Chapter VIII

Observations And Findings Of The Study
8.1 Training Delivery

<table>
<thead>
<tr>
<th>Training Delivery Methods</th>
<th>Usage of methods</th>
<th>Popularity usage(^<em>(0-3)</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Always</td>
<td>Most of the times</td>
</tr>
<tr>
<td>Job rotation</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>Understudy</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Committee assignments</td>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>Project based learning</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>Coaching and mentoring</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Job aids</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>Lectures</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Conferences and workshops</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>Case studies</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Business games</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Role plays</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>In basket method</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Critical incident method</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Grid training</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Sensitivity training</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Programmed instruction</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Integrative learning based training</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Neuro-linguistic programming</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 8.1 Usage of various training methods

8.1.1 On-the-job methods

From the above table, we can see that amongst on-the-job methods popularity of **job aids rates the highest**. This is because they are convenient to use and they are also readily available and do not involve spending extra resources on training and also reduce training time. (Refer chapter on Training Techniques)
Next on the popularity ratings are *coaching and mentoring*. Some companies believe that these methods are more effective and cost-efficient than traditional training programs. These methods involve training and guidance from the executives, superiors who are believed to have a clear picture of their subordinates weaknesses and areas of improvement. The trainees get a first hand experience of handling situations in their day-to-day work life under the expert guidance of their superiors. And since the techniques require a good deal of interaction between the superior and the subordinate on a regular basis, it also helps in improving work relationships and building psychological support for the trainees and enhancing communication within the organization. *(Refer chapter on Training Techniques)*

### 8.1.2 Off-the-job methods

*Conferences and workshops* are the most popular methods of training among middle and senior level managers, as they are usually of a shorter duration and as such do not require the busy executive to take off to take long breaks from work. They are also popular, as the executives get to interact with other executives with diverse experiences from other companies from the same or different fields, which helps to broaden their horizons.
Lectures are also used widely as they are suitable for imparting new concepts and principles to executives who are already knowledgeable and educated in their own fields. This method is simple and cost-efficient as the cost per training is low. (Refer chapter on training techniques)

Neurolinguistic programming which is a relatively new technique is the least used, as 52 companies of the sample are totally unaware of this method.

Techniques like in basket, critical incident and grid training also do not seem to be popular, as many HR managers are unaware of these terminologies, even though there are numerous examples of the use of these methods in training literature.
Chart 8.4 Usage of In Basket Method

Chart 8.5 Usage of On the Job Methods
Chart 8.6 Usage of Off the Job Methods

Chart 8.7 Popularity of On the Job Methods
Chart 8.8 Popularity of Off the Job Methods
8.2 Technology Based Training

<table>
<thead>
<tr>
<th>Computer aided training methods</th>
<th>Always</th>
<th>Most of the time</th>
<th>Occasionally</th>
<th>Never</th>
<th>Popularity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer based tutors on CD ROMs &amp; DVD's</td>
<td>20</td>
<td>8</td>
<td>32</td>
<td>8</td>
<td>108</td>
</tr>
<tr>
<td>Web based training through internet/intranet/extranet</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>24</td>
<td>52</td>
</tr>
<tr>
<td>Video conferencing</td>
<td>8</td>
<td>20</td>
<td>12</td>
<td>28</td>
<td>76</td>
</tr>
<tr>
<td>Interactive TV</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Virtual reality based methods (simulations, games etc.)</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Electronic performance support systems (EPSS)</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>32</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 8.2 Usage of Computer aided training methods

The above table shows the usage of various computer aided training methods. Tutors on CD ROMs and DVDs are the most popular. Training through CD ROMs is one of the first methods of e-learning, and although, outdated, it can still be extremely effective, especially for individual training and courses that rarely change. They are inexpensive and are best suited for self-paced learning. This feature makes it very convenient for the executives as they can learn anytime, anywhere. And since it involves the use of multimedia technology, it is also interactive. (Refer chapter on training techniques)

Video conferencing is next on the popularity ratings. The use of videoconferencing for training purposes, especially by multinational organizations, is picking up as the benefits of this medium are being realized. Many a times the company neither has the time nor the resources to set up a seminar at each regional office, and the affected personnel also cannot afford to travel to a central location. In situations like these, many medium-to large-sized companies are turning to videoconferencing. No longer on the bleeding edge of technology, videoconferencing has entered the mainstream as an important two-way, live communications tool for business. Although the primary function of videoconferencing at most companies is for general meetings, remote training is an increasingly valuable application of the technology.

Virtual reality methods and interactive TV are low on the popularity ratings. Though Virtual reality provides an interactive, immersive, and three-dimensional learning experience through fully functional, realistic models, but it requires a heavy investment in infrastructure and is also more suitable.
for technological than managerial training. Interactive TV is mainly used by distance education providers like Indira Gandhi National Open University (IGNOU).

**Chart 8.9** Usage of computer based methods

**Chart 8.10** Popularity of computer based methods
<table>
<thead>
<tr>
<th>Experienced Benefits of CBT</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>uncertain</th>
<th>not at all</th>
<th>Benefit Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executives can learn at their own pace; convenience in time and usage</td>
<td>32</td>
<td>20</td>
<td>4</td>
<td>4</td>
<td>140</td>
</tr>
<tr>
<td>Increase knowledge retention and fast learning curve</td>
<td>24</td>
<td>20</td>
<td>4</td>
<td>4</td>
<td>116</td>
</tr>
<tr>
<td>Facility to implement acquired knowledge through instant feedback, simulations, practice opportunities and application support</td>
<td>24</td>
<td>32</td>
<td>4</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>Learner has option to choose from wide variety of courses available online</td>
<td>28</td>
<td>12</td>
<td>8</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Learners apprehension of asking questions due to peer pressure (in a class room situation) is eliminated</td>
<td>16</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td>CBT provides facility of just in time training</td>
<td>20</td>
<td>16</td>
<td>12</td>
<td>4</td>
<td>104</td>
</tr>
<tr>
<td>CBT can address diverse learning styles</td>
<td>20</td>
<td>32</td>
<td>4</td>
<td>4</td>
<td>128</td>
</tr>
<tr>
<td>Training software also provides skill gap analysis</td>
<td>12</td>
<td>24</td>
<td>8</td>
<td>4</td>
<td>92</td>
</tr>
<tr>
<td>Standardization and uniformity in course content</td>
<td>12</td>
<td>32</td>
<td>4</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>CBT has wide geographical reach and caters to a large no. of learners</td>
<td>28</td>
<td>12</td>
<td>12</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>Cost saving through online delivery, online enrollment, elimination of travel and accomodation expenses, online course material (no mailing &amp; printing expenses)</td>
<td>44</td>
<td>4</td>
<td>4</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>

**Table 8.3 Benefits of CBT**

The above table shows the benefits experienced by the users of computer aided methods. The greatest experienced advantage is the *cost effectiveness* of the medium. As training can be provided at the trainees workplace itself, travel and lodging expenses are entirely eliminated, both of which turn out to be quite significant if a large number of trainees have to travel to a far off training location, which is usually the case with multinationals. And since the training delivery is online or through CDs, the expenses incurred on printing and sending voluminous course material to trainees is also eliminated. Also many training providers also provide an online menu of
courses to which to choose from, and the benefit of online enrollment, which significantly reduces administrative costs.

CBT is also growing popular because of the self-paced option it offers. Learners can learn at their desk, at their own pace and leisure. Learning through he web can be very convenient for employees. There are no fixed schedules or limitations of time. One can attend the course at home, in the evening, while traveling to work. What’s more they don’t have to juggle themselves according to the trainer’s availability. They can take a coffee break any time, attend an urgent meeting, prepare the weekly report or drive their child to school, in between sessions. Life was never so easy in a conventional training program. (For other benefits refer chapter on training techniques)

<table>
<thead>
<tr>
<th>Experienced disadvantages of CBT</th>
<th>to a great extent</th>
<th>to some extent</th>
<th>uncertain</th>
<th>not at all</th>
<th>Benefit Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning environment not conducive (ringing phones &amp; noisy colleagues in the office)</td>
<td>24</td>
<td>12</td>
<td></td>
<td>16</td>
<td>96</td>
</tr>
<tr>
<td>Encroachment on personal time</td>
<td>12</td>
<td>16</td>
<td>8</td>
<td>8</td>
<td>76</td>
</tr>
<tr>
<td>Lack of seriousness, as learners are not used to self paced learning &amp; learning by themselves</td>
<td>12</td>
<td>16</td>
<td>4</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Course completion rates low; drop out rates high</td>
<td></td>
<td></td>
<td>20</td>
<td>16</td>
<td>56</td>
</tr>
<tr>
<td>Psychological fear of computers in executives</td>
<td>4</td>
<td>16</td>
<td>4</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>Missing human touch is a demotivating factor</td>
<td>16</td>
<td>16</td>
<td>4</td>
<td>12</td>
<td>84</td>
</tr>
<tr>
<td>Perceived isolation by learners is a demotivating factor (vs. group enthusiasm in a class room)</td>
<td>12</td>
<td>16</td>
<td>8</td>
<td>8</td>
<td>76</td>
</tr>
<tr>
<td>Training while working is seen as an additional burden (vs. class room training which offers a break from stress and monotony of work life)</td>
<td>12</td>
<td>20</td>
<td></td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>Technical problems like connectivity, software &amp; hardware availability</td>
<td>4</td>
<td>12</td>
<td>12</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>High cost of investment in infrastructure, development cost, development time</td>
<td>4</td>
<td>28</td>
<td></td>
<td>20</td>
<td>68</td>
</tr>
</tbody>
</table>

Table 8.4 Disadvantages of CBT

The above table shows the disadvantages of CBT experienced by the users that also act as restraining factors in the wider application of these methods. Though the medium provides the benefit of bringing training to the workplace, but the same may not be perceived as an advantage all the time.
The workplace may not always provide a conducive environment for actual learning to happen, there being many disturbances like ringing phones and people walking in and other interruptions, vs. a classroom environment, which is far removed from such disturbances, where the trainee can completely concentrate on the training. This and other disadvantages will prevent the complete replacement of classroom training by CBT, as is evident from the following chart, where 81% of the respondents are against the replacement of classroom training by CBT.

