

# Need for 360 Degree Training & Development Systems in Higher Educational Management Institutes

Shilpa Wadhwa\*

---

## Abstract

An Educational Group is the primary foundation to integrate Training & Development for making a Progressive and Well-developed Nation. In this group, the employees are the teachers, on whose shoulders lay the big responsibility to create good managers and decision makers to augment the corporate world. Teachers are training their students to become good entrepreneurs in the future. Teachers also help students to develop their passion and zeal for successful and happy life ahead in whichever sector they work in.

In almost all the Educational institutes, Training & Development is only meant for students so as to provide them with good placements. Since they are the source of the revenue for the management, therefore they are the direct beneficiary. The other recipients like faculty, administration, housekeeping etc, are secondary and not encouraged. This is only partial outlook, which focuses on the immediate concern and not on the complete learning succession. All the allied individuals who directly or indirectly influence a student's personality must be involved in the Training & Development System, so as to make the entire institute a complete learning platform. If this stance is development and followed on a continuous basis, then every individual will experience a sense of achievement and triumph in whichever task he is involved in future.

In this Case Study based Research paper, an initial attempt is made to study the existing training at development system of an Educational institute, Need for 360 degree training & development systems, identifying the key Training Needs of each of the individual involved in the Management Institutes, Implementation of the training sessions to fulfill the needs.

**Keywords:** Management Institutes, 360 Degree Training & Development Systems

---

*“Excellence is an art won by Training and Habituation. We do not act rightly because we have virtue or intelligence but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.”*  
Aristotle

## Introduction

Training & Development is an integral part of any organization. Over last few decades its importance has been realized by Educational Institutions (Eraut, 1989).

The present research paper is an attempt to identify need for 360 degree training & development system in educational institute. The researcher has considered faculty members, students & staff's feedback for present study.

## Objectives

1. To identify the existing Training & Development system in Management Institutes.

2. To study the Need for 360 degree Training & Development Systems.
3. To analyze the Key Training needs in the Management Institutes.
4. To develop training module and evaluate its success.

## Research Methodology

For detailed analysis, case study based approach is adopted. Apeejay Institute of Technology – School of Management, Greater Noida is taken as a sample base unit for the study. With lot of brainstorming with experienced academicians, key members involved in the institute were identified.

An informal discussion was conducted to understand the functioning and role of the key members in the

---

Shilpa Wadhwa\*  
AITSM, Gr. Noida

training system, various problems faced by these allied members and their genuine interest for improvement. With the positive approval and motivation to develop and implement new change in the existing training system, further a Survey, with the help of structured and customized questionnaires was developed and got filled to identify the Key Training Needs. After this, a specific Training Session was conducted and evaluation of the training session was undertaken to understand the success of this attempt.

### About the College

### Apeejay Institute of Technology

School of Management – Greater Noida

AIT-SOM, an off-spring of Apeejay Education Society, was established in 1997 in a sprawling campus having an area of 29 acres at one of the most prestigious locations in Knowledge Park – I, Greater Noida. The institute has emerged as the top rankers in the state of Uttar Pradesh and is among the first choice of students for admission to Management, Computer Science, Architecture and Planning Courses.

### Training & Development Model in Educational Institutes



**Fig. 1: Training & Development Model in Educational Institutes**

In Fig. 1 Training and Development Model, four stages are distinctly categorized:

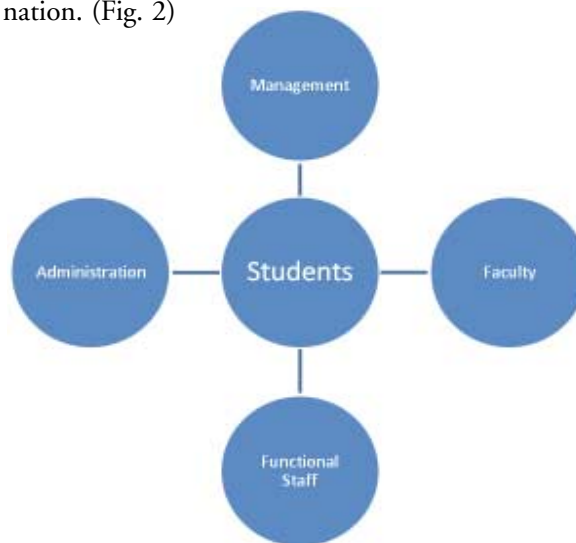
1. Analyze Needs – Identify and Prioritize the gaps in the Being, Knowing and Doing

2. Design Programs – Build Strengths, Allies Reserves and Structures for Customized Needs of Diverse Groups.
3. Gurukul – Sustained, Systematic and Courageous Actions for Effective and Efficient Implementation.
4. Evaluate and Develop – Examine Outcome and Develop further Upgraded Modules by creating a resourceful system.

