CHAPTER-I

INTRODUCTION

1.1. Background of the Study

Private enterprises in Nepal are established to meet the various socio-economic needs of the country in various sectors. They all have got all economic, socio, political and developmental justification for the national point of view.

In the macro-perspective management plays important role for overall socioeconomic development of a country. Most of the poor countries in the world are regarded also under-managed. The organizational objectives cannot be fulfilled if the human resources are not managed properly. So the development of human resources is must. Human resources are not comparable to other resources such as land, building, and machinery.

The management of human resources in organization requires special attention more than that required in the management of non-human resources. For the success of the organization the human resources development should be given due important. The human resources management is a very complicated and challenging task. This requires that human resources must be managed and in terms of the 'people dimension' getting them, activating them and keeping them.

Nepal Telecom

Nepal Telecom is the leading and the largest telecommunication company of Nepal. A former government monopoly, it was converted into a Public Limited Company on April 14, 2004. However, as of January 2008, no share has been issued to the public yet but recently NT has started to issue the share for not only to their employees but also to the public. NT was the only provider of basic telephony services in Nepal until United Telecom Limited and Mero Mobile started providing services in 2003 and 2004 respectively.

Nepal Doorsanchar Company limited (Nepal Telecom) was registered on 2060-10-22 under company act 2053 and the notice to this effect was

published in Nepal Gazette dated 26th Chaitra 2060, after dissolving then Nepal Telecommunications Corporation (NTC). However, the company name was officially effective from 1st Baishak 2061 (13th April 2004) and the general public knows it by the name of NEPAL TELECOM as its registered trademark. The Central Office of Nepal Telecom is located at Bhadrakali, Kathmandu, capital of Nepal. It has branches, exchanges and other offices in 184 locations within the country.

Role of NT

In Nepal there are other means of communication; a number of transportation, postal services etc. but they are slower are expensive and less convenient. Therefore, telecommunication is one of the quickest, cheapest, and scientific means of communication. It brings coordination among different government entities, which ultimately promotes administrative efficiency. The effects of telecommunications on the rural areas and their contribution to rural development are potentially extremely important, yet rather difficult to measure. NT has played a crucial role to promote agricultural sector, which is a source of national income. Telecommunication has significant impact on agriculture production by providing information on prices and market condition.

In developing country like Nepal, the role of importance and contribution of telecommunication in the developing country cannot be explained. The international telecommunication system contributes to link the overseas countries in the field of economy as well as politics. It also contributes in the development of tourist industry. Thus the telecommunication system plays vital role to strengthen the national economy and bring national unity among the national and international people creating a brotherhood relationship among the people.

The Mission, Vision and Goal of NT

Mission:

"Nepal Telecom, as a progressive, customer spirited and consumer responsive entity, is committed to provide nation-wide reliable telecommunication services to serve as an impetus to the social, political and economic development of the country."

Vision

"Vision of the Nepal Telecom is to remain a dominant player in Telecommunication sector in the country while also extending reliable and cost effective services to all".

Goal

"Goal of Nepal Telecom is to provide cost effective telecommunication services to every nook and corner of the country" (Nepal Telecom, 2006).

Total working employees in Nepal Telecom are 5701 among which high level managers (Deputy Managing Directors) are 13 and manager are 35. In fact, in Nepal Telecom 9% of the Managerial levels are the main drivers of the organization, which plays a primary role in the organizational success and development. In today's highly competitive environment, total quality management (TQM) with its commitment to high quality, continuous improvements and customer focus is very essential. Hence, a rapid change in the technology and growing business of Nepal Telecom needs to develop managerial nature of success. Effective manager is one, whose unit team or group accomplishes high levels of performance that are sustainable over the long term by enthusiastic workers (Rajbhandari).

Objective and Duties of NT

Since its establishment, NT is dedicated towards providing reliable and affordable telecommunication services throughout the country as a sole national telecommunications operator of local, mobile, long distance and international telecom services. The main objective of Nepal Telecom is to provide essential national wide low cost, reliable and readily available telecommunication services to the general public of the overall improvement of integrity and economic development.

The duty of the corporation will be to provide telecommunication services through the country that is as far as practicable, very reliable and

cost effective. As per the communications corporation Act 2028, Nepal Telecom shall undertake the following duties:

1. To endeavor to become a self-reliant corporation.
2. To improve the work implementation procedures for maintaining a high grade of telecommunication services.
3. To promote the business activities of the corporation.
4. To establish necessary telecommunication link with foreign telecommunications administration.
5. To try to establish necessary telecommunication link with foreign telecommunications administration.
6. To produce the middle level technical manpower necessary for the installation, operation and maintenance of the different telecommunication systems.
7. To provide national wide reliable telecommunication services to serve as an impetus to the social, political and economic development of the country.

Board of Director in NT

The Board of Director is the main policy making body of NT. The BOD includes eight members, which are as follows:
i. Secretary, Ministry of Information & Communication: **Chairman**
ii. Managing Director, Nepal Telecom: **Member**
iii. Joint Secretary, Ministry of Finance: **Member**
iv. Joint Secretary, Ministry of Law, Justice & Parliamentary Affairs: **Member**
v. Joint Secretary, Ministry of Information & Communication: **Member**
vi. Executive Director, Citizen Investment Trust: **Member**
vii. Business Officer, Nepal Telecom: **Member**
viii. Deputy Managing Director, Nepal Telecom: **Secretary**

Departments of NT

i.   Business Department
ii.   Computer Department
iii.   Finance Department
iv.   Human Resource Management
v.   Material Management
vi.   Operation & maintenance
vii. Planning Department

viii.   Rural plan Implement
ix.   Transmission Department
x.   Telecom training Center

Directorates of NT

i.   Mobile Service Directorate
ii.   Rural Service Directorate
iii.   Kathmandu Regional Directorate
iv.   Eastern Regional Directorate
v.   Central Regional Directorate
vi.   Western Regional Directorate
vii.   Mid-Western Regional Directorate
viii.   Far-western Regional Directorate

HRM Department

Human resource management is a distinctive approach to people management, which seeks to achieve competitive advantage of organizations through the strategic deployment of a committed and capable workforce, using an integrated array of cultural, structural and personnel techniques.

Major jobs of HRM Department:

• Strategic Human Resource Planning
• HR Auditing and Needs Assessments
• Workforce Planning
• Change Management
• Performance Management
• Total Compensation, Benefits & Rewards
• Industrial & employee Relation services

General Information of HRM Department:

Recruitment Secretariat

Concern for overall design and accomplishment of personnel recruitment policy and criterion.

Personnel Administration Section

Concern for personnel selection, retention, promotion, termination and disciplinary action.

Planning & Record Section:

Concern to upkeep and update personnel record with strict confidence and manpower planning for forthcoming telecom project

Training & Vehicle Section

Concern for periodic education and training management. It is also concern for vehicle operation, maintenance and distribution.

Management Development & General Admin Section

Concern to deal staff benefit, trade union activity, building upkeep and sanitation.

Performance Appraisal Section

Concern for maintaining the record of personnel performance appraisal

Legal Section

Concern for all legal issues of the company and perform the legal advisory role and advocacy (Nepal Telecom, 2006).

Human Resource Management

The Human Resources Management (HRM) function includes a variety of activities, and key among them is deciding what staffing needs we have and whether to use independent contractors or hire employees to fill these needs, recruiting and training the best employees, ensuring they are high performers, dealing with performance issues, and ensuring your personnel and management practices conform to various regulations. Activities also include managing your approach to employee benefits and

compensation, employee records and personnel policies. Usually small businesses (for-profit or nonprofit) have to carry out these activities themselves because they can not yet afford part- or full-time help. However, they should always ensure that employees have and are aware of personnel policies, which conform to current regulations.

Note that some people distinguish a difference between HRM (a major management activity) and HRD (Human Resource Development, a profession). Those people might include HRM in HRD, explaining that HRD includes the broader range of activities to develop personnel inside of organizations, including, e.g., career development, training, management and executive development, etc.

There is a long-standing argument about where HR related functions should be organized into large organizations, e.g., "should HR be in the Organization Development department or the other way around?"

The HRM function and HRD profession have undergone tremendous change over the past 20-30 years. Many years ago, large organizations looked to the "Personnel Department," mostly to manage the paperwork around hiring and paying people. More recently, organizations consider the "HR Department" as playing a major role in staffing, training and helping to manage people so that people and the organization are performing at maximum capability in a highly fulfilling manner.

Human Resource Development

HRD in an organization is a planned effort to facilitate employee's learning of job-related behavior, skills, knowledge, and attitude in order to improve employee performance. It is a continuous process basically designed to enhance employee's performance and satisfaction thereby improving organizational efficiency and effectiveness. In the present context of competitive and dynamic business environment, the role of human resource in overall management of an organization has become increasingly important than ever before.

HRD is the use of training, organizational development, and career development efforts to improve individual, group, and organizational efficiency to mobilize workforce. Human Resource Development helps to:

- Develop the key competencies that allow individuals in organizations to perform current and future jobs, through planned learning activities;
- Groups within organizations initiate and manage change;
- Ensure a match between an individual and organizational needs.

Human resources are to be managed properly by using different methods and techniques. If the employees are developed properly the organization activities can be operated effectively and efficiently. The development policy and procedures should be well planned so that the best available persons can be trained to develop well- organized teamwork in the organizations.

Highlighting the importance of people in organization Khera (1999) opined that today when most business houses are obsessed with Total Quality Management (TQM) in order to stay ahead of competition, very few organizations realize that their most precious assets are their employees. It is Total Quality People (TQP) that holds the key to a successful enterprise.

HRD is a concept associated with human resource management, and, by this association, one component of the broader concept of management. Much work has examined management practices from a critical stance. However, HRD is a more recent concept, still emerging and finding space in both academic and practitioner spheres.

Training and Development

Performance appraisals not only assist in determining compensation and benefits, but they are also instrumental in identifying ways to help individuals improve their current positions and prepare for future opportunities. As the structure of organizations continues to change through downsizing or expansion the need for training and development programs continues to grow. Improving or obtaining new skills is part of another area of HRM, known as training and development.

"Training focuses on learning the skills, knowledge, and attitudes required to initially perform a job or task or to improve upon the performance of a current job or task, while development activities are not job related, but concentrate on broadening the employee's horizons" (Nadler and Wiggs, 1986). Education, which focuses on learning new skills,

knowledge, and attitudes to be used in future work, also deserves mention (Nadler and Wiggs, 1986).

Because the focus is on the current job, only training and development will be discussed. Training can be used in a variety of ways, including (1) orienting and informing employees, (2) developing desired skills, (3) preventing accidents through safety training, (4) supplying professional and technical education, and (5) providing supervisory training and executive education (Cherrington, 1995).

Each of the training methods mentioned has benefits to the individual as well as to the organization. Some of the benefits are reducing the learning time for new hires, teaching employees how to use new or updated technology, decreasing the number and cost of accidents because employees know how to operate a machine properly, providing better customer service, improving quality and quantity of productivity, and obtaining management involvement in the training process (Cherrington, 1995). When managers go through the training, they are showing others that they are taking the goals of training seriously and are committed to the importance of human resource development.

The type of training depends on the material to be learned, the length of time learners have, and the financial resources available. One type is instructor-led training, which generally allows participants to see a demonstration and to work with the product first-hand. On-the-job training and apprenticeships let participants acquire new skills as they continue to perform various aspects of the job. Computer-based training (CBT) provides learners at various geographic locations access to material to be learned at convenient times and locations. Simulation exercises give participants a chance to learn outcomes of choices in a no threatening environment before applying the concept to real situations.

Training focuses on the current job, while development concentrates on providing activities to help employees expand their current knowledge and to allow for growth.
Types of development opportunities include mentoring, career counseling, management and supervisory development, and job training (Cherrington, 1995).

1.2. Focus of the Study

The present day scenario of economic environment is very competitive and hence large corporations need a massive work force to keep its cash register ticking. In this global economy; a company can raise physical resources and financial resources very easily. Even a human capital, the key factor for any organization can be easily availed.

However, the most important 'emotional aspect,' which can be correlated to the 'killer instinct' in the employee to succeed under any given condition, comes from very few individuals. Hence, organization needs to invest in this human capital to produce more motivated employee, who can survive any circumstances.

Realizing the potential of human capital, many organizations have initiated this to succeed; now an employee is viewed as a key, which unlocks the organization's potential. It has been realized that to retain an employee, he must be treated on a human level, understand him and make him feel important for the organization. HRD will try to match the right people to the right jobs. It will create an environment where unlimited potential of employees can be realized. In this direction, HRD department is constantly working for system development, such as performance development system, multi-skills talented pool of employees, Job Rotation and Job Enlargement. The HRD department of NT will ensure that each employee has been matched with the right jobs. Employees can have job enlargement or job enrichment or job rotation in order to ensure the high motivation level of employees.

Today's modern management regards human resource as the precious asset of an organization. How this important asset is treated and developed in the Nepal Telecom is the main concern of this study. The study reveals that there is a lack of systematic approach towards human resource development in NT. This is a manifestation of low priority assigned to human resource in organizations. However, it is a good indication that NT have started to provide their employee the training though they lack clear policy framework. So this study is mainly focused on:

- Examine the existing HRD policies and practices of NT.
- Access the scenario about Training and Career Development.
- Examine the employee's current job satisfaction.
- Provide recommendation on these aspects.

1.3 Statement of the problem

The success and failure of every modern organization largely depends upon the facts that how they developed, trained and used human resources. Human resources are integral part of every organization. Thus without proper management, organization cannot run smoothly. So every modern organization should have policy and practices to develop its human resources systematically and in a planned way. Therefore the following questions arise:

- How does NT perform the HRD policies and practices?
- Do employees' enhance their performance when organizations have HRD policies?
- Can organizations achieve its goals after developing their employees?

As an apex communication services in Nepal, HRD is crucial to increase employees' performance to execute its primary and developmental functions. In depth study of HRD components in NT would be of great help to understand HRM practices of NT. Moreover, quality of work life of the employee and quality of services are largely determined by the HRD system and practices. In many organizations, HRD is ensured by the implementation of related rules and regulations. NT has rules and regulation relating to HRD. However, it is not clear about its HRD components and HRD practices. Realizing these facts this study will try to identify main practices of NT.

The present research study is intended towards the study of HRD method of human resources training and management development followed in Nepal Telecom with the purpose of making those functions more sound and effective.

1.4. Objectives of the study:

This study aims to examine HRD policies and practices of the Nepal Telecom. So the specific objectives of the study include:

- To examine the existing HRD policies and practices of the Company;
- To Evaluate Training and Management Development practices of Nepal Telecom;

- To assess job satisfaction and career development practices.

1.5. Need for the study:

In a developing country like Nepal, the private sector organization play vital role towards the development process of the country because every organization has broad aims and objectives on socio-economic development of the nation. However, HRD is a total dimension of organizational change and development. In Nepalese organization, HRD has been just taken as training and development dimensions. With the increasing role of Human Resource in business activities, it is important to understand HRD in the boarder framework. Findings of this study will certainly be helpful for other organizations to conceptualize HRD in a new perspective in order to achieve Human Resource and organizational objectives.

Today's modern management regards human resource as the precious asset of an organization. How this important asset is treated and developed in the Nepal Telecom is the main concern of this study. The study reveals that there is a lack of systematic approach towards human resource development in Nepalese business organizations. Most of the organizations neither have a personnel manager to look after human affairs nor allocate budget in their annual program for human resource development. This is a manifestation of low priority assigned to human resource in organizations. However, it is a good indication that some of the organizations have started to provide their employee the training though they lack clear policy framework.

It is necessary to understand the existing human resources development program of one of the largest Nepalese communication organization. How career development and performance evaluation system has been adopted. What are the conditions of nepotism and favoritism on Training and career development and total management practices in NT? Considering these aspects this study has been conducted.

National Telecommunication market as well as demand is so high. It is the biggest opportunity for NT. NT has some threats to take strategic decision about competitive advantage. It is only possible through improving HRD activities more dynamic, transparent, neat and clean. So, the study about HRD practices in NT is so necessary.

1.6. Limitation of the study

This is the case study of Nepal Telecom. The study is concentrated on the HRD dimensions mainly-training and development, performance evaluation and career development of the company's employees. Although it attempts to describe some of the elements of HRD of the company, with the change in time findings and suggestions of the study may vary. It would have been better if a comparative study had been undertaken in the area. Lack of acquiring information in connection with the study focuses only on single organization. However the study is subjected to the following limitations.

- This study is only on Nepal Telecom.
- This study is based on Kathmandu (four) offices only.
- Information (questionnaires) has been collected only from above 4th level employees.
- Information & data have collected between 15th of December 2010 to 15th January 2011.
- The comprehensibility and accuracy of this study is based on the data provided by NT management and its employees.

1.7 Organization of the Study

As specified format of the research study, this study also comprises of five major chapters; they are

Chapter I: Introduction

This chapter contains introduction of the subject matter i.e. General Background of this study, focus of the study, statement of the problem, objective the study, need and limitation of the study, and organization of the study.

Chapter II: Review of Literature

This chapter describe towards the review of literature of related studies. It contains conceptual review and major studies related with this research.

Chapter III: Research Methodology

This chapter acknowledges the research methodology used in this study. It includes research design, nature and sources of data, the population and the sample size, data collection procedures and analysis techniques.

Chapter IV: Presentation and Analysis of Data

Various data are gathered from the application of different methods and presented and decorated as required by the research objectives. In this chapter data are interpreted and analyzed with the means of collected questionnaires and interviews.

Chapter V: Summary, Conclusion and Recommendation

This chapter states Summary, Conclusions and Recommendations of this Study.

CHAPTER-II

REVIEW OF LITERATURE

This chapter presents an overview of the literature on Human Resource Development. The main relevant areas of the study; Human Resource Development policies and practices, training and development concept have been studied in this chapter. So, it helps in interpretation and cover up the exact condition of Human Resource Development of Nepal Telecom.

2.1 Conceptual Frameworks

Term that is replacing personnel management and implying that personnel managers should not merely handle recruitment, pay, and discharging, but should maximize the use of an organization's human resources. Humans are an organization's greatest assets; without them, everyday business functions such as managing cash flow, making business transactions, communicating through all forms of media, and dealing with customers could not be completed. Humans and the potential they possess drive an organization. Today's organizations are continuously changing. Organizational change impacts not only the business but also its employees. In order to maximize organizational effectiveness, human potential individuals' capabilities, time, and talents must be managed. Human resource management works to ensure that employees are able to meet the organization's goals. "Human Resource Management is responsible for how people are treated in organizations. It is responsible for bringing people into the organization, helping them perform their work, compensating them for their labors, and solving problems that arise" (Cherrington, 1995: 5). There are seven management functions of a human resources (HR) department that will be specifically addressed: staffing, performance appraisals, compensation and benefits, training and development, employee and labor relations, safety and health, and human resource research.

Generally, in small organizations those with fewer than a hundred employees there may not be an HR department, and so a line manager will be responsible for the functions of HRM. In large organizations those with a hundred employees or more a human resource manager will coordinate the

HRM duties and report directly to the chief executive officer (CEO). HRM staff in larger organizations may include human resource generalists and human resource specialists. As the name implies, an HR generalist is routinely involved with all seven HRM functions, while the HR specialist focuses attention on only one of the seven responsibilities.

Prior to discussing the seven functions, it is necessary to understand the job analysis. An essential component of any HR unit, no matter the size, is the job analysis, which is completed to determine activities, skills, and knowledge required of an employee for a specific job. Job analyses are "performed on three occasions: (1) when the organization is first started, (2) when a new job is created, and (3) when a job is changed as a result of new methods, new procedures, or new technology" (Cherrington, 1995).

Jobs can be analyzed through the use of questionnaires, observations, interviews, employee recordings, or a combination of any of these methods. Two important tools used in defining the job are (1) a job description, which identifies the job, provides a listing of responsibilities and duties unique to the job, gives performance standards, and specifies necessary machines and equipment; and (2) the job specification, which states the minimum amount of education and experience needed for performing the job (Mondy and Noe, 1996).

2.1.1 Staffing

Both the job description and the job specification are useful tools for the staffing process, the first of the seven HR functions to be discussed. Someone (e.g., a department manager) or some event (e.g., an employee's leaving) within the organization usually determines a need to hire a new employee. In large organizations, an *employee requisition* must be submitted to the HR department that specifies the job title, the department, and the date the employee is needed. From there, the job description can be referenced for specific job related qualifications to provide more detail when advertising the position either internally, externally, or both (Mondy and Noe, 1996).

Not only must the HR department attract qualified applicants through job postings or other forms of advertising, but it also assists in screening candidates' resumes and bringing those with the proper qualifications in for an interview. The final say in selecting the candidate will probably be the

line manager's, assuming all Equal Employment Opportunity Commission (EEOC) requirements are met. Other ongoing staffing responsibilities involve planning for new or changing positions and reviewing current job analyses and job descriptions to make sure they accurately reflect the current position.

2.1.2 Performance Appraisals

Once a talented individual is brought into an organization, another function of HRM comes into play—creating an environment that will motivate and reward exemplary performance. One way to assess performance is through a formal review on a periodic basis, generally annually, known as a performance appraisal or performance evaluation. Because line managers are in daily contact with the employees and can best measure performance, they are usually the ones who conduct the appraisals. Other evaluators of the employee's performance can include subordinates, peers, group, and self, or a combination of one or more (Mondy and Noe, 1996).

Just as there can be different performance evaluators, depending on the job, several appraisal systems can be used. Some of the popular appraisal methods include (1) ranking of all employees in a group; (2) using rating scales to define above-average, average, and below-average performance; (3) recording favorable and unfavorable performance, known as critical incidents; and (4) managing by objectives, or MBO (Mondy and Noe, 1996).

Cherrington (1995) illustrates how performance appraisals serve several purposes, including:(1) guiding human resource actions such as hiring, firing, and promoting; (2) rewarding employees through bonuses, promotions, and so on;(3) providing feedback and noting areas of improvement; (4) identifying training and development needs in order to improve the individual's performance on the job; and (5) providing job related data useful in human resource planning.

2.1.3 Compensation and Benefits

Compensation (payment in the form of hourly wages or annual salaries) and benefits (insurance, pensions, vacation, modified workweek, sick days, stock options, etc.) can be a catch-22 because an employee's performance can be influenced by compensation and benefits, and vice

versa. In the ideal situation, employees feel they are paid what they are worth, are rewarded with sufficient benefits, and receive some intrinsic satisfaction (good work environment, interesting work, etc.). Compensation should be legal and ethical, adequate, motivating, fair and equitable, cost-effective, and able to provide employment security (Cherrington, 1995).

