Chapter 2

Review of Literature
A brief outline of the review of related literature is given below:

The studies on training conducted by a number of researchers have been identified the evaluation of training programme in terms of effectiveness, efficiency and excellence. Only in recent years some studies have started gaining proper attention from the academicians and practising managers. In the present study, a brief review of the studies on training programme has been given in the following pages:

1. Dr.Subodh Kumar¹ (1994) in “Perspective in Training and Development – A Special Reference to Postal Organization”, pinpointed that the training of staff is one of the main thrust areas of the Postal Organization. There are five regional training centres, which provide induction and in-service training to operational and supervisory staff. Induction courses are held for those who join the new cadre for the first time. In-service courses for employees and management are regular activities of the postal training centre. In addition to the lectures and class room discussions, trainees are given individual and group exercises, project work and field assignments, practical in model offices, report presentation and syndicate discussion, to enlarge their perspectives. The major suggestion is that in a changing global economy it is essential to keep pace with the vast changes in trade practices both in India and abroad. Hence, the training of foreign candidates in India and training of our own employees abroad is necessary to cope with the new situations. This may be on a mutual exchange basis.
2. W.R. Mabler & W.H. Manrol. \(^{2}\) (1952) in their study “How industry determines the need for an effectiveness of training” found that the top management wants to determine the training needs of the employee. But largely, much training need has been identified from line management or through discussion with those responsible for the performance of employees considered for training or through direct observation of actual job performance.

3. Dayal \(^{3}\) (1970) in his study “Management Training in Organization” stated that the effectiveness of training depends upon its serving a need shared by a large number of managers in the enterprise, on the way it is imparted, and on a variety of administrative practices within the organization. Unless the training is need-based, it would not serve any useful purpose; and this is very fundamental. The trainee’s learning from a formal classroom situation depends on (i) his receptivity, (ii) the effectiveness of the trainer’s communication with him and (iii) the environment in which the training is administered. Now, the trainer’s communication may be highly satisfactory, but still the learning would be ineffective if the trainee is not receptive to the inputs.

4. Whitelaw \(^{4}\) (1972) in his thesis “Evaluation of Training Methods”, has classified the evaluation of management training into four distinct stages or levels. The first stage, he calls, the reactions’ evaluation which includes the processes of collecting and using information about the trainees’ expressed
reactions in order to improve the training programme itself. This is what usually follows after each training programme. The next stage – immediate outcome evaluation – consists of studying the changes in knowledge, skills and attitudes, immediately after training. Then comes the intermediate outcome evaluation stage when, some time after the training the change in behaviour in the work situation is identified. And, finally, in the ultimate outcome evaluation stage, one measures the effect of the trainees’ changed job behaviour on the organization in which they work; this can be done in many ways, possibly in terms of costs. The ultimate outcome evaluation is more relevant in the context of training in new techniques and methods the effects of which are tangible and quantifiable.

5. Nandy 5 (1974) in “Assessing the effectiveness of training: A note of dissent”, assesses that evaluation of training is as important as its effectiveness. Appraisal of training as a corporate activity is quite possible and he advocates it to be adopted as a continuous process – to see that its objectives are in conformity with those of the organization and that its methods are appropriate. He is rather unsure about whether the effects of training can be measured in concrete terms. The reason obviously lies in the qualitative nature of both the activity and its results.

6. Subratesh Ghosh 7 (1980) in his article “Evaluation of Results of Training at Corporate Level: An Approach” explains that one of the reasons why in many business or industrial organizations in India, training is given a
relatively low priority is that, unlike in investments in marketing or production departments, allocations for training do not always show recognizable results to the top management. In recent years, many public sector units in this country have shown better awareness of the significance of training, but the same cannot be said about the private sector in general, with the exception of some managed by the multi-nationals, or enlightened control groups such as the Tatas. The study emphasises a more effective evaluation method, which is more result-oriented as well as cost conscious. The major finding is that a cost-benefit approach is needed for the evaluation of training results. The ratio of benefits to costs of training is to be estimated. This necessitates the estimation of the costs of training and of its benefits separately. Measurement of costs of training should go beyond the mere monetary expenses for the training programme itself. It should be a more complicated exercise, albeit not a very difficult one. Measurement of training also may pose some difficulties, but there should be serious attempts in that respect.

