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**OWD
HUMAN RESOURCE DEVELOPMENT
POLICY**



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In joint venture with



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HUMAN RESOURCE DEVELOPMENT POLICY



Odisha Works Department

Human Resource Development Policy

1 Preamble

The main objective of ODISHA WORKS DEPARTMENT (OWD) is to develop and maintain an extensive road network in the state, formulate policies and make comprehensive plans for the infrastructure sector, which is a major pre-requisite for economic development. Above all, good roads improve the accessibility of the rural areas to markets and facilitate better delivery of services. Therefore, the Government strategy in this sector is to provide all weather road linkages to rural settlements. OWD also has an important role of constructing and improving buildings in the State. Construction of new building/maintain the existing one and above all planning for the upcoming building projects is carried out through long term master planning or developing short term strategies.

State Government has assigned OWD public works such as construction of roads, bridges, cross drainage works, buildings including public health etc. This involves planning, design, engineering, procurement, construction, operation & maintenance, management of personnel & finance, revenue collection etc., each a critical task in its own right.

Trained manpower is required at every stage of the above mentioned tasks. OWD considers its human capital as one of the key resources. With time, Human resources have assumed strategic importance in the achievement of organizational growth and excellence. Regular updating of skills and knowledge of the employees with the advancements taking place in respective areas is essential to achieve better productivity, efficiency and sustainability to make OWD a successful modern contemporary organization.

In view of the increasing consciousness as well as expectations of people, OWD officials need not only be proficient in engineering tasks but equally as good managers, administrators in public relation domain. It is therefore necessary to upgrade the competencies of every official of OWD irrespective of his cadre and discipline in a systematic, formalized and coordinated manner. This can only be achieved through well organized training in technological, managerial and administrative areas besides stakeholder management. This should tone up the efficiency, effectiveness and economy of operation of the department in general, which should ultimately lead to provision of quality 'infrastructure sector' services on a sustainable basis to support and ensure higher productivity at the field level.

1.1 OWD Vision

Example Statement 1 - "To Provide and Expand Quality Infrastructure for Adequate, Equitable and Reliable provision of Road Network in an Efficient, Effective and Economic manner for Promoting Sustainable Economic Development and Reduce Poverty."



Example Statement 2 - "In the roads sector, Government of Odisha is aiming for more effective capabilities and performance, to provide improved services to road users and thereby facilitate the state's economic development."

1.1.1 OWD Human Resource Management Vision

Example Statement - "To attain Organizational excellence by developing and inspiring the intrinsic potential of OWD's human capital and providing opportunities for professional growth, innovation and enrichment."

1.1.2 Human Resource Development (HRD) Vision

Example Statement - The HRD vision emanating from the vision statement of OWD is to develop world-class human resources in the 'infrastructure sector' through continuous training and learning to make OWD a flexible, stakeholder centric and a learning organization.

1.2 Human Resource Development Philosophy

The HRD philosophy emanating from an envisioned OWD refers to holistic development of employees through components like:

- Induction of strong human values
- Building learning and motivating environment
- Equipping employees with the latest technical & managerial techniques and tools
- Developing employees for multi-tasking
- Attitudinal change process
- Optimum utilization of human resources
- Customer/stakeholder service orientation

1.3 Human Resource Development (HRD) concept

Human Resource Development is the integrated use of career, organization, training and development efforts to improve individual, group and organizational effectiveness. HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning interventions. Units within organizations use HRD to initiate and manage change. HRD ensures a match between individual and organizational needs.

Within OWD, it is the STAFF who make things happen. If staff have to make things happen, they need a set of 'circumstances' to make them happen. However, it is the staff who create 'circumstances' that can help them and others to make things happen. HRD is the process of enabling OWD Staff to make things happen.

It deals both with the process of competency development in staff and creation of conditions (through policy, programmes and other interventions) to help them apply these competencies for



their own benefit and for that of others. There are many things included and implied in such a definition of HRD. These are now briefly explained.

Human resource development in an organizational context is a process by which the staff of are helped, in a continuous and planned way, to:

- Acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.
- Develop their general capabilities as individuals to discover and exploit their own inner potentials for their own and/or organizational development purpose.
- Develop an organizational culture in which supervisor-subordinate relationships, teamwork, and collaborations among sub-units are strong and contribute to the professional well being, motivation, and pride of employees.

HRD is a process, not merely a set of mechanisms and techniques. The mechanisms and techniques such as performance appraisal, counselling, training, and organization development interventions are used to initiate, facilitate, and promote this process in a continues way. Because the process has no limit, the mechanisms may need to be examined periodically to see whether they are promoting or hindering the process.

OWD can facilitate this process of development by planning for it, by allocating organizational resources for the purpose, and by exemplifying an HRD philosophy that values human beings and promotes their development.

