Chapter II
Literature Review

2.1. INTRODUCTION

The purpose of the study is to explore the effectiveness and evaluation of training activities of Large Scale Manufacturing Sector of Chittoor District, Andhra Pradesh. This chapter provides a review of the literature on the evaluation of training programs. The first section introduces the training types, factors influencing training success and outcomes and impacts of training. The next section deals with training evaluation process and then defines terms of evaluation and effectiveness, evaluation framework within organization and challenges in evaluation.

2.2. TYPES OF TRAINING

Activities involving more physical extortion and brain storming may provide opportunity to learn more managerial skills (A. Chapman, C.A. Lumsdon, 1983).

It deals with how both mental physical exercises helped in enhancing their skills like; communication, adapting to situations, team work, taking responsibility working to deadline and identifying their own leadership style (David Pollitt, 2011).

The learning from outdoor training helps the ordinary people to sustain in changed environment and develop the skill to become successful (David Smith, Sheila Vaughan, 1997).

Outdoor trainings improve individual and group behaviours. It encourages participants towards self/own learning. It also focuses how virtual reality activities develop insights in individuals and groups (Richard J. Wagner, John Campbell, 1994).
Drama based training has been found to be most effective when participants engage themselves to reflect on their own behaviour and work on adapting their behaviour for personal and inter-personal welfare (Robbie Swales, 2010). The author opined that the outdoor training be supposed to outcome personal development, team development and management development (John Bank, 1983).

2.3. FACTORS INFLUENCING TRAINING

Training need identification, training imparted and administrative practices will affect the efficacy of training (Dayal, 1970).

Training objectives should always match with the organizational objectives. The training appraisal should be a continuous process and its effectiveness depends on its results (Nandy, 1974).

The study reveals that majority of the organizations allocate less amount for the training programmes as the return on training investment is low. The training programmes are more effective when the return on training investment is high (UllhasPagey, 1981).

The results of training; knowledge, skills and attitude can be measured through some qualitative and quantitative techniques. The prerequisites of training will also influence the training process (B.R. Viramani 1984).

Trainer performance & training process have the strongest impact on learning and usefulness. The remaining factors (Training Environment, Training goals, Training content, and Training material) also affect learning and usefulness (at a satisfactory level) (Anastasias D. Diamontidis, ProdronsD. Chatzogow, 2012).

Determination of training needs is an important factor in training, so the trainer should ensure that the job roles are properly structured and properly resourced before deciding the training (Ian Chaston, 1993).

The needs of Employer or individual employee should determine the Training provision. In the Jargon of the Trade, we need a “Learner-Centered training process”,
which automatically leads to efficiency in Training, lower the cost and increase motivation (Ian Johnson-1989-vol.31 Iss: 3).

Factors like trainers’ capabilities (clarity), venue of the program, practical application, food served, and communication skill of trainer were identified as most successful factors of training (Piyali Ghosh, Jagdamba Prasad Joshi, Rachita Satyawadi, Udita Mukherjee, Rashmi Ranjan, 2011).

Some factors like voluntary attendance, reputation of the training, design of the training, relatedness of training for personal needs, career and job inspires to attend a training programme (Siti Fardaniah Abdul Aziz, Shamsuddin Ahmad, 2011).

The reactions are intimately connected with learning outcomes but the reactions are won’t reflects the job behaviour. The learning is measured basing on the motivation, increased confidence and usage of learned strategies and the behaviours are estimated by using learning confidence (Warr, Peter; Allan, Catriona, 1999).

The training assessment will analyze training programmes in an organized procedure. As evaluation practice gets more criticism majority of the organizations moreover pay no heed or conducts in an unprofessional mode (Hashim, Junaidah, 2001).

2.4. OUTCOMES AND IMPACTS OF TRAINING

The study concentrates on the learner’s objective, organization’s objective, time duration, cost effectiveness and hand to hand help of the co-workers need to be considered in designing and deciding the training (Abby Day and John Peters, 1990).