By exactly using this Model, we intend to make Training & Development Cycle Complete, Comprehensive and Effectual.

### Concept of 360 Degree Training & Development Model

Intellectual Capital is a real asset for an Educational Institute. In the training and development of an Educational Institute, this 360 degree approach is appropriate and resourceful strategy in escalating towards scholarly and affluent citizens of the nation. (Fig. 2)



**Fig. 2: Conceptual 360 Degree Model for Educational Institutes**

Here first we identify all the parties who are directly or indirectly associated with the institute. After this we examine their contribution in the Institutes progress. Following this, throughout the organization, we conduct 360 degree training need survey with the help of questionnaires cum feedback form and performance appraisal forms. Next on the basis of their functional dependability we suitably segregate all the

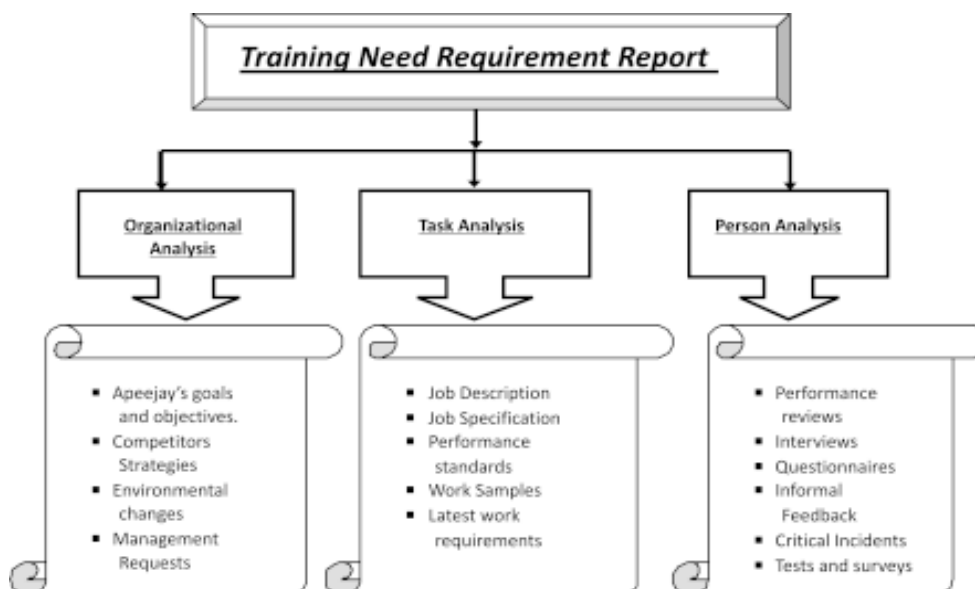
parties in various groups and map their existing profiles with the future requirements in order to develop Personal as well as Professional Excellence. (Table-1) After apparent identification of Key Training Needs, with the help of specialized experts, we design

and develop customized Training & Development Modules for specific groups. (Table-2) Then the implementation along with continuous evaluation is made from all the respective parties to bridge the loopholes wherever existed and required updation.

**Table 1: Detailed Components Involved in Each Group of 360 Degree Training Framework**

S.No.	Group	Members Involved
1.	Management	<ul style="list-style-type: none"> <li>Executive Director</li> <li>Director</li> <li>Head of the Department</li> </ul>
2.	Administration	<ul style="list-style-type: none"> <li>Registrar</li> <li>Adm. Officer</li> <li>Accounts Officer</li> <li>Systems In charge</li> <li>HR Officer</li> <li>Receptionist</li> <li>Counselor</li> </ul>
3.	Faculty	<ul style="list-style-type: none"> <li>Academic Coordinator</li> <li>Examination Head</li> <li>Faculty Members</li> <li>Training &amp; Placement team</li> </ul>
4.	Students	<ul style="list-style-type: none"> <li>First year Students</li> <li>Final year Students</li> </ul>
5.	Functional Staff	<ul style="list-style-type: none"> <li>House Keeping Staff</li> <li>Security Guards</li> <li>Peons, Sweepers, Drivers, Electrician etc.</li> <li>Other third party contract labors</li> </ul>

To Identify the Appropriate Training Need Requirements and Study Report, subsequent details have been considered.