**Chart 8.11** CBT as replacement for class room training

Majority of the users (74%) would like to use a method that combines the benefits of both, computer based training and instructor led classroom training (Blended Training). Such learning combines more traditional methods of teaching, such as instructor-led classes held in a physical classroom, with Internet-delivered content that is learner-driven and self-paced. Blended learning captures the best of both worlds by allowing learners to pick and choose how they want to learn and affords them greater flexibility and convenience about when they want to learn. The blended learning approach respects learner differences in style, yet also provides the much-needed social interaction that human beings seek and enjoy.

**Chart 8.12** Preference for blended training
CBTs have traditionally not found acceptance in soft skill areas like performance appraisal where instructor-facilitated classroom-based training has been seen as indispensable. However, this seems to be changing, with as much as 33% respondents having used CBT for soft skills training. Soft skill training typically involves a lot of discussion and facilitation. However, it is becoming increasingly difficult to schedule such training and get the relevant people to attend extended sessions in the midst of their busy work schedules. In response trainers are using CBTs to provide self-paced and software monitored training followed by short face-to-face or even teleconferenced discussion sessions. CBTs are also becoming more acceptable for soft skills as they are not as text oriented as they used to be but have become more like arcade video games, keeping the user interested till the very end.

![Chart 8.13 Usage of CBT for soft skills](image-url)
8.3 Outsourcing of Training

<table>
<thead>
<tr>
<th>Frequency of outsourcing</th>
<th>No. of companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each time</td>
<td>4</td>
</tr>
<tr>
<td>Very often</td>
<td>36</td>
</tr>
<tr>
<td>Occasionally</td>
<td>40</td>
</tr>
<tr>
<td>Rarely</td>
<td>12</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 8.5 Frequency of outsourcing

The above table shows the frequency of training being outsourced. A majority of the companies are doing it quite often. Outsourcing is becoming an increasingly preferred option. The tremendous structural changes taking place in most companies are stirring up greater demand for outsourcing training than ever before. First, there are shrinking budgets. Next are shrinking in-house staffs, largely due to downsizing. And then there’s the mind-boggling proliferation of specialized new knowledge that needs to be imparted to employees on a frequent basis. No small group of in-house trainers are likely to master such knowledge. Outsourcing, therefore, isn’t only on the rise – it may well be the wave of the future.

Chart 8.14 Frequency of outsourcing
The above table shows the training functions being outsourced. Almost all the training functions, right from the needs analysis to the evaluation are being outsourced, though the degree of outsourcing of the functions varies, depending upon the needs of the organization. The main area of outsourcing is *training delivery*, followed by *application support*. The other functions like needs analysis and evaluation of the training are usually done by the organization itself. The design and development is mostly done in collaboration with the vendor.
<table>
<thead>
<tr>
<th>Outsourcing option</th>
<th>No. of companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate-university partnership</td>
<td>20</td>
</tr>
<tr>
<td>Training consortium</td>
<td>8</td>
</tr>
<tr>
<td>Share sourcing</td>
<td>4</td>
</tr>
<tr>
<td>Strategic in sourcing</td>
<td>44</td>
</tr>
<tr>
<td>Subcontracting to training division</td>
<td>16</td>
</tr>
<tr>
<td>Training center of another organization</td>
<td>60</td>
</tr>
<tr>
<td>Outsourcing to independent trainers</td>
<td>52</td>
</tr>
</tbody>
</table>

**Table 8.7 Outsourcing options for training**

The above table shows the preference for various outsourcing options available for training. The most preferred option is *sending executives to the training centers of other organizations* (29%). There are a number of established training centers set up by corporate groups not only for their own use, but operating as independent profit centers and catering to the training needs of other organizations as well. Two well known institutes are the Tata Management Training Center and the Kirloskar Centre of Advanced Management Studies, specializing in the field of managerial training for middle and senior executives.

The next preferred option is that of *hiring independent trainers* or firms who are experts in various specialized fields (25%). They are called in, whenever the need for a program in a particular area is felt and these vendors are able to provide functional expertise in that area. Strategic in sourcing of training is also on the rise where the internal training staff and the outside vendor work in collaboration to develop the training programs.

[Chart 8.16 Outsourcing options for training]
8.4 Cross-Cultural Training

![Pie chart showing provision of cross-cultural training]

**Chart 8.17** Provision of cross-cultural training

The above chart shows the provision of some kind of culture specific training to executives being sent on overseas assignments. Only 41% companies provide this type of training, and in most cases the executive is sent abroad without any preparatory training.

<table>
<thead>
<tr>
<th>Importance of Cross Cultural training</th>
<th>No. of companies</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>44</td>
</tr>
<tr>
<td>To some extent</td>
<td>32</td>
</tr>
<tr>
<td>Uncertain</td>
<td>12</td>
</tr>
<tr>
<td>Not at all</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 8.8** Importance of cross-cultural training

Though, culture training is not on the priority list, a majority of the HR managers are of the opinion that cross cultural training is important for the success of a manager on an overseas assignment, which is evident from the chart below. Compatibility with the host culture, if not developed, could be a major hindrance in the day-to-day interactions, which could ultimately lead even a brilliant executive to failure. So the need for cross-cultural training is being felt increasingly.
The above table shows the importance of key dimensions to be focused upon, when preparing executives for overseas assignments. The most important area to be dealt with is the management and leadership styles in the new culture, as these tend to differ across cultures. Each culture has a specific unwritten way in which managers, lead and manage their subordinates. For example, Japanese take decisions by consensus, where as Indian managers usually do not consider their subordinates’ views, while making most decisions. (Refer Hofstede’s Model in the chapter on Cross-cultural training for expatriates). So a manager going abroad should be familiar with the host country’s management styles.
Business ethics and customs rate next on the priority list. Not being familiar with the way business is conducted in the host country could be disastrous. For example, Americans are very task and outcome oriented and want to get immediately to the heart of the matter. This is offensive and seen as pushy to cultures where patience and building a trusting relationship are considered to be essential to later transactions. In some cultures, when you give your word or sign a contract you don’t expect anything to change, whereas in other cultures, agreements are seen as contextual and subject to unknown changes.

The other important areas are the language of the host country, the non-verbal communication, the corporate hierarchy, and the social customs that need to be given considerable importance in cross-cultural training of expatriates. (Refer chapter on Cross-Cultural training for expatriates)

![Chart 8.19 Importance of Key areas in cross cultural training](image)
**Chart 8.20** Cross cultural training as regular feature of management development

The above chart shows that most people (74%) are of the opinion that cross-cultural training should be a regular feature of management development. As a result of globalization, there is increasing expansion overseas. Most executive's are required to work or visit the overseas operations of their companies, at one time or another. Therefore, not only executives going on long-term foreign assignments, but also the ones going for short-term assignments, should be prepared to deal and adjust to the new culture. Another reason for making culture training an essential feature of management development, is the growing diversity of the workforce, not only in multinationals but in other companies too. Many Indian firms are also hiring people from other countries to work for them here. In view of these developments, all executives should be trained in cross-cultural interactions.

**Chart 8.21** Venue of cross cultural training

The above chart shows that 47% companies provide in-house predeparture training. 47% of the companies engage external training providers, and 6% provide cultural training after arrival in the host culture. Some experts are of
the opinion that cultural training is more effective, once the expatriate arrives in the new culture and gained some experience, and also there are immediate opportunities to practice the new skills, as against predeparture training, where there is a considerable time lag, which could result in the new skills being lost. *(Refer chapter on cross-cultural training).*
8.5 Outdoor Training Activities
Organizations are realizing that a lot of managerial skills like leadership, teamwork, communications, can be learned effectively through outdoor training often referred as adventure training and experiential training. The outdoor training puts the executives through various group activities like rock climbing, rappelling, river rafting, sailing, hiking and camping trips, etc. The training is designed to give executives the experience of what it likes to be on a team, and the way people behave when confronted with real life obstacles. It also helps to build bonds among teammates and enhances team spirit, all of which definitely helps to improve productivity in the workplace.

Outdoor training as a part of executive development exercises is picking up as 34% companies in the sample are using this kind of training for their executives.

![Chart 8.22 Provision of outdoor training](image)

The chart below shows that most companies believe that outdoor activities enhance the following skills in executives. So outdoor training is rated as a popular training method.

![Chart 8.23 Enhancement of Skills through outdoor training](image)
8.6 Customization in Training

Many organizations are finding that the most effective way to address the specific workplace performance issues they face is to have custom training programs developed around their industry, their company, their jobs, and their needs. 75% companies in the sample have expressed a need for customized training.

![Chart 8.24 Need for customization of training](image)

The following table shows the preference of various categories of training programmes on a scale of 1 to 4. Customized training programs are the most preferred followed by tailored-off-the-shelf programs. Public seminars are the least preferred as they are not tailored to a company’s specific needs.