2.1.4 Training and Development

Performance appraisals not only assist in determining compensation and benefits, but they are also instrumental in identifying ways to help individuals improve their current positions and prepare for future opportunities. As the structure of organizations continues to change through downsizing or expansion the need for training and development programs continues to grow. Improving or obtaining new skills is part of another area of HRM, known as training and development.

"Training focuses on learning the skills, knowledge, and attitudes required to initially perform a job or task or to improve upon the performance of a current job or task, while development activities are not job related, but concentrate on broadening the employee's horizons" (Nadler and Wiggs, 1986, p. 5). Education, which focuses on learning new skills, knowledge, and attitudes to be used in future work, also deserves mention (Nadler and Wiggs, 1986).

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Each of the training methods mentioned has benefits to the individual as well as to the organization. Some of the benefits are reducing the learning time for new hires, teaching employees how to use new or updated technology, decreasing the number and cost of accidents because employees know how to operate a machine properly, providing better customer service, improving quality and quantity of productivity, and obtaining management involvement in the training process (Cherrington, 1995). When managers go through the training, they are showing others that they are taking the goals of training seriously and are committed to the importance of human resource

development. The type of training depends on the material to be learned, the length of time learners have, and the financial resources available. One type is instructor-led training, which generally allows participants to see a demonstration and to work with the product first-hand. On-the-job training and apprenticeships let participants acquire new skills as they continue to perform various aspects of the job. Computer-based training (CBT) provides learners at various geographic locations access to material to be learned at convenient times and locations. Simulation exercises give participants a chance to learn outcomes of choices in a non threatening environment before applying the concept to real situations.

Training focuses on the current job, while development concentrates on providing activities to help employees expand their current knowledge and to allow for growth. Types of development opportunities include mentoring, career counseling, management and supervisory development, and job training (Cherrington, 1995).

2.1.5. Employee and Labor Relations

Just as human resource developers make sure employees have proper training, there are groups of employees organized as unions to address and resolve employmentrelated issues. Unions have been around since the time of the American Revolution (Mondy and Noe, 1996). Those who join unions usually do so for one or both of two reasons to increase wages and/or to eliminate unfair conditions. Some of the outcomes of union involvement include better medical plans, extended vacation time, and increased wages (Cherrington, 1995).

Today, unions remain a controversial topic. Under the provisions of the Taft-
Hartley Act, the closed-shop arrangement states employees (outside the construction industry) are not required to join a union when they are hired. Union-shop arrangements permit employers to hire non-union workers contingent upon their joining the union once they are hired. The Taft-Hartley Act gives employers the right to file unfair labor practice complaints against the union and to express their views concerning unions (Cherrington, 1995).

Not only do HR managers deal with union organizations, but they are also responsible for resolving collective bargaining issues namely, the contract. The contract defines employment related issues such as

compensation and benefits, working conditions, job security, discipline procedures, individuals' rights, management's rights, and contract length. Collective bargaining involves management and the union trying to resolve any issues peacefully before the union finds it necessary to strike or picket and/or management decides to institute a lockout (Cherrington, 1995).

2.1.6 Safety and Health

Not only must an organization see to it that employees' rights are not violated, but it must also provide a safe and healthy working environment. Mondy and Noe (1996) define *safety* as "protecting employees from injuries caused by work-related accidents" and *health* as keeping "employees free from physical or emotional illness" (p.432). In order to prevent injury or illness, the Occupational Safety and Health Administration (OSHA) was created in 1970. Through workplace inspections, citations and penalties, and on-site consultations, OSHA seeks to enhance safety and health and to decrease accidents, which lead to decreased productivity and increased operating costs (Cherrington, 1995).

2.1.7 Human Resource Research

In addition to recognizing workplace hazards, organizations are responsible for tracking safety- and health-related issues and reporting those statistics to the appropriate sources. The human resources department seems to be the storehouse for maintaining the history of the organization everything from studying a department's high turnover or knowing the number of people presently employed, to generating statistics on the percentages of women, minorities, and other demographic characteristics. Data for the research can be gathered from a number of sources, including surveys/questionnaires, observations, interviews, and case studies (Cherrington, 1995). This research better enables organizations to predict cyclical trends and to properly recruit and select employees.

2.2 Concept of Human Resource Development (HRD)

In the modern age, there are many challenges in the human resource development. Every organization wants to increase the quality and productivity. So, this challenge can be reduced through development of Human Resource as per the competitive requirements of the organization. HRD is an important task to ensure that the organization has an

institutionalized way of developing, utilizing and committing human resources in order to meet organizational challenges in the present and future. Training and development is a part of human resource development (Adhikari, 2001).

Human resource development is concerned with providing learning and development opportunities, making training interventions and planning conducting training programs. It is essentially a strategic process, which is concerned with meeting both business and individual needs.

There are several competing definitions for HRD including things such as unleashing human potential, training and development, career development, organizational performance, complex systems, organizational change and development, and other issues.

Some expert's views:

I. "While humanity shares one planet, it is a planet on which there are two worlds the world of the rich and world of the poor" (Raanen Weitz, 1986).

II. "More than three-fourth of the world's people live in developing countries, but they enjoy only 16% of the world's income which the richest 20% have 85% of global income" (UNDP, Human Development Report, 1995).

III. "Development is the most important challenges facing the human race" (World Bank, World Development Report, 1991).

HRD in the organizational context can be defined as 'a process in which the employees of an organization are continuously helped in a planned way to:

i. Acquire or sharper capabilities required to perform various task and functions associate with their present or future expected roles;
ii. Develop their general enabling capabilities as individuals so that they are able to discover and exploit their own inner potential for their own and or organization development purpose; and
iii. "Develop an organizational culture where superior-subordinate relationships, team works collaboration among different are strong and

contribute to the organizational health, dynamism and pride of employees" (Adhikari, 2001).

Some HRD experts believe that it can be conserved by reducing conditions that waste and story talent and productivity, which are diseases, malnutrition, disability (mental and physical) and illiteracy, which lovers population and poverty.

We can discuss some important definitions of Human Resources Development:

i. "The process of human resource development starts from the strategic plans of the enterprises which define where the business is going and, broadly, the resources required getting there HR planning into mare specific definitions of how many and what short of people will be needed in the future translates these strategies. HRD takes these plans and the raw materials provided by recruitment and basic training, the transform them by means of development programs to meet the present and future requirements of the organization" (Armastrong, 1990:193).

ii. According to T.V.Rao,"HRD is a continuous planned process by which employees are helped"

iii. According to W.F. Cascio, "Once employees are 'on board', their personal growth and development over time become a major concern. Change is a fact of organization life, and to cope with it effectively, planned programmers and employee orientation, development and career management are essential" (W.F.
Cascio, 1992: 219).

iv. Human resources development is the process of increasing the knowledge, the skills, and the capacities of all the people in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resources development prepares people for adult participation in political processes, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. In short, the processes of human resources development unlock the door to modernization." (McGraw-Hill, 1964:2).

The above definitions clear that HRD is not training and development. It is the institutional of all effective components of HRM training and development, performance evaluation and career development.

The concepts of HRD will be clear if we look at the HRD plan; (Adhikari, 2001).

They are given as following as:
• Discerns training and development requirements form organization start;
• Analyses training requirements for effective work performance in organizational functional and Jobs.
• Identifies skill and knowledge requirement and training and development needs.
• Devise the HRD plan that fills the gap between needs of the organization and skill and knowledge of employees;
• Decides appropriate and development methods to be used for individuals and groups;
• Decides responsibility for implementing HRD;
• Monitors and evaluates the progress, and
• Make necessary revision, if needed, in the HRD plan.
"If we don't change our direction, we might end up where we're headed" (Ancient Chinese Proverb).

Traditionally, lower-level employees were "trained" while higher-level employees were "developed". This distinction, focusing on the learning of hands on skills versus interpersonal and decision-making skill has become too blurry in practice to useful. In the developed country, (Like American, Japan, Frances etc,) Training and development is big business.

Change, growth and sometimes displacement are facts of modern organization life. HRD is more future oriented, and more concerned with education, than is employee training assisting a person to become a better performer.

By education, we mean that management development activities attempts to instill sound reasoning process to enhance one's ability to understand and interpret knowledge rather than imparting a body of serial facts or teaching a specify set of motor skills. Development therefore focuses more on them employee's personal growth.

2.3 Typical HRD practices

• Executive and supervisory/management development
• Professional skills training

- Technical/Job instruction and coaching
- Sales and marketing training
- Customer service training
- New employee orientation
- Health and safety training
- Organizational development consultation

Source: www.wikipedia.com

2.4 Human Resources Development Policies and Practices

Policy means "A plan of action" or as to say which is fixed by the management. It is a statement of intension committing management to a general course of actions when such statements are drafted to cover personal or human program of the public enterprises or organization it is called personal policy (Kapoor, 1965:59). The personnel policy lays down the objectives of personnel administration among the other things, and also provides a framework within which decisions can take. The need for a sound personnel policy stems form the fact that tin other to achieve the overall objectives of the enterprises an atmosphere has to be created in which optimum and spontaneous cooperation among the employees can be achieves. The fullest possible development and utilization of their skills can be possible and their economic needs can be adequately meet (Kapoor, 1965:59).

A definition of HRD is "organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization" (1) HRD includes the areas of training and development, career development, and organization development. This is related to Human Resource Management- a field which includes HR research and information systems, union/labor relations, employee assistance, compensation/benefits, selection and staffing, performance management systems, HR planning, organizational job design (McLagan, 1989, 49-59).

The Success of the Nepal Telecom from its very inceptions mostly attributed to its efficient administrative system and the capable, hard working and dedicated employed.

2.5 The Process of HRD

i. Organization objective and management development: First of all, a competent manager should know the objective of the organization. The objectives tell us where are going and provide a framework from which our managerial needs can be determined.

ii. Current management resources and management development: - Based on information gathered from our HR planning, we should know the available an executive inventory.

The development of employee activities necessary to ensure that we have adequate managerial talent to fulfill future managerial or organizational needs. We can expect that most of our human resource development work will concern on the changing of attitude skill and the acquisition managerial talent to fulfill future managerial of organizational needs. We can expect that most of our human resource development word will concern on the changing of attitudes skill and the acquisition of knowledge in specific areas. A current and potential manages to find out what development activities might be necessary to improve their performance. We all ways mobilize such development program, which is necessary in our organization employees. It fulfills the organization's development need improperly in time according to objectives or target.

2.6 Developing Human Resources

Building human resource skills, knowledge and attitudes is becoming an increasingly important part of the work of an organization. In a period of rapid change, the staff of an organization needs to adapt to changing conditions (Bennett, 1993). For example, public servants today need to know how to work with a wide variety of stakeholders. In the manufacturing sector, new technologies have revolutionized the production of goods. In almost every aspect of work today, employees need to adapt, change and learn. This is the human resource development function of an organization. Developing human resources in an organization means improving employee performance by increasing or improving their skills, knowledge and attitudes. This allows the organization to remove or prevent performance deficiencies, makes employees more flexible and adaptable, and increases staff commitment to the organization. Developing human resources can take several forms, such as job training, training for the role inside the organization, or training for a career. This can include career development,

succession planning, or organizational development activities. Having the right people skills in place at the right time is an important aspect of the human resource development system. An effective and popular approach to develop human capital is staff training and development programs (Harrison, 1997). The basic purpose of such programs is to enable employees to acquire the requisite knowledge and skills that will upgrade their job performance. Management training and development programs can facilitate the development of skills and communication among staff by providing a common language, building employee networks, and establishing a common vision for the firm. These programs promote cohesion by helping employees socialize, instilling in them a common set of core values, and improving employee skills critical to the organization's key operations and its core and distinctive competencies (Hagen, Hassan and Amin, 1998). Historically in development work, there has been a great deal of investment in training. In many development projects, training as part of technical assistance is perceived as a panacea for poor individual performance. It is easy to disburse for training activities and it is also easy to obtain visible outputs. As such, it is a fairly safe tactic. Unfortunately, training may not be the most appropriate intervention for improving employee productivity and, hence, organizational performance. Many observers doubt that training is an effective way to improve performance in developing countries because it is often isolated and not linked to infrastructure, job requirements, incentive structures or evaluation procedures. Furthermore, in many developing countries, training becomes the means by which staff leaves the civil service. Care and balance, then, clearly must be exercised.

2.6.1 On-the job development

We will review for popular on the job techniques: coaching, understudy assignments, job rotation and committee assignments (Decenzo, A. David &Robbins P. Stephen. ND: 255- 256).

i. *Coaching:* An active manager takes Coaching. We should have given the coaching according to job design or post. The effective coach gives the guidance through direction, advice, criticism, and suggestion in an attempt to aid the growth of the employee.

ii. *Understudy Assignments:* It means manger give the opportunity to relieve an experienced manager of his or her job and act as his or her substitute during the period. It helps to manager or employee to satisfactorily

move into their jobs, managers are motivated to prepare there under studies of current jobs.

iii. *Job Rotation:* Job Rotation can be horizontal or vertical. Vertical rotation is nothing more than promoting a worker into a new position. Here, we discuss about horizontal dimension of job rotation.

Horizontal job transfers can be instituted.

i. *On a planned basis:* It means of a development programme where by the worker spend 2/3 month in an activity and is then moved on.

ii. *On a situational basis:* when the employee complete the planned program after then he takes the situational job rotations or by moving person to another activity when 1st in no longer channeling to meet ht needs of work scheduling the benefit of job rotation is many. It helps to employee broader and increases in experience. He reduced is his boredom and monotony and to perform a task effectively.

iii. *Committee assignments:* - Can provide an opportunity for the employee to share in managerial decision making, to learn by watching others and to investigate specific or organization problem.

2.6.2 Off the Job Developments: Helps to a wealth management development techniques for personnel. There are four points about it

i. *Sensitivity training (group or laboratory training)*: it "encounter groups" became quite popular during the 1950's as a method of changing behavior through group process. The objectives of sensitivity training are to provide manager with increased average of their own behavior and how other perceives them; greater sensitivity to the behaviors of others and increased understanding of group processes in general meaning, sensitivity training is that the process does change behavior.

ii. *Transactional Analysis (TA):* TA is a technique used to help people better understands there own and other's behaviors especially in interpersonal relationships. Dr. Eric is developing this concept and theory. The primary concepts in TA are ego status; transactions, storks and ways people spend their time. There are three types of ego status. They are parent, adult and child. The heart of TA is the study and diagramming of the

exchanger between two people. It this study, the learner knows the ago states that both initiator and respondent exhibition the transaction. Course in TA have become quite popular and widely used in USA industry. Top, management hopes their self-understanding, interpersonal effectiveness, and communication and leadership skills. Thus, TA creates much less tension in the learner and it is less threatening to him than is sensitivity training.

iii. *Lecture Course:* it is an opportunity for manager to acquire knowledge and develop their connectional and analytical abilities. In large organization, this lecture course may be offered "in-house" by the organization and itself. And small organizations will utilize course offered in the development progress at universities and collages through consulting organization.

iv. *Simulation exercise:* It is introduce as a training techniques. It is more popular for management development. It includes case study, decision games and role-plays. In the case study analysis, training study the case to determine problems, analysis courses, develop alternatives solution, select what they believe to be the best solution, and implement it. Decision games and role-playing exercise put individuals in the role of acting-out managerial problem. It is considering the implication of a decision on the segments of the organizations in the role-playing; the participants play to act out problems and to deal the real people. Participants are assigned roles to react to one another, as they would have to do in their managerial jobs. The trainer attempts with the assistance of videotape, to improve their managerial abilities by initiation models, who have successfully mastered the learning points (Dessler, Garry (2003).

2.7 HRD Mechanism

Figure: 1

HRD Mechanism

| HRD INPUTS | HRD Mechanism | HRD Outcomes |

Business Strategy → **HRD Strategy / HRD Planning** → **Productivity program**
- Performance
- Less absenteeism
- Less turnover
- Competitiveness
- Survival

HR Planning → - HR Forecasting / - Succession Planning / - Replacement Planning

Career Planning (Matching individual & organizational needs) → - Career Strategy / - Career path

Performance Management → Performance appraisal Method Rewarding

Training and Development → - Identification of training & development needs / - Methods of training and development → **Quality of work life programmes**
- Self control
- Satisfaction
- Involvement
- Respect
- Performance

(Source: op. cit)

From the above figure, it is clear that RHD is itself a complex mechanism of different HRM activities which if implement properly, can increase productivity and improve the quality of work life.

2.8. Principle of Designing HRD

Human Resource Development is an important part of HRM which responsible for performance management career planning and training and development. So, its principles help to the continuous professional development of employees at work. Some important HRD principles are as following:

i. **Principle of continuous development:** HRD is a continuous process in the organization. If the any organization runs the HRD in gap, such organization couldn't get his goals. So, say. It is continuous process and helps to achieve individual and organization goals.

ii. **Principle of Ownership and Management:** Any knowledge and skills received through HRD process should be owned for every organization. It develops the felling of ownership its knowledge and its use in the organization.

iii. **Principles of employees learning for development needs:** every organization wants to develop their employees for it. They should be develop the principles of employee learns process in the organization employee's who are working in the organization.

iv. **Principles of serving individual as well as organizational goals*:*** HRD is important both individual and organization for the individual its gain from of the benefits (salary allowance, bonus) received from performance management and for organization. It is a useful tool for achieving continues advantage in the Market.

v. **Principle of investment in time as investment in other activities*:*** Without investment of time, both employees and Organization they should not be receive their benefit and goals. So, provides sustained and long run benefits by managing and developing human values in the organization. In conclusion, it is an important factor for both organization employees to run smoothly and to receive organizational goal and employee's benefits.

2.9 What is Training?

Training consists of planned programs designed to improve performance at the individual, group and or organizational levels improved performance means implies that there have been measurable changes in knowledge, skills, attitudes and or social behavior (Cascio, W.F, 263-265).

There are two types of training prospecting. They are given below:

a. Structural level, in this level, consisted of as great level of expenditure by the various provide of training. (E-9 Federal, State, and local

government's educational institution. Private-sector business). It is called Macro level training.

b. Micro Level training consists to yield positive outcomes for organization and trainees (i.e. we hat "wones"). We should identity if training is needed or not. And we should identity what type of training is needed to employee. And how to delivery of training programs. And hold to evaluate the result on training efforts. In conclusion, Training is the act of increasing the knowledge and skill of an employee for doing a particular job. A learned skill is an asset that can be taken away only by the better security and grater opportunity for advancement within or without the present organization training is one of the areas of management in which employer and employee have a mutual interest.

2.10 Why Train Human Resources?

Numerous factors drive business success, but many companies are coming up short in one of the more critical elements-the workforce. The purpose of human resource training in the work situation is to develop the abilities of the individual and satisfy the current and future human resources needs of the organization. Training employees not only creates a more positive corporate culture by adding value to its key resources. Studies have shown that Staff Retention can be as high as 94% when an investment is made in training in our Company's Human Resources.

We know that a knowledgeable employee is an asset to the company but employers are left with the problem of finding affordable and relevant training. Into web provides training by people who are actually in the field. You do not get lecturers who have only read up on the topic; people who are actually DOING the work as their core job train you. *Source:* http://www.dotcomtrainingcentre.com/# 2004

2.11 Training Need Analysis

There are three types of training need analysis: organizational need analysis, job need analysis, and person need analysis.

2.11.1 Organizational Needs Analysis

According to many training experts, attaining the objectives of the business should be the ultimate concern of any training and development effort. Therefore, conducting an organizational need analysis should be the first step in effective needs assessment. It begins with an examination of the short and long-term objectives of the organization and the trends that are likely to affect these objectives. It can include a human resource analysis, analysis of efficiency indexes, and an assessment of the organizational climate.

The organizational needs analysis should translate the organization's objectives into an accurate estimate of the demand for human resources. Efficiency indexes including cost of labor, quantity of output (productivity), quality of output, waste, and equipment use and repairs can provide useful information. The organization can determine standards for these indexes and then analyze them to evaluate the general effectiveness of training programs.

Organizational analysis also can address the organization's performance in the "softer" domains that constitute the corporate culture. For example, it may reveal a misalignment between the current value system in the organization and the values espoused by top management. Many companies today espouse values such as focusing on customers, following ethical business practices, and supporting diversity, yet behavior within these companies may fail to reflect those values. In such cases, training for everyone in the company, regardless of their specific job, may be needed.

2.11.2 Job Needs Analysis

The specific content of present or anticipated jobs is examined through job analysis. For existing jobs, information on the tasks to be performed (contained in job descriptions), the skills necessary to perform those tasks (drawn from job qualifications), and the minimum acceptable standards (obtained from performance appraisals) are gathered. This information can then be used to ensure that training programs are job specific and useful.

The process of collecting information for use in developing training programs is often referred to, as job needs analysis. In this situation, the analysis method used should include questions specifically designed to assess the competencies needed to perform the job.

2.11.3 Person Needs Analysis

After information about the job has been collected, the analysis shifts to the person. A person needs analysis identifies gaps between a person's current capabilities and those identified as necessary or desirable. Person needs analysis can be either broad or narrow in scope. The broader approach compares actual performance with the minimum acceptable standards of performance. The narrower approach compares an evaluation of employee proficiency on each required skill dimension with the proficiency level required for each skill. The first method is based on the actual, current job performance of an employee; therefore, it can be used to determine training needs for the current job. The second method, on the other hand, can be used to identify development needs for future jobs.

Whether the focus is on performance of the job as a whole or on particular aspects of the job, several approaches can be used to identify the training needs of individuals:

Output Measures: Performance data (e.g., productivity, accidents, customer complaints), as well as performance appraisal ratings, can provide evidence of performance deficiencies. Person needs analysis can also consist of work sample and job knowledge tests that measure performance capability and knowledge.

Self-Assessed Training Need: The self-assessment of training needs is growing in popularity. Here top managers require the employee and his or her supervisor to identify what the business needs are for the department and the business, as well as the skill needs and deficiencies of the individual. Self-assessment is premised on the assumption that employees, more than anyone else, are aware of their weaknesses and performance deficiencies. Therefore, they're in the best position to identify their own training needs.

Attitude Survey: Attitude surveys completed by a supervisor's subordinates or by customers or by both also can provide information on training needs. For example, when one supervisor receives low scores regarding her or his fairness in treating subordinates, compared with other supervisors in the organization, the supervisor may need training in that area. Similarly, if the customers of a particular unit seem to be particularly dissatisfied compared with other customers, training may be needed in that unit. Thus, customer surveys can serve a dual role: providing information to

management about service and pinpointing employee deficiencies (www. exploreHR.org).