**Fig. 3: Training Need Requirement Report**

**Table 2: Training Requirements**

S.No.	Group	Key Training Needs
1.	<b>Management</b> Executive Director Director Head of the Department	<ul style="list-style-type: none"> <li>• Leadership Development</li> <li>• Effective Negotiation</li> <li>• Sensitivity Training</li> <li>• Updating with Technology</li> <li>• Work Life Balance</li> </ul>
2.	<b>Administration</b> Registrar Adm. Coordinator Accounts Officer Systems In charge HR Officer Receptionist Counselor	<ul style="list-style-type: none"> <li>• General Administration</li> <li>• Effective Negotiation</li> <li>• Team Management</li> <li>• Work Life Balance</li> <li>• Functional Proficiency Accounts Inventory Mgmt Record Keeping IT Skills</li> </ul>
3.	<b>Faculty</b> Academic Coordinator Examination Head Faculty Members Training & Placement team	<ul style="list-style-type: none"> <li>• Research Orientation</li> <li>• Presentation Skills</li> <li>• Management of Change</li> <li>• Work Life Balance</li> <li>• Up gradation of technical skills</li> </ul>
4.	<b>Students</b> First year Students Final year Students	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Business Etiquette</li> <li>• Presentation Skills</li> <li>• Behavioral Training</li> <li>• Industry Awareness</li> </ul>
5.	<b>Functional Staff</b> House Keeping Staff Security Guards Peons Other third party contract labors	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Discipline &amp; Vigilance Procédure</li> <li>• Waste Management</li> <li>• Time Management</li> <li>• Work Life Balance</li> </ul>

- Used questionnaires to collect the information from all levels.
- Other non documental and confidential sources are also used to collect the information at various levels.

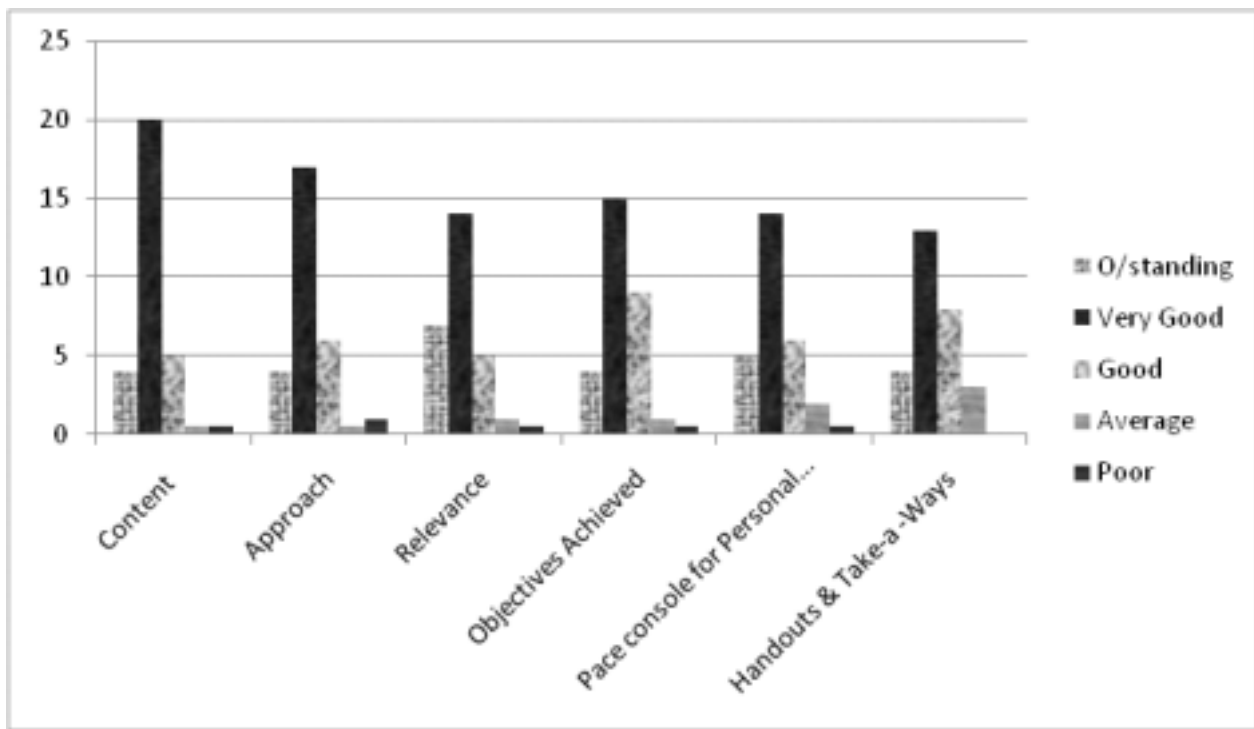
After assessing the training requirements of the Apeejay Institute and the resources available, selected training sessions were conducted. In this training session all the individuals were encouraged to participate and specific modules within the training session were