7. Richard R. Camp (1980) in his study “Towards a more organizational effective training strategy & practice”, has presented a model depicting the key steps involved in conducting training needs assessment (TNA). Briefly, they are as follows:
   a) Defining the perceived performance deficiency
   b) Prioritizing the problem
   c) Identifying job requirements, trainee’s skill and ability level and environmental constraint on correcting the deficiency
d) Developing a behavioural description of the need.

8. Kunal Banerji (1981) in his research “Evaluation of Training - A study in Supervisory Development” has briefed that management education and training are a pre-requisite for managerial effectiveness. Employers are increasingly recognizing the need for development of their workforce for organizational success, and for individual achievement. Though crores of rupees are being spent every year on human resource development, this study has been made to evaluate training. Evaluation of training gives a feedback on training. Without it, over a period of time, with changing training needs there may be no corresponding changes in training objectives or the course content, and the training function may suffer. Moreover, without a systematic evaluation, it is difficult to judge the net worth gained, or the value added by training inputs. Viewed skeptically, training may be looked upon as a drain on the organization’s resources. While evaluating the training programme it was felt that training must be imparted at all levels so that it has a multiplier effect. In this particular programme, the superiors were not made aware of what was imparted at the training programme.

9. Ullhas Pagey (1981) in “Assessing the Effectiveness of Training”, explains that most of the organizations allocate very little amount in the budget for the training. The reason is that the return on training investment is very little. So, many organizations invest less on training. Pagey has developed
a rational and quantitative approach to measure the ‘Return On Training Investment’ (ROTI), by a cost-benefit analysis. He finds that the higher the ROTI index, the more effective is the training.

10. Nickols, Frederick W (1982) the author of "Training: a strategic view" has tried to link his model with the Kirkpatrick model of evaluation. In his training strategic model, during the training it is essential to identify the trainees’ reaction and learning and after the training the superior has to check the change in the behaviour of the trainee and finally measure the result of the training in the work place.

11. Pinto B. Pereiva (1983) in his study "Training for Workers", has pinpointed that today’s worker is no longer the unskilled labourer of days
gone by. This study stresses the need for training workers to make them more useful to the industry. It also mentions the areas in which workers can be trained.


A Brief Historical Perspective: 1960-1980 has reviewed the development over two decades.

First Donald Kirkpatrick sets forth his four-level approach to the evaluation of training in a series of articles appearing in the journal of American Society of Training Directors and then the other changes affecting the training and development worlds that took place during this same time period. Behaviourism flowered for a while and then wilted in the face of the shift to knowledge work.

Then system concepts and the systems approach came rushing at from two very different angles. The employee didn't stand a chance. The superior forces overwhelmed the subordinates. Its primary legacy consists of (1) the instructional systems development (ISD) model originally developed in the military and (2) the computer systems development process found throughout business and industry.
Donald Kirkpatrick's four-level evaluation framework has survived all this turbulence. One might even say that it has prospered. At the very least, one must acknowledge its staying power -- and rightly so, for, although his framework might not be the last or the latest word in the evaluation of training, it certainly comes close to being the first word on the subject.

13.B.R.Viramani 13 (1984) in his article “Evaluating and Measuring Management Training & Development”, has pointed out that the importance of evaluation has been increasingly felt in the field of management education and development. In spite of the felt need for it, there has been very little systematic evaluation of management training and development programmes. This study emphasizes the qualitative and quantitative approach to evaluation of learning in terms of knowledge, skills and attitudes and its subsequent transfer to the job with a view to identifying factors that seem to influence learning and indicate certain pre-conditions essential for training and development process. An evaluation model, which needs to be incorporated in training and development activities, has been suggested. The evaluation model constitutes a three-stage system. The first stage is the period ‘before’ the learning experience during which the trainee has expectations from the learning. The second stage is the ‘teaching or learning’ stage and the third is the time ‘afterwards’ when the learner, back on the job, is supposed to have integrated the training with his job performance.
14. B.R. Viramani, Seth & Premila \[14\] (1985) in “Evaluating Management Training & Development”, states that there has been greater awareness regarding management training and development in all sectors of Indian economy, especially during the last two decades. As a result of this awareness, there has been a growing need to find ways and means to determine the efficiency and effectiveness of management training and development activity from the present view of organizational improvement. However, in spite of the increasing need for assessing the impact of management training and development efforts, there has been very little systematic emphasis on evaluation available which can help enhance the process of management development.