<table>
<thead>
<tr>
<th>Category</th>
<th>Preference</th>
<th>popularity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Off the shelf programmes</td>
<td>4 4 32 16</td>
<td>52</td>
</tr>
<tr>
<td>Tailored off the shelf programmes</td>
<td>20 24 4 12</td>
<td>112</td>
</tr>
<tr>
<td>Public seminars and workshops</td>
<td>24 16 20</td>
<td>64</td>
</tr>
<tr>
<td>Customized/specifically designed</td>
<td>28 20 8 4</td>
<td>132</td>
</tr>
</tbody>
</table>

Table 8.10 Preference for various categories of training programmes
Chart 8.25 Preference of training programmes

Chart 8.26 Popularity of various categories of programmes
8.7 Higher Education for Executives

Another trend in the field of executive training is the rush towards higher education, which may be a management degree, an IT course or further education in some specialized discipline. Many executives are taking mid-career breaks to take up these courses, some are getting study leave from their companies, and some are even getting sponsored by their organizations to take up higher studies. Some companies even require their executive to have a management degree to be eligible for higher positions. Some companies are also sending their executives abroad to the best Business Schools. (Refer chapter on Continuous learning and higher education for managers)

The following chart shows the responses to the query, whether a management degree is mandatory for promotions to senior management positions in the company. In the sample, in 50% of the companies, it is essential and in 50% it is not required.

![Pie chart showing responses to the query about management degree for promotion]

**Chart 8.27** Is management degree compulsory for promotion?

The following chart shows that in 54% of the companies there have been instances of executives taking time off from work to go for advanced management courses on their own.
Chart 8.28  Do executives take time off for advanced studies?

The chart below shows that 57% of companies have a provision of study leave for executives to pursue full time management courses.

Chart 8.29  Is study leave given for full time management courses?

The following chart shows that 65% of the companies sponsor higher education for their managers.

Chart 8.30  Sponsorship of higher education
The following chart shows that 79% organizations prefer sending their executives to Indian institutions and 21% prefer foreign universities.

![Preference of institutes chart](image)

**Chart 8.31 Preference of institutes**

<table>
<thead>
<tr>
<th>Purpose of training</th>
<th>Always</th>
<th>Most of the times</th>
<th>Occasionally</th>
<th>Never</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an incentive</td>
<td>12</td>
<td>24</td>
<td>16</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>As a retention tool</td>
<td>4</td>
<td>28</td>
<td>8</td>
<td>20</td>
<td>76</td>
</tr>
<tr>
<td>As a performance improvement tool</td>
<td>56</td>
<td>24</td>
<td>8</td>
<td>20</td>
<td>224</td>
</tr>
</tbody>
</table>

**Table 8.11 Purpose of training**

The above table shows that in the age of the knowledge worker training has become so lucrative that not only are organizations using it to improve the performance of its people, but it is increasingly being used as a hiring and retention tool. IT courses and management courses abroad are being used as incentives to reward the high performers in the organization.

![Use of training chart](image)

**Chart 8.32 Use of training**
8.8 The Corporate Learning Centre

The trend of the corporate learning center is catching on, with 59% of the companies in the sample having an internal learning centre. The idea of having an internal learning center is far from new, but they are becoming more commonplace than ever before. There is a rising inclination towards supporting corporate learning centers catering to the companies own specific needs.

![Chart 8.33 Provision of internal learning center](image)

The forms of the learning center may differ from company to company. Some companies have a center which may have a physical reality in the form of a building or campus while others exist entirely within the virtual world, making use of computer aided methods to deliver their training. The following chart shows that in 60% of the companies in the sample, the internal learning center exists in a traditional campus, and in 40% of the companies, there is no physical entity - but it operates through a virtual environment.

![Chart 8.34 Operation of learning center](image)
The following chart shows the benefits of an internal learning center as experienced by the companies.

**Chart 8.35 Benefits of internal learning center**

The main advantage of an internal learning center is that it offers tailor made programs for the specific needs of the organization.

**Chart 8.36 Preference for benefits**
8.9 Coaching and Mentoring

With the rising trend of coaching and mentoring services being provided to executives 82% of the organizations in the sample report the provision of such services.

![Chart 8.37 Provision of coaching and mentoring](chart.png)

42% companies in the sample have coaching and mentoring for all executives, 29% target these techniques at only those executives who are identified as deficient in certain skills, and 29% use these services only for grooming executives identified for higher positions.

![Chart 8.38 People targeted for coaching and mentoring](chart.png)
With the growing popularity of the internet and intranet for providing training, some companies are using these online technologies for providing coaching and mentoring to their executive. In this sample only 18% organizations have online coaching and mentoring services.

**Chart 8.39** Online facility of coaching and mentoring

In 52% of the organizations coaching is done by the immediate superior of the executive, in 42% companies an internal trained resource person is used, and only in 6% companies and outside expert is used for coaching.

**Chart 8.40** Coaching provider
Coaching is usually used as an ongoing training activity along with other types of training. But some organizations use it as a substitute for other training method, as they find it to be more effective than any other training activity.

![Usage of Coaching](chart)

**Chart 8.41** Usage of coaching
8.10 Training Need Identification

Training need’s identification is the first step in the training process. Training needs analysis is the diagnostic part of the whole training process. Failure to conduct a sound analysis means that the whole training initiative might collapse.

The following chart shows that 91% organizations in the sample have a set procedure for identifying the training needs of their managers.

![Chart 8.42 Procedure for training need identification](chart)

The following chart shows the people playing a decisive role in identifying the training requirements of executives.

![Chart 8.43 People having decisive role in identifying training needs](chart)
In most of the companies, it is the top management, followed by the HR department and the immediate superior of the executive, that play an important role in identifying the training requirements of the executive.

![Chart 8.44 People having decisive role](chart)

The table below shows the usage of various techniques used for identifying training needs. The performance appraisal records are the most popular source of finding out the training requirements of personnel. This technique requires no special efforts, as the information regarding skill deficiencies of executives, are already available in their appraisal records. Competency mapping is the least used technique because of the lack of awareness regarding this method.

<table>
<thead>
<tr>
<th>Methods</th>
<th>Always</th>
<th>Most of times</th>
<th>Occasionally</th>
<th>Never</th>
<th>Popularity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational audits</td>
<td>16</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>72</td>
</tr>
<tr>
<td>Long range org. planning</td>
<td>12</td>
<td>24</td>
<td>20</td>
<td>4</td>
<td>104</td>
</tr>
<tr>
<td>Observations</td>
<td>24</td>
<td>32</td>
<td>8</td>
<td>8</td>
<td>144</td>
</tr>
<tr>
<td>Informal talks</td>
<td>24</td>
<td>16</td>
<td>16</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>Key consultations</td>
<td>8</td>
<td>16</td>
<td>32</td>
<td>16</td>
<td>88</td>
</tr>
<tr>
<td>Knowledge and skill test</td>
<td></td>
<td></td>
<td>40</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Job analysis</td>
<td></td>
<td>40</td>
<td>20</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Performance appraisal records</td>
<td>56</td>
<td>20</td>
<td>8</td>
<td>4</td>
<td>144</td>
</tr>
<tr>
<td>Managerial skills inventories</td>
<td>24</td>
<td>8</td>
<td>28</td>
<td>16</td>
<td>116</td>
</tr>
<tr>
<td>Competency mapping</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>Focus groups</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>28</td>
<td>84</td>
</tr>
<tr>
<td>Management requests</td>
<td>16</td>
<td>32</td>
<td>8</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Individual requests</td>
<td>16</td>
<td>20</td>
<td>36</td>
<td>4</td>
<td>124</td>
</tr>
<tr>
<td>Out comes of previous training</td>
<td>20</td>
<td>20</td>
<td>28</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>No specific method</td>
<td></td>
<td></td>
<td>8</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>Any other</td>
<td>4</td>
<td></td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

*Table 8.12 Techniques used for identifying training needs*
Chart 8.45 Methods used for identifying training needs

Chart 8.46 Popularity of methods used for identifying training needs
<table>
<thead>
<tr>
<th>Ways used</th>
<th>Always</th>
<th>Most of times</th>
<th>Occasionally</th>
<th>Never</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>On basis of seniority</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>28</td>
<td>52</td>
</tr>
<tr>
<td>On basis of performance &amp; merit</td>
<td>16</td>
<td>36</td>
<td>12</td>
<td>8</td>
<td>132</td>
</tr>
<tr>
<td>Identification of executives with potential for promotions and then matching their needs with objectives of a particular training course</td>
<td>20</td>
<td>24</td>
<td>20</td>
<td>4</td>
<td>128</td>
</tr>
<tr>
<td>To reward the executive for his good performance in the past</td>
<td></td>
<td>24</td>
<td>12</td>
<td>28</td>
<td>60</td>
</tr>
<tr>
<td>Nomination of the executive on identification of his specific weaknesses which could be rectified through a particular training programme</td>
<td>32</td>
<td>20</td>
<td>20</td>
<td>8</td>
<td>156</td>
</tr>
<tr>
<td>Deputation of executives to develop new systems and procedures in the organization after completion of the training.</td>
<td>16</td>
<td>24</td>
<td>20</td>
<td>12</td>
<td>116</td>
</tr>
<tr>
<td>Selection for personal development without any specific organizational changes in mind.</td>
<td>8</td>
<td>8</td>
<td>24</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>At the initiative of the individual executive himself</td>
<td>8</td>
<td>12</td>
<td>36</td>
<td>12</td>
<td>84</td>
</tr>
<tr>
<td>Executives who could be easily spared for training from his day to day job</td>
<td>8</td>
<td>16</td>
<td>44</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Any others</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 8.13 Criteria for nominations to training

The above table shows the criteria used for nominating managers for a particular training course. The most important criteria as seen from the table is that nomination is done through the identification of each executives specific weaknesses, based on which he is sent for a suitable training programs which would help remove the deficiencies.

Performance and merit also play an important part in this process. Training is increasingly being perceived as a reward and incentive in this age of the knowledge worker. Therefore, managers showing good performance are rewarded with training programs to further enhance their abilities.

Training is also linked with promotions. High potential managers are identified people for higher managerial positions, needs specific to that particular position are then worked out, and the manager is sent for grooming, which would better equip him to deal with the new responsibilities.
Another important part of the needs analysis process is to brief the executive regarding the objectives of the training program that he is being sent for. Doing this gives the executive a clear idea of why he is being sent for a particular course, and also enhances the motivation level to learn from the course.