customized to benefit all the members involved in the training process. (Table-3)

After the completion of the Training Session, feedback responses of the respondents were taken via a systematic feedback form and personal interaction in between the training sessions, break time and at the time of high tea at the end. The feedback response, from the feedback form was used to analyze to response of the audiences and for further scope of improvement. (Fig. 4)

**Table 3: Overview of the Training Session on Work Life Balance**

S.No	Particulars	Details
1.	Training Session	<p>Work Life Balance</p> <p>Maintaining Balance between work life and personal life has become a significant issue for working professionals and organizations. With increasing demand on one's time and efforts, an individual finds himself at a loss as to how to balance the two aspects of his life so that he can derive happiness, satisfaction and good health side by side growing in his work life to higher positions of achievement. This Programme is intended to facilitate an understanding of the issues concerning work life balance and to suggest techniques and solutions for striking a balance between the "Rewarding Career and Getting Paid" in work life and enjoying a happier personal life, so that one can lead a balanced life, where one can spend his energy and efforts, emotional, intellectual, imaginative, spiritual and physical key areas of human activities that make him feel important. Special focus on Quality of Work Life (QWL) in organizations has been given to keep employees happy, healthy, committed and engaged. Means and ways of managing stress will be suggested.</p>
2.	Session Objectives	<ul style="list-style-type: none"> <li>• To facilitate the understanding of issues in work life balance.</li> <li>• To bring about more value and balance in daily life.</li> <li>• To enable development of improved relationship, both on and off the job.</li> <li>• To learn technique for managing stress at individual and organizational levels.</li> <li>• Improvements in productivity, commitment and teamwork.</li> </ul>
3.	Training Methodology	<p>The training will be imparted by eminent faculty from industry and Academia and the methodology will be interactive. Training Inputs will be delivered through presentations, case studies, group discussions and hands on exercises.</p>
4.	Contents	<ul style="list-style-type: none"> <li>• Issues of Work Life Balance, Managing Time and Relationships, Personal Happiness and Productive Quality of Work.</li> <li>• Organizational Framework for improvement in Satisfaction from work, making effective Delegation, Support Structure.</li> <li>• Art of saying No when Yes is compelled, Distressing of Individuals at work and in family, through meditation, Monitoring of family life, physical and mental health of executives and strategic solutions for Work Life Balance.</li> </ul>
5.	Training Aids	<p>Power Point Slide Presentation, Video Clips, White Boards was used as Teaching aid.</p>
6.	Reading Material	<p>Handout to participants, which is a self-sufficient reading material, is included in the training kit.</p>



**Fig. 4: Training Program Details**

Fig. 4 indicates very clearly that in all the parameters of the Program, various factors like content, approach, relevance, objectives, pace console, handouts, etc.

