CHAPTER 3

A BIRDS’ EYE VIEW ON TRAINING AND DEVELOPMENT

3.1 INTRODUCTION

This chapter gives introduction to the two core concepts in the present study, namely, impact of training and development and employees’ work related attitude. The chapter covers the following such as concepts of training and development, Kirkpatrick training evaluation model, theory of employees’ attitude, conceptual framework of employees’ work related attitude, conceptual framework of job satisfaction based on Herzberg two factor theory, conceptual framework of job involvement based on Lodahal and Kejner model and three – component Meyer and Allen conceptual model of organization commitment are presented in this chapter.

3.2 TRAINING

Employee has been recognized as one of the essential asset in an organization. Thus, in order for an organization to achieve a competitive advantage in this competitiveness business environment, the employee quality has become the major concern. As a result, a lot of organizations would like to make the best investment in cultivating employees’ talent. Hung, (2008) in the research he conducted found out that one of the ways to update the knowledge, develop skills, make about behavioral and attitudinal changes as well as enhance the employees’ ability to perform their tasks more efficiently and effectively is through training. Aso Rodríguez and Gregory,( 2011) say training plays a vital role in enhancing the quality of service offered to the customers.

3.2 ORIGIN OF TRAINING

The verb “to train” is derived from the old French word trainer, meaning “to drag”. Hence such English definitions may be found as; to draw
along; to allure; to cause; to grow in the desired manner; to prepare for performance by instruction, practice exercise, etc. Training can be described as “providing the conditions in which people can learn effectively”. To learn is “to gain knowledge, skill, ability” (King 1968).

Knowledge refers to the information we acquire and place into memory, how it is organized into the structure of what we already know and to our understanding of how and when it is used. Thus knowledge can be seen as three district types; declarative, procedural and strategic (Kraiger & Salas 1993).

Declarative knowledge is a person’s store of factual information about a subject matter. Procedural knowledge is the person’s understandings about how and when to apply the fact that has been learned. Strategic knowledge consists of the person’s awareness of what he knows and the internal rules for accessing relevant facts and procedures to be applied toward some goal. Strategic knowledge is used for planning, monitoring, and revising goal-directed activity (Blanchard & Thacker 1998). Skill is the capacity needed to perform a set of tasks that are developed as a result of training and experience (Dunette 1976). A skill is a proficiency at doing something beyond just knowing what something is about. Abilities have been defined as general capacities related to performing a set of tasks that are developed over time as a result of heredity and experience (Flesihman 1972).

To understand the function of training in a company, it is needed to ask the question of what training is state for the company. Training is an “opportunity” for learning and it is accomplished by providing employees with opportunities to learn how to perform more effectively and by preparing them for any changes in their job. Training focuses on the acquisition of knowledge, skills and attitudes needed to perform more effectively on one’s current job. Role of training may be seen as “ensuring that the organization has the people with the correct mix of attributes, through providing appropriate learning opportunities and motivating people to learn, and thus enabling them to perform to the highest
levels of quality and service” (Bentley 1990) training must be therefore managed as a frontline business activity.

The investment in human resource, both in developing and maintaining the appropriate skills, becomes a vital part of the organization’s strategy for the future. Making investment in training should produce an effective and measurable payback. Effective training enhances the knowledge, skills, attitudes and behavior of people and thus their performance. Training activities and businesses objectives are related to each other as links. Effective training programme helps organizations to achieve their objectives. General objectives of training activities are; orienting new employees to the organization and their job, helping employees perform their current jobs well, helping employees qualify for the future jobs, keeping employees informed of changes within the organization, providing opportunities for personal development (Drummond 1989).

3.3 TRAINING FOR TRANSFORMATION

Employee training and development is becoming an increasingly important function of human resource management. It is used by organizations to facilitate employees learning of job-related competencies and have a competitive advantage in the rapidly changing business world. Training is considered as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioural changes, and improving the ability of the trainees to perform tasks effectively and efficiently in the organizations.

Training and development describe the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications-from instruction in highly specific job skills to long-term professional development. In recent years, training and development have emerged as a formal business
function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled workforce. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses. "Create a corporate culture that supports continual learning," observes: Charlene

3.4 PHILOSOPHY OF TRAINING

According to Chandra (1997), management of the organization firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure. Therefore training is regarded as investment and not a cost. Even long-term intangible gains such as attitude change, are to be considered as valuable returns. Training is considered as vehicle for effective communication and coordination. Training is catalytic in any man management matrix for cohesiveness, compatibility, and cooperation in every organizational endeavour. Management proclaims that training & development direction as permanent part & parcel of operational process and not some experiment in isolation. Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

3.5 CONCEPT OF TRAINING

It is about developing employees as an individual to make them capable and confident in their jobs, and consequently in their life. Thus it is an organized process for enhances the knowledge and skill of the employees. Consequently it is a process aimed at changing the behavior in such a way that the consequence would be useful for the growth of the organization.
According to Wayne F Cascio (1995), Training consists of planned programme designed to improve performance at the individual, group, and/or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behavior. Training is considered as a tool for HRD. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of HRD.

According to Mamoria (2000), “Training is a process of learning a sequence of programmed behavior. It is application of knowledge and it attempts to improve the performance of employees on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. Training refers to instructions in technical and mechanical operations, like operation of some machine / equipment. Training is for a specific job related purpose. Training is about developing people as an individual and helping them to become more confident and competent in their lives and in their jobs”.

3.6 CONCEPT OF DEVELOPMENT

Development is related to enhancing the conceptual skills of the employee, which helps the individual towards achieving maturity and self actualization.

“Development is an inclusive process with which both managers and individual employees are involved. It offers opportunity to learn skills, but also provides an environment designed to discovering and cultivating basic attitudes, capabilities and facilitating continuing personal growth”. 
Development is defined by Alan Mumford (1988) as an attempt to improve managerial effectiveness through a planned and deliberate learning process. According to Bernard M Bass & James A Vaughan (1965) Development implies the nature and change induced among employees through process of education and training. In the words of Harold Koontz & Cyril O Donnel, Managerial development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved.