The training programs are perceived as more successful as it focuses more on improving the job related skills and also the return on investment is more visible in formal training programs hence they are given priority (Almuth McDowall and Mark N.K. Saunders, 2010).

Training exercises should be tied to business objectives with the classes customized to concentrate on the job-specific skills required to meet objectives, The
entire program should also be geared to words career development and provide for employee feedback (Dennis G. Armstrong, Brian H. Klener-1996-vol.9.ISS: 1 PP.8-12).

It has been found that the trainings have had an overall positive effect on the employees. The employees have gained more knowledge and have definitely benefited from the exposure that trainings provide. Moreover, their managers’ sheer interest in the training has also been beneficial (Ebrahim Soltani and Ying-Ying Liao, 2009).

There should be a relation between business plan and development program, content relevance, relevance to individual needs and facilitate transfer of training (J. Kenneth Graham, W.L. Mihal, 1986).

Training is a major factor in creating a Competency Advantage, Quality training goes hand in hand to establish excellence in the Organization work culture (Jaideep G. Motwani, Mary L. Fahim, Younus Kathwala, 1994)

The participants’ favorable action on knowledge, attitude and skill is an indication for their favorable reaction to outdoor training programs (Lau Yin Yin, Dr. Turiman Saundi, Dr. Shamsuddin Ahmad and Dr. Brahman Abu samah).

As per the researcher the improvement in performance shown by the trainee after attending the training is an opportunity to assess the impact of outdoor management development program and estimate the return on investment (Phil Donnison, 1995).

The paper aims in evaluating the outcomes of various outdoor management development programs. The researcher categorized the articles basing on certain criterion, out of which one criterion includes personal/self development, management/leadership skills development, team building development and development of learning autonomy empowerment (Philip J. Jones, Clifford Oswick, 1993).

The researcher used Kirkpatrick (1976) four levels of training outcomes; reactions, learning, behaviour and results for measuring the return on investment of outdoor experiential training (Scott D. Williams, T. Scott Graham, Bud Baker, 2003).
The researcher deals with transformation, continuous cycle of action and reflection, dealing with the issues relevant to the learner, learning with others and in challenging and supportive (The Forum Corporation, 1995).

2.5. TRAINING EVALUATION PROCESS

Implementation and evaluation of the training are the aspects which mostly matters the organisations during the process of training. Several models were developed for effective evaluation of the training activities. But it is said that evaluation of training only provides the evidence but not with the success in modifying the quality of the workforce (Roger A. Plant and Robert J. Ryan, 1992).

Evaluating a training activity in an organisation is as important as organising the training activity. But unfortunately most of the companies are not evaluating the benefits associated with the training after the successful completion. Training can be evaluated by number of methods. Evaluating provides only the required evidence with respect to training but not the testimony of benefit (Dr. R.A. Plant and R.J. Ryan, 1994).

Training evaluation should be considered as an important criterion during the process of training as companies invest huge sum of money in training. Evaluation depicts the true picture of the effects of training. But many barriers inhibit the organisation from conducting evaluation such as complexity in knowing how and what to evaluate, the concerned training directors do not possess the abilities to conduct successful evaluation, being unaware of what to evaluate and how to conduct the evaluation. Evaluations reveal trainee’s satisfaction with respect to training, the relevance of training to the job, skills enhancement and changes in organisational performance after the course of training (Sandi Mann and Ivan T. Robertson, 1996).

Training could be termed as successful if the trainees are satisfied with the course of training. The judgement of the trainee counts a lot to the training organisations as their opinion reflect the changes to be done to the deliverance of the training method. Belief in the evaluation results of the training matters a lot before deciding upon a certain training
process. Several models can be used for effective evaluation of a training activity (Martin Mulder, 2001).