2.12 Training Model

Figure: 2

Training Model

Assessment Phase   Training and Development   Evaluation Phase

Training Need Analysis

Derive Object

- Define programme based on desire outcomes;
- Outcomes
- Learning principle
- Organizational constraints;
  Characteristics of trainees

Conduct training

Development Criteria

Pretest trainees

Monitor training

Evaluate training

Evaluate transfer

Feedback
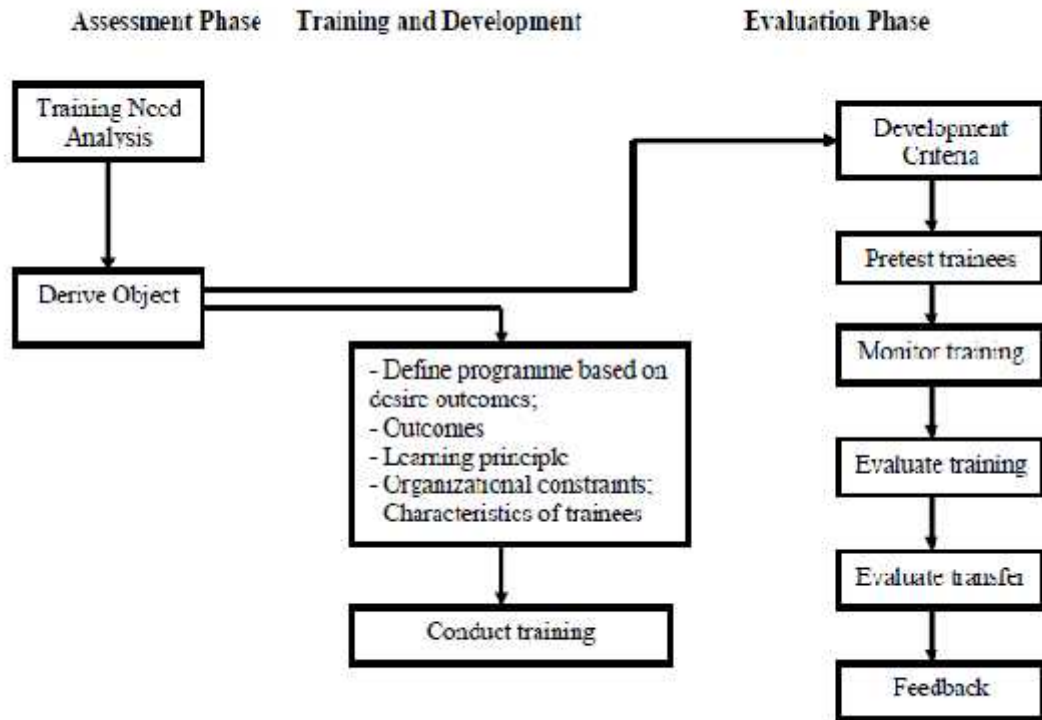
(Source: Milkouich & Boudreu, 1974:543)

2.13 Training Trends

Both economic and demographic trends suggest radical changes in the composition of the workforce of the 1990s.

The other affecting factors are number, types and requirements of available job include automation, continuing worker displacement as a function of acquisitions downsizing and the shift fit from manufacturing to services jobs. Ion the mid-1990, i.e. 84% of the employees worked in serviced based industries.

These issues suggest five reasons why the time and money budgeted for training will increase during the next decade:

a. The number of unskilled and under educated youth who will be needed for entry-level jobs.

b. Increasingly sophisticated technology system that will impose training and retraining requirement on the existing work force.

c. The needed to train currently under utilize groups of racial and ethnic monodies women and older workers.

d. The need, as more firms move to employee involvement and teams in the workplace, for team members to learn behaviors such as asking for ideas, offering help without being asked, using listening and feedback skills, and recognizing and considering the ideas of others.

e. Training needs stimulated by the internationally competitive environments of many organizations.

Indeed, after second industrial revolution spread, the organization exposes training and development as well as plants and equipollents in the developed on USA direct trains outlay more $50 billions per year and they are rising in the developed country like Germany.

2.14 Effects of Training

Figure: 3

Effect of Training

Abilities × Motivation = Performance

(Source: Milkouich & Boudreu, 1974:539)

2.15 Need of Training

a) ***Increased productivity in terms of both quality and quantity:*** Greater skill usually results in an increment in both quantity and quality of output. The faster producer also produces better quality.

b) ***Reduced Accident:*** more accidents are caused by deficiencies in employees than deficiencies in equipment and working condition. So proper training with emphasis upon selected safety points should decrease both types of risk. Experience as the sole teacher is effective but too slow when human life is involved.

c) ***Reduced supervision:*** The trained person is one who can supervise himself. Trained person helps to produce and quality.

d) ***Increased organizational stability and flexibility***: Stability is the ability of an organization to lose key personnel and yet continue to operate effectively. Flexibility is the ability of an organization to adjust to short-run creation in the amount of work to be done.

2.16 Training Cycle

Figure: 4

Training Cycle
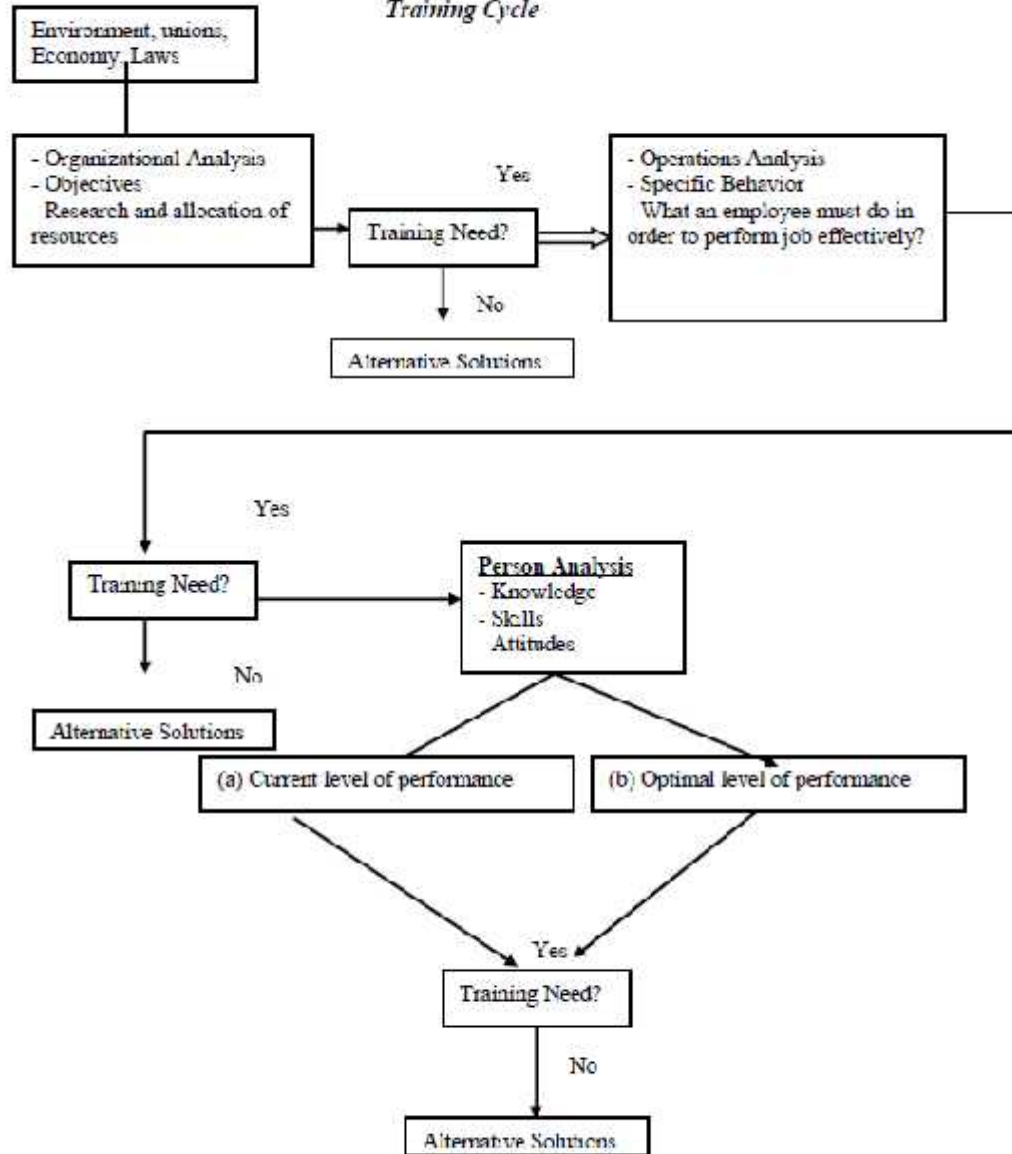
(Source: Cascio W.F., 5th Edition: 226)

2.17 Contemporary Challenges in Training and Development

There are many contemporary challenges facing HRD in manager, form main challenges shown in below (Schuler, Randal S.)

i. What are the best ways to train employee.
ii. Training and development program, never seem to work for very long. Soon after a program, people just go about doing what they did before. How can the effect of training and development program be made to last?
iii. Who should be trained? How can organization determine who should be trained and what types of training should be offered?
iv. How can the effectiveness of training and development programs be assessed? If we have these challenges in mind, we can be solved our organization problems in present or future.

2.18 Training and Development procedures

Training and Development is any attempt to improve current or future employee performance by increasing, through learning; an employee's ability to performance usually by increasing his or her skills and knowledge.

Computed as:

Standard or desired performance
(Present or future) – Actual performance
(Present or future) = Training and development need.
The long-term success of any corporation depends a great deal on its human resources so we should make a holistic approach to employee training.

2.19 Training and Development Process

Figure 5

Training and Development Process

Training level	Who trains	Where trains	How trains	Designing of training	Training programme contents
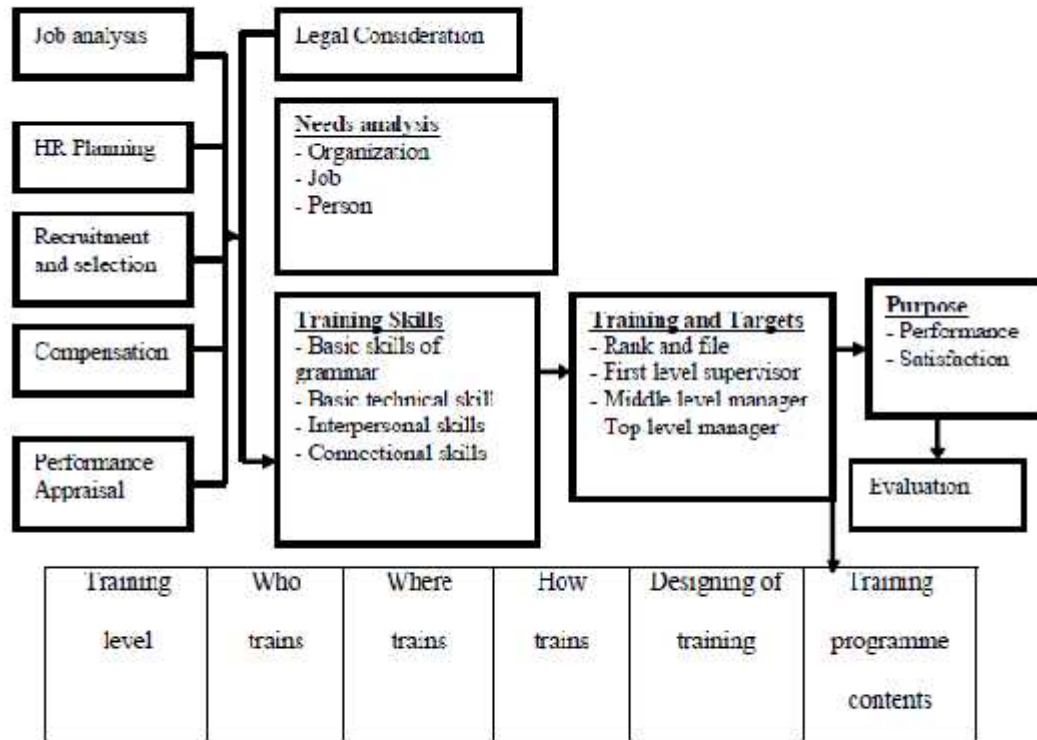
(Source: Schuler, Randal S., 2nd edition: 391)

2.20 Legal Consideration in Training and Developments

Without Law, the words never run smoothly. So we have or in our country, developed the main constitutional for nation. Like same, the organization also necessary law to maintain the organization rules and regulation and to developed the policy and practices.

So, the legal considerations are relevant to several aspects of training and development. They are following given.

i. The determination of the training and Development needs of an applicant for a position.

ii. Selection of job application of the basic of test scores related to training program performance preceding actual job placement.

iii. To providing Training and Development opportunities for current employees.

2.21 Specific Discriminatory in Training Practices

Specific Discriminatory Training Practices can be determined based upon the responses to the following questions.

- Are minorities and/or women given the same training opportunities as white males? Be careful! Advertising and recruiting practices come into play here.

- Are requirements for entry into a training program (i.e. tests, education, experience etc.) job related, or are they arbitrary?

- Are nearly, all machine functions or other specialized duties that require training performed by white or male workers?

- Do supervisors know what constitutes training? It could be almost any learning experience from how to fit a drill bit a two-week seminar on complex sales procedures.

- Who evaluate the reason of its instruction or training? – Only white males?

- Are all trainees given equal facilities for instruction? Are they segregated in any way?

- Do a disproportionate no of female and/or minorities fail to pass training course?

So, find out and add if they are more disqualified or because they receive inferior instruction. To defend against changes of discrimination, organization can provide a reasonable defense by showing that training program were conceived and administered without bias. Thus, they should follow these guidelines.

- To register positive action training apprenticeship with the department of labor. To include in this goal, timetable, and criteria of selection and evaluation of trainees. It proves that there is no discrimination.

- Keep a record of all employees who wish to enroll in your training programme. Keep carefully, application forms, test questioners, records of preliminary interviews, and anything else that bears on an employee's selection or rejection for at least 2 years or as long as training continue.

- Document all management decisions and actions that relate to the administrations training policies.

- Monitor each trainee's progress. Provide progress evaluation; continue to evaluate the results even after completion of training.
- And a final legal consideration in training and development is federal and state government support. This support can also enable employees to obtain training and jobs. Currently, the state government should follow the office of the federal contact compliance program under provision in the job training partnerships act of 1982 that replace the comprehensive Employment Training Act of 1974.

2.22 Determining Training and Development Needs

i) Organizational Needs Analysis

Begins with an examination of the short term and long term objectives of the organization and the trends that are likely to affect their objection. According to expert "Organization objectives should be the ultimate concern of any training and development effort." The organizational needs analysis also consists of HR analysis, analysis of efficiency index and organization climate.

Although analysis of the efficiency indexes organizational climate help to locate training needs, they are primarily useful in the evaluation of training and development programs. So, training and development programs play a vital role in matching the supply of HR and skills with the demands.

Organizational climate is used to describe the quality of organization, how the employee feels about in and how effective they are.
The efficiency index can help to identify where training and development programs may needed and provide criteria again which to evaluate the effectiveness of the programs that is implemented. Measures of the quality of the organizational climate include absenteeism, turnover, grievances, productivity, suggestion, attitude, surveys and accidents.

So many organizations fail to do this analysis preferring to jump in and train because everyone else is doing it.

ii) Job Needs analysis

The organizational needs analysis is too broad to spot training and development needs for specific Jobs. This analysis provides information on the tasks top be performed on each job (the basic information contained in job descriptions), the skills necessary to perform those task (from the job specifications or qualifications), and the minimum acceptable standards (information that is often not a part of the traditional job analysis).

These three pieces of information may de gathered independently from current employees, personnel or current supervisors.

iii) Person Needs Analysis

It can explain two ways; one is the actual current job performance of employees, therefore, it can be used to determine training and development needs for the current job. The other method can be used to identify training and development needs for future job.

2.23 Model for an Instructional System

Figure: 6

Model for an Instructional System
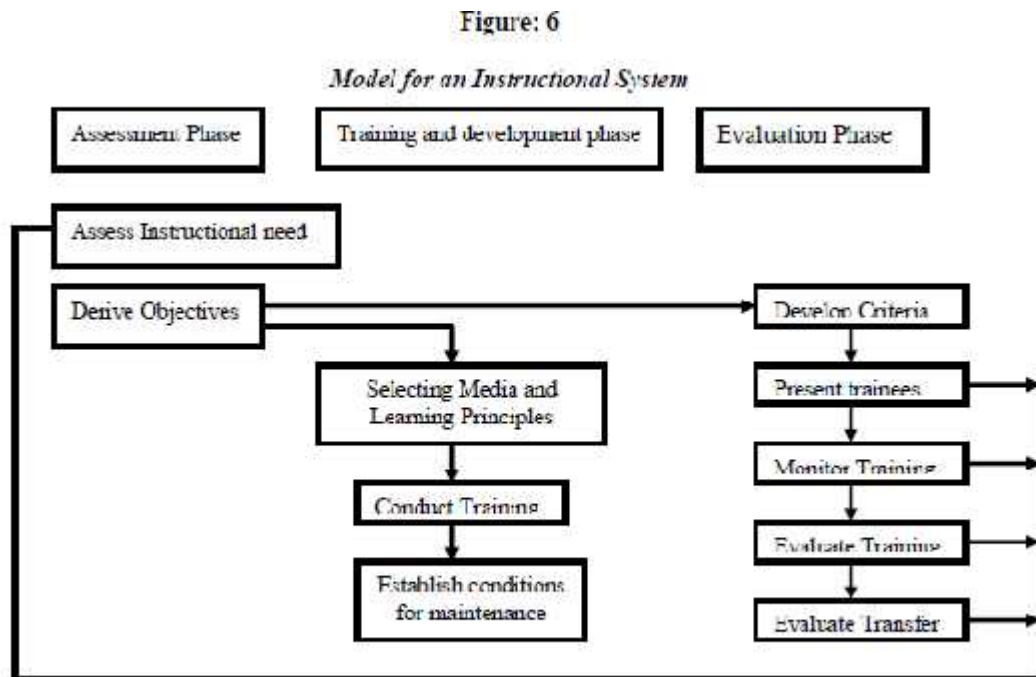
(Source: Schuler, Randal S., 2nd edition: 395)

2.24 Training and Development Issues

Being cautious of your Training & Development assumptions:
- Learning does not assure the skill to perform.
- Skills can be performed with out understanding.
- Understanding does not guarantee the ability train others.
- Consulting requires more than understanding, skills, and teaching ability.

Definitions:

Training, Development and Education are often used interchangeably, but they are different and meet different needs. Because they are often linked, overlapping nested,

Assessment Phase
Training and development phase
Evaluation Phase
Assess Instructional need
Derive Objectives
Develop Criteria
Present trainees
Monitor Training
Evaluate Training
Evaluate Transfer
Selecting Media and
Learning Principles
Conduct Training

Establish conditions for maintenance and conducted simultaneously, agreement on their basic differences is important to training and development professionals. These basic definitions can help clarify human resource development tactical and strategic functions. They can be refined or deepened, but they need to be identified as different processes in the continuous maximization of human potential.

TRAINING: Attainment of skills necessary to perform tasks.
- **Focus:** SKILL
- **Benchmarks:** BEHAVIORAL
- **Horizons:** SHORT TO MEDIUM TERM
- **Duration:** CONTINUOUS
- **Measures:** BOTTOM-LINE

DEVELOPMENT: Reaching the maximum personal competency performing assignments.
- **Focus:** PROCESS
- **Benchmarks:** READINESS
- **Horizons:** MEDIUM TO LONG TERM
- **Duration:** MILESTONES
- **Measures:** COMPETENCY

EDUCATION: Completing curriculum-based achievements.
- **Focus:** CONCEPTUAL
- **Benchmarks:** CAPACITY, ACHIEVEMENT
- **Horizons:** CAREER
- **Duration:** DEGREE, DIPLOMA, CERTIFICATE
- **Measures:** PROFESSIONALISM

Performance:
There are three basic elements to evaluation of performance that are helpful in attaining and evaluating human resources development.

CAPACITY
- Personal abilities necessary to perform tasks and assignments.
- (Mental, Physical, Social, Spiritual)

SKILLS
- Behavioral competencies necessary to perform tasks and assignments.
- (Comprehension, Tactical, Verbal, Interpersonal)

MOTIVATION
- Willingness to perform tasks and assignments.
- (Intrinsic, Extrinsic, Life)
Source: http://www.skyenet.net/~leg/author/legmenu.htm © REAL People Inc.

2.25 Implementing Training and Development Program

Successful implementation of training and development programs depends on selecting the tight program for the right people under the right condition. There are several considerations associated with implementing training and development program. These conditions are following: -

i. **Who participates in the program?**

Generally, training and development programs are designed specifically to teach particular skills.

ii. **Who teaches the program?**
- Immediate supervisors
- Co-worker, as in buddy systems
- Members of personnel staff
- Specialists in other parts of the company
- Outside consultants
- Industrial associations
- Faculty members at universities.

Which of these people is selected to teach often depends on where the program is held and which skill is being taught.

iii. **What media are used to teach program?**
Some training media or techniques are: -
- Role playing.
- Behavior modeling.
- One-on –one counseling.
- Demonstration.
- Video-tape recording and playback.

iv. **What the level of training is to be?**
They are:-
- Basic skill
- Basic job skills
- Interpersonal skills
- Broader-based conceptual skills

v. **What design principles are needed?**
They include:
- Employee motivation
- Recognition of individual differences
- Practices opportunities
- Reinforcements
- Knowledge of results (feedback)
- Goals
- Learning Curves
- Transfer of learns
- Follow up

Performance= Employee motivation × ability
Training effectiveness= Employee motivation × ability

vi. **Where the programme is conducted?**
- At-the job itself
- On side but on the job
- In a training room in the company
- Off-the-site. Such as in a university or collage classroom, a hotel conference centers

2.26 Some Principle of Training and Development Group

i. **Principle of commitment**
Top level or management group should be committed to provide an environment of continues learning and growth to their employees.

ii. **Principle of Responsibility**
All line managers should be responsible for organizing training and development programs for their subordinates.

iii. **Principles of planning**
The plan for training must be outline after a detailed examination of organizational need for training.

iv. **Principles of implementation**
The training program should be implemented to meet the organizational knees of objectives.

v. **Principles evaluation**
These must be a mechanism for periodic evaluation of training effectiveness with a view to feedback to develop the next training objectives (op.cit. p-137)

2.27 Evaluating Training Process

A training evaluation process includes the following steps:

i. **Develop evaluation criteria**: The effectiveness of a training programs is evaluated the participant's reaction, changes in participant's knowledge/ skills, change in participant's attitudes, change in job performance and organizational performance.

i. **Pre-test trainees:** If we have selected for evaluation pretest, this will be conducted prior to the training program to find-out the level of knowledge, abilities and skills of the participants. It helps to identify transfer of knowledge and skill after training.

ii. **Monitor training:** When we have started training program, we should provide the monitoring of the training program. It should be regular during the training period. The training programs input delivers, schedule, targets and other required training actions are proceeding according to plan.

iii. **Evaluation training:** When the training program is completed, it is important to evaluate participant's response to its different dimension. Evaluating training program, we should get to the potential benefits, transfer of knowledge, quality of resource person or employee, the training value and other environmental factors are very useful for improving the next training package.

iv. **Evaluate transfer:** This includes an evaluation of transfer of knowledge, skills, abilities and other characteristics among the trainees. This is generally made as trainees join the organizational after receiving training.

v. **Feedback:** Finally, based on the assessment of criteria and responses of training participants, the HR expert can know the overall the overall success, benefits and limitations of training program. This will be feedback to the management for the future determination of training and development needs.

