CHAPTER - II

Concepts of Training and Review of Literature
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CONCEPT OF TRAINING AND REVIEW OF LITERATURE

This Chapter illustrates the review of available literature relating to various training aspects, training programmes, and studies that have been undertaken in foreign countries. Research studies in the Indian soil are very few and there exists a research gap in this area. This chapter has given a lead to proceed well with the concerned research work.

Training

Training is an important factor in the business strategy of all organisation, but organisations don't assess the impact of training programmes over the employees all the time. Training is effective only if it produces the desired outcome. When the organization is implementing a training programme, there should be an ideal forum on which the evaluation scheme can be built, and assessment of effectiveness of training and development activities can be done. The study elucidates the impact of an effective training programme on the career growth and development of employees.

Evaluation

It is the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational objectives.

Types of Training Evaluation One of the most common ways of evaluating management training is named CIRO Framework of Evaluation. CIRO stands for Context, Input, Reaction and Outcome.
Context Evaluation

Obtaining and using information about the current operational context, that is, about individual difficulties, organizational deficiencies, and so on. In practice, this mainly implies the assessment of training needs as a basis for decision.

Input Evaluation

Obtaining and using information about possible Training resources in order to choose between alternative inputs to training.

Outcome Evaluation

Monitoring the consequences of training. Three levels of outcome evaluation may be distinguished. Immediate outcome - Changes in trainees’ knowledge, skills and altitudes which can be identified immediately after the completion of training. Assessment involves some measures of how people have changed during a training programme. Intermediate outcome - The changes in trainees’ actual work behaviour which result from training. Assessment involves monitoring performance on the job. Long-term outcome - The changes in the functioning of part or all of the organization which have resulted from changes in work behaviour originating in training. Assessment is usually in terms of output or financial measures.

Reaction Evaluation

Obtaining and using information about trainees on expressed current or subsequent reactions in order to improve Training. This framework is based on three simple and fundamental questions, which the trainer must constantly ask. These questions are as follows.
(1) What needs to be changed?
(2) What procedures are most likely to bring about this change?
(3) What evidence is there that change has occurred?

The first two questions must be settled before any training can begin. The third question however, can only be answered fully after the training has been completed.

**KIRKPATRICK’S MODEL**

Another popular framework for Training Evaluation is known as Kirkpatrick’s Model. This model has 4 steps as described below:

**Step 1. REACTION** : How well did the trainees like the program?

**Step 2. LEARNING** : What principles, facts & techniques were learned?

**Step 3. BEHAVIOUR** : What changes in job behaviour resulted?

**Step 4. RESULTS** : What were the tangible results?

For the evaluation exercises to be effective, it is very important that training objectives are carefully thought and framed. It may be advisable to set the objectives at three levels.

(1) **Ultimate Objectives**: The particular defect or defects in the Organization which we are trying to eradicate.

(2) **Intermediate Objectives**: The changes in employees’ work behaviour that will be necessary if the ultimate objective is to be attained.
Immediate Objectives: The new knowledge, skill or attitudes that the Employees must acquire before they will be capable of changing their Behaviour in the required way.

It may be a little surprising to find so many activities designated as ‘evaluation’ But in order to evaluate management training, we need continuous feedback, so that evaluation is most definitely not something which is merely carried out in the end of a programme.

WHY TO EVALUATE

Training is done with specific objectives. Hence, evaluation of training is a must. It is necessary in order to determine.

a) If the developmental objectives were achieved.

b) If the methods of instruction were effective.

c) If the best and most economical training activities were conducted.

Evaluation also helps to tell us about the quality of the training on the one hand and the effect that it has created on the learners. On the other hand systematic evaluation can point out the weaknesses in the programme so that they could be corrected in future programmes. It can also indicate the extent to which the learners have learned what is taught in the class, the extent to which they have transferred this learning to the work situation and the results yielded thereafter.

When to Evaluate

The evaluation process normally starts right from the stage when the training is in progress. The actual evaluation should be done right from the
inaugural stage of training or when the trainees reach the campus, during training, and after training, say, from three months to one year. Evaluation at the inaugural stage will help to compare the laid down objectives and contents of the programme with the expectations of the participants. This process will thus help the programme designers to change the content of the programme to match expectations and objectives of the participants. This evaluation is known as the pre-training evaluation.

Intermediate evaluation is done when training is in progress. This can be done either on a day-to-day basis or at the end of the training. Day-to-day evaluation is convenient when the programme duration is considerably long, say exceeding 3 days. Intermediate evaluation serves mainly two purposes.

i) **REACTION**: It indicates the feedback of the participants with regard to the coverage, presentation, duration etc. of the programme.

ii) **LEARNING**: Evaluation of learning gives two-way results for trainers and trainees. From the trainer’s point of view, it indicates the extent to which learning has taken place as also to any barriers to learning. From the trainee’s point view, it gives him the knowledge of results, which aids his training effort.

Post – training evaluation serves two purposes - (i) Behaviour change and (ii) the Results achieved (tangible or intangible). This is done during a period ranging from 3 months to 1 year after the training - the ideal period being six months. Since by that time he would have got the opportunity. If everything including the organizational climate is in his favour, to implement what is learned in the class and also for the results to be visible.
JOB BEHAVIOUR CHANGE

Evaluation at this stage is to assess whether trainees have applied their learning in the form of changed behaviour on the job.

RESULTS

Transfer of learning to the work situation may, in most of the cases yield tangible or intangible results. Evaluation at this stage measures aspects of the effects of trainee’s job behaviour. Whether on productivity or efficiency of the trainee’s department, or on the morale of his subordinates as expressed by absenteeism, labour turnover rates, or the incidence of industrial disputes etc., Once the effect of the firm is identified it becomes easier to carry out a cost-benefit analysis on training.

TECHNIQUES OF EVALUATION

It may be remembered that evaluation at any stage should be made keeping in mind the objectives set before the programme.

Many tests have been criticized as being too academic for use in business and industrial training activities. While some tests have their weaknesses it can be said that testing works better than subjective judgment in decisions regarding the value of training. Tests are of value to the :

1. Trainer : because they supply one of the most important sources of Information as to how well the instructor (as well as the trainee) is meeting the objectives of the unit of instruction.

2. Trainee, since they indicate what progress the trainee is making, assist in the diagnosis of the areas of difficulty, help distinguish
between the relevant and the irrelevant, and can provide incentives towards greater effort.

3. Training management, who use tests to assist in the assessment of the Instructional personnel, teaching methods and materials and whether or not the training activities do further the attainment of the goals and objectives of the business.

4. Top management because of the value test results have in preparing reports on the effectiveness of the entire training and development operation.

REACTION STAGE

There are various methods by which the participant's reaction of a programme is evaluated. Some of them include.

i) **Observation**: The trainer or coordinator may sit in a corner and observe whether the programme is proceeding on the right lines to achieve the desired objectives, whether any corrective steps are required etc. This evaluation is quite subjective as it is based on the observer's assumptions.

ii) **Interview**: The trainer or co-ordinator interviews the participants either during, or at the end of the programme. If the programme duration is long, say more than three days, it is advisable to take the feedback at the end of each day. The advantage of this type of a feedback is that it is straight from participants to trainers. Also the feedback is free flowing. It is not a structured system as is the case
with any questionnaire method. But one limitations is that trainees are not sometimes prepared to give adverse feedback, and only positive feedback is given in the questionnaire.

iii) **Questionnaire:** Two types of questionnaires are generally used - open ended and close-ended. An open-ended questionnaire seeks free and frank feedback of participants. While the close-ended one requires participants to answer specific questions. While an open-ended questionnaire is good to get uninhibited feedback, it is time consuming for both the participants to fill in and the trainers to analyse it. In close-ended questionnaires, participants’ feedback is limited as he answers pre-determined questions. It is quite possible that he is not able to give expression to some of his thoughts in the absence of a suitable question. It is, therefore, advisable that the questionnaire should have both open-ended and structured questions. Three annexures are incorporated at the end of this chapter. These could be utilized as per the need of the situation.

iv) **Rating Scales:** The rating scale form, may also be used. This may be distributed to participants at the end of each day or the concluding day of the programme. Participants are asked to place a tick on a number of seven point or five point.