- The main part of any training program is the content. The respondents majorly said very good and good as the topic was subjective and we were able to generate through the discussion few different areas which could be included in the next session.
- The Approach adopted in this case was flexible to the requirement of the audience, overall the result was very good, but at some time in the session, due to diverse group some of the respondents felt lost and could not be convinced.
- From the point of view of Relevance – the Respondents found this topic and its learning very relevant in today's competitive work environment and living style, especially for the women gender. These were some issues faced by everyone which were very difficult to answer.
- With regard to the objectives achieved, the results were very good, but further areas of improvement were identified.

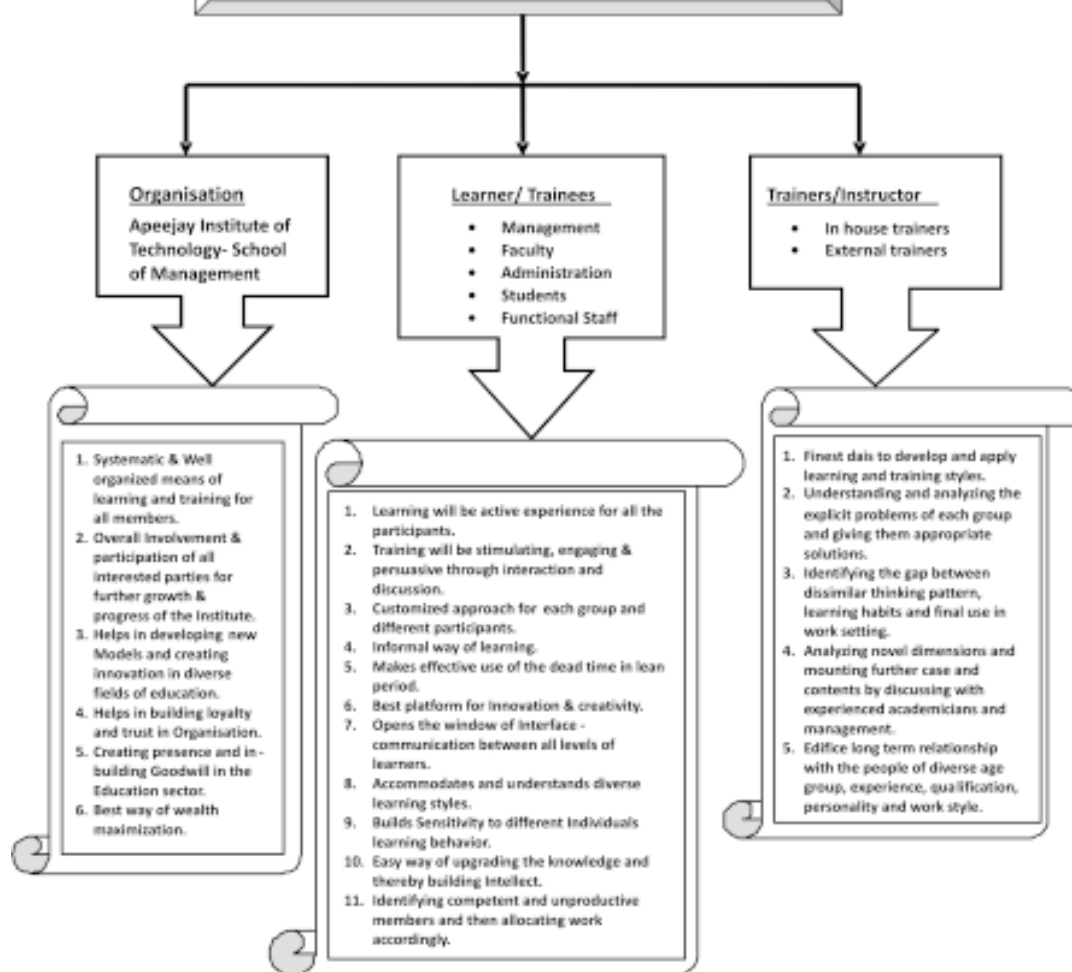
- Due to the diverse group of people, shortage of time and vastness in the topic, individual attention could not be maintained throughout the session, further contact number was given for guidance and support when required.
- Lot of handouts and take a ways were distributed and online resources were also made available to the respondents, practical exercise session was also conducted for short time, which was highly appreciated by all.
- Later it can also be seen that relevance has outstanding feedback as highest amongst all. Average and Poor score are minimal.

All this indicates a positive response.