2.28 Training and Promotion Policies

We have learned about training and development. We know that what is training? Why is it necessary to the organization or which is private or public organization? Say, without skeleton no body, same without policies and practices no organizations. This means, every organization need proper pr right or well policy to move the organization and to fulfill its objectives. It helps to organization to smoothly run and to achieve the maximum benefits.

Here, I have taken some universal training and promotional policies which helps to organization.

i. Personal policy of any organization whether it is in public or private sector should aim to bring about HRD in their respective organization. In this regard, it consists of various activities related to training and development and also performance appraisal. All aspects of appraisal and training play a significant role, not only in achieving individual growth and development, but also in the organization in general.

ii. An attempt in this regard needs an inquiry into the training needs, nature and direction of training program, training environment, faculty-mix and such other important aspects, which will provide more comprehensive.

iii. With rapid changes in social-economics conditions of every economy, it is imperative to build new skills and knowledge between the HR in many areas. So, Training and Development of employees in an organization has been an important organizational activity.

iv. An organization, due to its size and capacity to maintain its own training centre may do like-wise as such training is a continuous process, but for organization which could not establish its own training centre can identify such training centre, which will suit their purpose and organize to depute their employees for the requisite training.

v. Training cannot substitute experience entirely. Training needs a short period to reach the required level of efficiency unlike the experience. The cost of training will be relatively lesser than cost of gaining experience. The training policy of any organization should be embodied with the 5 significant aspects of training functions viz; Training objectives, identification of training needs training methods, advantages of training program and training evaluation. The objective of training program is differing according to the employees belonging to the different levels in an organization. Whatever the training program that is organized for employees should ensure to improve the knowledge, skill and attitude of such trainees, so that not only they are made more effective in the person job, and also accept future assignments with new responsibilities.

vi. The book on "training in business and industry" have proposed a good model for identification of training need in which three components have

been emphasized viz; organization structure, objectives and culture process of decision making.

vii. Generally, training methods may be classified into six varieties; they are (Rathnan. B. Venkat: 98103)
- On the job
- Vestibule
- Demonstration and examples of assimilation,
- Apprenticeship
- Classroom training method:
Generally, in the classroom training method through lectures, conference, case study, and role-play methods are followed. The training centre like National productivity Council of New Delhi and Central Labor Institute of Mumbai and Delhi also follow, classroom method of training for supervisor carriers.
- Most of manufacturing organization, which do not have its own training centers, and cannot, bears the cost in deputing employees to other training, follows on the job training method only. The major part of the training period is spent on the job i.e. productive work. Finally, cost considerations influences training method to be adopted by any organization.
- Training programme should be supervised, as to make participants to take active part in program. The trainees must be provided with regular feedback on their performance.
- Promotion is generally understood as envisaging higher pay and better terms and conditions of service with higher status of rank to an employee. According to Scott and Clothier promotion is being defined as "transfer of an employee to a job which pays mare money or one that carries some preferred status. Generally such opportunities will be made available to the employees who have acquired the required skills and experience to accept the new responsibilities.
- With a sound promotion policy, an organization can provide initiative and ambition among the employees, by minimizing discontentment and maximizing loyalty towards the organization. The sole objectives of HRD or organization is to ensure job satisfaction and greater opportunity for self-actualization through new assignments, thus, promotion policy of an organization has direct impact on employee satisfaction in term of belongingness, security and advancement. Through, this policy creates many problems but there are some organizational are able to implement such policy successfully.

2.29 Training in Nepal Telecom

Telecommunication Training Center (TTC)

Brief introduction:

Mission:
The mission of the training center is to develop highly competent human resource necessary for smooth operation, maintenance and expansion of telecommunication service networks.

Goals of TTC

i. Develop and conduct training courses to meet the requirement of human resources for smooth operation and maintenance of telecom-networks and services of NEPAL TELECOM.

ii. Develop the training center as a continuous learning center through enhancement of its resources and facilities.

iii. Disseminate new ideas, methodologies and technology in the field of telecommunication.

iv. Create conducive atmosphere to enhance skills and expertise of the NTC staff in general.

v. Develop cooperation with national and international human resource development agencies.

vi. Conduct research and studies improve the quality of telecom services in the Country (Telecom Training Centre: 2063/2064).

2.30 What is Career Planning?

Career planning consists of activities and actions that you take to achieve your individual career goals. Career planning is the ongoing process where you:
- Explore your interests and abilities;
- Strategically plan your career goals; and

- Create your future work success by designing learning and action plans to help you achieve your goals.

2.31 Who is Responsible for Career Planning?

You have the lead responsibility for planning your career. Supervisors, managers, and your agency can provide you with meaningful assistance in this process. The following are examples of career planning actions:

Employees:

- Decide what you want from your career now and in the future.
- Take actions individually or with your supervisor to assess your individual interests, strengths, and areas for development. (See Steps to Career Planning).
- Develop a yearly "Employee Development Plan" (See Part III of the Employee Work Profile) with input from your supervisor, including current job development and long-term career objectives as part of the performance management process.
- Work with your supervisor to identify on-the-job learning and training opportunities, continued education, and/or avenues for professional development.

Managers:

- Identify the job-related knowledge, skills, abilities, competencies and experience that employees need to be effective in their positions.
- Help employees define short and long-term development needs that support agency objectives and employee career goals.
- Support "Employee Development Plans" by indicating specific steps that need to be taken and by whom to accomplish the learning goals.

Agencies:

- Provide a job and compensation structure that supports the agency's goals and allows for individual development and growth.
- Provide time and available funding for development activities.

- Utilize the knowledge, skills and abilities of each employee to support agency objectives and meet future staffing needs. Keep in mind that factors outside of the employee and agency's control may affect the outcome of career actions. But one thing is true – it is important to perform well in one's current position. Consistent, high quality performance, along with thoughtful career planning, will help ensure continued career success. Overall, career development involves being aware of one's personal goals and values as well as work goals. It involves continuously learning and applying new knowledge, taking advantage of opportunities, and taking risks in order to help the agency be productive and effective while achieving one's career and personal goals.

2.32 Competency-Based Career Planning

Career pathing involves making a series of job-person matches, based on the demands of the job system in the organization, that enable the person to grow into greater levels of responsibility, thus providing the organization with the talent that it requires to meet goals. This should involve the careful assignment of an individual to positions that provide her or him with opportunities for deploying the competencies needed for a more challenging position.

Best approaches to career pathing combine an analysis of positions in terms of both the tasks and the organizational behaviors needed for superior performance. The combined approach is essential for each of the jobs in the chain, because there may be marked differences between the characteristics demanded in one job and those needed in another in the same career path.

Steps to Implement the Competency-based Career Path

The major steps in developing a competency-based career pathing system are:

i. Put together a resource panel of experts on the target and feeder jobs that will set direction and specify the expected job performance criteria.

ii. Define tasks and characteristics, through the resource panel, and survey job incumbents to obtain their perceptions of which job tasks and personal characteristics contribute to success in the target and feeder jobs.

iii. Identify top performers in the target and feeder jobs, using performance criteria specified by the panel.

iv. Conduct in-depth interviews with both superior and average incumbents in the target and feeder jobs to find out what they do and how they do it.

v. Based on the outcome of stage 4, develop a competency model of people in the target and feeder jobs by identifying those competencies that make the biggest contribution to outstanding performance as opposed to the competencies that all jobholders need.

vi. Analyze career paths by combining the survey (stage 2) and the interview (stage 3) results for target and feeder jobs.

vii. Implement the career pathing system through a number of options:
- Computer-based tasks and competency inventories
- Performance and potential assessment linked to new job opportunities;
- Systematic counseling
- Career development and related training programs.

Tools of the System

The tools of a competency-based career path system include:
- A description of the tasks required by target and feeder jobs eventually broken down by job families
- A competency model for the target and feeder job system
- A dictionary of behavioral descriptions of each competency in the model
- Performance indicators that provide the material for a competency-based evaluation program and a computerized skills bank
- A competency profile grid for either internal or external recruiting or selection of candidates
- A career map of the organization, identifying which jobs is the key feeders to higher-level positions
- A competencies' gap analysis showing main differences required to flow through the job system to reach high-level jobs
- A recommendation for training in or selecting for each competency in the path.

2.33 Competency-Based Succession Planning

Competency-based succession planning enables an organization to determine the critical current competencies necessary for success in key jobs and the strategic competencies necessary for future success. Once this has determined the 'best fit' people, specific developmental plans can then be formulated that build upon these competency requirements to allow the individual's abilities to meet the strategic business needs of the organization.

Steps to implement Competency-based Succession Planning

For the competency-based succession planning to be complete, a logical process consisting of a certain number of steps must be followed. These key steps are as follows:
a. Identify critical jobs that the organization needs to fill
b. Develop a competency model from critical jobs, determining the competencies needed at each step of the job family ladder
c. Develop the most appropriate assessment methods (assessment centre, screening, interviewing, etc and), assess people against the competency model of the job
d. Make the decision whether to:
I. promote from inside
II. now or after competencies x, y, z have been developed
III. not promote but consider
IV. possible lateral transfer
V. keeping in current job deselection
VI. recruit from outside if no one in the organization is ready or can be developed in time
VII. Feed the human resource management information system to track:
VIII. promotable employees, for future competencies monitoring
IX. Competency requirements of target jobs.
Source of Reference: Hay Group, People and Competencies: The Route to Competitive Advantage, Kogan Page.

2.34 Performance Appraisal

Basic Purposes

Effective performance appraisal systems contain two basic systems operating in conjunction: an *evaluation system* and a *feedback system*. The main aim of the evaluation system is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet

the standard set by the organization as acceptable. The main aim of the feedback system is to inform the employee about the quality of his or her performance. (However, the information flow is not exclusively one way. The appraisers also receive feedback from the employee about job problems, etc.) One of the best ways to appreciate the purposes of performance appraisal is to look at it from the different viewpoints of the main stakeholders: the employee and the organization.

Employee Viewpoint

From the employee viewpoint, the purpose of performance appraisal is four-fold:
1. Tell me what you want me to do
2. Tell me how well I have done it
3. Help me improve my performance
4. Reward me for doing well.
(From Cash, 1993) http://www.performance-appraisal.com/cash.htm

Organizational Viewpoint

From the organization's viewpoint, one of the most important reasons for having a system of performance appraisal is to establish and uphold the principle of accountability. For decades it has been known to researchers that one of the chief causes of organizational failure is "non-alignment of responsibility and accountability." Nonalignment occurs where employees are given responsibilities and duties, but are not held accountable for the way in which those responsibilities and duties are performed. What typically happens is that several individuals or work units appear to have overlapping roles.

The overlap allows - indeed actively encourages - each individual or business unit to "pass the buck" to the others. Ultimately, in the severely non-aligned system, no one is accountable for anything. In this event, the principle of accountability breaks down completely. Organizational failure is the only possible outcome. In cases where the non-alignment is not so severe, the organization may continue to function, albeit inefficiently. Like a poorly made or badly tuned engine, the nonaligned organization may run, but it will be sluggish, costly and unreliable. One of the principal aims of performance appraisal is to make people accountable. The objective is
to align responsibility and accountability at every organizational level.

2.35 Benefits of Appraisal

Perhaps the most significant benefit of appraisal is that, in the rush and bustle of daily working life, it offers a rare chance for a supervisor and subordinate to have "time out" for a one-on-one discussion of important work issues that might not otherwise be addressed.

Almost universally, where performance appraisal is conducted properly, both supervisors and subordinates have reported the experience as beneficial and positive. Appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better future performance. Thus the performance of the whole organization is enhanced.

For many employees, an "official" appraisal interview may be the only time they get to have exclusive, uninterrupted access to their supervisor. Said one employee of a large organization after his first formal performance appraisal, "In twenty years of work, that's the first time anyone has ever bothered to sit down and tell me how I'm doing." The value of this intense and purposeful interaction between a supervisors and subordinate should not be underestimated.

Motivation and Satisfaction

Performance appraisal can have a profound effect on levels of employee motivation and satisfaction - for better as well as for worse.

Performance appraisal provides employees with recognition for their work efforts. The power of social recognition as an incentive has been long noted. In fact, there is evidence that human beings will even prefer negative recognition in preference to no recognition at all.

If nothing else, the existence of an appraisal program indicates to an employee that the organization is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth, commitment and belonging.

The strength and prevalence of this natural human desire for individual recognition should not be overlooked. Absenteeism and turnover

rates in some organizations might be greatly reduced if more attention were paid to it. Regular performance appraisal, at least, is a good start.

Training and Development

Performance appraisal offers an excellent opportunity - perhaps the best that will ever occur - for a supervisor and subordinate to recognize and agree upon individual training and development needs.

During the discussion of an employee's work performance, the presence or absence of work skills can become very obvious - even to those who habitually reject the idea of training for them!

Performance appraisal can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations. From the point of view of the organization as a whole, consolidated appraisal data can form a picture of the overall demand for training. This data may be analyzed by variables such as sex, department, etc. In this respect, performance appraisal can provide a regular and efficient training needs audit for the entire organization.

Recruitment and Induction

Appraisal data can be used to monitor the success of the organization's recruitment and induction practices. For example, how well are the employees performing who were hired in the past two years?

Appraisal data can also be used to monitor the effectiveness of changes in recruitment strategies. By following the yearly data related to new hires (and given sufficient numbers on which to base the analysis) it is possible to assess whether the general quality of the workforce is improving, staying steady, or declining.

Employee Evaluation

Though often understated or even denied, evaluation is a legitimate and major objective of performance appraisal.

But the need to evaluate (i.e., to judge) is also an ongoing source of tension, since evaluative and developmental priorities appear to frequently

clash. Yet at its most basic level, performance appraisal is the process of examining and evaluating the performance of an individual.

Though organizations have a clear right - some would say a duty - to conduct such evaluations of performance, many still recoil from the idea. To them, the explicit process of judgment can be dehumanizing and demoralizing and a source of anxiety and distress to employees.

It is been said by some that appraisal cannot serve the needs of evaluation and development at the same time; it must be one or the other.

But there may be an acceptable middle ground, where the need to evaluate employees objectively, and the need to encourage and develop them, can be balanced. Source: http://www.performance-appraisal.com/cash.htm

2.36 Career Development

Career development is a lifelong process that is unique for every individual. There are many influences that contribute to your career such as:

Who you are as an individual: This includes your self-concept, interests, skills, knowledge, personality, ethnicity, age, gender, ability, disability, health, beliefs and sexual orientation. For example, your choice of hobbies reflects your interests and abilities.

Your community: The community plays an important role in forming your identity, beliefs and attitudes. Members of your community can be your family, peers, friends or colleagues from your school or workplace, employers, the media, community groups and clubs. They can influence the lifestyle you want to aspire towards, the work you choose, the life roles you take on and what you value about yourself.

The environment and wider society: This refers to the opportunities or constraints caused by factors such as the region or location you live in (i.e. rural or metropolitan), what is happening in the employment market (e.g. are there job vacancies in your career field), your socioeconomic status (e.g. do you have to consider financial commitments such as mortgages or children's education), historical trends (e.g. changes in women's participation in the workforce) and political decisions (e.g. government grants available for enterprise development). Random and unpredictable events may also impact

on your career. Different sets of influences will be dominant at different stages in your life as you grow and develop as a person. For example, in childhood, ideas about life roles and work are expressed in play and are based on the adults with whom you identify strongly. In adolescence, career exploration is based on identifying interests, abilities, capacities and values; learning about the world of work through observing adults at work; participating in the workforce; and accessing career resources and programs. As an adult, your career development becomes more intricate. Choices are made regarding lifestyle, the life roles you take on, learning pathways, changing career direction, employment/unemployment, enterprise opportunities, and many other personal life events. Source: Career: more than just a job.

The processes in developing your career are represented in My Guide and involve the following steps.

Preparing or reviewing: You need to begin your career development by clarifying what your needs are. Do you have any issues or concerns that you need to deal with before you begin your process of exploration? Are you satisfied with your current situation or do you feel the need to change something in your job, lifestyle or relationships? You may be considering further study or choosing school subjects. Things you will have to think about include what areas of learning you have done well in, what you will enjoy learning more about and what type of learning environment suits you.

Identifying: At this stage you need to think about yourself and identify your preferences and experiences. In this section of My Guide you will be able to complete activities relating to your interests, work conditions, preferred study and work location, knowledge areas, education levels and values. The life balance and aspirations activities help you to think about broader life needs and lifestyle considerations.

Exploring: My Guide allows you to generate career fields and occupations for you to explore, based on a selection of the activities completed above. You may then investigate this data by looking up information in The Facts, researching further using resources such as libraries, career advisors and community agencies and approaching employers in person. It is best to think of as many options as possible at this stage and investigate areas of interest thoroughly.

Deciding: People use different processes to make decisions. Whatever your decision making style may be, this is the stage at which you begin to prioritize and narrow down your options, and chooses which possibilities you will commit to. It is important that you find people that will listen to you and assist you with this process.

Summarizing: At this stage you have the opportunity to step back and review the results of the career development process. Allow yourself time to reflect on the choices you have made and look for connecting themes and patterns. This can be a transition point as deeper motivations and a sense of what is unfolding for you may become evident. Through a series of reflective questions My Guide helps you to express your overall career direction.

Planning: Having decided on a career direction, you are now ready to set some goals and describe the steps you need to carry out in order to achieve those goals. You need to think about what possible constraints or barriers you may need to deal with, what resources you require and how long it will take to achieve your goals. With My Guide you can create an action plan for different areas of your life and monitor your progress.

Doing: Carrying out your plan seems like the final stage of the process. However, as you act on the various steps towards your goals, you will learn new information and gain new insights. It is important to stay focused on your goals, but it is equally important to not be too rigid. Be open to opportunities and adjust your plan accordingly. Take time to review your goals and strategies. It's in the 'doing' that your action plan can be monitored, added to or refined. My Guide has many interesting and informative articles to help you get started towards achieving your career.

2.37 Career Development and Training

Career Development and Training are two related processes that increase the capacity of the employees to contribute organization's mission. The challenge is to continually find ways to invest in the development of the employees while balancing the requirements of current work.

Career Development is the process by which employees strategically explore, plan, and create their future at work by designing a personal learning plan to achieve their potential and fulfill the organization's mission

requirements. Career Development is also a means to sustain a vital and effective workforce through strategic succession planning. Career Development involves continual learning, seeking opportunities, taking risks, and finding ways to contribute to the organization in a productive and motivated manner.

Training is planned, organized experiences that assist in the gaining or expansion of key competencies. These experiences are intended to build needed competencies in order to achieve mission success and performance objectives. They also help prepare individuals to take on new or expanded roles, supporting better succession planning. Goddard offers a full spectrum of Learning and Competency Development offerings.

2.38 Review of the Thesis

This part is a descriptive presentation of the literature work done by the various authors and previous researchers. The main objective of this path is to analyze the previous research study.

Some of the notable literatures relevant to the study are reviewed in this study to identify the relevance of the present study. Some reviews are as below:

H. Devi Prasad (2002) has conducted a research on *"Profit Planning in Nepal Telecommunication Corporation"*.

The main objectives of his study were:

i. To analyze the various functional budgets those are prepared in NTC.
ii. To analyze the variance between budgeted and actual achievement of the NTC.
iii. To sketch the trend of profit planning in NTC.
iv. To draw picture of capacity utilization of NTC.
v. To examine the present planning premises adopted by NTC on the basis of budgeting.
vi. To suggest some remedies for improving profit planning system.

His findings were:

a. The sales of NTC are increasing every year, but the increasing rate is not fixed. Actual sales lines are always below than budgeted sales but actual sale revenue are always high than budgeted. But in FY 2056/57 actual sales revenue low than budgeted sales revenue.

b. The balance sheet of NTC show huge amount of cash bank balance (requiring) lying idle and this indicates some deficiency of the corporation to utilize its liquid assets.

c. Actual production lines are of the nature of high variability than budgeted production line.

d. NTC prepares both long-range and short-range sales budget, but these are not prepares in detail. Also there is a system of keeping management information system (MIS) report in this corporation.

e. The cost-volume profit analysis in NTC shows that BEP (Break even point) is satisfactory.

f. Working capital ratios are going in increasing trend and net working capital ratios are going in increasing trend, which show that NTC has earned more profit. Also the assets turnover ratios are moving to increasing trend, which is good sign for NTC.

Lamichhane (2003) has submitted a thesis on the topic of *"Budget as tool of profit planning of public Utility Enterprises (a case study of NTC).*

Main objectives of his study were:

a. To examine the practices and effectiveness of profit planning in NTC.

b. To observe the NTC's profit-planning system on the basis of budgeting system.

c. To provide suggestions for improvement of efficient planning or budgeting of NTC in near future based on findings.

His findings were:

i. Achievement of sales is not satisfactory with respect to target sales because actual sales are more variable than budgeted sales.

ii. Sales budget prepared by NTC, according to the nature of its customers.

iii. Sales plan of NTC is prepared on the basis of field survey and according to capacity installed.

iv. NTC has prepared short-range sales budget but long range is not prepared in detail due to lack of effective programme.

v. Actual production lines in NTC are more fluctuated than budgeted production line due to government influenced.

vi. There is a problem to analysis and control the cost due to overhead cost in not classified systematically, etc.

