

Training Needs Analysis in a Government Regulatory Firm (B)

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Abstract

Western State Electricity Regulatory Commission (WSERC) a Government Regulatory Firm in India needed to enhance its human resource capabilities. It was grappling with employees who were either on contract or deputation, and were essentially temporary in nature. The younger staff was lacking in both technical and managerial skills and could not contribute to the organization's functioning. The senior staff appeared unwilling to transfer their knowledge to the junior staff. In addition, there were various people-related challenges in terms of differences in working styles, hierarchical culture of the firm, conflict across levels and functions and preference to operate in silos. It was decided to address the people related challenges through training to create a climate of trust and sharing before initiating a mentoring intervention. It was decided to undertake customized training to address the unique context and challenges being faced by the firm; therefore, a training needs analysis (TNA) was carried out. Various tools such as the TNA questionnaire, visioning exercise, personal interviews and focused group discussions (FGD) were used to gather data to identify specific training needs of the firm. The case focuses on the process of initiating a TNA in a small firm and some of the associated challenges.

Keywords

Training Needs Analysis, visioning exercise, interviews, focused group discussions, managerial skills, competencies

Discussion Questions

1. Discuss the use of the TNA. What are the different methods of conducting the TNA? Evaluate the TNA approach used by the ISBAR consultants. If you were a consultant, would you have done it the same way or would you have used some other approach?
2. On what basis should an organization choose internal or external consultants for conducting any HR or OD intervention?

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Note: This case is based on a real organization. As requested, the name of the organization and the characters have been disguised to protect the organization's identity.

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Arun Nalwade, chairman of Western State Electricity Regulatory Commission (WSERC), had been grappling with the issue of untrained manpower in the firm.¹ He recognized that the employees of the firm, whether contractual or permanent, were not equipped in terms of both technical and managerial skills. He had invited a few consultants to discuss the design and implementation of a mentoring initiative so that the senior people in the firm could train the new employees. This discussion brought out some of the other people-related challenges faced by the organization. Arun talked about differences in working styles, hierarchical culture of the firm, conflict across levels and functions, etc. Since many of the employees were on deputation, they brought with them the culture of their parent organization. Arun visualized a collegial atmosphere with seamless functioning to carry out the work of the commission effectively. However, these differences resulted in a lack of cohesiveness that worked at odds with the vision of the Chairman. The consultants raised questions regarding the readiness of the organization and individuals for a mentoring initiative. It became clear that these issues would need to be addressed before any developmental intervention could happen.

The consultants recommended conducting training in various areas such as self-awareness, leadership, conflict management, team building, etc. to create a climate of trust and sharing amongst the employees. Such training would also ensure that people developed a holistic perspective of the role of a regulator. Since this was a firm with a unique structure and characteristics such as the temporary nature of most of the managerial staff,² judicial rulings as the firm's output, expertise driven organization, etc., it was felt that off-the-shelf training programmes may not address the challenges faced by this firm. There was a need to identify the exact training requirements of the firm before conducting any training. Hence, it was decided to carry out a training needs analysis (TNA).

Need for Trained Manpower in the Power Sector

The total workforce in India's power sector at the end of the Tenth Five Year Plan was approximately 0.95 million (Planning Commission, n.d.). The power sector was a technically intensive sector, primarily dependent upon an engineering workforce. It was estimated that over 0.5 million technical and 0.15 million non-technical individuals needed to be inducted and trained (Ministry of Power, 2002) to meet the requirements of this sector.

The challenge for the sector was not only to attract fresh talent but also to upgrade the skill sets of existing employees (IEMR, n.d.). To improve education and availability of skilled employees, the power sector had taken some important initiatives. One of them was introducing educational courses related to energy capacity addition, production, operations and maintenance. In addition to technical skills, the National Training Policy (NTP) 2012 provided a competency framework to ensure that the requisite knowledge, skills and attitudes amongst employees (Department of Personnel and Training, 2012) were enhanced to operate in a competitive market environment. One of the key hindrances in this process was the lack of training infrastructure. Existing infrastructure for refresher training to update skills and knowledge and managerial training met only 3 per cent and 4 per cent of the requirements, respectively. This had a significant impact on decision-making capabilities and effectiveness of various organizations.