Human resource development process is essential for-

- implementing a new policy / new strategy
- effecting organisational change by developing a proper climate in the organisation
- changing an organisation's culture in sync with external environment
- preparing employees to respond to solving specific / organizational problems
- implementing 'technological change' based training and competency development

2 Policy Guidelines

2.1 Objectives

The objectives of the policy are to:

- Make learning one of the fundamental values of the staff in OWD
- Make performance improvement an essential requirement in every sphere of work within OWD.
- Ensure value addition through HRD strategy to the overall business process
- Institutionalize learning opportunities that supplement work experience



- Integrate organizational and individual developmental needs
- Enable employees to keep abreast with the latest knowledge and skills and enable them to undertake current and future responsibilities in a more effective manner.
- Provide linkages of training activity with overall HRM function

2.2 Coverage

The HRD Policy shall cover all regular employees of OWD and affiliate organizations.

3 Human Resource Development: a Strategic Approach

Four (4) Pillars of Profound Knowledge

- Appreciation for a system: Organizations are interactive systems, and must be managed as systems. Management's role is to strive toward organization of the enterprise as a whole.
- Theory of variation: Variation is always present. The key is not in measuring it, but in understanding what is causing it; not to judge or blame individuals, but to improve the system.
- Theory of knowledge: Management's job is prediction. Prediction is based on knowledge. Knowledge is built on theory. Experience without theory teaches nothing.
- Some Psychology: Knowledge of individual and group psychology is needed to nurture and preserve innate desires of people to learn, to create, to contribute, and to take pride in work.

The shift in value from tangible assets (property, plant and equipment) to intangible assets (brands, intellectual property, people) has been evident for some time in many progressive organisations, the world over.

The intangible assets include services, particularly innovative services, level of integration into the organisation, human resource capability, level of success in collaboration and partnership with targeted stakeholders, and how responsive and proactive the staff and the services are to the needs of the service users.

Furthermore, different stakeholder groups have different expectations which may contradict each other from time to time. The concept of value is a function of expectations which is a relative concept and changes over time.

A well-prepared and motivated workforce is possibly the most important of the three intangible assets to support an organisation's value creating processes. The other two are information/technology capital and organisational capital. According to Peter Drucker 'The most valuable asset of a 20th century company was its production equipment. The most valuable asset of a 21st century institution will be its knowledge workers and their productivity' (Drucker 1999, p79). The human resource capital along with the other three intangible assets underpins all activities, ranging from management of internal processes and operations, funding, budgets and services.



The continuum - from formal training to the learning organisation: The nature of work has changed considerably and will change even more rapidly for two reasons:

1. The structures of organisations have become fluid and will be even more fluid, giving more flexibility both vertically and horizontally, eliminating the tight demarcation around job boundaries.
2. The shelf-life of equipment and software systems and consequently skills needed to operate them becomes obsolete at an ever increasing rate;

Until recently, the focus when hiring has been more on skills, rather than on attributes like strategic thinking, flexibility, adaptability and commitment to lifelong learning. There is a growing trend now to 'hire for attributes and then train for the skills'. The need to hire staff with abilities such as flexibility, adaptability, leadership potential and learning agility is increasingly recognised. Individual workers will be expected to become lifelong learners and take more responsibility for their own development.

This shifting of responsibility for learning, from the organisation to the individual impacts on the role of managers and staff development officers who are increasingly expected to take on the role of mentor, resource provider and facilitator rather than that of direct trainers.

The process of bringing in such changes to OWD to keep alive the principles of training and development, all related initiatives need to be integrated. Hiring, orientation, communication, performance reviews, and rewards and recognition are interrelated and therefore should be linked to each other and to the training and development programs.

It requires creation of an environment within the organisation to ensure these happen, in other words a "knowledge-based organisation" equipped to deal with the constantly changing environment.

The skill gap has the potential to create obstacles to the introduction of new, more effective and efficient work practices and new services dependent on using higher levels of information and communication technology.

For the Policy makers and top management at OWD, the areas to be focused on to embed the change processes included:

- Identification of critical activities of strategic importance
- Identification of positions to match the activities
- Creation of new descriptions for strategic positions including identification of critical skills for these positions
- Regular round table meetings with groups to elicit feedback about services and to allow all staff to interact with them in an informal setting
- Creation of job descriptions as well defined as possible



- Implementation of flexibility in the deployment of staff across functions and locations
- Recruitment, induction and training of appropriate staff
- Introduction of a new Review system
- Specific training in using the Review system for all staff as well as a separate one for supervisors
- Workshops on change management and service for all staff
- Planning and implementation of a staff development and training program for all staff.
- Annual Planning Day where all staff participate as a follow-up to the Annual Change management workshop.

Development of human resources lies at the core of the knowledge-productive Organisations. The process will inevitably involve participation of all employees in developing the knowledge of the organisation.

The survival and success of OWD will increasingly depend on its ability to ensure that it is “smart” at all levels rather than only at the top. The challenge of creating and sustaining ‘smart’ organisations with ‘smart’ people at all levels is probably greater now than it has ever been.

