

P-2015

# **ASSESSING THE TRAINING NEEDS OF MANAGERS OF RBR GARMENTS PRIVATE LIMITED**

SUMMER PROJECT REPORT  
Submitted to the  
Faculty of Management Sciences, Anna University  
In the partial fulfillment of the requirements  
for the award of the degree of  
**MASTER OF BUSINESS ADMINISTRATION**

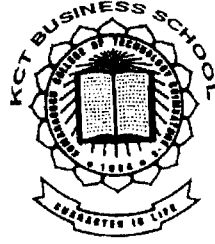
By

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October, 2006  
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*Certificate*


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COIMBATORE


**BONAFIDE CERTIFICATE**


Certified that this project titled "ASSESSING THE TRAINING NEEDS OF MANAGERS OF RBR GARMENTS PRIVATE LIMITED" is a bonafide work of M. ANOOPKUMAR (71205631004) who carried out this research under my supervision. Certified further that to the best of my knowledge the work reported herein does not form part of any other project report or dissertation on the basis of which a degree or award was conferred on an earlier occasion on this or any other candidate.

  
**B. SUBRAMANI**  
Faculty Guide

  
**DR. S. GANESAN**  
Director

Evaluated and Viva-Voce conducted on ....*14/11/06*....

  
Examiner 1

  
Examiner 2

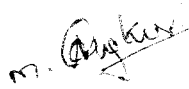
*Declaration*

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## DECLARATION

I, hereby declare that this project report entitled as "ASSESSING THE TRAINING NEEDS OF MANAGERS OF RBR GARMENTS PVT LTD", has undertaken for academic purpose submitted to Anna University in partial fulfillment of requirement for the award of the degree of Master of Business Administration. The project report is the record of the original work done by me under the guidance of Senior Lecturer B. Subramani, during the academic year 2006-2007.

I, also declare hereby, that the information given in this report is correct to best of my knowledge and belief.

  
(M. Anoopkumar)

Place: Coimbatore

Date: 14/11/06

# RBR Garments (P) Ltd

(Govt. Recognised Export House)

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13-10-06

## TO WHOMSOEVER IT MAY CONCERN

This is to certify that Mr.ANOOPKUMAR of II MBA,  
K.C.T.BUSINESS SCHOOL, COIMBATORE has done a project work  
on "ASSESSING THE TRAINING NEEDS OF MANAGERS" in our  
Company during the period from 03-07-2006 to 14-08-2006.

During this period the work done by him was worthy. His conduct and  
behavior was good.

For RBR Garments (P) Ltd

B.Shanmugasundaram

DIRECTOR

/REG/SM/MAF/100995/98  
RC No.: 2424295

Mfrs. & Exporters of Knitted Garments

RBI CODE No :- MR 002543  
IE CODE No :- 3294013647  
CST RC No. : 849206DT. 03-06-2005

# *Acknowledgement*

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I also express my sincere thanks and appreciation to my friends and family members who helped me in the completion of this project successfully.



## *Executive Summary*

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## **EXECUTIVE SUMMARY**

Training is the process of changing attitudes, improving knowledge and developing skills of the persons or employees, so as to enable them to perform their jobs effectively. Hence training is the most important function that directly contributes towards the development of human resource in an organization.

In RBR Garments Private Ltd the human resource system has been functioning as a part and parcel of the concern right from its inception. The department has extended its functioning from recruitment and selection, pay roll execution, employee benefits.. etc to providing training and development program for its employees to bridge the gaps between the actual and expected performance.

In today's scenario, where the world is becoming a global village, competitiveness has become the watch word for all companies. Training, as it could be called, focuses on various facets of the work life, with its prime attention on bringing the people to best understand the practices and underlying principles of an organization, to fine-tune any cultural differences, and to bring out the best performance from people, time after time, all through.

The study concentrates on the first and the most necessary step in training, identification of training needs of the employees. Need assessment is done on the three major needs namely the knowledge, skill and attitude and behavior. The specific gaps in the KSAs are identified for the managerial level using a structured questionnaire and specific unstructured interviews, there responses were evaluated, and appropriate suggestions are offered. Qualitative recommendations as to the type of training program

feasible for the organization are given. Based on these the organization can plan a feasible training program for its employees for the current calendar year.

Overall, the research was indeed an enlightening process in terms of the abundant opportunities presented, rather than just an academic pursuit.

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*Nomenclature*

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## NOMENCLATURE

<b>HR</b>	Human Resource
<b>MDP</b>	Management Development Program
<b>KSA</b>	Knowledge Skills Ability
<b>RSM</b>	Regional Sales Managers
<b>HO</b>	Head Office
<b>OEM</b>	Original Equipment Manufacturers
<b>TPM</b>	Total Productive Manufacturing System
<b>QMS</b>	Quality Management System
<b>EMS</b>	Environment Management System

*Chapter I*

*Introduction*

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# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND:

Importance of developing men can be well highlighted from the saying '*If you wish to plan for a year sow a seed, if you wish to plan for ten years plant trees, if you wish to plan for a life time develop men*'. Training is the most important function that directly contributes to the development of human resource. The main aim of training is to develop new skills, knowledge or expertise, attitude and behavior of the people. Lynton and Pareek describes". Training consists largely of well organized opportunity for participants to acquire, necessary understanding and skills".

#### **Training could be conducted in three phases:**

- Identification and Assessment of training needs
- Conduct of training program
- Evaluation of training

Assessment of training needs forms the basic and the most critical part for the whole training process. It helps in identifying who needs training and what type of training is needed. It is the process of identifying the discrepancies between the levels of output and those, the organization hopes to attain.

Training need is a condition where there is a gap between "what is" and "what should be" in terms of employees knowledge, skills, attitudes and behavior for a particular situation at one point in time. This gap is called "a problem", which usually occurs when a difference exists between "desired performance" and "actual performance". The need identification process assists trainers in making sure that they have matched a training program to a training problem.

Johnson describes training need as the gap between what is going on now and what should go on. It is the gap between the present level of performance and the standard level of performance of job.

The assessment begins with a "need" which can be described as a gap between what is currently in place and what is needed, now and in the future.gaps can include discrepancies or differences between:

- What the organization expects to happen and what actually happens.
- Current and desired job performance.
- Existing and desired competencies and skills.

#### **The reasons for doing training needs assessment:**

- To determine whether training is needed and if yes, then what type of training is needed.
- To determine causes for below standards performance.
- To determine desired training outcomes
- To determine content and scope of training
- To distinguish training needs from organization problems
- To link job performance with the organization's goals.
- To determine the advancement of employees and making them more productive.
- To determine the feeling of the employees regarding the tasks and the idea of training system
- To decide for solution for meeting the gaps



