Report

On

"Training & Development of Human Resource Department."

BRAC
UNIVERSITY

Inspiring Excellence

Submitted to:

Mr. S. M. Arifuzzaman
Instructor
School of Business
BRAC University Bangladesh

Submitted by:

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Date of Submission:

June 6th, 2016

Report

On

NASSA GROUP

Analysis of Training & Development of Human Resource Department

Inspiring Excellence

6th June, 2016

To

Mr. S. M. Arifuzzaman

Instructor

School of Business

BRAC University Bangladesh

Subject: <u>Submission of the report on Training & Development of HRD.</u>

Dear Sir,

With due respect and humble submission, I would like to inform you that, there is the dissertation report on **"Training & Development of Human Resource Department"**; which was assigned to me to submit under the program. It was a great pleasure for me to do the assigned job. We made every endeavor to prepare this report accurate & tried my level best to accumulate relevant and insightful information. This report really helps me to understand the difference between practical and theoretical knowledge training and development of HRD.

In fine, I am very grateful to you for assigning such an important area of Human Resource Management and your kind and generous guidance to make the report successful.

Sincerely Yours,

_____

Pizush Debnath

ID: MBA-10164046

Master of Business Administration,

BRAC University Bangladesh

First and foremost, I would be grateful to the Almighty Allah as I have successfully completed this report within due time and for all the incidences I had to undergo while preparing this report.

I am deeply indebted to my gratitude coordinator Mr. S. M. Arifuzzaman Coordinator School of Business under Master of Business Administration program for his whole hearted supervision during the course period. His suggestions, comments and guideline were really a great source of sprit to make me Report a good one.

Finally, I would like to thank my parents from the bottom of my hearts for their endless support and encouragement.

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Executive Summary

All the successful companies and conglomerates of today have one feature in common: they all have a very competent Human Resource Department (HRD). The function of this department is to ensure improved business performance and competitive advantage by attracting, developing and retaining people in an organization in an effort to build organizational capabilities to meet the strategic objectives of the business. As a popular slogan puts it "Assets make things possible, people make things happen." Hence, it is not surprising that organizations strive so hard to manage their human resources so efficiently and effectively.

The key HR functions are:

- HR planning

- Recruitment and Selection

- Orientation, Placement and Separation

- Training and Development

- Performance Appraisal

- Compensation and Protection

- Employee Relations and Assessment

This report deals with just one of these activities – Training and Development. The training and development process is basically one which transforms new/unskilled workers into a skilled, committed and motivated workforce. While training helps employees do their present jobs, the process of development helps individuals handle future responsibilities. Organizational Development (OD) attempts to bring about a positive, planned change in the organization through behavioral, structural or technical strategies.

Now, here in Bangladesh, a developing country, many companies still operate without a distinct HRD. Thus, one of the country's strength – its manpower- is often underutilized. Even the companies which do have a HRD, training and development often do not gain as much importance as it should. So what exactly is the present scenario in Bangladesh?

How is the function of training and development carried out in Bangladeshi firms? This report attempts to answer these questions. But then again, training and development is that HR activity which is very industry specific, at times even company specific. The way Training and Development is carried out in a manufacturing firm is quite different from that in a merchandising firm or a firm operating in the service sector. So, delineating the T&D process in any one company would not do justice to this report. Hence this report attempts to reveal the current T&D scenario in Bangladesh by portraying the training and development processes in an industry.

In the garments industry, NASSA Group is currently one of the major players. Thiscompany, being manufacturing firms, focus primarily on the training of their factory workers. In NASSA Group the training needs are determined by both the HR manager and the concerned department's supervisor. Also an Industrial Engineering (IE) Department which is solely responsible for continuously assessing the needs of the workers in the factory. The IE Department has a modern training center where there is an IE-in-Charge who supervises the Head Trainer. This Head Trainer in turn oversees the calculation trainer, scientific motion trainer and the sew data motion instructor. The training center has all the workplace equipment that machine operators use in the factory. It also has safety gear and equipment found within the factory, to help workers get acquainted with the safety hazards in the workplace. In short, the training and development activity in NASSA Group is very structured and totally in-house. In this activities are mainly on the job and include apprenticeships and physical training. However, off-the-job training like classroom lectures does occur as well.

Quite unfortunately, the HRD of neither of the one garments seem to give training and development adequate importance. Selection, Compensation Packages and Performance Appraisal are deemed to be the more important HR tasks in NASSA Group and thus take precedence over the training and development of employees.

In NASSA Group, once the training supervisor receives the Training Requisition Form signed by the department head, he begins to prepare the training resources which include lecture sheets, equipment manuals, technology handbooks, audiovisuals and suitable trainers. The trainers used by NASSA include both 'peer trainers' and executive trainers who too are first trained through a "Train the Trainer" workshop. There are 3 level of training in NASSA Group. Once the trainer is done training, the trainees' post-training performance is evaluated by observing changes in productivity, and absenteeism and turnover rates. The trainees also give feedback about the training process so that there is room for improving the entire process.

Operations, maintenance and quality control (QC) are the three sections where employees of NASSA need a lot of training. The job skills training conducted here include safety tour and guidelines, factory overview and tour, job knowledge transfer, job observation, proficiency tests and so on.

When it comes to office staff and executives, it has been seen that NASSA Ltd does complete outsourcing of its training needs. No executives are given in-house training. This responsibility is outsourced to competent organizations like Bangladesh Institute of Management (BIM), Chittagong Skills Development Centre (CSDC), and Rapport Bangladesh Limited. Section and Department Heads are also sent to countries like India, Hong Kong, Switzerland, Italy, Japan and Germany for training. By contrast, training and development of office staff in NASSA is a combination of both on-the-job and off-the-job techniques. Employees are often sent to attend seminars and workshops in Bangladesh Society for Human Resource Management (BSHRM) and DaniResourcesCenter. However, here too, officials are sent for overseas training if the Board of Directors deems it to be necessary.

The manufacturing process in NASSA is line based, and each line occupies a whole floor. As part of its development program, NASSA has a pilot project titled the "Modular Floor." This project is conducted on highly trained operators. They are made to work without any assistance from any helpers or supervisors. This reduces cost without compromising productivity or quality. The pilot project has proved to be a very successful scheme, and so NASSA has plans of applying this concept factory-wide. By giving training to all of its employees, NASSA aims to make this transformation come true.

1.0 Introduction

This part entails how the report has been originated, what this report attempts to unearth, thescope and limitation of the study, and lastly, how the data have been collected.

1.1 Origin of the Report

As a part of Dissertation of Masters of Business Administration, I was assigned by my university faculty to conduct a study on the topics "Training and Development of Human Resource Department (HRD)" andthe task of analyzing any one of the many key HRM functions in Bangladesh and later shape my findings into a comprehensive report. My university faculty supervisorS. M. Arifuzzaman, "Assistant Professor" at Department of Business Administration,BRAC University, Bangladesh also approved the project and authorized me to prepare this report.

1.2 Objectives of the Report

The objectives of this report are two-fold:

1.2.1 Primary Objective

Our prime goal is to gain a comprehensive understanding of the current scenario in the personnel training and development sector in Bangladesh. This study intends to look into every detail of the training and development process and identify any deviations from the theoretical models of training and development.

1.2.2 Secondary Objectives

In order to fulfill the primary objectives, the secondary objective is to carry out case studies of the training and development process of particular companies from different industries in Bangladesh. We have analyzed the role of training and development in the garments industries of Bangladesh.

1.3 Methodology

Both primary information and secondary information have been used for the purpose of the report. My report includes information regarding NASSA Group and there others factory. However, for the garments companies much of the information used is from secondary sources.