A great deal exists in the literature about the provision of staff development and training as investment for organisations. *Staff development and staff training are parts of the bigger concept of human resource development (HRD).* Training is just one possible way to organise and implement learning processes in organisations and not always the most effective one. HRD encompasses the broad set of activities that improve the performance of the individual and teams, hence the organisation. Training and development have come to be viewed as *lifelong activity*, rather than the front end acquisition of qualifications. As a result, the focus of concern has shifted from what the trainer does, to what the learner requires. The ultimate aim of the training and development process has been characterised as the creation of the learning organisation, constantly reviewing its mistakes and successes and adapting its activities appropriately.

As part of the overall “OWD - Human Resource Development Strategy”, policy action is needed on seven strategic fronts and plans developed thereof, viz.

3.1 Communications Strategy

In today’s changing scenario, it is essential to educate and train employees about every ‘change’.

3.2 Quality Strategy

Quality needs to be fostered in the employees through training and development to bring in Total Quality Management.



3.3 Entrepreneurship Strategy

Every employee needs to be an independent entrepreneur, who can generate ideas and bring them to reality by using the existing resources and support the organization to create innovative and creative services.

3.4 Culture Building strategy

Organization's valuing its employees have a sustainable competitive edge because employees are highly charged, motivated and committed.

3.5 Accountability And Ownership Strategy

Employee's accountability and ownership leads to higher productivity.

3.6 Learning Strategy

Continuous development and learning environments promote self development of employees, of self and by self.

3.7 Systematic Training Strategy

The planning and organization of formal on-job training and off-job training leads to improving vital employee characteristics, build and sustain appropriate work culture and brings in more professionalism in their action.

4 Human Resource Development (HRD) Strategy implementation

HRD Strategies are a plan that defines how the human resources would be utilized through the use of an integrated array of organizational development, training, and career development efforts to achieve individual, organizational objectives.

The following narrative briefly describes how each of the seven individual strategic components of the overall HRD Strategy to be adopted within OWD can be implemented.

4.1 Communications Strategy

Communication does not "just happen." Effective communication requires effective strategy - a coherent plan of action; a 'plan' detailing how information and issues are presented in order that people will understand and respond to them.

To be effective, the strategy must take three factors into account simultaneously:

- Goals and objectives;
- Operational constraints and imperatives- things one must do and things one cannot do;
- Pertinent conditions in the environment.



For each set of Communications to be effective and efficient, 8 steps have to be followed:

- Step 1: Identify the planning framework to be developed and its objectives
- Step 2: Define SMART (Specific, Measurable, Agreed to, Realistic, & Time bound) communication objectives and solutions for each target group
- Step 3: Define the communication message for each objective
- Step 4: Develop the communication channels
- Step 5: Allocate a budget
- Step 6: Develop the communication materials
- Step 7: Implement communication activities
- Step 8: Monitor and evaluate the impact of the communication strategy

4.2 Accountability and Ownership Strategy

Success requires the concentrated effort and support of everyone in an organization like OWD. The entire work force must be accountable, not only to management, but also to each other.

Accountability throughout the entire organization is critical to its success or failure. All executives, managers, supervisors and, even support staff, are responsible for the final outcome.

Since any effort is only as strong as its weakest link, the progressive organization depends upon and enhances the ability of its people to work together and to share accountability to achieve its short and long term goals. Accountable organizations are productive because staff work together with a shared vision toward a common goal.

The challenge for organizations is to communicate the importance of accountability, as well as to create an acceptance of the concept. Today, this is often referred to as "buy-in." Unfortunately, sometimes employees and managers don't fully understand its meaning. In simple terms, accountability means that employees will do what needs to be done, do it well, and will ultimately take ownership for their role in the process. In essence, they will act as though it is their organization and will routinely practice "entrepreneurial thinking." They will work together as a team, are supportive of one another, and display initiative beyond their job description. Most important, they will work together for the betterment of the organization; they understand that they not only answerable to management for their performance, but also to each other. They hold their colleagues accountable for their attitudes as well as to the people they serve.

4.2.1 The Rules of Accountability

- I. Define the meaning of accountability to all staff and ask them what it means to them.
- II. Clarify the areas in which people will be held accountable. Expectations must be stated in a specific and clearly differentiating manner. To accomplish this, you must define precisely whatever old behaviors or attitudes must be abandoned, Then, define precisely what new behaviors must be exhibited on a consistent basis.



- III. Be prepared for confrontation and conflict. Many managers prefer to avoid making their subordinates (and themselves) uncomfortable. Failure to confront poor performers or people with negative attitudes can stifle productivity. If people are not held accountable for their job responsibilities and their interaction with managers, and co-workers, service excellence cannot exist.