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

3.7 DISTINCTION BETWEEN TRAINING & DEVELOPMENT

According to Yoder although the terms- training and development appear synonymous, there is a recognized difference between these concepts. Earlier training programmes stressed preparation for an improved performance in largely specific rank and file jobs.

Training means learning skills and knowledge for doing a particular job. It increases job skills. The term training is generally used to denote imparting specific skills among. Training is concerned with maintaining and improving current job performance. Thus, it has a short term perspective. Training is job-centered in nature.

Development means the growth of an employee in all respects. It shapes attitudes. The term development is associated with the overall growth of the executives and managers. Executive development seeks to develop competence and skills for future performance. Thus, it has a long-term perspective.
### Table 3.1 Difference between training and development

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Training</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>Tangible in nature. Training is more specific, job-related information.</td>
<td>Intangible in nature. Development is more general in nature, especially at the top level management level.</td>
</tr>
<tr>
<td>Importance</td>
<td>Training is important because technology is improving and changing.</td>
<td>Development is important to adapt to new technology and changing patterns in organization.</td>
</tr>
<tr>
<td>Skills</td>
<td>Training deals with non-human skills.</td>
<td>Development deals with human skills.</td>
</tr>
<tr>
<td>Directed towards</td>
<td>Training is normally directed at operative employees and relates to technical aspects.</td>
<td>It is directed at managerial personnel to acquire conceptual and human skills.</td>
</tr>
<tr>
<td>Methodology</td>
<td>Greater emphasis on ON-JOB methods.</td>
<td>Greater emphasis on OFF the Job methods.</td>
</tr>
<tr>
<td>Frequency</td>
<td>Training is less frequent; it is carried out mostly at induction and every succeeding stage of the job.</td>
<td>It is more frequent and continuous in nature.</td>
</tr>
<tr>
<td>Who imparts</td>
<td>Mostly the supervisors impart training</td>
<td>Supervisors, external experts and self undertake development.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Training is of more relevance at junior-levels.</td>
<td>Development is of higher relevance at middle and senior levels.</td>
</tr>
<tr>
<td>Cost involved</td>
<td>Imparting is less expensive</td>
<td>Imparting development is more expensive.</td>
</tr>
<tr>
<td>Duration</td>
<td>Training courses are designed mostly for short term.</td>
<td>It involves a broader long-term education for a long run term.</td>
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</table>
3.8 NEED FOR TRAINING

As Price (1975) has observed, a training need exists when there is a gap between the present performance of an employee or group of employees, and the desired performance. Growing business performance is a journey, not an end. The success of business operations depends upon the ups and downs of the employee performances. Hence, the HR managers started looking for the methods to boost the performance and efficiency of its workforce to carry out the work today, and to train them for meeting tomorrow's goals. Training programmes were developed many years ago, but now-a-days, it has become a crucial factor in companies with certain objectives in mind. Training and development practices should boost up performance and develop the skills, knowledge and expertise of the employees.

The vital objective of training is to build-up right ability and capability in the labour force so that they can perform to meet the needs, wants and expected returns of the employers.

The need for training may generally arise for the following-

- Technological changes necessitating acquisition of new knowledge, ability and skills.
- Increasing uncertainties and complexities in the total business environment necessitating flexible and adoptive responses from organizations.
- Need for both individual and organization to grow at rapid pace to meet the challenges in global competitions.
- To harness the human potential and give expressions to the creative urges and move the employee from one job to another job.
- To improve the efficiency of employees and prepare workforce for future challenging work
• To reduce wastage of time, money and absenteeism to achieve optimum performance and bring down the grievances.

• To have quality output and to bring down supervision

• To boost morale of employees and to enhance their personal career growth

3.9 TRAINING OBJECTIVES

The objectives of training and development are given below:

1. Improving quality of workforce

   Training and development programs can help in improving the quality of work produced by the workforce of organization. Mostly, training is given in a specific area like finance, marketing or HR, which helps in improving the quality of work in that particular area.

2. Enhance employee growth

   By attending these training and development programs, employees are able master the work of their jobs and that's how they develop and grow themselves in a professional way.

3. Prevents obsolescence

   These programs help employees to keep themselves up to date with the new trends in latest technology, which reduces the chances of termination of the job.
4. Assisting new comer

These programs help new employees to adjust themselves in a new working environment, culture and technology. They feel themselves as regular employees of that organization.

5. Bridging the gap between planning and implementation

It helps organizations to easily achieve their targets and goals what they actually planned for. Employees know their job better and they deliver the quality performance according to needs of top management. That's why organizations can easily implement their plans.

6. Health and safety measures

Training and development programme clearly identifies and teaches employees about the different kind of risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company.

3.10 IMPACT OF TRAINING AND DEVELOPMENT PROGRAM

To measure the impact of training and development programme the researcher has adopted Kirkpatrick’s four levels of evaluation model. In the technological world employee training and development is becoming an increasingly important function of human resource management. It is used by organizations to facilitate employees’ learning of job-related competencies and to gain a competitive advantage in the rapidly changing business world. Best employers in world today such as IT, automobile, pharmaceutical, banking, and telecom, are spending millions of dollars /rupees on employee
training as they believe that training can contribute to human capital enhancement and organizations’ competitiveness. However, to some organizations, this investment appears to be lost because the training programs are poorly designed, they are not linked to a business strategy or the outcomes have not been properly evaluated (Clinton & Laurence 2005; Pfau & Kay 2002).

Therefore, it is important for IT organizations to ensure such huge investment offers a good return. The objective of this study is to examine the impact of employee training and development programme in the IT sector at Chennai. In this study researcher specifically, examines:

(i) Reactions of employees towards the training and development programme.

(ii) Skill acquisition from the training and development programme.

(iii) The level of employees’ behavioural change.

(iv) Employees’ effect of training transfer.