The chart below shows that 35% organizations in the sample do this exercise always and 40% do it most of the times. 10% do it occasionally and 15% entirely skip this very important step.

**Chart 8.47 Briefing of nominee by boss on objectives of training**
8.11 Evaluation of Training

The last step in the training process is evaluation, which is carried out to determine whether the training has achieved the desired objectives or not. The chart below shows that 86% of the organizations in the sample conduct evaluation of training provided to executives.

![Chart 8.48 Evaluation of training](image)

The chart below shows the importance attached to evaluation of management training in the sample organizations.

![Chart 8.49 Importance of training evaluation](image)
The following chart shows that 59% of the sample organizations evaluate all executive development programmes. 23% organizations evaluate most of them, but not all. Whereas 9%, evaluates some of the programmes, and the remaining 9% do not evaluate any of the training programmes.

![Evaluation of training programmes chart](image)

**Chart 8.50 Evaluation of training programmes**

The following table shows the criteria on which the training programmes are evaluated. Knowledge gain from the programme is the most evaluated criteria, followed by behaviour change or improvement in performance after the training. Return on investment is the least evaluated criteria.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Always</th>
<th>Most of times</th>
<th>Occasionally</th>
<th>Never</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant reaction</td>
<td>40</td>
<td>16</td>
<td>20</td>
<td></td>
<td>172</td>
</tr>
<tr>
<td>Learning(knowledge gain from the programme)</td>
<td>64</td>
<td>8</td>
<td>16</td>
<td></td>
<td>224</td>
</tr>
<tr>
<td>Behaviour change (change in the job performance)</td>
<td>48</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td>184</td>
</tr>
<tr>
<td>Business results (e.g. Increased sales, enhanced competitive position, customer retention, etc)</td>
<td>36</td>
<td>16</td>
<td>24</td>
<td>4</td>
<td>164</td>
</tr>
<tr>
<td>Return on Investment(ROI)</td>
<td>16</td>
<td>28</td>
<td>24</td>
<td>12</td>
<td>128</td>
</tr>
</tbody>
</table>

**Table 8.14 Criteria for evaluation**
**Factors evaluated**

- Return on Investment
- Business results
- Behaviour change
- Learning
- Participant reaction

**Chart 8.51 Factors evaluated**

**Importance of factors evaluated**

- Return on Investment: 128
- Business results: 164
- Behaviour change: 184
- Learning: 224
- Participant reaction: 172

**Chart 8.52 Importance of factors evaluated**
<table>
<thead>
<tr>
<th>Method</th>
<th>Always</th>
<th>Most of times</th>
<th>Occasionally</th>
<th>Never</th>
<th>Popularity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>32</td>
<td>20</td>
<td>12</td>
<td>4</td>
<td>148</td>
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<tr>
<td>Interviews</td>
<td>24</td>
<td>16</td>
<td>20</td>
<td>4</td>
<td>124</td>
</tr>
<tr>
<td>360 degree feedback</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>20</td>
<td>96</td>
</tr>
<tr>
<td>Observation</td>
<td>24</td>
<td>20</td>
<td>8</td>
<td>12</td>
<td>120</td>
</tr>
<tr>
<td>Knowledge and skill test</td>
<td>24</td>
<td>12</td>
<td>4</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Control groups</td>
<td>4</td>
<td>12</td>
<td>4</td>
<td>44</td>
<td>40</td>
</tr>
<tr>
<td>Performance records</td>
<td>28</td>
<td>28</td>
<td>4</td>
<td>16</td>
<td>156</td>
</tr>
<tr>
<td>Case studies</td>
<td>4</td>
<td>12</td>
<td>28</td>
<td>28</td>
<td>52</td>
</tr>
<tr>
<td>Job improvement plans and follow up</td>
<td>20</td>
<td>32</td>
<td>12</td>
<td>8</td>
<td>136</td>
</tr>
<tr>
<td>Any other</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

**Table 8.15** Methods used for evaluation

The above table shows the methods used for evaluating executive training. Studying and comparing performance records before and after training is the most preferred technique for evaluating training. The next preferred technique is the use of surveys and questionnaires, followed by job improvement plans. Control groups are the least used technique.

**Chart 8.53** Popularity of methods used for training evaluation
The chart below shows that 57% of the sample organizations carry out a cost-benefit analysis of the training programmes.

Chart 8.54 Cost benefit analysis of training
8.12 Major Findings of the Study

Findings of the survey are presented here:

8.12.1 Training delivery

Usage of on-the-job methods

- *Job aids* are the most used among the on-the-job methods.
- *Committee assignments* are the least used among on-the-job methods.

Usage of off-the-job methods

- *Conferences and workshops* are the most popular among off-the-job methods.
- *Neuro-linguistic programming* is the least used among off-the-job methods.

Usage of computer-aided training methods

- Among the computer aided methods, *CD-ROM tutors* are the most used.
- *Interactive TV* and *Virtual Reality based methods* are the least used.

Blended training

- *Majority* of the users would like to use the *blended training* approach.

Use of CBT for soft skills training

- *Majority* of the users *have not* used CBT for soft skills training.

Replacement of classroom training by CBT

- *Majority* of the respondents are of the opinion that classroom training *cannot* be replaced by CBT.
Experienced benefits of CBT

➢ The greatest experienced advantage of CBT is the cost saving through online delivery, online enrollment, elimination of travel and accommodation expenses, and online delivery of course material.

Experienced disadvantages of CBT

➢ The greatest disadvantage of CBT is because of the constant interruptions and disturbances experienced while learning at the workplace.

8.12.2 Outsourcing of training

Frequency of outsourcing

➢ A majority of the companies outsource training activities very often.

Training functions outsourced

➢ The most outsourced training function is training delivery

Outsourcing option

➢ The most used outsourcing option for training is sending executives to a training center of another organization.

8.12.3 Cross-cultural training

Provision of cross-cultural training

➢ Majority of the organizations do not provide any kind of culture training to the executives going on overseas assignments.
Importance of cross-cultural training

➢ *Majority* of the HR managers are of the opinion that culture training is *important* for the success of an executive on an overseas assignment.

Important areas of cross-cultural training

➢ The *most important* area to be focused upon in cross-cultural training is the *management and leadership styles* prevalent in the host culture.

Venue of cross-cultural training

➢ 47% of the organizations provide such training internally
➢ 47% send executives for external training programs
➢ 6% provide such training after arrival of the executive in the host culture.

Cross-cultural training as a regular feature of management development

➢ *Majority* of the respondents feel that cross-cultural training *should be* made a regular part of management development.

8.12.4 Outdoor training activities

Use of outdoor training activities

➢ Only 34% companies in the sample have used outdoor activities for training their executives.

Popularity of outdoor training for enhancing managerial skills

➢ A *majority* of the respondents believe that outdoor training activities *do enhance* managerial skills.
8.12.5 Customization in training

Need for customized training

➢ Majority of the companies have expressed a need for customized training.

Preference for various categories of training programs

➢ Majority of companies have shown a preference for customized/specifically-designed programs.

8.12.6 Higher education for executives

Requirement of a management degree for promotion

➢ In 50% of the companies a management degree is essential for promotions to senior management positions.
➢ In 50% of the companies it is not essential to have a management degree for promotions to senior levels.

Executives taking time off for advanced management courses

➢ In 54% of the sample organizations, there have been cases of executives taking a break for pursuing advanced management courses, on their own.

Provision of study leave for executives

➢ In 57% of the sample companies there is a provision of study leave to executives who want to take up full time management courses.

Sponsorship for higher education

➢ 65% of the sample companies sponsor higher education for their managers.
Options for management courses

➢ Majority of the organizations prefer to send their executives to Indian institutions for management courses.

Purpose of training

➢ Majority of the organizations use training as a performance improvement tool.

8.12.7 Corporate learning center

Provision of internal learning center

➢ 59% of the sample organizations have their own internal learning center

Operation of internal learning center

➢ 60% of the companies have a traditional learning center having a physical entity
➢ 40% organizations operate their learning center in a virtual environment

Benefits of an internal learning center

➢ Majority of the organizations report the greatest advantage of an internal learning center as having organization specific training programs.
8.12.8 Coaching and mentoring

Provision of coaching and mentoring

➢ Majority of the organizations in the sample provide coaching and mentoring to their executives.

People targeted for coaching and mentoring

➢ 42% companies in the sample have coaching and mentoring for all executives.
➢ 29% target these techniques at only those executives who are identified as deficient in certain skills.
➢ 29% use these services only for grooming executives identified for higher positions.

Online facility of coaching and mentoring

➢ Only 19% of the companies have the facility of online coaching and mentoring for their executives.

Coaching provider

➢ In 52% of the companies, the immediate superior of the executives does the job of coaching the executive.
➢ In 42% of the companies a trained internal resource person does the coaching.
➢ In 6% of the companies an outside professional coach is used for the purpose.

Usage of coaching

➢ Majority of the companies use coaching as a complement to support other training methods.
8.12.9 Training need identification

Procedure for training need identification

➤ Majority of the organizations have a set procedure for identifying training needs of their executives.

Decisive role in training need identification

➤ In majority of the organizations the top management plays a decisive role in identifying the training needs of the senior and middle level managers.

Methods used for identifying training needs

➤ The most popular technique for identifying training needs in majority of the organizations in the sample is going through performance appraisal records of the executives.

Nomination of executives for training

➤ In majority of the companies in the sample, the nominations for training are based on the identification of an executive’s specific weaknesses, which could be rectified through particular training program.

Pre-training briefing to the nominee

➤ Only 35% of the companies always brief the nominees regarding the training objectives and his training needs prior to being sent to the training.
➤ 40% companies are doing it most off the times
➤ 10% do it occasionally
➤ 15% never do it.
8.12.10 Evaluation

Conducting training evaluations

- Majority of the organizations in the sample report that they evaluate the training provided to their executives.