1.3.1 Primary Source

1. Structured interviews were taken with high level HR managers and those involved directly with the training and development process at NASSA Group.

2. Mixed interviews with lower level managers and workers were carried out to learn more about the training and development process and to obtain any recommendations they might have about the said process.

1.3.2 Secondary Source

The secondary information comprises mainly of the reports and previous researches that have been carried out on this topic.

1. Past internship reports have been the main source of secondary information. Though some of the data in the reports was obsolete, much of the information was relevant and has been used. These reports were particularly useful in our analysis of the garments industry.

2. The internet has been a very important source of secondary information. Official websites of companies as well as other relevant sites have been used to obtain statistics and other information on training and development practices.

1.4   Scope of the Report

This study will be limited to just one aspect of the vast HR management area, i.e. training and development. Also, within this area itself, our focus will primarily remain on the garments sector of Bangladesh.

1.5   Limitations of the Report

1. A significant portion of the report work has been based on secondary data; it is possible that the data in question is obsolete or subjective. In fact, the internship reports used in writing this report were prepared in 2013. The reliability of this data could not be verified.

2. In some cases, we received contradictory information while collecting primary data.

3. Many sources were reluctant to reveal certain information due to confidentiality issues.

4. Resource constraint has been another limitation. I do not have the proper expertise to prepare such a report, since I am only in the final year of our MBA course.

However, every attempt has been made to make sure the data presented in the term paper is relevant and objective.

2.0   Overview of Training and Development

Worldwide, organizations spend millions and even billions of dollars for Training and Development. For instance, US organizations alone spend more than $60 billion annually on employee training and development. However, organizations in our country lag behind in providing the necessary training and development to the employees. This is not very surprising as many organizations in our country did not even have an official Human Resource Department (HRD) a decade back. Training and development is one of the major human resource management functions. Last year about $30 to $40 million USD were spent on training and development in Bangladesh. However, before a detailed discussion of the process, one must first define what training and development is. Employee training and development is the process of systematically developing expertise in individuals for the purpose of improving performance. The main difference between the training function and development function is that training develops and hones employees' skills and helps them perform their present tasks better, whereas development focuses more on the personal growth of the employee and helps them handle future responsibilities.
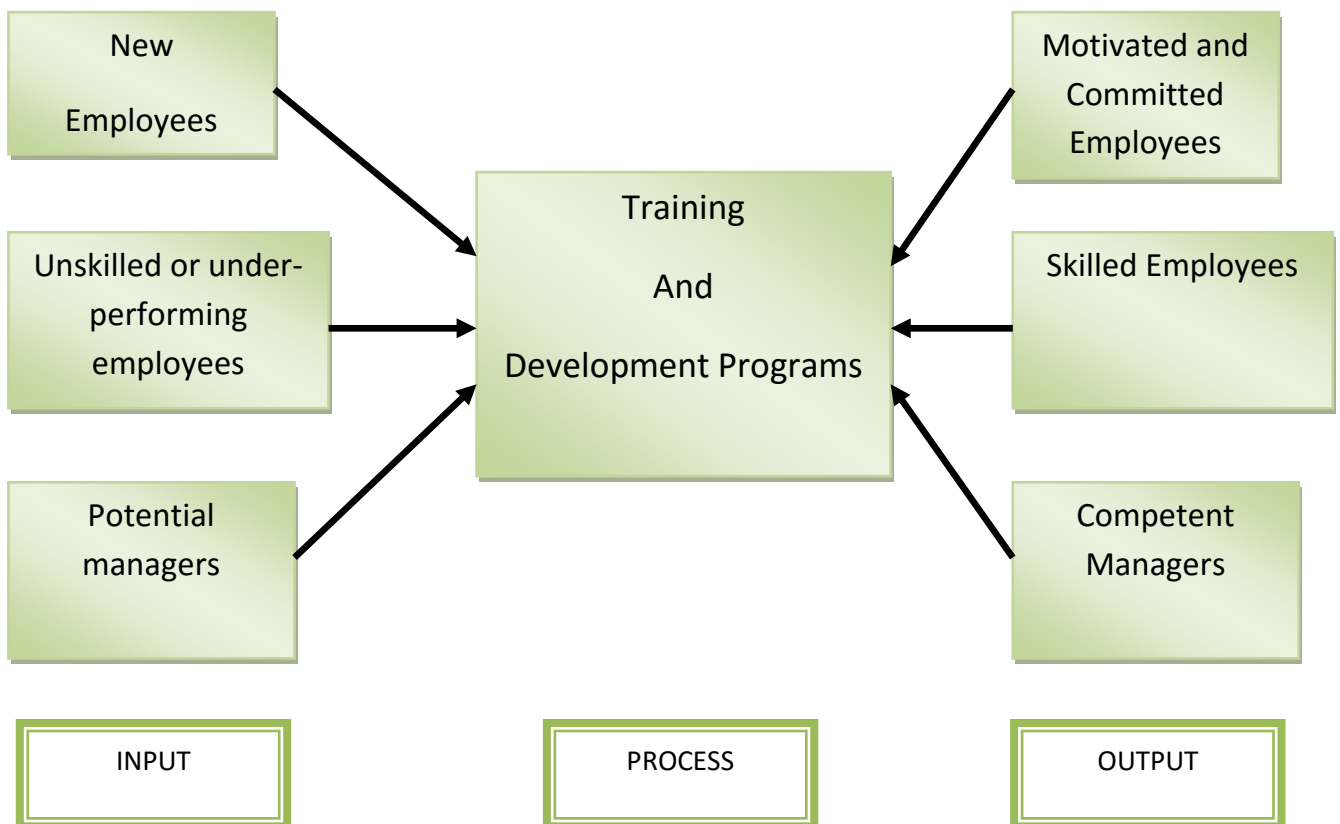
Figure 1 The Training and Development Process

To understand why most organizations now give such importance to training and development, the need for this function must be understood.

The major needs for training and development are:

- ➢ Technological Changes
- ➢ Organizational Restructuring
- ➢ Diversity in workforce
- ➢ Need for Career Development
- ➢ Need for employees personal growth