There are various evaluation models have been projected by different researchers such as Galvin’s CIPP (1983), Brinkerhoff’s model (1987), Kraiger, Ford and Salas’ model (1993), Holton’s model (1996) and Phillip’s model (1966) however, the most widely used evaluation model is the four levels of evaluation model by Donald Kirkpatrick in 1967.
3.11 CONCEPTUAL FRAMEWORK OF THE STUDY

The above conceptual framework (Figure 3.1) was developed based on the objective of this study which is to evaluate the impact of employee training and development programme in the IT sector at Chennai using the Kirkpatrick’s four levels of evaluation model. To measure whether the training and development programme offered by the IT Company’s was effective to the individual and organizational performance, in this study the researcher examined the reactions to training programme, skill acquisition, behaviors change and effect of training under gone by the employee.

The various levels explained in Donald Kirkpatrick evaluation model are:

Reaction level focuses on the IT employees’ perceptions of the training programme they have attended. Hence this level is called as a measure of customer satisfaction. Here researcher wants to unearth the benefits of training,
does the objective of the training was achieved and collect information on how the employee’s felt about the training they received. A positive reaction means the employees are happy and satisfied with regards to the training given and more likely to use the skills and knowledge.

Learning level is defined as the acquirement of knowledge, behavioral change, skills and attitudes (Knowles et al 1988, in Ehlers & Schneckenberg 2010). Based on this definition, there are three things that a training programme can do: (i) increase knowledge, (ii) improving skills and (iii) changing attitudes. The purpose is to estimate how much the employees have learned after the training program. To check the impact of training and development for the employee who have attended the training programme pre tests, post tests, performance tests and attitude surveys are conducted to measure whether knowledge has increased, skills have improved or their attitudes have changed if so, then it is considered that learning has taken place.

Behavioral level measures whether the knowledge, skills and attitudes learned were transferable to the workplace to reflect positive changes in behavior and job performance. If learning does not transfer to the job, then it cannot have any impact to the job and organization. However, there are other conditions that may influence the transfer of training of the employees. Such conditions for occurrence of change are, employee must have a desire to change and must know what he has to do and how to do it. Moreover must work in the right climate and must be rewarded for changing.

Results level is the effect on the business or environment resulting from the improved performance of the employee. This level seeks to determine whether the learning impacted the business such as by providing more profit, high sales and reducing numbers of customer complaints. It is to see the result for the time and money spent on training programme on leadership, time management
and decision making and how far the productivity has increase by conducting the training programme.

3.12 TRAINING METHODS

Many training techniques are created almost every year by the IT Company due to the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training programme and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programmes have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole. Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the-job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means. Cognitive methods are best for knowledge development and behavioral methods for skills (Blanchard & Thacker 1998:277). The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an
opportunity to practice, provide timely feedback on the trainee’s performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job (Woods 1995:180).

The various training methods are used to train personnel for technical and managerial level jobs are grouped into two broad groups:

1. On-the-Job Training
2. Off-the-Job Training

The following is a brief overview of typical methods of training:

3.12.1 On-the-Job Training (OJT)

On-the-job training (OJT) is one of the best training methods because it is planned, organized and conducted at the employee’s worksite. OJT will generally be the primary method used for broadening employee skills and increasing productivity. It is particularly appropriate for developing proficiency skills unique to an employee's job - especially jobs that are relatively easy to learn and require locally-owned equipment and facilities.

a) Apprenticeships and Internships

Apprenticeship is the process of learning a skilled occupation through both on-the-job training (practical, paid experience) and learning the related technical knowledge in a classroom. Training is given under the guidance of experienced master workers (McNamara, 2000). Apprenticeship training is a method that combines actual work experience with classroom related instruction and produces a worker skilled in the occupation, who is capable of exercising
independent judgment and who subscribes to the highest standards of professional conduct.

b) Job Rotation

Job Rotation is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments (Woods 1995). Excellent job rotation programme can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively. One of the possible problems with the rotation programs is the cost, because job rotation increases the amount of management time to spend on lower level employees. It may increase the workload and decrease the productivity for the rotating employee’s manager and for other employees. Job rotation may be especially valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within (Jerris 1999).

c) Coaching

Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support (DOE Handbook1074, 1995). Usually coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those
performing well. Coaching methods solve precise problems such as communication, time management and social skills. Executive coaching generally takes place on a monthly basis and continues over a period of several years. Often, coaches are brought in where there is a change in the structure of the company, when a team or individual is not performing well or where new skills are required. Coaching assumes that you are fine but could be even better (Kirwan 200).

d) Mentoring

Mentoring is a relationship in which a senior manager in an organization assumes the responsibility of grooming a junior person. Technical and interpersonal skills are generally conveyed in such a relationship from the more experienced person. The main objective of mentoring is to help an employee attain psychological maturity and effectiveness and get integrated with the organization. In a work situation, such mentoring can take place at both formal and informal levels, depending on the prevailing work culture and the commitment from the top management. Formal mentoring can be very fruitful, if management invests time and money in such relationship building exercises.

3.12.2 Off the Job Training

Under this method of training, trainee is separated from the job situation and his attention is focused upon learning the material related to his future job performance. Since the trainee is not distracted by the job requirements, he can place his entire concentration on learning the job rather than spending his time in performing it. Off-field job training methods are as follows:

a) Induction

Induction training is basically for introducing the organization to newly appointed employees. The purpose is to give them the bird’s eye view of the
organization. It is a very short informative type of training given immediately after joining the organization. For induction training, information booklets are issued and short informative films are shown. Induction training is a simple, economical and quick method which introduces the company to newly recruited/appointed employee in an orderly manner.

b) Lectures

The lecture is best used to create a general understanding of a topic or to influence attitudes through education about a topic. Perhaps the most common form of off-the-job training is the oral presentation of information to an audience (Blanchard & Thacker 1999). By using lecture method, large amount of information can be delivered in a relatively short period of time to a large number of people. A major concern about lecture method is that no allowance is made during the lectures for clarifying the levels of understanding among participants. Trainees do not actively involve training process and they may forget much information when it is presented orally. When the only training objective is to gather specific factual information, learning can be accomplished by putting information into the text material. (Drummond 1999).