Need for Trained Manpower at WSERC

Having gone through various reports and forecasts for manpower capability requirements in this sector, Arun decided to discuss the development interventions with the commission members and senior members in WSERC. After deliberations amongst the core group (a group of decision-makers

comprising the chairman, commission members, secretary and directors), WSERC decided to appoint an external consultant to conduct a TNA of its employees to understand current levels of competencies and challenges faced by them. A thorough search for capable experts led WSERC to the International School of Business Administration and Research (ISBAR), who were appointed as consultants for the project. Terms and conditions of the contract were made explicit in the work order given in August 2011. The expected expense for the TNA and trainings was well within the range of WSERC's past expenditure on trainings and workshops.

Training Needs Analysis

On receiving the signed contract, Anand Nair (Undersecretary) shared WSERC's objectives, philosophy, organizational structure and employee profile details regarding their qualifications, tenure and designation with the ISBAR consultants. The consultants gathered information about the power sector, regulatory firms and best practices with reference to people management in such organizations worldwide. In parallel, Arun briefed the consultants about his vision for the organization within the ambit of the Electricity Act 2003. As the discussion continued, it became clear that while the organization had recruited people as per a manpower plan, the deployment of people did not strictly follow this plan. The actual work that the people on contract, that is, advisors, regulatory staff (RS) and junior regulatory staff (JRS) were doing differed from the roles that had been assigned to them. Also, while they all had been recruited as consultants, both the RS and JRS were expected to act as regular employees of WSERC and were being groomed as internal experts in the organization.

To get greater clarity on the structure and functioning of the organization, the consultants conducted an employee profiling survey to understand the work currently being done by all people (see Exhibit 1 for the way the TNA unfolded at WSERC). As had been agreed, the TNA of all employees was to be conducted and independent consultants (advisors, RS and JRS) hired by WSERC. The survey included understanding whether they were permanent or contractual employees, if they were working independently or within teams, and their reporting relationships. This survey also sought information on the trainings taken by these employees in the past. This information gave the consultants critical insights into the functioning of WSERC and its employees, for example, while many employees had the designation of RS and had employees reporting to them as per the organization chart, in practice, they were operating almost independently. There were no well-defined team tasks. Many advisors had multiple RSs and JRSs reporting to them while some advisors had no direct subordinates.

As part of the profiling study, employees had been asked to list down skills and competencies they felt were required to carry out their tasks (see Exhibit 2 for their responses). The respondents tended to use jargons such as personality development, interpersonal skills, legal and technical skills, etc. as skills required to do their jobs. Very few respondents were able to describe specific skills that were required. It thus became important that the TNA identified the required training and provided descriptions that could be used to design the training content.

Training Needs Analysis Plan

The consulting team had planned a two-pronged approach to conduct the TNA, that is, using a questionnaire and interviews and group discussions. Based on the feedback received from WSERC, discussions with the commission members and directors, and perusal of various policy documents and reports on employee training needs in the power sector, the consultants came up with a list of 10 managerial

competencies (Exhibit 3) that they felt were required by employees to carry out their tasks. This list was validated through subsequent discussion with the commission and used to prepare a TNA questionnaire.

Survey: The areas of attitude and behaviour were to be appraised through the competency of individual effectiveness. Similarly, managerial skills would be through analytical skills, task achievement, planning and organizing, etc. The same questionnaire would be administered to individual employees and his/her 1–2 supervisors (L1 and L2). L1 supervisors were immediate bosses, and L2 supervisors were the supervisor's supervisor.

Qualitative Data: Visioning exercises, interviews and focus group discussions (FGDs) to get an in-depth understanding of the organizational and individual requirement were planned. FGDs would be conducted with groups of the following:

- Experts/advisors (with respect to roles of RS and JRS)
- RS (with respect to roles of JRS and their own role)
- Section officers (with respect to roles of administrative staff)

It was decided that data collection for the TNA exercise would be spread over three working days in WSERC. Data entry and analysis would start simultaneously and take about a week to complete. The consultants expected to share the preliminary findings with the core team within 10 days and submit the TNA report to WSERC within fifteen days from beginning the work on the assignment. A mail was sent to Anand to organize a three-day visit for the consultants to WSERC. The mail contained the detailed plan of intervention to enable the organization and its people to plan their time (Exhibit 4).