Bhattarai (2004) has conducted a research on the topic *"Budgeting in Public Enterprises: A case Study of Nepal Telecommunication Corporation"*.

Her Findings were:

i. NTC prepares both long term and short-term budgets but the long-term budget is confined only to the top level.

ii. NTC is not able to maintain proper coordination between various directorates.

iii. Lacks of skilled planners and budgeting experts, budgets are prepared on adhoc basis.

So there exists no consistency and actual performance with budget.

iv. Because of the high demand of telephones line there exist just a small gap between actual production and actual sales.

v. All the expenses are shown under only one name "operating expenses".

vi. CVP analysis shows the satisfactory results but is not considered while developing the sales plan and pricing strategy.

vii. Increasing trend of cost needs to be managed.

viii. Management ignores profit planning concept, corporate planning and participative management.

Sah (2005) has conducted a research on the topic *"impact of Budgeting on Profitability (A case Study of Nepal Telecom Ltd.)"*.

Main objectives of his study were:

i. To examine the variance between target and actual sales, production, overhead and profit.

ii. To highlight the budgeting activities adopted by NT.

iii. To assess the financial performance of NT by using BEP analysis and ratio analysis.

iv. To forecast future sales and profit trend of NT.

v. To acknowledge about the NT's present condition, its service to the public and its contribution to the economic development of Nepal.

vi. To recommend effective suggestion, based upon the findings, to the organization.

His findings were:

i. Top-level executive sets up specific goals and strategy for the organization and management are totally governed by HMG.
ii. Application of profit planning is not realistic o systematic. Plans are prepared on "adhoc basis".
iii. NT has the practice of preparing short-range sales budget but long range sales budget is not prepared in detail.
iv. The actual sales achievement in units is below than budgeted sales an average it is about 84.18%. but the achievement is Rs. is above than budgeted sales. On an average it is 104.77%. The correlation between target and actual sales is positive. It reveals that the corporation is able to meet its goal as specified in annual program.
v. Although the company has set sales target, it has no practice of preparing production budget. Sales budget is treated as production budget.
vi. The correlation between target and actual production is positive, that means the actual production's relationship with budgeted production is positive.
vii. The regression equation shows the increasing trend of actual production and the straight line trend shows the positive figure for future.
viii. The corporation has no proper practice of segregation of cost in to fixed and variable and controllable and uncontrollable cost. There is no practice of identifying semi-variable cost. It create problem to analyze its expenses properly, etc.

Bhatta (2006) has conducted a research on *"Revenue Planning and cash management of Public Utility in Nepal (A case study of Nepal Telecom)"*.

The main objectives of his study were:

i. To analyze the gap between budgeted and actual revenue and its trend.
ii. To examine cash collection and disbursement.
iii. To review cash flow from operating, financial and investing activities.
iv. To have information, control and security over cash balance and payment system.

His findings were:

i. The lack of accurate and proper sales forecast is one of the important contains that affect the financial performance of the company. In Nepal Telecom, there is consistency between planned sales line and actual sales. The analysis of distribution sales line and revenue shows that the achievement is highly consistent. So, if the company forecasts the expected sales accurately, it can manage the various activities accordingly.

ii. Sales budget shows ISD sector's sales revenue is main sources of Nepal Telecom, which contributes more than 40% in average.

iii. Because of high demand of telephone line there exist small gap between actual production and actual sales in lines. The local calls are increasing at this stage but the revenue per line is decreasing. It is due to bad governance and slow economic growth.

iv. Correlation and coefficient value shows that there are positive correlations between budgeted and actual sales units and Rs. by the regression line, it is clear that future revenue will increase with compare to budgeted if other things remaining same, etc.

Tripathi (2007) has conducted a research on *"Effective of Sales Planning of Nepal Telecom"*.

The main objectives of his study were:

i. To analyze the existing sales planning system of Nepal Telecom. With seasonal demand,

ii. To study the relationship between sales plan with production plan.

iii. To analyze the relation between sales and profit.

iv. To analysis BEP of Nepal Telecom.

v. To provide suitable suggestion and recommendations on the basis of study.

His findings were:

i. NT has the practice of repairing short-range sales budget but long-range sales budget is not prepared in details. Also there is a system of keeping Management Information System (MIS) Report in this company.

ii. The total actual ales units of NT are in increasing trend. It exceeds budget in F.Y. 2060/061 and 2062/063. Actual sales revenue is always higher than targets.

iii. Actual production lines of PSTN telephones service are of the nature of high variability than budgeted production lines. Actual production in lines (PSTN Tel.) is also the nature of high variability than actual sales lines (PSTN Tel.).

iv. The regression equation and straight line of trend shows increasing trend of overall sales.

v. There is no proper practice of cost segregation into fixed and variable cost and there is no systematic approach to record manufacturing costs. It creates problems for analysis.

vi. The cost volume profit analysis of NT shows that BEP (Break Even Point) is satisfactory.

vii. The installed capacity has not been fully utilized in NT. It the installed capacity is utilized, the operating expenses will go down.

viii. There is lack of proper coordination between the various responsible departments and only the top-level executives are invaded in planning and decision making process.

ix. Internal and external variables providing opportunity, threat, strength and weakness are not identified clearly, etc.

Pandey (2007) has conducted a research on *"A Study on Cost-Volume-Profit Relationships of Nepal Telecom)"*.

The main objectives of his study were:

i. To study Cost-Volume-Profit trend of Nepal Telecom.
ii. To access the impact of CVP analysis on profitability.
iii. To perform the sensitivity analysis of Nepal Telecom.
iv. To provide recommendations and suitable suggestions to the company.

His findings were:

i. Sales plan of NT is not properly developed.
ii. The company's fixed costs are high proportion than variable cost in total cost amount, which contributes for higher contribution margin.
iii. High profit volume ratio of the company reduced the break even level of the company. Thus the company is earning profit.
iv. The trend of the operating income is positive but fluctuating as compared with the previous year.
v. Dependent variable 100% relies on independent variable.

vi. NT does not practice the appropriate scientific cost classification technique.

vii. The company is in profit but there is no cost control mechanism.

viii. Financial position of the company is good but it should have been better for the company enjoying almost monopoly.

ix. Cost-volume-profit analysis and its impact on profitability and overall performance are not practiced in the company.

x. There is not any appropriate and effective action for re-planning in the company.

xi. The goal and the objectives of the company are not clearly communicated to the operating level of the company of the management.

xii. Through the company has launched various value added services in urban areas, it is not able to fulfill even basic communication needs in rural areas.

xiii. Even in the critical situation prevailing in the country the cooperation was committed to serve the country, people and consumer with communication needs. It succeeded to earn Rs. 8584144000 in revenues and 4325100341 in before tax profit in fiscal year

2004/2005 and Rs. 10413655067 in revenues and Rs. 6223426701 in before tax profit in FY 2005/06

Kadel (2000) has conducted a research on "A Study on Management Training in Nepal Bank Limited".

The main objectives of his study were:

i. To identify whether or not the training is required to the branch manager of NBL to discharge their assigned duties.

ii. To find out selection criteria for adopted by NBL.

iii. To study the utilization of training in respect to present jobs functioning.

iv. To evaluate the effectiveness of Training Department of NBL.

v. To find out the appropriate duration of training.

vi. To evaluate the trainer methods for mangers of NBL.

vii. To suggest and recommended the measures to improve existing policies and practices of training both with respect to employee's (manager's) satisfaction and efficient job functioning.

His findings were:

i. Most of the present branch managers were working with less confidence and without adequate knowledge. But the positive sign is that they are not in frustrating stage for the job rather they want to improve performance involving in proper training activities.

ii. There is no consistency and clear objectives about selecting subject matters, trainer and trainees as well. Different types of subject with different types of trainer are not a good indication of sound planning to train the same level of officers. The worst can be observed in selection of trainees.

iii. Due to the lack of expert's knowledge in designing the course and selecting the trainees, training is not worthful to cope with the present job functioning.

iv. Due to lack of top management's support or lack of expertise, the trainers, course and methods are not properly chosen and utilized which plays minor role in order to train officer level employees.

v. There is no predetermined and well-designed course according to level of

Chaulagain (2003) has conducted a research on "A Study Human Resource Planning in Agricultural Development Bank of Nepal".

The main objectives of his study were:

i. To analyze the organization and management strength of ADBN.

ii. To identify the existing system of manpower management in ADBN.

iii. To identify the problems in Manpower planning, and

iv. To recommend measures for human resource management through manpower planning.

His findings were:

i. For proper human resource planning, there must be proper system of forecasting to estimate the future manpower needs. The employees rated the forecasting system very low. In this respect the officers, were the most dissatisfied.

ii. In totality, the present situation of human resource planning in ADBN has been viewed not favorably well. This study reflects that ADBN has some sort of manpower planning its lacks in scientific and systematic manner.

Prasai (2003) has conducted a research on *"Human Resource Development in Nepal: a case study of Nepal Rastra Bank."*

The main objectives of his study were:

i. To examine existing HRD policies and practices of Nepal Rastra Bank
ii. To assess performance evaluation and career development
iii. Evaluating training and career development practices of Nepal Rastra Bank

His findings were:

i. There is provided internal and external training program for officers and nonofficers to develop the career. But external training program is for officer level only.
ii. The training is not so practicable to work in the job. It is mainly theoretical base therefore it is not so helpful for the job performance in respondents felling.
iii. The impact of the training and development is on job performance, promotion and career development of the employees. Promotion is one of the important aspects of HRD. It also plays a vital role on the motivation of employees. According to employees, present promotion policy is satisfactory. So far job rotation and transfer concerned job and geographic based experiences. It also helps for promotion of employees.

Dahal (2003) has conducted a research on "A Study of human resource acquisition system in Nepal Telecommunications Corporation".

The main objectives of his study were:

i. To study the human resource acquisition system in public enterprise.
ii. To study the human resource acquisition system in Nepal telecommunication corporation.
iii. To make recommendation and suggestion on the basis of the study.

His finding was:

The selection procedure includes with the searing information about the applicant, using different methods for instance, written test, physical test, interview etc for them who have specified qualifications, experiences, training and so on.

Baniya, (2004) has conducted a research on "Human Resource Development Practice in Nepalese Business Organizations: A case study of Manufacturing, Enterprises in Pokhara".

Main objective of his study was:

i. To examine existing HRD and practices of Manufacturing, Enterprises in Pokhara.

His Findings were:

i. Training is the only development opportunity provided for employees to develop their knowledge, skills, and abilities. Both on-the-job and off-the-job training are made available to the employees.

ii. On-the-job training is offered to technical staff working in the field of production or other technical field. Off-the-job training is provided for employees working in other functional aspects of management-finance, marketing, administration, and human resource management. Accounting, productivity improvement, store management, salesmanship, and marketing management are the most common areas of training offered to the employees.

iii. Training need is identified by informal inquiry with employees. The practice of conducting formal need assessment survey is non-existent in the firms surveyed.

iv. The positive consequences of providing development opportunities to employee are improved performance, increased productivity, enhanced loyalty towards organization, and increased motivation among employees and negative consequences are demand for increment in salary, additional incentives and facilities, promotion, and demonstration of over confidence in work, and tendency to leave job.

v. Low productivity, old production techniques, low effort at HRD, poor quality, weak managerial competency, increasing pressure of trade union, and weak information system are internal challenges to the Nepalese business. Of these, low productivity, old production techniques, and low effort at HRD are the critical one. Taxation system, inadequate and irregular supply of water and electricity, increasing domestic, international competition, high inflation, lack of adequate financing, increasing environmental regulation and lack of skilled manpower are the external challenges that would pose threats to business organizations in future.

vi. Majority of business executives is unaware of the employee empowerment concept. Those who reported to be aware of too do not have a clear comprehension of the concept.

vii. Management is suspicious about loyalty and sincerity of the employees. They have a deep-rooted perception that after training employees asks either for increment in salary or additional incentives and facilities or leave for better job without giving prenotice to the management. Despite this perception, it is worth noting that firms are providing training opportunity to their staff members.

viii. In view of employees, management is moderately proactive in developing human resource in their organization.

ix. Employees' satisfaction with the existing training opportunity is low. Only around one third of employees are satisfied to some extent with the opportunity made available by the organization.

x. Employees have agreed on these sayings-demands for increment in salary, demand for additional incentives and facilities, demand for promotion, demonstration of over confidence in work, and join other organization without informing existing ones-of management with some reservations. Putting forward their reservation, employees admitted that some of them occasionally exhibit such behavior after training.

2.39 Research Gap

According to the above thesis, most of researchers have concentrated on **Financial and Accounting** aspects of Nepal Telecom. **Two** researches are concentrated on **Management Training and Human Resource Planning** of Banking Sector. Similarly **one** research is on Human Resource Development in Nepal Rastra Bank. Other **one** is in study on **Human Resource Acquisition System in NTC**. Last **one** is concentrated on **Human Resource Development** Practice in Nepalese Business Organizations: A case study of Manufacturing, Enterprises in Pokhara".

The pervious research pertaining to HRD in NT has not been found. So this study probably, the first one in this area of Nepal Telecommunication sector.

CHAPTER-III

RESEARCH METHODOLOGY

The main objective of this chapter is to present the details of research design followed during the case study. The chapter mainly includes description of research design, nature and sources of data, population sample and technique of analysis.

3.1 Research Design

The main objective of this study is to analyze and evaluate the existing policies and practices of Human Resource Development in Nepal Telecom. In order to meet the objectives it adopts the descriptive case study research design.

3.2 Nature and Sources of Data

In this study, both primary and secondary data have been used. The primary data have been collected through the distribution of questionnaires and discussion with HRD staffs working in the Nepal Telecom. Information has also been collected from Human Record Department of NT.

Secondary data have been collected from annual report of NT, HR Department, journals, smarika, news, bulletins and published articles and books.

3.3 Population and Sample

The samples have been taken from the four offices of NT, which are
(i) Nepal Telecom Central Office, Bhadrakli
(ii) Access Network planning Department (ANPD) Chhauni, Kathmandu
(iii) Mobile Service Directorate (MSD), Jawalakhel &
(iv) Telecom Training Centre (TTC), Babarmahal. The four different offices have been selected from where the major types of works are performed about HRD to make the study more realistic.

The data have been collected from Technical and Administrative officer and Assistance level (IV-XI). Number of selected population is 427

and the judgmental sample includes 103 employees identical on the basis of the nature of work, job experience and job performance from four mentioned offices of NT.

The table presented below shows the number of total employees working in the four major offices which are (i) Nepal Telecom Central Office, Bhadrakli (ii) Access Network planning Department (ANPD) Chhauni, Kathmandu (iii) Mobile Service Directorate (MSD), Jawalakhel & (iv) Telecom Training Centre (TTC), Babarmahal.

Table 3.1

Total Number of Employees Working in NT (Selected Sample offices)

S.N	Category	Level	Population	Sample size	Percentage
	Administrative	Officer (VI-XI)	82	23	28
		Non-Officer (IV-V)	114	22	19
	Technical	Officer (VI-XI)	124	25	20
		Non-Officer (IV-V)	107	33	31
		Total	427	103	24

A stratified Judgemental sampling technique has been adopted to collect information. Accordingly, of the total population of technical and administrative officer and non-officier, those were selected as sample populations who have worked for 1-21 years or above. Out of sample population 28% and 19% administrative officer and non-officer level have been taken respectively. Similarly 20% and 31% technical officer and assistance level have taken as sample for this study. In an average 24% sample has been taken for the study. A field survey has been undertaken to collect primary data and other information.

Chart 3.1

Distribution of Sample
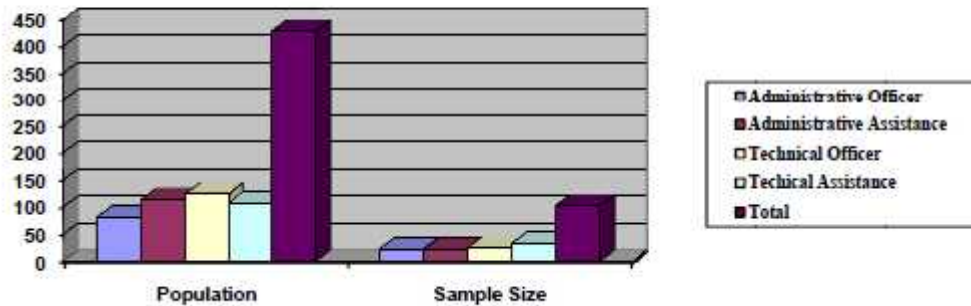
3.4 Data Collection Procedure

The questionnaires had been distributed to 103 employees; both technical and administrative officers and non- officers to collect information. Among the 103 employees, 57 from Nepal Telecom central office, Bhadrakali, 20 from Access Network Planning Department (ANPD), 14 from Mobile Service Directorate (MSD), Jawalakhel and 12 from Telecom Training Center, Babarmahal have responded in the study, following the proportional rate, The response is relived from officers and non-officers level, who have been working in the HRD department and other department like HRM, Finance, computer, planning, transmission, material management, operation and maintenance, rural plan & implementation, etc.

The primary sources of data have been used to collect the job related information. It has been collected through questionnaires and interview undertaking whereas secondary data have been collected from Human Record Section, books and other documents of NT's company. The data collection work has been completed in 30 days, from 15th December 2007 to 15th January 2008.

3.5 Technique of Data Analysis

The collected data are logically and systematically considered and tabulated in different format. Basically, the percentage is calculated to draw the inference. The key information is received during the study in whatever from is also carefully considered and analyzed during interpretation of facts and figures.

CHAPTER -IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents and interprets the various data gathered from the application of different methods and presented and decorated as required by the research objectives. In this chapter, data are interpreted and analyzed with the means of collected questionnaires and interviews.

4.1 Age Range of Respondents

Every young and energetic employee play vital role in any organization. So, an age factor is important to know what ages of employees are working in Nepal Telecom. The research has collected the information regarding the age of employees.

Table 4.1

Age Range of Respondents

Age range	Administrative		Technical		Total
(Yrs)	Officer	Non-officer	Officer	Non-officer	
21-30	0	13	8	7	28
31-40	12	8	10	19	49
41-50	8	1	7	7	23
Above 51	3	0	0	0	3
Total	23	22	25	33	103

Above table 4.1 shows the total observation of the employee of the organization, where in the category of the administrative officer level there were nil and 13 from the administrative assistance level in the age range 21-30 years, similarly there were 12 employees in the age range from 31-40 years in the officer level where as there were 8 employees from the assistance level. There were 8 employees from the officer level and just one from the assistance level in the age range 31-40 years. Likewise in the same pattern there were 3 employees from the officer level who were above age range 51 years and there were non-in this category from non-officer level from the same category of administrative section.

Similarly in the category of the technical officer level there were 8 number of employees and 7 from the assistance level in the age range 21-30 years, similarly there were 10 employees in the age range from 31-40 years in the officer level where as there were 19 employees from the assistance level. There were 7 employees from the officer level and 7 from the non-officer level in the age range 31-40 years. Likewise in the same pattern there were 0 employees from the officer level who were above age range 51 years and there were non-in this category from non-officer level from the same category of administrative section.

From the above table there are 75 employees aged less than 40 years and 3 employees are over 50 years. Majority of employees were young, energetic. So, there is possibility to improve their performance through training and management development programme.

4.2 Respondents of Male and Female

It is called male and female are the two wheels of a cart, so every organization has both combinations. If the combination is smooth this organization can run more effectively. What ever in my study I have found the following number of respondents of male and female.

Table 4.2

Respondents of male and female

Age range (Yrs)	Sex		Total
	Male	Female	
21-30	25	3	28
31-40	43	6	49
41-50	21	2	23
Above 51	3	0	3
Total	92	11	103

Above table 4.2 shows the total observation of the male and female employee of the organization, where the total number of 103 observations of both, there were 25 male employees and 3 female employees in the age range 21-30 years. There were 43 male employees and 6 female employees in the age range 31-40 years. There were 21 male employees and 2 female employees in the age range 41-50 years and there were just 3 male

employees and none female employees in this age range of above 51 years. There are 11 female respondents among 103 respondents. The gender equality is only on paper not in practice in NT.

4.3 Female Respondents

Table 4.3

Number of Female Respondents

Administrative		Total	Technical		Total
Officer	Non-officer		Officer	Non-officer	
2	1	3	6	2	8
Grand Total		11			

Above table 4.3 shows the total observation of the female employees of the organization, out of 11 observations, there are 2 numbers of administrative officer and 1 is non-officer. Similarly there are 6 number of technical officer and 2 numbers are nonofficer in same category.

Among the total 103 respondents, there were altogether 11 female. Out of these, 3 female employees were working in administrative and remaining 8 were in technical side, which seems very less participation of female in administrative side

4.4 Year of Service Period

Working experience is important learning phases for every employees of each organization. My study shows employees working in Nepal Telecom are in the range of 0-21 years.

Table 4.4

Year of Service Period

Service period in yrs	Population				Total
	Administrative		Technical		
	Officer (VI-XI)	Non-officer (IV-V)	Officer (VI-XI)	Non-officer (IV-V)	
0-5	1	10	8	3	22
6-10	3	4	2	8	17
11-15	6	6	9	8	29
16-20	8	2	3	9	22
21<more	5	0	3	5	13
Total	23	22	25	33	103

Above table 4.4 shows the observation of the service periods of the employee in the organization, in the section of administrative employee in the officer level there was 1 employee in the category of service period from 0-5 years and 10 employees from the non officer level. Again in the same section of non-technical employee in the officer level there were 3 employee in the category of service period from 6-10 years and 4 employees from the non-officer level. In the same section of non-technical employee in the officer level there were 6 employees in the category of service period from 11-15 years and 6 employees from the non-officer level. In the same section of non-technical employee in the officer level there were 8 employees in the category of service period from 16-20 years and 2 employees from the non-officer level. And In the same section of nontechnical employee in the officer level there were 5 employees in the category of service period from 21 and above years and 0 employees from the non-officer level. Similarly in the section of technical employee in the officer level there were 8 employee in the category of service period from 0-5 years and 3 employees from the non-officer level. Again in the same section of technical employee in the officer level there were 2 employees in the category of service period from 6-10 years and 8 employees from the non-officer level. In the same section of technical employee in the officer level there were 9 employees in the category of service period from 11-15 years and 8 employees from the non-officer level. In the same section of technical employee in the officer level there were 3 employees in the category of service period from 16-20 years

and 9 employees from the non-officer level. And In the same section of technical employee in the officer level there were 3 employees in the category of service period from 21 and above years and 5 employees from the non-officer level.