c) Case Study

Case Study method consists of details of series of events, either real or hypothetical, and takes place in a business environment. When this method of training is used, participants are asked to sort through data provided in the case to identify the principal issues and then propose solutions to these issues (Woods 1995). The learning objective is to have trainees apply known concepts and principles and discover new ones. A variation of case study is the incident process, in which trainees are given only a brief description of the problem and must gather additional information from the trainer by asking specific questions (Pigor & Pigor 1987).
d) Role Play

Role play method is to give participants a chance to experience such situations in a controlled setting. Trainees are provided with a description of the context usually a topic area, a general description of a situation, a description of their roles, and the problem they each face. Once the participants have read their role descriptions, they act their roles by interacting with one another. Structured role play provides trainees with more detail about the situation as well as more detailed description of each character’s attitudes, needs, and opinions. This type of role play is used generally to develop interpersonal skills such as communication, conflict resolution and group decision making. Spontaneous role plays are loosely constructed interactions in which one of the participants plays him/her self while the others play people with whom the first trainee has interact in the past (Goldstein 1993).

e) Games and Simulation

Training games and simulations are designed to reproduce or simulate processes, events, and circumstances that occur in the trainee’s job. Trainees can experience these events in a controlled setting area, where they can develop their skills or discover concepts that will improve their performance. Many organizations also develop games that are designed to introduce or reinforce important concepts. These games often involve group participation, so that the team members working in harmony are required to make decisions or formulate a course of action that will help resolve a particular problem or create opportunity for the organization. The most important part of this training is not the activities in which the participants engage, but processing the results when the game is completed (Newman & Hodgets 1998). Vestibule training, business games, in basket exercises, case studies, role plays, sensitivity training and behavior modeling are the methods used in games and simulations.
f) Computer-Based Training (CBT)

Computer based training can be defined as any training that occurs through the use of computer. Many companies are implementing computer based training as an alternative to classroom based training. Some of the reason for this thinking is; reduces trainee learning time, reduces the cost of training, provides instructional consistency, affords privacy of learning, trainees can study only what they need to know, increases access to training, allows trainee to master learning, that is the best way to keep interest and motivation high (Jerris 1999). Perhaps the most important advantage of computer based training is its control over the content of the material, method of presentation, and movement of the trainee through sequentially structured learning episodes based on previous trainee responses (Kearsly 1984). On the other hand, companies have to realize that although E-learning provides a more cost-effective method of knowledge dissemination, there are drawbacks to this type of delivery. Primarily, predictions of others behavior and reactions is impossible. E-learning should never replace in-person training, but should reinforce company values and provide foundations for learning. There is a totally different dimension in dealing with human problems and behaviors; important dimensions that can never be fully conveyed through computer based training (Lee 2000).

g) Web-Based Training

(WBT) is an increasingly popular form of CBT. The greatly expanding number of organizations with Internet access through high-speed connections has made this form of CBT possible, by providing the training material on a Web page that is accessible through any Internet browser. The terms "online courses" and "web-based instruction" are sometimes used interchangeably with WBT.
h) Self-Instruction

Self-instruction describes a training method in which the employees assume primary responsibility for their own learning. Unlike instructor or facilitator-led instruction, employees retain a greater degree of control regarding topics, the sequence of learning, and the pace of learning. Depending on the structure of the instructional materials, employees can achieve a higher degree of customized learning. Forms of self-instruction include programmed learning, individualized instruction, personalized systems of instruction, learner-controlled instruction, and correspondence study. Benefits include a strong support system, immediate feedback, and systematization.

i) Behavior Modeling

Behavioral modeling gives participants a chance to actually see how a model would act in a certain situation, rather than simply be told how to act. Behavioral modeling uses natural tendency for people to observe to learn how to do something new. This technique generally used in combination of others (Woods 1995). Behavior modeling differs from both role plays and simulations by first providing the trainee with an understanding of what the desired skill level looks like (Goldstein 1993). Behavioral modeling gives emphasis on doing rather than telling. Managers can be shown how to delegate, communicate, conduct meeting, interview an applicant or discipline an employee. It is useful for almost any type of skill training. It has been used for training in interpersonal skills, sales training, interviewee and interviewer training, safety training and many others areas (Decker & Naten 1985). This form of training is an excellent source for managers and supervisors.
j) Team-Building Exercises

Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal process of building work teams and formulating their objectives and goals, usually facilitated by a third-party consultant. Team building is commonly initiated to combat poor group dynamics, Interpersonal relations, quality standards, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members.

k) Training through Social Networks

Our global culture has become an open and collaborative environment featuring media sharing, memes and ad-hoc teams aligning for a variety of causes. It is interesting to explore how this digital world is tied to social learning. Technology has made this easier in the past few years with tools that are engaging, intuitive simple to master and digital omnipresent. The ability to align social learning techniques with social media capabilities is a powerful way to achieve specific business outcome. The social media tools are YouTube, Corporate video portals, Face book, Corporate Face book-style tools, Twitter, Lotus connections and Virtual classrooms.

3.13 ATTITUDE

3.13.1 Introduction

Attitude is disposition, demeanor; it is a manner of doing things. It is the spirit that underlies our behavior. It is the bearing and feeling that we put with
our actions and the temperament that defines who we are and what we do. While a good attitude connotes a caring, positive and upbeat approach, a bad attitude is sullied by uncaring, rude and negative behaviour. Bad attitudes in an organization can become a cancer that can drive customers and good employees away.

A training programme on attitudes is a perfect solution to change the attitude of the employees. The right training programme can help foster a more positive work environment for all employees, increase employee morale, job satisfaction, and organizational commitment to improve performance and productivity, which place employees in the frame of mind necessary to be successful.