15. Azar Kazmi & Ismail Kizhakkail \[15\] (1987) in “Research Findings on use of Training Evaluation Methods”, have come out with some research findings. The major findings of their study are that the training is the process of assisting people in enhancing their efficiency and effectiveness at work by improving and upgrading their knowledge, developing skills relevant to their work and inculcating appropriate behaviour and attitude towards work and people. Broadly, the process of training may be divided into four phases, namely, assessment of training needs and setting objectives, planning and design of training programmes, implementation and conduct of training programme and evaluation of training effectiveness. The finding is that there is excessive dependence on reaction level methods and that by their nature of assessment, show that the training imparted was a pleasant experience. The trainers may feel that a comprehensive evaluation procedure covering all or most of the levels
would be time-consuming and costly. The major suggestion is that the experimental and cost–benefit analysis approaches in evaluation should be adopted by all organizations as these would be more objective and convincing measures of the impact of training.

16. Peter Bramley 16 (1990) in his research “Evaluating training effectiveness”, opines that the evaluation exercise should be carried out covering the aspects of context, input, reaction and outcome of the training programme. The process of evaluation can be in three stages, pre-training stage, training stage and post-training stage.

17. Parampal Singh 17 (1993) in his article “How to Evaluate training programme”, has emphasised that imparting training to the employees is important to organizational development. In India, for systematic development of employees the industry, government as well as training institutes have paid attention. As a consequence of the awareness of management training in the country, there has been a growing need to find ways and means to determine the efficiency and effectiveness of training activity, from the point of view of organizational improvement. There are two criteria for evaluation of training, a) to what extent does in-class learning occur as a result of training? and b) to what extent does this learning translate into on-the-job behaviour change. It is essential that, whatever evaluation strategy is considered and implemented, it should be planned at the same time as the training programmes are developed and
they should be an integral part of the total package. Evaluation should be a continuous process, which would help the trainer to constantly improve the programme.

18. Spector, J.M., Polson, M.C., & Muraida, D.J. Englewood Cliffs, NJ 18 (1993) in “Automating instructional design: Concepts and Issues”, explains that the design should be based on the training input. An expert system can provide guidance on possible evaluation design orientations, appropriate data collection methods, data analysis techniques, reporting formats, and dissemination strategies. Such expert guidance can be in the form of flexible general strategies and guidelines (weak advising approach). Given the complexities associated with the nature of evaluation, a weak advising approach such as this is more appropriate than a strong approach that would replace the human decision maker in the process.

Such a system may also embed automated data collection functions for increased efficiency. This system can provide increased ability to diagnose the strengths and weaknesses of the training programme in producing the desired outcomes, especially, for the purposes of formative evaluation. This means that the training programme can be dynamically and continuously improved as it is being designed.

19. C.K. Podder 19 (1993) in his article “Making Training Effective”, emphasizes that every organization should have a training department. Like any other
audit there seems to be need to assess the effectiveness of the training department by what we may call “Training Audit”. There are many reasons why a training department is effective or ineffective. Some contributing factors which make training effective are a) top management’s commitment, b) training is not the responsibility of training department alone, c) training should be need-based, d) motivate the trainer, e) number vis-à-vis quality, f) willingness and learning ability, g) Faculty and h) Innovation. He concluded that to face the challenges in globalization, the role of human resource is crucial. To produce the best there need to be a constant change in human resources skills, attitude and knowledge. The role of training department in future will be to bring about the constant changes.