The information on the form can be quickly analysed by putting them on histograms. Results can then be fed back to trainees and used as a basis for discussion to bring about improvements.
Rating scales are most useful for ‘steering’ purposes, i.e. for deciding what to do next in an ongoing training programme.

LEARNING STAGE

The purpose of evaluation at this stage is to obtain information on the amount of learning by trainees, irrespective of whether they are going to apply the learning on the job or not. Learning can be in the areas of knowledge, skill or attitude.

i) Knowledge learning

Knowledge learning can be evaluated by various tests and examinations. In programmed instruction, knowledge is evaluated at every stage of learning. Tests consisting of multiple-choice questions are given to test the learning acquired. In this method, various questions and answers are given. The trainee is required to choose the right answer. This test can be administered before and after the programme to measure learning during the training programme. It can also be administered after a few weeks or months of training to measure the extent to which learning has been retained. Examinations, of the academic type, can be used to measure not only factual knowledge, but also the element of intellectual understanding. Here, tests can be designed to find out whether the trainee has been able to conceptualize or has merely memorised. Such tests can be oral or written.

ii) Skill Learning

Skill learning can be measured by tests. First, determine the expected level of performance by trainee in order to conclude that learning has taken place.
in him. Then the trainee should participate in tests in the form of actual demonstration. If he achieves the minimum standard, learning deems to have taken place.

iii) **Attitude Learning**

Attitude learning is difficult to measure. It is not static and changes from time to time based on different situations and circumstances. Yet, success in measurement of this learning has been achieved to some extent through methods like elaborate attitude scales, before and after, comparison through observation and feedback from self, peers, superiors, subordinates, etc.

The other measuring devices are the project tests like TAT – Thematic Apperception Test. Here the trainee is shown a vague picture and is required to write a story on it. His story will mostly be a projection of his own attitude.

Semantic Differential Scales (SDS) are also used where trainees are given a sheet, at the top of which the subject matter of training (for example, ‘cost reduction’) is stated and below this are a number of seven point or five point scales stretching between pairs of adjectives with opposite meanings. (For example, ‘inefficient-efficient’; ‘complicated - simple’, ‘friendly - hostile’ and so on). They are asked to rate the subject matter of training on each of these scales. They must do this at the beginning and at the end of training so that changes can be identified. The SD scale is the simplest and effective form of measurement. It reveals unexpected attitude changes and provides invaluable information on what ‘really happened’ during the training process.
iv) **Job Behaviour change**

Evaluation at this stage discovers whether trainees have applied learning in the form of changed behaviour on the job. The essential role of the trainer at this stage is that he should involve himself on the job with the trainee so that obstacles in transfer of learning to the job can be eliminated and guidance, if required, can be given. The other approach can be to motivate the line manager controlling the trainee to become a facilitator of this transfer.

Behaviour change can be evaluated easily through observation of such manual jobs where the knowledge and skill elements have been broken down. However, for more complex jobs like managerial and supervisory, it is necessary to choose from the following approaches.

**Activity Sampling**

For discovering the percentage of time spent by the trainee on different aspects of his job, and observer’s diaries for obtaining a continuous record of the trainee’s pattern of activities are recorded. These techniques have been widely used on research projects, but their cost makes them impracticable in many training situations.

**Self - diaries**

The trainee keeps a record of his own activities over a specified period. Often by ticking in the appropriate columns on a pre-designed form at half-hourly or hourly intervals. They are less expensive than observer’s diaries and more acceptable to trainees, especially at managerial levels.
Observation of specific incidents

The trainer or evaluator observes the trainee’s performance during a specific incident related to the subject-matter of the training. (For instance, in a course on interviewing techniques, the trainer might sit in a real-life interview and assess the trainee’s performance). This is clearly similar to the tests of skill discussed above, except that it takes place in a job setting instead of in a training setting.

Self-recording of specific incidents

Devising tailor-made evaluation instruments through which the trainee can himself record details of the way in which he performs certain incidents.

Appraisal by superiors

It is an obvious method of evaluating job behavior after training, but many conventional appraisal forms are ill-designed for this purpose. It is necessary to tie the appraiser down by asking for concrete descriptions of job behaviour (e.g. ‘Can you describe any specific incidents in which he demonstrated this improvement in knowledge/skill/attitudes?’)

All these methods can be used before training in order to identity training needs and objectives, as well as after the training in order to evaluate its effects. In the case of training programmes which are spread out over a long period, with the trainees returning to the job in between training sessions, they can also be used at various stages during the training process in order to ‘steer’ the training.
V. Results

Evaluation at this level consists of an attempt to measure aspects of the effects of trainee's job behaviour - whether on the productivity or efficiency of the trainee's department, or on the morale of his subordinates as expressed by absenteeism, labour turnover rates, or the incidence of industrial disputes. Any index of functioning which is related to the training objectives can be used, and once the effect of the training on the functioning of the firm has been isolated it is often a relatively small step to assess benefits resulting from the training.

The main difficulty is determining to what extent changes are the result of the training rather than of other factors. If the objectives of training have been very precisely defined (for instance, it supervisors are being trained in quality control specifically with a view to reducing the percentage – reject rate in their departments) it may be possible to evaluated at this level. In other cases it will probably prove too difficult.

Control Groups

If one adopts a strictly scientific approach to the evaluation of training, it is necessary to have control group which does not undergo training, but is carefully matched with the trainee group in respect of all other factors. One can then compare changes in the trainee group with changes in the control group, and isolate the effects of the training. MC Clelland had used the control group to measure the effectiveness of his famous Achievement Motivation Training. However, the practical difficulties of obtaining matched control groups in real-life industrial settings are many. But it must be admitted that if there is no
control group there is always an element of subjectivity (or perhaps we should call it ‘intelligent guesswork’) in assuming that any changes which are observed have resulted from the training, and not from the changes which have been going on at the same time. The more we can map out the complete chain of cause and effect between the training process and the ultimate changes, the more we can reduce the element of guesswork.

INNOVATIONS IN TRAINING

The technology of mass production which came along with the Industrial Revolution induced an emphasis on the manufacturing function. Personnel Managers and Manpower Development Managers working in the manufacturing culture in organizations thus adopted a manufacturing approach to the development of human resources. This approach embodies a belief that as raw material is converted through processing into a final product, so too are human resources, which when put through different development programmes, are converted into good management resources. The role of the trainer in such a culture is similar to that of a manufacturer. The manufacturer takes pride in higher production figures. The trainer in this culture takes pride in ‘training days’.

The time has now come for us to modify this approach in favour of an agricultural one. Here an analogy can be drawn between a seed and Human Resources. All an agriculturist does is to create a climate conducive to growth by providing the seedling with appropriate nutrition by way of water and fertilizer. This process could be emulated in the development of human resources by
changing the role of a trainer to that of a Facilitator. The emphasis will subsequently have to shift from teaching to learning.

This ideology is further supported by research carried out by General Electric Company which asserts that all development is self development. No development can take place within a climate of hostility or apathy. An interest in development has to be created. The trainer’s role is then to stimulate such an interest. Trainers have to innovate to create that interest. Several innovations in the area of training will now be discussed in an attempt to create an interest amongst trainers in further developing innovative training methodologies to ensure greater effectiveness in training.

Surveys have indicated (Catalanello & Kirkpatrick) that the ‘State of the Art’ in training evaluation in business and industry is probably in its infancy. A programme may be evaluated for trainee reaction, the extent of learning achieved, the changes in behaviour effected and the results on the job. Most organizations are evaluating trainee reaction, but not much is being done in the areas of the other, three criteria.
GENERAL REVIEWS

George M. Alliger, Scott I. Tannenbaum, Winston Bennett, JR, Holly Traver, Allison Shotland have Presented an Augmented Framework For Training Criteria Based On Kirkpatrick's (1959a, 1959b, 1960a, 1960b) Model divides training reactions into affective and utility reactions, and learning into post-training measures of learning, retention, and behavior/skill demonstration. a total of 34 studies yielding 115 correlations were analyzed meta-analytically. Results included substantial reliabilities across training criteria and reasonable convergence among subdivisions of criteria within a larger level. Utility-type reaction measures were more strongly related to learning or on-the-job performance (transfer) than affective-type reaction measures. Moreover, utility-type reaction measures were stronger correlates of transfer than were measures of immediate or retained learning. These latter findings support recent concurrent thinking regarding use of reactions in training (e.g., Warr & Bunce, 1995). implications for choosing and developing training criteria are discussed.