Technological changes continuously change the outlook of the workplace. For instance, computers have greatly influenced the skills necessary for carrying out jobs. Many organizations have had to start an entirely new department, computer operations department. To adapt to these changes employees must be given skills training and retraining. Skills training will provide new employees with the necessary skills to perform their jobs. Retraining will help present employees cope with the technological and other organizational changes influencing their work. Diversity is another factor of great importance in Bangladesh. Here, cultural diversity is not as important as is the change in gender composition of the workforce. Greater involvement of women in workforce requires changes in attitudes and behavior which require some form of training. Finally, employee development enables employees to learn new skills or acquire new knowledge which allows them to progress in their careers. One of the essential functions of the Human Resource Department of any organization is to match employee training and development with the future career opportunities in the organization.
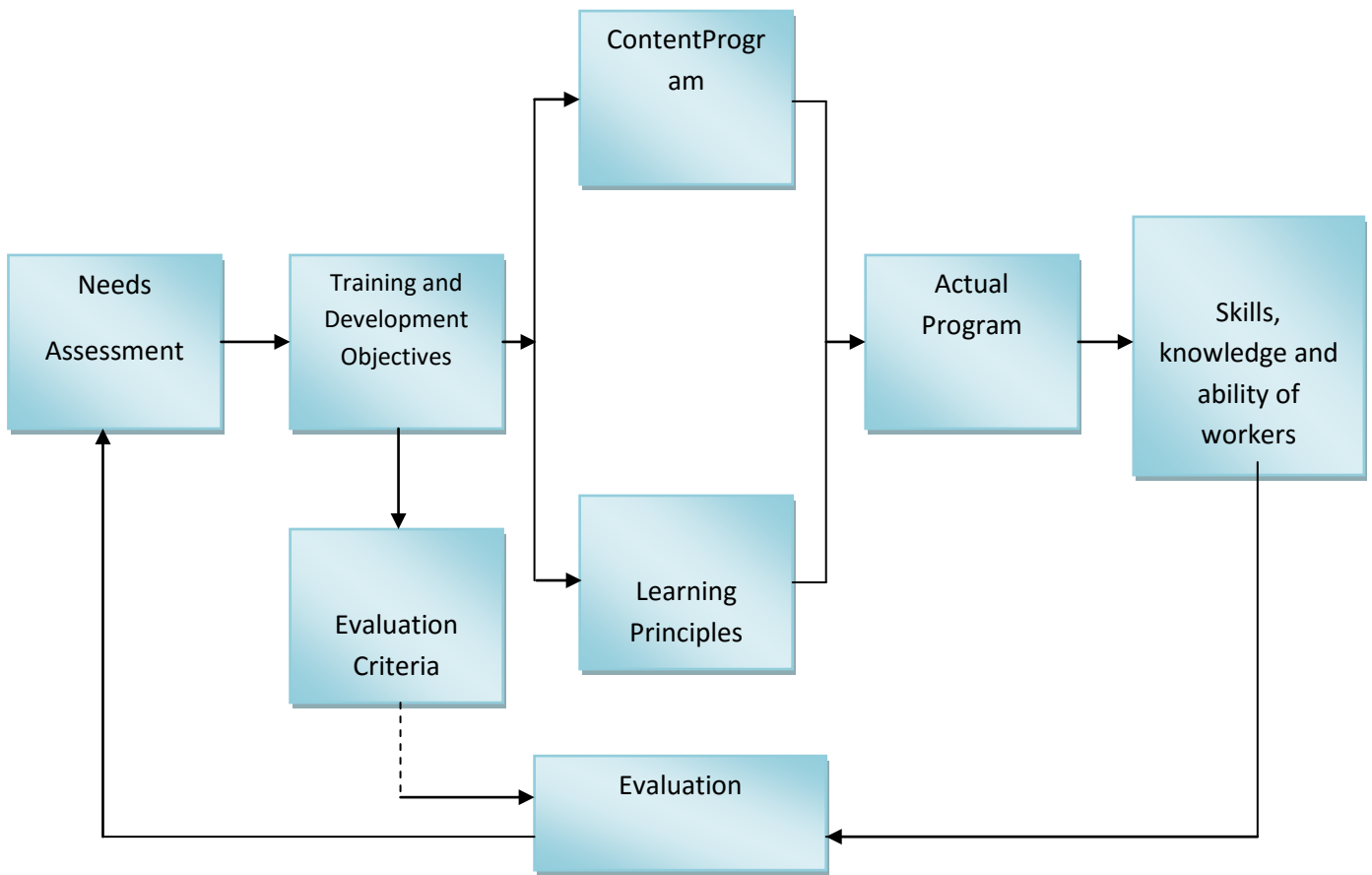
Figure 2 Steps in Developing a Training and Development Program

This diagram shows the major steps in developing a successful training and development program. Firstly, the need for the training and development must be assessed. This could be done through many methods such as analysis of changes in the external environment or changes in the organization's strategy. Also, career planning discussions, performance appraisal reviews, surveys of potential employees and exit interviews could provide important insight of need for training in the organization. Once the need has been assessed, the objectives of the training and development should be stated. Next, keeping the learning principles in mind, the program content for the training program should be developed. The content should use all of the principles of participation, repetition, relevance, transference and feedback. The program content must be constructed in light of the training needs and learning objectives. Also the program content must meet the organizations' and the employees' needs. Finally, once the training is provided, the participants post-training performance must be tested against their pre-test performance. This should show whether the objectives of the program where fulfilled. If evaluation of the program is unsatisfactory the program has to be modified.

Since a significant investment may have to be made for training and development, it is reasonable for one to ask about the benefits of such investments, especially since more companies are seeing a need for lifelong learning and are integrating technology in their strategies. The argument as to whether T & D helps to create a competitive advantage has shown that conceptually, it can be a source of competitive advantage. However, to determine whether a particular T & D program is effective, one must analyze its specific nature: to what extent it follows the Learning Principles, how challenging are the objectives of the program and whether they are feasible. Also as with all other HR functions, a cost-benefit analysis must be carried out of the training and development process.

For a very effective program, the benefits received would far exceed the costs. The key issue in this perspective is to determine that the benefits at least equal the costs. When measuring benefits, it must also be considered that some benefits such as strengthening the culture and maintaining the tradition of the organization cannot be quantified. However, training and development provides these benefits and a fair evaluation must reflect this contribution. In understanding the impact of the training, it is imperative to determine what difference, if any, the investment made in supporting the business strategy of the organization. The assessment of the training should focus on the difference of the performance of the employee, the department, the process, and the overall performance of the organization. Furthermore, were there adequate opportunities for the employee to practice what they learned in the classroom, were they rewarded for improvements made as a result of attending the training, and can a relationship be demonstrated with the training and the organization's performance? In sum, measuring the impact of a training initiative regardless of the scope, size of investment, and number of employees involved, there is the imperative need to determine the purpose of doing the training and if the goals have been met at various intervals after the intervention had been completed.

The Major Benefits of Training and Development are:

- Increased job satisfaction and morale among employees
- Increased employee motivation
- Increased efficiencies in processes, resulting in financial gain
- Increased capacity to adopt new technologies and methods through **skills training and retraining**
- Increased staffing depth through **cross-functional training**
- Increased innovation in strategies and products through **creativity training**

- Reduced employee turnover
- Enhanced company image, e.g., conducting **ethics training**
- Risk management, e.g., training about sexual harassment, **diversity training**
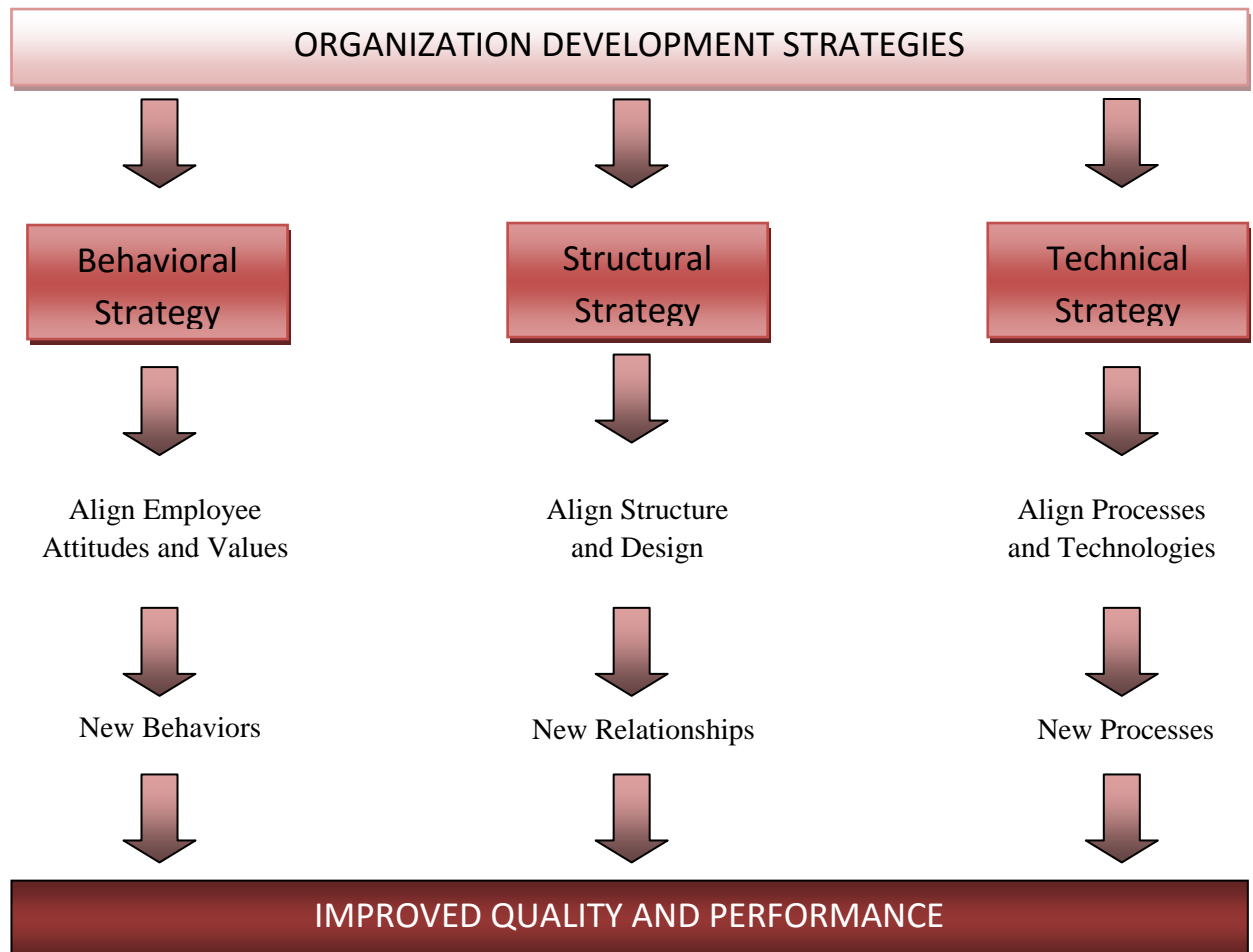- Greater customer satisfaction through **customer service training**

