

International Journal of Advance Research in Computer Science and Management Studies

Research Article / Survey Paper / Case Study

Available online at: www.ijarcsms.com

Effective Training: The Strategic Way to Adapt Organisational Change

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Abstract: The private sector is contributing a major part of the Gross Domestic Production in Indian economy. The significance of private sector is indispensable to speed up the economic development. At the same time, fluctuating economic conditions demand highly skilled workforce in private sector to face competition from the global players. The workforce requires skill development programmes like effective training to encounter the emerging needs organisational changes. This paper aims to establish the importance of training programmes for different change management initiatives. Data analysis was conducted using Chi-Square test to study the significance of the statements in assessing role of training in adapting organisational changes. It also reveals that employee participation in training programmes prepare them for change initiatives.

Keywords: change initiatives, human resource, organisational change, organisation development, training.

I. INTRODUCTION

Change is a path for continuous improvement of both individuals and organisations. It allows organisations to respond to the challenges posed by the external environment. Change encourages flow of creativity in organisations, which in turn stimulates innovation. Proactive approach to change leverages growth of the organisation. Change assists the organisation to keep up with the new technological trends in the industry. Further, human resource is considered to be the major means of an organisation to make its effort a fruitful one. So, the human resource is also an important element to make change successful in an organisation. Furthermore, many studies have proved that training is an essential component to boost the employees to learn and adapt change. As change being planned and executed all over industries, the Indian industries are not an exception to it. Hence, training builds up attention as a significant component to encourage change.

II. REVIEW

Mullen (2005), has conducted a study entitled ‘Organisational Upheal – The Stiefel Laboratories Ireland Experience’ to find out the critical factors which bring about effective changes. The study concluded that factors like effective communication and knowledge of change, employee involvement in designing the change and its implementation, and appropriate timely training bring about effective changes.

Kassicieh and Yourstone (1998) in a work titled ‘Training, performance evaluation, rewards, and TQM implementation success’ have concluded that TQM has met with very mixed reviews from organizations that have attempted to understand and to implement this strategy for organizational improvement. Successful implementation of TQM requires that all major factors for success be addressed effectively. Many factors are thought to be crucial to the success of TQM such as training in support of the transition to TQM, performance evaluation process and content aligned with the nature of a TQM organization, and rewards

for quality improvements. They examined the effects of training, performance evaluation, and rewards on TQM implementation success which was measured by cost reduction, increase in profit and higher in morale.

Palo and Padhi (2003) in a study entitled 'Measuring Effectiveness of TQM Training: an Indian Study' intended to find out Total Quality Management (TQM) as a never ending process of improving work processes. The study concludes that TQM operates according to the premise that organizations cannot rest comfortably without continuously improving whatever is being done. There has to be a culture of continuous improvement and everyone in the organization must strive towards it. This could be accomplished only through continuous training. The study has established that training creates awareness, builds employees' commitment to quality policy and strategy, facilitates teamwork, enhances performance standards and bolsters the skills and abilities of employees. However, the organization needs to focus more upon improving communication competencies, multiple skill development and customer value training. Successful TQM training in the organization needs more budgetary allocation and commitment, support and enthusiasm of the top management.

Reed and Vakola (2006), in the work called 'What Role can a Training Needs Analysis Play in Organizational Change?' have undertaken an empirical research titled 'What Role can a Training Needs Analysis Play in Organizational Change?' to examine how the process for developing a training needs analysis tool could influence organizational change. They have conclude that in a large and complex organisation a balance must be struck between standardisation and customisation of the need analysis to allow for the different structures, subcultures and levels of readiness in the organisation.

In the study 'Human Resource Development and Organizational Values', Hassan (2007) has examined the relationship between HRD practices and organizational values. The work has established that HRD practices like training and development are positively related to organizational values of collaboration, creativity, quality, delegation and human treatment.

Smith, Macklin and Noble (2003) in the work called 'Organizational Change and the Management of Training in Australian Enterprises' have observed the impact of introduction of new management practices on the organization of training. They investigated the impact of five common new management practices-team working, total quality management, lean production, business process re-engineering and the learning organization, in addition to a number of other organizational factors. These practices have had a significant impact on the organization of training. However, the most significant impact on the way training is organized appears to be on the extent to which training and human resource policy are integrated with business strategy.

O'Donnell and Garavan (1997) in the work called 'Viewpoint: Linking Training Policy and Practice to Organizational Goals' argue that a Human Resource Development (HRD) strategy in alliance with a global-arching Human Resource Management (HRM) strategy, is the most effective way to link training policy and practice to organizational goals.

Rosti and Shipper (1998) in the work titled 'A Study of the Impact of Training in a Management Development Program Based on 360 Feedback' have empirically established a positive correlation between changes in individual skills and the training programme.

