CHAPTER 2

REVIEW OF LITERATURE

This study examined the different training evaluation model by various authors when applied to assess training program conducted at different organization sectors, industries, etc. The study assessed the employees’ training outcomes on knowledge and skills, job performance, and the impact of the training upon the organization. This chapter reviews the related literature that addresses the theoretical frameworks and empirical research relevant to this study.

1. David King (1964) Describe training as “providing the conditions in which people can learn effectively”. To learn is to give knowledge, skill or abilities; it is a process which takes place within the individual. He also said that the management which doesn’t take training seriously is passively encouraging its workers to pick up information and possibly ‘bad’ habits from other sources. Such a management has only itself to blame for the consequences although usually it finds someone else to blame. He confirms that the company training to be successful, it must grow out of the primary executive relationship between superior and subordinate.

PROCEDURES FOR SOLVING PRODUCTION/TRAINING PROBLEMS

CONTROL:
• Training Specification
• Pass-out Test
• Follow up Procedures

TRAINING PROCESS
• New comer
• Trainee
• Production Operator
He specifies the questions to know whether training services are effective and can be answered by the line management, using the training specification as the yardstick. To carry out this responsibility, line managers need to effect different procedures. First- They must specify their training requirement. Second- they must devise a pass-out test or similar procedures to ensure that trainees do meet their requirement on completion of training. Third- Line managers may themselves find it useful to follow up the performance of ex-trainees. Forth- Some procedure like a regular meeting need to be established to enable problems arising between the training and production department to be solved. Lastly he said that all these procedures will be much more effective if they are taken with the full co-operation of the training department.

2. Louis Cenci (1966) The author said that the instructor is the keys to effective training which includes Personal Qualities, Job Knowledge, Company Knowledge and Motivation. He also emphasis that selecting the most effective presentation to understand the goals and objective of the training session. He further said that the demonstration is the most important type of presentation because skills cannot be described if trainees are to learn how to perform. He said that the skills must be observed and the instructor will be the performer of occupational skill as they should be safely and correctly performed since trainees learn by observation. Louis further said that the effectiveness of training can only be judge by sound objective means of evaluation & appraisal. He consider 3 main value of appraisal in training :- i) Learning value ii) Diagnostic value ii) Evaluation. Performance tests are better gauges of the skill than are paper tests. In appraising progress of trainees, you can appraise the training course, progress of group compared to similar groups, follow up and evaluation on the job through observation of job performance, trainee progress from job to job, is important in appraising the training effort. Moreover training should be studied for its influence on trainee advancement as well as on job performance.
3. John Robinson and Neil Barnes (1968) has outlines the principles of modern training, based on task and skills analysis and looks at the part that new learning resources can play in implementing their principles. He considers in particular the contribution of programmed learning, directed private study, group discussion, problem solving, role playing, educational television and radio in improving the economy and efficiency of training at various levels. He also made a comprehensive study and state that when it has been decided how much of the job specification is the responsibility of training then the training specification is drawn up. This will be an account of the knowledge and skills which must be acquired during training to close the gap between the performance of the experienced operator, & the beginner just recruited. He concluded that from the training officer’s point of view, the job specification tells him what knowledge & skill are required and the training specification tells him to what extent these will be the result of training.

4. Bernard J. Bienvenu (1969) demonstrates the bewildering rates of change in modern industry demand that the training be a continuous process. According to him training must endeavor to develop the employee’s initiative, imagination, creativity and other personal traits that enable him to make a maximum contribution to company profits. Here the professor calls on management to elevate the status of the training function and revise the priorities assigned to it. He shows why the economic value of physical skills is declining while that of mental aptitude is rising sharply. He makes it clear that a worker’s productivity is no longer a matter of his capacity to absorb new knowledge, learn diversified skills and above all adopt himself to rapid change. Dr. Bernard sets lofty objective and show how to achieve them with proper administrative method and the appropriate styles of supervision.

5. Ishwar Dayal (1970) had made an exhaustive study on issues involved in the training of managers & considers how training should be integrated with total activities of the enterprise. Effectiveness of training depend upon:- a) Clear
analysis of the organization’s training need, b) Strategy & training methods that enhance the trainee’s knowledge, c) The top management’s conception of training & how they integrate it within the organization, d) The support of training by the organization structure & administration practices. Training is essential input in manager’s effort to improve overall performance of the enterprise.

6. Gerard Tavernier (1971) made a comprehensive study on Assessing Training Effectiveness through proper training procedures to be developed properly. A series of test can be used to measure the progress of apprentices during training to measure the skills and knowledge of each and are given after each task have been learned. Test result help in measuring comprehension and performance of trainees moreover in assessing the efficacy of training arrangements. He suggested that Post-Experience Interviews and Performance Appraisal evaluations during and after training is probably the best method for assessing training effectiveness.