Easterby-Smith, M., (1981), The Evaluation of Management Education and Development: An Overview- critically reviewed current practices in training evaluation. The author also discussed various reasons for non-evaluation of training and suggested the participants and their bosses to complete a short evaluation questionnaire before, during and after the course.

Clement, RW. of Aranda, E.K, (1982), Evaluating Management Training: A Contingency Approach argued that evaluation must consider variables other than just the training course, e.g., organizational setting within
which manager attempts to use training, unique characteristics of manager to be trained, and the nature of the organizational problem to be solved by training. The authors’ proposal of contingency framework for evaluation of management training is notable.

**Macdougall I (1992)** Believes that for measurement of training to be effective it should be carried out at four levels - reaction (from trainees), learning (trainee's ability to demonstrate the principles taught), behaviour (how well are the skills taught transferred to the job) and results.

**Sadri G, Snyder P J (1995)** In his study considers why pre- and post-test evaluations of training courses may undervalue the success of the training. Proposes ways of altering the design of training evaluation to compensate for these problems and recommends using respondents to answer items on the evaluation questionnaire twice.

**Tarakeshwari (1995)** - made a study on effectiveness of training programme at Zonal training centers. Southern Railway for 60 respondents. Descriptive cum diagnostic was adopted for the level of effectiveness of training programme and the study revealed that the training effectiveness is in moderate level.

**Donald L. Kirkpatrick (1997)** Evaluation, Training and Development Hand book approached its, evaluation process in a more logical way. The author emphasized that while evaluating training, instead of just studying the reactions of the trainees, the study could be carried out in four different levels viz., i.e.,
reaction, learning, behaviour and results. The author’s guidelines and discussions on each level of evaluation of training are worth mentioning.

**Clive Shepherd (1998)**, discussed selection of training methods. The author believed that the selection of training methods was more complex than we might think, and it required a thorough and systematic approach. Also the author considered various criteria viz., population variability, population preferences, and nature of the learning to be achieved, media requirements, logistical issues concerned with selection and availability of resources.

**Kennedy Sam L.A. (1998)** conducted a study on Human Resource Development for executive at B.H.E.L., Trichy. The study aimed in identifying the training needs and the process of conducting performance review. 60% respondents were selected through systematic random sampling and the finding of the study were, Majority of the executive feel that discovering the training needs, emerges from the analysis of appraisal data with the executive and the department heads.

**Linda Holder Kunder (1998)** examined employees’ perceptions of the training and development system in a large Federal government agency. Data come from a database built from a survey with over 3800 respondents. The survey is representative of five populations: executives, managers, supervisors, professional / administrative and technical/clerical support staff. The survey instrument used to measure employee’ perceptions of the training and development system consisted of 68 items in three sections. Section I addressed demographic data, Section II addressed respondents’ overall satisfaction with
training and development and their perceptions of the training and development system’s achievement of elements of effective training and development practice, and Section III addressed the content of training and training delivery methods. Sections II and III employed a Likert scale for respondents’ rating of indicators of satisfaction with training and development and respondents’ perceptions about the effectiveness of the training and development system. This study provides conclusions about the factor structure underlying the indicators in the survey. It describes the relationships among employees’ perceptions of the status and effectiveness of the training and development system and their perceptions of the value of training and development. The study also presents recommendations for further study and for training and development practice.

**FACTORS INFLUENCING THE TRAINING:**

*Michael J. Jones (2001)* described that there has emerged a need to make learning and working even more seamless than ever before. Most forms of planned on-the-job training address this need, but will current conceptualizations be sufficient to meet future organizational needs? This study discusses just-in-time training as a variant of planned on-the-job training, but with a greater emphasis on attaining an even greater proximity between the need and the delivery of the training. Just-in-time training is an emerging concept that derives much of its meaning from using with regards to the scheduling and production in manufacturing settings.

*Shirine L. Mafi (2001)* questioned that despite sizable investments in managerial training, the effectiveness of the type of training has often come into
question. That is, do employees actually learn information useful for meeting organizational goals? Recent efforts have sought to improve the relevance of managerial training, such as connecting managerial training with business goals in a timely manner. However, most managerial training continues to be conducted in classrooms, detached from the organization and the trainee’s goals. This study proposes that managerial training conducted on the job, used in combination with classroom training, and aligned with business goals could improve the overall effectiveness of managerial training. Until recently, planned training on the job has mostly focused on technical training rather than managerial training.

**Cochran C (2001)** Discusses the competency-based training requirements of ISO 9001:2000 as to: its definition of 'competence'; who needs training (everyone from top tier to shop floor whose work affects quality); establishing competency groupings of staff; competency characteristics (realistic, demonstrable, forward-looking, and documented); and how to fill identified competency 'gaps' by various training approaches. Expands on planning the appropriate training - gives some useful checklist pointers - and evaluating the effectiveness of training that's been given. The study cautions that some individuals do not perform well in formal tests and highlights record-keeping - particularly electronically. Conclusions show that benefits should accrue from competency-based training and lists a stepwise process for such a training system.

**Sargam Garg (2001)** discussed the need for training, the training practice of leading companies like HCL, IBM, INFOSYS, MOTOROLA etc., and the
benefits of training. The author emphasized that today's organization should
provide training on stress management, time management, leadership skills,
computer skills, customer service, ethics and quality initiatives.

**Arivudai Nambi.P (2004)** conducted a study on training programme
effectiveness as perceived by trainees and trainers at Zonal training centre,
Southern Railway, Trichy. The diagnostic study was undertaken to understand
the socio-demographic background, the level of training effectiveness in the
areas, viz., training objectives, session planning, programme administration and
evaluation, practical applicability and training aids. This study included 40
trainees and 23 trainers. The result of study reveals that the training effectiveness
in general is found to be at a high level.

**Fred W. Nickols (2005)** described the effectiveness of the training
through four-level Kirkpatrick model rarely gets beyond the first level: trainee
reactions or the "smiles test." The author argues that this is because current
approaches to training evaluation are primarily of interest to trainers but not to
the many constituencies served by training, trainers, and the training function. To
these other constituencies, current approaches to evaluating training are largely
irrelevant. Adopting a different approach to the evaluation of training, a
stakeholder-based approach, can solve this problem of irrelevance. Using a
stakeholder-based approach requires trainers to incorporate stakeholder
requirements into the design, development, and delivery of training, increasing
stakeholder interest in the outcomes and in evaluating those outcomes in ways
that offer meaning, value, and relevance to all of the stakeholders.
Noreen Heraty and David G. Collings (2006) explored the landscape of training and development in the Republic of Ireland, a country with an impressive economic record in recent years. Both the Irish economic context and business context are explored. The national system for training and development and the surrounding policy and strategy context are set down. Survey data are drawn upon to examine the nature of training and development at organizational level. Here influence on training and development, levels of expenditure, the number of days per employee category and the dominant methods employed training and development are all discussed. Finally the academic study of training and development in the Republic of Ireland is examined.

Darren C. Short and Lyle Yorks (2006) explained that emotions, such as excitement, boredom, frustration, joy, and anger, are frequently present in the training room and are likely to influence the training process and the effectiveness of individual and group learning. How, then, can human resource development professionals use empirical and theoretical literature on emotions to understand the impact of emotions on training? This article summarizes the relevant literature and uses two short scenarios to illustrate its application to the training context.

