

Competency Based Training Programs For Managerial Effectiveness (A Case Analysis- With Specific Reference To Bel)

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SYNOPSIS

Competency refers to the ability to skilfully apply the knowledge acquired, to perform a task efficiently and effectively. Competency based training approach helps in identifying the specific skills required to perform the task efficiently, by assessing the actual competencies of the managers at various levels against the expected competencies and developing those competencies they are lacking, in order to improve their overall performance. This paper focuses on analyzing the effectiveness of the training program for senior executives of Bharat Electronics Ltd Bangalore (BEL-BG) who have undergone 4 important training programs such as Leading the change, Managerial effectiveness, 360 degree feedback and Leadership development program. The training programs are specifically aimed at the middle management level, in enhancing their managerial competencies. Managerial competencies are the skills, motives and ability to work within the team. It mainly focuses on the leadership skills needed to motivate, communicate, lead and deal with the group/team to achieve overall effective performance of the Organisation. Managerial competencies have a direct impact on the overall performance of the organisation. The objective of this study is to analyze the effectiveness of the above mentioned training programs. The training programs are evaluated using the Kirkpatrick training Evaluation Model.

Keywords: Competency Based training, Public sector enterprise, managerial skills, Kirkpatrick training Evaluation Model.

INTRODUCTION

Managerial competencies are the driving force for any organisation to grow and sustain in the competitive world. The role of a competent manager plays a pivotal role in effective management and overall organisational performance. The managerial competencies are role specific and organisation specific which focus on aligning individual capabilities to organisational objectives. The advantage of these managerial competencies can be availed by training the managers in the specific areas which have direct impact on organisational effectiveness. This type of training can be termed as competency based training approach. The competency framework provides a set of behaviours which are very essential for the managers to lead and take responsibility for their own development as well as organisational growth. The competency based training aims at providing the skills and knowledge needed to complete workplace activities in varying situational circumstances according to the industry standards. In CBT approach the training modules are designed to ensure that each learner has achieved all the outcomes required. Bussaman et al. (2013) described the concept of the competency training that refers to the character hidden in people and pushed them to create the best performance or reach the standard in job responsibly. Competency includes knowledge, skill and attitude. It allows individuals to express job behavior and the achievement of the organization needed which provide a particular performance for each workplace (McClelland, 1973). In addition, Prahalad and Hamel (1990) also proposed the core of competency that is a main competency of personnel at all levels in the organization. It is consistent with the vision, mission and strategic goals of organizations.

LITERATURE REVIEW

N. Akbar, C. Muthuvelayutham(2010) in their research conducted a study relating to competency based training need assessment for general and technical skills for middle level executives working in different IT companies at Chennai and suggested a training calendar for fulfilling the competency development objectives.

Prabawati, Meirinawati, TAOktariyanda (2018) concluded in their study that organizations can reduce or eliminate the differences between the existing performance and the potential performance which results in improving the knowledge, expertise, capabilities, and skills that support the achievement of the vision and mission of the organization through competency based training approach.

Pablo Fernando and Catarina Cecília(2018) in their study highlighted different competency models for managerial competencies and identified the most cited managerial competencies needed for organizational effectiveness.

Boahin, Peter(2014) conducted a comparative study of competency based training system in a number of countries in order to support Ghana and other countries in the process of CBT implementation. The link between CBT and employability is highlighted in the study. The recognition of prior learning is identified to produce work related evidence.

Shulagna Sarkar(2013) has focused on competency mapping and identifying the training needs in private and public manufacturing companies in India. A gap analysis conducted has suggested a need based training programs for filling the gap. A significant difference in competency levels is witnessed in employees.

NEED OF THE STUDY

The need for training and development in public sector is growing at a tremendous pace with the advancement of science and technology and tough competition from private sector. In other words, the training and development programs have gained impetus in PSE's as its very sustenance is at stake, realising the contribution made by these Public Sector Enterprises (PSEs) in developing our economy since the enactment of Industrial Policy Resolution, 1956, these companies cannot be left to die down as it has been in case of certain public sector enterprises. The PSEs undoubtedly played a pivotal role in building infrastructure, creating employment and overall growth of the economy of the nation so far and should continue to do so in the interest of the country. The performance of these PSEs is majorly dependent on the competent workforce that can be built, by imparting effective training to the employees; Effective training program is the outcome of effective training need assessment and developing modules which are tailor made to the requirement, imparted and applied on job.