## **Types of training needs**

Training needs can be classified on the individual or organizational basis,

1. Based on magnitude of content:

- Micro Training Needs
- Macro Training Needs

2. Based on number of persons to be covered:

- Individual training needs
- Group training needs

3. Based on status of individual in relation to an organization:

- Pre-service training needs
- In-service training needs

4. Based on specific area:

- Subject matter training needs
- Behavioral training needs

5. Training needs caused by change:

- Technology
- Laws and legislation
- Markets
- Manpower composition

6. Training needs derived from work problems:

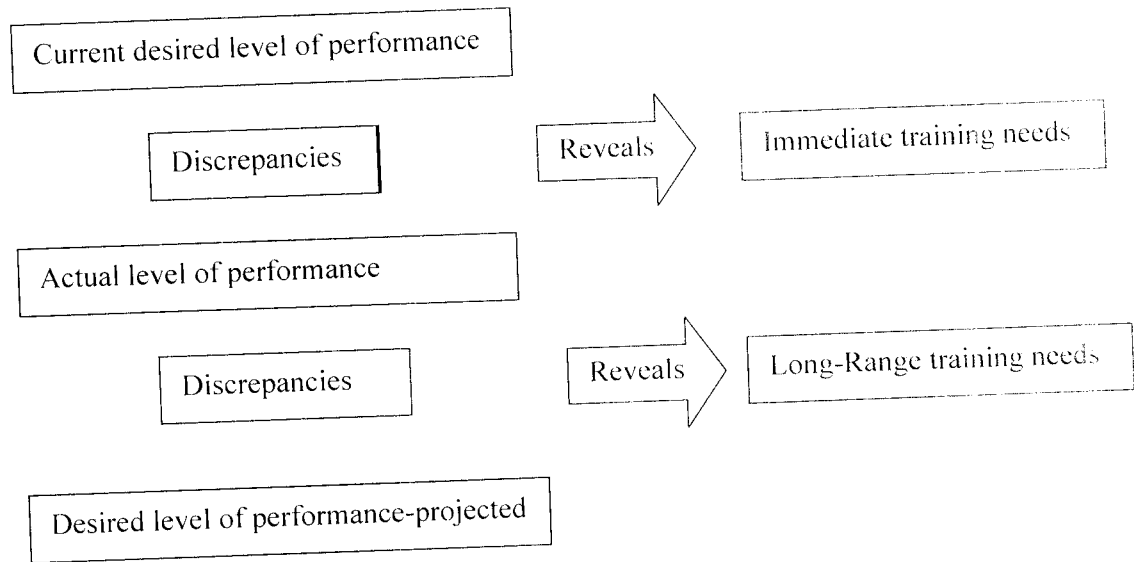
- Organizational structure
- Work methods, working conditions, resources utilization
- Quality and safety assurance
- Task analysis
- KSA's (Knowledge, skills and Abilities) required for the job

## **Methods of conducting Training Needs Assessment:**

Methods of assessing training needs differ from organization to organization. Several methods by which training needs could be identified are as follows:

- Potential Appraisal
- 360 degree Appraisal
- Interview method
- Questionnaire method
- Self-Analysis method
- Past training needs assessment records
- Attitude surveys
- Performance Appraisal method where the perception of both the individual and the supervisor are recorded.
- Job Analysis
- Competency Mapping
- Consultation with persons in key positions with specific knowledge
- Performance problem – productivity, absenteeism or tardiness, accidents, grievances, wastes, product quality, down time, repairs, equipment utilization.
- Suggestion system

## Defining Immediate and Long-Range training Needs



The discrepancies between the actual level of performance and the current desired levels in performance will give rise to immediate training needs. These needs have to be met immediately to bring about a harmony in the desired and actual level of performance. Whereas the discrepancies between the actual level of performance and the projected desired level of performance will give rise to the long-range training needs. The employees must be given continuous training for the overall development and for achieving the long run projected performance.

## **1.2 OBJECTIVES OF THE STUDY**

### **Primary objectives**

To identify the training needs for the managers of the organization with respect to the specific skills identified for effective performance.

### **Secondary objective**

- To identify the appropriate training methods so as to facilitate the preparation of a training plan for the gaps identified.
- To identify the level of satisfaction of the managers on the training methods followed.
- To identify the development programs expected by the managers.
- To identify the problem solving skills of the managers of RBR garments.
- To offer suggestions to the organization based on the findings of the study.

### **1.3 SCOPE OF THE STUDY**

The study will help the organization to identify the gaps in the exhibited knowledge, skills, attitudes and behaviors in comparison with the expectations for the managerial level. Based on these identifications the organization can plan a feasible training program (either in house or external training) for its employees.

## **1.4 RESEARCH METHODOLOGY**

### **1.4.1 Research design**

The type of study is Descriptive in nature.

### **1.4.2 Population**

The population of the study comprised the total number of managers of RBR garments pvt ltd.

### **1.4.3 Sample size**

30 respondents of the total population of the managers were taken for research.

### **1.4.4 Sampling design**

The type of sampling used here is random sampling.

### **1.4.5 Questionnaire**

The questionnaire used for the survey includes nominal, interval and ordinal scales. The sampling unit for the topic of research is the managers of the organization. The data was collected using both the primary data collection and the secondary data collection techniques.

### **1.4.6 Primary Data collection**

- Survey of the managers was done with the help of a Questionnaire
- Unstructured interview with the respondents from various departments and staffs in the organization. Various unstructured interview with the respondents and staffs to know their perception regarding training and the various methods that they prefer to undergo. The inputs regarding the training needs identification for them were known through unstructured interview and inputs regarding the advantages of training needs identification for their work situation were also known. The usefulness of training for other HR processes was also known by conducting unstructured interview.

#### **1.4.6 Secondary Data Collection**

The secondary data used were the job profile of the employees from the files maintained by the organization for framing the questionnaire. Apart from this details about training needs were collected from various sources like books, journals, websites etc. and general information about the company was gathered from the companies website.

#### **1.4.7 Tools used for Analysis**

Simple percentage Analysis

Statistical Analysis

- One sample t - test

#### **1.5 LIMITATION OF THE STUDY:**

All the data collected are generally limited to the method adopted. In the current research, the method of data collection being questionnaire and secondary data, data is limited to the extent of data generation available through these methods. The findings of the study pertain to RBR garments and similar organizations and it cannot be generalized for any other organizations.

## **1.6 CHAPTER SCHEME:**

### **Chapter 1: Introduction**

This chapter deals with the basic informations Of training. It consists of details about the phases of training, reasons for doing training needs assessment, types of training needs, methods to conduct assessment, objectives, scope and limitations of the study. It also discusses the research methodologies used for the study.

### **Chapter 2: Profile of the organization**

This chapter discusses the history, structure, product profile, strengths, future plans of the organization and also the various functional areas in the organization.

### **Chapter 3: Macro – Micro Economic analysis**

This chapter consists of details regarding the textile business as a whole and the position of the organization in the business environment. Also it reveals out the contribution of the organization for the economic development of the nation both in the macro and micro environment.

### **Chapter 4: Analysis and Interpretation**

This chapter analyses the responses obtained from the managers of the organization to the questionnaire presented for assessing the training needs. The responses are analyzed using simple percentage analysis and t – test analysis. This part contains evaluation of each question with percentage distribution and inference from the analysis.

### **Chapter 5: Conclusion**

This is the concluding part of the report on the project discussing the findings of the analysis. The findings gives the conclusion for the project and the most valuable recommendations for the organization to implement the training for managers and also recommends the proper training methods to be followed.



## *Chapter II*

# *Profile of the Organization*

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## CHAPTER 2

### PROFILE OF THE ORGANIZATION

#### 2.1 HISTORY

The 'Town of Export Excellence.' This is how the Export Import Policy of 2002-2007 pays tribute to the enterprising town of Tirupur, South India. One of the largest foreign exchange earning towns, it forms the major chunk of total knitwear exports from India (56%). With an export turnover grossing more than Rs.5000 crore in the last financial year, it provides employment opportunities to close to one million people.

