

The soft skill training and its impact management essay

[Business](#), [Management](#)



Pramila (2009) defines soft skill as personal attributes that enhance an individual's interaction, jobs and career prospects. She states that to survive in the competitive world, it has become crucial to sharpen technical skills, and more importantly, one's soft skills. The author has explained four various dimensions of soft skill training which plays a vital role in any organization. They are: Communication skills training is considered as one of the soft skill training where effective and proper communication need to be done among the groups and different departments to achieve the goals and targets of the company. Team building skills involves better understanding of team work that can make an employee work more effective. In any organization, success occurs when a team can contribute as a focused team and accomplish and scale greater heights to a greater degree than any individual can. Time management is not only about meeting deadlines but completing more work with lesser effort where stress can be reduced. It is about how to utilize the limited amount of time effectively to achieve the excellent results. Presentation skills are essential at every level. For effective presentations, it is important to know the audience and understand their needs. A good structure of presentation which can establish rapport and maintain interest among the audience is skills that can be only develop through practice. In conclusion the author stated that with ongoing economic downturn and to survive in the competitive world, cutting back on soft skill training and giving more emphasis on technical skills is not a wise option. As a matter of fact, existing skill gaps between desired and actual level of soft skill of the employees should be minimized which can lead to effective communication

and has a direct positive impact on increasing work performance of the employees.

2. 3. 2 Prevent and Minimizes Human Errors or Accidents In Manufacturing Companies:

Ginette (2010) explains that human error is about explaining human behavior which is not an intentional act for harm. Human behaviors are influenced by external as well as internal variables which are divided into six categories like procedures, human factors, supervision, training, communication and individual itself. Author also includes that human error can be controlled by implementing good systems, providing relevant training programs and practices, providing clear and accurate instructions, appropriate supervision, maintaining clear communication and placing the right people for right assigned task. David and Stephen (2005) state some of the traditional preventive measure to prevent and minimize the accidents are skill training, education, engineering, device protection, and making them understand the rules and regulations on safety measures. Maura (2011) stated that various industries like oil and gas production industry, railroads, aviation, and healthcare which are considered as " high - reliability" industries where safety is given a top most priority because accidents/ errors can be economically and environmentally destructive. In aviation industry, crew-resource management plays a crucial role as an ongoing training process which makes workers feel that they are a part of a team rather than as individuals. Crew-resource management also plays an important role of using the organization's assets people to provide to the team. With personal experience and observation, technical proficiency,

knowledge, and understanding of rules and policies of the company, it helps to prevent or minimize errors and accidents or lessen their impact.

2. 3. 3 Training and Development Leads to Higher Productivity and Retention:

Cynthia et al., (2007) explains that for higher productivity, human resource practice gives more emphasis to produce superior outcomes in terms of organizational learning, quality, flexibility, customer satisfaction, morale and overall effectiveness. Lorraine et al., (2006) in their article (" The impact of training on productivity and wages: Evidence from British panel data") stated that by using a new panel of British industries, authors had find out that work related training is linked with higher productivity. There is direct relationship between works related training and productivity. An increase in training by 1% point is linked with an increase in value added per hour of about 0. 6% and 0. 3% with an increase in hourly wages. Linda (2002) stated that employee retention is a crucial aspect where the responsibilities are shared between line manager and human resource. Line manager has responsible to ' quick fix' when key employees threaten to quit the job, whereas human resource is responsible of managing pay system. The author has mentioned some of the elements of retention strategy. They are as follows: In recruitment, the job or organization should not be oversellBy using 360 degree feedback to help employees to make aware of their own strength and development need which may lead to future developmentRetaining key employees by strengthen the relationshipGiving importance to paying system with regard to retentionA company should give chance to the employees to learn new things and meet new people by attending

workshops, seminars and conferences. Supporting people to update their qualification by offering further studies or letting them to take courses as a part timer. Gregory (2001) states that it is still important to give priority to training and development even in the economic downturn and not to cut back on sending employees to training programs or conferences and cut other expenses. Training, education and degree completion programs have become one of the important desired employee benefits available. An opportunity to learn new skills is the first priority benefit for the younger job seekers. As the employees desire to contribute more to the companies, training plays a crucial role in achieving personal as well as organizational goals. Well trained skilled employees are more capable to have control over their jobs and also they need less guidance and supervision from the management. These capable employees can also build good customer loyalty by answering the questions of customers, according to the author.

