List of illustrations
List of Illustrations

Part A: List of figures

Figure 1.1 Management Skills
Figure 1.2 SAT model
Figure 1.3 Unfavourable training climate
Figure 1.4 Favourable training climate
Figure 1.5 SAT model flow chart
Figure 3.1 Analyzing a performance deficiency
Figure 3.2 Needs assessment process
Figure 3.3 Problem Analysis
Figure 3.4 How competencies differ from skills and knowledge
Figure 4.1 Kolb’s learning Cycle
Figure 4.2 Quadrants of learning behaviour
Figure 4.3 Honey and Mumford Cycle
Figure 4.4 Preferred learning styles
Figure 5.A.1 Action learning in practice
Figure 5.A.2 Action learning through the learning cycle
Figure 5.A.3 Alternatives for info storage
Figure 5.A.4 The Managerial Grid
Figure 5.B.1 Multimedia learning environments
Figure 5.B.2 Process of Developing an E-learning Module
Figure 6.D.1 Relationship between training rigor and level of trainees’ participation
Figure 6.D.2 Expatriate assignment life cycle
Figure 7.1 Framework for Developing ROI
Figure 7.2 Designs for Evaluating Training

Part B: List of tables

Table 1.1 Training Inputs for different categories of employees
Table 1.2 Differences between training and development
Table 3.1 Job Analysis Information & Facts
Table 5.1 Methods for developing managers
Table 5.2 The relative effectiveness of training methods
Table 5.A.1 Difference Between Traditional Training and Coaching
Table 5.A.2 Focus on Skills For Executive Coaching
Table 5.A.3 The Key Roles of Mentoring
Table 5.A.4 The four problem sets
Table 6.E.1 Schools of thought
Table 7.1 Areas of evaluation
Table 7.2 The four levels of evaluation
Table 7.3 Hard and soft data
Table 7.4 Evaluation matrix worksheet
Table 7.5 Usage of evaluation instruments
Table 8.1 Usage of various training methods
Table 8.2 Usage of Computer aided training methods
Table 8.3 Benefits of CBT
Table 8.4 Disadvantages of CBT
Table 8.5 Frequency of outsourcing
Table 8.6 Functions outsourced
Table 8.7 Outsourcing options for training
Table 8.8 Importance of cross cultural training
Table 8.9 Key elements in cross cultural training
Table 8.10 Preference for various categories of training programmes
Table 8.11 Purpose of training
Table 8.12 Techniques used for identifying training needs
Table 8.13 Criteria for nominations to training
Table 8.14 Criteria for evaluation
Table 8.15 Methods used for evaluation

Part C: List of charts

Chart 8.1 Usage of Job Aids
Chart 8.2 Usage of Conferences and Workshops
Chart 8.3 Usage of NLP
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
Chart 8.9 Usage of computer based methods
Chart 8.10 Popularity of computer based methods
Chart 8.11 CBT as replacement for class room training
Chart 8.12 Preference for blended training
Chart 8.13 Usage of CBT for soft skills
Chart 8.14 Frequency of outsourcing
Chart 8.15 Outsourced training functions
Chart 8.16 Outsourcing options for training
Chart 8.17 Provision of cross cultural training
Chart 8.18 Importance of cross cultural training
Chart 8.19 Importance of Key areas in cross cultural training
Chart 8.20 Cross cultural training as regular feature of management development
Chart 8.21 Venue of cross cultural training
Chart 8.22 Provision of outdoor training
Chart 8.23 Enhancement of Skills through outdoor training
Chart 8.24 Need for customization of training
Chart 8.25 Preference of training programmes
Chart 8.26 Popularity of various categories of programmes
Chart 8.27 Is management degree compulsory for promotion?
Chart 8.28 Do executives take time off for advanced studies?
Chart 8.29 Is study leave given for full time management course?
Chart 8.30 Sponsorship of higher education
Chart 8.31 Preference of institutes
Chart 8.32 Use of training
Chart 8.33 Provision of internal learning center
Chart 8.34 Operation of learning center
Chart 8.35 Benefits of internal learning center
Chart 8.36 Preference for benefits
Chart 8.37 Provision of coaching and mentoring
Chart 8.38 People targeted for coaching and mentoring
Chart 8.39 Online facility of coaching and mentoring
Chart 8.40 Coaching provider
Chart 8.41 Usage of coaching
Chart 8.42 Procedure for training need identification
Chart 8.43 People having decisive role in identifying training needs
Chart 8.44 People having decisive role
Chart 8.45 Methods used for identifying training needs
Chart 8.46 Popularity of methods used for identifying training needs
Chart 8.47 Briefing of nominee by boss on objectives of training
Chart 8.48 Evaluation of training
Chart 8.49 Importance of training evaluation
Chart 8.50 Evaluation of training programmes
Chart 8.51 Factors evaluated
Chart 8.52  Importance of factors evaluated
Chart 8.53  Popularity of methods used for training evaluation
Chart 8.54  Cost benefit analysis of training

Part D: List of Annexures

Annexure 3.1
Annexure 3.2
Annexure 3.3
Annexure 3.4
Annexure 3.5
Annexure 3.6
Annexure 4.1
Annexure 6.A.1
Annexure 6.C.1
Annexure 6.D.1
Annexure 7.1
Annexure 7.2
Annexure 7.3
Annexure 7.4
Annexure 7.5
Annexure 7.6
Annexure 7.7
Annexure 7.8