On receiving a detailed TNA process plan, Anand began working on different activities such as venue and other infrastructure arrangements, coordinating with the secretary and directors for releasing all the employees for questionnaire administration, FGDs and interviews in a manner so that the work of WSERC was not unduly disturbed.

Data Collection

On 10 September 2011, the consultant team comprising three members from ISBAR reached WSERC. The employees of WSERC were curious, and there was a buzz in the organization about what was going to happen. On reaching the office of WSERC, the consultants realized that while some appointments had been fixed, others were still tentative and would be scheduled dynamically.

The consultant team began the TNA process as per the plan. They found that while some groups of people were eager to participate in the process, other groups were not interested. When the FGD of advisors and consultants began, one of the advisors raised a strong objection to being called to participate in the FGD. They had apparently not been asked to keep themselves free and resented being subjected to an exercise that would not benefit them. The ISBAR consultants explained the purpose of the exercise and apologized if Anand had missed out the communication to the advisors. However, the advisors were not convinced. As one of them commented:

We have not been informed about any exercise. We were just now told to come to this room for two hours. As an external consultant, I come to the office for only three days in a week. If I spend two hours here, how will I get my work done?

The ISBAR consultants tried to explain the purpose of the meeting but finally asked the advisor to take up any issues related to inadequate communication directly with the organization since they themselves

were consultants, external to WSERC. After that, the advisors withheld their objections, but it was clear that they were not interested in participating in the FGD. They reluctantly began answering the questions posed to them. Fortunately, as the discussion progressed, they started contributing. Soon, their interest was caught and everyone began participating. Everyone had a view and wanted to make it heard. As one of them stated, 'Every person cannot have legal, financial, and technical knowledge. There needs to be greater interdepartmental interaction for effectiveness in work. We need to be given more freedom to work.' Another advisor narrated an incident:

I did not know that a brief had to be sent to the commission before a hearing. I was asked for the brief at the time of the hearing, but I was not ready with it. The processes are streamlined but not documented, due to which a person may run around without knowing how to do the work. There has to be standardization of the processes.

At the end of the discussion, the consultants thanked the group for contributing and asked them to fill the self and supervisory feedback questionnaires for the TNA. Similar exercises were conducted with the other groups as planned. The FGD for administrative staff was conducted in the local language (Marathi) to elicit maximum responses from the participants.

The FGDs were interspersed with interviews of all senior people in the organization. Sample questions that were used for the FGD, interviews and visioning exercises are given in Exhibit 5. On the advice of the Chairman, a couple of interviews that were not part of the original plan were also conducted. These interviewees included the registrar and a representative of an external consulting firm that had been working with WSERC from the beginning. These interviews provided additional insights into the challenges being faced by the organization. For instance, Sanjay Patil, the registrar mentioned:

Any training has to begin with basic communication skills. All employees should possess order drafting skills in terms of quality, appropriate language, and uniformity of language. Everyone should know the meaning of words such as respondent, petition, etc. JRS are all technically trained as engineers, but they do not know how to draft legal orders.

The responses of employees who were not available on these three days were collected later through email. At the end of this time period, the consultants were relieved because much of the data collection of the TNA intervention was conducted smoothly and was well received by the employees. A few scheduling hiccups had occurred since this type of an exercise was being carried out for the first time in WSERC. The employees had not been sure of the kind of planning that would be required for this exercise. In all, most of the organization had been covered by the TNA. Table 1 provides the details of people covered through each intervention and number of interventions conducted.