It is therefore imperative to address the following questions given the critical need to understand the impact of training and development:

- Has the employee's attitude changed since the training?
- Did the employee acquire knowledge and expertise in an area that would enable him/her to perform more effectively on the job?
- Has the employee's performance changed after the training?
- How has the change in the employee's performance affected the business strategy and performance of the organization?

These are all areas to be integrated in assessing the impact of training and development in today's economy. With answers to these questions, it is possible to determine if the training investment was worthwhile and to articulate how training and development supports the business strategy and contributes to the bottom-line of the organization.

Organization Change and Development

Given the continuing changes in the global economy, demands of customers, preferences and values of employees, it is a necessary component of the HR strategy to ensure that the organization is adapting to the external and internal variables it current faces and would likely face in the future in order to meet its stakeholders' expectations. The pace of global, economic, and technological development makes change an inevitable feature of organizational life. A growing importance and competency expected from the HR professional, therefore, is his or her ability to plan and implement the necessary changes for the purpose of improving performance. Organization Development (OD) is the process of developing and implementing planned changes in organizations for the purpose of improving performance. It is an intervention strategy that uses group processes to focus on the whole organization in order to bring about planned change. The opportunity for HR through its organization development interventions is to create organizational effectiveness at the individual, department, function, process, and organizational levels.

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│           ORGANIZATION DEVELOPMENT STRATEGIES                   │
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Attitudes and Values        and Design            and Technologies
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│              IMPROVED QUALITY AND PERFORMANCE                    │
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The Behavioral Strategy takes an employee training and development approach. It posits that employee learning would bring about the organizational change needed. Learning would consist of gaining knowledge, skills and new attitudes, which would lead to new behaviors. These new behaviors would then lead to improved quality and performance

The Structural Strategy takes an organizational design approach. It posits that organization structure and design should be aligned (or realigned) consistent with the vision, direction, mission, or goals of the organization. The Structural Strategy would incorporate changes in the organization chart. Employees, units, divisions, and departments could be realigned to optimize resources. For example, hierarchies could be flattened and decision-making could be placed closer to the point of action. Significant work could be done in chartered, self-directed teams. Such realigned relationships would lead to improved quality and performance.

The Technical Strategy takes a continuous improvement approach. It posits that processes in the areas of customer focus, product and service delivery, support, and supplier and partnering could be improved. This strategy also maintains that technology

be continuously updated and aligned with the processes of production and service to make work more efficient and effective. Continuous process improvement with aligned technology would lead to improved quality and performance.

Many OD practitioners may argue that OD is not a measurable effort, at least quantitatively. The challenge arises again as to what value do the change efforts really have on the bottom-line of the organization. Should OD be excluded from quantitative measurement? Given a downturn in the economy and the need to reduce labor cost, are OD practitioners able to justify their worth to the organization?

In answering these questions, it is necessary to examine the outputs of OD. In many instances, the outputs should be an improvement in performance at the individual, process, and organizational levels. Some studies suggest that OD can be measured through productivity, quality, service, responsiveness, development, and survival. How efficiently are products and services delivered to the customer? These factors are indeed critical in assessing the effectiveness of OD's efforts and therefore, should be part of the process of making changes in organizations. Some of the key measurements can be derived from the following questions:

- What is the quality of the output and does it meet the customers' expectations?
- Does the service offered by the organization provide a competitive advantage as compared to its competitors?
- How effectively does the system respond to changes in the external environment?
- Does the organization allow for maximum sharing of information, leveraging each employee and work unit, and resolving any internal or external challenges?
- Are the values and ethics of each employee and work unit representative of the overall culture of the organization and supportive of the business strategy?

The responses to these questions based on the respective organization provide the basic measurements in assessing the readiness and effectiveness of the organization to function effectively in its current and anticipated internal and external environments. Should the responses indicate less than optimal performance at the individual, process, and organization levels, the opportunity exists for HR to conduct an analysis and develop, and implement planned changes to improve performance at all levels. HR professionals too often want to measure their success by their activity rather than the actual business

results.　By having concrete answers to these questions, there will be appropriate responses in answering the role of OD in achieving the business strategy of the organization. To summarize, organizational development is a change process involving the whole organization. This intervention strategy uses a systems orientation and involves change agents. It uses group processes and problem-solving to bring about a planned change. Feedback is also an important part of the organizational development process. Given below are the steps generally followed in implementing an OD Program.
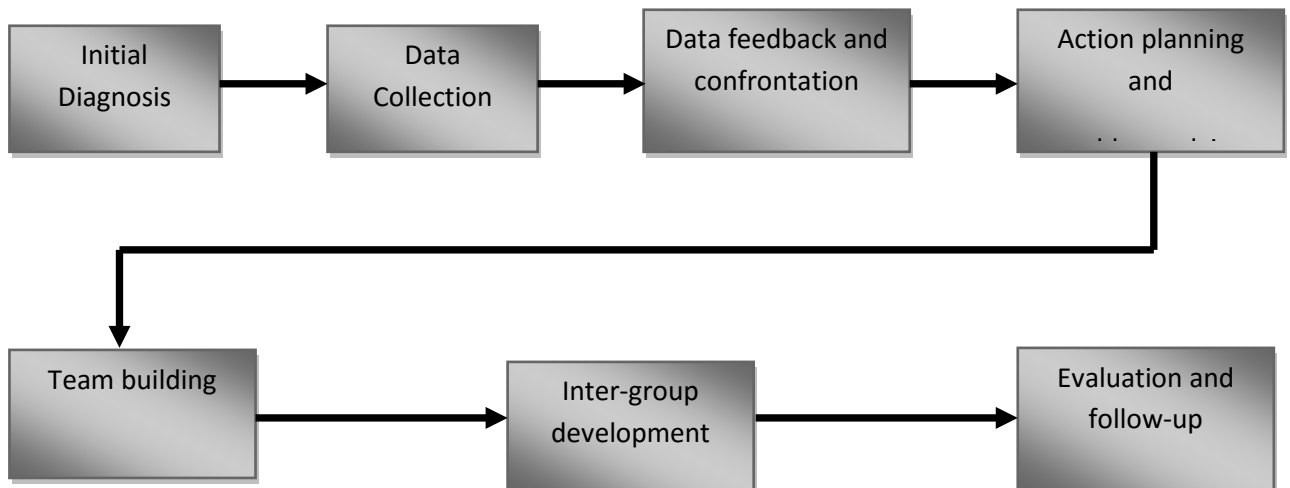
Initial Diagnosis	→	Data Collection	→	Data feedback and confrontation	→	Action planning and . . . . .

