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Introduction
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INTRODUCTION

*It is good to learn*

*It is good to be efficient*

*But it is essential to be trained*  

- Jawaharlal Nehru

1.1. Introduction

Training has been recognized as a vital promoter in raising productivity and dispensing management process. Management training has gained enough recognition in the Industrial and economic areas. At the same time there is a growing need for imparting training in order to improve the administrative and management skills, while on the other side there is ample evidence to prove that dissatisfaction and frustration continue to subsist even at the higher levels of management.

In Industries, training plays an important role in improving the Quality of labour. It increases the workers’ aptitude and skill and makes them fully productive within the given minimum time. So, Training is the systematic approach to create an environment in an organization which helps to improve the individuals capacity to deal with a work situation. Training also has to form an essential ingredient in any safety programme.

Man power development motivates development and improvement in the behaviour of an employee towards other employees and his employer. Training is the most essential aspect in man power development. The concept of training is to impart rich and experienced knowledge to the trainee. There is a clear difference between learning and training. Training is a process in which something is done to the trainee. Learning is when the trainee does something to himself. When we set out to train people, we hope that this process of training is going to be a simultaneous one because if nothing is learned, the trainer is wasting time and effort.

Training is educating in the subject and instructing a new employee. (The important thing is that the new employee acquires a sense of pride in his job). Training is
also teaching an employee a new skill or process and widening the knowledge of the employee by giving training relating to his present job. Training is also updating (i.e.) keeping the staff abreast of current developments, new materials and techniques.

There are excellent methods for helping the learning process like visual aids, close circuit television, etc. which help to enforce points in an interesting way. One of the methods to carry out successful training is to organize a series of short talks or demonstrations given by our own senior personnel with ample time for queries. Ultimately the trainer has to rely upon personal approach to motivate the students, and it is a strategic measure behind the success of the methods, provided the students evidence an aptitude for knowledge.

Any training programme for an organization should be designed specifically to meet its needs.

1.1.1. Training

Training is a process in which learning opportunities are structured in a planned manner, so as to develop knowledge, skills and attitude, necessary for effective performance of work for achieving organizational aims and objectives by the most cost effective means, available for the purpose. Thus the basic theme of training function is to achieve ‘effective performance’ by the employees towards attainment of organizational goals. In an organization the manager’s primary purpose is to ensure that the objective of the organization is achieved. This greatly depends on the manager’s ability to manage the “Performance of his staff”.

Formal control systems will in any case be there, but invariably managerial and Organizational success is based not on the Operation of systems but on the interpersonal skills of the individual manager and his ability to get effective performance from his subordinates. The logical conclusion therefore is that managers, being responsible for effective performance by their subordinates, are also responsible for their effective training. Therefore training has to be recognized as an integral part of the whole work system.
Swanson and Holton (2001) define “Training and Development is the process of developing expertise for the purpose of improving performance”

Flippo E.B., (1980) defines “Training as the act of increasing the knowledge and skill of the employee for doing a particular job.” Training is the corner stone of management for it makes employees more effective and production oriented. It is actively and intimately connected with all management activities.

In the opinion of Edwin B.S. (1985). “Training is overcoming blocks in the path of effective learning, it is concerned with direct job performance but can also be effective in changing attitude”.

1.1.2. Development

Development is a systematic and planned effort, which is oriented more towards broadening an individual’s skills for the future responsibilities. Management Development provides the opportunity to develop a broad base of skills and competencies that can be applied to many jobs in the Organization. Managerial skills broadly cover technical skills that are concerned with knowledge and proficiency employed in methods, procedures and processes, Human skills are concerned with Human Relations Skills, Effective Working and Collaborative Skills and Conceptual Skills and are concerned with general management skills such as visioning, modeling, formulating strategic planning etc.

*The six core skills that Managers require today:*

1. Global Perspective
2. Leadership
3. Learning and learning transfer
4. Flexibility
5. Strategic Planning
6. Team building
Definitions

- “Development is ongoing education to improve skills for present and future jobs”
  
  (Robert N. Lussier, 2002)

- “Management Development is teaching managers and professional employees broad skills needed for their present and future jobs”.
  
  (Bateman and Snell, 2002)

- “Management development includes the process by which managers acquire not only skills and competency in their present jobs but also capabilities for future managerial tasks of increasing difficulty and scope”.
  