All in all when the total observation among the employee were observed in case of service period, there were all together 22 employees in the in the category of service period from 0-5 years, 17 employee in the category of service period from 6-10 years, 29 employees in the category of service period from 11-15 years, 22 employee in the category of service period from 16-20 years and there were 13 employees in the category of service period 21 and more years.

Majority of respondents are working more than 5 year. Only, the experienced Human Resources are able to improve the organizational performance. Well-experienced employees working in the NT is the sign of success.

4.5 Academic Qualification

Experience and well-qualified employees are the important assets for every organization. In my study has been found in Nepal Telecom has competence and qualified employees as their requirements.

Table 4.5

Academic Qualification of Respondent

Category	Academic Qualification (Equivalent Level)				Total
	SLC	Certificate	Bachelor	Master	
Administrative Officer	0	1	8	14	23
Technical Officer	0	3	18	4	25
Total	0	4	26	18	48
Administrative Assistance	0	2	9	11	22
Technical Assistance	3	5	15	10	33
Total	3	7	24	21	55
Grand Total	3	11	50	39	103

Table 4.5 (I)

Respondent's Percentage of Academic Qualification

Category	%				Total
	SLC	Certificate	Bachelor	Master	
Administrative Officer	0	4	35	61	100
Technical Officer	0	12	72	16	25
Total	0	8	54	38	100
Administrative Assistance	0	9	41	50	22
Technical Assistance	9	16	45	30	100
Total	5	13	44	38	100
Grand Total %	3	10	49	38	100

Above table 4.5 and 4.5 (I) shows about the academic qualification of the employees of the Nepal Telecom, where there are no employees in SLC level of both categories in technical and administrative officer. Similarly there is no employee in SLC level in administrative assistance but 9% technical assistance level. Again, in certificate level there are 4%, 12%, 9% and 16% in the category of administrative officer, technical officer and administrative assistance and technical assistance respectively. Similarly in bachelor level there are 35%, 72%, 41% and 45% in the category of administrative officer, technical officer, administrative assistance and technical assistance respectively. Again in master level there are 61%, 16%, 50% and 30% in the category of administrative officer, technical officer and administrative assistance and technical assistance respectively.

As academic qualification total percentage in the level of SLC, Certificate, Bachelor, and Master are 0%, 8%, 54% and 38 % employees in officer level in both categories respectively. Similarly there are 5%, 13%, 44% and 38% numbers of employees in assistance level in both categories in SLC, Certificate, Bachelor, and Master Level respectively. Among the Total numbers of sampled employees 103, there are 3%, 10%, 49% and 38% are SLC, Certificate, Bachelor, and Master Level respectively.

Altogether 87% of respondents were bachelor and master degree holder. i.e. most of them are graduates. Well-qualified employees working in NT is the sign of success.

4.6 Familiarization with HRD Practices

HRD is concerned with increasing the competences through knowledge, skills, attitudes and experiences of the people in the organization. The achievement of the organizational goals depends upon largely on the efforts and performance of people working in organization. Better people achieve better result. HRD excellence is the essence of organizational excellence. HRD is an integral part of every manager's job in organizations.

To know the actual condition about the familiarization of HRD practices the following condition has been found.

Table 4.6

Familiarization with HRD Practices (Administrative Officer)

HDR Practices	Administrative											
	Officer			% Officer			Non- Officer			% Non-Officer		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Executive and supervisory/ management development	9	14	23	39	61	100	4	18	22	18	82	100
Professional skill training	15	8	23	65	35	100	7	15	22	31	69	100
Technical/ job instruction and coaching	8	15	23	35	65	100	3	19	22	14	86	100
Sales and marketing training	8	15	23	65	35	100	4	18	22	18	82	100
Customer service training	9	14	23	39	61	100	10	12	22	45	55	100
New employee orientation	8	15	23	35	65	100	5	17	22	23	77	100
Health and safety training	6	17	23	26	74	100	3	19	22	14	86	100
Organizational development consultation	9	14	23	39	61	100	3	19	22	14	86	100

As shown in the table 4.6, among 23 numbers of administrative officers and 22 numbers of assistance level employees are sampled. Among them 39% are familiar with supervisory management development and 61% are non-familiar as officers. In the same subject 18% of non- officers are

familiar and 82% are not. In professional skill training 65% of them are familiar and 35% of them are unknown about it. And in assistance 31% is familiar and 69% are not. In the post of technical/job instruction and coaching 35% are well known and remaining is not. On the side of non-officers 14% of them know and rests are out of that. Similarly, on the basic of sales and marketing training 65% of officer know about it and 35% do not. On the other hand, 18% of non-officers are familiar and 82% are non-familiar on it.

In view of customer service training 39% and 61% of officer are familiar and non familiar respectively. In non-officer, the comparison of familiar and non-familiar with HRD practices is 45% and 55%. In case of new employee orientation 35% of officers know and 65% are out of that. But in non-officer 23% know about it and 77% do not. As we know that health and training is one of the major part of any jobholders but also only 26% of officer are well known about it and rest of them are not. 14% of non-officers are familiar with health and safety training as practices and 86% are not. Also 39% of officer is only practices with organizational development consultation and 61% are not. But 14% of non- officers answers 'Yes' on this question and 86% 'No'. In overall, the above table shows that minority of non-tech officers are familiar HRD practices and majority of them is out of reach. From the same table, we can say that the condition of non-officers is same as officers.

Majority of administrative officer and assistance level in same category, respondents seem not familiar with most of HRD practices. They need more HRD practices as far as possible.

Table 4.6 (I)

Familiarization with HRD Practices (Technical Officer)

HDR Practices	Technical											
	Officer			% Officer			Non- Officer			% Non-Officer		
	Yes	No	Total	Yes	No	Total	Yes	No	Total	Yes	No	Total
Executive and supervisory/ management development	8	17	25	32	68	100	8	25	33	24	76	100
Professional skill training	12	13	25	48	52	100	7	26	33	21	79	100
Technical/ job instruction and coaching	12	13	25	48	52	100	19	14	33	58	42	100
Sales and marketing training	6	19	25	24	76	100	6	27	33	18	82	100
Customer service training	5	20	25	20	80	100	13	20	33	40	60	100
New employee orientation	8	17	25	32	68	100	4	29	33	12	88	100
Health and safety training	6	19	25	24	76	100	6	27	33	18	82	100
Organizational development consultation	4	21	25	16	84	100	5	28	33	15	85	100

As shown in the table 4.6 (I), among 25 numbers of technical officers and 33 numbers of non-officers are sampled. Among them **32%** are familiar with supervisory management development and **68%** are non-familiar as Technical officers. In the same subject **24%** of non- officers are familiar and **74%** are not. In professional skill training **48%** of them are familiar and **52%** of them are unknown about it. And in non-officer **21%** is familiar and **79%** are not. In the post of technical/job instruction and coaching **48%** are well known and remaining **52 %** is not. On the side of non-officers **58%** of them know and rest of **48 %**are out of that.

Similarly, on the basic of sales and marketing training **24%** of officer know about it and **76%** do not. On the other hand, **18%** of non-officers are familiar and **82%** are non-familiar on it. In the view of customer service training **20%** and **80%** of officer are familiar and non-familiar respectively. In non-officer, the comparison of familiar and non-familiar is **40%** and **60%**. In case of new employee orientation **32%** of officers know and **68%**

84

are out of that. But in non-officer **12%** know about it and **88%** do not. As we know that health and training is one of the major part of any jobholders but also only **24%** of officer are well known about it and rest of them are not. **18%** of non-officers are familiar with health and safety training as practices and **82%** are not. Also **16%** of officer is only familiarizing with organizational development consultation and **84%** are not. But **15%** of non-officers answers 'Yes' on this question and **85%** 'No'. In overall, the above table shows that minority of tech officers is familiar with HRD practices and majority of them is out of reach. From the same table, we can say that the condition of non-officers is same as officers.

Majority of technical officer and non-officer level in same category, respondents seem not familiar with most of HRD practices. They need more HRD practices as far as possible.

4.7 Participation in Training or Management Development Programme

Employees become success when they also acquire competencies, such as knowledge, skills, attitudes, experiences and growth potential. Human resource development is concerned with developing competencies of people in organizational settings. It ensures that organizations have adequate human resources with competencies needed to achieve goals effectively. So to know the trend of NTC employees whether they were selected in training or management development programme or not.

Table 4.7

Participation in Training or Management Development programme

Selection on training	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	19	14	17	19	83	64	68	58
No	4	8	8	14	17	36	32	42
Total	23	22	25	33	100	100	100	100

From above table 4.7 we knew in-group of administrative officer level employee 83**%**have been selected in Training or Management Development programme but 17**%** weren't selected in Training or Management Development programme. However in same administrative but in non-officer level 64% were been selected in Training or Management Development programme and 36% were never been selected in Training or Management Development programme.

And in survey conducted in technical group in officer level employee 68% were been selected in Training or Management Development programme and 32% were never been selected in Training or Management Development programme. Similarly in nonofficer level 58% were selected in Training or Management Development programme and remaining 42% were never been selected in Training or Management Development programme.

In view of respondents, majority in both levels and categories had been selected in training programme, which is valuable in their career development.

4.8 Need of Training and Management Development programme

Training seeks to improve ability to perform current jobs. It is skills-oriented. Development seeks to improve potential of managers to handle present and future challenges and responsibilities. It is education-oriented. Human resources need to be developed continuously to achieve organizational goals efficiently and effectively. Human resource development is concerned with developing competencies of people n organizational setting.

Table 4.8

Perception on need of Training and Management Development programme

Need of training and management development	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Extremely necessary	19	17	23	31	82	77	92	94
Moderate necessary	2	4	2	2	9	18	8	6
A little bit necessary	2	1	0	0	9	5	0	0
Not necessary	-	-	-	-	-	-	-	-
Total	23	22	25	33	100	100	100	100

As shown in the table 4.8 perception of technical and administrative officers about necessity of training and management development do not differ significantly. In the view of administrative officer, about **82%** of them are positive i.e. training and management development is extremely necessary, **9%** says that it is moderately necessary and only **9%** are there to whom it is necessary in a little bit amount. Similarly, **77%** of non-officer is fully in the favor of it, **18%** are there who answer for moderate necessary and **5%** to support to as little bit necessary. Similarly, in technical side, **92%** of officers' supports for it and **94%** of non-officers words are same. Only

8% officer and **6%** non-officer are they're who supports for moderate necessary. And there is no one to whom training and management development is not necessary.

The perception about need of training and management development programme has not significantly differed in both officer and non-officer; according to them, training and management development programme is extremely necessary for their jobs.

4.9 Training, Management Development and Career Planning

Career development comprises personal improvements efforts undertaken by an employee to achieve career plan. HRD facilitates career development of employees. It matches training and development opportunities with employee needs.

Table 4.9

Perception about Training, Management Development in Career Planning

Training/Managem ent Development and Career Planning	Category				%			
	Administrati ve		Technical		Administrati ve		Technical	
	Offic er	Non-Offic er	Offic er	Non-Offic er	Offic er	Non-Offic er	Offic er	Non-Offic er
Yes	23	21	26	33	100	95	100	100
No	-	1	-	-	-	5	-	-
Total	23	22	25	33	100	100	100	100

From the above table 4.9 about cent percent of the employee get chance from training and management development porgramme for their career planning. 100% administrative officer and 96% non-officer are able in planning their career from training and management development programme. Only 5% are there who are against it. Similarly there is 100% technical officer and non-officer who speak for it. In view of respondents,

they are almost positive about training and management development programme, which is valuable in their career planning.

4.10 Training Policies and Practices in NT

Policies are guidelines for decision making to achieve objectives and strategies. They indicate a statement of intention. They commit management to definite course of action. They are derived from objectives. So to know the awareness level of training policies and practices NTC employees follow this as follows.

Table 4.10

Perception about Training policies and practices

Satisfaction on training policy and practices	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	19	15	17	27	83	68	68	82
No	4	7	8	6	17	32	32	18
Total	23	22	25	33	100	100	100	100

From above table 4.10 shows that in administrative group in officer level **83%** among the office group were aware on training policy and practices and **17%** were unaware on training policy and practices. However in same administrative group but in non-officer level **68%** were well aware about the training policy and practices and **32%** were unaware about the training policy and practices.

And in survey conducted on tech group in officer level 68**%** were aware about the training policy and practices and 32**%** weren't aware on training policy and practices. Similarly in non-officer level 82**%** were aware on training policy and practices and 18**%** were unaware on training policy and practices.

In view of respondents, majority of them were aware about training policies and practices, which in turn is valuable in their career planning.

4.11 Participation in International Training Programme

Employees of the organization think about to participation in the international training programme. They think it as an opportunities and career development. The NTC has provided opportunities such international training programme as follows.

Table 4.11

Participated Respondents in International Training Programme

Selection on International Training	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	18	2	9	5	78	9	36	15
No	5	20	16	28	22	91	64	85
Total	23	22	25	33	100	100	100	100

From above table 4.11, when question asked **"Is there any practice of assessing training needs?"** from employee of administrative category among the officer level 78% agreed and remaining 22% disagreed. But in non-officer level 59% agreed and remaining 41% disagreed.

Similarly in technical category among the officer level 48% agreed and remaining 52% disagreed, however among the non-officer level 70% agreed and remaining 30% disagreed.

In view of respondents, majority of administrative officer are selected and majority of other category like administrative assistance, technical officer and assistance are not selected in International Training programme.

4.12 Types of Training initiating by NT

Training is an integral part of HRD mechanism in organization. There are various types of training and training methodology. On-the-job training

method involves "learning while working" and training takes place in the on the job. It places the employee in the context of real work situation. Off-the-job training takes place outside the work situation. It is mostly class room-based. The trainees focus on learning experiences. Specialized training is given in specific subject to specifics employees. The objective is to increase knowledge, skills and attitudes in specialized areas.

Table 4.12

Participation on Different Types Training Programme

Type of attending training	Category				%			
	Administrative		Technical		Administrative		Technical	
	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r
On-the-job training	15	17	9	20	65	77	36	61
Off-the-job training	3	3	2	3	13	14	8	9
Specialize d training	4	0	14	7	18	0	56	21
None of above	1	2	0	3	4	9	0	9
Total	23	22	25	33	100	100	100	100

From the above table 4.12 on type of training, in the category of administrative employee in officer level 65% had taken On-the-job training, 13% had taken Off-the-job training, 18% had taken Specialized training and 4% never took any kind of training. However in same category but in non officer level 77% had taken On-the-job training, 14% had taken Off-the-job training, 0% had taken that means null employee had taken any Specialized training and 9% never took any kind of training.

Similarly in same category but in the case of technical employee in officer level 36% had taken On-the-job training, 8 % had taken Off-the-job training, 56 % had taken specialized training and 0% never took any kind of training. However in same category but non officer level 61% had taken On-

the-job training, 9% had taken Off-the-job training, 21% had taken specialized training and 9% never took any kind of training. According to the view of respondents, majority of administrative officer, nonofficer and technical assistance had been involved in on-the-job training. In the case of technical officer majority had been involved in specialized training.

4.13 Assessing Training Need

Training should be given when there is a training need. Training need exist when job performance problems can be traced to a knowledge or skill deficiency. This represents a gap between the existing capabilities of employees of an employee and the requirement of the job.

Table 4.13

Perception about Assessing Training Needs

Assessing training needs	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	18	13	12	23	78	59	48	70
No	5	9	13	10	22	41	52	30
Total	23	22	25	33	100	100	100	100

From above table 4.13 when question asked, **"Is there any practice of assessing training need?"** from employee of administrative category among the officer level 78% agreed and remaining 22% disagreed. But in non-officer level 59% agreed and remaining 41% disagreed.

Similarly in technical category among the officer level 48% agreed and remaining 52% disagreed, however among the non-officer level 70% agreed and remaining 30% disagreed.

According to the perception of respondents, majority of administrative officer, non-officer and technical non-officer, Nepal Telecom follows, assessing training needs. In the case of technical non-officer, Nepal Telecom does not follow the assessing training need.

4.14 Impact of Training

Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job (according to DeCenzo and Robbins). Training help to adapt to technological changes improve quality and boost performance by improving knowledge, skills and attitudes. It sustains competitive advantages by developing competency.

Table 4.14

View on Impact of Training

Impact of Training	Category				%			
	Administrative		Technical		Administrative		Technical	
	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r
Promotion in the job	3	2	1	2	13	9	4	6
To increase in the performance	7	7	10	7	30.5	32	40	21
Job related knowledge and skill	3	8	7	12	13	36	28	37
Carrier development	3	3	4	5	13	14	16	15
All above	7	2	3	7	30.5	9	12	21
Total	23	22	25	33	100	100	100	100

From the above table 4.14 in the category of employee in administrative group among the officer level 13% agreed in promotion in the job from the training, 30.5% upon the incensement in their job performance, 13% agreed in improvement in job related knowledge, 13% agreed in carrier

development and 9% agreed upon all the possibilities mentioned. And among the non officer level 30.5% agreed in promotion in the job from the training, 32% agreed upon the incensement in their job performance, 36% agreed in improvement in job related knowledge, 14% in carrier development and 9% agreed upon all the possibilities mentioned.

Similarly in category of employee in technical group among the officer level 4% agreed in promotion in the job from the training, 40% agreed upon the incensement in their job performance, 28% agreed in improvement in job related knowledge, 16% agreed in carrier development and 12% agreed upon all the possibilities mentioned. And among the non officer level 6% agreed in promotion in the job from the training, 21% agreed upon the incensement in their job performance, 37% agreed in improvement in job related knowledge, 15% agreed in carrier development and 21% agreed upon all the possibilities mentioned.

In the view of respondents, training help for either promotion in the job, increase the performance, job related knowledge and skills or total career development.

4.15 Trade Union

Workers are represented by trade unions. A union is an organization of workers acting collectively, seeking to promote and protect mutual interest through collective bargaining. Labor relations are multi-dimensional. Economic, social, cultural, political, legal, technological and occupational forces affect them. Managing or harmonizing the divergent and conflicting interests of the three actors-workers, employers and government is the essence of labor relations. Harmonious labor relations are the key to productivity, profit, and quality of work life and change management.

Table 4.15

Perception on Trade Union Activities

Satisfaction on trade unions' activities	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	13	15	12	20	57	68	48	61
No	10	7	13	13	43	32	52	39
Total	23	22	25	33	100	100	100	100

From the above 4.15 table in category of administrative officer level 57% were satisfied with Trade union activities in their organization and 43% were not satisfied with Trade union activities in their organization. However in same category but of non-officer level 68% were satisfied with Trade union activities in their organization and remaining 32% were not satisfied with Trade union activities in their organization.

Similarly in category of technical field of officer level 48% were satisfied with Trade union activities in their organization and 52% weren't satisfied with Trade union activities in their organization. However in same category but of non-officer level 61% were satisfied with Trade union activities in their organization and remaining 39% were not satisfied with Trade union activities in their organization.

Majority of administrative officer, non-officer and technical non-officers are satisfied with Trade Unions activities. But majorities of technical officers are not satisfied with Trade Unions activities.

4.16 Trade Union and Career Development

Table 4.16

Perception about Trade Union and Career Development

Trade Union and Career Development	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	10	12	12	16	43	55	48	48
No	13	10	13	17	57	45	52	52
Total	23	22	25	33	100	100	100	100

From the above table 4.16 in the category of administrative officer level 43% agreed the trade union help in attending Training program and Career Development as well in their organization and 57% disagreed upon trade union help in attending Training program and Career Development as well in their organization. However in the same category but of non-officer level 55% agreed the trade union help in attending Training program and Career Development as well in their organization and 45% disagreed upon trade union help in attending Training program and Career Development as well in their organization.

Similarly in the category of technical group in officer level 48% agreed the trade union help in attending Training program and Career Development as well in their organization and 52% disagreed upon trade union help in attending Training program and Career Development as well in their organization. However in the same category but of non-officer level 48% agreed the trade union help in attending Training program and Career Development as well in their organization and 52% disagreed upon trade union help in attending Training program and Career Development as well in their organization. In the view of administrative non-officer, trade unions help their career development. But most of the others respondents viewed, trade unions activities never help their career development.

4.17 Trade Union Focus

The scope of labor relation covers unionism, collective bargaining, and resolution of industrial disputes, grievance procedure, and discipline and labor legislation.

Table 4.17

Trade Union's Focused Activities

Union activities has focused on	Category				%			
	Administrative		Technical		Administrative		Technical	
	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r
Higher compensation	2	3	2	3	8	13	8	9
Greater job security	6	7	8	9	26	32	32	27.5
Better working condition	7	4	4	9	30	18	16	27.5
Influence work rules	1	3	3	5	5	14	12	15
Obtain political power	6	4	6	5	26	18	24	15
All above	1	1	2	2	5	5	8	6
Total	23	22	25	33	100	100	100	100

Above table 4.17 shows the response of the employee upon the statement **"Mainly Trade Union activities have focused on:"** showed the following findings. In the category of administrative employee in the officer group, 8% believed upon higher compensation, 26% believed upon Greater job security, 30% believed upon better working condition, 5% believed upon Influence work rules, 26% believed upon Obtain political power and remaining 5% believed upon all above mentioned possibilities. However in the same category but in non-officer group 13% believed upon higher

compensation, 32% believed upon Greater job security, 18% believed upon better working condition, 14% believed upon Influence work rules, 18% believed upon Obtain political power and remaining 5% believed upon all above mentioned possibilities. Similarly in the category of technical group in the officer level, 8% believed upon higher compensation, 32% believed upon Greater job security, 16% believed upon better working condition, 12% believed upon Influence work rules, 24% believed upon Obtain political power and remaining 8% believed upon all above mentioned possibilities. However in the same category but in non officer group 9% believed upon higher compensation, 27.5% believed upon Greater job security, 27.5% believed upon better working condition, 15% believed upon Influence work rules, 15% believed upon Obtain political power and remaining 6% believed upon all above mentioned possibilities. Majority of all category of respondents viewed, trade union activities has been focused on greater job security, better working condition and influence political power. However, minorities have been nominal on higher compensation and influence in work rules.

4.18 HRD Functions in Next Three to Five Years

The primary objective of HRD is the effective use of scarce or abundant human resources toward achieving both broad and specific objectives of the nation as well as the industry, business, and the individual employee. HRD, in its broadest sense, is the development of plans of actions to meet the manpower requirements in anticipation of the changing conditions of the social, economic, industrial, and business environments. Realistic plans for the development and use of manpower resources are made after considering external and internal factors affecting the manpower objectives of each industry and organizational unit. Global trends, market and technological changes, and the time span of the HRD projection are factors that influence HRD plans. At the same time, national priorities and organizational objectives are essential ingredients that determine the thrust and shape of HRD.