Patrica Boverie, Deanna Sanchez Mulcahy, and John A, Zondlio, Evaluating the effectiveness of training programmes viewed that evaluating the effectiveness of training is paramount to the success of any programme. The authors also reviewed so many current HRD literature addressing the evaluation of adult workplace training programmes, based on Donald Kirkpatrick's
evaluation steps. The authors have concluded that more research in the field of training evaluation is necessary.

**REVIEWS - REACTION**

**Eckenboy, C, (1983)**, Evaluating Training Effectiveness: A Form that seems to Work presented a simple diagnostic tool to identify blatant deficiencies as well as to pinpoint specific weak areas in terms of content, presentation, and applicability. The author also provided a sample form and discussed how to calculate scores.

**Shepherd R (1989)** Quite ingeniously, subdivides training methods into three 'routes', labeled 'motorway' (the shortest distance between two points), 'river' (meanders, not a straightforward route), and 'cross-country' (general destination is known but the country in between is poorly charted). Explains the significance behind these labels and relates them to the training activities of the Ford Motor Company (whose manager of education, training and personnel service the author is). Explains that Ford have not chosen one of these routes, but move along all three, with 'cross-country' the most difficult but also potentially the most rewarding. The author finally recommended to all who think about training, rather than just organize it.

**Buckley and Caple (1990)** describe the training and development system as a change agent having a twofold role. One way is direct, offering training content that helps people manage innovation and change. The other is more indirect: training can be managed in a way that affects culture. An example is cascade training, in which a group at one level is trained and in turn trains others.
at lower levels. Such training, Buckley and Caple (1990) contend, can have an impact on individual and ultimately on organizational values and attitudes.

**Endres and Kleiner (1990)** use Kirkpatrick's model in suggesting an approach to evaluating the effectiveness of management training. They caution against relying on in-house performance-appraisal systems as the primary measure of transfer of learning, as it is difficult to separate the effects of training efforts from those of other factors. Instead, they suggest setting initial performance objectives and monitoring accomplishment of those objectives after training. They offer an example in which participants write personal and professional objectives at the end of the training experience. These objectives are then sent to the participants approximately a week after the training. Two months later they are sent again, and the participants are asked to comment on their performance against these objectives. A certificate of completion for the training is issued only after each participant's feedback is secured.

**Irwin L. Goldstein, Harold W. Goldstein (1990),** the training challenges facing organisations resulting from changes over the next several decades is described. These include a decreasing number of persons available for entry level positions including a growing proportion of undereducated young people. Also, jobs will become more complex as a result of technological developments and yet will require more interpersonal interaction between individuals who have different values and who come from different cultures. These changes will result in the need for training systems to maximise the potential of each individual, including basic skill and support programmes for unskilled young people who
will need to perform more cognitively complex tasks. Training will also be necessary to help managers work with a more diverse workforce including helping individuals understand how to provide support for persons who have not traditionally been a part of their work organisation.

**Echiejile I (1994)** recommends that management trainers are employed to facilitate staff in expressing views in a safe and confidential environment, in order for these to be fed back to management collectively and anonymously. The author sets out issues and danger points for this approach, including whether or not attendance should be compulsory, the amount of time that may be needed in order to make progress, management having first experienced the training, and the difference between changing behaviours and changing attitudes. He documents the learning objectives, the course content and the structure of two one-day seminars, and homes in on the need to debrief participants, as well as giving some of the main responses to the case studies that were used. He concludes with a critique of the programmes and forecasts some problems that may arise. For trainers working specifically in the area of equal opportunities, this is of particular value, but the points raised are potentially useful to all managers.

**Hale and Westgaard, (1995)** Long term benefits are increasingly being viewed as a more important achievement of training and development systems, as organizations ‘throughout the world... are realizing that the development of their human resources is the key not only to business survival, but also to business success’ (Johnston and McClelland, 1994, p.3). Several long-term
organizational benefits can be realized through an effective training and development system. One is the achievement of organizational objectives, which in turn enables the organization to be more competitive. In a world of growing global competition, this benefit is becoming increasingly more important.

Hanover J M B, Cellar D F (1998) Finds that the diversity training was effective in making managers more aware of the importance of diversity management practices and that this was shown when they returned to their jobs by their increased use of these practices. However he finds that the work environment had little effect on this transfer of training, although the social environment was significant. Further he considers why this should be.

Janis A. Cannon-Bowers; Eduardo Salas; Scott I. Tannenbaum; John E. Mathieu (1995) say that increasingly stringent demands are being placed on operators in many military systems due to recent advances in technology and rapid changes in the world order. In the modern military combat environment, operators require skill levels that are more varied and are of a higher order than in the past. Coupled with current fiscal constraints, this situation demands an optimization of training resources—a return on investment that results in an uncompromisingly high level of readiness at the lowest possible cost and in the shortest time. The purpose of this research was to advance understanding of effective training system design by investigating factors that may affect the success of training significantly in terms of performance improvement in the operational environment. To accomplish this goal, a comprehensive model of training effectiveness was first developed and used as a basis to specify testable
hypotheses. A large-scale data collection effort to test portions of the model was then conducted with Navy recruits. Results indicated that several non technical trainee-related factors had a significant impact on training outcomes in this setting.

**Chaudron D (1996)** Maintains that many organizational change initiatives rely solely on training to bring them about and that, often, training cannot cope with such a burden. Advocates seven ways of making training effective in this situation, including, among other issues: integrating training with the strategic plan; basing the training on an assessment of what skills etc. are needed; finding effective ways of evaluating whether the training has worked; and setting up a rewards system which will recognize when employees put new skills and knowledge into action.

**Guthrie, James P; Schwoerer, Catherine E (1996)**, The researchers examine two research questions related to the relationship between career stage and the self-reported need for management skills training for career enhancement. First, they examine the direct relationship between career stage and the reported need for training in general management skills. Second, they investigated whether career stage bears a relationship with three factors of potential importance in the self-assessment process: training self-efficacy, or belief in one's ability to succeed in training; training utility, or attitudes towards the usefulness of training programs; and, perceptions of managerial support with regard to receiving and using training. These individual different factors have been found to influence the level of reported training needs.
**Harris K J (1996)** affirms that training methods in the hospitality industry are technologically behind those in other areas with a continued focus on traditional classroom teaching and on-the-job training. Reviews recent research findings in the area of training styles and user perceptions and considers the possible use of more innovative approaches to training. The author recommends consideration of interactive computer-based training programmes as a way to improve the effectiveness of training in the hospitality industry.

**Roger Monk (1996)** discussed the importance of motivation of employees to training and the problems of motivating and of the transfer of training to the workplace. The author viewed that if the trainee was not motivated little could be accomplished in a training programme and for transfer of training to the workplace proper environment was required.

**Vivek Bhatia and Vikram Chhachhi (1996)** presented the cases of OCM, Daewoo, Coats Viyella Altos and Mahindra & Mahindra in training the workers to meet global standards. The authors discussed the training strategies of these companies and concluded that the airline ticket for sending the people abroad is a small price to pay for global quality.

**Williams L A (1996)** Sets out the steps involved in measuring the effectiveness of training, starting at the beginning of the process with advice on how to clarify the aims of the training in relation to the organization's own goals and strategy, moving through how to develop measurable goals for the training, and finishing with a discussion of how to assess these and gives examples of how to measure the success of training, from surveys and focus groups through to multivariate analysis, to show the variety of measurement tools available.
**Connerley M L (1997)** Highlights the growing awareness that recruitment involves decision making by applicants as well as employers, and therefore that the quality of the recruiters influences the eventual quality of the employees. In the research he offers a framework for examining recruiter effectiveness, focusing on experiential training as a way of improving practice. He considers data obtained from a survey of over two hundred recruiters and nearly sixteen hundred applicants to test two hypotheses, demonstrating that while training improved recruiters' self-perception of their effectiveness, it had little effect on the perceptions of applicants. He discusses the implications of these findings and suggests areas for future research.