Following are the basic guidelines for assuming an "accountable" attitude:

Actions of an accountable leader:

- Take *responsibility* for positive results
- Communicate the vision, mission, strategy, values and goals
- Implement change necessary for survival and success
- Take ownership to handle and solve problems
- Consistently seek ways to be a better leader
- Know that the self is liable for final results
- Consistently strive for a flawless experience
- Recognize and build talent

Actions of an accountable professional:

- Take the initiative to possess sectoral knowledge and superior technical skills
- Be a master of the services rendered and an expert in one's domain
- Work harder to build relationships
- Be a trusted advisor, and the "Go-To" person for the people served
- Take responsibility for the results
- Understand that, while the self may play the frontal role, others are working hard behind the scenes

Actions of an accountable staff:

- Support the organization and its various teams
- Participate actively on a day-to-day basis
- Ensure that one's voice is heard when issues arise
- Never assume a "not my job" attitude
- Look for opportunities to be creative in the job assigned
- Provide exceptional service to the team as well as to the people served

When establishing accountability, one will never succeed if staff are not made to feel valued by being treated well. Management must consistently model fairness, integrity, leadership, and concern. Unfair treatment destroys morale. Leadership team must be extraordinarily responsive to the needs of staff. In addition, the organization must do everything it can to help employees in their jobs. Treat them with respect and appreciate their efforts on a daily basis. That will be able to sustain the momentum needed to maintain a culture of accountability and service-excellence throughout the organization.

- Always follow through. Do what you say you will do, when you say you will do it.
- Always be aware of the big picture—OWD's goal.
- Take responsibility for self's attitude- towards colleagues, job, and people served.
- Organization needs ideas and creativity. Strive to show initiative beyond the job description.
- And finally, always treat others as would like to be treated by them.



4.3 Quality Strategy

ISO 8402-1986 standard defines quality as "the totality of features and characteristics of a product or service that bears its ability to satisfy stated or implied needs."

An essential idea behind strategic quality planning is that the product is customer value rather than a physical product or service. This feat cannot be achieved unless an organization creates a culture of quality and no strategy or plan can be worthwhile unless it is carefully implemented. For ease of understanding, salient aspect of quality are presented below:

- Eight attributes of quality
 - Performance
 - Features
 - Reliability
 - Serviceability
 - Durability
 - Conformance
 - Aesthetics
 - Perceived Quality
- Benefits of quality
 - Represents Stakeholders' wealth
 - Increased job satisfaction (by improved communication, involvement, better training, workmanship pride)
 - Users needs are better met
 - Improved relationship
 - Organizational image improved
 - Longer term relationships developed
- Without quality
 - Uninterested staff
 - Increased defects in services rendered
 - Drop in staff efficiency
 - No quality consciousness (why bother attitude)
 - Increased absenteeism
- Total Quality Management Requires
 - Top management commitment
 - Continuous improvement
 - All functional areas have to be covered
 - Long-term commitment
- Total Quality Management Implementation Requires
 - Top level strategy with management support
 - Steering Group
 - Group based improvement (quality circles)
 - Continuous improvement (Kaizen)
 - Success recognized
 - Training, lots of it & continuously
 - Documentation (Examples of formats ISO 9001)
 - **Plan-Do-Check-Act**
 - Decide what's to be done – write a plan
 - Carry out the tasks at hand on the plan



- Check the work! Do the plan and the action taken match?
- Take action on the differences, improvements, and modifications.

4.4 Culture Building strategy

Culture's impact on Organization's results isn't accidental; in fact, for culture to have an effect, it must be intentional.

Culture in its simplest definition is "the way things really get done" within an organization—from how people write emails, to how leaders reward (or ignore) accomplishment, how a company relates to its stakeholders, and how decisions are made



Culture within organizations evolves based on needs, influences and leadership, and is consistently a key factor in its function—or dysfunction. It is how organizations ensure the alignment of their purpose and mission to their strategy and vision, and use inspiration to cascade their core values into specific leadership behaviors.



Only when observable leadership behaviors are identified, communicated, measured, tracked, managed and integrated into the business processes and talent management systems can an organization evolve on its cultural journey.

Leaders, recognize that by shifting from governance to leadership they can inspire principled performance in people, no longer simply relying on rules to achieve organizational success. Making this leap requires leaders to understand the evolution of culture and, even more important, how they can elevate their own culture to the next level.

There are essentially four categories of culture:

1. Anarchy and lawlessness, typical of ancient village management;
2. Blind obedience, characterized by early industrial-age factories, largely unskilled laborers and industrialists who ruled with an iron hand;
3. Informed acquiescence, a rules-based command and control method popularized in the 20th century; and
4. Self-governance, which operates on a common set of values and beliefs.

While rules-based cultures have been popular because they are efficient, predictable, controllable and scalable in top-down organizational models, the fast-evolving state of technology and globalization has pushed self-governance to the forefront of effective cultures. In an era of frequent, intense and unpredictable crises and one in which we are all ethically interdependent, effective culture demands agility and unimpeachable integrity; rules can no longer cover this ground.

If organizations intentionally create a sustainable culture, promoting values-based self-governance, people will judge them as much by how they function as by what they produce or provide. In a culture of self-governance, employees make decisions and take actions not because the rules tell them to, but because they believe in the interconnectedness between themselves, the organization and the greater world beyond. That their decisions and actions are in the best interest of a broad range of organizational stakeholders, including leadership and the communities in which they function is to the greater benefit of all, and ultimately serves to reinforce the underlying values of the organization.