7. E.H.MCGrath (1973) made a study on how to take training effectively by describing- a) how to learn to grow, develop, b) learning skills, c) try to understand the reasons for & importance of the skill. He further concluded that practice for short but evenly spaced periods rather than for long and infrequent periods, and to have someone check your work & correct errors immediately.

8. A.W.Dickinson (1973) emphasized that the function of training provides a service to line managers, Hence the success of any training scheme need the support of managers starting with the directors and going through to first line supervision. The managers must see that the Length, Breath, Depth and Quality for establishing the worth whileness of each person’s job. He further categorized knowledge through training into three Sub parts:-
He also emphasized that the trainees does not give a smoothly performance in early stages and it may rapidly show sign of fatigue or may expend a lot of energy achieving very little. By training someone, we seek to bring the trainee to a stage of experience where he can conform to a pattern of movement suitable to him and with an achievement that is at an acceptable level.

9. Taalatif (1977) made a comprehensive study on corporate training. He identified corporate training involvement as an effective strategy for meaningful utilization of the employees.

10. Jan Brecht (1983) made an empirical study on supportive training and observed significant difference between the means of the post-test scores from the pre-test scores, then it could be assumed that training had an effect on the performance of the participants. It is therefore concluded that participation in training resulted in the learning of the skills taught in the course. Further he concluded that participation in training resulted in the learning of the skills taught in the course.

11. John kenney, Margaret Reid (1986) the author determine exactly what it is hoped to achieve by training interventions through formulates the objectives, appropriate training strategy, planning and implementation of the training, evaluating the training programme. The author further specifies the tasks, procedures, techniques and skills that require for standard performance and circumstances in
which the work should be carried out for corporate effectiveness. For appropriate training strategy for corporate effectiveness, Kenney defines four strategies: a) Compatibility with objectives, b) Estimated likelihood of transfer of learning to the work situation, c) Available resources (including time), d) Trainee related factors.

12. David E. Hussey (1988), The author studied six situations when an appropriate training initiative can make a major contribution to corporate objectives: i) Creating awareness that challenges the perceptual boundaries. ii) Implementing a new policy, iii) Implementing a Strategy. iv) Changing or maintaining the culture of the organization (creating shared values). v) Meeting a major environmental change. vi) Solving specific problems. He said that these headings hint that the training may be dynamic and may set about improving particular skills, and use the training

He further said that the training by itself may not be a total solution, & needs to fit neatly with the other with the other actions needed to bring about the necessary change.
13. Jill Casner-Lotto & Associates (1988) had presented the state of the art in training and on the job training. He said innovative programs & useful approaches in both the private and Public sectors are offered primarily to employees and unions involved in the design of corporate training strategies. The case are organized into five different parts each of which focus on a specific issue: a) Co-ordinating training and corporate strategies, b) Continuous learning and employees involvement as a response to change, c) Encouraging manufacturer –user co-operation, d) The cost effective design and delivery of training and linking continuous learning and employment security practices.

14. Joanne Ingham (1989) made a study on the effectiveness of matching individual employees' perceptual preferences with complementary instructional strategies to increase training achievement and promote more positive attitudes toward company-sponsored training programs. Through discriminant analysis procedures, the author was of the opinion that a distinct learning/productivity style patterns existed among the three occupational categories represented in the investigation.

15. A.R.Reddy (1993) has done a thorough analysis of the training in public administration. He described how a sound system of recruitment and training is a sine qua non for the effectiveness of any organization, the inadequacies of recruitment have necessarily to be rectified by a sound programme of training. According to him recruitment without training is bread without butter; regular training should be imparted to the employees working at generating stations. He also suggested that theoretical training should be supplemented by practical training; moreover it should be borne in mind that training is only one of the mutually dependent components of a personnel programme. It cannot be effective unless policies & practices in related areas support and sustain the training effort.

16. M.N.Ramesh Kumar (1994) had studied that proper training motivates the worker to take interest in their work, and increase their capacity for doing things in a
better way. Training could not be viewed in isolation but must be considered an integral part of the entire personnel programme. He analyzed in Industrial situation training shall acquire new manipulative skill, technical knowledge, problem solving ability or attitude. He further said that it is expected that the employees apply their newly acquired knowledge & skills on the job in such a way that that aid in the achievement of organization goals.