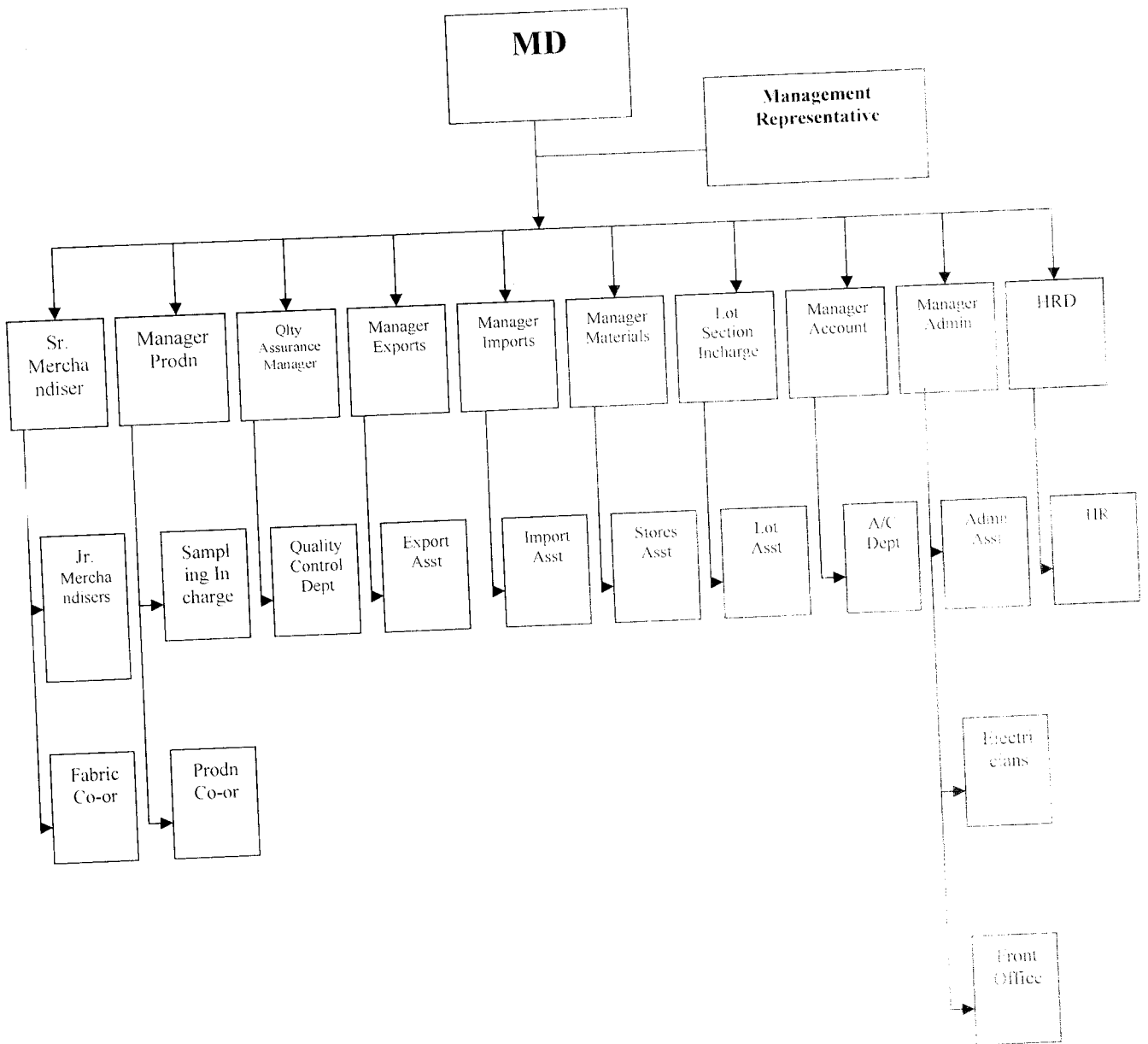
In this burgeoning town of exports, RBR Garments is weaving a special place for itself, with its extensive range of garments for men, women and children, of all ages. Indubitably it's the dynamic entrepreneurial spirit, found in the hosiery town of Tirupur that has pushed it to a prominent position on the export map of India .

RBR Garments, situated in this quintessential town of Tirupur , started operations in 1987 and later began the export of garments in 1992. In the last decade and a half, RBR has become a leading player in the export of knitted garments. RBR is the result of the hard work of two dynamic Managing Partners:- B. Shanmuga Sundaram & B. Senthil Kumar. What started in a small scale is today a Government Recognized Export House producing nearly 500,000 pieces per month with the latest imported machineries. At present the company has touched a group turnover of around \$ 18 million and by 2006 it is expected to touch \$ 25 million. Undoubtedly the world of apparels is a very exciting and challenging one given the economic factors at play and the dynamic fashion scenario of a global market.



The growth of RBR can be attributed to keep the commitment towards high standards of quality, both in the production process and the end products. Undoubtedly the management and the employees are a well-knit team dedicated to deliver quality. The result of devote hard work and acumen in selecting the right person to the right job has capitulated good results. The scrupulous planning for expansion and improvement demands an equally meticulous implementation by the personnel. The HR Department of RBR Garments takes every care to keep all employed in the best morale. Training is a continuous process to keep productivity, in sync with changing market demands.

## 2.2 ORGANISATION STRUCTURE



## **2.3 PRODUCTS:**

The company concentrates mainly on four products:

- Golf wear
- Casual wear
- Sports wear
- Kids wear

The quest for perfection and quality starts right from the raw material stage and continues to the finished product. The entire production is managed in-house, to ensure that all specifications and quality requirements are met promptly and accurately. All production facilities available at RBR come under the strict supervision of the Quality Assurance Department. An elaborate system to control and monitor all orders is done through an Order Management System, which tracks the status of each order in production.

### **2.3.1 Fabric processing:**

The fabric processing involves the following processes:

#### **Dyeing:**

"Dilmenler" yarn dyeing machines are used for an uniform best and reproducible shades. This is supported further by Mesdan-Italy wet splicing for a smooth knotless knitted stripes and checks. The yarn dyeing capacity at present is 5 tons with added scope for expansion. Dilmenler fabric dyeing machines are used for fabric of high handle, retaining all the natural characteristics. Eco friendly dyes ensures social accountability. The plant capacity at present is 10 tons with more scope for expansion due to the fore-thought infrastructure. Yarn and fabric dyeing

facilities are fully supported by a most modern lab with Infra-Red dyeing machines and automatic tubless dispensers with testing procedures.

**Compacting:**

The washed and laundered cloth is sent through the latest "Tube-tex" USA compacting machine to control shrinkage. All processed fabric is pre-shrunk, so that the garments always retain shape.

**Mercerizing:**

The RBR fabrics undergo value addition by its additional special mercerizing process. The Mercerizing is done none other than by the only world's best "Dornier" Germany Mercerizing machine. The specialty with our latest machine is also due to its circular expandable four tower washing facility which is also fully automated, yielding high luster, and intense color depth leaving a very good hand feel.

**Care for the environment:**

Understanding the need to preserve the precious resources of the Mother Nature, RBR has taken particular care in making its production process and resources eco-friendly. An indigenously sourced "Reverse Osmosis" Plant with Multiple Evaporator ensures effluent treatment of 0% discharge.

**2.3.2 Garment production:**

RBR has in its production line the best and truly sophisticated machinery capable of producing productivity and quality. To minimize the wastage in fabric, the planning of cut layout is done with the help of CAD "Investronica". To utilize resources of men & machinery machine more efficiently, the Production Monitoring is done with Barcode systems. RBR's product specialization covers a wide area of

knitted garments including, men's, women's and children's ready wear in cotton and blends of polyester, viscose, rayon, modal, nylon, spandex, etc.,

**Printing:**

According to the requirements of printing, the cloth is processed for various colours, designs, qualities, and other specifications. Fully automated multi-colour printing is done satisfy all quality requirements.

**Embroidery:**

This department has the world's best Japanese "Barudan" automatic high-speed embroidery machines. They are capable of rendering multi colours of embroidery and appliqué, an art which enhances the value of the garments.

**Sewing:**

The production line for finishing has high-tech machines like PEGASUS, JUKI, SIRUBA and BROTHER. The well trained and skilled workforce engaged in stitching are supported by highly experienced Line Supervisors and Quality Controllers, who check on every garment under production to ensure flawless stitching.

