is no explicit training evaluation.

Financial Aspects

Company F has no training budget, since the training function is taken care of by the Group.

COMPANY G

Sector: Restaurants and Hotels

No of employees: 249

Turnover: Between Rs25m and Rs100m

General Remarks

As a company operating in a competitive sector which thrives on excellent customer service, it is keen on preserving its *'image de marque'* and therefore seems to be devoting a lot of efforts in giving the right training to its employees. This is evidenced by a formalised structure responsible for training. However Management is quite wary of losing trained employees.

Training Policy/Strategy

Company G has a mission and vision statement and training is linked to the overall corporate objectives.

Organisation and Management of Training

A sub-committee on training decides on the training policy and courses to be undertaken. Company G has its own training centre and is even planning to offer its training services on the local market.

Training is industry specific as well as geared towards developing quality attitudes (in preparation for ISO9000 certification). There is also awareness about the need for IT training with the setting up of a new IT platform and training in environmental issues is also undertaken.

Training Evaluation

Training evaluation is carried out but needs to be better structured and linked to the overall training cycle.

Financial Aspects

The training expenditure budgeted approximates Rs700,000.

COMPANY H

Sector: Agriculture and Fishing

No of employees: 93

Turnover: Above Rs100m

General Remarks

Training has not remained static and has evolved with the changing environment and the needs of the company. Training is relatively well structured and linked to the strategic plan.

The major constraint to training is the time and release factor. Given that the company has been practicing a zero-recruitment policy for the past ten years, the labour force is very tight. Added to this is the need to reconcile training schedules with the shift rosters. However every effort is made to ensure that training goes beyond working hours. Another constraint is the low educational level of many of the production employees. They can function well in a labour-intensive production system. But it is doubtful how far many of them will be able to follow the move to more high-tech systems, even with appropriate re-skilling training programmes being provided.

Training Policy/Strategy

Company H has both a Mission and Vision statement, on which is based the 5-year Strategic Plan. The present plan, 1999-2003, is almost completed and the next one is being worked out. Training is carried out with strict adherence to the requirements of the Strategic Plan.

There is no specific TNA yet but detailed job descriptions and guidelines are being drawn up on which a TNA can be based in the future.

Organisation and Management of Training

Under the present Strategic Plan, the thrust is on overall generic training in technical skills, general people skills and quality attitudes. Training under the future strategic Plan will be oriented towards individual profiles and will be aimed at enhancing the employability of employees by widening their skill base. Also emphasis will continue to be placed on quality attitudes, TQM, continuous improvement, ISO 9000 and HACCP. Training in environmental issues will also be needed in preparation for ISO 14000.

Training Evaluation

Training Evaluation is not as systematic as could be desired, because of the present lack of appropriate job descriptions/guidelines.

Financial Aspects

The training budget is equivalent to about 5% of the wage bill but it is not fixed. For instance in 2002, it amounted to 6.5%.

COMPANY I

Sector: Financing, Real Estate and Business Services
No of employees: 47
Turnover: Between Rs25m and Rs100m

General Remarks

Despite 25 years in operation, it is only two years back that Company I set up a full-fledged HR department, which is also responsible for training. The New HR manager having more of a technical than HR background is thus relatively disadvantaged in finding his way. Despite this shortcoming, good progress is reported so far and the HR Manager seems to have the right attitude to do the job.

However, the cost of losing a newly trained person acts as a hindrance. Also training is only being recently done in a structured manner. Management seems to be treading with care. Formalising training (through appropriate documentation) seems to be wanting.

Training Policy/Strategy

Training so far is not explicitly linked to strategic objectives. While there is a training plan, it is formulated in the following way. Before the start of the financial year, the HR manager meets Heads of Department and Managers and they recommend who should be the people to benefit from training. A budget and training needs analysis is drawn up accordingly and included in the Corporate Plan. While this approach gives a good indication of training needs, it is not systematic enough and can be biased. It is also not tailored to employees' skills and competences.

Training is also sometimes perceived as favouring some employees. There are also instances when training does not deliver the results in that no significant improvement in the individual performance is noted.

Organisation and Management of Training

Company I aims at tapping the expertise of its staff. For instance, a training workshop is held quarterly where in-house trainers (managers and line-managers) give a general foundation course in insurance especially targeted for new/young employees. Both local and overseas training is provided.

Training Evaluation

After completion of training, trainees give a report to the HR Manager. After one month, the HR Manager has a meeting with the respective Head of Department to get feedback about the trainee (change in attitude, performance etc.). He then meets the trainee to have an informal talk. An assessment form is filled in. The HR Manager then draws a report which he sends to the Chairman. There is however no explicit link with the training objectives.