Analysis and Outcomes

The series of visioning exercises (with the commission), interviews (directors, secretary, undersecretary, registrar) and FGD (experts/advisors, RS, JRS, section officers) backed by the needs identification questionnaire brought out employee needs at various levels in WSERC. All the employees (100%) were considered for the TNA (except Commission and Class IV who were out of the scope of the mandate given to the consultants) because this was the first attempt of WSERC to conduct a TNA, and the questionnaire helped create awareness of individual needs.

Table 1. Participants Covered Through Various TNA Interventions

Name of Intervention	Number of Interventions/Participants Covered
Visioning Exercise	1
Interviews	5
Focus Group Discussions	3
Self-Analysis Questionnaire	52 participants
Advisors & Secretary*	11
RS & JRS	26
Administrative & Clerical staff	15
Supervisor's Questionnaire (L1 & L2)	37 responses

Source: Company records.

Note: *Based on the advice of the chairman, legal and non-technical consultants were not covered through the TNA.

Survey Outcomes

Data were compiled and integrated as per the levels (advisors, JRS, RS and administrative staff, section officers, secretary, undersecretary, directors, registrar) and as individual scores of employees. Mean scores were mapped against the 10 competencies (broad categories) used in the questionnaire. Spider charts (Exhibit 6) were used to graphically depict differences in perceptions for each individual and his or her supervisor(s) and demonstrate the competency gap.

Median scores and forced distribution were used to compare people within their peer group and identify where they stood vis-à-vis their peer group. This helped identify people who were perceived as low on the managerial competencies and people who were perceived as relatively high on these competencies. Exhibit 7 depicts the analysis for a group of respondents (RSs). Since there was a significant perceptual gap between self and supervisor ratings, the organization recommended using the more stringent criteria for identifying people who required training in certain competencies.

Based on the results, the consultants concluded that the majority of employees were on the average level of proficiency on most competencies, and therefore the knowledge, skill building and attitudinal training should be pegged at enhancing the proficiency level. For the top performers, it could be a refresher training to leverage their competencies for future performance. The low scorers would have to attend the training and be additionally supported by continuous Management by Objectives (MBO) initiatives in a phased manner through varied assignments, projects, mentoring, etc.

Qualitative Analysis Outcomes

Information received from interviews and FGDs was transcribed and compiled. Based on the content extracted, various points emerged—many of them repeatedly, as needs for training. Emerging points were categorized in terms of competencies that had been identified earlier. The points that were not part of the competency framework were added as additional training requirement (Exhibit 8).

Based on the feedback received, various trainings (attitudinal/behavioural, commercial and functional) were identified for each level (Exhibit 9). In the final report submitted to WSERC, the consultants recommended certain interventions (Exhibit 10) along with the areas of training for optimal effectiveness of the change process.

Presentation of Findings

Gurdeep Singh (Secretary of WSERC) requested the team of consultants to share their findings in the form of a presentation to the organization. He shared a copy of the report with the commission and directors prior to the consultants' presentation.

The consultants presented four emerging areas of training intervention and mentioned organizational level interventions that WSERC could consider for it to become a seamless and agile organization as envisioned by the commission. These interventions would make the organization ready to work with different demands arising out of government policies, utilities (public and private), public interest litigations (PIL), public hearings, concerns of consumers, equitable and fair distribution of power (electricity) in urban and rural areas in the state, power traffic rationalization, power theft, etc. Additionally, they recommended the use of appropriate evaluation of all the training programmes delivered to understand training effectiveness.

The following four areas of training interventions were recommended:

- Attitudinal/behavioural training—communication, team building, time management, goal setting, etc.
- Managerial training—analytical thinking, leadership, coaching and mentoring.
- Functional/technical training—Electricity Act and its application, regulation of tariffs, writing proposals, etc.
- Commercial training—understanding requirements of various power utilities, dealing with a dynamic market, understanding the economic environment of the country, etc.

Systemic interventions recommended for the organization included the following:

- Role clarity
- Change management
- Competency based interventions
- Cultural change
- Knowledge management systems

Way Forward

After scrutinizing the TNA report and the presentation by the consultant team, the decision-makers in WSERC decided to embark on the journey of capability building for their employees. Since they felt that ISBAR had developed deep insights into the functioning of WSERC, they appointed ISBAR for the design, delivery and evaluation of attitudinal, behaviour training programmes and mentoring intervention. The technical/functional trainings would be conducted through internal experts or other trainers that had been employed in the past. Commercial training was already underway and would continue with the same trainers. The core group also decided not to take any immediate decision on the systemic interventions recommended by the consultants.