2. 3. 4The Impact of Skills Development on Competitiveness:

Eldah et al., (2010) based on their study of cross country analysis state that most of the countries have given more importance on human capital for economic growth, sustainable development and for global competitiveness and has given less emphasis on link between skills development and a country's competitiveness. In the article, authors try to explain about the contribution of skills to a country's competitiveness. The authors have emphasized the need for technical skills development and on the job training programs. Increased participation in secondary education and other training programs encourages skills transfer from foreign companies as well. Cynthia

et al., (2007) state that with the increased competition in both global and domestic countries, important factors of any organization like productivity, quality, customer service, learning, innovation or efficiency should be given more emphasis. Each organization needs to focus on its own approach to improve competitiveness and also to improve their performance which requires careful studies of the problem to rectify and implement accordingly in the organization.

2. 3. 5 Improving Employee Performance with Constant Feedback and Effective Oral Communication:

Madhukar (2007) states that employee will learn better if the feedback is given to them as soon as their job is done. He further says that the more direct and quickly the feedback, the more effective it would be which will help to improve the performance of the employee. Frequent performance feedback meetings between superiors and employees, making employees more responsible, encouraging to develop a system for regular communication of performance records, etc are some of the factors that author had mentioned which will lead to improve employee performance along higher productivity. Stephen (2004) states some of the common forms of oral communication are speeches, one to one or group discussion, and grapevine. He has mentioned that the advantage of oral communication is feedback and its speed. Through oral communication, verbal message can be received in a minimal amount of time and quick feedback will help them to clear the doubts immediately and allows for early correction. The major disadvantage of such type of communication in organization is that message

will be passes thorough several numbers of people which may generate confusion and exact information may not be received by the end receiver.

2. 3. 6 High Productivity, Skilled Workers Attract Foreign Investors:

Catherine (2010) in her article states that companies which have highly skilled work force can attract various foreign investors. She has cited an example of the country France where people are highly skilled and well qualified and as a result they produce higher productivity for the country. Productivity is vital, essential and the quality of work performed is the key roles considered by investors. Productivity as per International Labour Organization (ILO), declares France in a second position after United States on total productivity or gross domestic product (GDP) in 2008 and hence the growth rate is increasing year by year beating Norway and Germany. Although the hourly labour costs in France (2008) were comparatively lower than Germany or United States, but it includes contributions for health insurance in contrast to the United States. Figure 2. 6 shows GDP per worker:

Getting the Job Done GDP (per worker at constant 1990 U. S. dollar prices)

US France Norway U. K. Sweden Singapore Germany Romania 11644 China

10378 Source: ILO: Labour productivity, 2008 Figure 2. 6 Getting the job done (GDP per worker)

6

55052

65480

51736

5169755

48, 987

45786

42588

2. 3. 7 Training Is A Bridge To Employee Growth And Development:

David et al., (2005) state that employee development basically gives more emphasis on employees' personal growth. Human, conceptual and specialized skills are vital skills that the successful employee holds with greater responsibilities. The authors also have mentioned that employee training is a learning experience which may involves changing skills, knowledge, attitude, or behavior which helps to improve their job performance. A review of literature revealed the major areas of research covered to be the skill training, employee training and development, managerial behavior, communication skills, leadership skills, motivation to employees, conflict management, coaching and mentoring. The present study focuses on what are the existing skill development programs of the companies and how well employee are learning from such program which has its impact on employee work performance, identifying the need and evaluate the method of additional skill development program and to find out

if there exist any skill gaps between required skills and acquired skills by the employees.