Growing number of Multinational Companies in India is challenging the existence of PSEs in the country. Higher pay packages offered by these MNCs are attracting most talented manpower in the industries and a very few are actually left in PSEs. This problem calls for immediate requirement of imparting effective training program to the employees which results in retaining and improving the skills of the existing employees in the organization.

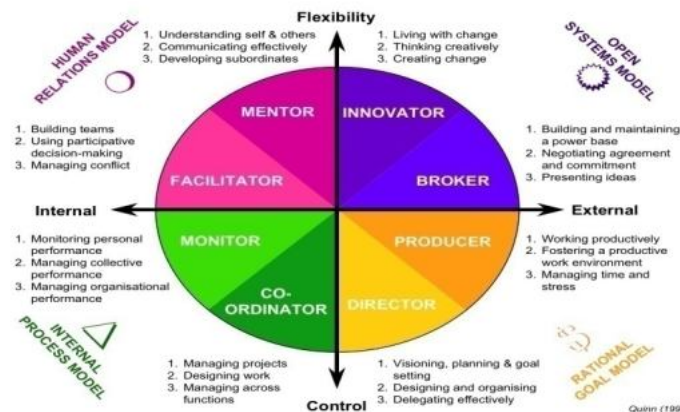
An effective Competency Based training program can be built through effective training need assessment and implementing the program as it results in profitable outcome.

COMPETENCY FRAMEWORK FOR MANAGERIAL EFFECTIVENESS

Competency based training(CBT) is an approach to design the training program that places emphasis on what a person can do in the work place on completing the training program. It basically starts with first identifying the competencies required in a particular level and designing and implementing the same for effective performance. The consequence of competency based training reflects the workplace duties, working environments and performance requirements. This article reflects the effect of CBT on managerial effectiveness which directly influences organizational effectiveness. Managerial effectiveness is a leader's ability to achieve desired results using certain managerial competencies. Managerial competencies include decision making, leading change, directing, interpersonal relationship, motivation, coordination etc which are important in achieving the goal. Pablo Fernando **and** Catarina Cecília(2018) in their research gave a reference to the Quinn model developed by Robert Quinn who divided the task of a manager into Competing Values Framework and created 8 roles such as Mentor, innovator, broker, producer, director, coordinator, monitor, and facilitator. The Quinn Model is adopted in this paper to identify the managerial competencies for organizational effectiveness. The Quinn model consists of 2 dimensions creating a grid of 4 quadrants which is the explanation of the competing values inside the organization. Each quadrant has 2 roles totaling

to 8 roles which should be performed by an effective manager. The four quadrants include roles related to human Relations, open system and rational goals.