Team building	→	Inter-group development	→	Evaluation and follow-up

Figure 3 Steps in Implementing an Organizational Development Program

3.0   Overview of NASSA Group

Positioned as one of Bangladesh's largest industrial conglomerates, NASSA Group has achieved international recognition as a global leader in apparel and textile manufacturing since its inception in 1990. NASSA Group operates a wholly owned vertically integrated apparel manufacturing business under founder and chairman Mr.Nazrul Islam Mazumder. Through diversified and capacity building initiatives, the Group represents one of the most significant investors operating in, and contributing to, the Bangladeshi economy today. A distinctive and complementary product portfolio of sister divisions and operations allows the company to respond to wide-ranging client needs whilst ensuring competitive costs for its customers. In addition to finished garment production, divisions include fabric spinning, textile manufacturing, specialist denim production, logistics, retail and an international buying house based out of London, UK. Aside from manufacturing, NASSA Group has interests in banking, real estate, stock brokering, travel and education.

NASSA Group's ready-made garment and textile manufacturing division has achieved globally respected status as a supplier of yarns, textiles and ready-made garments for branded and private label clients worldwide. The manufacturing operation boasts 1.1 million sq. ft. of production space, across which more than 30,000 skilled workers operate in 34 vertically owned factories.

EXIM Bank Limited has been a crucial part of the corporate expansion and has fast grown to achieve status as a pioneering financial establishment, dedicated to the socio-economic development of Bangladesh and its people.

NASSA Properties Limited has been established with the aim to develop prime commercial properties in the heart of Dhaka. Along with the commercial side of our real estate business, we have RANS Real Estate Limited which is a driving force in residential property development for home owners seeking modern housing solutions in Dhaka, Bangladesh.

ANW Dhaka Limited is an accredited member of the Dhaka stock exchange providing robust ethical trading opportunities in global stocks and shares. ANW Dhaka exists to provide beneficial trading opportunities for clients and organizations looking to trade in stocks and shares in a sustainable and risk controlled environment.

NASSA Group is profoundly committed to the vital role of education in Bangladesh in achieving socio-economic, financial and commercial growth.

Vision

• Gain market leadership in high value added apparel in USA & Europe.

• Use "Innovation" & "Speed" as prime drivers, rather than cotton & cheap labor.

• Dominate these markets in high quality:

- ❖ Men's, Women's , Children
- ❖ Shirts (Dress & Casual)
- ❖ Blouses (formal & casual) , Skirts, Jackets
- ❖ Jeans & Casual non - denim bottoms
- ❖ Knitted tops & bottoms

3.1   Training & Development in NASSA Group

As NASSA Group is a manufacturing firm, training activities are concentrated among the lower level workers. Training and development occurs for managers and professionals as well, but the focus remains on the skilled labor force involved in the production process.

In the past, executives used to be provided with in-house training. However, at present, due to the shortage of manpower, their training is completely outsourced. NASSA Group outsources 100% of the training needs of its top level executives to some of the best organizations in Bangladesh such as Bangladesh Institute of Management (BIM), Chittagong Skills Development Centre (CSDC), and Rapport Bangladesh Limited. There is also provision for overseas training at NASSA Group. Section Heads and Department Heads are sent to India, Hong Kong, Switzerland, Italy, Japan and Germany for training.

Whatever in-house training presently occurs here in NASSA Group, is just for the staff and workers. On-the-job training is given more priority than off-the-job training. NASSA Group has its own training institution and the trainers are also from within the organization. The training needs are assessed by both the HR manager and the concerned department's supervisor. Workers who play a major role in technical jobs and are involved in quality control and maintenance are often sent abroad for training too. For example, when a new machine is purchased from abroad, the foreman may be sent abroad to get trained on how to operate that machine.

Quite unfortunately, training and development is not among the top three prioritized HR activities at NASSA Group. Selection, Compensation Packages and Performance Appraisal are deemed to be the more important HR tasks and take precedence over the training and development of employees. Also, NASSA Group is quite reactive in its approach to training and development. Newly hired employees work for a period of 3months in the organization which is called the confirmation period; once their job is confirmed, only then are they chosen for a process wise training session.

3.2 The Training Process

Training and Development, like all the other key HR activities, follows a well-defined procedure. Below is a flowchart which summarizes the training implementation process at NASSA Group:
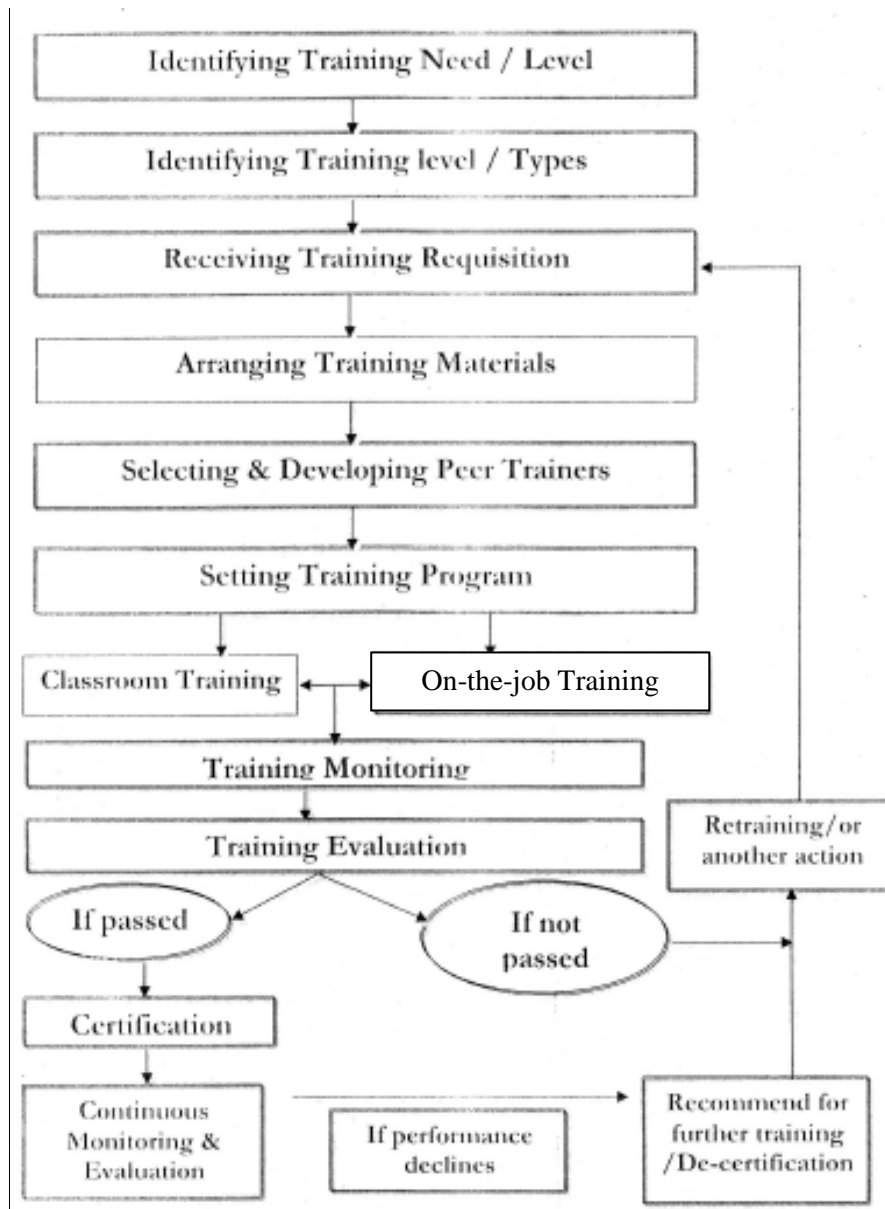