Human resources have and will continue to play a significant role in the socioeconomic development of a country. The developed and the developing countries emphasize the importance of developing human resources in their national planning because without it, economic development not only cannot be accelerated but also in fact it becomes almost impossibility.

Essentially, HRD means the development of skills and efficiency in the existing and potential manpower related to education and training, and efficiency or productivity improvement, which is concerned with value, added per worker.

Thus, it can be summarized that the quality of manpower in a country is very much determined by the level of access to education, health care, and other fundamental needs such as nutrition and welfare, as well as the quality of education itself.

The following table 4.18 shows about who should own these mentioned HRD functions in the next three to five years, given conditions i.e. Human Resource, Training, Shared or none of these departments in Nepal Telecom. It is the forecasting questionnaire and only asked to non-technical officer.

Table 4.18

HRD Functions in the Next Three to Five Years (Administrative Officer)

HRD Functions	Administrative				Total	% of administrative officer				Total
	HR	Trg.	Shared	Neither		HR	Trg.	Shared	Neither	
Recruitment and selection	20	0	0	3	23	87	0	0	13	100
Training and development	5	12	6	0	23	22	52	26	0	100
Human performance improvement	9	5	9	0	23	39	22	39	0	100
Executive and leadership development	8	4	11	0	23	35	17	48	0	100
Performance management	12	3	6	2	23	52	13	26	9	100
Compensation	15	0	6	2	23	65	0	26	9	100
Benefits	17	0	3	3	23	74	0	13	13	100
Succession planning	12	3	8	0	23	52	13	35	0	100
Coaching and feedback	5	6	10	2	23	22	26	43	9	100
Career development	9	5	9	0	23	39	22	39	0	100

Credentialing (certificating)	12	1	8	2	23	52	4	35	9	100
Overall talent management	8	1	12	2	23	35	4	52	9	100

Above table 4.18 shows the data for the question asked **"Who should own these functions in the next three to five years, given conditions in your organization or industry?"** and the expectation of the employee of the administrative group in the officer level was, for execution of **Recruitment and selection** 87% claimed form human recourse department, 0% claimed from training, 0% claimed form shared combination and 13% claimed from neither of above mention sections. For the execution of **Training and development** 22% claimed form human recourse department, 52% claimed from training, 26% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Human performance improvement** 39% claimed form human recourse department, 22% claimed from training, 39% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Executive and leadership development** 35% claimed form human recourse department, 17% claimed from training, 48% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Performance management** 52% claimed form human recourse department, 13% claimed from training, 26% claimed form shared combination and 9% claimed from neither of above mention sections.

For the execution of **Compensation** 65% claimed form human recourse department, 0% claimed from training, 26% claimed form shared combination and 9% claimed from neither of above mention sections. For the execution of **Benefits** 74% claimed form human recourse department, 0% claimed from training, 13% claimed form shared combination and 13% claimed from neither of above mention sections. For the execution of **Succession planning** 52% form human recourse department, 13% claimed from training, 35% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Coaching and feedback** 22% claimed form human recourse department, 26% claimed from

training, 43% claimed form shared combination and 9% claimed from neither of above mention sections.

For the execution of **Career development** 39% claimed form human recourse department, 22% claimed from training, 39% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Credentialing (certificating)** 52% claimed form human recourse department, 4% claimed from training, 35% claimed form shared combination and 9% claimed from neither of above mention sections. For the execution of **Overall talent** management 35% claimed form human recourse department, 4% claimed from training, 52% claimed form shared combination and 9% claimed from neither of above mention sections.

Administrative officer viewed about the HRD function. HRD function should be done either by HR department or Training department but majority accept it should be done in collaboration with one another in the next three to five years.

The following table 4.18 (I) shows about who should own these mentioned HRD functions in the next three to five years, given conditions i.e. Human Resource, Training, Shared or none of these departments in Nepal Telecom. It is the forecasting questionnaire and only asked to technical officer.

Table 4.18 (I)

HRD Functions in the Next Three to Five Years (Technical Officer)

Descriptions	Tech Officer				Total	% of Tech officer				Total
	HR	Trg	Shared	Neither		HR	Trg.	Shared	Neither	
Recruitment and selection	23	0	2	0	25	92	0	8	0	100
Training and development	3	11	11	0	25	12	44	44	0	100
Human performance improvement	5	5	15	0	25	20	20	60	0	100
Executive and leadership development	2	3	20	0	25	8	12	80	0	100
Performance management	5	1	15	4	25	20	4	60	16	100
Compensation	9	0	12	4	25	36	0	48	16	100
Benefits	10	0	14	1	25	40	0	56	4	100
Succession planning	9	2	13	1	25	36	8	52	4	100
Coaching and feedback	3	15	7	0	25	12	60	28	0	100
Career development	4	2	16	3	25	16	8	64	12	100
Credentialing	4	5	11	5	25	16	20	44	20	100

(certificating)									
Overall talent management	5	1	15	4	25	20	4	60	16	100

Similarly above Table 4.18 (I) shows in the category of technical group in the officer level, for execution of **Recruitment and selection** 92% claimed form human recourse department, 0% claimed from training, 8% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Training and development** 12% claimed form human recourse department, 44% claimed from training, 44% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Human performance improvement** 20% claimed form human recourse department, 20% claimed from training, 60% claimed form shared combination and 0% claimed from neither of above mention sections.

For the execution of **Executive and leadership development** 8% claimed form human recourse department, 12% claimed from training, 80% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Performance management** 20% claimed form human recourse department, 4% claimed from training, 60% claimed form shared combination and 16% claimed from neither of above mention sections. For the execution of **Compensation** 36% claimed form human recourse department, 0% claimed from training, 48% claimed form shared combination and 16% claimed from neither of above mention sections. For the execution of **Benefits** 40% claimed form human recourse department, 0%claimed from training, 56% claimed form shared combination and 4% claimed from neither of above mention sections. For the execution of **Succession planning** 36% claimed form human recourse department, 8% claimed from training, 52% claimed form shared combination and 4% claimed from neither of above mention sections.

For the execution of **Coaching and feedback** 12% claimed form human recourse department, 60% claimed from training, 28% claimed form shared combination and 0% claimed from neither of above mention sections. For the execution of **Career development** 16% claimed form human recourse department, 8% claimed from training, 64% claimed form shared

combination and 12% claimed from neither of above mention sections. For the execution of **Credentialing (certificating)** 16% claimed form human recourse department, 20% claimed from training, 44% claimed form shared combination and 20% claimed from neither of above mention sections. For the execution of **Overall talent management** 20% claimed form human recourse department, 4% claimed from training, 60% claimed form shared combination and 16% claimed from neither of above mention sections.

Technical officer viewed about the HRD function. HRD function should be done either by HR department or Training department but majority accept it should be done in collaboration with one another in the next three to five years.

4.19 Nepotism and Favoritism

Most of the Nepalese organizations are suffering from nepotism and favoritism. It has been established as cultural trend in Nepalese organization. So, find out the condition about it, my questionnaire is focused about the perception of the respondents.

Table 4.19

Perception about Nepotism and Favoritism

Nepotism and favoritism	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	16	14	22	25	70	64	88	76
No	7	8	3	8	30	36	12	24
Total	23	22	25	33	100	100	100	100

Table 4.19 (I)

Perceptional Level of Nepotism and Favoritism

Nepotism and favoritism on HRD	Category				%			
	Non-Tech		Tech		Non-Tech		Tech	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Low	7	4	6	3	44	28.5	27.5	12
Medium	8	6	10	14	50	43	45	56
High	1	4	6	8	6	28.5	27.5	32
Total	16	14	22	25	100	100	100	100

From above table 4.19 for the question **"How do you feel about nepotism and favoritism on HRD (Training, promotion, job transfer or overall management) practices?"** employee from the category of administrative officer level, 70% agreed in favor of the question and remaining 30% disagreed. However from non-officer category 88% agreed in favor of the question and remaining 12% disagreed. Similarly form the category of technical group of officer level, 88% agreed in favor of the question and remaining 12% disagreed. And from non-officer level 76% agreed and remaining 24% disagreed.

From the above table 4.19 (I) for the same question when the level of the impact was measured in the scale of high, medium and low following were the observation, from the category of administrative officer 44% perception was for low, 50% perception was for medium and 6% perception was for high. Similarly form non-officer level, 28.5% perception was for low, 43% perception was for medium and 28.5% perception was for high. Like wise in the same pattern form the category of technical officer level, 27.5% perception was for low, 45% perception was for medium and 27.5% perception was for high. And from the non-officer level 12% perception was for low, 56% perception was for medium and 32% percent perception was for high.

Perception of majority of respondents' about nepotism and favoritism in Nepal Telecom is medium i.e. they accept neither low nor high level of nepotism and favoritism in Nepal Telecom.

4.20 Job satisfaction

A job is a set of closely related tasks carried out for pay. It consists of bundle of tasks. A job is the building block of the organization structure. Organization structures provide jobs. It is a group of identical positions within the organization. Jobs are dynamics and change with time, people, technology, and environment. Proper Jobs had done right increase organizational effectiveness. Jobs are the foundation of organizational productivity and employee's satisfaction.

Table 4.20

Job Satisfied Respondents

Satisfaction with job	Category				%			
	Administrative		Technical		Administrative		Technical	
	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r
Yes	19	14	19	21	83	64	76	64
No	4	8	6	12	17	36	24	36
Total	23	22	25	33	100	100	100	100

If yes what are those factors

Table 4.20 (I)

Positive View about Job Satisfaction

Factors of satisfaction	Category				%			
	Administrative		Technical		Administrative		Technical	
	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r
Personal contribution to the organization's performance	8	3	4	5	42	21	21	24
Assignment of challenging task	3	2	4	3	16	15	21	14
Working condition	3	1	3	5	16	7	16	24
Job securities	4	5	6	8	21	36	32	38
Others	1	3	2	0	5	21	10	0
Total	19	14	19	21	100	100	100	100

If no what are those factors

Table 4.20 (II)

Negative View about Job Satisfaction

Factors of dissatisfaction	Category				%			
	Administrative		Technical		Administrative		Technical	
	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r
Lack of welfare facilities	1	0	1	2	25	0	17	17
No opportunity for carrier development	1	2	2	3	25	25	33	25
No good promotion policy	1	4	2	3	25	50	33	25
Reward and punishment	1	2	1	3	25	25	17	25

system								
Others	0	0	0	1	0	0	0	8
Total	4	8	6	12	100	100	100	100

From the above table 4.20 in the category of administrative level 83% were satisfied with their job, 17% were dissatisfied with their job in the organization. However in the same category but of non-officer level 64% were satisfied with their job, 36% were dissatisfied with their job in the organization.

Similarly in the category technical employee from the officer level, 76% were satisfied with their job, 24% were dissatisfied with their job in the organization. However in the same category but of non-officer level 64% were satisfied with their job, 36% were dissatisfied with their job in the organization.

Again when the reason for their satisfaction were observed the above table 4.20 (I) shows, in category of non technical officer level, 42% of them were satisfied with their due to their **Personal contribution to the organization's performance,** 16% were satisfied with their job due to **Assignment of challenging task,** 16% were satisfied with their job due to **Working condition,** 21% were satisfied with their job due to **Job securities** and remaining 5% of them had some **other** reasons. However in the category of non officer level 21% of them were satisfied with their due to their **Personal contribution to the organization's performance,** 15% were satisfied with their job due to **Assignment of challenging task,** 7% were satisfied with their job due to **Working condition,** 36% were satisfied with their job due to **Job securities** and remaining 21% of them had some **other** reasons.

Similarly when the reason for their satisfaction were observed in category of technical officer level, 21% of them were satisfied with their due to their **Personal contribution to the organization's performance,** 21% were satisfied with their job due to **Assignment of challenging task,** 16% were satisfied with their job due to **Working condition,** 32% were satisfied with their job due to **Job securities** and remaining 10% of them had some **other** reasons. However in the category of non officer level 24% of them were satisfied with their due to their **Personal contribution to the organization's performance,** 14% were satisfied with their job due to **Assignment of challenging task,** 24% were satisfied with their job due to **Working condition,** 38% were satisfied with their job due to **Job securities.**

Again when the reason for their dissatisfaction were observed the above table 4.20 (II) shows, in category of administrative level, 25% of them were dissatisfied with their due to their**, Lack of welfare facilities** 25% were dissatisfied with their job due to **No opportunity for carrier development,** 25% were dissatisfied with their job due to **No good promotion policy,** 25% were satisfied with their job due to **Reward and punishment system**. However in the category of non officer level none of them were dissatisfied with their due to their **Personal contribution to the organization's performance,** 25% were dissatisfied with their job due to **Assignment of challenging task,** 50% were dissatisfied with their job due to **Working condition,** 25% were dissatisfied with their job due to **Job securities** and remaining 0% of them had some **other** reasons.

And in category of technical officer level, 17% of them were dissatisfied with their due to their**, Lack of welfare facilities** 33% were dissatisfied with their job due to **No opportunity for carrier development,** 33% were dissatisfied with their job due to **No good promotion policy,** 17% were satisfied with their job due to **Reward and punishment system.** However in the category of non officer level 17% of them were dissatisfied with their due to their **Personal contribution to the organization's performance,** 25% were dissatisfied with their job due to **Assignment of challenging task,** 25% were dissatisfied with their job due to **Working condition,** 25% were dissatisfied with their job due to **Job securities** and remaining 8% of them had some **other** reasons.

A majority of the respondent viewed is that they are satisfied with their job because of the job securities and personal contribution to the organizations performance. A minority of the viewed is that they are not satisfied with their job because of no opportunity for carrier development, no good promotion policy, and no reward and punishment system in the organization.

4.21 Better job opportunities

Better of life for every one is never end process. So somebody get opportunity get better opportunity than existing condition, they will definitely grab the situation. So it is an interesting question has been raised to employees of NTC. The following result has been picked.

Table 4.21

Job Seeker for Better Job opportunities

Seeking for better job opportunities	Category				%			
	Non-Tech		Tech		Non-Tech		Tech	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	5	13	13	17	22	59	52	52
No	18	9	12	16	78	41	48	48
Total	23	22	25	33	100	100	100	100

Above table 4.21 shows the data collection from the employee when the question **"Are you seeking for better job opportunities than in NTC?"** then from the category of administrative officer level, 22% in agreement with the question and remaining 78% were in disagreement with the question. However in the category of non-officer level in the same technical group, 59% were in agreement with the question and remaining 41% were in disagreement with the question.

Similarly, from the category of technical officer level, 52% were in agreement with the question and remaining 48% were in disagreement with the question. However in the category of non-officer level in the same technical group, 52% were in agreement with the question and remaining 48% were in disagreement with the question. According to the viewed of the non-technical officer, majorities are not seeking for better job opportunities but for others respondents, majority are always seeking for better job opportunities.

4.22 Immediate Boss (Superior) and Satisfaction

Every employee has immediate boss. For success of every organization the immediate boss play the vital role for their subordinates. Every immediate boss is the essence of all organized efforts to achieve goals and perform the functions of planning, organizing, staffing, leading and controlling to their subordinates.

Table 4.22

Satisfied with Immediate Boss (Superior)

Satisfaction with immediate Boss (superior	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Highly Satisfied	5	8	4	7	22	36	16	21
Moderately satisfied	14	8	14	14	60	36	56	43
Low satisfied	2	3	3	9	9	14	12	27
No satisfied	2	3	4	3	9	14	16	9
Total	23	22	25	33	100	100	100	100

Above table 4.22 shows the data collection from the employee when the question "**Are you satisfied of your immediate Boss (superior)?**" from the category of administrative officer level, 22% were **Highly Satisfied** with their immediate superior, 60% were **Moderately Satisfied** with their immediate superior, 14% were low satisfied with their immediate superior and remaining 14% had no satisfaction with their immediate superior. However in the same group but in non-officer level, 36% were **Highly Satisfied** with their immediate superior, 36% were **Moderately Satisfied** with their immediate superior, 14% were low satisfied with their immediate superior and remaining 14% had no satisfaction with their immediate superior.

Similarly in the category of technical officer level, 16% were **Highly Satisfied** with their immediate superior, 56% were **moderately satisfied** with their immediate superior, 12% were low satisfied with their immediate superior and remaining 16% had no satisfaction with their immediate superior. However in the same group but in nonofficer level, 21% were **Highly Satisfied** with their immediate superior, 43% were **Moderately**

satisfied with their immediate superior, 27% were low satisfied with their immediate superior and remaining 9% had no satisfaction with their immediate superior. Majority of respondents viewed about the satisfaction of their immediate superior has been found as only medium level.

4.23 Impact of Job Rotation

Employees are allowed to move from job to job. The jobs are not changed; only the employees are rotated. This approach develops employees through job variety. Employees can use different skills and abilities. Monotony of specialized jobs is broken. Employees become competent in several jobs. But it doesn't motive employees.

Table 4.23

Aware Respondents about Job Rotation Policy

Satisfaction on Job rotation policy	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	10	10	7	14	43	45	28	42
No	13	12	18	19	57	55	72	58
Total	23	22	25	33	100	100	100	100

Above table 4.23 shows the data collection from the employee when the question "**are you aware job rotation policy with NTC?**" then from the category of administrative officer level, 43% were in agreement with the question and remaining 57% were in disagreement with the question. However in the category of non-officer level in the same technical group, 45% were in agreement with the question and remaining 55% were in dissatisfaction with the question.

Similarly, from the category of technical officer level, 28% were in agreement with the question and remaining 72% were in disagreement with the question. However in the category of non-officer level in the same technical group, 42% were in agreement with the question and remaining 58% was in dissatisfaction with the question. Most of the respondents in

both category and both level they are not aware on job rotation policies of Nepal Telecom.

4.24 Job Rotation Policies and Practices

Job rotation is improved worker's self image. It provide for employee's personal growth. It improves task significance. Organizations also get flexibility in scheduling work.

Table 4.24

View of Respondents about Job Rotation Policies and Practices

Impact of rotation policies and practices	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	9	7	7	13	39	32	28	39
No	14	15	18	20	61	68	72	61
Total	23	22	25	33	100	100	100	100

Above table 4.24 shows the data collection from the employee when the question "**Are you satisfied with existing job rotation policies and practices?**" then from the category of administrative officer level, 39% were in agreement with the question and remaining 61% were in disagreement with the question. However in the category of non-officer level in the same technical group, 32% were in agreement with the question and remaining 68% were in disagreement with the question.

Similarly, from the category of technical officer level, 28% were in agreement with the question and remaining 72% were in disagreement with the question. However in the category of non-officer level in the same technical group, 39% were in agreement with the question and remaining 61% were in disagreement with the question. The implementation of job rotation practices does not seem satisfactory. In the view of respondents, they have certain about the positive impact of existing job rotation policies and practices.

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4.25 Transfer Policies and Practices

Transfer helps in widening experience, learning new job and new place, understanding other employees and departments. But some times, it may be also boring the personal life of the employees. And job transfer helps to employees to increase their job performance in new field or area. From it they feel more satisfaction in job. Although the effectiveness of the job rotation and transfer policies does not implementation in practicable field, there are so many corruptions from the top level of management committee. But the rule is not clear about transfer and job rotation as well. When transfer? What is its period? Personal interest, political pressure and employees conflict is the main causes of the transfer. The perception of the employees in this regard is shown in the following table 4.25.

Table 4.25
View of Respondents about Existing Transfer Policies and Practices

Transfer policies and practices	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	3	7	5	8	13	32	20	24
No	20	15	20	25	87	68	80	76
Total	23	22	25	33	100	100	100	100

Above table 4.25 shows the data collection from the employee when the question, "**Are you satisfied with the existing transfer policies and practices?**" then from the category of administrative officer level, 13% respondents claimed that the job transfer policy is implemented fairly most of time, where as the majority of them about 78 % viewed the policies is not implemented fairly. However in the category of non-officer level in the same technical group, 32% were in agreement with the question and remaining 68% were in disagreement with the question.

Similarly, from the category of technical officer level, 20% were in agreement with the question and remaining 80% was in disagreement with the question. However in the category of non-officer level in the same technical group, 24% were in agreement with the question and remaining 76% were in disagreement with the question.

Majority of the respondents' perception was not satisfactory in implementation of transfer policies in Nepal Telecom.

4.26 Promotion Policy

In the idle life, the promotion helps to employee to increase their skills, motivation, better job performance and job satisfaction. If it is not utilized in practical life, it does not help the employee's behavior or practices. So this following table clears the impact of promotion in the respondents view.

Table 4.26

Respondents View about Job Promotion Policies and Practices

Promotion policies	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	21	22	25	33	100	100	100	100
No	0	0	0	0	0	0	0	0
Total	23	22	25	33	100	100	100	100

Above table 4.26 shows the data collection from the employee when the question "**Are there job promotion policies and practices in NTC?**" all category including technical officer and non-officer to administrative officer and non-officer were in agreement with the question.

The implementations of promotion policies practices seem cent percent satisfactory in Nepal Telecom.

4.27 Job Promotion Policy, Practice and Satisfaction

Job promotion policies and practices add new sources of satisfaction to jobs. Jobs are made challenging and meaningful by increasing responsibility, autonomy and growth opportunities. More planning and control responsibilities are added to the job, usually with less supervision and more self-evaluation. Employees get greater autonomy in planning and controlling their performance. The main promotion criteria are seniority,

academic qualifications, job performance and experience of geographical sector measured by the figure by concerned committee or board approver or superintendent in NT.

Table 4.27

Job Promotion Policies, Practices and Satisfaction

Satisfaction on promotion policies and practices	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Yes	7	8	6	8	30	36	24	24
No	16	14	19	25	70	64	76	76
Total	23	22	25	33	100	100	100	100

Above table 4.27 shows the data collection from the employee when the question, "**Are you satisfied with the existing promotion policies and practices?**" then from the category of administrative officer level, 30% were in agreement with the question and remaining 70% were in disagreement with the question. However in the category of non-officer level in the same technical group, 36% were in agreement with the question and remaining 64% were in disagreement with the question.

Similarly, from the category of technical officer level, 24% were in agreement with the question and remaining 76% was in disagreement with the question. However in the category of non-officer level in the same technical group, 24% were in agreement with the question and remaining 76% were in disagreement with the question. The practice of job promotion doesn't seem satisfactory. In the view of respondents, they have certain about the negative impact of existing promotion policies and practices in NT.