**Finishing:**

All garments are steam-ironed and machine pressed meticulously. All the garments are hand packed with care and stored for subsequent transportation to various destinations.

**2.3.3 Knitting:**

The very latest 16, 20, 24 & 28 Gauge Circular Knitting Machines are engaged in the production floor like "Mayer & Cie" from Germany, Italian "Orizio Paulo" A variety of knitted fabrics are produced starting from the basic jersey, pique to the trendiest jacquards to texture knits of all kinds.

The 14, 16 Gauge Flat Knitting Machines from Taiwanese "Kauo-Heng" and Japanese "Matsuya" flat knitting machines are engaged in the production floor for manufacturing all kinds of basic and fashion collars in various designs.

#### **2.4 STRENGTH OF COMPANY:**

Understanding the needs of clients, Quality and Timely delivery makes RBR a success story in various countries. Serving to the latest trends with upgradation in technology, RBR caters to a variety of clientele in U.S, Canada, Europe and Australia.



## **2.5 FUTURE PLANS:**

Various steps are decided to be taken to maintain the quality of Cotton, Yarn and Knitted Cloth undergoing various tests.

### **Yarn**

Several tests are done to maintain quality of yarn such as :-

- 1.The black board test - for yarn appearance.
- 2.The wrap block - for sliver testing
- 3.The wrap reel- for yarn count testing.
- 4.The Lea strength tester for yarn strength & CSP.

### **Fabric**

The fabric undergoes quality control test at the Quality Control Laboratory that has all facilities, to ensure that our garments meet the requirements and specifications. Tests are done as per international standards.

### **The tests include**

1. Colour fastness to mechanical wash
2. Colour fastness to rubbing
3. Perspiration test
4. Testing dimensional shrinkage stability
5. Garment Twist checking

As a testimony to the quality systems maintained and to ensure that RBR maintains its international standards of manufacturing the company has obtained various certifications. They include the ISO- 9001 certification, the prestigious SGS Yarsley International Certificate for Quality Management Systems and SA 8000 for labour welfare.

## **2.6 DESCRIPTION OF VARIOUS FUNCTIONAL AREAS:**

### **2.6.1 Management:**

- Receive the enquiries from the customers
- Clarify with the customers any ambiguities
- Conduct meetings with the customers for business

### **2.6.2 Marketing / Merchandisers:**

- Contacts made through references / Buying agents / Participating in trade fair
- Customer details are registered in the records
- Enquiries received are entered in the register
- Customer orders are received by fax / email and these details are registered in the order register
- These orders are allotted to concerned merchandisers for execution

### **2.6.3 Materials:**

- Receive material plan and procure material
- Submit the samples to merchandisers for approval

### **2.6.4 Lot section:**

- Receive yarn and fabric requisition and obtain approvals from merchandiser and QAM
- The sample and production coordinators follow up production and samples as per the received details

### **2.6.5 Production:**

- Raise the requirements and plan for production
- Receive the orders and their priorities from respective departments

### **2.6.6 Quality assurance:**

- After production check the materials and perform inspection at various levels
- Coordinate with customers for customer inspection if any

### **2.6.7 Documentation:**

- Exports on receipt of orders and review for commercial terms and raise proforma invoice for order acceptance
- On receipt of L/c review for the terms
- Prepare for documents and provide inputs to management if required

### **2.6.8 HRD and Administration:**

- Identify competencies, organize for training programmes, motivate employees through team work and success

*Chapter III*

*Macro – Micro Economic*

*Analysis*

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## CHAPTER 3

### MACRO AND MICRO ANALYSIS

India is the world's second largest producer of textiles and garments after China. It is the world's third largest producer of cotton—after China and the USA—and the second largest cotton consumer after China. The textile and garment industry in India is one of the oldest manufacturing sectors in the country and is currently its largest. The textile and garment industry fulfils a pivotal role in the Indian economy. It is a major foreign exchange earner and, after agriculture, it is the largest employer with a total workforce of 35 mn. In 2005 textiles and garments accounted for about 14% of industrial production and 16% of export earnings. The industry covers a wide range of activities. These include the production of natural raw materials such as cotton, jute, silk and wool, as well as synthetic filament and spun yarn. In addition an extensive range of finished products are made. The Indian textile industry accounts for about 23% of the world's spindle capacity, making it the second highest after China, and around 6% of global rotor capacity. Also, it has the highest loom capacity—including hand looms—with a 61% share. India accounts for about 12% of the world's production of textile fibres and yarns. This includes jute, of which it is the largest producer. The country is the second largest producer of silk and cellulose fibre and yarn, and the fifth largest producer of synthetic fibre and yarn.

The RBR garment industry has several major factors going in its favor, in terms of cost-effectiveness in manufacture and raw material, quick

adjustment to what will sell, and a vast and relatively inexpensive skilled work force. The industry offers the international fashion houses competitive prices, shorter lead times, and a virtual monopoly in embellishments. RBR's share in the global textile trade was forecasted to grow the fastest of all other industries in India. The growth of this textile industry right from its inception has been adversely affected by the quota regime, lack of industry-friendly government policies and technological obsolescence. Yet, the industry thrived because of the assured business under the quota system.

RBR is well known as a competitive manufacturer of garments. Many foreign companies have been sourcing large quantities of garments regularly from RBR for a number of years. But less well known is the fact that RBR has huge potential as a market for foreign clothing, given its large population and growing household incomes. RBR is one of the world's major textile exporters and was once by far the largest. However, when quota-restrictions slammed shut the gates to free trade, the country's exports were accordingly channeled and fragmented. Preferential trade arrangements placed further constraints, as both the US and the EU provided duty-free and quota-free access to selected countries. As a result, India now has just over 3% of the global trade in apparel - but despite its low share, India still remains among the Top 10 exporters of textiles and clothing in the world industry where RBR also finds its position.

*Chapter IV*

*Analysis and Interpretation*

## CHAPTER 4

### ANALYSIS AND INTERPRETATION

#### 4.1 ANALYSIS BY USING PERCENTAGE ANALYSIS

##### REQUIREMENT OF TRAINING NEED IDENTIFICATION

The perception of the employees towards the requirement of the training need identification is as follows:

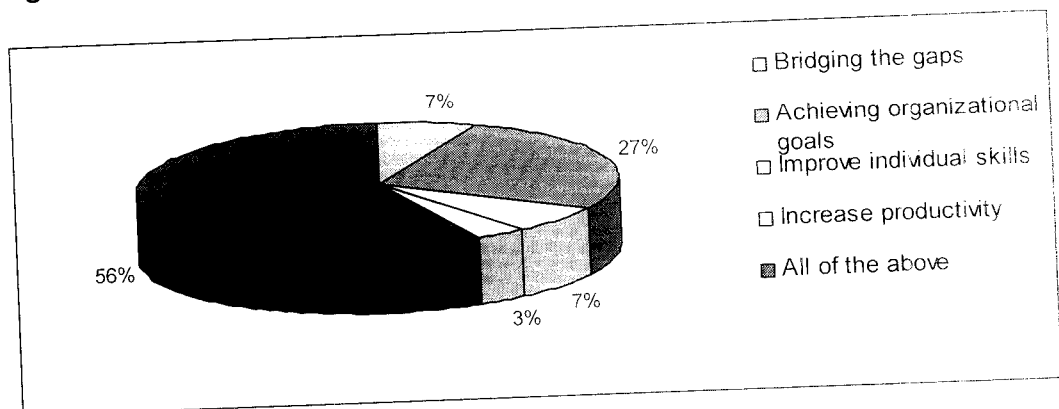
**Table 1. Employee perception towards Training need**

Aspects	Frequency	Percentage
Bridging the gaps	2	6.7
Achieving organizational goals	8	26.7
Improve individual skills	2	6.7
Increase productivity	1	3.3
All of the above	17	56.6
Total	30	100

##### Inference:

Nearly 56.6% of the sample surveyed is of the opinion that all of the above said requirements are necessary for identifying the needs of a training program. And 26.7% are of the opinion that only achieving organizational goals is the most important requirement. Other 6.7% is of the opinion that improving the individual skills and bridging the gaps between the actual and standard performance are the required needs.