While a decision was taken to implement the recommendations of the TNA, it would be challenging to conduct formal training programmes, given the small number of people in the firm. Arun pondered if there could be alternative approaches to competency development where formal training would not be required. The number of identified trainings appeared too many to be delivered within a year. He wondered if he should prioritize the programmes and suggest which could be focused on for the current year.

A critical question facing him was if he should send his people to well-known management institutes for training or have in-house training programmes such as the one being planned with ISBAR trainers. He would also need to identify ways to address the systemic challenges that had been identified by the consultants. Organization of various training programmes had to include their design, delivery and evaluation.

Exhibit 1. Timelines for Training Need Analysis

April 2011	Arun Nalwade met consultants to discuss the mentoring initiative. The decision was taken to first conduct TNA and training before mentoring.
May 2011	Proposals invited for TNA by WSERC
June–July 2011	Evaluation of proposals and discussion with firms that had submitted TNA proposal
August 2011	Work order issue to ISBAR to conduct TNA
Mid-August 2011	Briefing to ISBAR consultants and employee profiling conducted by them
End-August 2011	Detailed TNA plan mailed to WSERC
September 2011	Three day TNA process commences, comprising survey, focus group discussions and interviews
End-September 2011	Data tabulation, analysis and results
October 2011	Preliminary TNA report presented to WSERC
End-October 2011	Final TNA report submitted to WSERC

Source: Company documents.

Exhibit 2. Skills Required as Identified by the Respondents

-
- Interpersonal skills
 - Analytical skills (5)
 - Problem-solving (2)
 - Personality development
 - HRD skills
 - Willingness to work
 - Readiness to learn new ideas
 - Learning ability
 - Good drafting skills (5)
 - Legal drafting (2)
 - Writing skills (2)
 - Technical skills/knowledge (7)
 - Financial knowledge (3)
 - Written and verbal communication (5)
 - Planning and organizing
 - Teamwork (2)
 - Interpersonal sensitivity
 - Change orientation
 - Time management (2)

-
- People management
 - Legal skills, interpretation and proper knowledge of law (7)
 - Knowledge in power sector
 - Detailed knowledge of other subjects
 - Language skills
 - Deep knowledge of law and economics
 - Legal aspects of regulatory framework (2)
 - Conceptual skills
 - Reasoning
 - Long work experience in a power plant
 - Working knowledge on true-ups, APR (annual performance review) and ARR (annual rate of return) being submitted by utilities for review
 - Understanding basics of ROPs (record of proceedings) of court (technical/functional skills)
 - Reading
 - Commercial skills
 - Logical skills
 - Negotiation skills
 - Management skills
 - Data analysis
 - Knowledge, accuracy, and speed for dealing with administrative and employee matters
 - Good understanding of power system operations, financial and economic aspects, other regulatory bodies, professional interaction with utilities operational/field staff for effective monitoring of regulatory issues and its timely input to the commission
-

Source: Company documents.

Note: Numbers in brackets represent the frequency of responses.

Exhibit 3. List of Competencies

1. Individual effectiveness
 2. Analytical skills
 3. Task achievement
 4. Planning and organizing
 5. Adaptability
 6. Creativity
 7. Communication
 8. Teamwork
 9. Developing people skills
 10. Leadership skills
-

Source: Company documents.