Chapter – III

Research Methodology

Introduction:

This chapter details the methodology used in this study. This chapter also presents the profile of the selected companies' research adopted in the study. This study is exploratory in nature.

3. 1A brief profile of the manufacturing companies selected for the survey:

Table 3. 1: List of Manufacturing Companies Selected for the Survey

S. No

Name of the Company

Sector

Year of Establishment

1Chaudhary Group Foods (Nepal) Pvt. Ltd. FMCG19842Gandaki Noodles Pvt. LtdFMCG19803Home Maker Pvt. Ltd. Furniture19824Kunal Flooring & FurnishingFurniture19895CTL Pharmaceuticals Pvt. LtdPharma19916SIMCA Laboratories Pvt. LtdPharma1991The brief profile of six major companies to which survey respondent belonged is as presented below:

3. 1. 1Chaudhary Group Foods (Nepal) Pvt. Ltd. (CGFN):

CGFN is an ISO 9001: 2008 certified company. It was established in Kathmandu in technical collaboration with Thai Preserved Food Factory, Thailand to manufacture instant noodles with a capacity of 120 packets per minute. Chaudhary Group is also involved in various sectors like Biotech, Cement, Education, Electronics & White goods, Energy and Infrastructure, Financial Services, Hotels & Resorts, and Realty to Retail.

3. 1. 2Gandaki Noodles Pvt. Ltd:

Rara, white instant noodles was named after the largest lake of Nepal which was introduced by Gandaki Noodles Pvt. Ltd in Pokhara city. Studying the high demand of instant noodles in Nepal, Rara was then introduced which become one of the popular instant noodles in Nepal.

3. 1. 3Home Maker Pvt. Ltd.:

Home Maker Pvt. Ltd. was established to introduce professional interior design services and innovative furniture in Nepal. Quality product, on time delivery, customer satisfaction by providing innovative design and competitive price are the major benefited factors of the company.

3. 1. 4Kunal Flooring & Furnishing:

The slogan of Kunal Flooring & Furnishing is " Design your dream". It is one of the leading furniture companies of Nepal which even offers customized furniture's and consultation service. It exports home furnishing products as well.

3. 1. 5 CTL Pharmaceuticals Pvt. Ltd:

CTL Pharmaceuticals Pvt. Ltd. is an ISO 9001 certified company located in Kathmandu, Nepal which is working in medical equipment and hospital pharmaceuticals business activities.

3. 1. 6 SIMCA Laboratories Pvt. Ltd.:

SIMCA Laboratories Pvt. Ltd. is working in medical equipment and hospital pharmaceuticals business activities which have recently collaborated with Yetichem Group, a professionally managed pharmaceutical.

3. 2 Research Design:

Data has been collected through a survey of the selected sample of manufacturing companies. This was achieved by administering questionnaire to skill development facilitators and employees. An interview schedule was used to interview skill development facilitator and HR concerned people.

3. 3 Sample Size:

In this study, total 6 companies were considered from 3 different sectors which included 2 companies under each sectors. The total number of responded are 120 out of 160 contacted.

Table 3. 2: Sample Size of Selected Companies**Targeted Group****Number of Respondents****Contacted****Responded****Response Rate (%)**

Employees 149 114 76.5 Skill Development Facilitator 11 6 54.

5 Total 160 120 75 Table 3. 2 represents sample size of the study. The study was conducted for total 160 employees and facilitators where 114 (76.5%) of the employees and 6 (54.5%) facilitators responded.

Questionnaire:

The questionnaires were administered to 114 employees for the study.

Necessary modifications in the questionnaire and interview schedule were done after a pilot study with 114 employees and 6 facilitators. (Refer Appendix 1 for model interview schedule skill development facilitator and Appendix 2 for employee questionnaire).