Figure 4 Implementation Process Flow

3.3   Training Requisition

Once a new worker is recruited, a training need is identified by the department and a **Training Requisition Form** signed by the department head is filled out and forwarded to the training and development section within 15 days of his/ her joining date. The requester (department head) specifies a tentative starting date and the trainer to be appointed for the training, although it all depends on the availability of the trainer. If the department head feels that some of the current employees of the department are in need of training, he/she can issue a Training Requisition Form in that case as well.

3.3.1   Training Resources

The training resources include the trainers and the training materials.

Trainers

Most of the time "peer trainers" are used for training workers. However, for Maintenance and Quality Assurance, executive trainers are used.

The trainers themselves are trained through a "Train the Trainers" Workshop. Here, the trainers mainly learn about human psychology and relevant communication methods. The peer trainers are awarded with certificates; this in turn authorizes them to train the trainees.

Presently, NASSA Group has 5 permanent trainers. Trainers are chosen mainly on the basis of their experience in the organization. SSC is the minimum educational qualification. In addition, there are the casual trainers whose primary work is on the section floor; but they too take part in the training of the workers working in their respective sections.

The trainees are mainly provided with one-on-one training. However dual training (1 trainer training 2 workers) is also not uncommon. This is done with the approval of the Department-in-Charge and Head of the Training Department. In case of classroom training, the group being trained can comprise of a maximum of 4 trainees.

TrainingMaterials

The training provided is mainly "on-the-job." To facilitate the training program a Training Task Checklist (TTCL) is followed. According to SOP (Standard Operating Procedures), job specifications are also used as supporting materials.

The materials needed for training varies from department to department. Some additional stuffs used include:

1. Training video
2. Written/ Verbal Test Materials
3. Process technology handbook
4. Equipment Manual

3.3.2 Training Co-ordination

The training department's primary task is "training co-ordination", to ensure quality training and accelerated skills development through proper resource allocation and planning. On the basis of the Training Requisition Form forwarded by the department head, the Training Department starts its planning process. The training coordinator looks at the present training schedule that is placed on a planning sheet by the Training Coordinator. This Training Planning Sheet (TPS) is then distributed to the training affected area for their information.

3.4 Methods of Training

Workers and manual labor related with the production process are mainly provided with skills training. The training is operational in nature and is provided both on and off the job.

On-the-job methods include:

- Apprenticeships
- Physical training

Off-the-job methods include:

- Classroom lectures
- Vestibule training

3.5 Types of Training

NASSA Group provides the following types of training to its employees:

- Skills training
- Cross-functional Training
- Team Training
- Retraining (as and when needed)

The focus is primarily on operational and safety training. Hence, there is no provision for diversity or creative training. Also, since all employees have at least completed education till class eight, there is no remedial education training either.

However, there is provision for ad-hoc training. Whenever any change is made to a task due to a new process, or a part of the SOP (Standard Operating Procedure) is changed, then ad hoc training is arranged upon the requisition of the change initiator. Objective of this training is to facilitate the changes in different process immediately and effectively by educating the employees involved in that particular area.

To continuously monitor the progress of the trainees, a training progress report – Ad-hoc Training Program Report (ATPR) – is maintained by the trainers

3.6   The Training Program

Training occurs at 3 levels. At the first level, only basics are taught. Once a trainee successfully completes one level of training, he/she is eligible to start the next level. Each period of training level lasts for a maximum of 7days.

The following are the different certification levels in three different sections maintained at NASSA Group:

Operation:

1. Level 1 certification
2. Level 2 certification
3. Level 3 certification
4. Certified Helper
5. Dye/Chemical mixer

Maintenance/Utilities/Others:

1. Level 1 certification
2. Level 2 certification
3. Level 3 certification

Quality Control:

1. Level 1 certification
2. Level 2 certification
3. Level 3 certification

Job Skills Training

1. ***Safety Tour and Guidelines***: Deals with the preliminary safety measures that should be followed to prevent fire, thermal, mechanical and electrical hazards in the workplace.

2. ***Factory Overview and Tour***: When a new person is recruited, he is explained the philosophy, vision and goals of NASSA Group. Then, he is acquainted with his trainers and co-workers through a tour of his department and the factory as well.

3. ***Job Knowledge Transfer***: This part focuses on specific job skills. It
   a) reviews all related area specification with the trainee
   b) explains the job thoroughly
   c) transfers all theories that are required to do the job
   d) provides any job aids, drawings or any other materials available
   e) checks understanding to ensure that knowledge is transferred

4. ***Job Observation***: the trainer selects tasks from the Training Task Checklist (TTC) and performs the job while the trainee observes. The trainer demonstrates the whole task and explains how it is being performed. The trainer may repeat his performance depending on the trainees' ability.

5. ***Skills Practice***: When the trainer feels that the trainee will be able to perform the task, he allows the trainee to perform under his guidance. The number of practices depends upon the trainer's discretion.

6. ***Proficiency:*** If the trainer feels that the trainee is capable of performing the task alone, he signs an approval in the **Training Progress Report (TPR)**. The trainee is thus certified to perform the job.

3.7 Training Monitoring and Follow-up

A peer trainer is the primary person responsible for monitoring the progress of the training.His/her responsibility is to submit progress report to the training coordinator and the section head. In addition, he/she collects signature of trainees after completion of each task.

The Training Program Coordinator maintains good communication with the peer trainer and follows up with the training progress. He/she ensures that all barriers to effective training are removed and also informs stockholders of factory training and certification status.

The Training Evaluation and Development Coordinator is responsible for monitoring the training progress, evaluation, accepting feedback for training or any training related improvements and development of training resources.

The manual workers do not actually receive a certificate even after they are fully trained. NASSA Group follows this policy in order to reduce employee turnover. Well trained workers often leave the organization once they receive a certificate. After all, they do not sign any bonds like the senior officials when joining the organization. So trying to retain them would be imposing forced labor.

Forms and Documents Used

The following forms and documents are used to ensure smooth performance:

1. Training Requisition Form
2. Training Progress Report
3. Training Evaluation Form
4. Ad Hoc Training Progress Report
5. Duplicate Certificate Request Form
6. Training Task Checklist
7. Error Rectification Form
8. Training Materials Form
9. Standard Operation Procedures
10. Manual handouts, and other technical documents

To maintain detailed reports of the training program and generate reports for top management, specific Training Databases are required. These training databases are developed using MS Access and MS Excel. These databases help the training department to continuously monitor different training programs which increase operational efficiency. The TEDC and TPS are responsible for the timely update of data, modifying or designing different reports or developing new database as and when required.