Exhibit 4. Mail for Scheduling the TNA Exercise

The Undersecretary,
WSERC

28/8/2011

We have received employee profile details and philosophy, objectives and mandate of WSERC. We propose to have a TNA process wherein information would be collected through quantitative and qualitative methods. I take this opportunity to familiarize you with the TNA process plan and schedule that we envisage. This process will include

1. Questionnaire to understand perceptions of employees for self-assessment of training needs
2. Questionnaire to understand perceptions of superiors about training needs of the people reporting to them
3. Focused Group Discussions (FGD) with varied groups to understand common needs and constraints faced in work roles and functioning
4. Interviews with Directors
5. Visionary exercise in the form of a discussion with the commission

Our consultant team will comprise three members. TNA process will be spread over three days (10th, 11th & 12th September 2011) from morning 10 am to 5 pm. We need your assistance in plotting a schedule for the same. As per the details provided by you, there are 16 regular staff and 48 consultants. Our data collection plan will be as follows:

- Interview with the Directors and Secretary (3 people) – one hour of interview per person
- Visioning exercise with the Commission chairman and member – 1.5 to 2 hours for the exercise
- Three focus group discussions (FGDs). Each FGD will be followed by administration of TNA questionnaire to the group. Please plan 1.5–2 hours per FGD. The three FGD groups will be
 - Individual consultants and advisors
 - RS
 - Undersecretary, section officers, and other administrative staff
- All the JRSs will be required to fill the TNA questionnaire. Please schedule a group appointment of 45 minutes so that the questionnaire can be explained and administered to all the JRS's together.

As per the plan, the training needs will be identified by self, immediate supervisor (L1) and supervisor's supervisor (L2) or two key supervisors in case the reporting is to multiple people. Thus, in addition to self-evaluation, people who are in the supervisory category will also fill the TNA questionnaire for their subordinates.

Kindly help us in setting the appointments and ensuring the presence of the identified group/persons for the TNA activity.

Infrastructure Requirement:

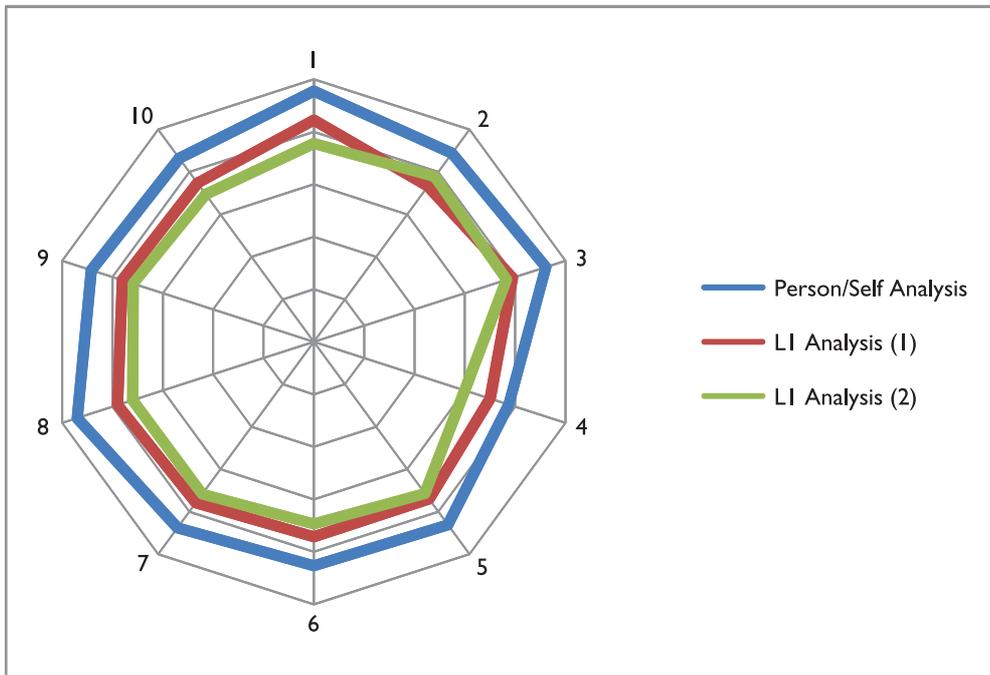
For infrastructure arrangements, we will require a large room for the administration of need identification questionnaire and FGD (seating capacity of 20/25 individuals). Interviews with directors can be conducted in their cabins, and visioning exercise with the commission can be arranged in a conference room (5 individuals). We will also need a room for the consultants to sit and work for the three days. All participating employees need to be given pens and notepads.