Mode of Analysis:

Microsoft office software has been used broadly for data collection and documentation. Descriptive statistics (percentage & average analysis) have been used.

Chapter – IV

Analysis and Interpretation

This chapter presents the analysis of data collected through a survey which was carried out on 6 manufacturing companies of 3 different sectors, out of which 2 companies were studied from each sectors. The data collected through the questionnaire was tabulated and analyzed as follows:

4. 1Analysis of Employee Survey (n= 114):

4. 1. 1Classification of Respondents by Sector:

Sector

No. of Respondents

Percentage (%)

FMCG4640. 4Pharma3732. 5Furniture3127. 2

Total

114

100. 0Table 4. 1. 1: Selected Classification of Respondents by SectorTable 4.

1. 1 presents the classifications of respondents by the sector they are working at. The predominant group of respondents are found to be the employees of FMCG sector (40. 4%) followed by those in pharma sector (32. 5%) and furniture sector (27. 2%).

4. 1. 2 Age Classification of Respondents:

Age

(Years)

No. of respondents

Percentage

(%)

25 & less 14 12. 326 – 36 54 47. 337 – 47 26 22. 848 – 57 15 13. 258 & above 54.

4

Total

114

100. 0

Table 4. 1. 2: Age Classification of Respondents Table 4. 1. 2 shows that the predominant age group of respondents to be 26 – 36 years (47. 3%), followed by those aged 37 – 47 years (22. 8%) and 48 – 58 years (13. 1%). This indicates that skill development programs are generally focused on youth and middle aged employees. At least 12% of the respondents stated their age to 25 years and less. They are mainly employed by FMCG and furniture sectors. Less than 5% aged 59 years and above being considered for skill development programs indicates the need for creativity, innovation and to built effective, efficient and motivated team to enhance the company's position and sustain in the market.

4. 1. 3Service Tenure of the Respondents:

Service

No. of respondents

Percentage (%)

1 year and less1510. 5- 2 years2622. 92. 1 - 4 years44394. 1 - 6 years2421. 16. 1 and above97. 9

Total

114100. 0Table 4. 1. 3: Service in the OrganizationTable 4. 1. 3 shows that as many as 39% of the respondents have been serving the organization for 2. 1 - 4 years, followed by those serving for 1. 1-2 years (22. 80%) and 4. 1 - 6 years (21. 05%). 70 respondents having 1-4 years of experience have attended 2-3 skill development programs, followed by 15 respondents having 1 year and less experience has attended only 1 skill development program and 29 respondents having more than 4. 1 years of experience have attended more than 4 skill development programs. This indicates that rating of skills acquired may varies depending upon their experience and number of skill development programs attended.

4. 1. 4Classification of Respondents who participated in Skill Development Program based on Training Venue:

Training Venue

No. of Respondents

Percentage (%)

Within the Training Center7969Outside the Training Center*109Both2522

Total**114****100**

* Outside the organization: Seminars and Workshops Table 4. 1. 4:

Classification of Respondents who participated in Skill Development Program

based on Training Venue Table 4. 1. 4 shows the predominant number of

respondents who had participated in skill development program based on

the venue was within the training center itself (69%), following the number

of respondents participated in both (within and outside the training center)

(22%) and external base (9%) respondents. Training within the organization

includes training on maintenance, machine operation, office management,

quality management, etc. Companies also offered employees to attend

seminars and workshops relevant to the training program which was stated

as ' outside the training center' program. 25 respondents got the

opportunities to attend ' both' (inside and outside the training center)

training programs. This indicates that the companies tried to expose the

employees to the real world of work in every possible ways in order to

develop specific required skill.