Fig-1: Quinn Model of Competing Values Framework



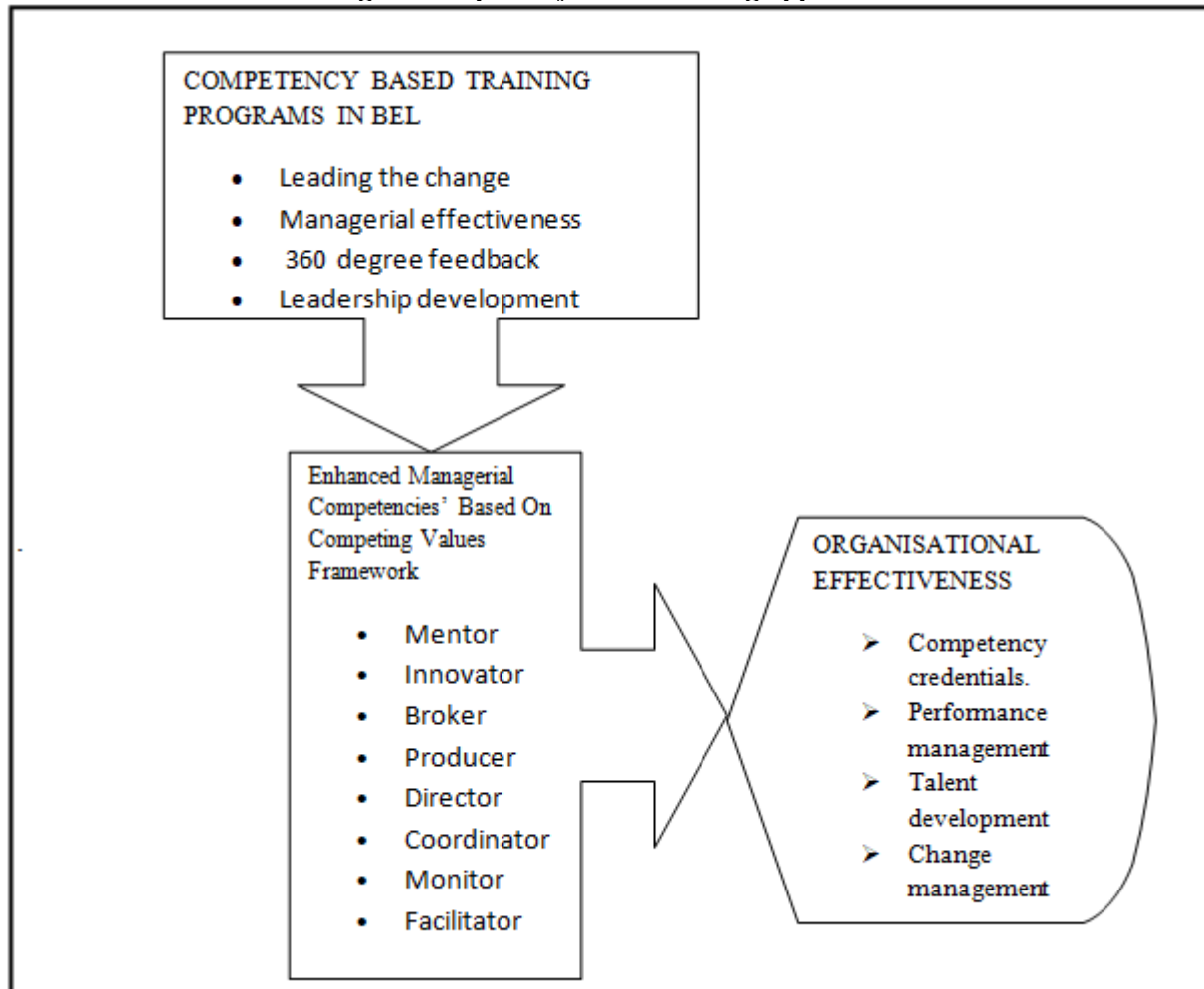
Source: Quinn (1988)

The Competing Values Model (CVM) framework is experimentally derived and found to have a high degree of face and empirical validity in comparison with other instruments commonly used in organizational sciences (Cameron & Quinn, 1999). The CVF has also been utilized as a device for mapping organizations' culture and leadership profiles and conducting comparative analysis (Hooijberg & Choi, 2000; Trivellas & Dargenidou, 2009).

COMPETENCY BASED TRAINING APPROACH.

The competency concept dates back to 1973 when an American psychologist David C. McClelland published his research findings, which indicated that traditional academic aptitude and knowledge content tests as well as school grades and credentials did not predict job performance or success in life and were often biased against minorities. Competency based training approach helps in identifying the specific skills required to perform the task efficiently, by assessing the actual competencies of the managers at various levels against the expected competencies and developing those competencies they are lacking, in order to improve their overall performance. Competency Based Training aims at imparting specific knowledge and skills to the employees which results in the most effective and productive outcome. The Competency based Training Programs help organization in filling the gaps in employee performance and also ensure that the individual goals align with that of the organization goal. National Skills Center of Australia defines CBT i.e., "competency-based training as a structured approach to training and assessment that is directed toward achieving specific outcomes. It is about assisting individuals to acquire skills and knowledge so that they are able to perform a task to a specified standard under certain conditions". Competency based training has been mostly implemented without sufficient debate, analysis and critique (Harris et al, 1995).

Fig-2: Competency Based training approach



RESEARCH OBJECTIVES

- To understand competency based training approach.
- To study the effectiveness of 4 important training programs- Leading the change, Managerial effectiveness, 360 degree feedback, Leadership development program involving top management executives in BEL, Bangalore
- To know the satisfaction level about training from the employees of BEL.
- To evaluate the training programs and its impact on managerial effectiveness.