**Figure 1. Employees perception**





## 4.2 PROFESSIONAL ACTIVITY

The managers' response to the job related professional activities that they would like to attend are as follows:

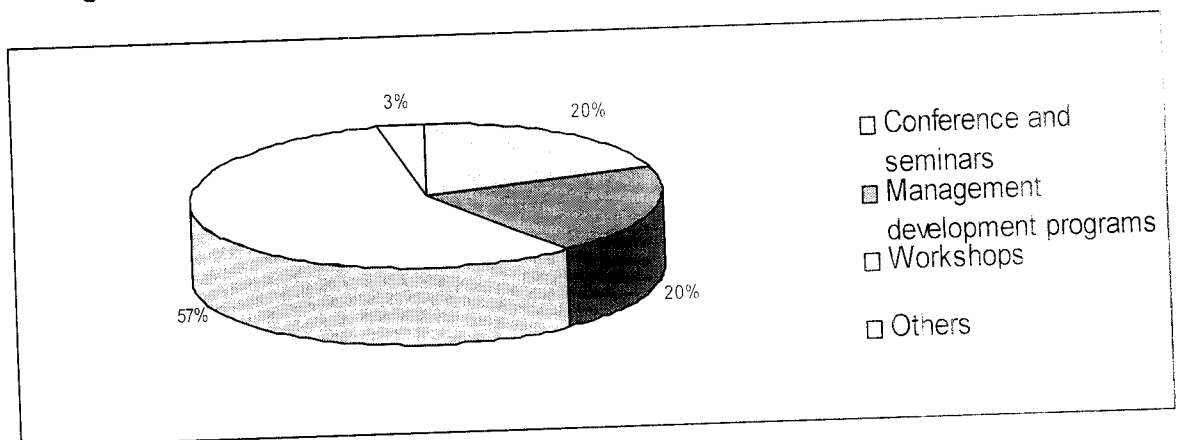
**Table 2. Managers' response to professional activities**

Aspects	Frequency	Percentage
Conference and seminars	6	20
Management development programs	6	20
Workshops	17	56.7
Others	1	3.3
Total	30	100

### Inference:

Nearly 57% of the sample i.e.17 prefer workshop over the other professional activities, and nearly 20% i.e. 6 employees prefer management development program and another 20% of the sample surveyed prefer conference and seminars over other professional activities. And only 3% has opted for other types of activities like real time experience in brand industries etc.

**Figure 2. Managers' response to the job related professional activities**



### 4.3 Employees' perception on the usefulness of training

The perception of the employees on the usefulness of training on various skills is as follows:

**Table 3. Improve performance of the employee**

Aspect	Frequency	Percentage
Strongly Agree	18	60
Agree	12	40
Total	30	100

**Inference:**

60% of the sample surveyed strongly agrees that training helps to improve their performance and 40% of the sample agrees to the same. And none of them disagree to the same.

**Table 4. Builds a good climate for learning and growth**

Aspect	Frequency	Percentage
Strongly Agree	9	30
Agree	17	56.7
Neutral	4	13.3
Total	30	100

**Inference:**

30% of the sample surveyed has strongly agreed to the point that training builds a good climate for learning and growth. Where as 56.7% have agreed and 13.3% have remained hostile.

**Table 5. Builds a positive attitude among employees**

Aspect	Frequency	Percentage
Strongly Agree	13	43.3
Agree	15	50
Neutral	2	6.7
Total	30	100

**Inference:**

43.3% of the sample surveyed has strongly agreed that training helps in building a positive attitude among employees, 50% have agreed and only 6.7% of the sample surveyed have remained neutral towards the same.

**Table 6. Increase motivation and job involvement**

Aspect	Frequency	Percentage
Strongly Agree	12	40
Agree	17	56.7
Neutral	1	3.3
Total	30	100

**Inference:**

Training leads to motivation and job involvement. This has been strongly agreed by 40% of the sample surveyed, and 56.7% have agreed and 3.3% have remained hostile towards the same.

**Table 7. Team building**

Aspect	Frequency	Percentage
Strongly Agree	8	26.7
Agree	15	50
Neutral	4	13.3
Disagree	3	10
Total	30	100

**Inference:**

26.7% of the sample has strongly agreed to the point that training leads to team building and 50% agree to the same. But nearly 10% of the samples have actually disagreed to this opinion and 13% have remained hostile to the same.

**Table 8. Enrich ones knowledge**

Aspect	Frequency	Percentage
Strongly Agree	10	33.3
Agree	16	53.4
Neutral	4	13.3
Total	30	100

**Inference:**

13.3% of the sample surveyed has strongly agreed that training helps to enrich ones knowledge, 53.4% have agreed and only 13.3% of the sample surveyed have remained neutral towards the same.

**Table 9. Brings organizational effectiveness**

Aspect	Frequency	Percentage
Strongly Agree	10	33.3
Agree	11	36.7
Neutral	8	26.7
Disagree	1	3.3
Total	30	100

**Inference:**

“Training leads to organizational effectiveness”. This has been strongly agreed and agreed by almost 33.3% and 36.7% of the sample surveyed. Where as 26.7% has remained neutral towards this opinion. Also 1 of the sample unit has disagreed to the same.

**Table 10. Individual growth and development**

Aspect	Frequency	Percentage
Strongly Agree	17	56.7
Agree	9	30
Neutral	4	13.3
Total	30	100

**Inference:**

56.7% of the sample have strongly agreed to the point that training leads to individual growth and development and 30% agree to the same. But nearly 13.3% of the sample has remained hostile to the same.

**Table 11. Help to prepare employee to the next level of responsibility**

Aspect	Frequency	Percentage
Strongly Agree	18	60
Agree	8	26.7
Neutral	4	13.3
Total	30	100

**Inference:**

60% of the sample has strongly agreed to the opinion that training helps to prepare employee to the next level of responsibility and 26.7% of the sample agree to the same. But nearly 13.3% of the sample has remained hostile to the same.

#### 4.4.ANALYSIS BY APPLYING ONE – SAMPLE T TEST:

##### 4.4.1.I. The importance level of various aspect of the training program

Table 12. Perception of managers regarding various aspect of the training program

Various aspects of training program	T	Degree of freedom	Sig. (2 tailed)	Mean
Methods and techniques of training	-1.733	29	0.094	2.63
Appropriate identification of training needs	-2.616	29	0.064	2.30
Trainer	-1.613	29	0.118	2.27
Training materials	1.188	29	0.245	2.25
Training Schedule	1.123	29	0.271	2.97

#### HYPOTHESIS

$H_0$  = The perception of the middle level managers with respect to the various aspects of the training program is similar

$H_1$  = The perception of middle level managers with respect to the various aspects of the training program is not similar

#### Inference:

The significance level for all the aspects is greater than 0.05, which indicates that the perception of the managers with respects to these aspects of the training program is similar. The t value for Training materials is 1.189 and that for training schedule is 1.123 i.e. it is positive, which means they are very important for a training program.