4. 1. 5 Rating of Skills by the Respondents of Different Sectors of Companies:

Required Skills

Ratings

Work Experience (Years)

FMCG(n= 46)

Pharma (n= 37)

Furniture (n= 31)

1 and less

1. 1-4

More

Than 4. 1

1 and less

1. 1-4

More than 4. 1

1 and less

1. 1-4

More than 4. 1

Leadership skillV. ImportantImportantLess Important23

—

1810

—

112

—

—

13214566

—

—

242712121Team WorkV. ImportantImportantLess Important32

—

235

—

13

—

—

22

—

516

—

93

—

42

—

138

—

4

—

—

Decision MakingV. ImportantImportantLess Important41

—

1914

—

94

—

13

—

174

—

111

—

—

152118211Concentration on repetitive taskV. ImportantImportantLess

Important32

—

244

—

121

—

4

—

—

156

—

12

—

—

6

—

—

192

—

4

—

—

Time ManagementV. ImportantImportantLess Important14

—

217

—

94

—

22

—

201

—

12

—

—

42

—

192

—

4

—

—

FeedbackV. ImportantImportantLess Important23

—

217

—

103

—

31

—

138

—

84

—

123911113

—

Management of material resourcesV. ImportantImportantLess Important14

—

1711

—

112

—

—

224107282

—

15271222

—

Active learningV. ImportantImportantLess Important32

—

1216

—

121

—

6

—

—

156

—

4

—

—

42

—

174

—

31

—

Communication skillV. ImportantImportantLess Important14

—

721

—

94

—

13

—

192

—

12

—

—

12369613

—

Problem solvingV. ImportantImportantLess Important

—

23817385

—

—

222163291

—

33515122

—

Table 4. 1. 5: Rating of Skills by the Respondents of Different Sectors of Companies

Other skills *

* Other skills include computer skills, writing/reading, operation analysis, technology analysis, system analysis, management of financial resources and management of personnel resources. Table 4. 1. 5 indicates the rating of

skill by the respondents of different sectors. Respondents stated to have 1 year and less of work experience have attended 1 skill development program, 1 -4 years of work experience have attended 2 -3 skill development program and 4. 1 years and above work experience have attended more than 4 skill development programs. This indicates the rating of skills acquired varies depending upon the experience of the employees and number of skill development program they have attended. Out of 46 respondents employed with FMCG sector, number of respondents rated " very important" skills are team work (39), concentration on repetitive task (39), time management (31), and feedback (33) respectively. As per the majority of rating " less important" done by the respondents having 1 year and less experience are leadership skills, decision making, management of material resources and problem solving skill. In Pharma sector, out of 37 respondents, number of respondents rated " very important" skills are decision making (29), concentration on repetitive task (31), time management (34), feedback (24) and communication skill (32). Skill rated as " less important" by the respondents are leadership skill, management of material resources, communication skill and problem solving skills. In furniture sector, out of 31 respondents, number of respondents rated " very important" skills are team work (21), concentration on repetitive task (29), time management (27) and active learning (24). Skill rated as " less important" are leadership skill, decision making and management of material resources.

Table 4. 1. 5 shows various important skills required for the manufacturing companies. The listed skills in the table are required in manufacturing companies but the companies study stated that they are not offering few listed skills training to the trainees which as a result can be considered as a skill gap. Acquired skills through skill development programs are leadership skills, communication skills, problem solving, computer skills, writing/reading, adaptability, active learning, team work, operation analysis, decision making, concentration on repetitive task, time management, management of material resources, management of personnel resources and feedback. As is evident from this analysis, technology design, system analysis and management of financial resources are the skill gaps which are perceived to be required but not imparted through skill development program.

4. 1. 6 Fees Charged to participate in Skill Development Program:

To the question on fees charged, all the 114 respondents stated that no fee was charged. This indicates that the companies are investing in employees' skill training to ensure improved efficiency of employee performance that will lead to increased productivity.