Frank and Margerison (1978), in the work called 'Training Methods and Organisation Development' have established that training concerned with skill development have resulted in improving the organizational effectiveness and overall performance of the workforce.

Berger (1989), undertook a study titled 'Management Training and Organisation Development for Real Organizational Development' to establish that in-company approach to improve the competence of middle managers and starting up a constructive,problem-sharing and solving process is possible through training.

Thompson and Mc Causland (1987), have conducted a study entitled 'Changing an Organisation: A Training Contribution' and observed that management style and behaviour needed radical alteration and for this there is a programme called corporate development and training that was adopted to success in tapping the company's energies and talents.

Ron, Warren-Langford and Bell (1990) in the study titled 'Trends in Human Resource Development and Training' have pointed out that training and development refers to a planned effort by an organization to facilitate the learning of job-related behaviour of its employees. Training and development is also a means to provide employees with relevant skills so as to improve the efficiency of their organization' Traditionally, many people have considered training and development as one that deals with increasing a person's specific job-related skills only like word processing, electrical wiring, reading a blueprint, setting priorities or handling an employee grievance. But 'training' is now considered to be learning related to the present job as well as growth of the individual which may not be related to a specific present or future job.

Lawes (1996) in the study titled 'Training for Change' has conducted to identify the major influences for change currently affecting the library information profession and offers an analysis of their implications for training initiatives to meet emerging and future needs.

In the work titled 'Management Development: Integrating Individual and Organizational Needs', Anderson (1993) has examined the contribution of training to both individuals and organisations in the process of management development. He suggested the concepts such as coaching, counselling, and mentoring and action learning are the most important approaches to management development in their own right and in helping individuals in organisations to assimilate and apply learning that derived from more formal management development methods including management training.

Lawes (1996) in the study titled 'Training for Change' has conducted to identify the major influences for change currently affecting the library information profession and offers an analysis of their implications for training initiatives to meet emerging and future needs.

Jacobs and Russ-Eft (2001) in the study titled 'Cascade Training and Institutionalizing Organizational Change' have observed that planned training on the job has been primarily used to achieve individual training objectives. How to use planned training on the job as part of the change management process to achieve broader organizational goals and specifically, planned training on the job has been suggested as a means to deliver cascade training. Cascade training has been defined as the process of providing the competence required to ensure the institutionalization of organizational change. Connecting planned training on the job and cascade training for the purpose of institutionalizing organizational change has implications for both human resource development (HRD) theory and practice.

III. METHODOLOGY

To have a clear base about the relevance and function of training in encouraging organisational change in the concerned firms a structured questionnaire was prepared. The first theme of the questionnaire consisted about the demographic profiles like age, designation/ position, educational qualifications etc.. The theme questions were on training processes, systems and dimensions in the organisations at the time of change.

The survey was conducted in five different private firms of Odisha and Chhattisgarh states of India. So, the total numbers of respondents were 120. Likert scaling was given to the respondents in each statement. The Likert-type scales questions were given weight 1, 2, 3, 4, and 5. for the responses strongly disagree (SD), disagree (D), undecided (UD), agree (A), and strongly agree (SA) respectively. Data gathered through the questionnaire were transcript into the computer in the form of excel (MS office, 2013) data sheet. The study was conducted within the time duration of 45 days. It was in the months of March and April in the year 2016. Data analysis was conducted using Chi Square.

IV. OBJECTIVE

The study has been designed to find out the importance of training programmes in managing change in private sector firms operating in Odisha and Chhattisgarh states of India.

V. DATA ANALYSIS

Five categories of responses were provided to the respondents in each statement, i.e., SA – Strongly agree, A – Agree, U – Undecided, D – Disagree, and SD – Strongly Disagree. The responses collected through primary data were analysed through Chi Square test.

Table I χ^2 Test for Statement 1: My Organisation Provides Required Training to Adapt Organisational Changes

Frequency	SA	A	UD	D	SD	Total	Calculated χ^2
f_o (observed frequency)	49	39	20	10	02	120	64.396
f_e (Expected frequency)	24	24	24	24	24	120	

f_o . Observed frequency

f_e . Expected frequency = Total sample (N)/ Number of category of responses (SA, A, UD, D, and SD) totalling to 5 = $120/5 = 24$

Degree of freedom (df) = (No. of rows – 1) (No. of columns – 1) = (5 - 1) (2 - 1) = $4*1 = 4$

χ^2 (Calculated)=64.396, df = 4, χ^2 (Tabulated) at 5% level of significance= 9.488

Table I infers that, most of the employees have opined that their concerned organisations are providing training to adapt change. The χ^2 (calculated) value 64.396 with the degree of freedom (df) = 4 is more than the tabulated value 9.488 at 5% level of significance. Which shows that training is being followed in the organisations to adapt changes.