II. The importance level given to trainer, methods and techniques of training and identification of training needs:

Table 13. Perception of managers regarding specific aspect of the training program

Various aspects of training program	t	Degree of freedom	Sig. (2 tailed)	Mean
Methods and techniques of training	2.993	29	0.006	2.63
Appropriate identification of training needs	2.821	29	0.007	2.30
Trainer	2.786	29	0.009	2.63

**HYPOTHESIS:**

$H_0$  = The perception of the middle level managers with respect to the above aspects of the training program is similar

$H_1$  = The perception of middle level managers with respect to the above aspects of the training program is not similar

**Inference:**

The significance level for the above aspects is less than 0.05 which means that the perception of the managers in view of these aspects is not similar. The t values are positive which indicated that method and techniques, appropriate identification of training needs and Trainer is important for a training program.



#### 4.4.2.1. Importance level of various skills that are necessary for an manager

**Table 14. Perception of managers regarding various skills**

Various skills required	T	Degree of freedom	Sig. (2 tailed)	Mean
Decision making skills	1.071	29	0.293	3.31
Communication skills	1.687	29	0.105	3.42
Presentation skills	-2.536	29	0.017	2.32
Coaching and mentoring	-0.597	29	0.559	2.82
Strategic analysis and planning	1.154	29	0.257	3.36
Interpersonal skills and Empathy	0.915	29	0.368	2.72
Conceptual knowledge	-2.826	29	0.009	2.25
Listening and Observation skills	-1.081	29	0.289	2.66
Creativity skills	-1.267	29	0.216	2.62
Supervisory skills	-1.462	29	0.155	2.59
Team work and team building	-3.083	29	0.05	2.10

#### **HYPOTHESIS**

$H_0$  = The perception of the middle level managers with respect to the various skills required for performance is similar

$H_1$  = The perception of middle level managers with respect to the various skills required for performance is not similar

#### **Inference:**

The significance level for is greater than 0.05, which indicates that the perception of the managers with respects to these skills is similar. The t value for all skills is positive, this indicates that the above said skills are very important for effective performance.

II. Importance level of Presentation, Coaching and Mentoring, Conceptual knowledge, Listening and Observation, Creativity, Supervisory and Team work  
 –Team building skills

Table 15. Perception of managers regarding specific skills

Various skills required	T	Degree of freedom	Sig. (2 tailed)	Mean
Presentation skills	2.476	29	.039	2.72
Coaching and mentoring	2.737	29	.011	2.82
Conceptual knowledge	2.325	29	.035	2.75
Listening and Observation skills	2.055	29	.049	2.66
Creativity skills	2.073	29	.048	2.62
Supervisory skills	2.071	29	.048	2.59
Team work and team building	2.069	29	.048	2.55

**HYPOTHESIS**

$H_0$  = The perception of the middle level managers with respect to the above said skills is similar

$H_1$  = The perception of middle level managers with respect to the above said skills is not similar

**Inference:**

The significance level for the above aspects is less than 0.05 which means that the perception of the managers in view of these skills is not similar. The t values are positive which indicated that the above said skills are important for a manager.

**II. Importance level of On the job, lectures and class sessions, and GD and brainstorming methods to managers:**

**Table 16. Perception of managers regarding the methods of training**

Various training method	T	Degree of freedom	Sig. (2 tailed)	Mean
On the job training	1.750	29	.045	2.65
Lectures and Class sessions	3.558	29	.001	2.93
GD and brainstorming	2.191	29	.037	2.47

**HYPOTHESIS**

$H_0$  = The perception of the managers on these various training methods is similar

$H_1$  = The perception of managers on these various training methods is not similar

**Inference:**

The significance level of these methods is all less than 0.05, hence the perception of the managers is not similar. The t values are all positive, which indicates that these methods are important to managers.

#### 4.4.4.1. Importance level of decision making skills to managers:

Table 17. Importance level of decision making skills to managers

Decision Making Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Intellectual and Creative approach	9.327	29	.000	4.00
Balanced Decision	-4.112	29	.044	2.83
Alternatives against objectives	2.894	29	.007	3.57
Postponing	-4.664	29	.000	2.00
Bosses suggestion	4.173	29	.000	3.77
Without haste and delay	6.496	29	.000	3.90

#### HYPOTHESIS

$H_0$  = The perception of the managers on the decision making skills is similar

$H_1$  = The perception of managers on the decision making skills is not similar

#### Inference:

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the decision making skills is not similar. The t values of the traits except for the balanced decision and postponing are all positive, which indicates that these traits are very important to managers.

II. Importance level of decision making skills namely balanced decision and postponing traits, to managers:

**Table 18. Importance level of specific decision making skills**

Decision Making Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Balanced Decision	3.878	29	.001	2.83
Postponing	4.112	29	.000	2.00

**HYPOTHESIS**

$H_0$  = The perception of the managers on these decision making skills is similar

$H_1$  = The perception of managers on these decision making skills is not similar

**Inference:**

The significance level of the above traits is less than 0.05, which means that the perception of the managers on the decision making skills is not similar. The t values of these traits are positive, which indicates that these traits are important to managers.

#### 4.4.5 Importance level of interpersonal skills to managers:

**Table 19. Importance level of interpersonal skills to managers**

Interpersonal Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Positive relationship	-5.573	29	.000	1.93
Work related Issue	6.660	29	.000	3.43
Understand and respond appropriately	12.042	29	.000	4.33
Views of subordinates	-5.227	29	.000	2.13
Persuade superiors	6.279	29	.000	3.73

#### **HYPOTHESIS**

$H_0$  = The perception of the managers on the interpersonal skills is similar

$H_1$  = The perception of managers on the interpersonal skills is not similar

#### **Inference:**

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the interpersonal skills is not similar. The t values of the traits except for the positive relationship and taking views of subordinates are all positive, which indicates that these traits are very important to managers.

#### 4.4.6 I. Importance level of communication skills to managers:

Table 20. Importance level of communication skills to managers

Communication Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Open communication	12.339	29	.000	4.40
Approach of listener	8.462	29	.000	4.10
Dealing with sensitive issues	-1.140	29	.264	2.80
Written documentation	0.668	29	.509	3.17
Open to others	5.950	29	.000	3.97
Clarity and convincing ability	-2.311	29	.028	2.53
Encourage feedback	7.999	29	.000	4.13

#### HYPOTHESIS

$H_0$  = The perception of the managers on the communication skills is similar

$H_1$  = The perception of managers on the communication skills is not similar

#### Inference:

The significance level of almost all the traits is less than 0.05, which means that the perception of the managers on the communication skills is not similar. The t values of the traits except for the dealing with sensitive issues and clarity and convincing ability are all positive, which indicates that these traits are very important to managers.

II. Importance level of communication skills namely sensitive issues and clarity and convincing ability, to managers:

Table 21. Importance level of specific communication skills to managers

Communication Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Sensitive Issues	4.558	29	.000	2.80
Clarity and Convincing ability	2.641	29	.013	2.53

**HYPOTHESIS**

$H_0$  = The perception of the managers on these communication skills is similar

$H_1$  = The perception of managers on these communication skills is not similar

**Inference:**

The significance level of the above traits is less than 0.05, which means that the perception of the managers on the communication skills is not similar. The t values of these traits are positive, which indicates that these traits are important to managers.



#### 4.4.7 Importance level of problem solving skills to managers:

Table22. Importance level of problem solving skills to managers

Problem Solving Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Past Experience	8.074	29	.000	4.17
Multiple Demand	7.855	29	.000	4.14
Help of Experts	7.503	29	.000	4.10
Analyze situation	9.204	29	.000	4.03

#### HYPOTHESIS

$H_0$  = The perception of the managers on the problem solving skills is similar

$H_1$  = The perception of managers on the problem solving skills is not similar

#### Inference:

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the problem solving skills is not similar. The t values of all traits are positive, which indicates that these traits are very important to managers.