To implement the 'Culture Building' strategy' for shaping the existing culture within the organization it is important to accept that disappointing results, new leadership or a restructure often reveal areas where culture is ineffective. Through change management—highlighting successes and addressing areas that need improvement—culture building strategy become aligned. And to do so -

- **First:** Identify gaps, barriers and successes in existing culture; identify where mission and values do and do not support goals; identify scalable models within the organization for each of the five How dimensions.
- **Knowledge:** Create/enhance transparency; eliminate opaque or secretive practices; open new knowledge sources, create new communication venues.
- **Behavior:** Build or enhance trust systems; encourage and value vigilance; promote sense of greater good; empower and invoke accountability.



- **Relate:** Create social contract; evaluate and enhance learning and growth; create mutual collaboration; trust and verify.
- **Recognize:** Evaluate and strengthen communication venues; reward achievements and chance-taking and communicate throughout the organization; reward those who further the mission and goals of the organization; create success models of intrapersonal and cultural alignment; personal satisfaction and peer acknowledgement will develop.
- **Pursue:** Evaluate and embrace legacies; envision and create the path forward, communicate how each unit contributes to overall goals; lead and transcend marketplace; create alignments to achieve a greater good; encourage proactive and preventive action; think long-term.

4.5 Entrepreneurship Strategy

The value of the Entrepreneurial Strategy is that it promotes ownership among those entrepreneurs within the organization to take lead and carry along other staff in their respective teams.

To evolve such a strategy, the first key element is a mandate for growth or transformation accompanied by a vision that points in the general direction.

The second crucial element of success for such a strategy is the focus on setting specific entrepreneurship objectives. Each objective can add value, but their respective difference has to be studied carefully - what types of people, capabilities and processes would the organization require in each instance.

The third element is also extremely important in shaping the entrepreneurship strategy. The most often mentioned elements shaping innovation are constraints and gaps derived from factors internal to the organization and external influences. These included:

- Internal Structure and Culture
 - Divisional or Functional Unit Autonomy
 - Divisional or Functional Unit Diversity
 - Corporate culture and history with collaboration and entrepreneurship
- External Environment
 - Level of turbulence in the Organization's core functional areas
 - Breadth or intensity of technologies underlying offerings
 - Capital requirements for commercialization of new business models
 - Regulatory restrictions on commercialization of new business models

Five independent variables which need to be kept in mind when developing the Entrepreneurial Strategy

- 1) Autonomy
- 2) Innovativeness - innovation, is defined as the creation of something new and different
- 3) Risk Taking - defined as the probability of major financial loss
- 4) Pro-activeness
- 5) Competitive Aggressiveness



4.6 Learning Strategy

Learning strategies are not just about what employees need to learn, but about why learning is seen as important and how learning will take place. So learning strategy has several dimensions, of which learning priorities at any point in time may not be the most fundamental or long-lasting.

Dimensions of Learning Strategy

- WHY does learning matter?
- How will learning improve the organisation?
- What is the learning deal for employees?
- WHAT should learning focus on? And how do these priorities align with business needs?
- HOW will learning be facilitated?
- What methods will be used?
- How will learning be accessed?
- WHERE does responsibility for learning sit - corporate, divisional, regional, functional, or local?
- WHO supports learning? The nature of the learning function and the resources it calls on.
- How will we measure the impacts of learning?

A big shift in thinking from a focus on delivering training (input) to learning at work (process) and its impact on performance (output) has to be accepted. A serious attempt by learning leaders to align learning priorities with business needs has to be made. This takes place both through personal discussions with executives and through formal structures such as Training Committees at various levels.

A shift in learning interventions can be noticed world over for most staff towards shorter and more modular formal training, increasing provision of e-learning modules and other resources via computer access - with greater reliance on on-the-job coaching from the line manager.

However, it may be noted that technical training is still important and being given due attention. External regulation in many sectors is increasing the emphasis on specific, and assessed, technical or job-specific knowledge. A desire to offer more experiential learning through projects, secondments, career moves, etc, and more personal support - enriched feedback, coaching and mentoring, are examples of learning strategies. In practice this is quite resource intensive and usually only delivered to key groups such as managers and, sometimes, professional staff.

Learning is seen as a vehicle for culture change or supporting desired organizational values, often expressed through competency frameworks. Organizational learning is also linked with the idea of people sharing their knowledge in the workplace. Networking is being encouraged, often through 'communities of practice' for certain occupations or functions or groups addressing particular business issues. Although a fairly new idea, it looks likely to spread quickly, at least among knowledge workers. The training and development function is often being re-named with the word 'learning' somewhere in its title. It is sometimes being structured around the different kinds of activity described above and Organizational Development teams are emerging as a means of putting dedicated resource into such interventions.



4.7 Systematic Training Strategy

Training is a transforming process that requires some input and in turn it produces output in the form of knowledge, skills, and attitudes (KSAs). Training is a sub-system of the organization because all departments depend on training for their survival.