17. Sallie E. Gordon (1994) According to the author professional liability is incurred when certain standard of performance, services rendered by individuals with specialized training or experience has been damaged in some way. Therefore the author emphasized that the training or performance support system should be evaluated after it is fielded. Hence for corporate effectiveness designers must determine whether the program has actually attained the ultimate goals.

18. Lester T. Shapiro (1995) has organised the book into three parts. Part I explains learning objective, Part II-Training evaluation, explains a system that can be used to bring about training effectiveness in an organization. The system consist of : i) The total quality training standards, ii) Guide lines for meeting the standards, iii) Experts criteria to measure the standards. Then you will use the standard to evaluate the training you experienced. Part III- Program Development, explains a system that will enable you to design & deliver effective training.

19. Margaret Anne Reid, Harry Barrington (1997) had defined the key purpose of training & development in a single sentence “To develop human potential to assist organization and industries to achieve their objectives”
This stimulates improved performance, technology, etc.

20. According to Posavac and Carey (1997), the overall purpose for program evaluation activities is contributing to the provision of quality services to people.
Many program evaluation experts have developed various guidelines and models for determining the value of training interventions. Organizations and HRD professionals have a wide selection of evaluation guidelines and models to measure their training initiatives and calculate the value. Seven evaluation models will now be presented: Kirkpatrick’s (Kirkpatrick & Kirkpatrick, 2006) four-level evaluation, Bushnell’s (1990) IPO model, Stufflebeam’s (1983) CIPP model, Warr, Bird and Rucham’s (1970) CIRO model, Brinkerhoff’s (1987) six stage model, Kauffman and Keller’s (1994) five level model, and Holton’s (1996) three level evaluation model.

21. Tom Boydell And Malcolm Leary (1998), The author made a comprehensive study to provide trainees with the framework, tools, techniques, processes and skills to take appropriate step in designing & implementing efficient, effective, timely & productive training for those who need the most. He emphasizes the importance of building a good foundation by clearly & precisely identifying & analyzing the need that the training will address. According to the author the methods of learning and training required for performance at the three levels:-
The author further design seven modes for effective training:
Adhering
Adapting
Relating
Experiencing
Experimenting
Connecting
Dedicating.

22. Richard S. Johnson (2000) The author made a comprehensive study on training to attain corporate effectiveness. He emphasize that planning is extremely important for effective training, so picking the best course which meet the need, cost as well as potential benefit for organizational goals.

23. Donald A. Hasseltine (2000) had studied that contract training programs provide revenue, enhance internal and external visibility, and improve the university business relationship with the business community. Contract training programs produce revenue, increase enrollment in other programs, enhance internal and external visibility, and improve relationships with the business community. This type of programming has brought important visibility, credibility, and resources to university continuing education units as well as to their universities. The characteristics of successful contract training programs were perceived to start with having talented personnel to develop curricula, deliver courses, and market programs. Improved business relations, increased revenue, and better public relations for continuing education were clearly seen as positive incentives for conducting contract training programs. He further analyzed the transformation required of manufacturing to compete in the global economy and higher education’s information and knowledge advantage were two reasons why manufacturing may have chosen university continuing education as one of their training providers.
24. Howard Keith Kalman (2000) His study describes how a corporate training department began reinventing itself and developed a partnership with senior management by developing a training strategy. The training strategy consisted of operational goals to improve internal training operations and six demonstration projects that created alignment with strategic business unit. Assertions considered the relationship between operational planning and strategic thinking. The training function assumes to serve differentiated organizational stakeholders, the relationship between training and the human resource function, and alignment with organizational initiatives is created by identifying core organizational competencies, and how gaining influence with senior management depends on the process of developing strategy, rather than the strategy itself. Critical success factors for developing functional training strategy included: planning, people, process components, personality and ability, and political awareness.

25. Frances Lou Good (2001) His study describes verbal interactions in 13 selected training sessions across the United States. He further concluded to provide information about teaching methodology to trainers, many of whom have had little education in teaching. Training of the trainers could help to ensure equitable interactions with male and female trainees.

26. Laura Paramoure Miller (2002) analyzed the design component of training as a means to address the gap in achieving organizational performance and to identify measurement of successful completion of the training initiative. He explained Training design is an important element in achieving effectiveness. Accepted training design models focus attention on the three “anchor points” of instruction:

- Performance objectives
- Instructional materials

The main purpose of training design is to produce objective and reproducible results. If elements in training design can be shown to relate to achieving organizational goals, then training efforts can be improved to include these
elements. Training design is traditionally used as a tool to help the instructor improve learning. The relationship between training design and the intent in training can be helpful in assessing the effects of design on the ability to determine organizational effectiveness. This study reviews components of effective design and investigates the correlation of intent in instructional design and managerial intent on the achievement of organizational impact measures.