  (Edwin B. Flippo, 1990)

1.1.3. Training and Development

In the field of human resource management, training and development is the field concerned with organizational activity, aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. (Harrison, 2005)

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider the new options that can help them to improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviours that can be transferred back to the workplace. (Charnov, 2000)

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robbins and DeCenzo, 1998). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to a long-term growth on what an individual may need to know or do in future. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably which
emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson and Robinson, 1995).

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people’s attention on incorporating their new skills and ideas back at work.

Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors.

These two processes, Training and Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem. (Kim, 1997)

Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them”. (Garavan, Costine, and Heraty, 1995).

Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may have been identifiable issues or problems that need to be addressed; the Development process aims to find ideas and solutions that can effectively make the group to a state of high performance. Development implies creating and sustaining change. (Marmer, 1999)
Joy Emery (2000) indicates that Positive Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. *(Emery, 2000)*

For the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, while closely related, there are important differences between the terms that center on the scope of application. In general, training programmes have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programmes, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting. *(Jacob, Ronal L. 2003.)*

### 1.1.4. Methods of training and development

There are various methods of training, which can be divided into cognitive and behavioral methods. Trainers need to understand the pros and cons of each method, its impact on trainees, keeping their background and skills in mind, before giving training.

Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive Approach provide the rules for how to do something, written or verbal, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning.

*The various methods that come under Cognitive approach:*

- Lectures
- Demonstrations
- Discussions
- Computer Based Training (CBT)
- Intelligent Tutorial System (ITS)
- Programmed Instruction (PI)
- Virtual Reality

Behavioral methods are more of giving practical training to the trainees. The various methods under Behavioral approach allow the trainee to behave in a real fashion. These methods are best used for skill development.

*The various methods that come under Behavioral approach:*

- Games And Simulations
- Behavior-Modeling
- Business Games
- Case Studies
- Equipment Stimulators
- In-Basket Technique
- Role Plays

Both the methods can be used effectively to change attitudes, but through different means.

1.1.5. Skill required at three levels of Management

The above picture or diagram shows the managerial skills which are required by managers working at different levels of management. The top-level managers require more conceptual skills and less technical skills. The lower-level managers require more
technical skills and fewer conceptual skills. Human relations skills are required equally by all three levels of management.

❖ **Conceptual Skills**

Conceptual skill is the ability to visualise (see) the organisation as a whole. It includes Analytical, Creative and Initiative skills. It helps the manager to identify the causes of the problems and not the symptoms. It helps him to solve the problems for the benefit of the entire organisation. It helps the manager to fix goals for the whole organisation and to plan for every situation. According to Prof. Daniel Katz, conceptual skills are mostly required by the top-level management because they spend more time in planning, organising and problem solving.

❖ **Human Relations Skills**

Human relations skills are also called Interpersonal skills. It is an ability to work with people. It helps the managers to understand, communicate and work with others. It also helps the managers to lead, motivate and develop team spirit. Human relations skills are required by all managers at all levels of management. This is so, since all managers have to interact and work with people.

❖ **Technical Skills**

A technical skill is the ability to perform the given job. Technical skills help the managers to use different machines and tools. It also helps them to use various procedures and techniques. The low-level managers require more technical skills. This is because they are incharge of the actual operations.

Apart from Prof. Daniel Katz's three managerial skills, a manager also needs (requires) the following additional managerial skills.

❖ **Communication Skills**

Communication skills are required equally at all three levels of management. A manager must be able to communicate the plans and policies to the workers. Similarly, he
must listen to and solve the problems of the workers. He must encourage a free-flow of communication in the organisation.

❖ **Administrative Skills**

Administrative skills are required at the top-level management. The top-level managers should know how to make plans and policies. They should also know how to get the work done. They should be able to co-ordinate different activities of the organisation. They should also be able to control the full organisation.

❖ **Leadership Skills**

Leadership skill is the ability to influence human behaviour. A manager requires leadership skills to motivate the workers. These skills help the Manager to get the work done through the workers.

❖ **Problem Solving Skills**

Problem solving skills are also called Design skills. A manager should know how to identify a problem. He should also possess an ability to find the best solution for solving any specific problem. This requires intelligence, experience and up-to-date knowledge of the latest developments.