3.8   Training and Development of Workers

Training and development of workers in NASSA Group is structured, totally in-house, and is the sole responsibility of its Industrial Engineering Department. The IE Department continuously assesses the training needs of workers in the factory. It has a group of trainers who deal with the various training that the workers need. The following
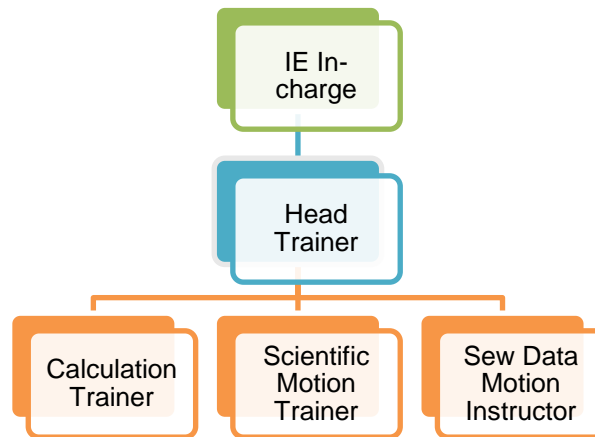

Figure 5 Organization Chart of IED in NASSA

Organization chart shows the IE Department:

The IE Department has a modern training center that was built following the recommendation of Dynagro, a Sri Lankan consultancy firm. Previously, importers had demanded an internal training center to train workers on reaching their expected quality standards. The training center has all the workplace equipment that machine operators use in the factory. It also has safety gear and equipment found within the factory, to help workers get acquainted with the safety hazards in the workplace.

The trainers of IE are all departmental. They are line supervisors with 10 to 15 years of experience who have been promoted to this level. The trainers themselves have received external training, which they pass on to the trainees.

3.8.1   The Training Process

Product manufacturing in NASSA Group is line based rather than individual based. A single line occupies a whole floor of the factory building, and consists of some 60 to 70 machine operators, who sew the clothes. To help the operators, there are around 15 to 20 helpers per line. Each line is rounded off by a group of supervisors, who constantly assist and provide supervisory training to the workers. They are responsible for the

performance and output of the line. At the end of a working day, line performance is the criteria through which productivity is measured.

All workers in NASSA Group start off as helpers when newly recruited. The recruitment process is fairly simple, and is based on skills and experience. Helpers are appointed the task of aiding machine operators, and their job mainly involves cutting clothes that operators sew with machines. Helpers are given work with a 3 month probation period. Within that period, their performance is judged by their respected supervisor.

Once the probation period is over, supervisors identify helpers who show the potential to be promoted to machine operators. The supervisors keep records on the daily output of workers and helpers under them, and the selection process is based on the performance of the helper within the probation period. Willingness and eagerness to work is also an important factor in this process.

After the selection process is over, the helpers are asked to undertake a number of tests. These tests include:

1. Color Blindness Test
2. Eyesight Test
3. Needle Threading Test
4. Concentration Test
5. Eye-hand-foot Co-ordination Test
6. Dexterity Development Test

The results obtained from these tests are recorded and analyzed. Performance in each of these tests determines the type of machine training that the trainees will receive.

Machine training comes in the form of acquainting the trainees with the common machines they would use in the workplace. Different kinds of machines have different operations. For example, some machines are used to attach labels, whereas some are used to sew collars and sleeves. Trainees are briefed on the operation of these machines, and are given a set target to be achieved within a given period of time.

Trainees are also briefed about certain workplace standards. For example, they are taught the importance of the use of safety gears at all times, and keeping the workplace neat and clean. Among others, they are also taught how to exit the factory line wise after a day's work.

The training process is normally nearly a month long. Once the training session is complete, pre-training and post-training performance is compared. If the post-training

performance is satisfactory, then the trainee is promoted to the post of a machine worker. If it is unsatisfactory, then the trainee is retrained.

Post-training performance is used as a measure to determine the salary paid to newly promoted workers. Trainees with 90% to 100% performance achievement receive the highest salaries, and are appointed as quality control operators. Trainees with lower performance achievement are thus paid less, and are appointed as normal machine operators. 60% performance achievement is the minimum level that should be maintained to be promoted from a helper to an operator.

When any machine operator fails to meet the set standards frequently, his/her supervisor reports this to the IE Department. Trainers from the department investigate the shortcomings, and based on their findings, the worker is retrained.

3.8.2 Types of Training

Workers undertake a wide variety of training to improve their efficiency and productivity. The various types of training that the trainees receive are:

1. Skills Training: Trainees are provided with knowledge regarding the workplace to develop their skills. This develops their skills inventory.
2. Compliance Training: Trainees learn about the safety hazards of the workplace and ways of eliminating these risks. This reduces the chances of workplace accidents.
3. Cross-functional Training: Trainees learn to operate a wide variety of machines with different operations. This promotes job-rotation, further on-the-job training and a greater flexibility in the workforce.
4. Team Training: Trainees learn how to work as a team and reach team goals. This is crucial to ensure high productivity in line based production.
5. Maintenance Training: Trainees learn how to handle their equipment properly. This reduces maintenance costs of machines.

3.9 Training and Development of Office Staff

The training and development of office staff in NASSA is a mix of on-the-job and off-the-job techniques. The training that the office staff receive are in line with their job responsibilities, and beneficial to their career development within the organization. Conferences and lectures are common on-the-job training methods in NASSA. Off-the-job training comes in the form of outside seminars which employees are required to attend. For external training, employees are sent to workshops at centers such as the

Bangladesh Society for Human Resource Management (BSHRM) and DaniResourcesCenter.

Sometimes, the organization sends it top-level employees for overseas training. The Board of Directors determines which employees to send overseas for such trainings. For example, the dying manager of Pride was sent to India for special training on the complex dying machinery used in the factory. Such training is not available in Bangladesh. As of date, employees have been sent to countries such as India, China, Germany and Switzerland for training. The regularity of overseas training is infrequent; employees are sent abroad when the Board of Directors deems it necessary to do so. These training sessions are normally no more than a week long.

The post-training performances of office staff are not strictly evaluated. It is assumed that the staffs have completed the training with a good understanding of the principles taught, and are ready to apply them at the workplace. However, the Board of Directors does look at year-end performance review of the departments to determine the impact of training the employees.

3.10 Training Evaluation

After training, peer trainers inform the Training Evaluation & Development Coordinator (TEDC). For wrapping up the training, TEDC sets up a meeting with the trainee and the trainer with prior approval of the Section Head. During this meeting, the trainee is evaluated based on the criteria stated on the Training Evaluation Form.

Guidelines for Evaluation:

i)   asking trainee to share knowledge
ii)   asking questions to evaluate skills
iii)   Understanding the comfort level of the trainee
iv)   Observing task performance

Finally, it is decided whether the worker is sufficiently trained or whether he/she should continue training. If he/she is authorized to be certified, TPC processes the paperwork.

Training system is improved based on the feedback from the system users and other experts. TPC collects the feedback and takes necessary actions for improving the current conditions.

4.0   Human Resource Management in NASSA Group

HRM practices in NASSA Group are essentially the duty of its Human Resource Department. NASSA did not have a HR department from the time of its inception though. In the textile industry, the importance is primarily on production. As such, NASSA had no formal HR department until only as recently as 2003. In 2003, the HR department was fully integrated within the group. Prior to its integration, the traditional functions of HR were handled by timekeepers.