4.28 Impact of Nepalese Political Environment in NT

The political environment in a country in which a business organization operates is a very important force. A hospitable and stable

government can encourage business investment and growth in spite of scarcity of the natural and other resources. The opposite is equally true. Some countries, although they have plenty of natural resources, are very little developed mainly because of government instability. In the case of Nepal we can assume such instability but not for Nepal Telecom. How ever the respondents percepts as follows.

Table 4.28

Unstable Nepalese Political Environment and Effect on HRD Practice

Effect of Unstable Political Environment	Category				%			
	Administrative		Technical		Administrative		Technical	
	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r	Office r	Non-Office r
Highly effected	7	11	10	16	30	50	40	49
Moderately effected	9	4	11	14	40	18	44	42
Low effected	7	3	2	1	30	14	8	3
No effected	0	4	2	2	0	18	8	6
Total	23	22	25	33	100	100	100	100

Above table 4.28 shows the data collection from the employee when the question, "**Has instability in Nepalese political environment been effecting the present HRD policies & practices in your organization?**" then from the category of administrative officer level, 30% believed it has **Highly effected,** 40% believed it has **Moderately effected,** 14% believed it has **Low effected, and** remaining 18% believed it has **no effected** at all. However in from the category of non officer level, 50% believed it has **highly effected,** 18% believed it has **moderately effected**, 14% believed it has **Low effected, and** remaining 18% believed it has **no effected** at all.

Similarly from the category of technical officer level, 40% believed it has **Highly effected** 44% believed it has **Moderately effected**, 8% believed it has **Low effected, and** remaining 8% believed it has **no effected** at all. However in from the category of non officer level, 49% believed it has

highly effected, 42% believed it has **moderately effected**, 3% believed it has **Low effected, and** remaining 6% believed it has **no effected** at all.

According to the majority of respondents viewed, instable Nepalese political environment affected the HRD policies and practices in the organization.

4.29 Occupational Safety and Health in NT

Occupational health and safety is a discipline with a broad scope involving many specialized fields. In its broadest sense, it should aim at:
a. The promotion and maintenance of the highest degree of physical, mental and social well-being of workers in all occupations;
b. The prevention among workers of adverse effects on health caused by their working conditions;
c. The protection of workers in their employment from risks resulting from factors adverse to health;
d. The placing and maintenance of workers in an occupational environment adapted to physical and mental needs;
e. The adaptation of work to humans.

In other words, occupational health and safety encompasses the **social, mental and physical well being of workers** that is the "whole person".

Successful occupational health and safety practice requires the collaboration and participation of both employers and workers in health and safety programmes, and involves the consideration of issues relating to occupational medicine, industrial hygiene, toxicology, education, engineering safety, ergonomics, psychology, etc.

Occupational **health** issues are often given less attention than occupational **safety** issues because the former are generally more difficult to confront. However, when health is addressed, so is safety, because a healthy workplace is by definition also a safely workplace. The converse, though, may not be true also called safe workplace is not necessarily also a healthy workplace. The important point is that **issues of both health and safety must be addressed in every workplace**. By and large, the definition of occupational health and safety given above encompasses **both** health **and** safety in their broadest contexts (www.ilo.org).

Table 4.29

Occupational Safety, Health and Working Environment and Satisfaction

Occupational Safety and Health	Category				%			
	Administrative		Technical		Administrative		Technical	
	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer	Officer	Non-Officer
Highly Satisfied	4	7	5	4	17	32	20	12
Moderately satisfied	14	9	7	14	61	41	28	43
Low satisfied	0	4	10	6	0	18	40	18
Not satisfied	5	2	3	9	22	9	12	27
Total	23	22	25	33	100	100	100	100

Above table 4.29 shows the perception from the employee when the question "**How do you feel, the condition about occupational safety and health-working environment for you in your organization?**" from the category of administrative officer level, 17% of them were **highly satisfied** with the condition about the occupational safety and health-working environment in their organization, 61% had **moderately satisfied** with the condition about the occupational safety and health working environment in their organization, none of them had **low satisfied** with the condition about the occupational safety and health-working environment in their organization, 22% were **not satisfied** with the condition about the occupational safety and health-working environment in their organization. However from the non-officer level, 32% of them were **highly satisfied** with the condition about the occupational safety and health-working environment in their organization, 41% had **moderately satisfied** with the condition about the occupational safety and health-working environment in their organization, 18% had **low satisfied** with the condition about the occupational safety and health-working environment in their organization, 9% were **not satisfied** with the condition about the occupational safety and health-working environment in their organization.

Similarly from the category technical officer level, 20% of them were **highly satisfied** with the condition about the occupational safety and health-working environment in their organization, 28% had **moderately satisfied** with the condition about the occupational safety and health-working

environment in their organization 40% had **low satisfaction** with the condition about the occupational safety and health-working environment in their organization, 12% were **not satisfied** with the condition about the occupational safety and health-working environment in their organization. However from the non-officer level, 12% of them were **highly satisfied** with the condition about the occupational safety and health-working environment in their organization, 43% had **moderately satisfied** with the condition about the occupational safety and health-working environment in their organization, 18% had **low satisfaction** with the condition about the occupational safety and health-working environment in their organization, 27% were **not satisfied** with the condition about the occupational safety and health-working environment in their organization.

In view of majority employees, moderate level of satisfaction was found about occupational safety and health working environment. So, occupational safety and health working environment was not proper in NT.

4.30 Major Findings

The major findings of the study are as follows:

1. Training is means to develop required skill, career, and job performance and also is helpful for changing attitude in the desire sectors. Generally, it gives positive result in each field or sectors whether it is technical or administrative, higher level or lower level employees. So there are no doubt that the employees at all level of all categories, in all organizations, as well as all field of NT required.

2. Training and management development are the development opportunities provided for employees to develop their knowledge, skills, attitudes and abilities. Both on-the-job and off-the-job training are made available to the employees.

3. The perception of the officer and non-officer in both category viewed need of training and management development is extremely necessary for their jobs. They are almost positive about training and management development programme. Employees' satisfaction with the existing training opportunity is low. Only around two third of employees are satisfied to some extent with the opportunity made available by the organization.

4. Almost respondents are aware about training policies and practices. They have been selected in training programme. Out of them, 83% of administrative officers and 68% of non-officers are selected, 68% technical officer and 82% non-officer are selected in training programme. But in terms of participation about international training programme, majority of administrative officers have been selected and majority of other category like administrative officers, non-officers, technical officers and non officers has not been selected in International Training programme.

5. In terms of participation in Training programme, majority of administrative officers, non-officers and technical non-officer had been involved in on-the-job training. Majority have been involved in specialized training in case of technical officer.

6. Need of Training is identified by informal inquiry with employees. The practice of conducting formal need assessment survey is lacking in the firms surveyed. Out of them, 78% administrative officers, 59% non-officers, 48% technical officers and 70% technical non-officer are satisfied with assessing training needs and remaining are not.

7. Most of administrative non-officer, trade unions help their career development. But most of the others trade union activities never help their career development. All of the respondents view that trade union activities have focused on greater job security, better working condition and influencing political power. Minorities have viewed on higher compensation and influence in work rules. Of them, 57% administrative officers, 68% non-officers and 48% technical officers and 61% non-officers are satisfied with Trade Unions activities.

8. Human Resource Department is a leading and more functional department in NT. In view of employees, management is moderately proactive in developing human resource in their organization, although most of the administrative or technical officer or non-officer viewed about the HRD function should be done by either HR department or HR or Training shared in the next three to five years.

9. Majority of administrative or technical officer or non officer have been unfamiliar with most of HRD practices like Executive and supervisory/ management development, Professional skill training, Technical/ job instruction and coaching, Sales and marketing training, Customer service

training, New employee orientation, Health and safety training, Organizational development consultation. In the view of respondents, they need more HRD practices as far as possible.

10. So far as the training is concerned, it is observed that 83% administrative officer and 64% non-officer employees are trained, and 68% tech-officer and 58% non-officer are trained in the beginning of past years in the NT according to the received data. Even though 82% administrative officer and 77% non-officer employees are trained, and 92% tech-officer and 94% non-officer are extremely in need of further training and management development programme.

11. This study shows that some trained employees are not utilizing their skills in the present job. In the view of majority respondents, training help for either promotion in the job, increase the performance, provide job related knowledge and skills or career development. Employees say without training and development program it is not possible to get its objectives in time properly.

12. The existing selections criterion for training to the employees of NT seems to be a matter of dissatisfaction among the employees at non-officer level. But officer level employees are satisfied. The study manifests that there is a need for new selections criteria for training in the NT. Unlike the existing criteria, the employees preferred to have job performance as a first priority, then seniority and recommendation of concerned head and academic qualification respectively.

13. Majority of respondent view, that they are satisfied with their job because of the job securities and personal contribution to the organization's performance. Minority of the view, that they are not satisfied with their job because of no opportunity for carrier development, no good promotion policy, and no reward and punishment system in the organization. According to the view of the administrative officer, majorities are not seeking for better job opportunities but remaining respondents majority are always seeking for better job opportunities. Respondents' view about the satisfaction of their immediate superior has been found as only medium level. About nepotism and favoritism in Nepal Telecom is medium i.e. they accept neither low nor high.

14. In the study, most of the employees expressed their satisfactions regarding the training policy and practices, courses and methodology used in the training programs. Most of the administrative officers and technical non-officers are satisfied. With the existing training system however, technical officer and administrative non- officers are less satisfied. They viewed that training should be designed according to situation and time. The training system should be modernized according to the change of global telecommunication environment.

15. The general awareness of employees regarding the job rotation and transfer seems to be less satisfaction. Promotion practice in the telecom is not fair. Transfer policy is not fair. It depends on power rather than job performance, qualification and fair employees. The political parties' interference is increasing in the promotion. There is no explicit policy and practice regarding the job rotation and transfer. But they are all aware about the positive impact of job rotation and transfer. Majority of employees are not aware about the job rotation and transfer policies and practices.

16. The general awareness of employees regarding promotion policy seems to be satisfactory. The development of promotions system is also favored by most of the respondents. But the practice of job promotion doesn't seem satisfactory. The perception of officer and non-officer for promotion is not significantly different. Thus, they have got negative impact of existing promotion policies and practices in NT.

17. Unstable Nepalese political environment affected the HRD policies and practices in the organization. According to the perception of respondents, instable political effect to NT had been neither greater nor lower. It is moderate. Working condition about occupational safety and health working environment is neither good nor bad.

CHAPTER-V

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the state of the whole research process, its prospect as consequence. As the study is carried out to assess the role of existing HRD policies and practices of NT, the whole research process is concentrated particularly on the examination of such HRD polices and practices of NT. These chapter summaries the study and presents summary, conclusion and the main recommendation based on the whole study process and analysis of the data.

5.1 SUMMARY

Nepal Telecom is one of the prominent and most benefited companies of Nepal in service sector delivery. Nepal Telecom is completely technological organization. It has techno-earning revenue generating services. It is very tough task in continuous upgrading of newly modified technological changes in the country like Nepal. Despite this, Nepal Telecom is looking forward to change in technical advancement as much as possible. The main objective of the study is to examine the existing HRD policies and practices of Nepal Telecom

HRD is one of the key factors of every organization. Particularly, the training and development system is one of key factors of HRD. Training enhances skills, job performance and ultimately career development of employees. NT needs highly competent, efficient and result oriented employees. It can be achieved only by initiating sound HRD policies and practices.

This is "A case Study Research" where "Description Method" is followed. Data are collected from primary as well as secondary resources, which are taken from the NT. In the first chapter, the background and need of the study, HRD for organizational development of the company is presented.

In the second chapter, the review of literature is made. This chapter briefly deals with conceptual frameworks of the study and review of thesis.

In the third chapter, research design, data collection method, sources of data, populations and samples, data collection procedures, technique of data analysis are presented.

The fourth chapter examines the existing HRD policies and practices and its effectiveness in NT and promotion policies, job satisfaction and job rotation and transfer policies and practices etc in NT have been identified and systematically presented. In NT, there are 10 departments and 8-directorate services to achieve its goals.

Officers have many job responsibilities. They are decision makers and do work independently. They have many challenging task at present in their job. But non-officer has not more responsibilities than officer. Top officers or officer employees give non-officer main task.

The training program provided by Telecom Training Centre (TTC) for their employees to develop and conduct training courses to meet the requirement of human resources for smooth operation and maintenance of telecom - network and services of **Nepal Telecom**. TTC separate department in the NT is located in Babarmahal, Kathmandu. It has special task for training and development, which is managed by top level officers of NT.

The impact of the training and development is on job performance, promotion and career development of the employees. Promotion is one of the important aspects of HRD. It also plays a vital role on the motivation of employees. According to employees, present promotion policy is satisfactory. So far job rotation and transfer concerned with nature of job and geographical experiences. It also helps for promotion of employees.

5.2 CONCLUSION

NT is apex Telecommunication service provider of country. It has so many economic responsibilities for the nation. So it has been making or developing many economic policies and practices in telecom.

HRD is one of the important factors of NT to run smoothly as well as effectively. NT has developed HRD policies and practices. Employees are assets of every organization. Without developing their career, organization cannot run smoothly and cannot get organizational objectives effectively. To

achieve its objectives, Nepal Telecom has HRD department. Nepal Telecom provides training and career development programs to their employees. NT has established the Telecom Training Centre (TTC). The Telecom Training Centre provides internal training for the telecom employees.

The training and management development was not so practicable to work in the job. It was mainly theoretical base. Therefore it was not so helpful for the job performance in respondents felling. The quality of training programs was improved than in the past. But the employees were moderately satisfied with such trainings. They want scientific, practical (not theoretical), long duration training in the Telecom. The practice of human development research is very weak and it should be enhanced for the achievement of its objective in desired time.

The impact of training and career development program was positive on the respondents view. They were less satisfied in existing telecom training program, job rotation and promotion policies and practices of the telecom. They hope for better in the coming year. The training and development, job rotation and promotion policies and practices were extremely necessary for the employees. It helps to employees to develop their career and to motivate them for their well performance to do jobs properly. The majority of officers and minority of non-officers are more satisfied in existing telecom training and development policies and practices, job rotation policies and practices and promotion policies and practices. According to respondents view NT has satisfactory training and management development programme. In the officer viewed that they more satisfactions telecom training and development but non-officer express that they are less satisfactions telecom training and development system. They want to change its training and development system according to change of world telecom environment. It should be job oriented, equal participation, regularly training system and increase in training period.

Job rotation and transfer policies, promotion policies are satisfactory for the entire telecom respondent's view. They are less satisfied on its practices. The telecom provided internal and external trainings, it provides on-the-job, off-the- job training and other different specialized and job related training. In the conclusion, the NT is not only a top telecom service provider but also well managed organization of the country. Its personal HRD policies and practices are better than other organizations. In overall, the telecom employees are satisfied in existing HRD policies and practices.

5.3 RECOMMENDATIONS

The main Recommendations of the study are as follows:

1. One of the key factors of HRD is training and career development for the employees. The need of the training should be on the basis of nature of work.

2. Administrative and assistance level were provided lesser opportunity than technical officers in International training programme. In coming year, opportunities of International Training programmes should be equally provided.

3. Training is not based on the scientific needs of the employees. There is need for training policy review to adapt with changing world telecom environment.

4. The selections criteria of training should be clear and transparent. There should not be any interference by Department Chief or Personal Administrative Department Chief or any other committee. It should be based on employees' current job performance, academic and specialized qualification and interest of employees.

5. NT should provide equal opportunity to all the training and management development programmes. The training program should be categorized into short-term and long-term to all staff as per their requirements, interest and nature of work.

6. HRD function should be done by collaboration of HR department and training department in next three to five years.

7. Job rotation and transfer practices should be based on job performance qualification, training and interest of employees. Job rotation and transfer practices should be based on "Right man in right place at right time" policy.

8. The promotions policy and practices should be systematic, periodical, scientific, transparent and practicable.

9. NT Should familiarize and provide equal opportunity to all of the employees according to need, their job performance and knowledge about

HRD practices like Executive and supervisory/ management development, Professional skill training, Technical/ job instruction and coaching, Sales and marketing training, Customer service training, New employee orientation, Health and safety training, Organizational development consultation. They need HRD practices as far as possible. They want systematic, periodical, scientific, transparent and practicable.

10. Trade union not only focused on employee's rights and in accessing the given facilities and opportunities but it should focus on improving HRD practice and improve on quality of work life in the organization.

11. Nepotism and favoritism in Nepal Telecom should be completely avoided as far as possible.

12. As we know there are both external and internal environment, which directly affects the function of any organization. So as far as applicable, external environment like political crisis and other governmental policies should be determined in early stages through research and development activities so that their hamper can be minimized.

13. Occupational safety and health should be prioritized top in NT for the creation of better working condition.

14. There is an urgent need for systematic Human Resource Development practice substantiated by precise policy framework and objective oriented programs in order to keep pace with changing environment.

15. The practice of human development research in NT is very weak and it should be enhanced for the achievement of its objective in desired time.

16. Every HRD activities should not be done on basis of sources and forces.

□*THE END* □

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APPENDIX

Human Resource Development in Nepal

(A Case Study of Nepal Telecom)

Dear Sir/ Madam/ Miss,

I am conducting a study Title **Human Resource Development in Nepal** (A Case Study of Nepal Telecom) as partial fulfillment of the requirement for the Degree of Master in Business Study (MBS) from T.U. I shall be very grateful if you could kindly respond to these questionnaires. I can assure you that information given by you will not be misused and used only in my thesis. Your kind co-operation in this regard will be highly appreciated.

<div align="right">

Thank you.
Yours faithfully
</div>

<div align="center">

Kamal Nepal
MBS-II Year (TU Regd: 7-1-309-04-97)
Tribhuvan Multiple Campus
Tansen, Palpa
</div>

1. Personal information
a. Name:……………………………(Optional)
b. Sex: Male: [ ]   Female: [ ]
c. Age: [ ] years
d.   Working   place:
Department:………………………Section:……………………
e. Qualification:…………. f. Post: …………… g. Level: …………….

2. Your service period:
a. 0-5 years   [ ]
b. 6-10 years   [ ]
c. 11-15 years   [ ]
d. 16-20 years   [ ]
e. Above 21 years   [ ]

3. Nature of service:

a. General: [ ]
b. Administrative: [ ]
c. Technical: [ ]
d. Specific: [ ]
e. Others: [ ]

4. Are you familiar with these typical HRD Practices? *(Multiple Choices).*
a) Executive and supervisory/ management development [ ]
b) Professional skill training [ ]
c) Technical/ job instruction and coaching [ ]
d) Sales and marketing training [ ]
e) Customer service training [ ]
f) New employee orientation [ ]
g) Health and safety training [ ]
h) Organizational development consultation [ ]

5. Do you think Training/ Management Development is necessary for your job/ duty?
a. Extremely necessary [ ]
b. Moderate necessary [ ]
c. A little bit necessary [ ]
d. Not necessary [ ]

6. Does the Training and Management Development programme help your Career Development?
a. Yes [ ]
b. No [ ]

7. Are you aware about training policy and practices in NTC?
a. Yes [ ]
b. No [ ]

8. Have you been selected in any Training or Management Development programme?
a. Yes [ ]
b. No [ ]

9. Are you selected International Training programme?
a. Yes [ ]

b. No [ ]

10. What type of Training programs did you attend?
a. On-the-job training [ ]
b. Off-the- training [ ]
c. Specialized training [ ]

11. Is there any practice of assessing training needs?
a. Yes [ ]
b. No [ ]
12. How you have been selected for training?
a. Department chief's recommendation [ ]
b. Department supervisor's recommendation [ ]
c. Personal approaches [ ]
d. Personal administration departments [ ]
e. Competition [ ]
f. Performance appraisal [ ]
g. Others…………………………………

13. How did Training help you?
a. Promotion in the job [ ]
b. To increase in the performance [ ]
c. Job related knowledge [ ]
d. Carrier development [ ]
e. All above [ ]

14. Are you satisfied with Trade union activities in your organization?
a. Yes [ ]
b. No [ ]

15. Do Trade unions help you to attend Training program and Career Development as well in your organization?
a. Yes [ ]
b. No [ ]

16. Mainly Trade Union activities have focused on:
a. Higher compensation [ ]
b. Greater job security [ ]
c. Better working condition [ ]
d. Influence work rules [ ]

e. Obtain political power [ ]

17. Who should own these functions in the next three to five years, given conditions in your organization or industry?

Descriptions	HR	Training	Shared	Neither
Recruitment and selection				
Training and development				
Human performance improvement				
Executive and leadership development				
Performance management				
Compensation				
Benefits				
Succession planning				
Coaching and feedback				
Career development				
Credentialing				
Overall talent management				

18. Do you feel about nepotism and favoritism on HRD (Training, promotion, job transfer or overall management) practices?
a. Yes [ ]
b. No [ ]
If yes
i. Low [ ]
ii. Medium [ ]
iii. High [ ]

19. Are you satisfied with your job?
a. Yes [ ]
b. No [ ]

If yes what are those factors
a. Personal contribution to the organization's performance [ ]

b. Assignment of challenging task [ ]
c. Working condition [ ]
d. Job securities [ ]
e. Others [ ]

If no what are those factors
a. Lack of welfare facilities [ ]
b. No opportunity for carrier development [ ]
c. No good promotion policy [ ]
d. Reward and punishment system [ ]
e. Others [ ]

20. Are you seeking for better job opportunities than in NTC?
a. Yes [ ]
b. No [ ]

21. Are you satisfied of your immediate Boss (superior)?
a. Highly Satisfied [ ]
b. Moderately satisfied [ ]
c. Low satisfied [ ]
d. No satisfied [ ]

22. Is there job rotation policy with NTC?
a. Yes [ ]
b. No [ ]

23. Are you satisfied with existing job rotation policies and practices?
a. Yes [ ]
b. No [ ]

24. Are there promotion policies in NTC?
a. Yes [ ]
b. No [ ]

25. Are you satisfied with the existing transfer policies and practices?
a. Yes [ ]
b. No [ ]

26. Are you satisfied with the existing promotion policies and practices?
a. Yes [ ]

b. No [ ]

27. Has instability in Nepalese political environment been affecting the present HRD policies & practices in your organization?
a. Highly effected [ ]
b. Moderately effected [ ]
c. Low effected [ ]
d. No effected [ ]

28. How do you feel, the condition about occupational safety and health-working environment for you in your organization?
a. Highly Satisfied [ ]
b. Moderately satisfied [ ]
c. Low satisfied [ ]
d. Not satisfied [ ]

Thanks for your kind attention and providing me of your valuable time.
…………………………..... …………………………

Signature of Respondent Signature of Interviewer
Date: ……