❖ **Decision Making Skills**

Decision-making skills are required at all levels of management. However, it is required more at the top-level of management. A manager must be able to take quick and correct decisions. He must also be able to implement his decision wisely. The success or failure of a manager depends upon the correctness of his decisions.

1.1.6. **Some important areas of industrial training:**

Areas of training can be classified into the following categories:

i. Training in company policies and procedures (induction training)

ii. Training in particular skills

iii. Training in human relations

iv. Training in problem solving
v. Managerial and supervisory training  
vi. Apprentice training  

i. Training in Company policies and procedures  

This is part of the induction of a new employee. The objective is to orient new employees with the set of rules, procedures, management, organization structure, environment and products which the firm has and or deals with.  

Orientation is a continuous process aimed at the adjustment of all employees to new and changing situations. It aims to impart the facts of company rules and policies, to create attitudes of confidence in the company, pride in its products, respect for company personnel, and to provide information about the needs of skill, development, quality of production and work organization.  

It also enables employees to get a first impression of the “culture” of the firm and the kind of people he will have to deal with. At no time does it allow for questioning or change of system. It, therefore, in no way contributes to individual growth, nor does it enhance an employee’s ability to contribute to the organization’s growth. Induction programmes are also used for in – company promotees, who have to be oriented to the demands of their requirements.  

Induction programmes are based on the philosophy that the process of initial adjustment and entry to the organization is a difficult process. Unless it is facilitated by a conducive and supportive atmosphere, it would leave the new entrant with several uncertainties in his mind and make his assimilation in organizational life more complex and difficult. Many organizations are conscious of this and devote considerable effort to make the initial entry phase a pleasant and a cordial one. Induction training consists first of going around the various service departments, including the personnel department, to understand the nature of the services provided, and also to understand the individual’s terms and conditions of employment. The other phase consists of spending some time in various operating departments for a complete understanding of the nature of their activities. Such an elaborate programme may not be planned for the lower-level
categories of employees like as workers but is generally planned for managerial personnel.

ii. Training in Particular Skills

Training of employees in particular skills is undertaken to enable the employee to be more effective in the job. It is a here – and – now proposition, somewhat like induction training, training, which does not have a very significant development aspect to it. Its aim is narrow and it guarantees a certain contribution to the job, for instance, sales training and machine skills.

iii. Training in Human Relations

This is a broad category embracing many different aspects. Self learning and inter – personal competence can be included in this category. It stresses a concern for individual relationships, for feeling and treating people as “human beings”, rather than as machines. This concern and awareness in one’s attitudes and behaviour is conducive for better workplace relations, and enhances productivity. This category of training is oriented towards the development of the individual and consequently the organization’s efficiency in terms of better team work.

iv. Training in Problem Solving

Many in – company programmes also revolve around organizational units, like divisions or branches, which generally handle a product line. The practice is to call together all managerial personnel in particular division/branches from both the head quarters and the field offices and discuss common problems and solutions across the table. This not only helps solve problems, but also serves as a forum for the exchange of ideas and information which could be utilized in other situations.

v. Managerial and Supervisory Training

The Managerial job combines both techniques and conceptual knowledge. If it is that of a specialist, it would emphasize some techniques and knowledge like operations, research, finance, production and personnel management. If, on the other hand, it is a
general management job, then the emphasis would be on the principles of scientific management that is organizing, planning, staffing, directing and controlling.

**vi. Apprentice Training**

The Apprentice act 1961 was based on the philosophy of providing some technical training for unskilled people so that their employment opportunity is enhanced, or alternatively to help them be self-employed. Industrial organizations in specified industries are required to train apprentices in proportion to their workforce in designated trades. The duration of training is one to four years.

1.1.7. **Training and Development Process:**

Training and Development process refers to the actual sequence of activities in which training and development function works in an organization.

*The steps involved in training and development process are*

*Step 1:* Identification of Training and Development need

*Step 2:* Designing of Training and Development Programmes.

*Step 3:* Conducting of Training and Development Programmes.

*Step 4:* Evaluation of Training and Development Programmes and

*Step 5:* Measuring results of Training and Development Programmes and Comparing to Evaluation Criteria.
The determination of whom to target for training and development should be carefully considered, as it represents the basic policy and philosophy of an organization’s HR strategy. However, training and development programmes need to be strategically oriented in today’s globalized and complex business scenario.