4. 1. 7Improvements on Trainees’ Work Performance after Skill Development Program:

Improvements

No. of Respondents

Total

Percentage (%)

1 yr

& less

1–2 yr

2. 1–4yr 4. 1 yr

& above

Quick Completion of Task with effective results683

—

1714. 91Making less human errors/accidents

2

23187. 01Better coordination with co - workers3

4

4

—

119. 64All of the above41234287868. 42

Total

15

26

44

29

114

100.00

Table 4. 1. 7: Improvements on Work Performance after Skill Development Program

The goal of any training program will not be fully achieved until and unless the trainee showed some improvements in their work performance which will benefit the companies. With experience, the respondents have attended more skill development programs. As is evident from table 4. 1. 7, "All the above", 68% of respondents have said that improvement in all the area which mean 46 people have attended 2-3 skill development programs having 1-4 years of experience, followed by 28 people who have attended more than 4 skill development programs and 4 people have attended only 1 skill development programs. Out of 15 people who had participated in only 1 skill development program, 6 respondents stated that " quick completion of task with effective result" as a major improvement. After participating in skill development program, there had been improvement in employee work performance, increased in productivity, higher retention rate and increased motivation among employees which showed that the companies are giving right kind of training to right people to acquire skills.

4. 1. 8 Satisfaction Level after Attending Skill Development Program:

Satisfaction Level

No. of respondents

Percentage

(%)

Highly Satisfied 9
Satisfied 83
73
Dissatisfied 22
19

Total

114

100. 00

Table 4. 1. 8: Satisfaction Level after Attending Skill Development

Program Table 4. 1. 8 shows the satisfaction level after attending skill development program. As less as 8% of respondents expressed high satisfaction level and 73% expressed satisfaction about skill development program because of factors like opportunities to use skills and abilities, career development opportunities, feeling safe in the working environment, better communication between employees and management, and recognition of employees' job performance by the top management. As a result they perceive that their job is secure. Other 19% expressed dissatisfaction because of unpleasant working environment, lack of proper feedback from the facilitators and no proper time allocation for training programs.

4. 2An Analysis of Skill Development Facilitators (n= 6):

Among the 6 skill development facilitators, there were total 5 number of male respondents and only 1 female in one of the Pharma sector company.

4. 2. 1Employees in the Organization:

No. of Employees

FMCG

Pharma

Furniture

No. of respondents

50 -75

-

1

-

176 -100

-

-

11101 and above2114

Total**2****2****2****6**

Table 4. 2. 1: Employee in the Organization Table 4. 2. 1 shows the number of employees in the companies under study. The predominant group of companies having employees of 101 and above with 4 respondents are from FMCG sector, followed by Pharma and furniture sector with 1 respondents each respectively in (50 -75) and (76 -100) categories.

4. 2. 2 Service Tenure of the Respondents:

To the query on their service in the organization, 1 stated to have 4. 1 - 6 years of work experience and other 5 stated to have over 6 years of work experience.

4. 2. 3 Skill Development Introduced in the Unit Concern:

To the query on the period of introducing skill development program, 1 stated that it has been imparting for less than 2 years, 2 stated for 3. 1- 5 years and other 3 have been imparting skill development program for more than 6 years.

4. 2. 4 Existing Skill Development Programs Trainees:

Existing Training Programs

No. of Respondents

In - house Training and Sending for Seminars and Workshops (if needed) 4 Training as per requirement to develop skills 2

Total

6 Table 4. 2. 4: Existing Skill Development Programs Table 4. 2. 4 shows the existing skill development programs of the sample companies. As is evident from this table 4 respondents stated " in - house training" because of the benefits of this type of training like it is cost effective, flexible and can modify the training according to the employees' training need. Such training is not only done within the organization's premises, but is also held outside the organizations to attend seminars and workshops. 2 respondents stated that training is done as per need basis when there is a requirement to develop skills.

•

4. 2. 5 Existing Skill Development Program for Facilitators:

To the query of mode of the respondents, out of 6, 4 stated that in house training and sending to attend seminars, workshops, and other related events are the existing skill development program for the trainers.