**Alan Greenspan (2000),** in his keynote address to the National Skills Summit, stated workers must be equipped with technical know-how but also with the ability to create, analyze and transform information and to interact effectively with others. Contemporary education programs at the secondary and post-secondary levels have yet to demonstrate their ability to meet these employer requirements. Faced with having to hire from an ever-increasing pool of ill-prepared workers, decision makers of business and industry recognize the vital role employee training will play in their current and future success. At the same time, however, they are faced with the challenge of deciding how to deliver training to their valuable employees in the most effective and efficient manner. Even the most progressive business and industry leaders and trainers are finding the answer to this question to be elusive (Van Buren & Woodwell, 2000).
Redshaw B (2000) Explores the link between training and organizational effectiveness; highlights the difficulties involved in identifying what can be successfully evaluated. The author refers to internal and external factors that could influence organizational effectiveness and undermine training strategies. Identifies a two-way method of involving management in the evaluation of the training process; outlines how to develop success indicators. He also examines issues relating to the achievement of goals, increasing resourcefulness, satisfying clients and improving internal processes.

Richman-Hirsch W L, Brethower D M (2001) in his study examines the effectiveness of two post-training interventions - goal-setting training and self-management training. Sets out three hypotheses - that self-management training will be more effective than goal-setting training in achieving greater generalization of the training (generalization being the ability to apply learning to tasks and settings outside the original training context); that goal-setting training will be better than self-management training in helping trainees to maintain the skills they have learned; and that post-training intervention will interact with trainees' perceptions of how supportive the workplace is to the transfer of training. He uses data from a survey of 267 US employees, who had completed a customer service course, and their supervisors and co-workers. He finds that the goal-setting intervention was more effective in helping the employees both generalize and maintain their training than self-management training, and that work environment moderated the effect of the post-training interventions. The author discusses the implications for practice and further research. The invited
reaction to the article comments on the methods used in the research and the conclusions, and judges that the article makes a solid and interesting contribution to the training transfer literature but criticizes it from a performance improvement point of view.

Atkins S, Gilbert G (2003) Argues that if the organization is to achieve project efficiency careful consideration must be given to a devoted induction and training programme. Reviews the literature on induction training, project team effectiveness, on-the-job training and the concept of just-in-time training before presenting research designed to evaluate why problems such as poor scope of works and a lack of communication for both project teams and project managers occur. He describes financial sector case studies of a deployment programme of automatic teller machine installations into a chain of franchise premises across Australia, and a major project initiated by the same organization that involved the procurement of Internet services as a front-end service to customers within a branch environment. Addressing employee induction and training experiences, and induction and training effectiveness, identifies three key areas requiring further attention: training methods; project team evaluation; and managerial support.

Judith Scully Callahan, et al (2003) expressed that training the older learner has been the topic of considerable discussion but there is no consensus on which instructional methods are associated with higher observed training performance. The authors use random factors meta-analysis to explore the effects of three instructional methods (lecture, modelling, and active participation) and
four instructional factors (materials, feedback, pacing, and group size) on observed training performance. The results reveal that all three instructional methods and two instructional factors, self-pacing and group size, explain unique variance in observed training performance. Self-pacing explained the greatest proportion of the observed variance. Implications of these results are discussed. 

Chiaburu D S, Tekleab A G (2005) has investigated individual and contextual antecedents of learning, transfer of learning, training generalization and training maintenance in a work context. The hypotheses were tested using hierarchical regression analysis on data obtained from 119 employees who attended training programs. Findings show that the data supported the relationship between continuous-learning culture and supervisor support and training motivation. Although training motivation was directly related only to training maintenance, it interacted with performance goal orientation in affecting training transfer and generalization.

Raajeswari. M.K (2006) conducted a study on training program effectiveness at agricultural engineering training centre, Tiruchirappali. The diagnostic study was undertaken to measure the effectiveness of the training. This study was carried out among 100 farmers. The result of the study suggests improvement in the quality of session inputs - a brief introduction about the objectives & needs for better understanding & effective participation, use of audio visual aids for better learning & the programme may be linked to some incentive scheme to arouse interest in the training programme.
Organizations whose top management view training as a strategic advantage, as a way to meet organizational goals, express their commitment in a number of ways: by making their commitment public; by making sure that executives take an active part in the delivery of training and in the planning of training objectives; and by maintaining a financial commitment to training (Human Technology, Inc., 1993).

Shan Mathew (2007) In his thesis, A study of Training Effectiveness at Nadukkara Agro Processing Company, Nadukkara, Kerala, the researcher feels that the study could be considered as a source for the company to know the perception of employees to assess how for the training imparted is effective. So, better and more qualitative programme could be conducted in future.

Tziner A, Fisher M, Senior T, Weisberg J, (2007) Investigates the employee and workplace characteristics that are associated with training effectiveness. The author looks at six employee characteristics-conscientiousness, self-efficacy, motivation to learn, learning goal orientation, performance goal orientation and instrumentality - and one workplace characteristics - transfer of training climate. Studies the impact of these characteristics on training effectiveness by analysing data collected from 130 employees of a large industrial power company. The researcher uses two measures to assess training effectiveness - training grade and the assessment of the transfer of training by the employees' supervisors.

Results show that training grades correlated with the evaluation of the supervisors of the transfer of training and trainee conscientiousness and self-
efficacy were associated with training grade and the transfer of training. Also finds that three aspects of the trainees' motivations - motivation to learn, learning goal orientation, and instrumentality - were also associated with training grades and transfer of training, but not performance goal orientation. Lastly, finds that workplace climate also affects the effectiveness of the training.

REVIEWS – LEARNING

Paul Davidson (1982) conducted a study on Human Resource Development services at MRF - A tyre manufacturing company. The study was conducted with the following objectives. To study the background functions and development needs of the supervisors, to identify the needs and to find out the supervisor's reaction to the training programme. Through systematic sampling 5 respondents were selected out of the total 156 supervisors who underwent training. The major findings of the study are Training has to be imparted to the supervisor in the following area, production process; grievances handing, housekeeping. The supervisors lacked desired qualities in these areas. The supervisors are satisfied with the training programme and training has impact on job satisfaction.

Samson Jose (1985) studied the effectiveness of training programme conducted by MRF. The objectives of this study were to identify and ascertain their training and development needs, keeping in view their present assignment and to suggest the broad outline of formal training programme to meet their needs. The study was conducted in two phases. In the first phase, the following work was done: determining the training objective, examining the appraised and
examining job description. The second phase consisted of assessing the training climate, determining major problem areas and assessing job behavior. The study suggested training in the following areas namely communication, correspondence, managing time, report writing, conducting meeting, Leadership, motivation, managing enterprise, conflict, planning & managing changes, team building, problem solving and counseling.

**Rajasekaran (1994)** conducted a study on identification of training needs at B.H.E.L. The study revealed that the following areas have been identified by more than 50% of the respondents, where the need for training to develop their personality, communication skills, leadership qualities, transactional analysis, industrial relations, positive thinking and motivation were found essential.

**Farhad Analoui (1995)** says traditionally, the effectiveness of the senior officials within the public sector has been disproportionately associated with task instead of people-related skills. A study of 74 senior managers within Indian Railways, over three years, has revealed that managers, in order to become effective, not only require task and people skills but also self-development knowledge and skills. Moreover, the above broad categories of managerial skills form a hierarchy which suggests that the more senior positions which managers occupy, the greater the need for people and self-development. He explores the implications of the above for senior management training and development in public sector briefly.

**Dick Ayling (1997)**, Improving productivity of knowledge workers viewed that an organization's ability to exploit its knowledge base could be the
key to its future success, but knowledge professionals need a specialised, structured training programmes. The author also discussed different work strategies for improving the productivity of knowledge workers.

Wentland D (2003) puts forward a theoretical framework incorporating both the need for employee training and the organizational constraints restricting the amount of training available. He argues that a systematic process is needed to improve the effectiveness of the training function by providing a framework for the evaluation of training goals and techniques. The author reviews the literature on human capital, learning theories and their training implications, adult learning theory and implications for workplace training. Develops a strategic training of employees model (STEM) and describes the use of macro-organizational training level analysis, concerned with the current business strategy and task analysis. Discusses micro-organizational training level analysis, used to determine who receives training, the nature, location and cost of the training programme and the way in which information about the programme is communicated.