Client is considered as an important asset for providing information required for the evaluation of training. The training organisation can bring necessary changes into practice only with the help of client responses. Organisations follow many traditional methods for evaluation. Trainee Feedback is the most common method that is being followed by the organisations. Others include observation, interview, performance (Junaidah Hashim, 2001).

Although evaluation is considered to be a vital stage during the course of training process, most of the organisation would forget to avail its benefits. The evaluation instrument has to be designed by focusing on the goals and objectives of the organisation. Evaluation of Training becomes more effective if a separate body is given the control for evaluating the training activities. Trainee reaction is considered to be the most important outcome in evaluation (Ahmad Al-Athari and Mohamed Zairi, 2002).

Training evaluation has to cover the context, input, reaction and results of training. The evaluation can be at three points of training i.e. pre, post and during training (Peter Bramley, 1990).

Training evaluation should give value to the organization. The reasons for ineffective training evaluations are confounding variables effect, non-quantifiable effect, costs outweighing the benefits effect, act of faith effect, trainer sensitivity effect and organizational political effect (Philip Lewis and Adrian Thornhill, 1994).

The study covers difficulties of trainers in deeper course evaluation such as changed interests, levels of training, reasons for avoiding deep evaluation, trainer’s effort on training effectiveness etc (Geber, Beverly, 1995).

Effectiveness of the training plays a pivotal role in deciding about the implementation of the training activities to the employees of the organisation. Typically an organisation shows less importance to training because of ignorance and market forces. But for a training to be considered as an effective, the training process is
comprised of employee-needs identification, scheming annual training plans, developing training objectives, selecting the best delivery methods, training methods implementation, evaluating the training results and training records documentation (Tung – Chun Huang, 2001).

At present scenario training evaluation process is critical aspect for the companies. It’s not a simple thing. organizations are not only looking towards what employees are learning from the training? But also they are looking at what level they are linking or practically are applying the concepts in their work place. Various assessment methods are following by companies. But the assessment methods should be appropriate to the training objectives. simply we can say that training assessment methods are derived from the objectives and scope of training. the major methods followed by companies are assessment of competency learning in which companies are evaluate employees in terms of at what level he can react to the problem. The other routine programmes are questionnaires, observations and knowledge review (Wendy F.carr, 2002).

2.6. TRAINING EVALUATION FRAMEWORK IN ORGANIZATION

Evaluation of the training programmes is one aspect which organisations are mostly concerned about. But different organisations follow different methodology in evaluating the training activities. For effective evaluation of the training, a four phase evaluation system is followed which includes designing of training program, launching and evaluating the initial training program, feedback and design of evaluation instrument and ongoing training and evaluation (Tony Lingham et al, 2006).

Most of the companies follow Kirkpatrick’s traditional method for the evaluation of training activities in an organisation. But it can also be measured with much effectiveness by considering the Kirkpatrick’s mirror evaluation system where the business objective of the organisation is considered initially, followed by the behaviour of the employees, learning and the reaction of the employees towards training activities. And from here, the traditional Kirkpatrick’s method is being followed for evaluation (Steve Dyer, 1994).
Systems-based structure for evaluating training and the training needs of a satellite-based distance-learning programme are because of cost considerations and time constraints (Hall, Michael A and Nania, Sharon1997).

Training evaluation should be pertinent, adequate and effective with respect to job performance (Dr.M.A.Ogunu2002).

Even after making huge costs on training and evaluation majority of the firms are failing in producing the results. The return on training investment is possible if the training and its evaluation practices are viewed strategically than tactically (AniruddhaBannerje, 2004).

Training evaluation can be of formative and summative mode. Formative evaluation improves programme design and development whereas summative evaluation concentrates on training outcomes (Wang, Greg G, Wilcox, Diane, 2006).

Evaluation of training in an organisational culture approach is another important aspect about which organisation considers. Training should be focused on enhancing the organisational performance and ultimately in achieving the objectives of the organisation. There are both driving forces and restraining forces to organisational change. It depends on the organisation’s attitude to inculcate change in the organisation (Philip Lewis and Adrian Thornhill, 1994).