#### 4.4.8 Importance level of negotiation skills to managers:

**Table 23. Importance level of negotiation skills to managers**

Negotiation Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Willingly accept	1.393	29	.174	3.27
Organizational Benefit	7.940	29	.000	4.10
Negotiation with members	6.117	29	.000	3.87

#### **HYPOTHESIS**

$H_0$  = The perception of the managers on the negotiation skills is similar

$H_1$  = The perception of managers on the negotiation skills is not similar

#### **Inference:**

The significance level of all the traits except willingness to accept is less than 0.05, which means that the perception of the managers on the negotiation skills is not similar. The t values of all traits are positive, which indicates that these traits are very important to managers.

#### 4.4.9 I. Importance level of team building skills to managers:

Table 24. Importance level of team building skills to managers

Problem Solving Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Decide for whole team	6.021	29	.000	4.00
Difficult to empower	-3.247	29	.003	2.47
Motivate and guide team	11.948	29	.000	4.30
Sense of common place	7.940	29	.000	4.10
Don't support team decision	-8.558	29	.000	1.83
Easy to encourage	0.338	29	.073	3.07

#### HYPOTHESIS

$H_0$  = the perception of the managers on the team building skills is similar

$H_1$  = the perception of managers on the team building skills is not similar

#### Inference:

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the team building skills is not similar. The t values of all traits except empowering and supporting team decision are positive, which indicates that these traits are very important to managers.

**II. Importance level of team building skills namely empowering and supporting team building skills, to managers:**

**Table 25. Importance level of specific team building skills**

Team Building Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Difficult to empower	2.841	29	.008	2.47
Don't support team decision	2.055	29	.023	2.13

**HYPOTHESIS**

$H_0$  = The perception of the managers on these team building skills is similar

$H_1$  = The perception of managers on these team building skills is not similar

**Inference:**

The significance level of the above traits is less than 0.05, which means that the perception of the managers on the team building skills is not similar. The t values of these traits are positive, which indicates that these traits are important to managers.

#### 4.4.10 Importance level of behavioral skills to managers:

Table 26. Importance level of behavioral skills to managers

Behavioral Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Different etiquettes	2.985	29	.006	3.48
One among group attitude	5.572	29	.000	3.90
Professional environment	3.674	29	.001	3.60
Changing Behavior	7.399	29	.000	4.03

#### HYPOTHESIS

$H_0$  = The perception of the managers on the behavioral skills is similar

$H_1$  = The perception of managers on the behavioral skills is not similar

#### Inference:

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the behavioral skills is not similar. The t values of all traits are positive, which indicates that these traits are very important to managers.

#### 4.4.11 Importance level of self control skills to managers

Table 27. Importance level of self control skills to managers

Self Control Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Handle Stressful situations	12.775	29	.000	4.47
Handle calmly	6.547	29	.000	3.97
Stressful situation frustrations	5.340	29	.002	3.50
Consensus in team	7.167	29	.000	3.70
Mocking by others	5.140	29	.048	3.63
Calmness in stressful conditions	2.841	29	.008	3.47

#### HYPOTHESIS

$H_0$  = The perception of the managers on the self control skills is similar

$H_1$  = The perception of managers on the self control skills is not similar

#### Inference:

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the self control skills is not similar. The t values of all traits are positive, which indicates that these traits are very important to managers.

#### 4.4.12 Importance level of conceptual skills to managers

Table 28. Importance level of conceptual skills to managers

Conceptual Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Job same as specified	6.911	29	.000	3.93
Modifying according to needs	9.950	29	.000	4.23
Own concepts and plans	5.298	29	.000	3.97
Seldom complex and new plans	3.319	29	.002	3.57

#### HYPOTHESIS

$H_0$  = The perception of the managers on the conceptual skills is similar

$H_1$  = The perception of managers on the conceptual skills is not similar

#### Inference:

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the conceptual skills is not similar. The t values of all traits are positive, which indicates that these traits are very important to managers.

#### 4.4.13 Importance level of coaching and mentoring skills to managers:

Table 29. Importance level of coaching and mentoring skills to managers

Coaching and Mentoring Skills	T	Degree of freedom	Sig. (2 tailed)	Mean
Coach Subordinates	5.117	29	.000	3.73
Give clear picture	9.893	29	.000	4.20
Counsel subordinates	3.616	29	.001	3.57
Guide subordinates	10.140	29	.000	4.30

#### HYPOTHESIS

$H_0$  = The perception of the managers on the coaching and mentoring skills is similar

$H_1$  = The perception of managers on the coaching and mentoring skills is not similar

#### Inference:

The significance level of all the traits is less than 0.05, which means that the perception of the managers on the coaching and mentoring skills is not similar. The  $t$  values of all traits are positive, which indicates that these traits are very important to managers.



*Chapter V*

*Conclusion*

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## CHAPTER 5

### CONCLUSION

#### 5.1 FINDINGS:

1. More than half of the managers are of the opinion that training need has to be identified appropriately as it would facilitate to bridge the gap between actual and standard performance, achieve organizational goals, improve individual skills and increase productivity.
2. The managers also agree to the fact that training would help them to horn their skills and knowledge, improve their performance, job involvement and motivation level, thus bringing about individual growth and organizational effectiveness.
3. They are also of the opinion that training schedule and material are the most important aspects to be present in a training program. This was arrived after taking into consideration the job description and the busy schedule of the managers.
4. The managers prefer on the job training when it comes to in house training and they prefer to attend simulation methods and sensitivity training program outside their office location.
5. Creative and intellectual approach has been the most wanted quality that mangers should possess while taking decision. Also they prefer to get the suggestion of their superior before taking decision even though they require to be done without haste.
6. The managers must possess adequate amount of understanding and responding skills. Positive thinking is considered to be a must for the employees since they deal with customers
7. Communication skill, including open oral, written communication and listening skills need to be horned in order to improve the performance of the

managers, thus leading to organizational effectiveness. Also clarity in communication is considered as an important aspect for the organization in general

8. The managers solve the problem and deal with negotiations after appropriately analyzing all the available options like past experience, experts knowledge, priorities etc... thus aiming at bringing organizational effectiveness.
9. The managers strongly agree to the point that empowering and supporting team decision will play a major role in building competent teams in the organization. This agreement has been validated by their response that self motivation and guidance has been part and par of such teams.
10. Handling situations with patience and self control is found to be the most wanted skill in the managers, because handling different types of customers under different situation is a must.

Above all the managers were required to be very strong in the conceptual skills (Knowledge) as they facilitate easy understanding and solving if the problems.

## **5.2 Results and discussion:**

RBR garments pvt ltd is under full swing to incorporate a vigorous and competitive training program that would full fill the saying "Training to compete competing to train".

Any training program in order to be effective must have clearly measurable objectives like expanding the knowledge of the employees, improving the skills possessed or bringing about a change in the attitude and behavior of the employee. Hence a training need identification study was conducted to identify the specific gaps in the actual performance exhibited by the employees and the desired performance expected by the employees.

Based on this study's findings the company can identify specific gaps in various skills like decision making skill, team building skill, negotiation skill etc.. To fill these gaps its advisable for the company to go in for appropriate training programs like simulation methods and sensitivity training, creative workshops and in house training programs.

### **5.3 Considered Recommendations:**

As identified in the study training is an essential factor in the organization. The training needs aspired by the managers are almost similar. The managers in the organization need to be trained in soft skills like communication skills, negotiation skills, behavioral skills, interpersonal skills, self control etc apart from the conceptual and other technical skills.

A training plan can be stimulated from the results of the study to fulfill the training needs of the managers. The training program can be assigned to Fridays and Saturdays of the week. A plan of assigning Sundays would not be feasible and would not make training effective at the managers' end, because Sundays are generally perceived as their day of rest. Training on these days would actually frustrate them.