RESEARCH METHODOLOGY

The scope of the study is confined to employees of Bharat Electronics Limited, Bangalore. The study depicts the opinion of 30 sample employees who have undergone important training programs- Leading the change, Managerial effectiveness, 360 degree feedback, Leadership development programme involving top management executives. Secondary data is collected internally within the organization i.e. BEL Bangalore, such as HRD policy files, companies annual report, training and development manuals. The study mainly focuses on the effectiveness of training in managing the team to ultimately achieve the organizational goal.

This paper focuses on analyzing the effectiveness of the training program for senior executives of Bharat Electronics Ltd Bangalore (BEL-BG) who have undergone 4 important training programs such as Leading the change, Managerial effectiveness, 360 degree feedback and Leadership development programme. The

questionnaires are distributed and the respondents were asked to rate their responses which is based on Likert scale such as 5 if the trainee strongly agrees, 4 if agree, 3 if neutral, 2 if disagree, and 1 if strongly disagree. The responses from 30 respondents for the statements are tabulated and overall score for each level is calculated.

Training Programs Conducted for Managers at BEL Ltd, Bangalore

Managerial effectiveness: This training program focuses on making the employee capable enough to apply his skills and abilities in guiding and directing others to achieve the desired results. If he can, his achievements are poised to help the organization gain a competitive edge against rival organizations heading into the future.

Leading the change: This training program involves training the employees to bring about strategic change, both within and outside the organization, to meet organizational goals.

360 degrees feedback: This program helps in Performance-appraisal from 'all around' view of an employee which includes his or her peers, subordinates, supervisors, and sometimes from internal and external customers. Its main objective usually is to assess training and development needs and to provide competence-related information for succession planning.

Leadership Development Program: Leader development program is a formal and informal training and professional development designed for all management and executive-level employees to assist them in development of their leadership skills and styles required to deal with a variety of situations in the organization.

RESEARCH ANALYSIS AND FINDINGS- TRAINING PROGRAM EVALUATION

Training evaluation helps organisation to study the very purpose of conducting the training process and analyse the overall effectiveness of the training program. Training Evaluation is defined as a systematic process of collecting data and information to determine whether training was effective. (Goldstein & Ford, 2002) Kirkpatrick (1998) however, referred to training evaluation as the evaluation of four parts, including reaction, learning, behavioural change and return on investment. Various evaluation models are developed to evaluate the training programs according to Devi and Shaik (2012), such as Kirkpatrick's four level model, Hamblin's five level model, Warr's framework of evaluation, Virmani and Premila's model of evaluation, Peter Bramely's model of evaluation and David Reay's approach to evaluation. Among these is Kirkpatrick model is widely used in major research studies based on the literature study. Kirkpatrick proposed evaluation in 1959. The model was extensively reviewed as part of its semi-centennial celebrations (Kirkpatrick & Kayser-Kirkpatrick, 2014). It consists of four levels of evaluation of training programs in organizations. Although the approach has its critics, and is not the only way to evaluate interventions, the contribution of the Kirkpatrick model in organisations "cannot be underestimated" (Saks & Haccoun, 2010, p. 332), given its wide use for over 55 years.

KIRKPATRICK'S THE FOUR LEVELS TRAINING EVALUATION MODEL

Level 1: Reaction: the evaluation in this level measures the reaction of the trainees with respect to the actual training program. The evaluation in this level assesses how well the training is being received by the participants.

Level 2: Learning: This level measures what the participants have learned. This level considers measuring the actually acquired knowledge and skills.

Level 3: Behavior: This level will evaluate how far the participants have changed their behavior, based on the training received this level considers the degree to which the participants altered their subsequent behaviour in the contexts (e.g. in the workplace) after participating in the training

Level 4: Results: This level will analyze the final results of training. This includes outcomes of training program and its impact on organizational performance.

The statements used for data collection included areas in the table below. The responses from 30 respondents for the statements are tabulated and overall score for each level is calculated.