Training and Development functions in the organizational context can be summed up through the following pyramid:  

1.1.8. Training as an HR Functions

The training function in human resources covers many bases. Training involves everything from new employee orientation to leadership training for seasoned employees. According to the Society of Human Resource Management (SHRM), training and development play a large role in the overall success of an organization. Hiring good people and training them to be the best, helps to retain employees and creates a productive workforce.

Orientation

New employee orientation is an important part of the hiring process. It prepares the employees for new roles, and acclimatizes them to the company. According to SHRM, employees who go through an orientation process feel more connected to their job. The focus and length of orientation sessions are often determined by the employees'
positions in the company. While hourly employees may be in orientation for one day, manager-level employee orientation can last up to two weeks.

❖ **Compliance**

Compliance training is highly recommended by the U.S. Department of Labor. This encompasses workplace violence, sexual harassment, drug and alcohol, and safety in the workplace. This training assures that employees know how certain situations should be handled. Policies and procedures are outlined, and the consequences are clearly spelled out. Offering this type of training puts employees on alert, and helps the company avoid costly lawsuits.

❖ **Leadership**

Offering leadership training helps the workforce grow. It prepares employees for the challenges of management, and begins the succession planning process. Succession planning helps fill high-level positions by moulding current employees. Retirement is inevitable, and some positions are difficult to fill. Succession planning allows employees to train for certain roles, and when the time comes, they can successfully fill the vacant position.

❖ **Career Planning**

Training and development deals with Employee Career Planning Counseling employees is an effective way to determine their career goals, can help them remain a part of the organization for years to come. Companies that offer career counseling show that they care about their employee’s future. According to SHRM, career counseling is an important component of succession planning.

❖ **Research**

A large component of the HR training function is research. Skill development programs are ever-changing. Conducting research should be an on-going training activity. It will assure that the programs are fresh and relevant. Assessing the needs of incumbent employees will better shape them for future success. This, in turn, guarantees the success of the company.
1.1.9. Role of Training and Development Manager

To meet the challenges set by the rapid transformations in the technology and business operations, the workforce needs to be aware of the changeover and its impact on the work. Training helps the workforce to bridge the gap between the present situation and the aspiring future which would enhance the productivity. The training manager needs to analyze the current position of the workforce and direct them to the advancements through proper training.

The role played by the Training and Development Manager is crucial in any organization. He should be aware of the needs of the target audience and the type of target audience before designing the study material. The needs of the target audience can be identified and evaluated on the basis of surveys conducted on the employees to understand their requirements. The manager also has to keep track of the changes happening in the external and internal environment, conduct job analysis and evaluate the current position of the employees and provide them with proper training and development activities to reach the desired destination.

Target audience is another major factor influencing the nature of training programs. Charles Handy, in his book, “Age of unreason” has mentioned about the “shamrock organisation” wherein the employees can be divided into three groups - the Core Employees who are the key permanent employees, the Contractual Fringe who are engaged according to the work, as essential according to the project and the Flexible Workforce who consists of the part-time workers who are appointed as and when required. The nature of training varies with the type of the people involved. The contractual workers need to be imparted with only that knowledge that helps them complete the task allotted to them. But the key players’ training should be a comprehensive one as their role is significant in the attainment of the overall objectives of the firm. Similarly, the new employees should be provided with the orientation program that helps them imbibe into the organisation. Training also provides the platform for easy adjustments to situations that have erupted from mergers and acquisitions.
On deciding the target audience, the Training and Development Manager has to design the study material after identifying the current level of competence of the audience from the performance appraisal reports, surveys, supervisor suggestions, technological changes, and other internal and external factors. The success of the training manager lies in his ability to impart quality training which can result in high performance within the budget allocated for training and development activities. He should also check the suitability of the material to the type of program. For instance, training might include on-the-job training, e-learning, self study materials, satellite training, or classroom training. The learning material must be self sufficient to impart the knowledge depending on the type of approach followed.