REVIEWS - BEHAVIOUR AND TRANSFER

Kelly (1982) starts with the assumption that typically only 10 percent of a company's training transfers skills to the job. What happens to the other 90 percent of training? She suggests that 40 percent is lost because the training function is often isolated or peripheral: ‘Therefore, management, who views anyone paid to do a peripheral job as a peripheral person, will not bring that person's ideas into the workplace’. An additional 40 percent, she suggests, is lost because most trainers or management educators do not build transfer into the
training programs. Finally, 10 percent may be lost when the course designer does not deliver the training.

Swierezek, F. & Carmichael, L. (1985), discussed Kirkpatrick’s model of evaluation in the context of management training evaluation in order to improve the programme, give feedback to planners, managers and trainees, and to assess skill development.

B. R. Virmani and Premila Seth, (1985), studied the evaluation strategy of training, actual learning derived by the participant and the transfer of acquired knowledge and skills to the workplace for improving the effectiveness of the organization. They found that organisation got many benefits from training like better inter-departmental communication, a greater understanding of the totality of the organization, better human relations etc.

N.C. Sridharaii(1994), Training for Implementing Change views that employees should be made aware of the competitive environment and the value system of their organizations. He further says this is possible only by systematic training and development. Regarding organizational changes the author views that the ease with which employees accept changes in an organization depends upon their maturity level, which in turn depends upon the extent of training and development activity pursued in the organisation.

Orpen C (1999) Explores the influence of self-efficacy (employees' perception of whether they can use their skills to reach certain goals and perform effectively) on the application and effects of training programmes; argues that employees will not be able to apply new or improved skills if they lack self-
efficacy. Presents the findings of a study of 118 employees in a medium-sized Australian firm in the financial services sector; aims to assess whether self-efficacy mediates the effect of training on subsequent job performance; outlines the research methodology and divides subjects into those in roles where self-efficacy was important for performance (confidence jobs) and those where it was unimportant (non-confidence jobs). Finds that the first group was affected much more by the individual's degree of self-efficacy, and that subjects who perceived they had had more formal training perceived a greater improvement in job performance. The author finally discusses the implications: training leads to increased confidence and managers should therefore implement more organized formal training; a move away from formal lectures to more employee-centred techniques may be beneficial; and that for confidence jobs performance subsequent to training may be mediated by self-efficacy.

**Schonewille M (2001)** Reviews the literature on the connection between productivity, wages, education and training, drawing on evaluations of the UK vocational training system to show that the special schemes set up to promote training had little effect on productivity. He reviews research that has looked at the impact of training, and develops a sector model to measure the effect of training on productivity. The researcher applies the model to data from the UK Labour Force Survey, analysing the education levels, average hours of training and productivity. Finds show that the effectiveness of training is low in comparison to initial education, although the sum effect of the training efforts
was positive and significant. And identifies the need for further research to understand these relationships better.

**Shirine L. Mafi (2001)** questioned that despite sizable investments in managerial training, the effectiveness of the type of training has often come into question. That is, do employees actually learn information useful for meeting organizational goals? Recent efforts have sought to improve the relevance of managerial training, such as connecting managerial training with business goals in a timely manner. However, most managerial training continues to be conducted in classrooms, detached from the organization and the trainee’s goals. This chapter proposes that managerial training conducted on the job, used in combination with classroom training, and aligned with business goals could improve the overall effectiveness of managerial training. Until recently, planned training on the job has mostly focused on technical training rather than managerial training.

**Van der Klink M R, Streumer J N (2002)** Points out that the majority of Dutch organizations frequently use on-the-job training to train their staff. Reports research that assessed whether on-the-job training is effective and which asked if there are characteristics among the trainees, workplace and the training that make it effective. He analyses the results from two studies - one with telephone sales staff working in the call centre of a large company, the second with counter clerks working in post offices. Discusses how the training was delivered to the two groups of employees and the effects on staff performance. Finds show that the on-the-job training programmes were only partially successful in achieving
the training goals. Conclusions show that the training effectiveness was stronger if the trainees had higher levels of self-efficacy and prior experience with the tasks, and if the workplace gave managerial support and the workload was not too great and points out that the training characteristics had no impact on the effectiveness of the training. Overall, concludes that the research does not indicate that on-the-job training is an effective training method and calls for more research.

Tan J A, Hall R J, Boyce C (2003) Finds that both affective and cognitive/intentions correlated with the learning measures and the supervisor assessments of behaviour. Highlights that employee reaction were more strongly related to learning than behaviour, nothing, in particular, that negative affective reactions to the training were positively related to learning.

J. Bruce Tracey and Michael J. Tews in work on training effectiveness says that Although training is widely acknowledged to be essential to effective hospitality operations, the specific combination of factors that makes training effective embodies a mystery. Human-resources managers examine training programs to see whether those programs are based on properly assessed needs, how those needs have been addressed, and whether employees are able to integrate their newly acquired learning into the workplace. Although those aspects of training—needs assessment, implementation, and follow through—are essential to the determination of training's effectiveness, those three factors alone do not tell the entire story. Instead, external factors play a substantial role in the effectiveness of training programs. Specifically, employees' individual
characteristics, such as motivation, attitude, and basic ability, affect a training program's potential success. The work environment is also a major factor, particularly the characteristics of the job, social networks, corporate culture, and appraisal and reward systems. Taking into account the external factors along with the traditional measures of training effectiveness, a manager can begin to assess how well a training program is performing and determine what changes will make it more effective.

➢ Training has to be imparted to the supervisor in the following area, production process; grievances handling, housekeepers, the supervisors lacked desired qualities in these areas.

➢ The supervisors are satisfied with the training programme and training has impact on job satisfaction.

Bhawani Shankar Subedi (2006) said that most organizations invest in people for training. Training effectiveness is arguably constrained because of inadequate transfer of learning from the training environment to the workplace environment. Training-job relevance and the extent of transfer have been found limited. Although performance is affected by a number of factors, training is often used as a solution to all problems. Trying to fix non-training problems with training solutions is futile, yet often attempted in the context of Nepal. Thus, the growing recognition of the problem of inadequate transfer of training has been recognized as a compelling issue. This article presents a brief discussion of the data and corresponding findings pertaining to one of the research questions included in a recent doctoral study. The purpose of the study was to examine the
extent of transfer of learning from the training environment to the workplace environment, and identify cultural factors and beliefs held by stakeholders influencing such transfer in the context of civil and corporate sector organizations in Nepal.

REVIEW - RESULTS

Cantor J A (1988) Discusses the value of performance testing as a means of monitoring training progress, classifying new employees for training or placement, testing suitability for advancement or analyzing training effectiveness offers guidelines for determining test design and for preparing/validating test materials.

McCahon C S, Rys M J, Ward K H (1996) Address the lack of focus by US businesses on process improvement, and detect a need for the realignment of employee training in this area; stresses the importance of business principles, people skills, teamwork information technology and problem-solving techniques, and review the literature as to the most appropriate training technique for training in these areas. They expands on these by a questionnaire study of 180 training directors involved in a quality improvement strategy, and investigate their views on the effectiveness of six training methods for a seven-step problem-solving process. They find no significant differences in the effectiveness of methods used, but identify that the skills required for evaluation of solutions and for final evaluation were the ones most difficult to achieve regardless of training method used.
Bedingham K (1997) In his research work addresses the importance of being able to measure the results of training in non-technical areas, and describes an approach known as 360-degree feedback which can help to identify how individuals have changed as a result of training and development activities while quantifying the degree of change over a period of time. The researcher illustrates the practical use of this approach with reference to a case study of managers at a number of small self-service UK stores.

Ian Pearce (1997), Has Your Training been Worthwhile? Outlined the factors to be considered while assessing and evaluating the training. The author suggested that, while assessing the effectiveness of the training, it is much better to assess the application of the skills in the work situation, with an additional testing of background knowledge and estimating the financial value of the resulting chances with the comparison of cost of training.