We will bring the required number of questionnaires and if required, will use your facilities for Internet and photocopy requirement. Ms Smita Naik from International School of Business Administration and Research will be the contact person. You can communicate with her for any suggestions and clarifications.

Exhibit 5. Sample Questions for Focused Group Discussion and Interviews

1. How do you see WSERC's role in the power sector five years from now?
2. How do you see the internal organizational structure emerging over the next 2–3 years?
3. Do you foresee any change in the way people will work due to the above changes?
4. According to you, what skills and competencies will be required to perform well for each of the aforementioned questions?
5. If you have to look for new employees in the next 2–3 years, what qualities/competencies would you look for?
6. How can you ensure transfer of knowledge or knowledge dissemination within the organization? What have you done so far?
7. As an advisor/consultant, do you foresee any change in the way you would approach/deal with clients in the next 3–5 years?
8. When will you say that a person is a good performer? Are there times when you may evaluate a person low on performance even if the person is technically sound?

Source: Company documents.

Exhibit 6. Spider Chart

Source: Company documents.

Note: Spider charts represent the person & LI evaluation for a respondent coded as JRS2. The numbers 1–10 on the periphery represent the 10 competencies on which the individual was evaluated through self and two supervisors' evaluations. The outer chart shows self-evaluation that is significantly higher than the assessment of the supervisors.

Exhibit 7. Comparative Analysis for Regulatory Staff**Median Analysis for Sample Competencies for RSs**

Competency	Median Scores	People Below Median
Individual Effectiveness	4.06	RS 3, 8, 10, 12
Analytical Skills	3.89	1, 2, 5, 8, 9
Task Achievement	4.00	2, 3, 8
Planning and Organizing	3.81	1, 3, 5, 6, 8, 9
Adaptability	3.84	2, 3, 5, 8, 9

Forced Distribution for RSs

Competency	Top 20%	Average 70%	Low 10%
Individual Effectiveness	RS 4, 5	1, 6, 9, 7, 2, 12, 3, 10	8, 11
Analytical Skills	4, 10	6, 7, 3, 12, 1, 9, 5, 8	2, 11
Task Achievement	1, 2	3, 4, 5, 6, 12, 7, 8, 9	10, 11
Planning and Organizing	10, 2	7, 12, 4, 1, 6, 9, 5, 8	3, 11
Adaptability	1, 2	3, 4, 12, 5, 6, 7, 8, 9	10, 11

Source: Company documents.

Note: The numbers represent respondent employee codes.

Exhibit 8. Competency Descriptions for Training

Sr. No	List of Competencies	Descriptors/Indicators
1	Individual effectiveness	Knows how to push ideas; takes responsibility and ownership; increases commitment to work; is assertive, proactive and takes the initiative; has a positive attitude and professional approach to work and networking
2	Analytical skills	Logical thinking, critical thinking and decision-making capabilities; identifies important points in any document; analyses tasks, does in-depth research and executes tasks well and within the timelines; evaluate a proposal; precision in a job
3	Task achievement	Role and goal clarity among employees; works aggressively and completes tasks in time
4	Planning and organizing	Links roles to organizational goals; management training; tracks and manages events through appropriate documentation; plans tasks better, prioritization and execution
5	Adaptability	Politically savvy; know-how to work in an organization and with colleagues; deals with periodic changes, manages transition from student life to professional life

Sr. No	List of Competencies	Descriptors/Indicators
6	Creativity	Ability to think and apply mind; identifies what can be done professionally rather than only through traditional ways of working; identifies different ways of working within the legal framework
7	Communication	Training in workplace etiquettes
8	Teamwork	Managing conflict, teamwork, coordination among people and interpersonal relations
9	Developing people skills	Training in motivating employees, better people management, getting work done from limited staff and encouraging more ownership of work
10	Leadership skills	Empowerment, mentoring
11	Technical skills	Domain knowledge; exposure to the working of regulators; understands Electricity Act 2003; orders drafting skills in terms of quality, language and uniformity of language and understanding of legal terminology; writing skills; can evaluate a proposal; precision in a job; knows which law to apply; accuracy
12	Other trainings	Use of relevant IT tools; basic knowledge of law, economics to provide a holistic perspective; finance for non-finance

Source: Company documents.