2.7. TRAINING EVALUATION EFFECTIVENESS

Training is Indispensable to the organizations in terms of growth and most of the companies treats training plays a vital role in the economic well-being of nation. Training required for all levels of people irrespective of industry. Training is the most crucial method for achieving individual productivity as well as improving the job performance in the organization. Companies generally follow two training methods. Those are on-the job training in which the employee undergo training at the work place itself. Whereas other method is off the job training is provided outside the work place. Job training is strongly effects on the productivity of the employee as well as it improves the creativity skills and
finally it improves the work quality. All these results show effects on the organizational growth (MehradadAlipour et.al 2009)

Every organization provides training to their employees. But very few organizations are measuring the effectiveness of training. Effectiveness can be measured only if he training programme suitable to the respective candidate. Performance of the employee should be measured at the end of the training, as Kirkpatrick proposed the four levels of evaluation models named as the reactions, learning, behaviour and outcome of the employees after training programme. Effectiveness should be measured in terms of behaviour of the employee and work quality of employee. Effectiveness can be compared with pre training to post training. The study left to the future researcher to study shift of training function from evaluation of training to training effectiveness (Priyanka Upadhaya, Asthoushpriya, 2013).

Evaluation of training is nothing but effectiveness of the employee in respect of knowledge he/she gained out of training and improvement in the skill and behavioural pattern of the employee within the organization. Some organization evaluates the effectiveness of the evaluation as the cost incurred for the training and cost involved in the design of the training. Companies compare these two aspects in terms of profitable aspects. Training effectiveness results effects on the human resources development executives planning, designing and implementing new programmes. Training effectiveness improvement can be possible by the following methods. Employee’s awareness towards the objectives of training should be very important. Continuity of training plays a very crucial role. Apart from these two aspects implementation of training programmes in their work place is most crucial part in the success if effectiveness of training programmes (Mohammed saad, Norsiahbinti mat)

Effectiveness of training is most important aspect for healthcare industry as well as forensic, and airport security settings. Deception detection training generally followed in these industries. Because in these industries need to identify emotional expressions of the people. Especially when the main problem comes to forensic industry is people usually will not tell the truths. If that is the case police people need to identify the real
truth. For them this type of training is most important. Their performance was measured on two aspects. Those are pre-training and post –training. (Stephan porter, Marcus juodis, 2010)

Indian post is the one of the largest organization interms of network and employees. Government treat the population as their resources, so, effective utilization of resources is the next big thing. shall training required for the Indian post employees if so, to ascertain how far the training is useful to improve the performance and finally “to check the effectiveness of the programme “these are crucial elements in the measurement of training effectiveness . Training effectiveness measured in view of the improvement of self-confidence of the employees. Each trained employee is responsible for his performance after training interms of his productivity. Evaluation is not easy and it is not a single day activity (Subramanian, 2010).

Training is basically considered as an act of enhancing the knowledge and skill set of the employee. Every organisation should make its employees’ to undergo the process of training irrespective of their qualification, Skill and suitability for the job. As training is considered to be essential for an organisation, it should be given to the employees on a continuous basis to cope up with the new trends. Evaluation of the effectiveness of the training can be done on the basis of induction training, need based training, planned training and ultimately on the utilisation variable (Dr.Tejsingh and Dr. Rajiv Ratan, 2012).

The effective training improves individual performance by improving the knowledge, skills, attitude and behaviour of employees. Training enhances individual productivity and performance at work place, and results in behavioural changes which increases the organizational performance. But the study didn’t confirm the mediating role of individual performance between training effectiveness and organizational performance. The training program will be successful when it could evaluate methods and results (Goldstein and Ford 2002; Gupta and Bostrom 2006 and MehrdadAlipour et al. 2009).
This study concentrate on conceptual understanding of all four levels and number of criticisms & limitations with some solutions related to the model reviewed from various literatures.