4. 2. 6 Mode of Identifying the Need of Additional Skill Development Program:

Modes

No. of Respondents

Conducting Periodic Training Need Assessment Activities 2
Evaluation of Employees' Performance 4

Total

6

Table 4. 2. 6 Mode of Identifying the Need of Additional Skill Development Program
Table 4. 2. 6 indicates that 4 respondents stated that linking organizational objectives with trainees' skills and competent requirements is very crucial in skill development program. So through period assessing employee, an organization identifies if any additional training is needed or not and 2 respondents stated that the need of additional skill development program were identified by " by conducting periodic training need assessment activities'.

4. 2. 7 Methods of Providing Additional Skills to the Trainees:

Methods

No. of Respondents

Preparation of Annual Training Calendar and Implementation 1
In - house Training and Sending for Seminars and Workshops 4
Identify the Area of Development Selecting Type of Training Required 1

Total

6

4. 2. 7: Methods of Providing Additional Skills to the TrainersAs is evident from table 4. 2. 7, Of the 6 facilitators responded, 4 provided additional skills to the trainee within the organization's premises in order to educate develop and improve employee's skill which involves both technical and soft skills training programs and 1 each for the other methods. Thus it is clear that the majority of respondents provided additional skills to the trainee within the organization's premises in order to educate develop and improve employee's skill which involves both technical and soft skills training programs.

4. 2. 8 Frequency Level of Skill Development Program in Workplace:

To the query on frequency level of skill development program in workplace, of the 6 facilitators, 4 stated the skill development program to be decided as per company's requirement which means the training is given when there is a need to enhance knowledge, skills and abilities of their employees, to gain competitive advantage, technology improvements, and any new process is introduced.

4. 2. 9 Perceived Reasons for Skill Gap in the Organization: Skill Gaps

No. of respondents

Lack of Self Assessment2Reluctant in taking initiatives on their own1Lack of proper Communication and Feedback Mechanism1Lack of Competent technical people1All of Above1

Total

6

•

Table 4. 2. 9 Perceived Reasons for Skill Gap in the Organization Skill gap basically mean the difference in the skills required on the job profile and the actual skills acquired by the employees. In table 4. 2. 9, of the 6 facilitators, 2 mentioned due to " lack of self assessment" and 1 each for the other gaps. According to these respondents skill gaps are mainly due to (which includes interest, values, personality and skills).

4. 2. 10 Improvements on Trainees' Work Performance after Skill Development Program:

Improvements**No. of Respondents**

Quick Completion of Task with effective results 2
 Making less human errors/accidents 1
 All of the above 3

Total

6

Table 4. 2. 10: Improvements on Trainees' Work Performance after Skill Development Program As is evident from table 4. 2. 10, 3 respondents stated that improvement have been found in the areas of effective task completion, minimized errors /accidents and better coordination with co workers. 2 respondents found improvement in the area effective task completion area and other 1 found improvement in minimization of errors/accidents of the

employees' work performance after skill development program. Task was completed quickly as it was repetitive and required minimal supervision. Human errors and accidents were reduced accordingly as the employees were familiar with safety and health instructions for working with technical equipments and various preventive measures to be taken before, during and after the task.

4. 2. 11 Professional Growth as Skill Development

Facilitator:

Activities

No. of Respondents

Read Relevant Documents 2 Attend Workshops/Seminars 1 Both 3

Total

6

Table 4. 2. 11: Professional Growth as Skill Development FacilitatorAs is evident from table 4. 2. 11, 3 respondents stated that in order to keep abreast with the information related to skill development field, they read relevant documents and attend workshops and seminars. 2 respondents stated that they read relevant documents to keep themselves updated and 1 respondent stated to attend workshops/seminars. This shows that the facilitators acknowledged the fact that they should update their knowledge to enable effective imparting of skills to trainees.