Financial Aspects

The training expenditure budgeted approximates Rs200,000.

COMPANY J

Sector: Community, Social and Personal Services
No of employees: 5
Turnover: Between Rs1m and Rs5m

General Remarks

Company J is the training arm of a major manufacturing group. It has developed a cohesive training strategy and is making significant progress in better structuring the training function.

Training Policy/Strategy

Before the financial year Company J meets people in each enterprise of the group and at different levels to discuss the objectives/needs for training. This is done at 4 levels:

Group Level: a seminar is organised for the Group Executive Bureau to decide strategic directions for the Group.

and at each enterprise level:

- ❖ Managers
- ❖ Heads of Department
- ❖ Individuals

There seems to be a coherent training strategy is linked to the overall Group strategic directions. There is an annual training plan for each enterprise in the Group. This plan is linked to corporate objectives. However the need for a more structured and documented training needs analysis is still felt.

Organisation and Management of Training

Training ranges from job-specific training to general self-development training (eg workshops on food hygiene), in the same line as Ford which invests a lot in employee development programmes, and also workshops/seminars to disseminate the corporate culture (eg credo, code of ethics).

The majority of trainers are from Company J and the Group. External trainers are carefully chosen so that they understand the group culture.

Training Evaluation

A new competency evaluation tool has been developed in 2002. This exercise is carried out every 3 years for each enterprise to evaluate performance at all levels and also training undertaken.

Each enterprise which is ISO certified has its own evaluation sheet (because of the need to document) which also includes the action taken after training. In 2003, Company J introduced the 360° feedback system where the evaluation of training is done systematically first after 1 month then 2 months. Company J then carries out an audit every 6 months. It also carried out a survey among the companies to gauge the effectiveness of training.

Financial Aspects

The Group also has a policy that each enterprise should spend 4-5% of its wage bill on training. The extent to which this is carried out is monitored through the annual *'bilan social'* submitted by each enterprise. The latter are therefore formally evaluated on this criteria.

COMPANY K

Sector: Community, Social and Personal Services
No of employees: 12
Turnover: Between Rs1m and Rs5m

General Remarks

The greatest asset of company K is the right attitude inculcated towards training. Training is perceived as part and parcel of everyday's professional life and not restricted to the trainee. In fact any training undergone becomes an opportunity for sharing and becomes more of a knowledge management concept.

Training Policy/Strategy

The company has a mission statement and since March 2003, has put in place a Quality System (IMS). Training is linked to this system.

After one year at Company K, each and every employee has to undergo some specific as well as all- rounder training. He is then given a chance to develop a training product along with senior and goes on site with the senior to dispense training. The evaluation is then done on the following Saturday. The trainee has to make a presentation and is tested against a checklist of skills (formal document)

Organisation and Management of Training

Sharing is the key strength of Company K. For instance, when director/staff goes abroad for training, he has a half-day session with the staff upon his return. In fact every Saturday is devoted to knowledge management and sharing.

Training Evaluation

There is no formal evaluation sheet/scheme. Company K feels that the employee should not feel monitored. Feedback is given in a friendly way. The company has a strong HR orientation, that is, the employee should feel a natural need to share knowledge with peers, free to discuss errors. Company K also gets feedback about the employee through a third party auditor (which audits the client company).

Financial Aspects

There is no training budget. However Company K insists that training is given priority even if it is expensive and ad hoc.

COMPANY L

Sector: Electricity, Gas and Water
No. of employees: 60
Turnover: Between Rs25m and Rs100m

General Remarks

The company believes strongly in training. Employees are very motivated and are interested in the training provided by the company. Company L however suffers from a problem of labour turnover in particular for employees with specialised skills. It attempts to minimise the negative impact by undertaking succession planning. However the lack of basic skills and competencies for undertaking the training function hampers effective training. It is reassuring to note that necessary steps are being taken to organise training along more professional lines.

Training Policy/Strategy

Training is considered as essential as the company operates in a highly strategic sector which involves supply to hospitals. Thus mistakes in providing services can be very costly, both in financial and human terms.

Company L has a written vision and mission statement which is prominently displayed at different places on the enterprise premises. All employees are aware of the nature of

business as well as its strategic objectives. However while training needs are established with the help of line managers, there is no systematic and formal TNA.

Organisation and Management of Training

Training is provided both on-the-job and off-the-job and the company aims to provide training to all employees. Regular training is planned but ad-hoc training intervention is also provided as and when an interesting training programme is identified.

Training is administered both by line managers and external trainers. Line managers assume a greater share of training responsibility. Company L envisages to set up its own in-house Training Centre.

Training Evaluation

No training evaluation has been undertaken as yet.