3.13.2 THEORY OF EMPLOYEE ATTITUDE

Robbins (2003) defined attitudes as evaluative statements and they can be either favorable or unfavorable-concerning objects, people, or events. Therefore they reflect how one feels about something. The favorable statements may provide positive effects regarding the concerned object, person or event whereas unfavorable statement may provide negative effects. An attitude is a positive or negative feeling or mental state of readiness, learned and organized through experience that exerts specific influence on a person’s response to people, objects and situations. This definition of attitude has certain implications for managers. First, attitudes are learned. Second, attitudes define one’s predispositions toward given aspects of the world. Third, attitudes provide emotional basis of one’s interpersonal relations and identification with others. And fourth, attitudes are organized and are closed to the core of personality. Some attitudes are persistent and enduring; yet, like each of the psychological variables, attitudes are subject to change (Fishbein and Ajzen, 1975). The early family experiences help to shape the attitudes of individuals. The attitudes of young children usually correspond to those of their parents. As children reach their teen years they begin to be more strongly influenced by peers. Peer groups are able to influence attitudes because
individuals want be accepted by others. Teen ages seek approval by sharing similar attitudes or by modifying attitudes to comply with those of a group (Gibson, Ivancevich and Donnelly, 1991) stated that values and attitudes develop from early childhood onward as a result of upbringing, education and experience of life. He further declared that some people’s attitudes set by their late twenties/early thirties, and others seem to be able to retain certain flexibility throughout their life.

3.13.3 Types of Attitudes

Attitude is something that lies between emotions and thought processing. Attitude may be positive or negative. If someone has good feelings about something e.g. towards his/her work, or people, then it is positive attitude otherwise it would be negative.

a) Positive attitude

The predisposition that results in desirable outcomes for individuals and organizations can be described as positive attitude. Positive attitudes are rewarded. It means the individual is encouraged to do the same thing in future.

b) Negative attitude

The tendency of a person that results in an undesirable outcome for individuals and organizations can be described as negative attitude. Negative attitudes are punished in order to discourage the same action in future.

3.13.4 Change in Attitude

Reward and punishment build up attitude. Attitude can be changed, if we differentiate negative attitude from positive attitude. Positive attitude can bring positive change in life. It is difficult to change attitudes but with some effort, it can be done. A positive attitude is a pre-requisite for change and
development. If anybody has negative attitude towards `change', this attitude will extend to anything representing change i.e. leaders, technology, meetings, or any process of change.

3.13.5 Formation of Attitude

Individual attitudes develop through the interaction of complex forces and are learnt and what is learnt can be unlearned or changed. We develop our attitudes from copying those people who are important to us (significant others), particularly parents and siblings. Religious beliefs are

1. **Attitudes are acquired not inherited. The following factors influence the formation of attitude:**
   
   i. Personality traits
   
   ii. Direct experience
   
   iii. Socio-economic background
   
   iv. Learning
      
      a. Family
      
      b. Peer group
      
      c. Media

3.13.6 Work Related Attitude

The employee may possess different attitudes on a wide variety of subjects, it is only work related attitude that are important when it come to studying organizational behavior.

**The work-related attitudes are:**

a) Job satisfaction

b) Organizational commitment
c) Job involvement

3.13.7 Conceptual Framework of Employees’ Work Related Attitude

![Conceptual Framework of Employees’ Work Related Attitude](image)

Figure 3.2 Conceptual framework of employees’ work related attitude

3.13.8 Measurements of Work-related Attitude

The attitude of a person towards his job or organization or anything cannot be directly measured. Unlike production, sales, etc that can be quantitatively measured and that too directly in case of a study on attitudes a direct quantitative measurement is not possible.

In this study attitude of employees’ towards the training and development in IT sector is measured through various variables such as impact of training and development, Job satisfaction, Job Involvement and Organizational commitment that influences employees’ attitudes towards training. A number of statements are then prepared, incorporating these variables in a questionnaire form. One of these statements may be positive while others may be negative in nature.
Rensis Likert has developed a scaling technique, for measuring attitudes, that is named after him. According to this approach, the respondents will have five-point to a given statement as indicated below:

1. Strongly Agree
2. Agree
3. Neutral
4. Disagree
5. Strongly Disagree

3.14 JOB SATISFACTION

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one’s job; an affective reaction to one’s job; and an attitude towards one’s job. As job satisfaction is a widely researched and complex phenomenon, it follows that there are numerous definitions of the concept. Job satisfaction can be defined as an individual’s total feeling about their job and the attitudes they have towards various aspects or facets of their job, as well as an attitude and perception that could consequently influence the degree of fit between the individual and the organization (Ivancevich & Matteson 2002; Spector 1997).

A person with high job satisfaction appears to hold generally positive attitudes, and one who is dissatisfied to hold negative attitudes towards their job (Robbins 1993). Spector 1997) explains that for researchers to understand these attitudes, they need to understand the complex and interrelated facets of job satisfaction. A facet of job satisfaction can be described as any part of a job that produces feelings of satisfaction or dissatisfaction (Spector 1997). This perspective can be useful to organizations that wish to identify employee retention areas in which improvement is possible (Saari & Judge 2004; Westlund
Job satisfaction is a result of an individual’s perception and evaluation of their job influenced by their own unique needs, values and expectations, which they regard as being important to them (Sempane et al 2002).

Research has indicated that job satisfaction does not come about in isolation, as it is dependent on organizational variables such as structure, size, pay, working conditions and leadership, which represent the organizational climate (Sempane et al 2002). However, if job satisfaction is absent and other work opportunities present themselves, turnover could well increase (Martins & Coetzee 2007). Job satisfaction can be viewed as a reaction to a job, arising from what an individual seeks in a job in comparison with the actual outcomes that the job provides to the individual (Rothmann & Coetzer 2002). According to Rothmann and Coetzer (2002), job satisfaction among employees is an indicator of organizational effectiveness, and it is influenced by organizational and personal factors.

Most employers realize that the optimal functioning of their organization depends in part on the level of job satisfaction of employees, hence the emergence of the statement, “Happy employees are productive employees” (Saari & Judge 2004). For performance to be optimal, an employee’s full potential is needed at all levels in organizations; this emphasizes the importance of employee job satisfaction (Rothmann & Coetzer 2002).