A System is a combination of things or parts that must work together to perform a particular function. An organization is a system and training is a sub system of the organization.

The Systematic Approach views training as a sub system of an organization. System Approach can be used to examine broad issues like objectives, functions, and aim. It establishes a logical relationship between the sequential stages in the process of training need analysis (TNA), formulating, delivering, and evaluating.

There are four necessary inputs i.e. technology, man, material, time required in every system to produce products or services. And every system must have some output from these inputs in order to survive. The output can be tangible or intangible depending upon the organization's requirement. A system approach to training is planned creation of training program. This approach uses step-by-step procedures to solve the problems. Under systematic approach, training is undertaken on planned basis.

The system model consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employee to perform their work to required standards. The steps involved in System Model of training implementation are as follows:

- I. Analyze and identify the training needs i.e. to analyze the department, job, employees requirement, who needs training, what do they need to learn, estimating training cost, etc. The next step is to develop a performance measure on the basis of which actual performance would be evaluated.

The objectives of training need analysis are to:

- Systematically identify developmental needs of employees
- Integrate the identified individual needs with Organizational needs
- Enhance relevance and acceptance of training programmes

Training Needs Analysis, in a systematic manner, shall be conducted once a year by the Training Cell in the Engineer-in-Chief office with or without the assistance from external professionals. Circle heads and CE's will communicate the training needs of the staff in their respective units to the training cell before 31st of December each year.

Training needs would be classified as 'Essential' and 'Desirable' along two time frames of short-term (for immediate job performance) and long term (for future job performance over the next 5 years).

The identified needs would be prioritized as under and would be addressed accordingly:



Priority-A	Essential short-term
Priority-B	Essential long-term
Priority-C	Desirable short -term
Priority-D	Desirable long-term

- II. Design and provide training to meet identified needs. This step requires developing objectives of training, identifying the learning steps, sequencing and structuring the contents.
- III. Develop training- This phase requires listing the activities in the training program that will assist the participants to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals & objectives.
- IV. Implementing is the hardest part of the system because one wrong step can lead to the failure of whole training program.
- V. Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

5 Policy implementation

5.1 HRD & Training Cell - Management & Monitoring

The management & monitoring of the 'HRD Policy' shall be done by the HRD & Training Cell headed by a Chief Engineer in the office of Engineer-in-Chief. The Chief Engineer will be supported by team of officers of the rank of Executive Engineers, both with-in the Cell as well as at the seven Circle levels.

5.2 Template Courses

HRD & Training Cell will design templates (with or without associating external professionals) for *Induction training, Personal Skills* training programmes like *Management Development Programmes, Basic Information Technology*, etc. for bringing about uniformity across OWD.

5.2.1 Programme for Career Growth

HRD & Training Cell shall arrange the delivery of these types of training (Post Graduate programmes) envisaged under HR policy for career growth. The selection of participants for such courses shall be based on seniority/those who are in the promotion zone. It will be based on requirements (type of training verses succession planning) in the H.R. Policy of the Department.



5.2.2 Event Calendar

HRD & Training Cell shall prepare an 'event calendar' based on the various HRD strategies described above. Specifically, a 'Training calendar' containing programme title, learning objectives, target participants, broad course contents, duration/dates, batch size, venue, programme coordinator etc. will be issued by March 1st of preceding year and placed it on OWD website. This shall also be communicated electronically to heads of all units up-to the level of Executive Engineer.

5.3 Coverage Target

OWD shall endeavour to provide a minimum of 15 days 'need based' training to at least 50% of staff in a training year to start with and this percentage shall increase progressively in subsequent years depending on the requirement.

5.4 HRD Budget

Adequate funds for activities under each of the seven strategies (3.1 to 3.7) shall be allocated. A minimum of 3 % of salary budget shall be provided initially, progressively increasing to a level of 5 % within the next five years.

6 Nomination of participants

6.1 Nomination Objectives will be

- To ensure that staff are nominated to training in areas which are relevant to their current/future responsibilities (and tasks) or specifically related to the identified personal "developmental" needs.
- To encourage equal opportunities to all staff irrespective of cadre, caste and gender.
- To achieve the target of 'Fifteen-training-days' per employee per training year (average).

6.2 Nomination Process

HRD & Training cell shall initiate the process of nomination 45 days prior to the start date of each training programme. The selection will be finalized by the competent authority and participant list prepared 15 days prior to the start date.

6.2.1 Information

The selected employee will be informed by the Training Cell directly telephonically, plus through electronic mail; additionally the information will be routed through her/his controlling officer. Nomination information should reach each participant, preferably, 5 days in advance in case of local programmes and 10 days in advance for out-station programmes.



6.2.2 Training for SC/ ST and Female Employees

HRD & Training Cell shall ensure that employees belonging to SC, ST and female categories are adequately and form 25 % strength of the nominated participants.