The training and development manager has to oversee that the training programs have been effective by collecting data on its effectiveness in achieving the expected objective through the usage of questionnaires, performance appraisals and other tools. The ROI on training is important especially with the downsizing in the training activities on account of the recession. He should resort to external expertise or internal expertise for imparting the knowledge after considering the various influencing factors. The training program is effective only when it adds to the morale of the employee, increases productivity and employee skills, and affects employee attitude positively. The manager is to monitor the trainers, training material, actual training, maintain records and issue certificates for the trainings undertaken by the employees.

With the changes in technology and rise in the scale of business operations, the creation of a highly skilled workforce who can make significant contributions to the company objectives and who remain loyal to the company lie in the hands of the training and development manager.

1.1.10. Benefits of Training and Development

General Benefits from Employee Training and Development are

i. Increased job satisfaction and morale among employees

ii. Increased employee motivation

iii. Increased efficiencies in processes, resulting in financial gain
iv. Increased capacity to adopt new technologies and methods  
v. Increased innovation in strategies and products  
vi. Reduced employee turnover  
vii. Enhanced company image, e.g., conducting ethics training  
viii. Risk management, e.g., training about sexual harassment, diversity training.

1.1.11. Major Category of Benefits of Training and Development

   Labour Savings  
   Productivity Increases  
   Other Cost Savings  
   Other Income Generation

❖ Labor Savings

Labor savings occur where, as a result of the training, less effort is needed to achieve current levels of output. We have to assume that savings are realized by a reduction in the amount of labor applied to a particular job and or not by utilizing the newly available time to achieve further output on the same job.

Labor savings will only be realized if the labor applied to a job can really be reduced, whether this comes as a result of redundancies, transfers of staff to new positions or reallocation of work. If the time savings simply result in more slack, then there is no saving.

Labour savings include
i. Reduced duplication of effort.  
ii. Less time spent on correcting mistakes.  
iii. Faster access to information.

❖ Productivity increases

Productivity increase occurs where, as a result of training, additional output can be achieved with the same level of effort. This implies that the organization requires or
desires more output in this particular area. If it does not, then it might be better to express the benefit as a cost saving.

*Productivity increases include*

i. Improved methodologies reduces the effort required.

ii. Higher levels of skill leads to faster work.

iii. Higher levels of motivation leads to increased efforts

❖ **Other Cost Savings**

Cost savings can be achieved in a variety of ways, not just through savings in labour, such as:

i. Fewer machine breakdowns, resulting in lower maintenance costs.

ii. Lower employee turnover, reflected in lower recruitment and training costs.

iii. A reduction in bad debts.

❖ **Other Income Generation**

In some job positions, it may be possible for new income to be generated as a direct result of training and development programmes. Sometimes this can be satisfactorily recorded as a productivity increase, but there will be times when a more direct and specific analysis is required.

*Other income include*

i. A higher success rate in winning competitive pitches, leading to increased sales.

ii. Sales referrals made by non-sales staff.

iii. New product ideas leading to successful product launches.

1.1.12. **Effective training**

‘Effective training’ will indicate ‘not only finding out whether the training was well done but also asking what it achieved and whether it was worth while for the organization to be sponsoring it’ (Bramley,1997). Therefore, to ensure the training is effective, the HR and training literatures stress that the organizations’ need to adopt a systematic approach to training which often include identifying needs, planning, delivery
and evaluation. (Keep, 1989) Arguably, the evaluation of training is one of the most critical stages in the training process (Marchington and Wilkinson, 2002). From the employee’s perspective, training is unlikely to be effective unless it is related to high level of motivation, better ability to perform their job, and hopefully also makes them feel positive toward their work (Wexley and Latham, 1991; Cascio, 1992). Various evaluation models are discussed about the effectiveness of training (Kirkpatrick’s, 1976; Warr et al 1976; Hambin 1974; Easterby-Smith’s 1986 etc). Each model has its strengths and weakness, but it is clear that there is a similarity among them, which is, the common components to evaluate training effectiveness are based on four levels: reaction, learning, behaviour change and results.

**Effectiveness**

Effectiveness could be measured by the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, efficiency means "doing the thing right," and effectiveness means "doing the right thing."

**Efficiency and Effectiveness**

It is very clear that in running an organization there should be a balance of efficiency, i.e., the way resources are employed, and effectiveness, ie, the extent to which the desired goals are achieved.