Hence job satisfaction is a set of favourable or unfavourable feelings and emotions with which employees view their work. Job satisfaction is an affective attitude and a feeling of relative like or dislike towards something. A person has job satisfaction if he likes his job. Such a person, obviously, has a positive attitude. It is difficult to identify the particular factor that gives a person job satisfaction. Job satisfaction typically refers to the attitudes of a single employee. In fact, different factors influence job satisfaction such as Pay, Nature
of job, Decision making authority, Scope for initiative, Opportunities for advancement, Inter-personal relationships, Working conditions, etc.

3.14.1 Two-Factor Theory (Motivator-Hygiene Theory)

Frederick Hertzberg’s two factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors—motivation and hygiene factors, respectively. An employee’s motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organization goals (Hoskinson, Porter, & Wrench, p.133).

a) Motivating Factors

Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, growth, responsibility, work itself, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out.

b) Hygiene Factors

Hygiene factors include aspects of the working environment such as pay, company policies and administration, job security, personal life, social life, supervision, pay and benefits, interpersonal relationships, and other working conditions. While Hertzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hackman & Oldham suggesting that Hertzberg's Original formulation of the model may have been a methodological artifact. Furthermore, the theory does not consider individual differences, conversely predicting all employees will react in an identical manner to changes in motivating/hygiene factors.
3.15 Job Involvement

Job involvement is generally described as an attachment to one's job that exceeds normal levels of commitment. The employee can become so involved with his job that it affects performance in other life role areas. “The degree to which an employee is engaged in and enthusiastic about performing their work is called Job Involvement”. Business managers are typically well aware that efforts to promote job involvement among staff tend to pay off substantially since employees will be more likely to assist in furthering their company's objectives. Job involvement is a degree to which an employee identifies with his job, actively
participate in it, and consider his job performance important in his self-worth it may be influenced by the level of once satisfaction of one’s need be they intrinsic or extrinsic. There is a great deal of confusion regarding the concept of job involvement. Mckelveysekaravan have defined it as “the merging of a person’s ego identity with his or her job.”

Job involvement is the willingness of a person to work hard and apply effort beyond normal job expectations (Wood, 1996). Job involvement is the degree to which employees immerse themselves in their jobs, invest time and energy in them, and view work as a central part of their overall lives (Newstrom and Devis, 1997). According to Singh et al., (1998) job involvement results in an individual’s tendency to exceed the normal expectation associated with his or her job. An employee with little job involvement will see it as just something to do to earn a living. Thus, all of his/her motivation is extrinsic and she/he has little or no interesting on learning how to perform the job better. On the other hand, a person with a lot of job involvement will derive intrinsic satisfaction from the job itself and will want to learn more and more about how to perform the job effectively. Job involved employees are likely to believe in the work ethic, to exhibit high growth needs, and to enjoy participation in decision making. As a result, they seldom will be tardy or absent, they are willing to work long hours and they will attempt to be high performers (Newstrom and Davis, 1997).

Job Involvement and its outcomes such as job satisfaction, job commitment, and employee job performance are among the most studied areas in organizational behavior and human resource management research. Job involvement is defined as the measure of the degree to which employee is involved in his job and takes part in decision-making. Employees’ job involvement increases if employees have decision making authority, responsibility and the tempo of the work (Bass, 1965).

Paullay, Alliger and Stone-Romero (1994) defined the job involvement as “The degree to which one is cognitively preoccupied with, engaged in, and
concerned with one’s present job’’. It is one of the key factors of employee’s empowerment and employee’s participation in decision making. Involvement in decision-making and other related matters of one’s job can enhance the performance of employee. It also creates the sense of ownership in employees who are involved in decisions regarding their job and its related activities. Researchers showed the great interest in employee involvement practices and their outcomes (Fenton-O’Creevy and Nicholson, 1994).

3.15.1 Theoretical Model of Lodahl and Kejner for Job Involvement

According to Govender and Parumasur, (2010), he held that job involvement encompasses four sub-dimensions which response to work. In this dimension, Lodahl and Kejner used the expectancy theory to elaborate it. Under this theory, it has been defined that employees will respond to their work basing on different expectations about their work they possess and the extent of these expectations when achieved will be able to determine the level of job involvement they experience. The second is expressions of being job involved: It has been explained that the expression of employees on job involvement is different from one person and another with the level of job involvement experienced. For instance, some employees may state that they have high job involvement by thinking of the job even when they are not at work. Conversely, others may feel depressed if they fail at something related to the job (Lodahl, and Kejner, 1965). Third is sense of duty towards work: A highly involved individual would have a great sense of duty towards work. It is because they feel great with their work. For instance, in order to complete an assigned task, an employee is willing to work overtime without pay. And lastly are feelings about unfinished work and absenteeism: A highly involved employee will try to prevent being absent from work and feel guilty about unfinished work. It is because they feel excite and comfortable with their job in the workplace.
Figure 3.4  Conceptual framework of Job Involvement based on Lodahal and Kejner Model

a) Job Characteristics
It is known that high motivating job characteristics like skill variety, task significance, task identity, autonomy, and feedback are positively related to employees’ job involvement. Job involvement can be influenced by job characteristics because employees’ internal motivation may be enhanced by core job characteristics. Job characteristics lead to higher employees’ motivation, high-quality performance, higher job satisfaction, lower absenteeism, as well as lower labour turnover which subsequently lead to higher employees’ job involvement. A high level of skill variety leads to exceeding employee job workload, thus increases employee job pressure and decrease employee job involvement (Brown, 1996).
b) Remuneration and Benefits

Remuneration or compensation received for services or employment. This includes the base salary and any bonuses or other economic benefits that an employee or executive receives during employment. It refers to the total compensation received by an executive, which includes not only the base salary but options, bonuses and other forms of benefits.