Importance attached to evaluation of management training

- In 39% evaluation of management training is regarded as very important
- In 35% it is regarded as essential
- In 22% it is regarded as somewhat important
- 4% of the companies regard it as not worth working on

Evaluation frequency

- In 59% of the companies all training programs are evaluated
- In 23% most of them are evaluated
- In 9% some of them are evaluated
- In 9% none of them are evaluated

Factors evaluated

- The most evaluated factor in evaluating training programs in majority of the organizations in the sample, is the learning acquired from the program.

Techniques used for evaluation

- Studying and comparing performance records before and after training is the most preferred technique for evaluating training in majority of the organizations in the sample

Cost-benefit analysis of training

- 57% organizations in the sample report that they conduct a cost-benefit analysis of training.
8.13 Hypothesis validation

1. Training delivery for senior and middle level managers is becoming technology based.
The NULL hypothesis is – training delivery for senior and middle level managers is not becoming technology based. The NULL hypothesis is accepted and Alternative hypothesis is rejected. This means that the delivery of methods are not becoming technology based so far.

2. The outsourcing option is preferred for training senior and middle level executives.
The hypothesis is accepted. This means that outsourcing is more popular for training executives.

3. Cross-cultural training for expatriate managers is gaining importance.
The hypothesis is accepted. This means that Cross-cultural training is assuming importance and is perceived to be important for success in an overseas assignment.

4. Training provided to senior and middle level executives is need specific.
The NULL hypothesis is - The training provided to senior and middle level executives is not need specific. The NULL hypothesis is accepted and Alternative hypothesis is rejected. This means that the needs of individual managers are not taken into consideration while providing them training.

5. Participant reaction is the sole evaluation criterion used for evaluating executive training.
The NULL hypothesis is - Participant reaction is not sole evaluation criterion used for evaluating executive training. The NULL hypothesis is accepted and Alternative hypothesis is rejected. This means that criteria other than participant reaction are also used for evaluating training.
8.14 Observations during the study

The results of the survey have already been discussed during the presentation and analysis of data, collected through the questionnaire. While getting the questionnaire filled up a lot of information was generated through discussions with the respondents, some of whom were quite interested in the research subject and enthusiastic to share their experiences. It is always useful to have discussions and interviews with the respondents, along with the survey and also to make observations, go through relevant documents and records while visiting the respondents and their firms. Therefore, no research study is complete without reporting the findings of such discussions and observations.

During the course of this study also, a number of discussions were held with training managers, HR managers, training vendors, senior and middle level managers who have themselves attended training programs, and some training institutes were also visited, to gain a first hand experience of the executive development programs. A number of insights have come to light during these visits and discussions, which are reported here.

8.14.1 Pre-training preparation

- While interacting with some executives who were attending different training programs at one of the leading training institutions in our country, it was found that, most executives are sent on training programs without having any idea of why they are being sent for that particular training, some don't even know the name of the program they are being sent to, till they arrive at the venue.

- While most of them enjoy attending the training programs, very few know exactly know why they have been recommended for the same. No one tells them what they are expected to learn from the training. No pre-course reading material is sent to the trainee prior to the training in order to prepare him for the program. In most cases there is no pre-training briefing given to executives.

- The most neglected activity in organizing and coordinating training programs is the pretraining briefing. Be it on the job training, external training, competency building training or behavioural training or even a simple seminar or conference, the participant is rarely briefed on
why he is being sent there. As a result the trainee arrives at the training session with a blank mind without any learning agenda whatsoever.

- The individual’s capacity to learn and desire to learn is not taken into account when sending him to a training program.

- In most cases there is no prior interaction between the trainer and the trainees before the training, therefore, most training programs are developed without any research into the individual learning needs and learning styles, learning capacities and learner motivation of various people in the group. As mentioned earlier the flaw in such kind of training is that the trainers teach what they want to teach rather than what an individual wants to learn.

- In such cases participants mostly lack individual initiative in learning during the training period which ultimately affects organizational outcomes. According to the learning model by Clark, Dobbins and Ladd (1993) Learning effort is a direct function of the extent to which the trainee believes that the training will result in job utility or career utility. This suggests that trainees are unlikely to be motivated to put in extra effort to learn, unless they perceive that the training will result in either improved performance on the job or advancement in career.

8.14.2 Training nominations

- Some executives report that they have been sent, as it was their turn to attend a program. Some have been rewarded with a vacation (training!) after months of rigorous schedules. Some are even sent as a substitute for the person who was actually identified for this particular program, but could not make it, due to some (more) important assignment.

- Selection and nomination of employees to various courses is not carefully planned in terms of job requirement and trainability. “whoever can be spared” attitude and practice prevails.

- There are situations when executives perceive that they are sponsored for training to escape from the rigmarole of daily work as a paid
holiday, or as an appeasement to a selected few who are generally termed as “blue eyed boys”.

➢ More often than not, training departments somewhat knowingly organize unnecessary outstation training programs for executives with heavy spending on boarding and lodging because that reflects the status of the organization. When an executive is sent on such a training tour he feels proud to be nominated winning over his colleagues and looks forward to enjoy such a break from the monotonous work life. Most of these executives do not enjoy or appreciate in-house training programs, and are of the opinion that training should be arranged at exotic locales and luxurious hotels.

➢ These perceptions about the training among the trainees are dysfunctional in nature and would not result in any real benefits from the program.

8.14.3 Training needs analysis

➢ Many companies have a published list of courses that are offered every year and people are required to come up and sign up for those programs on the list.

➢ Most of the times a training needs analysis is not done and if at all it is done the results are not used to select and develop training programs. Training needs analysis is a very haphazard exercise in most organizations, and in many cases the training areas finally attended are not consistent with those identified during the TNA process. Nominations for training are usually based on programs that are announced by HR, not on the basis of what were earlier identified as learning needs, because it is not known when a particular program will happen and even if it does executives may not have the opportunity to attend. So whenever there is a low phase and a relevant program is available, executives are sent to attend.

➢ In many organizations training needs identification is a very standardized and routine process which involves collecting training needs from employees themselves and their managers and compiling a list of training programs for the year. The training programs that are generated through this approach are not hard to predict – they are
usually presentation skills, communication, finance for non-finance executives, time management, TQM, etc. It does not occur to the HR people that this method is quite flawed and would hardly be able to generate the actual training needs of the organization. The first problem is that employees can only ask for such training which they are aware of. But the most important areas of learning are precisely those which they are not even aware they lack. They end up providing a list of common programs that they have heard of from people who have attended them, which may have no relevance to the needs of their own organization or even their department. This is the reason that companies end up with standard and superficial programs which ultimately bring about no learning for anybody.

➢ The training function often operates in isolation. A lot of training organizations are sitting in the corner of the HR group offering individual skills courses out of a catalogue and never getting involved with the company’s core mission

8.14.4 Training content

➢ Many executives find the training quite irrelevant, as it is remotely related to their work, so it turns out to be quite a disappointment to attend such training, when they could have been doing some profitable work back in the office. But they find themselves at the receiving end of wasted training. They can be motivated to learn only through something that they feel is immediately applicable to their workplace.

➢ The training content is hardly aligned with the real work, as the training content is not built around organizational objectives and needs. Decisions regarding the training content are not made by the relevant people. The training isn’t relevant to the company’s pressing needs.

➢ Conflicting methods and philosophies are taught in different training programs, leading to a confusion among the trainees regarding their benefits and applicability.

➢ It is often seen that senior executives cannot devote their entire attention to the training as they are more concerned with the problems
going on back at the workplace, they also keep receiving calls from the office, and they try to run the operations through the phone even while attending the training.

➢ Some training programs fit into the category of pure ‘entertainment’. Participants have fun, derive short-term motivation and little, if any, long-term behavioural change.

➢ Many of them complain the training programs are boring, as they are mainly classroom based, with no room for testing the applicability of the techniques. Back at work managers find it difficult to apply all training to work.

➢ Many managers are skeptical about the training process itself. Many of them feel that training is an incentive to work or at best a break from the routine.

8.14.5 Training application

➢ Many executives do not refer their training notes again. Some of them say that they lie piled up on their desk for sometime and finally they are thrown out. When the learning isn’t revisited after the training sessions end it won’t stick and it won’t be applied.

➢ There is a failure to link training with organizational strategies and day-to-day management behaviour. What happens in the classroom and what happens back on the job are often worlds apart.

➢ Several executives report that 80 percent of all workplace training is lost and never used back on the job.

➢ Many executives report that what they learn from the training can hardly be implemented back on the job, as the environment at work is not conducive for such new concepts and ideas. Often trainees seem reluctant to learn a new technique as it goes against their superior’s methods, so they don’t reinforce what is taught in the training. Individual managers personally gain in terms of increase in knowledge and skills, but this does not get translated into benefits to the organization. Training is often a step taken in isolation, without the culture of the company supporting the initiative.
A mistaken view prevails that sending managers to a few courses is enough without the internal follow-up exercises of bringing about systematic changes in current management practices within the organization through long-term organization development activity.

8.14.6 Training evaluation

Many professionals in the training business say, that while companies are pouring increasing budgets into teaching skills, they are not taking the time to critically evaluate their training programs or strategically plan their employees’ learning.

There’s no follow-up after training. Some companies spend literally hundreds of millions of dollars on training, then they wash their hands of it; people go back to work and there’s no follow-up.

Trainers have done a poor job showing the impact of training on the bottom line. This is because trainers tend to focus more on inputs, i.e., the types of training courses that are delivered, more than they do on outputs, i.e., the business results of training. According to the 1999 State of the Industry Report prepared by the ASTD, a scant 15 percent of training courses are ever evaluated based on business results.