**1.1.13. Evaluation of Training and Development Programme**

One of the most nebulous and unsatisfactory aspects of training programmes is the evaluation of their effectiveness. Evaluation is any attempt to obtain information (feedback) on the effects of a training programme, and to assess the value of the training in the light of that information.

Evaluation leads to control which means deciding whether or not the training was worth the effort and what improvements are required to make it even more effective. Evaluation of training within work settings can assist a trainer / organization in learning more about the impact of training.
Evaluation is a process to determine the relevance, effectiveness, and impact of activities in the light of their objectives. In evaluating a training and development programme, one needs to consider that most training and development activities exist in a larger context of projects, programmes and plans.

“Training Evaluation is a systematic process of collecting information for and about a training activity which can then be used guiding decision making and for assessing the relevance and effectiveness of various training components”.

(Raab et al, 1987)

Evaluation may be classified as (1) formative evaluation and 2) summative evaluation. Formative Evaluation involves the collection of relevant and useful data while the training and development programmes is being conducted. This information can identify the drawbacks and unintended outcomes and is helpful in revising the plan and structure of training and development programmes to suit the needs of the situation. Summative evaluation is done at the end of the programme and makes an overall assessment of its effectiveness in relation to the achievement of objectives and goals.

In order to classify areas of evaluation, Donald Kirkpatrick created what is still one of the most widely used approaches, developed in 1959. This four levels of evaluation consist of:

- Level 1 : Reaction – a measure of satisfaction
- Level 2 : Learning – a measure of learning
- Level 3 : Behaviour – a measure of behaviour change
- Level 4 : Results – a measure of results.

1.1.14. Significance to Donald Kirkpatrick Model

Although the Kirkpatrick model has served trainers well in terms of evaluating whether learners liked their instruction, whether they learned something from it, and whether it had some effect for the organization, evaluation experts are now pointing out that the four-level approach has weaknesses. Mainly, it can’t be used to determine the cost-benefit ratio of training and development (ROI), and it can’t be used diagnostically,
i.e., when a training programme doesn’t deliver the expected results. When looking at ROI and cost benefit analysis, it is important to remember that:

- Improving efficiency means achieving the same results with lower costs.
- Improving effectiveness means achieving better results with the same costs.
- It is possible to get better results with lower costs, and this is called improved productivity.

In order to calculate ROI, evaluation experts have recommended the addition of a fifth level to Kirkpatrick’s model for some training and development programmes. This requires collecting level 4 data, converting the results to monetary values, and then comparing those results with the cost of the training and development programme. Training results can be divided into hard data and soft data. Hard data are the traditional measures of organization because they are objective, easy to measure, and easy to convert to monetary values. They include output (units produced, items assembled, tasks completed); quality (scrap, waste, rework); time (equipment downtime, employee overtime, time to complete projects); and cost (overhead accident costs, sales expenses). Conversely, soft data includes such things as work habits (tardiness, absenteeism); work climate (grievances, job satisfaction); attitudes (loyalty; perceptions); and initiative (implementation of new ideas, number of employee suggestions).

1.2. Area of the Study

Salem Steel Plant, a special steel unit of steel authority of India Ltd., pioneered in the supply of wider width stainless steel sheets / coils in India. Salem Steel Plant has countries first top of the line stainless steel blanking facility with a capacity of 3100 tones / year of coin blanks and utility blanks / circles. It is one of the Maharathana of India.
Steel Authority of India Limited
1.3. Profile of Salem Steel Plant

Salem Steel Plant is a unit of Steel Authority of India Limited (SAIL), a Government of India Enterprise, with its Headquarters located at New-Delhi. It produces hot rolled stainless steel and carbon steel coils of various grades by processing slabs. Hot rolled stainless steel coils are further processed to produce cold rolled stainless steel coils, sheets and blanks of various grades.

The Plant is equipped with state of the art technology and automation in its Hot rolling mill consisting of Steckel mill with Automatic Gauge Control and Continuously Variable Crown. The Cold rolling mill for stainless steel has the modern 20 Hi Sendzimir mills incorporating Automatic Gauge Control and other sophisticated associated facilities.

The first phase of the Plant comprising Cold rolling mill (CRM) with an annual production capacity of 32,000 tonnes was commissioned in 1981. Its production capacity was subsequently increased to 70,000 tonnes per year with the completion of the second phase during 1991.