27. Kaye Thorne & David Mackey (2004), The author elaborated on the concept of training effectiveness. According to him there are eleven list of areas that could be considered for evaluation by the T&D function and by individual trainer for effective training. i) The training & development function’s ability to build and implement a strategy and implementation plan that are integrated with the organizational as well as HR processes strategies & plan, which include Assessment and career development. ii) Working with senior and line managers to understand the organizational need from T&D programs. iii) to use bench mark of internal & external sources of excellence in improvement of the T&D function. iv) Agreeing priorities for current and future training needs with the organization. v) Promoting the implementation of a learning environment for development throughout the organization. vi) Monitoring & evaluating all aspect of training for continuous improvement. vii) Providing high quality T&D services integrated with the organizational business needs. viii) Initiating appropriate training need analysis across the organization and integrated with a competence frame work. ix) Building a high quality T&D function with skilled knowledgeable staff within budget. x) Seek feedback on individual trainer performance from delegates & all other possible sources. xi) Seeking to make appropriate changes in te methods of operation of trainees towards ‘change agents’ and ‘training consultants’.

28. David T. Green (2004) investigated the usage of the Kirkpatrick-Phillips evaluation methodology and made comparisons to recommendations from Dr. Jack Phillips. The EDS results showed that there is room for improvement in the usage and application of the Kirkpatrick-Phillips methodology and an opportunity
to describe the value that training brings to an organization EDS is currently working to create a Web site that will offer a training measurement report. This will be based on the Kirkpatrick-Phillips methodology and provide a way to communicate what is being done to the corporation. Provides an opportunity to leverage information from employees on what they would like to see changed in training offerings and a way to capture examples of training objectives that will help make training more relevant. Training is developed with the hope that this will be transferred to the employee and then applied on the job. Providing an effective way to measure this success would benefit the support of these efforts. Current employee surveys provide data for areas to develop training and give a high level overview of areas that could benefit.

29. Anatoli Rapoport (2006), made a study to explore the impact of international exchange and training programs on pedagogical practices of their participants and found out how participants of the research resulted in practical advice to program participants, developers and organizers. And how to make international exchange and training programs for educators more efficient, practice oriented, and sustainable. International programs implement, institutionalize, transfer, share and sustain the experiences, skills and knowledge that they obtain during their programs.

30. S.K.Bhatia (2009) had studied the importance and challenges in training. He has highlighted ten steps to maximize the effectiveness of training as: a) Training-needs Identification, b) Pre-training Activities, c) Planning and Organizing the programme, d) Designing the Module, e) Feedback on the Faculty, f) Feedback from the Faculty, g) Training plan and budgets, h) Development of in house faculty, i) Nomination to external seminar and training programs, j) Quality training focus. He concluded that training and development activities as an investment for the future and not an expenditure.
He suggested that the effectiveness of training is by the organization, the trainer, & the trainee, and lack of 3-way cooperation makes training a wasteful luxury.

31. Holton’s model identifies three outcomes of training – learning, individual performance, and organizational results, all of which are still similar to Kirkpatrick’s Levels 2, 3, and 4. The missing element is the first level, reaction (Holton, 1996; 2005). Holton stressed that reactions should not be considered a primary outcome of training. He believed that favorable reactions and learning are not necessarily related (Holton, 1996; Holton & Naquin, 2004). His model shows reaction as influencing the learning outcome; thus, its influence is not entirely disregarded. As Bomberger (2003) stated, “Holton’s model shows the expected outcome from training and the influences that promote or inhibit them. It is a good addition to the roster of training evaluation models since it identifies several variables known to affect effectiveness of a training program. However, it has not been used nearly as widely as the Kirkpatrick model (p.22).” This reflects in one of Holton’s recent studies. After almost a decade later criticizing Kirkpatrick’s model, Holton (2005) indicated that “unfortunately, a full test of Holton’s model has not been possible because tools to measure the constructs in the model did not exist (p. 37).”
Research Gap

The present research attempts to discover the appropriate training for corporate effectiveness. Since all the research till now had been done on Training effectiveness, training on corporate governance, training on work culture, Leadership in cooperate effectiveness, corporate culture and organizational effectiveness, Training on leadership effectiveness, hospitality effectiveness but no study at micro level has been done till date of training on cooperate effectiveness with regard to Thermal Power Plant. Hence my research gap is impact of training on corporate effectiveness in context to productivity, retention ratio and innovation.

Training is a key ingredient for corporate effectiveness. It is a process involving influence in which changes the actions or attitudes of several groups or subordinates and organizational as a whole which contributes to corporate effectiveness.
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