Training on soft skills, need more exposure to nature. This creates a curb to learn as well as enjoy the training program. Hence soft skills training could be made out door with inclusion of management development programs (MDP). This would not only fulfill the training needs but also help build better relations among themselves.

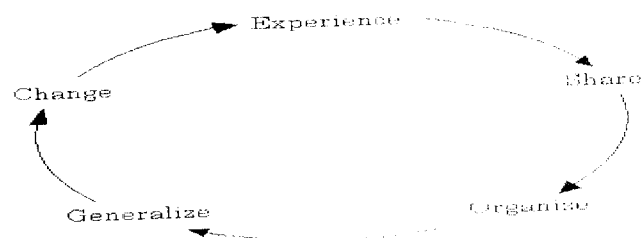
More of practical training i.e. situation based training like simulation methods, role play, vestibule training etc. is to be imparted in the training plan, especially for training on behavioral skills. Less of classroom sessions like lectures, seminars, online tests etc are to be conducted as the executives prefer former to the latter.

According to COLBE'S Principle; "In a group of people there are three different categories.

1. KINESICS - People who learn by seeing
2. VOCALICS - People who learn by hearing
3. HAPTICS - People who learn by touching/ feeling"

Hence every training program should satisfy the needs of all the above said categories. That is the training program should be an experiential training program.

This can be depicted clearly by the following figure



Experiential Training Programme Cycle

That is the trainer should teach by word of mouth and also provide the trainees an opportunity to experience what they learn both individually and in teams. This would enable them not only to experience but also share the views among themselves. Organize them, generalize them to real work life situations and change as per requirements.



P-2015

# *Appendix*

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**This document is a questionnaire for identifying the training needs of managers of RBR garments Pvt Ltd . Please support with your valuable inputs which will facilitate the conduct of the training program**

Name: (optional)

Department:

Age:  20-30  30-40  40-50  above 50

Experience:  0-2 yrs  2-5 yrs  5-10 yrs  10-15 yrs  above 15yrs

**Q1 Training Need Identification is required for**

- Bridging the gap between the actual and standard performance
- Achieve organizational goals
- Improve a individuals skills
- Increase productivity
- All of the above

**Q2 Training helps to**

(SA: Strongly agree, A: Agree, N: Neutral, DA: Disagree, SDA: Strongly Disagree)

Specific aspects	SA	A	N	DA	SDA
Improve performance of the employees					
Builds a good climate for learning, growth ,coordination					
Build a positive attitude among employees					
Increase motivation, job involvement-contribution					
Team building					
Serve customer requirement and satisfactions					
Enrich ones knowledge					
Bringing organizational effectiveness					
Individual growth and development					
Prepare employees for the next level of responsibility					

**Q3 Rank your order of preference the aspects to be present in a training program**

(Rank 1 = Highest rank and Rank 5 = lowest rank)

Specific aspects	Ranking
Methods and techniques of training	
Appropriate identification of training needs	
Trainer	
Training materials	
Training Schedule	

**Q4 Rank the order of priority of the aspects that you believe is strongly needed and should be improved in your work life**

Aspects to be considered	Ranking
Decision making skills	
Communication skills	
Presentation skills	
Coaching and mentoring	
Strategic analysis and planning	
Interpersonal skills and Empathy	
Conceptual knowledge	
Listening and Observation skills	
Creativity skills	
Supervisory skills	
Team work and team building	
Any other aspect, please specify _____	

**Q5 Rank the following methods for imparting training that would suite your present working environment**

- On the job training
- Lectures and class room sessions
- Group discussions and brain storming sessions
- Simulation methods (role play, management games etc)
- Sensitivity training and other experiential models
- Others (please specify) \_\_\_\_\_

Respond to the following questions in accordance to the current work situation in your organization

**Q6 Decision making Skills**

		SA	A	N	DA	SDA
(i)	I use a intellectual and creative approach while taking decision					
(ii)	I find it difficult to make a balanced decision under intense pressure					
(iii)	I always evaluate the alternatives against objectives					
(iv)	I feel "postponing" is the best solution for critical issues					
(v)	I seek my bosses suggestion before arriving at any conclusions					
(vi)	I arrive at decisions without haste and delay under all situations					



### Q7 Interpersonal Skills

		SA	A	N	DA	SDA
(i)	I find it very difficult to build a positive relationship with my colleagues					
(ii)	I am concerned only about work related issues rather than personal ones					
(iii)	I understand the feelings of the customer and respond to them appropriately					
(iv)	I am not able to take the views and opinions of my subordinates objectively					
(v)	I find it easy to persuade my superior towards accepting new strategies					

### Q8 Communication Skills

		SA	A	N	DA	SDA
(i)	I believe in open communication among team members					
(ii)	I adjust my approach depending upon the person I am speaking to					
(iii)	I find it difficult to communicate while dealing with sensitive issues					
(iv)	I prefer written documentations rather than a face to face talk with my superior and subordinates					
(v)	I am always open to others idea and listen to them actively before directing them to act in a desired way					
(vi)	I lack clarity and convincing ability in communicating the facts and ideas					
(vii)	I encourage feedback and express critiques and reviews in a constructive way					

### Q9 Problem solving Skills

		SA	A	N	DA	SDA
(i)	I depend on my past experience to solve unforeseen problem					
(ii)	I find it difficult to meet multiple demand and conflicting priorities					
(iii)	I seek the help of experts to solve certain problems in the organization					
(iv)	I usually recognize, define and analyze (systematic procedure) the situation before solving it					

### Q10 Negotiation Skills

		SA	A	N	DA	SDA
(i)	I willingly accept all that is implemented in the organization					
(ii)	I aim at organizational benefit while making any negotiation					
(iii)	Negotiation with the members of the organization is as important as negotiation with the stake holders					

### Q11 Team building

		SA	A	N	DA	SDA
(i)	I make the decision for the whole team					
(ii)	I find it difficult to empower my team members by sharing authority and power					
(iii)	I motivate and guide the team members towards goal accomplishment					
(iv)	I try to create a sense of 'common place' among my team members					
(v)	I don't support team decisions if they don't support my decisions					
(vi)	I can easily encourage my team, but coordinating them towards the achievement of goals is difficult					

### Q12 Behavioral skills

		SA	A	N	DA	SDA
(i)	My etiquettes during business and personal situation is very different					
(ii)	I try to have the 'I am one among the group' attitude					
(iii)	I have a very professional air around me, so that I set a standard for my subordinated behavior					
(iv)	I can change my behavior according to the business situations					

### Q13 Self control

		SA	A	N	DA	SDA
(i)	I feel <b>balance</b> and <b>self control</b> is very important to handle stressful situations					
(ii)	I handle all business situation calmly and patiently					
(iii)	I am very frustrated during stressful situation					
(iv)	I bring a consensus among my team members with my unique qualities of self control					
(v)	I loose myself when my customers or superiors mock at me in the organization					
(vi)	I remain calm and also calm my colleagues during stressful situation					

**Q14 Conceptual skills**

		SA	A	N	DA	SDA
(i)	I conduct my job in the same way as specified by the organization					
(ii)	I have the habit of analyzing my present work and modifying them according to needs					
(iii)	I am a creator of my own concepts and plans for working					
(iv)	I seldom make complex plans and new models for the organization					

**Q15 Coaching and mentoring**

		SA	A	N	DA	SDA
(i)	I coach my subordinates to overcome organizational problems					
(ii)	I give a clear picture and guide my subordinates on work related issues					
(iii)	I counsel my subordinates in overcoming any work related or personal issues					
(iv)	I guide my subordinates to achieving organizational goals					

**Q16**

**Specify the job related professional activity that you would like to attend**

- Conferences and Seminars
  Management Development Programs  
 Workshops
  Other professional activities.  
 specify \_\_\_\_\_

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