The most popular evaluation method remains the reaction of participants. But just because someone liked a training course doesn’t mean it enhanced that person’s performance back on the job.

Though organizations are spending large sums of money on training not many bother to find out whether any actual benefits accrued from the training. Most HR manager claim to evaluate the programs that their people attend, but when asked to show the evaluation records, most of them have only gone as far as getting participant reaction to the program. Knowledge gain from the program is sometimes done through pre and posttests by the trainer, but the scores on such tests are almost never evaluated or even discussed with the trainees. In some cases performance records of the trainees are compared on a before and after basis, but again the effects of training are not isolated, therefore no firm conclusion can be arrived at regarding how much of the performance improvement is due to the training attended. There are no figures available relating the training to the business results,
and most HR people have no idea on how to work out a return on investment from the training. With minimum awareness of evaluation techniques, most evaluation efforts done halfheartedly are like groping about in the darkness. Evaluation is indeed a much-ignored area. Surprisingly, there is no dearth of literature on evaluation methodology and techniques. With some initiative on part of the HR people, the benefits of all kinds of training can be worked out, thereby justifying the heavy expenses incurred.

- It is often not tested if those trained to acquire additional skills and competencies can translate those at real life situations at the workplace.

- Only a tiny percentage of companies actually measure training’s return on investment (ROI).

8.14.7 Training outsourcing

- Most training for senior and middle level managers is outsourced. Most of it is outsourced to independent training vendors and training institutes, the selection of whom is quite random and inappropriate. It is often seen that without working out training needs, programs are decided from the list of programs available with the independent consultants and trainers. There are no criteria for the selection of these vendors and they are usually picked up on the basis of a personal acquaintance with the personnel or training manager. Such training is also not at all monitored or evaluated after the completion. The relationship with the vendor is only limited to training delivery, so there is no application support provided after the training is over. The training providers also do not have a strong customer service orientation, so they do not bother to look up the trainees after the training.

- Most outsourcing training relations turn sour as a result of training being handed out by the vendor or the training institution do not match the needs of the organization or its people. This usually happens because nobody from the organization bothers to have a detailed discussion or brief the vendor regarding their actual requirements, so the vendor on his part provides the standard programs, without any company-specific modifications that he has
been offering to all other companies. It’s a hasty decision, the program choice being made on the basis of “what’s hot and happening in the training market”, without any reference made to the training needs identification which may or may not have been conducted earlier.

8.14.8 Cross-cultural training

➢ Most companies send their executives on overseas assignments without preparing them at all. Even the selection criteria for such assignments is based on technical competence rather than on cultural sensitivity and most of the executives are selected on the premise “if he’s good at home he’ll be good abroad”. Many of the personnel managers spoken to are not even familiar with the concept of cross-cultural training. Some of them do agree that such training is important, but due to time and other resource constraints there is no such training organized for managers going abroad. Some companies make a mockery of such an exercise by merely handing out pamphlets and information brochures on places of tourist interest, currency and some geography! There are very few Indian multinationals like Wipro and Infosys that have a rigorous training schedule to prepare their executives going abroad.

➢ There is also a lack of expertise in the area of cross-cultural training in our country, as this is a relatively new area for us. Cross cultural interactions have picked up only after globalization of the Indian industry and the IT boom, so there is hardly any research done or articles written in this area. There are a number of works on doing business abroad, business etiquette, and general etiquette pertaining to the international scene. There’s loads of literature on scenarios like American or a European business professional conducting business across the globe. But there is nothing specifically catering to the Indian business culture or for any Indian whom wishes to venture overseas for business purposes. In fact the issue of cross-cultural competence has been talked about at various levels but nothing concrete has been done in the organizations.
8.14.9 Computer based training

➢ Though CBT has a wider reach and is cost effective it still isn’t being used in various medium and small sized firms, due to the misconception that it involves huge investments in technology. Again there is also a lack of awareness regarding the usage and application of CBT, that is why many companies totally shy away from it. The use of CBT is mostly restricted to technical training and not many companies have used it for managerial and soft skills training due to lack of awareness. Therefore the potential of this medium is yet to be explored and realized in our country.

➢ Some organizations who are using CBT as a regular part of their training efforts, complain that the training completion rates are very low and dropout rates are very high, especially among senior management. Many of the people in this group are reluctant to use computers, as they are not familiar with the usage. Many of them complain that the office environment is not conducive for training of this kind due to the constant interruptions at the workplace. Some even feel that it is encroachment on their personal times as they are expected to go through the training during their regular schedules, with no separate time allocated for training. They also feel that such kind of training does not give them a break from their work routines, unlike the conventional training programs (conferences and workshops). There is also a lack of seriousness, as learners are not yet used to self-paced learning and learning on their own. A precondition to this type of training is to be very self-motivated and committed to see the course through to the end, the lack of which renders this medium entirely ineffective.

8.14.10 Interpersonal skills training

➢ The importance of interpersonal skills or the skills required to deal with people in every area of management has finally been realized and accepted. Organizations are spending vast sums of money in making their executives proficient in such skills. Senior executives are usually sent to workshops and one-day seminars for acquiring interpersonal skills, which involve listening to a few hours of lectures from some “management guru” and participating in some team games which are quite far removed from the routine problems experienced at work.
Such short duration and passive exercises are not sufficient to develop interpersonal skills like developing sensitivity to others and communication skills, so they are hardly effective in meeting the desired objectives.

- One of the biggest causes of wasted training dollars is ineffective methods. Too often companies rely on lectures ("spray and pray"), inspirational speeches or videos, discussion groups and simulation exercises. While these methods may get high marks from participants, research (ignored by many training professionals) shows they rarely change behaviour on the job.

8.14.11 Desire for further education among managers

- With restructuring, downsizing and layoffs plaguing the industry there is growing insecurity and fear of losing their jobs among most executives today. More and more middle and senior level managers, and even top executives are suddenly feeling the innate urge for reorientation, the urge to go back to the classroom, to equip themselves with the latest skills which would help them to relocate themselves in other areas if they lose their jobs.

- A critical concern of executives in the IT industry is to continually fight obsolescence. The rate at which knowledge gets outdated in this industry is phenomenal. Continuous learning is the only way of surviving and growing in this profession that thrives on constant and rapid change. IT professionals have to keep track of ever changing mosaic of cutting edge technology, latest computing languages, latest tools and platforms, hardware and software. In such a scenario the fear of remaining employable actually haunts the IT professionals. These people most of the times take their own initiative and learn from their colleagues, their seniors and on their own, using various sources like books, manuals, internet, CBTs. They use a variety of forums like informal gatherings to specific discussion groups. Learning through these initiatives is very strong. They even quit organizations if they feel they have stopped learning on the job, and they are not being equipped to meet the future.
8.14.12 Lack of awareness and research

➢ Personnel managers in many companies who are responsible for the training function are hardly aware of the various training techniques, the latest trends in the training field and also do not have sufficient knowledge regarding needs analysis and evaluation techniques. Many of them were not even familiar with the concepts in the questionnaire. Due to this lack of expertise among the practitioners the training field is not at all business oriented and still remains passive and far removed from the business objectives of the organization. So first of all it is necessary to educate these managers, in order to align training with the rest of the organization.

➢ There is not much research done in India in the training field and as a result no data and trends are available anywhere. In contrast to the annual trends and benchmarking done by the ASTD, which is engaged in serious research and promotion of the training field the professional associations in India in the area of personnel and HRD are quite dormant, due to which the training activity here is very unorganized.

➢ We still lag behind our foreign competitors in the amount of attention we pay to training issues.
8.15 Suggestions

Human resources are a key input to improving productivity and achieving company goals. It is now a widely accepted principle of business success that only those organizations excel and gain competitive advantage who invest time, effort and money in developing their human resources. It should be the policy of each company to develop people consistent with organizational requirements and individual aspirations for self-development and advancement. Training should be a continuous process from the time a person joins the organization, to the time he retires. Human resource development should be a part of the company’s overall business strategy and should link employees’ continuous learning with the company’s continuous improvement efforts. Each corporation should clearly define its human resource objectives and policies so that the management development effort is properly channelized.

8.15.1 Training needs analysis

- Ninety five percent of the time, when people think training is needed it isn’t the whole solution. Often underlying problems exist that can’t be fixed with training alone. Training should not be treated as a panacea for all problems. Often there is a need to deal with the infrastructure of the organization and not the symptoms. Usually there is a need to change the beliefs and philosophy of the business. Whereas every one is looking for a quick fix and the first reaction is, “we’ll do training”. To probe at the root cause of a problem, companies should first do a needs analysis to determine if it’s a training issue in the first place.

- Training objectives should be linked to business strategy. Training objectives should be derived from the company’s overall performance objectives, workplace practices, and job requirements. The identification of training needs of an organization and its workforce involves a more systematic and organized effort. The training needs of an organization flow foremost from its goals and its strategy and from a clear understanding of what constitutes the appropriate management way that will get the company there. From this clarity emerges the first level-wise list of programs. What are the set of programs or modules that everyone at a certain level of management must have gone through irrespective of his functional area. Then, for each
function what are the modules that everyone must have gone through mandatorily. Companies that first attempt such a matrix discover a huge unfinished agenda, even after prioritizing all they can. Even though most individual needs may have been covered by the mandated lists, there would be some residue of courses individuals need in addition, in order to perform their work effectively. These need to be fitted in through self-development, study groups, external courses, or even in-company catalogue programs to which people are free to opt, providing of course they finish the compulsory ones. The key to effective training is the accurate assessment of individual and organizational training needs.