Currently, the HR department of NASSA has 9 employees. The following organization chart shows the different hierarchies in the HR department:
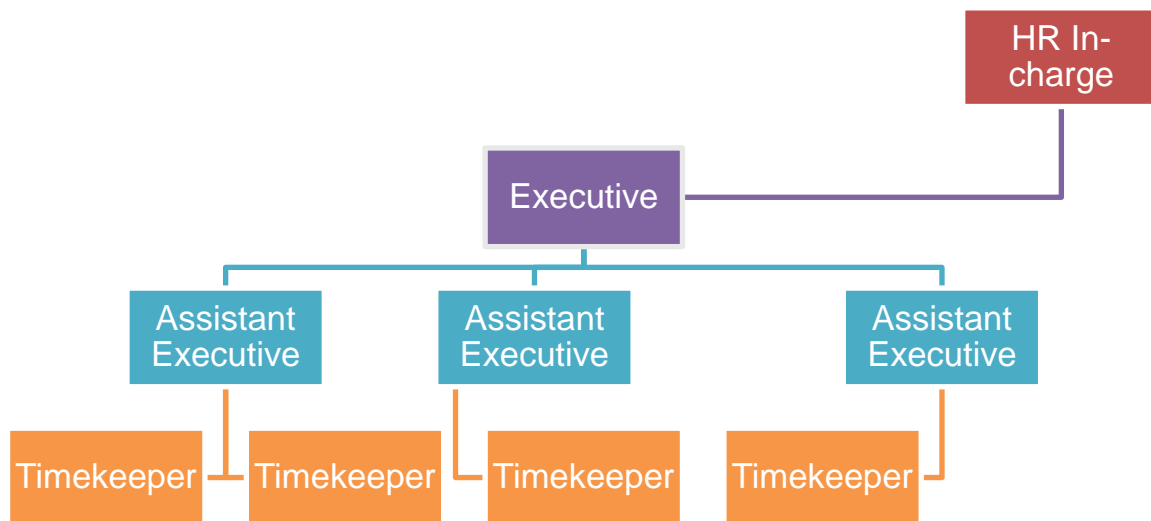

Figure 6 Organization Chart of HRD in NASSA

The functions of the HR department in NASSA are largely related to employee relations and some administrative functions. The HR department deals with issues such as recruitment, performance appraisal, compensation of employees and handling grievances in the firm.

Being a manufacturing firm, workers are the main workforce of NASSA. The workforce of NASSA has around 3000 workers, 60% of whom are female. The training and development of these workers, however, are not a function of the HR department. There is a separate Industrial Engineering Department in NASSA that deals with this issue. The training that takes place in the HR department is limited to its own office staff. The office staff receives on-the-job training from their superiors.

Even though the HR department does not deal with the training and development of the workers, it plays a major role in the recruitment and selection of them. Recruitment takes place on requirement basis. The primary basis for recruitment is experience and skills. When a worker is recruited, the HR department gives him/her a formal, oral orientation. He/she is briefed about his/her job duties and responsibilities, policies regarding leave and vacations, and terms of termination.

5.0   Findings and Analysis

I.   About 72% of the in NASSA Groups are above 45 years.
II.   36% of the employees refer to have classroom training.
III.   24% of the employees are referring on-the-job training.
IV.   12% of the employees of the employees would like to have job rotation.
V.   Most of the employees 68% have an experience of above 10 years in NASSA.
VI.   3/4th of the employees in NASSA Group have attended the training programme.
VII.   Among the trained workers 75% of employees have an opinion that the training is proper in NASSA Group.
VIII. 84% of the employees in NASSA Group have attended the on-the-job type of training.
IX.   48% of the employees in NASSA are satisfied of the present training programme in NASSA Group.
X.   About 60% of the employees in NASSA Groups are of the opinion that the time allocated for training is sufficient.
XI.   68% of the employees have the opinion that the training increases the quality of their work.
XII.   44% of the employees in NASSA Group have the opinion that the training programme does not reduce the need of supervision.
XIII. Only 1/5th of the employees in NASSA Group have attended training from any other organization.
XIV.   80% of the respondents in NASSA Group haven't given the feedback about the training in NASSA Group.
XV.   Half of the feedbacks about the training are given through the questionnaire method.
XVI.   75% of the employees have the opinion that the training feedback can evaluate the effectiveness of training.
XVII. 75% of the employees in NASSA Groups are of the view that post training feedback can enhance the job performance, motivation to do better and aid to future planning.
XVIII. Most of the employees in NASSA Group are of the opinion that the whole feedback is worth the time and effort.

❖ Mostly all the categories of HR as well aware role and importance of the training they are self-motivated to attend such training programme as it will result in their skill enhancement and improving their interpersonal skill.

❖ HR, NASSA time to training is providing to all the categories by HR soft skill development training.

❖ Two types of training to categories by NASSA induction training and soft skill development.

❖ Questionnaire is the most popular mean of evaluating the training programme in NASSA group.

❖ Post training evaluation focus on result on the effort expended in conduction the training and it worth the time, money and effort.

- ❖ Most of the participants are benefited by giving feedback after the training. It is motivated them to do better, helped them to increase their job performance and in an aid to future planning
- ❖ In NASSA group post training evaluation is used to identify the effectiveness and valuation of training programme, to identify ROI (Return of Investment) to identify the retraining and to provide the points to improve the training.
- ❖ The firms follow an effective training process.
- ❖ The training is given to those employees who need it.
- ❖ But the barrier for the training process in the organization is the non-availability of skilled workers.
- ❖ The organization also appoints trainers from outside or from different firms to ensure better training to its employees.

Need of Analysis

Many needs assessments are available for use in different employment contexts. Sources that can help you determine which needs analysis is appropriate for your situation are described below.

- **Organizational Analysis**. An analysis of the business needs or other reasons the training is desired. An analysis of the organization's strategies, goals, and objectives.
- **Person Analysis**. Analysis dealing with potential participants and instructors involved in the process.
- **Work analysis / Task Analysis**. Analysis of the tasks being performed. This is an analysis of the job and the requirements for performing the work. Also known as a task analysis or job analysis, this analysis seeks to specify the main duties and skill level required. This helps ensure that the training which is developed will include relevant links to the content of the job.
- **Content Analysis**. Analysis of documents, laws, procedures used on the job. This analysis answers questions about what knowledge or information is used on this job. This information comes from manuals, documents, or regulations. It is important that the content of the training does not conflict or contradict job requirements. An experienced worker can assist (as a subject matter expert) in determining the appropriate content.
- **Training Suitability Analysis**. Analysis of whether training is the desired solution. Training is one of several solutions to employment problems. However, it may not always be the best solution. It is important to determine if training will be effective in its usage.
- **Cost-Benefit Analysis**. Analysis of the return on investment (ROI) of training. Effective training results in a return of value to the organization that is greater than the initial investment to produce or administer the training.

6.0   Conclusion

After going through the training and development practices followed in various firms from different industries, it was found that there are a couple of major deviations from the standard approach to training. In addition, the firms do not necessarily follow the same training module. While NASSAGroup Ltd.'s HRD takes the issue of training and development quite seriously, the manufacturing firms still seem to be lacking behind in some ways in this field.

At NASSAGroup, training and development is not among the top HR activities despite the fact that NASSAGroupis a manufacturing firm. Also, there is no in-house executive level training; only the training of workers and lower level staffis carried out in-house. Also, NASSAGroupfocuses too much on technical training, leaving out other significant training methods like cross-cultural training, diversity training and so on. In addition, NASSA does not match training costs with post-training performance, as there are no such evaluation processes currently. The reason behind this is that NASSA believes that all the benefits obtained through training are not quantifiable. NASSAGroup assumes that the cost of training are more than covered by the improved productivity as a result from it.

Despite the little shortcomings in the training and development processes in the different firms, it must be noted that Bangladesh is advancing with quite long strides in the field of HRM. Even a decade back it was difficult to find companies with a proper Human Resource Department; but today this situation has changed for the better. CEOs are starting to appreciate the role of HRD in training and development. There is still much room for improvement when it comes to training and development practices, and it is hoped that somedayin the near future training and development will be able to transform the manpower of Bangladesh into a committed, motivated and extremely efficient workforce.

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NASSA Group

Mr.Ashaduzzaman

(HR & Admin) Manager
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