Table II χ^2 Test for Statement 2: Training for Change Initiatives must be Well-Funded by the Management

Frequency	SA	A	UD	D	SD	Total	Calculated χ^2
f_o (observed frequency)	51	42	12	10	05	120	73.076
f_e (Expected frequency)	24	24	24	24	24	120	

χ^2 (Calculated) = 73.076, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table II infers that, most of the employees have favoured well-funded training programmes to make change initiatives successful. The χ^2 (calculated) value 73.076 with the degree of freedom (df) = 4 is more than the tabulated value 9.488 at 5% level of significance. Which signifies that well-funded training programmes are need for fruitful change management.

Table III χ^2 Test for Statement 3: Training Programme Prepares Employees to Play their Roles Effectively During Implementation of Change Initiatives

Frequency	SA	A	UD	D	SD	Total	Calculated χ^2
f_o (observed frequency)	47	39	18	11	05	120	55.033
f_e (Expected frequency)	24	24	24	24	24	120	

χ^2 (Calculated) =55.033, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table III indicates that, training programme prepares employees to play their roles effectively during implementation of change initiatives. The χ^2 (calculated) value 55.033 with the degree of freedom (df) = 4 is more than the tabulated value 9.488 at 5% level of significance. It indicates that training programmes are highly essential to prepare employees to effectively adapt changes.

Table IV χ^2 Test for Statement 4: Training Programme Helps Acquire New Knowledge for Adapting Change at Workplace

Frequency	SA	A	UD	D	SD	Total	Calculated χ^2
f_o (observed frequency)	52	40	19	05	04	120	76.062
f_e (Expected frequency)	24	24	24	24	24	120	

χ^2 (Calculated) =76.0623, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table IV implies that, training programme helps acquire new knowledge for adapting change at workplace. The χ^2 (calculated) value 76.062 with the degree of freedom (df) = 4 is more than the tabulated value 9.488 at 5% level of significance. It indicates that training programme helps acquire new knowledge for adapting change at workplace.

Table V χ^2 Test for Statement 5: General Awareness about Change can be Diffused by Training Programme

Frequency	SA	A	UD	D	SD	Total	Calculated χ^2
f_o (observed frequency)	53	46	10	06	05	120	91.905
f_e (Expected frequency)	24	24	24	24	24	120	

χ^2 (Calculated) =91.905, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table V infers that, training programmes help to create general awareness about change. The χ^2 (calculated) value 91.905 with the degree of freedom (df) = 4 is more than the tabulated value 9.488 at 5% level of significance. It is evident that training programmes are helpful to create awareness about change initiatives.

Table VI χ^2 Test for Statement 6: Training Programme Enhances Overall Effectiveness of Organisational Change

Frequency	SA	A	UD	D	SD	Total	Calculated χ^2
f_o (observed frequency)	48	42	17	14	24	120	69.736
f_e (Expected frequency)	24	24	24	24	24	120	

χ^2 (Calculated) =69.736, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table VI indicates that, training programme enhances overall effectiveness of organisational change. The χ^2 (calculated) value 69.736 with the degree of freedom (df) = 4 is more than the tabulated value 9.488 at 5% level of significance. It signifies that training programmes stimulate effectiveness of organisational change.

Table VII χ^2 Test for Statement 7: Training Programme Improves Skill and Competence of Employees to Make Change Efforts Successful.

Frequency	SA	A	UD	D	SD	Total	Calculated χ^2
f_o (observed frequency)	47	41	14	12	06	120	57.742
f_e (Expected frequency)	24	24	24	24	24	120	

χ^2 (Calculated) =57.742, df = 4, χ^2 (Tabulated) at 5% level of significance = 9.488

Table VII infers that, training programme improves skill and competence of employees to make change efforts successful. The χ^2 (calculated) value 57.742 with the degree of freedom (df) = 4 is more than the tabulated value 9.488 at 5% level of significance. It is evident that training is an essential tool to improve the skill and competence of employees to make change efforts successful.

VI. CONCLUSION

The Indian private sector firms have undergone significant transformation in last three decades. The skill development aspect to change management must be effectively addressed in order to avoid resistance to change. Successful management of change is a critical factor to achieve any degree of long range attainment. As well as, training programmes must be emphasised as sustainability

of strategy to manage change. Effective training programmes for employees to adapt change during implementation is necessary to enhance their efficiency in managing daily operations. Trainers must act as change catalysts throughout the change process to inspire employees.

ACKNOWLEDGEMENT

We take the opportunity to thank all the concerned organisations and the respondents to spare their valuable time for us.

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