Table-1: Training evaluation using Kirkpatrick Training Evaluation Model

Evaluation levels	Evaluation description	Overall score
1. Reaction	1. Satisfaction with respect to training program. 2. Rating of program content. 3. Rating of Facilitators. 4. Relevance of training aids and material for the job. 5. Appropriate use of examples and cases.	4.0
2. Learning	1.enhancement in Decision making and coordinating skills 2. Handling changes. 3. Performance Appraisal techniques. 4. Leadership styles relevant for situations 5. Problem solving techniques.	3.9
3. Behaviour	1.Mastering of techniques learnt in training 2. Improved interpersonal skills. 3. Situational analysis and taking corrective actions. 4. Depth of analysis and insight. 5.Competence achieved for succession planning	3.8
4. Results	1. Enhancement in learning leading to organisational effectiveness. 2. Healthy work environment 3. Perception on increased morale in work place 4. Perception on improvement in areas related to Attrition, motivation, teamwork and effective project implementation	3.9

Level 1 Measuring reaction of trainees

According to Kirkpatrick (2009), reaction may best be defined as how well trainees liked the program. This can be evaluated by collecting the information regarding the training program and collecting information from the respondents regarding the perceptions with respect to the material, content, training aids, facilitator and overall acceptance of the training program. From the table it can be inferred that the overall score of 4 for the first level which is the Reaction level concludes that the respondents liked the training programs and felt the above mentioned programs were satisfying.

Level 2: Learning

After the reaction of the respondents the second level which is the learning is measured with respect to the perception on extent of competencies acquired such as decision making, coordinating, change management, performance appraisal, leadership skills and problem solving skills acquired in the programs attended. The overall score tabulated is 3.9 which show that the respondents felt they have learned and acquired the necessary skills required to perform in the job.

Level 3: Behaviour

The third level which is the behaviour level is assessed by collecting the views from the respondents with regard to areas such as mastering of techniques learnt in training, improved interpersonal skills, situational analysis and taking corrective actions, depth of analysis and insight and competence achieved for succession planning. The score here is 3.8 which again represents that the respondents felt they were successful enough in implementing the acquired skills in job performance.

Level 4: Results

Final level which is the results shows the impact of the programs on the organisational effectiveness by considering respondents views with regard to few issues in the organisation such as healthy work environment, increased morale in work place, improvement in areas related to Attrition, motivation, teamwork and effective project implementation and the respondents strongly felt that the training programs contributed in organisational effectiveness.

RECOMMENDATIONS

Competency based training program would have been made effective by following Case Study based approach to make it more interactive and lively. The attention and retention rate of the skills developed by managers through these training programs would be long lasting provided proper teaching aids like videos, pictures etc., are used. Learning should be encouraged on continuous basis by attaching incentives for learning new competencies. BEL can sponsor the employees to undergo certain online training programs for which expertise is not available within the Organisation. An environment of knowledge sharing should be stimulated in BEL that acts as a fuel for innovation. Employees exhibiting desired behaviour in the organisation have to be recognised, as it contributes indirectly to improved performance. Research should be carried out on a continuous basis to improve training and learning to enhance managerial competencies and add value to the Organisation to stand out from their rivals which in turn improves the bottom lines.

CONCLUSION

Competency based Training would help the Organisation align with the strategic goals. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization. A lot of importance is given to training and development in all organization irrespective of type of business they are into, gain competition edge over the rivals. A well trained employee is an asset to company who contributes a lot in achieving the organizational goal. Training not only benefits organization but is also contributes to an individual's self-development. Training if sponsored by the company creates a feeling of belongingness in minds of employee.

BEL is among an elite group of public sector undertakings which have been conferred the Navratna status by the Government of India. BEL has the best training and development department which is performing very effectively in training the people in the organization. The training program in BEL is well planned and very informative for the employees. Evaluation of training programs for managers at various levels using Kirkpatrick Model showed that it was very effective. But, some of the respondents felt that the sessions should have been more interactive which can be achieved by case based teaching approach and using appropriate teaching aid would have enabled them retain the skills for a longer period.

SCOPE FOR FURTHER RESEARCH:

The study is been conducted only for three training programs, further analysis can be extended to other managerial and technical training programs in the organisation. The training effectiveness can be measured using other evaluation model whereas the study in this paper considers only Kirkpatrick evaluation model. The Return on Investment for training program can be calculated with the relevant data for financial results. The study can also be extended to other sectors and other organisations as well.

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