➢ The key to achieving practical results through training is to focus on performance objectives rather than learning objectives, i.e., what you want your employees to do rather than what you want them to know. Training is nothing more than closing the gap between entering behavior and terminal behavior. If you concentrate directly on changing the behavior, you are going right to the heart of the problem. What business challenges is your company facing? What could your employees do differently that would help overcome those challenges? Choose your topics with those specific goals in mind, rather than simply training for training’s sake. You need to identify the crucial few skills that are going to make the biggest difference. Find the biggest gaps between current and desired performance.

➢ Planning for nominations to different courses should be carefully done to ensure that the right courses have been selected to meet the present needs, as well as future needs of individuals

8.15.2 Pre training preparation

➢ One of the most effective—and most neglected—means for increasing the effects of training is preparing executives a few days or weeks ahead of time. Participants will benefit more from a training program if their superior or the HR department takes an interest in their participation and talks to them about it. The trainees should be made aware of their selection to attend a program well in advance and discuss why they were selected or recommended. The participants should be briefed about the objectives and content of the program and should be given a brief picture as to what they should expect in the
program. The participant should also be briefed on what he is expected to gain from the program. This will build a sense of purpose for attending the program. By setting goals ahead of time, it can be made sure that trainees are more tuned in during the session and thinking about ways to apply their new skills afterward. As a good gesture the superior should also give an assurance to the participants that departmental arrangements have been taken off so that they can concentrate on the program without worrying about the responsibilities at the workplace. Such a high quality pre-training discussion with the participant directly ensures two things. First the active involvement of the boss in the development of his subordinates, thus accepting instead of abdicating the responsibility of training and grooming his juniors. Second, the psychological pressure is built on the employee to take the training as a serious learning endeavor and not to wish it away as a mere pleasure trip or break from the routine. Thus a good pre-training briefing enables to impart a sense of accountability not only on the part of the trainer and the trainee but also the functional head feels responsible to ensure that his identification of the particular subordinate is fruitful in maximizing the transfer of training.

➤ Before being sent for the training each executive should be explained why the training is important to his particular work. He should be told what are the skills the organization expects him to learn and what his objectives for applying those skills should be when he returns to the job. Let your employees see that you take training seriously. Don’t just send people to training to fill a quota. For example if an executive is sick on training day, don’t suddenly decide to send another executive instead just because you’ll have to pay for the seat anyway. If an executive needs the training, he should already be signed up, and if he doesn’t, he’ll be more productive doing his normal job.

➤ While your employees are at training, leave them alone. Let them concentrate on the learning process. Don’t schedule meetings that force them to miss sessions. Don’t phone with “urgent” messages. The more distractions you introduce, the less value your executives will get from the training.

➤ In order to ensure that learning actually takes place the trainers need to find out the learning and working styles of their trainees and
provide a learning environment in which learning and long-term retention can occur for everyone. The trainer can also give the participants a pretest to measure how much they already know. This gives the participants a preview of the course content, as well as being useful for comparison with tests given at the end of the course.

8.15.3 Computer based training

➢ The use of CBT has shifted the onus of training on individuals as they are expected to learn on their own once the courses have been made available. Since the trainee is isolated from others it deprives him of the group interaction and group enthusiasm of a classroom situation. Therefore, the trainees should be provided support through one-to-one contact with the trainers when required. The trainee should also be encouraged to interact with other trainees and experts through online discussion forums and message boards. All computer based training should be supported by personal coaching and mentoring.

➢ Computer based training offers advantages in efficiency, but the organization should make sure that it is the right medium for each training message. For example if sales training is entirely done through CBT, it may not engage the salespeople sufficiently. So the basics should be taught through e-learning and the more advanced skills should be taught in the classroom. One of the advantages of online learning – that it could be completed on the learner’s own schedule – can become a disadvantage. Since no set time is scheduled for learning, people can blow off the courses to deal with other tasks piling up on their desks. Therefore, the trainee should be given a suitable timeframe in which to complete the course, and his progress through the various modules should be monitored and feedback should be provided.

➢ There are two kinds of learning needs. The first are those that help the person to do the current job better. The second set of learning needs are future focused. CBT is more suitable for the first type, as the trainee would be more interested in learning something which is immediate use to him, if he is left entirely on his own. Whereas for the future training needs, there needs to be a gradual change in attitudes and mindset, which can only be achieved by attending various one-to-one sessions, conferences, workshops.
Traditional training methods should not always be abandoned. Trainers should carefully select and manage a training mix that most appropriately meets the needs of a particular organization, business unit and client group.

Computer based training cannot be emphasized extensively in our country. Because all said and done, India still is one of the developing countries with the lowest number of computers per capita. But remember the Net is free. Many organizations in the west have been using computer based training in order to have high quality training at low cost. Internet can bring training enhanced by other media, such as videos, animation and audio to a widely dispersed audience, on demand. Internet delivered courses are available by e-mail, online and real time conferencing. In addition trainees can download courses from the Net.

8.15.4 Training outsourcing

For beating the high costs of outsourcing, training can be outsourced to local colleges or local trainers. It is much more economical to arrange training in local colleges or to get local experts rather than hiring services of private training suppliers. It is interesting to note that local colleges can also provide ancillary services such as skills assessment, counseling and tutoring for a fraction of what some private sector training suppliers charge for those services.

Sharing training programs with larger organizations may be a good strategy for a small company which cannot support a full training program on their own. Sharing resources with other companies provides greater benefits, both in savings and in professional development. Such joint programs are good for firms that do not have enough employees to justify the costs of developing programs in-house or conducting the training programs on site.

Outsourcing usually suffers from an inadequately designed vendor evaluation and selection process, which is the reason for many a outsourcing relationships turning sour. A thorough and well-organized vendor selection process is essential. It must incorporate objective, weighted criteria on which to evaluate vendors like, credentials and expertise, compatibility and communication skills, commitment and
result orientation, familiarity with the company culture, financial stability, client list, etc. this should also be followed by a detailed discussion with the vendor regarding the requirements of the organization. The trainer should also be allowed to interact with the trainees or the focus group in order to reaffirm their training needs.

8.15.5 Cross-cultural training

➢ The need for cross-cultural training becomes all the more paramount, as a regular part of all management development, as work force diversity is on the rise and managers must be made culturally sensitive to deal with it. The trend of hiring foreign nationals to work in India by many companies is also growing, so there is a need to understand and develop a compatibility with their working styles which are very much influenced by the culture they come from. In the service industries like the call centers and medical and legal transcription, where there is a regular interaction with people from various nationalities, it is essential to educate the employees about various cultures and countries. The concept of cross-cultural communications needs to be addressed, particularly in the context of increasing number of cross-border mergers, joint ventures, alliances and acquisitions. There is definitely a need to enhance the cross-cultural skills of our executives so that apart from their technical know-how they are cultural connoisseurs who justly represent their company as well as their country.

8.15.6 Interpersonal skills training

➢ Outdoor training activities like rappelling and rock climbing are becoming popular, with some big names like Kriloskar Oil Engines, Taj Hotels and Mercedes-Benz spending lakhs on such training for their executives. Not only does it enthuse executives looking for rugged recreation but also through these activities managers learn a lot of peoples’ skills like teamwork, problem solving, communication, and leadership. Outdoor training also brings about bonding and facilitates in opening up communication channels among teammates. Therefore outdoor adventure activities are a better medium for soft skills training rather than ineffectively trying to teach them in the classroom, as they give a first hand experience of similar situations
faced at the workplace, which require consensus building in teams and crucial decisions to be made in a split second at times.

- Techniques like Neuro-linguistic programming should be used where long-term attitudinal and behavioural changes are sought in executives. Though the technique originated in ancient India, people today are totally unaware of its potential. Whereas in the west it is widely used in business to improve management, sales, achievement/performance, interpersonal skills, to understand learning styles, develop rapport with trainees and to aid in motivation, and of course, NLP has a profound set of tools for personnel development. NLP does offer the potential for making changes without the usual agony that accompanies these phenomenon. Thus it affords the opportunity to gain flexibility, creativity, and greater freedom of action than most of us now know. Real estate brokers and salespeople use Neuro-Linguistics to enhance their communication skills and provide them with more choices when working in a difficult situation. Some professions using NLP include salespeople, business executives, managers, business owners, lawyers, teachers, trainers, counselors, educators, doctors, massage therapists, consultants, hypnotherapists, psychologists, athletes, entertainers and performers. Regardless of profession, the majority of NLP participants are searching, and finding, better and more effective ways to increase their performance and improve their effectiveness. Through the use of NLP effectiveness of working with others can be dramatically increased, and the ability to empower oneself for optimum results will be increased. Managers will be able to generate empowering emotional states within themselves at will, eliminate any negative emotions or limiting decisions, identify and change limiting beliefs, inspire themselves with a compelling future that will have much better chances of coming true, and create patterns of excellence from any role model they choose. Therefore it has immense potential as a training technique.

8.15.7 Training application

- Training should be built around organizational objectives and strategies. Trainees should immediately see the connection between their new skills and where the organization is going. This makes
training more relevant - and gets everyone focused on applying their new skills to the organization’s key priorities and goals.

- After executives get back from the training they should conduct a session to present to people what they have learnt in the training. Pretraining briefing will have its optimum effect if a debriefing by the participant follows the training. A post training discussion with the boss sends a strong message that training activity in the organization is a serious affair and the participant is accountable for ensuring that the transfer of training is maximized. Ample opportunity should be given to the participant to share what he has learnt in the training. The participant should be asked to share with the functional members worthwhile materials, concepts or experiences that he gathered in the course of the training. It also helps the boss and other colleagues who did not have the opportunity to attend the training program to get a fair opportunity to have some additional and new insights on the topic in which the training was imparted. This trend to “cascade” training down from senior management snaps everyone to attention. Training attendance problems disappear. Trainees don’t cross their arms and ask “Is the organization really serious about this stuff?” in addition, managers achieve a deeper level of skill development when they teach others and are put on the spot to practice what they are preaching.