The Blanking line (BL) was commissioned in 1993 with an annual production capacity of 3,600 tonnes of blanks. In the third phase, the Hot rolling mill was commissioned in the year 1995 and it has an installed capacity of 1,86,200 tonnes per year.

The Plant has around 1336 employees on its pay roll and most of them are with good educational and training background. Since inception, SSP has built up a reputation for its good product quality. SSP’s product “Salem stainless” is a household name in the country. In recognition of the quality standards achieved, the plant has been awarded the prestigious "National Sustainability Award" by Indian Institute of Metals for the year 2006 and has the distinction of winning this award ten times so far. The Plant was certified to ISO 9002 (1987) Quality Assurance System standards since April ’93 for its Cold rolling mill complex. Hot rolling mill was also certified to ISO 9002 (1994) since Nov ’96. Subsequently the whole Plant has been certified to ISO 9001:2000 standard since
November 2002. The plant has been certified to OHSAS 18000 (Occupational Health & Safety Standards) in the year 2007.

In the environmental front, SSP has developed and implemented an Environmental Management System and has been certified to ISO 14001 (1996) EMS Standards since May 1999. Subsequently the Plant has been certified to ISO 14001:2004 standard since June 2005.

The plant has received the coveted Golden Peacock Environment Management Award in 1999 from the World Environment Foundation.

The plant was adjudged the best plant in the Alloy Steel Plant category for its Environmental Pollution Control measures, consecutively for three years. SSP has also received awards from Tamil Nadu Pollution Control Board for its effective pollution control measures.

The Plant has bagged the coveted "Sword Of Honour" award from the British Safety Council thrice for its excellence in the field of Safety.

The Plant has received "Inssan" award for excellence in the implementation of employee suggestion scheme for the years 1996, 1997 and 2005.

Salem Steel Plant has also been awarded "State Productivity Award" four times by the Government of Tamilnadu.

The Plant has received SAIL Paryavaran Trophy for Best Environment Management four times. SAIL Paryavaran Trophy has also been received by the plant for best house keeping and water pollution control.

The International Green Land Society, Hyderabad has conferred Jawaharlal Memorial National Award to the plant in 1993 – 1994.

The Plant has been awarded the best Materials Management department among SAIL units.
The Plant has been exporting its products successfully to the quality conscious markets of USA, Australia, UK, Canada, Malaysia, Italy, etc. since 1985 and it has received "Export Excellence Award" at the national level, instituted by Engineering Export Promotion Council of India

**Prestigious Safety awards received by the plant**

<table>
<thead>
<tr>
<th>Level</th>
<th>Name of the Award</th>
<th>Agency</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Gold Citation</td>
<td>British Safety Council</td>
<td>1987, 1988 &amp; 1989</td>
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<tr>
<td></td>
<td>Industrial Safety Award</td>
<td>British Safety Council</td>
<td>1982 to 1989</td>
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<tr>
<td>National level</td>
<td>National Safety Award special commendation Certificate</td>
<td>DGFASLI Ministry of Labour, Govt. of India</td>
<td>1985 to 1987-Winner</td>
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<td>1989 - Runner-up</td>
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<td>1993 - Winner</td>
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<td>1984, 1986- Runner-up &amp; 1987</td>
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1.4. Training and Development in Salem steel plant (SSP)

**HRDC (Human Resource Department Centre)**

In every organization human capital is considered to be the most vital not only because of the usefulness of the life but also the turnover and profit associated with it to maintain the human capital. We have to constantly equip, upgrade and maintain the capital.

HRDC serves the purpose of maintaining this capital in excellent condition and also to upgrade it. As the technology is constantly evolving the human capital needs to be paced accordingly.

HRDC serves the purpose of training the manpower for new role for the entrance and upgrade for the existing plant personal. The training involves various dimensions of knowledge, skills, behavior, attitude and aptitude depending on the needs of the organization.

The essential thing about human development is the curriculum imparted skills gained and the feedback unless until the right skills are imparted and the candidates absorbed it in completely or partially and the correct feedback is provided the essential functions of HRDC can’t be attained.

In a nutshell out of 4 M’s (Men, Machine, Money, Material) the vital capital is not only useful for the organization but also society.