Financial Aspects

The training expenditure budgeted approximates Rs220,000.

COMPANY M

Sector: Construction
No. of employees: 442
Turnover: Above Rs100m

General Remarks

Company M does not seem to feel the pressure of competition and therefore handles training as a matter of routine, to keep up with the demands of the sector. It is thus not pro-active and depends heavily on a local training institution for its training needs. Trainees are not highly motivated.

Training Policy/Strategy

The company has a written vision and mission statement which is communicated to all employees, is known to all of them more importantly, they adhere to it. There is a written training policy for the organisation. TNA is conducted by an external agency, a local training institution. The latter also conducts technical assessments of new recruits.

Organisation and Management of Training

The training institution conducts the training programmes in-house. Training covers all aspects, both managerial and technical

Training Evaluation

Training evaluation is conducted by the training institution at the end of each training programme.

Financial Aspects

The training expenditure budgeted approximates Rs300,000.

COMPANY N

Sector: Financing, Insurance, Real Estate and Business Services
No. of employees: 11
Turnover: Between Rs1m and Rs5m

General Remarks

Company N forms part of an international group and benefits from the expertise of its mother company. Clearly, it is dealing with training in a professional manner and integrates training in its business processes. Employees are very motivated and take keen interest in Training.

Training Policy/Strategy

The company has a written vision and mission statement which is communicated to all employees. The latter work in line with the strategic vision. A multi-functional team, based in-house, and using a mix of methodologies, including interviews, performance appraisal and scrutiny of qualifications, conduct the training needs analysis. TNA is considered as very important for the success of the training interventions. It also takes into consideration feedback from clients. There is a comprehensive training policy which ensures that training is imparted to all categories of employees and that all aspects of the business are covered. It is believed that rapid technological changes, in particular in the field of ICT, will further increase the importance of training.

Organisation and Management of Training

Trainers are mostly internal and much of the training is carried out in-house and on-the-job. Off-the job training is also provided to certain categories of employees.

Training Evaluation

Training Evaluation is conducted according to predefined criteria which are communicated to employees before the training is undertaken.

Financial Aspects

The training expenditure budgeted approximates Rs20,000.

COMPANY O

Sector: Wholesale and Retail Trade
No: of employees: 2533
Turnover: Above Rs100m

General Remarks

Company O believes in strongly in training and imparts training to its employees on a regular basis. However, there seems to be an absence of a systematic approach to managing the training function. Company O does not seem to be deriving optimum benefit from its training investment. The company is however aware of the competitive forces and is determined to improve its training effectiveness.

Training Policy/Strategy

Company O has a written vision and mission statement which is communicated to all employees. An Employee Handbook is provided to all new employees and all employees adhere strictly to it. There is a written training policy for the organisation. TNA is conducted by a team of managers from various departments, the team being led by the Training Manager. Interviews and performance appraisal are the typical methods used for determining training needs. The company however believes that trainees do not consistently apply the learned tools and examples at their workplace.

Organisation and management of training

Training is done both in-house and off-the-the job and all employees are targeted.

Training Evaluation

Training evaluation is carried out through an Evaluation Questionnaire. Follow-up actions are undertaken on the basis of feedback.

Financial Aspects

The training expenditure budgeted approximates Rs9m.

COMPANY P

Sector: Community, Social and Personal Services

No: of employees: 55

Turnover: Between Rs10m and Rs25m

General Remarks

Company P has adopted a modern and international system of teaching. The latter is internationally recognised for its highly interactive and dynamic nature as it takes into consideration latest trends and modern teaching techniques. The training programmes of Company P are successful due to its well-described procedures and operations methodologies. Management gives utmost priority to capacity building and upgrading. Employees are fully encouraged to participate in the training programmes. Full commitment is ensured through sensitisation and positive work culture. Moreover, a conducive environment is created for participants to make the most of the training programmes.

Training Policy/Strategy

The mission and vision statement are clearly defined and influence the design of training. The international programme links training to the strategic objectives of the company. Training also forms part of the strategic plan. There is no documented training plan but the training policy forms part of the international programme. This programme takes into account changing forces and trends. There is no one responsible within Company P for the design of training. The Headmaster and Deputy Headmaster look after and facilitate training programmes.

No major difficulty is encountered by participants in leaving their job to attend training programmes. There is a pool of freelance teachers who are contacted to replace the trainees.

Organisation and Management of Training

Training programmes are developed as per the international programme. Training is provided to all employees. Company P has adopted a *"train the trainer"* policy. Specific employees (chosen on the basis of work experience and international exposure in the teaching field) are sent to local and external training programmes on a continuous basis. Once trained, they are expected to pass on the acquired knowledge to other peers through internally organised workshops.