Atul Gupta, Susan T. Sadowski (1998), This survey research explores the key variables of top management involvement for an effective end-user training program. Out of the seven variables: top management belief, a discussion of operating functions, a discussion of the development of the training program, funding commitment, the setting of priorities, a written plan, and progress monitoring, only three (funding commitment, a written plan and progress monitoring) were statistically significant. The research results provide guidelines for top management of organizations with end-user training programs and recommendations for further study in the involvement of top management in end-user training programs.
Shishupal Singh Badhu and Karunesh Saxena (1999), ‘Role of Training in Developing Human Resources’ is another work of relevance. In this, the authors concluded that an organization should have a well-defined training policy as well as a training manual and that training should be made an ongoing process. Regarding the executive development programmes, the authors have concluded that these programmes have been found to be useful in improving the productivity, efficiency and effectiveness of managers. The authors have suggested that these programmes should be included as an integral part of the training programme.

M.P Srivastava (2000), Management and Training concluded that in the new economy era, skills rather than academic tags, creativity rather than years of experience and skill development through training rather than education are things that matter the most. The way to avoid stagnation is to make sure that the employees in the organization are equipped with correct skills. The skills need to be updated periodically with the latest and the best technique.

Huang T-C (2001) Investigates the relationship between training and business performance for small-to-medium-sized enterprises (SMEs); refers to past studies that have found no clear link between business performance and training provision. Reports on research carried out into the different training practices of SMEs (50-300 people) in Taiwan; reports on the random selection of 600 firms; details how respondents were asked to rank the performance of their establishment with regard to 10 aspects of training-related effectiveness. Examines the extent to which training effectiveness is related to a range of
organizational characteristics; looks at the range of different training delivery methods adopted by the SMEs in the study. Puts forward that the study shows that firms with the most effective training tend to have more sophisticated training organizations and training systems; spotlights the importance of strong management support for training initiatives.

**Margaret C. Lohman (2001)** revealed that planned training on-the-job programs have historically used deductive training strategies as a means to deliver the training content. However, the changing nature of work in today's organizations demands that employees be more effective problem solvers and independent learners than ever before. Therefore, alternative training strategies, such as an inductive approach, must be considered to respond to these changing job demands. Although inductive training strategies hold much promise for developing higher level cognitive skills, they are not without their limitations. This chapter compares deductive and inductive training strategies and presents factors to consider when selecting a strategy for planned on-the-job training.

**Aragón-Sánchez A, Barbra-Aragón I, Sanz-Valle R (2003)** Draws on Kirkpatrick's model of training evaluation - which analyses four aspects of training, employees' attitudes towards and satisfaction with the training, employees' learning from the training, employees' behaviour changes following training, and the effects of training on business results (here divided into categories, effectiveness and profitability) - and a short review of studies that have investigated the effect of training on business results, to propose a number of research hypotheses (companies with higher investments in training will
obtain better results in terms of effectiveness and profitability, investment in training will have delayed effects over time, and different types of training will have different effects on the results) that are then tested in an empirical study involving 457 small-to medium-sized enterprises in five countries in the European Union. Reports that the findings of the study generally support (but do not totally confirm) these hypotheses, for example, on-the-job training has the greatest influence on business results, and specific training activities, while they do not influence tangible results, do influence effectiveness although the effects are different depending on the activity involved.

Sahinidis A G, Bouris J (2008) investigates the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment. In the study he examined the responses of 134 employees and lower managers, of five large Greek organizations, after they had completed a training program. The questions asked contained information about the employee attitudes towards the training received, as well as their attitudes towards their employers. The results of the study provide support to the hypotheses proposed, indicating that there is a significant correlation between the training effectiveness as perceived by the employees and their commitment, job satisfaction and motivation. Additionally, high correlations were found between the latter three variables.
JOURNALS AND MAGAZINES:

Smith, Barry P. Gates and Peter- While identifying the Training needs it requests the difference between the present performance level of person (or) group and the performance level to be regarded as an objective, which can be eliminated with the aid of training, needs analysis has along been regarded as an important part of the training process but in many cases trainers experience, training needs analysis are either done, (or) not done effectively

Diane Bailey (2000), discussed the process for Identifying training needs, the advantages of a well-planned and effectively conducted training needs analysis and the various steps to carry out an effective training needs analysis. The author's discussion on his nine key steps to carry out an effective TNA is worth mentioning.

C. Moore, M and Dutton-made a highly review on the training needs analysis and said that training is to be effective and should concern with individuals, who should be clear about their objectives

Bedingham –he proved the effectiveness of training with respect to the needs of the individual employees, which can be measured by providing right questionnaire both before and after the event of Training Programme.

Uyasulu, Pornima –discussed that, training to be effective it should be need based and should concerned about individuals and they should be clear about the objectives of such efforts.

M.C. Killip- says that Effective Training should only have an impact on job tasks significantly related to successful job performance
Raphael T- says that learning management software can enable organizations to monitor training effectiveness. Training can be evaluated on the achievement of business objectives.

Lawrence- Conducted a survey in UK on manufacturing industry’s attitudes to training and employee development are reported and discussed that there is a skills shortage. The respondents were questioned on their attitudes towards the government’s New Deal initiative, training methods, and open learning.

Caudron S- Says that in large organizations training used to be one department, and human resources another. Training, however, is now becoming increasingly linked to other HR activities to support the whole corporate strategy. Modern pressures are even changing the way in which training itself is delivered.

Gobeli D.H, Przybylowski K, Rudelius W- Says that elements of a management training structure for Central and eastern European countries are described in detail. They relate to training planning, the means by which it is provided, training evaluation, and the preparation of recommendations.

Polesky G – it is argued that, to maintain global competitive advantage into the 21st Century, organizations must effectively increase the speed of their employees’ learning. In the present business environment, organizations must adapt to changing circumstances and improve their competency, skills, knowledge management, and technological capability. To achieve this they must define and evaluate their employee’s knowledge and skill levels. They must then assess the return on investment (ROI) from further employee training.
Anon- says the difficulties of assessing training effectiveness, especially in relation to non-technical training are exemplified. A further means of training evaluation could be based on the extent to which it has resulted in real constructive change in the work situation and in the very same journal.

Gander.P says that training budgets are the first to think when companies have to prune spending. Companies expect to link training to results. This can best be achieved by pre-course and post-course evaluations. Leading training organizations are improving their capacity to demonstrate how programmes can feed through directly into results.

Palo.S and Padhi.N-States that there has to be a culture of continuous improvement and this could be accomplished only through continuous training. Training creates awareness, builds employees commitment to strategy, vision and facilitates team work enhances performances standards and bolsters the skills and abilities of employees.

Deepak, Datta, James. P. Guthrie, Patrick Muright- In this study it was examined how industry characteristics affect the relative importance of and value of high performance of work systems – there has been a growing interest in the degree to which human resource system contribute to organizational effectiveness.

Brinks- says the system of learning and better training for our employees which has to be achieved.

John Guthrie – Conrad Hilton once said ‘to achieve great things, your must first dream great dreams’ When Hilton surveyed its employees recently, it
found that 80% believe Hilton is committed to training and developing its team members and has taken long strides towards its goal of creating a global service culture.

**Sanjiv Narang** - says that it is to our benefit that we deploy a system for collecting data regarding the effectiveness of training, and we need to resist the tendency to do large number of programs without any assessment of impact. In another article he says that as a trainer designs a training programme, he focuses on the key learning areas, consists of competencies. For a competency to develop, deep learning is required. Training games can be utilized for this purpose. Training games are action oriented and there is heavy involvement of the learner.

**Ramya Narasimhan** – says that as Indian companies have increased their emphasis on training tremendously, it is absolutely essential to spend a lot of money on training and continuous improvement. Gallop has instituted as a structured and organized induction training programme.

**Tutu Dhawan** - stated that India is an evolutionary proof of the coming of age of the Indian auto industry from the days of yore to a future with ‘roads paved in gold’, as the chairman of Daewoo Corporation said once for Korea.

A program that ignores the fundamental principles of work place learning can fail both the individuals and the organization, making it unlikely to deliver the desired impact and result, needed to help the organization and justify continued investment in learning. Programs that pay appropriate attention to fundamentals can help individuals and organizations quickly learn the skills
required to thrive in the emerging business climate, especially for organizations in the fast—changing, quick—tempo world of business.