### Conclusion

The initial attempt is real worth its efforts, as it has expanded the horizons of Training & Development from the root level to the subunits till higher levels and explained the future long term benefits in the overall successful growth of the Institute as depicted in Fig. 5.

## Benefits of Training & Development



**Fig. 5: Benefits of Training & Development for Educational Institutes**

### Annexure Questionnaires

#### Questionnaire for Students

All the information will be kept confidential and will be used only for research/project work.

1. Personal Details

Name .....

Course .....

Gender – M/F.....

Age .....

Email Id .....

2. Academic Information:

Particulars	Board/University	Course (Subjects)	Aggregate %	Awards
Xth				
XIIth				
Graduation				
Any other				

3. Work Experience:

Organisation	Time Period	Profile	Achievements

4. Areas of Interest

- a. Marketing                      b. Finance                      c. HR                      d. Production                      e. IT

5. Rate yourself on the scale of (1 to 5)

S.No.	Particulars	1 Very Rarely	2 Rarely	3 Some times	4 Mostly	5 Very Often
1.	Do you sometimes say to yourself "I know what I mean, but I can't explain it?"					
2	I take time to define the meaning of my most important words and phrases to ensure people understand exactly what I am saying					
3	I sometimes talk irrelevant without any logic in formal atmosphere.					
4	I am not able to listen attentively without interruption to somebody with whom I disagree					
5	I get easily distracted					
6	I plan my tasks but hardly any of my plans lasts longer.					
7	I am not able to balance between work and rest.					
8	I generally make others wait for a meeting.					
9	I usually get tensed and take hasty decisions when not able to finish my task on time.					
10	I cannot retain a positive mental attitude during difficult times.					
11	I want to learn methods that allow me to shield myself from negative influences					
12	In spite of having plenty of job opportunities in the market place, I feel that I can't make a place for myself.					
13	I try to learn from mistakes.					
14	I don't know my own strengths and weakness					
15	When in conflict I am not able to maintain patience and over burst with anger					
16	I never tried any method for self-improvement.					
17	I try my best to help others in difficult times.					
18	I believe in hard work and not on destiny					

What skills you feel is required to boost up to your career progress?



## Questionnaire cum Feedback form for Management, Faculty and Administration Staff

All the information will be kept confidential and will be used only for research/project work.

### 1. Personal Details

Name .....

Designation .....

Gender – M/F .....

Total Service .....

Email Id .....

### 2. Academic Qualification:

Particulars	Board/ University	Year of Completion	Course (Subjects)	Division/ (Aggregate %)	Awards
Graduation					
Post Graduation					
PhD/ Research					
Any other					

### 3. Work Experience: Academic + Industry

Organisation	Time Period	Profile	Achievements

### 4. Area of Specialization

- a. Marketing   b. Finance & Accounting   c. HR   d. Production   e. IT   f. Economics  
g. Research   h. Engineering   i. Medical   j. Fine Arts   k. Any other (specify)

### 5. Rank your overall Performance on the following parameters :

S.No	Particulars	1 Out- standing	2 Very Good	3 Good	4 Average	5 Poor
1.	Job Knowledge					
2	Planning & Systematic Working					
3	Cooperation & Coordination					
4	Accountability & Responsibility					
5	Initiative & Drive (positiveness)					
6	Resourcefulness ( Cost Consciousness)					
7	Technical Skills					
8	Communication Skills					
9	Creativity & Innovation					
10	Team Building					
11	Leadership					
12	Interpersonal Skills					
13	Ability to Adapt Change					
14	Professional etiquettes					
15	Relationship Building					
16.	Loyalty towards the organisation					

6. What are the areas in your Work Profile in which you need improvement & enhancement?  
.....  
.....

7. Among the following skill set, which you feel would be appropriate to develop and enhance your Job Requirements and facilitate in further career growth.