Exhibit 9. Training Needs Identification at Various Levels of Employees

Level of Employee	Type of Training	Utility	Reasons
Directors and Secretary	<ul style="list-style-type: none"> a. Leadership—managing and developing people b. Mentoring c. Training on strategy and business processes 	<p>Need for junior employees to have a leader who can guide and direct them. Junior employees lacked ownership of work, and conflicts were hampering the flow of work.</p>	<p>This cadre of individuals is well versed in technical aspects and government functioning. Leadership training would help them understand their own leadership styles and effectively manage other people in the organization.</p>
Advisors/Consultants	<ul style="list-style-type: none"> d. Coaching and mentoring e. Leading a team 	<p>Using power, developing managerial skills, business communication also emerged during discussions and interviews.</p> <p>Advisors/consultants were having a rich experience as they had worked in various utilities so they could mentor, coach and even lead a team.</p>	<p>Additionally, they also needed to develop the internal capability in the organization and therefore mentor their subordinates through a formal process of mentoring and not leave it to chance learning.</p> <p>One of the key objectives was a transfer of technical and functional knowledge. It was expected that coaching and mentoring of newer employees would lead to the transfer of this tacit knowledge. Also, they would help the junior employees hone their managerial skills.</p>
Regulatory Staff (RS)	<ul style="list-style-type: none"> f. Enhancing individual effectiveness, adaptability and task achievement g. Analytical ability h. Planning and organizing i. Creativity j. Communication k. Teamwork l. Developing people skills and becoming a leader 	<p>Need for skill building (attitude/behaviour) emerged during FGD with experts/advisors, in terms of planning, time management, working with others, collaboration in work, etc.</p>	<p>These individuals had some experience and were ready to be team leads of small groups of 2–3 individuals. They needed to coordinate with utilities and plan own performance in accordance with the needs of the organization.</p>

(Exhibit 9 continued)

(Exhibit 9 continued)

Level of Employee	Type of Training	Utility	Reasons
Junior Regulatory Staff (JRS)	m. Enhancing individual effectiveness, adaptability and task achievement	Need for skill (attitude/behaviour) building emerged during FGD with experts/advisors and regulatory staff, in terms of planning, time management, working with others, collaboration in work, dealing with conflicts, etc.	This group was embarking on a career in the regulatory and power sector and had to become familiar with the workings of both of them. As freshers, they had to build their skill sets and competency levels. They also had to understand the unique demands of being in the regulatory setup through working with others.
	n. Analytical ability		
	o. Planning and organizing		
	p. Creativity		
	q. Communication		
	r. Teamwork		
Administrative Staff	s. Enhancing individual effectiveness and adaptability	Need for skill (attitude/behaviour) building emerged during FGD with regulatory staff, in terms of planning, time management, working with others, collaboration in work, dealing with conflicts, etc.	This group had come through the varied government departments and had to adjust to the culture and set-up of WVSERC, and adapt to working with regular employees and consultants.
	t. Planning and organizing		
	u. Communication		
	v. Teamwork		

Source: Company documents.

Exhibit 10. Proposed Interventions

To establish a culture of continuous learning amongst WSERC employees and make WSERC meet the dynamic changes and demands of the business environment, following were certain interventions proposed by consultants to WSERC:

1. Role clarity among WSERC employees (job analysis and role effectiveness)
 2. Change management (preparing for internal and external changes)
 3. Competency based (people competency, human resource development initiatives)
 4. Cultural change (organization wide)
 5. Knowledge management and systems (processes and standardization)
 6. Mentoring (developing leaders and leaders mentoring junior level employees)
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Source: Company documents.

Notes

1. Readers interested in a detailed background to this issue can look at the case, 'Capability Building in a Government Regulatory Firm (A)'.
2. Most of the managerial staff were either hired as consultants on an annual contract basis or were deputed from other government organizations for 2–3 year periods.

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