6.2.3 Authorities Competent to Nominate

External Programmes within India

Class I officers	E-i-C	Orders issued by HRD & Training Cell HQ
In respect of all other employees	Respective C.E.	Orders issued by HRD & Training Cell HQ

In-House Programmes

Class I officers	E-i-C	Orders issued by HRD & Training Cell HQ
Class II officers	Respective C.E. & C.E. Design	Orders issued by HRD & Training Cell HQ
In respect of all other employees	Respective SE / EE (Training)	Orders issued by HRD & Training Cell HQ

With a view to ensure that opportunities to attend training programmes are made available to maximum number of employees, the Training Desk at the office of each Circle as well as at the offices under E-in-C will periodically prepare a list of employees, cadre-wise, who have not attended any training programme or have not yet completed the target of 'ten-training-days' per employee per training year. Nominations shall generally be based on this list.

Nominations for a training programme from all Circles/offices shall be received by the Training cell within the time prescribed for further processing and finalizing.

6.3 Absence

Absence from the programme, for which staff has been nominated, will be allowed only on the basis of approval by the authority mentioned below, for reasons to be recorded:

Engineer-in-Chief	All Class I & Class II Officers
Chief Engineer concerned	All Class III & IV employees

Communication regarding inability to attend the programme should reach the HRD & Training Cell, with the approval of the notified authority, at least 5 days before the programme starts. However,



onus of finding a suitable replacement participant (in lieu of) lies with both, the nominated participant seeking leave of absence and the approving authority.

Where staff has been nominated but has absented himself or withdraws in the midst of the programme without giving adequate notice/reasons, the cost of the programme shall be recovered from the salary of the staff. All such cases will be processed in the HRD & Training Cell and approval obtained from Engineer-in-Chief. The number of instalments for recovering the cost will be decided by the Engineer in Chief.

7 Resource Selection Criteria

7.1 Agency/Institution

The selection of agency/institution should broadly be based on the infrastructure, facilities available, experience in managing similar type of training, quality and quantity of resource persons, location of the institution, past training history, financial status, fee structure etc. HRD & Training Cell will call for empanelment of such institutes and review the list every four years.

NOTE: In addition, efforts would be made by the training organization so as to maximise the use of internal resource persons from OWD.

There are a number of Central/State Government Training Organizations providing training without any training fee. However, before selection, they should be assessed from the perspective of quality of trainings delivered by them. The “zero” training fee, though considered attractive must be weighed against the direct costs (travel, per diem etc.) and “time” (indirect cost) of OWD officials.

7.2 Resource Persons

The broad parameters to be employed in identification of resource persons to implement each of the seven strategies shall include educational background, experience in the core area, total years of experience, types of programmes delivered, organizations served/being served as a resource person, level of participants trained, present location, training equipment (audio-visuals) used, familiarity with specific training methodologies, professional fees, project works carried out (if any), details of publications (if any) etc. HRD & Training Cell will call for empanelment of such resource persons and review the list every alternate year.

NOTE: To maximize the use of OWD Resource Persons, and to create an internal pool, it is suggested to conduct “Training of Trainers” programmes for staff interested in training/coaching function apart from their core responsibility. The programme must include topics like principles of adult Learning, Presentation Skills, Communication Skills, etc.



8 Honorarium

Honorarium for resource persons, both internal & external, for programmes would be regulated as per the guidelines framed by the HRD & training cell. Honorarium should be a respectable amount to attract effort by the recipient. Engineer-in-Chief would be the competent authority to approve the rates of honorarium.

9 Monitoring and Evaluation

The objective of evaluation will be to 'improve', building on present strengths and removing shortcomings for further improvement so as to measure the impact on job behaviour. Evaluation shall be done at three levels.

9.1 Pre-event evaluation

Pre-event assessment will be aimed at detecting and re-focusing the programme-design before the commencement of the programme to make it most suited for the participants. Programme provider shall review the design, content etc. in the light of the feedback obtained from the participants. The HRD & training cell will facilitate the evaluation for each event.

9.2 Programme evaluation

HRD & Training Cell shall seek participant feedback at the end of the programme, in the prescribed format covering course objectives, resource persons' performance, programme material, plus logistics, for undertaking modifications/improvements in future programmes.

Evaluation of the performance of Resource Persons as well as Implementing Agencies will be based on the participants' feedback. It is essential to assess their effectiveness in delivering quality programmes.

HRD & Training Unit will ensure that the feedback data from the prescribed format are linked to the payment of the Resource Persons as well as Implementing Agencies and the information is archived for future use.

9.3 Impact Assessment

It involves measuring the change in job behaviour of the employee based on the learning from the programme. Measurement indicators will be derived from the pre-defined programme objectives. Impact assessment shall be carried out after completion of a specified period as decided by the HRD & Training Cell.



10 Knowledge Sharing

Participants will submit a written report on 'lessons learnt' to the HRD & training cell, through their reporting officers, with-in one week of returning from the programme. Besides submitting a report staff shall be required to share the salient features of their learning with their colleagues by way of a short duration presentation. HRD & Training Cell and the Circle level Training Officer will provide necessary assistance in organizing the presentation session.