All-purpose Training

- Time management
- Team Management
- Updating IT skills
- Disciplinary training
- Effective Planning & Implementation
- Conflict Management and Negotiation Skills
- Work Life Balance and Meditation
- Stress management
- Professional Etiquettes

Management related Training

- Leadership Training
- Management of Change
- Sensitivity training
- Goal setting skills
- Cost – Benefit Training
- Innovation & Creativity
- Emotional Intelligence

Faculty related Training

- Presentation Skills
- Innovation & creativity
- Subject Enrichment
- Research Orientation
- Cases and Content Building
- Sensitivity Training
- Emotional Intelligence

Administration related training

- General Administration
- Inventory Management
- Record Keeping
- Interpersonal Relationship Building
- Coordination and control skills

8. Any other Suggestion

**Questionnaire cum Feedback form for Functionary Staff**

(To be filled by Interviewer by asking questions and noting the details through Personal Interview)

All the information will be kept confidential and will be used only for research/project work.

1. Personal Details

Name ..... Gender – M/F ....  
Age..... Martial Status.....  
Home Town.....

2. Official Details

- Basic Educational Qualification.....
- Additional Qualification.....
- Language in Use.....
- Designation.....
- Total Service Period.....
- Contracting Agency.....
- Service in Apeejay.....
- Work Timings.....
- Monthly Income (Approx.) .....

3. Do you have complete knowledge about your duties and responsibilities associated with your Job Mention few of them in detail?  
.....

4. Do you have previous experience in this designated role and Is there any training and guidance provided to you before starting the work? If yes mention the skills developed?  
.....

5. What are the parameters on the basis of which your performance is judged and contract is renewed?

- Duties Performed
- Punctuality and Discipline
- Efficiency & Effectiveness
- Overall Interaction
- Relationship with supervisor
- Feedback

6. Are you satisfied with the Contracting Agency (Salary and Services) and clients for which you are hired (Cooperation and Work Environment)?  
.....

7. List out the areas where you find problems in carrying out the assigned work?  
.....

8. What according to you can provide better Work Performance?  
.....

Any other Suggestions  
.....  
.....

**Training Evaluation cum Feedback Form**

Date:

1. General Details

- Program Title:
- Name of the Participant:
- Occupation:
- Name of the Organisation:
- Designation:
- Email Id.:

2. Share your experience about the training session and give your responses on the following:

S.No.	Particulars	1 Out- standing	2 Very	3 Good	4 Average	5 Poor
1.	Program <ul style="list-style-type: none"> <li>• Content</li> <li>• Approach</li> <li>• Relevance</li> <li>• Objectives Achieved</li> <li>• Pace console for Personal Understanding</li> <li>• Handouts and Take-a ways</li> </ul>					
2	Speaker's Performance <ul style="list-style-type: none"> <li>• Subject Knowledge</li> <li>• Communication skills</li> <li>• Presentation</li> <li>• Time management</li> <li>• Encouragement to participants</li> <li>• Queries Handling</li> </ul>					
3	Program Organisation <ul style="list-style-type: none"> <li>• Information and Guidance</li> <li>• Arrangements</li> <li>• Infrastructure</li> <li>• Hospitality</li> <li>• Cost Effectiveness</li> <li>• Association and Relationship development</li> </ul>					
4	Overall Utility and Effectiveness					

3. List out certain important things you have learnt and will be helpful in future from this Programme?

.....

4. State some areas to make this program more effective and productive?

.....

5. Will you suggest and recommend this Training session to others?                      Yes                      No

6. Potential References ( if any)

Name

Email/Mobile no.

### References

1. American Society for Training & Development (1999).” ASTD Trainers Toolkit Job Descriptions in Workplace Learning and Performance”. Alexandria, VA: American Society for Training & Development.
2. Allcock, R.S. (1988) Development Training: “A Personal View, Endeavour Training”, Birmingham
3. Beyer, B. K. (1995). “How to Conduct a Formative Evaluation. Alexandria, VA”: Association for Supervision and Curriculum Development.

4. Elkin, S. (Ed.) (1996) "Development Training Beyond 2000", Conference Report, Brathay Hall Trust
5. Eraut, M. (Ed.). (1989). "International Encyclopedia of Educational Technology (Advances in Education)". New York: Pergamon Press.
6. Indian Society of Training & Development – Govt. of India. Tool Kit and Resources for Training & Development .
7. Kinlaw, D. C. (1996). "Facilitation Skills: The ASTD Trainer's Sourcebook". New York: McGraw-Hill.
8. Munson, L. S. (1992). "How to Conduct Training Seminars": A Complete Reference Guide for Training Managers and Professionals (2nd ed.). New York: McGraw-Hill.