Training for the employees are on the job training, multi skill development, abroad training and management training. HRDC also provides apprenticeship training.

**i) Facilities provided to HRDC**

- 250 seating capacity A/C auditorium
- 2 A/C Conference halls for class rooms
- 2 General Class rooms
- One dining room for refreshment and lunch
- Canteen facility for cafeteria
✓ High speed Photocopier / Fax machine
✓ Scanners
✓ Laser printers
✓ Work shop with 3 lathe m/c, welding m/c, shaping m/c and inclined drilling m/c etc.

(ii) Technologies used in HRDC
✓ Slide Projector
✓ Overhead Projectors (OHP)
✓ Big / small screens
✓ Lap top / Computers
✓ Intra-net facility
✓ Internet
✓ Micro phones
✓ DVD Player
✓ Audio Visual System etc.

1.5. Rationale of the Study

The quality of the training in an organization is considered the most important factor that determines the success of the organization. It is true that an expenditure on education, Training and development of human resource is not primarily consumption but an investment which increases productivity and Productive Capacity of labor when training is effective, its Consequences produce many special advantages for the organization, manager (line & training) and its employees. It is obvious from this statement that for an organization to perform efficiently the human resources must be developed to perform their tasks effectively.

It was envisaged therefore that data generated from this study would enable SSP to assess its training function more critically and have correct perceptions of the actual situation of training in the industry.
i) The findings of the study can motivate line & training managers to focus attention on issues critical to effective development of their work force.

ii) The findings of the study will be highly beneficial to training department in SSP as the study suggests many ways to develop its human resources.

The present study is concerned with the effectiveness of employee training and development Programme. An attempt is made to review the literature available so that greater insight into the object is obtained sufficient effort is taken to understand the earlier studies on Training need Assessment, effectiveness on training and the related issues on this topic.

1.6. Conceptualization of the study

The researcher used the following concepts to measure the effectiveness of training and development in Salem Steel Plant (SSP):

- **Training**
  Any practice that deals with enhancing commitment and culture building.

- **Attitude towards training**
  It was the attitude of the respondent towards the ongoing training and development programme in the organization.

- **Course content and Design**
  It is the curriculum and the relevance of the content which helps to attend the accomplishment of the objective of the existing training and development programme.

- **Course instructor and methodology**
  It talks about the expertise and competency of the resource person and also the methodology adopted during the training and development programme.

- **Course Administration**
  It refers to the periodical evaluation and the practices and the planning of training programme
- **Training Climate**
  A learning environment, which facilities development of human resource, is called training climate.

- **Return on Investment**
  It is assumed that money spent on training programme is an investment on the part of management which transforms the employees to be more productive and extraordinary.

  Since the study is conducted with in a short period of time the researcher cannot measure the impact of the training on the employee. It is the limitation of the study too.

  But it is possible to assess the perception of the employees towards the contribution of training to the organization after attending the training and development programme.

- **Training Competency**
  Competencies are a combination of skills, knowledge and attitude and value that affects a major part of the job. It correlates with performance of the job.

- **Training Effectiveness**
  Though a number of definitions are attributed to “Effectiveness”, the researcher has given an operational definition. It is defined as the positive perception and the response given by the respondents towards training and development programme.

- **Perception**
  Perception is the organization identification, and interpretation of sensory information. In order to fabricate a mental representation through the process of transduction, which sensors in the body transform signals from the environment into encoded neural signals
Employee

An employee contributes labor and expertise to the endeavor of an employer and is usually hired to perform specific duties which are packaged into a job. In most modern economies, the term "employee" refers to a specific defined relationship between an individual and a corporation. Technical employee – work oriented plant (Salem Steel Plant) employee, Non Technical employee – Non work oriented plant employee, Administrative employee belongs to HRDC, finance department of Salem Steel Plant.

1.7. Chapterization

The entire study has been organized into six chapter, which are as follows:

Chapter – I : Introduction (Concepts, Conceptualization, Profile of the company)
Chapter – II : Review of Literature
Chapter – III : Research Methodology
Chapter – IV : Quantitative Research – Analysis
Chapter – V : Qualitative Research – Analysis
Chapter – VI : Findings and Suggestions and Conclusion