In order to keep pace with the latest developments in the educational field, external trainers are often used.

Training Evaluation

It is felt that training output, outcomes and value added cannot be measured effectively due to the absence of an appropriate inspection system, targets and goals, appraisals and evaluation system. However group coordinators are responsible for appraisal and follow-up after conducting a training programme. The flat management structure also allows for direct monitoring and follow up of training results. Training is then regularly adapted according to feedback. Some criteria against which evaluation was carried out include:

- ❖ *trainees' reactions*
- ❖ *change in trainee learning*
- ❖ *change in trainee's behaviour*
- ❖ *improvements in the organisational results.*

Financial Aspects

A training budget is annually allocated, approximating Rs500,000.

COMPANY Q

Sector: Manufacturing
No. of employees: 131
Turnover: Above Rs100m

General Remarks

The company recognises the fact that training is the effective way of keeping staff abreast of proper methodologies and motivating them for a better contribution. However, it is believed

that more incentives should be given to staff to undertake training. There is also the need for more structure in the phases of the training cycle.

Training Policy/Strategy

The Human Resource Department looks after training in the company. The company has a training plan in the form of a written statement of training objectives and plans. A TNA is carried out before training is provided. This includes an appraisal of the skills development requirements. Training objectives are set by the HR Manager and Line Managers before training is carried out.

Organisation and Management of Training

In-house training is preferred since it is more tailored to the company needs and training can be scheduled at a time and place convenient to the company. However external training institutions are resorted to in case training is needed for specific employees. Though overseas training is expensive, employees, especially at management level, are often sent abroad to enhance their skills.

All employees at all levels benefit from training. Both technical and management training is undertaken.

Training resources include internal managers/trainers and external trainers (consultants, industry professionals and lecturers).

Training Evaluation

Training evaluation is carried out through evaluation forms, on-the-job evaluation and presentation to team members. Trainees are closely monitored according to the preset training objectives.

Financial Aspects

A systematic training budget is allocated on an annual basis and Rs 3.8m was budgeted for 2002.

COMPANY R

Sector: Financing, Real Estate and Business Services

No of employees: 308

Turnover: Above Rs100m

General Remarks

Company R is part of a large international group. There is a well-structured training programme for its employees. It aims to provide continuous skill development programmes so as to optimise its human resources. There is strong top management commitment to give training its due importance within the organisation and training is actively encouraged. However a more appropriate training need analysis will help to identify and develop other training programmes tailored to specific requirements.

Training Policy/Strategy

The training policy forms part of the organisation's Training and Management Development Principles. These include the following:

❖ *ensure that training plans are drawn up in parallel with strategic/operating plans prepared by the business*

❖ *enable new appointees to achieve maximum effectiveness in the shortest possible time and with the maximum appreciation of the Group's core values*

❖ *develop a multi-skilled workforce to operate flexibly and respond rapidly to changes in business focus*

❖ *enable continuous improvement in employees' performance in their current jobs with particular reference to regulatory requirements*

❖ *encourage continuous self-development for the mutual benefit of the individual and the group*

❖ *provide appropriate learning facilities and resources for employees*

❖ *ensure that training staff are selected and developed based on an appreciation of Group trainer competencies*

❖ *ensure delivery of timely, effective and cost efficient training development and design*

❖ *ensure that training results are evaluated against business objectives*

❖ *provide appropriate support for professional studies and qualifications*

❖ *establish processes that enable training activity to be reported within the business.*

The Human Resource Department and the Heads of Department are responsible for the design of the training.

A documented training plan is drawn every year in January based on the requirements of the company. Training objectives are set and these are aligned with the organisation key business values. Trainees are selected based on their performance appraisal.

Organisation and Management of Training

All employees follow training especially since some training programmes are mandatory for every employee on an annual basis. Internal trainers are often used to train staff. However it is first ensured that the trainers have the required qualifications in the relevant field, relevant work experience and international exposure. The internal trainers have normally followed a Train-the-trainer programme. External trainers are often solicited from the pool of resource persons of the Group.

Most training is conducted during office hours. Advance planning is also done to remedy to the absence of trainees. Both on-the-job and off-the-job training are undertaken.

Training Evaluation

Training evaluation is carried out through feedback from evaluation forms/reaction questionnaires. Continuous follow up is made and training programmes updated according to changing needs. Findings from appraisal are taken into consideration to adapt training to the needs of Company R and for the personal development of the employees.

Financial Aspects

A training budget of Rs3.8 m has been planned for 2003. Each department is considered as a cost centre and is allocated funds within the central training budget. All levy grant refunds are ploughed back into the training budget.

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