11 Entitlement Regulation (TA/DA)

TA/DA entitlements of staff shall be regulated as per the existing TA/DA rules of GOO.

12 Overseas Study Tours / Programme

12.1 Definitions:

- **Study Tours / Programmes** - Courses conducted abroad by International reputed agencies with a view to enhance managerial and technical competencies. This would also include pro-bono courses offered by international bodies.
- **Conferences, Seminars, Workshops:** Organized by reputed international bodies abroad with a view to disseminate knowledge and exchange views, presentation of papers by experts and other world class leaders in the field of management & technology which are relevant to the sector.

12.2 Categorization

Based on duration, training programmes are categorized as under:

Short term	up to 2 weeks
Medium term	More than 2 weeks but less than or equal to 4 Weeks
Long term	More than 4 weeks

12.3 Selection Criteria

12.3.1 Minimum years of service

An employee should have completed a minimum of 10 years of regular service in OWD before being considered for foreign programmes.



12.3.2 Age limit

An employee should be nominated for a foreign course only if she/he has at least three years of service left before retirement (under present circumstances she/he should not be more than 55 years of age on the date of commencement of the course). However for attending workshops, seminars and study visits, there shall be at least one year of service left before retirement.

12.3.3 Performance criteria

The employee being nominated should have prior experience of having worked in the area in which training is being organised. There should be ample justification that the subject training would facilitate improved performance of the participant/s. The Annual Confidential Report (ACR) of the participant should indicate high level of performance consistently for the past 5 years and possess adequate potential for taking on additional higher responsibilities.

12.3.4 Vigilance clearance

The employee should not have any vigilance or disciplinary case pending or contemplated against her/him at the time of deputation on foreign training. Staff who have been awarded punishment under any disciplinary proceedings can be considered for a foreign training only after a lapse of 5 years from the date of award of punishment.

12.4 Nomination Process

Proposal for any foreign training would be processed by the HRD & Training Cell as per the guidelines mentioned above. The selection of candidate for deputation shall be done by a committee consisting of the following members:

Engineer-in-Chief Cum Secretary	Chairman
Engineer-in-Chief (Civil)	Member
One of the CE nominated by the E-in-C	Member
CE (Training Cell)	Member
EE (Training Cell) at HO	Member-Secretary

12.4.1 Approval of Nomination

Proposal shall thereafter be sent by the HRD & Training Cell through Engineer-in-Chief to **GoO** for approval. Proposal invariably shall include nomination of 33% extra candidates (minimum 1) as reserve candidates to be used in the event of failure of the selected candidates to proceed for any reason.

12.4.2 Entitlement of TA/DA

The entitlement of TA/DA of employees nominated for foreign training shall be governed as per GoO rules and RBI guidelines.



12.5 Visit Report

Staff sent abroad for training/conferences will have to submit a report on 'lessons learnt' reflecting effectiveness/utility of programme, to the HRD & Training Cell, within fifteen days of their return from deputation abroad.

13 Training Database

Training data will be maintained and managed under CE (HRD & Training Cell) by the supporting Executive Engineer, both at the Head Quarter level and at Circle level. Training code directory, listing out codes for various training courses/programmes shall be evolved, maintained and circulated by the Training Cell. The information related to training activities shall be maintained as a part of HRMIS (Query examples- Total number of employees trained during a particular period, Training details - program wise, cadre wise, employee wise, gender wise, category (SC/ST/OBC/Female/General etc.) wise, budget allocated and utilized etc.)

14 Training Academy

HRD function executed by OWD's HRD & training Cell must be undertaken both internally and externally till the time OWD is able to develop an 'Engineers Academy' with permanent management positions to oversee day-to-day running of such an Academy. In the interim, the action plan must be to enter into understanding with external institutes to deliver 'need based' programmes. [e.g. MoU's can be signed with Xavier Institute of Management (Bhubaneswar), Indian Academy of Highway Engineers (NOIDA), and National Institute of Construction Management and Research (Pune), to name a few].

15 Deviations

Engineer-in-Chief Cum Secretary shall have the power to relax or waive off any of the guidelines in the HRD Policy, in deserving cases. The reasons/justifications shall be recorded.

16 HRD Policy Review

The HRD Policy shall be reviewed every five years, by a committee approved by Engineer-in-Chief Cum Secretary, consisting of Engineer-in-Chief (Civil) as the chairperson, one CE, CE (HRD & Training Cell), one field SE, SE-Administration and Executive Engineer (HRD & Training Cell), to keep it in line with the latest trends in the area of Training & Development. The HRD Policy approved by Engineer-in-Chief Cum Secretary shall be circulated as well as disseminated using OWD Web page.

Engineer-in-Chief reserves the right to modify, cancel, add or amend any of the provisions in the HRD Policy, at any time. Engineer-in-Chief Cum Secretary may also review/issue administrative guidelines from time to time regulating the HRD Policy.