c) Motivation

Based on the study of Mollins (cited in Govender and Parumasur 2010) employees job involvement is directly influenced by motivation. There are two types of employees’ motivation in the workplace, and these are intrinsic motivation and extrinsic motivation. Intrinsic motivation people are those people who are intrinsically or internally motivated and they normally do not require any external rewards to perform well in a job. On the other hand, extrinsic motivation people are those people who are motivated externally. They usually do not enjoy the tasks but are motivated to perform particular tasks when some kind of rewards are being offered, such as promotion, job security and increase in pay.

d) Employee personality

i) Neurotic (emotionally stable) personality

This refers to individual differences in emotional stability and adjustment. According to Barrick and Mount (1991), neurotic employees tend to create negative opinions as they experience anxiety, depression, anger, insecurity, and worry. Individuals with high neuroticism may lack confidence and optimism, hence probably will not perform their jobs with positive attitudes.

ii) Extroverted Personality

This refers to people who are assertive, dominant, energetic, active, talkative, and enthusiastic (Zhao, 2006). Extroverts are more likely to experience positive
emotions, and these emotions will then lead to a level of job satisfaction.

iii) Openness Personality
Openness to experience is related to scientific and artistic creativity. Someone who is intellectually curious and tends to explore new ideas would be characterized as a high openness person. According to Clarke and Robertson (2005), openness includes the ability to imagine, curious, and open minded. They are always creative, innovative, imaginative and untraditional in doing things.

iv) Agreeableness Personality
Agreeableness refers to interpersonal orientation. According to Cooper (2003), agreeableness personality refers to courteous, trusting, good-natured, forgiving, tolerant person. Also, people with high agreeableness prefer to maintain positive interpersonal relationships and cooperate with others.

v) Conscientious Personality
It is the ability of an individual to work hard and has motivation to pursue goal accomplishment. It has been the most stable personality predictor of all types of occupations’ job performance (Nikos, 2003). It is constituted by competence, order, self-discipline, dutifulness, achievement, striving, and deliberation.

vi) Training
Bartlett (2001), divided the training concept into six sub-variables. These sub-variables consist of participation in training, perceived access to training, motivation to learn from training, perceived benefits from training, perceived support for training, and job organizational tenure.

3.16 ORGANIZATIONAL COMMITMENT
Organizational commitment is viewed as a psychological connection that individuals have with their organization, characterized by strong
identification with the organization and a desire to contribute to the accomplishment of organizational goals (Meyer & Allen 1997).

Organizational commitment is “a psychological state that characterizes the employee’s relationships with the organization; and has implications for the decision to continue membership in the organization”. In the context of the present study, organizational commitment is regarded as a work related attitude, as it relates to individuals’ mindsets about the organization (Allen & Meyer 1990). Gbadamosi (2003) contends that the more favourable an individual’s attitudes toward the organization, the greater the individual’s acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization. Mathieu & Zajac (1990) believe that developing a better perception of the progression associated with organizational commitment has an effect on employees, organizations and the world in general.

The level of employees’ organizational commitment will possibly ensure that they are better suited to receiving both extrinsic rewards (which include remuneration and benefits) and psychological rewards (which include job satisfaction and associations with fellow employees) related to associations. Organizational commitment is generally assumed to reduce abandonment behaviours, which include tardiness and turnover. In addition, employees who are committed to their organization may be more willing to participate in ‘extra-role’ activities, such as being creative or innovative, which frequently guarantee an organization’s competitiveness in the market (Katz & Kahn 1978).

Organizational commitment is viewed as a psychological connection that individuals have with their organization, characterized by strong identification with the organization and a desire to contribute to the accomplishment of organizational goals (Meyer & Allen 1997).
3.16.1 Three-Component Meyer and Allen Model of Organizational Commitment

Meyer and Allen’s (1991) three-component model of organizational commitment is therefore of relevance to this research. Meyer and Allen (1991) conceive of organizational commitment as reflecting three core themes, namely affective, continuance and normative commitment. Commitment can be seen as an affective point of reference towards the organization (affective commitment), acknowledgement of the consequences of leaving the organization (continuance commitment), and an ethical responsibility to stay with the organizations (normative commitment) (Meyer & Allen 1991).

![Three-Component Meyer and Allen Model of Organizational Commitment](image)

**Figure 3.5** Three-Component Meyer and Allen Model of Organizational Commitment
3.16.2 Types of Organizational Commitment

a) Affective commitment

Affective commitment is the individual’s psychological or emotional connection to, identification with and participation in the organization (Meyer & Allen 1997). Employees who are affectively committed to the organization will probably carry on working for it because they want to (Meyer & Allen 1991). Individuals who are dedicated at an emotional level usually remain with the organization because they see their individual employment relationship as being in harmony with the goals and values of the organization for which they are currently working. Affective commitment development involves identification with the organization and internalization of organizational principles and standards (Beck & Wilson 2000).

b) Continuance commitment

Continuance commitment is regarded as an awareness of the costs associated with leaving the organization (Meyer & Allen 1997). Because of the individual’s awareness or consideration of expenses and threats linked to leaving the organization, continuance commitment is considered to be calculative (Meyer & Allen 1997). Individuals with continuance commitment remain with a specific organization because of the money they as employees earn as a result of the time spent in the organization, and not because they want to. This differs from affective commitment, where individuals remain with an organization because they want to and because they are familiar with the organization and its principles.
c) Normative commitment

Normative commitment can be explained as a sense of responsibility to continue employment with a specific organization (Meyer & Allen 1997). The internalized idea of responsibility and commitment allows employees continued membership that is appreciated by a specific organization (Allen & Meyer 1990). The normative element is seen as the commitment individuals consider morally appropriate regarding their remaining with a specific organization, irrespective of how much status improvement or fulfillment the organization provides the individual over the years (March & Mannari 1977).

3.17 TRENDS EXPECTED TO INFLUENCE TRAINING IN 2014

The training and development (T&D) sector will be shaped in the year ahead by some current trends, according to AMA Enterprise, a division of American Management Association that provides assessment, measurement and tailored learning solutions.