**Ganesh**—vice chairman and MD, engine value limited had stated that the Indian auto component industry was a sequel to the need of industrialization and import substitution, encouraged in the late 50s and upto 80s and during 80s maruti udyog, component industry made a quantum leap in terms of qualities and capacities.

**Dr.D.N.Tewari** says that technology with human face by planning commission, Government of India, New Delhi recognize that the last decade of 20th country has seen a visible shift in the focus of development planning from the mere expansion of production, the cones quantum growth of capita income to planning for enhancement of human well—being.

Innovative technology will be generated to meet the Indian needs and to preserve, protect, and add values to India's indigenous resource. Hidden technology will be harnessed to enhance the National productivity to the maximum. Technology will be used as a tool to give India a competitive position in the new global economy. Technology with a human face will be given a new thrust.

Thus the economy of a country will grow steadily even though there may be temporary ups and downs. The automobile industry like Roots Industrial Limited (RIL) gives good results as No.1 industry to export air-horn internationally will further grow and will even be the driving force for countries growth.
P.N. Mishra said that ‘effective system of management education is self-evident to improve the person not only with required skills and information, but also with the gumption to use them. A management student should receive not only training in technical aspects of management, but also a sense of morals and ethics’.

There is a way to succeed in changing times. We believe in achieving productivity through quality and technological excellence and utilizing the infinite potentials of human resources. This has formed our basis for every progressive management concept and has helped us succeed within the times. The Indian auto component sector is expected to grow at a healthy clip of above 20% in the coming years on the back of strong demand.

Business is only a sub-organization of the society. Society is the largest possible kind of organization with goals of production, distribution and harmonizing individual relationships. Managements should have not only their business organization in mind but also social welfare.

As such the training programmes provided by RIL emphasise the development and improvement of the organizations. Thus the management educates the management programmes in such a way that they are able to churn out the management devoted not just to be organization but to the society as a whole. An excellent management education supported by committed, qualified and trained personnel will develop the younger generation with talents to solve inefficiency in the organization of its environment.
Phil Race (2001), Evaluating Training Resources viewed that video is a great medium, but remains one of the least well used. Video can enrich training sessions, and can cause high learning pay-off for trainees. The author also discussed on how people actually learn from video and how trainers can help them to learn more from it.

G. Gianni Ravina said that the automotive is not only an issue of consumption, if is regarded by governments as a sector drives an entire economy. The incompetence of labor does not arise from the premise that Indians do not work. This is false argument, it is for the companies to organize a system of internal relation and that ensure the best response from the workers.

According to the above statements, RIL gives training to make the employees perfectly qualified to their career.

Mike Falkner Minstam, (2000), How to ensure the success of your training event took an innovative look at evaluating training and argued that evaluation should be the first step, rather than the last. The author also presented that training cycle should consist of: (i) identifying training needs, (ii) developing training plans, (iii) implementing training and (iv) measurement of training effectiveness. He viewed each stage of the training cycle should be evaluated before moving on to a subsequent stage.

Al-Lamki, Salma Mohammed (2000), in his paper addresses the issue of Human Resource Management (HRM) and training with particular emphasis on Omanization (the replacement of expatriate with Omanies) in the Sultanate of Oman. First, the paper discusses an overview of the 'human resource
management practices in the Gulf Cooperation Council (GCC) countries and the emerging economies of East Asia. This is followed by the specifics of the Sultanate of Oman's experience outlining the national policies on human resource management & training and government supported Omanization schemes and incentives. Finally, the author recommends an integrated and holistic three tier strategic framework for human resource management and training in the Sultanate of Oman.

K. Mahesh – Chairman, M.D Sundaram brake linings and that the Euphoria of 1994 – 95, 95 – 96 is over. Those were the dream years for the Indian automobile and auto – component industries. But nobody was prepared to accept – the fact that, no sector can grow disproportionate to the gap growth rate.

In India for some odd reason, productivity always seems to refer to labor productivity. Indian management is prepared to do some introspection and accept this and openly admit to the work force, that things have to be done differently by the management and there is need to change.

Lorber, Laura (2008) in the journal cites that executive coaching is expensive. One reader says that one must be cautious in picking a coach, while another reader comments that executive coaching is about ‘proactive forward movement.’ The author cites Vermont-based green household product maker Seventh Generation for its encouragement of its employees to pursue their goals. Laura Lorber, however, says that training is education’.

Sahinidis, Alexandras G.1Bouris, John (2008) The purpose of this study is to investigate the relationship between perceived employee training
effectiveness and job satisfaction, motivation and commitment. Design/methodology/approach - The study examined the responses of 134 employees and lower managers, of five large Greek organizations, after they had completed a training program. The questions asked contained information about the employee attitudes towards the training received, as well as their attitudes towards their employers. Findings - The results of the study provide support to the hypotheses proposed, indicating that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation. Additionally, high correlations were found between the latter three variables. Research limitations/implications - The study is limited to examining employee feelings, not taking into account their personal characteristics, which may be important. Practical implications - The implications of the findings of this study for managers and especially for Human Resource professionals are quite significant, given their roles in funding, designing and delivering training interventions. Not only does it appear to be important, offering training programs to one's employees but, the training program content must be perceived as effective and of value to those participating in it. This will have a positive effect, according to the findings of this study, on key employee attitudes, which appear to be related to a greater or a lesser extent, in the pertinent literature, to organizational performance outcomes including, productivity, turnover and absenteeism Originality/value - The study is groundbreaking, given that there are no prior studies examining the relationship between the variables considered in the present one.
Oliver Tian (2000), The Holistic Approach to Training viewed that training was no longer business overhead, but a fundamental need for companies to compete effectively in knowledge based economy. He also emphasized that a holistic approach to training was needed and the holistic approach requires an integration of learning and innovation with business objectives and expected outcome. His discussion about ILE (integrated learning environment) is also worth mentioning.

Froukje Jellema, etal (2006) expressed that evaluating the effects of interventions is among the most critical issues faced by the field of human resource development today. This study addresses the potential of multisource feedback for training evaluation. The central research question is whether or not it is possible to measure change in work behavior, as a result of training, with multisource feedback in a reliable and valid way. A procedure for training evaluation was developed and three quasi-experimental studies were carried out. The psychometric properties of the multisource feedback instruments used are discussed as well as the training effects that were found. Our conclusion is that in most cases coworkers do not perceive positive changes in the work behavior of training participants. Whenever a training effect is observed, this is observed by the ratee's peers, rather than by the ratee's superiors or subordinates. Overall, the results do not support multisource feedback as an efficient method for training evaluation. However, this does not mean that multisource feedback cannot be used in a training context at all. Two alternative applications are presented.
NET REVIEWS:

The Author Emerald says that the present method of imparting ROE (Rules of Engagement) relies too heavily a legislative model of controlling behavior which creates series of defects culminating in a failure to account for the cognitive limits of human under stress. He concludes that commanders and judge advocates can minimize these defects by adopting a training model and a series of training scenarios designed to reinforce the standing rules.

The American Society for Training and development (ASTD) rated Infosys as the world’s best employee training and development and conferred ‘Excellence In practice Award’ continuously for 3 consecutive years 2002, ’03, ’04. This award was conferred for its ‘Global Business Foundation School’. All the training materials needed to make an efficient and productive workforce are on hand, but can they be united to deliver the most effective worker education experience possible.

Research Gap

Numbers of researches are available in the area of training effectiveness measured by the traditional method - Pre & Post technique and Kirkpatrick model. When the researcher encounters difficulty to carry out the study with the same set of respondents in pre and post, the researcher will opt for Kirkpatrick model. Many researches are available on training effectiveness, by using Pre & Post technique and Kirkpatrick model separately. In this study an attempt has been made to measure the training effectiveness by using both the techniques in different dimensions to find out whether the out put of the study leads to desired identical result. The study also attempts to evaluate various aids/methods of training which contribute for the overall training effectiveness.