- The participant should also be asked how he intends to use this new pool of knowledge or skill and he should be asked to give concrete suggestions with time commitments for implementation of the same. The superior should not make this the last discussion on the topic but should periodically check back over the next three to six months how the participant’s plans to implement his learning are progressing. A post training effort by the superior of the trainee which focuses on some of these issues would ensure that the subordinate makes a conscious and serious attempt to transfer his learning to his job situation.

- The trainers also need to follow up with the trainees periodically after the training is over to ensure the application of knowledge and skills acquired to their jobs.

- Training that produces tangible results, requires follow-up on training sessions with on-the-job coaching and support from superiors. A
Xerox Inc. Study showed a paltry 13 percent of skills were retained by trainees six months after the training if managers failed to provide coaching and support as the skills were being applied. Courses are a small element in the total management development process and to be effective they must be linked to the whole range of good corporate management practices. Training courses by themselves are of little value unless supplemented by on the job coaching; counseling; feedback and other management development activities.

➢ To create long lasting organizational change through training, the influence of corporate culture has to be considered. One of the most common mistakes companies make in trying to create learning organizations is to think that a few training programs and proclamations about empowerment, self-direction and risk-taking are all that are necessary. All the training programs in the world will be ineffective unless we address the cultural barriers to learning, such as fear, blame, reluctance to take responsibility, self-justification to learning and so on. Corporate culture supports the emotional process of learning. If executives attend a program on how to work in a team and teamwork isn’t the cultural norm, the training will be wasted. For any training to be effective you have to confront the culture. Training must occur in a corporate culture which encourages, rewards and uses knowledge, skills and attitudes acquired, to create a motivated team and a dynamic forward thinking organization.

➢ The executives should be encouraged to try the new skills. They should be helped to prepare written action plans that outline the training’s goals and objectives, the potential problems and solutions, the steps the executive will take to apply the training on the job, the resources required, and the benefits expected. They should be given a chance to practice the new skills as soon as possible, preferably in a way that is relevant to an actual job project. If the immediate superior does not have time for the follow up a “buddy” who’s experienced and a good role model to oversee the new trainee should be assigned.

➢ Rewarding employees for their efforts reinforces the new behaviors even more. If they improve their performance, meet new goals, have a success, or solve a problem, don’t let it go unnoticed. Rewards can be as simple as an approving remark or as elaborate as a formal celebration with speeches and plaques. Employees appreciate
financial rewards of course, but simply implementing one of their ideas and giving them credit can be just as effective. Other possible means of recognition might include certificates, publicity in a company newsletter, an appreciative letter signed by a manager or higher executive, favorable performance appraisals, and even promotions. If the training results in better productivity, quality, or efficiency, post a chart on a bulletin board showing the improvements.

8.15.8 Training evaluation

➢ An objective training policy logically should describe how the effectiveness of training programmes is being evaluated. Organizations usually rely on the immediate inputs of the participants at the end of the training, through both verbal and written feedback. In organizations, where a comprehensive training policy is in place they would go beyond this and evaluate effectiveness of training from employee’s performance (assessed through performance on the job, feedback from superiors, colleagues, subordinates or customers, or by conducting post training survey with the participants etc.) and come to an inference on whether the training policy-specific-training programme is effective or not. There is no dearth of literature on evaluation methodology and techniques. With some initiative on part of the HR people, the benefits of all kinds of training can be worked out, thereby justifying the heavy expenses incurred.

➢ All the training programs must contribute to important goals. Measurable metrics should be developed to monitor overall effectiveness of a manager after the training program is over.

➢ For a wide variety of reasons, training receives poor scores when it comes time to show a return on investment. With little effort we can generate a list of unproductive training practices: alignment with business demands is more the exception than the rule; linkage between training and line organizations is often lacking; transfer of training isn’t effectively or consistently measured; virtual reality is virtually unused. While individual factors may vary, the end result is often the same. Far too many internal and external training consultants fail to be accountable in generating even partially acceptable return on investment scores. The pressure to measure return on investment has
become a new ground rule for business and human resource development. Measuring it requires training professionals to look at the bigger picture and its component parts. One key is to make sure to link training to the organization’s business strategy. Though one of the most vexing issues facing the training industry is the problem of calculating return on investment, the whole issue can be minimized if a training organization ties everything it does to specific business objectives. Then there will not be a need to calculate ROI because the programs will have built in importance. The process of measuring ROI becomes clearer when everything is aligned around business objectives.

8.15.9 Individual learning

- Individual employees cannot leave their development needs entirely in the hands of their organizations. In their own interest employees cannot afford to wait for the organization to take initiative for their development, as development will now onwards will be more of a need for employee survival than for organizational existence. Each individual employee’s job profile itself is changing. Every individual employee must invest in his own development, in the same manner as he invests his hard-earned savings in appropriate investments, health, children etc to update his skills and to ensure that he remains employable. To enable individual employees to enhance their skills, some organizations give Professional Development Allowance, in addition to training, so that they will able to meet the expenditure on the upgradation of skills. Unless individual employees make such investments for the purpose for which it is given they won’t be doing justice to themselves.

8.15.10 Focus on learning

- In a number of cases there is too much of training activity but hardly any learning is being achieved. The focus should be on learning and not on training. The challenge for the training and development function is to facilitate the process of learning. In one organization, professionals from all walks of life are invited to share experiences of learning. The focus is to facilitate the process of sharing insights about how to excel in a chosen area. Some organizations are using the concept of individual learning plans for each employee. The plan
consists of training programs, special assignments, seminars, reading lists and CBTs. The plan is developed in collaboration with the learner, and after the plan is ready it is the responsibility of the learner to ensure that it gets fulfilled in the given timeframe. The learner also has to keep the plan updated.

➤ The training and development function must support various initiatives taken by learners themselves. They have to change their perspective from “ensuring attendance in class” to reaching out at the workplace and “facilitating the process of learning”.

➤ Generating learning in an organization is not merely about designing training programs. The structure of learning must include the creation of organizational context within which learning can take place, the institution of work practices which promote learning and pursuing education and training through an integrated set of modes – self development, mutual development, on-the-job training, monitoring and of course classroom education.

8.15.11 Addressing attitudes

➤ The attitude of employees towards training is a very important aspect, which we seem to often ignore. Executives will have to be encouraged to appreciate in-house training and go for “learning value” rather than merely a “pleasure-cum-training tour”.

➤ In India training is an old traditional function in the corporate sector. Unfortunately, organizations hardly realize the effectiveness of the training function towards performance improvement of the organization. An expenditure in training is treated as a non-productive expenditure. Though colossal improvement and awareness has been developed in the corporate world after the HRD movement, still organizations accept this function is not given much respect. They spend a sizeable amount on training, however they hardly rely on the system with full confidence. Such casual attitudes can be changed only when the training functions are genuinely linked with goals and objectives of the organization, leading to performance improvement of the organization. It is desirable to go for a change from training to performance improvement. In addition to the training functions like – identifying training needs, designing and developing training
programs, delivering training and evaluating the training, performance improvement would include some services like – forming performance and competency models; identifying performance gaps; determining the causes of performance gaps; measuring the impact of training and non-training interventions that are taken to change the performance; consulting with management on business and performance needs; and proactively identifying performance implications for future business goals and needs. So a performance improvement function provides all services of the training function and also adds all these performance-oriented services.

8.16 Suggested areas of future research

- As it has been suggested earlier that there is a need to make training objective oriented and need specific, some guidelines need to be evolved to bring about the integration and alignment of the training function with the overall business strategy, so that some real benefits could be accrued from the huge amounts spent on training.

- There is also scope of conducting research in the area of cross-cultural training. Empirical literature on the subject gives guarded support to the proposition that cross-cultural training has a positive impact on cross-cultural effectiveness. A comparison of trained and untrained executives could be undertaken to confirm whether trained executives use more culture appropriate behaviours when interacting with foreign nationals.

A study on the impact of cross-cultural training on success in an overseas assignment especially with regard to Indian executives can also be undertaken.

The effectiveness of various techniques and methods used for cross-cultural training can also be researched.

More research needs to be done on cross-cultural training programs and to implement them for maximum assistance to expatriates before they go overseas. Researchers need to investigate which combination of training methods and what sequences are most effective in aiding in job, culture, and interaction adjustment for expatriates.
With technology based training growing in usage, the effectiveness of various forms of technology-based training should also be looked into.

In the years since Kirkpatrick proposed his model of training evaluation little has been added in the way of specific, valid tools to objectively measure training impact. It would be a good idea to conduct further studies in a greater variety of occupational settings to determine reasonable, more precise estimates of performance differences between trained and untrained employees.

8.17 Conclusion

Many things have happened since early 80s with the ushering in of liberalization and globalization consequent to WTO agreement, and there has been a sea change in our business processes, and our corporate practices forcing organizations to mould themselves to the new era of competition, where they have to compete not at local or national level but at international level. These have resulted in redefining of emerging job requirements in terms of skills, competencies, qualifications and training which are important in ascertaining and valuing of the future needs of human resources. The business, the employees, the organizations and the society as a whole are moving towards being knowledge driven communities.

It is no more the physical assets or the financial muscle, that decides the strength and the future of the organizations, but it is the people of the organization, who will take it to new heights. Today Human Resources are recognized as the most valued assets. In this context training as a tool to enhance productivity and effectiveness of the employees has acquired greater importance.

The real impact of training will be experienced only when three conditions exist. Firstly, all managers have been exposed to certain basic management courses so as to achieve a minimum threshold level of management know-how within each unit. Secondly, training is linked to a full-fledged Human Resource Development system. And thirdly, effort is made to begin applying and using new managerial practices and systems.
If people are the resources or the knowledge workers that companies of the future are investing in, then it is only these very assets and not the millions of dollars spent on IT or incremental improvements in business processes, which will give the true dividends.