“Employees today know more about T&D’s role in their careers and are savvier about tapping into opportunities from their companies and also external sources,” said Sandi Edwards, senior vice president for AMA Enterprise, in a prepared statement about the trends. “Add to that growing scrutiny from senior management, tighter budgets and the relentless impact of globalization, and we have a set of trends that every training professional must anticipate and adapt to.” AMA Enterprise identifies the following trends that will have an impact on the training industry in 2014.

a) Training executives are being pressed for transparency

Organizations need to become more open about their policies and practices, and the T&D function is no exception. This means employees will
expect greater openness from executives about performance review criteria, changes in corporate strategy, career advancement opportunities, high potential programme selection and even management succession.

b) Coaching programs will draw greater scrutiny

Coaching will continue to be a key tool in executive and leadership development, but there will be fewer blank checks as organizations expect to see clear success criteria as part of any engagement to get real return on this type of development investment.

c) Demand for basic skills training is expected to re-emerge

Because of the recession and budget constraints, programs devoted to developing basic skills often took a back seat to highly focused training modules designed to meet specific short-term needs or pressing business challenges. Expect to see a renewed demand for training programs designed to build communications skills, critical thinking, collaboration and creativity, all of which are needed to improve employee productivity.

d) Globalization will shape more leadership programmes

While some organizations have long had a global dimension in their leadership development initiatives, most companies find they must play catch-up or lose ground in an increasingly integrated, competitive global marketplace.

e) Companies will turn to training to build employee loyalty

With organizations facing more employee restlessness and turnover, senior management will turn to HR and T&D to build closer relationships with high-performing workers and to use development as a means to improve retention and engagement.
f) **Workers will be more assertive about high-potential programmes**

The process of selecting candidates for high-potential programs up to now has typically been discreet and low key. The process is becoming more open, however, and ambitious individuals volunteer enthusiastically for any kind of leadership development offering.

g) **Learning will continue to go mobile**

Blended learning approaches that integrate the best of Web 2.0 learning programs and social media-accessible via both web and mobile devices-will make development opportunities highly flexible options for end users. Change is nothing new to training and development, observed Edwards. “But some change is evident, and other changes are less obvious. Development professionals must stay prepared and be able to respond to change in all its forms.”

### 3.18 TRAINING & DEVELOPMENT SCENARIO IN INDIA

With the world-wide expansion of companies and changing technologies, Indian Organizations have realized the importance of corporate training. Training is considered as more of retention tool than a cost.

Today, human resource is known as source of competitive advantage for all organizations. Therefore, the training system in Indian Industry has been changed to create a smarter workforce and yield the best results. With increase in competition, every company wants to optimize the utilization of its resources to yield the maximum possible results. Training is required in every field such as Sales, Marketing, Human Resource, Relationship building, Logistics, Production, Engineering, etc. It is now a business effective tool and is linked with the business outcome.
The business environment in India has gone through many rapid changes in the recent past. The Government of India has brought about these changes in the form of globalization, liberalization and privatization. Organizations not willing to change may not survive in the fierce competition.

Imparting training to the employees is important to organizational development in India; attention has been given by the industry, government as well as training institutes towards a systematic development of their employees. As a consequence of the awareness of management training in the country, there has been growing need to find ways and means to determine the efficiency and effectiveness of training activity, from the point of view of organizational improvement.

Indian IT Industry is presently on a fast development track. Improved technology and techniques are being imported from developed countries. In the context of globalization, human resource development with proper training to the workforce is required to meet the challenges in future and to win the global competitive advantage.

Khanna (1996) describes that the Indian Corporation for the first time realized the importance of people in their new paradigm of business. Indian corporate can achieve the competitive edge over rivals through innovation in the market and in depth understanding of customers’ needs. The quality of service component, and instrument to generate customer value, is naturally determined by the people delivering it.

Indian companies have become innovative not only in how they recruit but also whom they recruit and where they look for talent. Most of them have developed a recruitment philosophy to hire for overall skill and aptitude rather than specialized domain and technical skills. They rely on training and
development to bridge skill gaps. Instead of hiring only from top engineering universities, technology companies recruit from second- and third-tier colleges all across the country and also in arts and science schools. Similarly, companies in the banking and hospitality industries hire from call-centers and the information technology sector. Diversity programmes are also being implemented, both out of necessity and social purpose. Women and older workers in particular are being targeted by technology companies and call centers, which are also reaching out to rural and disadvantaged communities.

In the technology sector, new-recruit training programmes typically span two to four months. In other industries, programmes range from two to four weeks. The training curriculum are generally highly sophisticated and teach not only the required technical skills but also the basic topics like industry operations, customer management, communications, and team building. In IT companies, Formal induction training is typically followed by on-the-job training programmes in which employees are assigned specific tasks under the supervision of trainers and Team leader/ Project managers.

### 3.19 TRAINING AND DEVELOPMENT IN IT INDUSTRY

Since the advent of civilization India has always been in the forefront of knowledge transfer. History is replete with instances of India being the leader in enriching other civilizations over the years. For instance, the concept of zero (0), a major milestone in the evolution of mankind can be credited to the ancient Indian civilization. With a unique “Gurukul” concept in place, knowledge transfer has been an integral part of the Indian culture. This rich tradition continues even today, with India imparting its knowledge to millions of software professionals across the globe, thus meeting the ever-growing needs of the global software industry.
So there is a direct link between training investment of the companies and the market capitalization. Those companies with higher training investment had higher market capitalization. It clearly indicates that the companies which have successfully implemented training programmes have been able to deliver customer goals with effective results. It shows that good training results in enhancement of individual performance, which in turn, helps the organization in achieving its business goals. Training is a tool that can help in gaining competitive advantage in terms of human resource.

With the growing investment by IT companies in the development of their employees many companies have now started their own learning centers. As an example, Sun has its own training department. Accenture has internet based tool by the name of My Learning that offers access to its vast learning resources to its employees. Companies are investing in both the technical training, which has always been an essential part in IT industry, as well as in managerial skills development. Companies now keep aside 3-5% of revenue for training programmes.