20. Abdel-Malek (1993) in his study “Assessing requirements for developing your training capacity”, has described a training capacity assessment technique for international trade companies. The training should have purpose, desirable features, and elements of assessment, follow-up action and duration. These are the requirements.

21. Sims, Ronald R (1993) in his article “Evaluating public sector training programmes”, discusses the importance of evaluation of training programme in increasing the effectiveness of agency training efforts. There are descriptions of a framework available to the personnel to plan, design, conduct and implement training programme evaluations.
22. Philip Lewis (1994) in his study *The evaluation of training: An organizational culture approach*, emphasizes the awareness of the difficulties of evaluating training and argues that what is required to make it more effective is the adoption of an integrated approach to evaluation and, most significantly, the creation of an appropriate organizational culture, which promotes and recognizes the value of evaluation in general and training evaluation in particular. He discusses the reasons for the absence of, or ineffective practice of, evaluation within so many organizations and these are seen to be related to organizational culture, which discourages training evaluation, especially organizational-level evaluation.

23. Krein, Theodore J. Weldon, and Katharine C (1994) in their article *Making a Play for training evaluation*, have stated that interviewing the training director on the levels of training evaluation is a must followed by reaction of participants to training, performance of the participants after training, application of the training objectives to the job and the effect of the programme on measures that are important to the business.

24. Adrian Thornhill (1994) in his study *The Evaluation of ‘Training’*, recognizes the various difficulties of evaluating training and suggests what is required to make it more effective. He also discusses the reasons for the absence of, or ineffective practice of evaluation and he wants to identify
the evaluation in the context of the nature and meaning of organizational culture from a practical point of view. He provides advice to those responsible for training how they can attempt to change an organization's culture towards one, which supports and values the evaluation of training.

25. Plant, R. A. Ryan, R. J. 25 (1994) in his study “Who is Evaluating Training?”, has stated that the commercial community has accepted evaluation of industrial training as important for at least the last 30 years, first as a means of ensuring the quality of provision, and second as a means of justifying the cost in terms of time and money. The issue is who will evaluate the training programme. It is the responsibility of the training department and the training manager to evaluate the training.

26. Peter Bramley, Barry Kitson 26 (1994) in their article “Evaluating Training against Business Criteria”, advocate an evaluation based on a framework first published in 1959 by D.L. Kirkpatrick. They argue that, while most training events are evaluated at the reaction level, and some at the learning level, very few are evaluated at the levels of behaviour and results, and therefore fundamental changes are required in existing assumptions about the purpose and design of training. They discuss ways in which behavioural and business-based evaluation criteria can be established.

27. Claude Cellich 27 (1994) in “Managing Training Evaluation in Trade Promotion”, emphasized that the trainers who organize short courses for
executives in international business, often need to reconsider their evaluation methods. Interactive techniques may be the best approach, as they give course members and trainers a sense of full participation in the process of learning and assessment. Evaluation should not only be an integral part of the training but should also go beyond the period of the course itself to include post-training evaluation in the participant's workplace. Training institutions should regard evaluation as a strategic tool to be used for improving their ability to deliver practical and cost-effective programmes as well as their relationship to the business community.

28. A.Hussain Sehal ²⁸ (1995) in “Re-engineering – Training Function”, has stated that the training department still presents a deserted look in many organizations. The training in-charge literally begs for nomination of members of organizations for the survival of the programme. Though, money is allotted towards the training, it is brought under the heading ‘Miscellaneous Accounts’. As soon as an organization experiences a financial crunch, training is the first casualty. Re-engineering the training function is the need of the hour. Re-engineering means a total transformation in our approach to training and a paradigm shift in the strategies. It is a radical redesign and reinventing new ways of doing things. The following issues should be re-engineered to make the training effective, a) Training vis-à-vis business, b) A Learning Agreement, c) Innovations in Trading Technologies, d) Total involvement and Accountability of the Trainer and e) Linking up training with other HRD system.
29. Carroll, John M and Rosson, Mary Beth \( (1995) \) in their study “Managing Evaluation Goals for training” explain that evaluations of training serve many goals and are characteristically under-resourced. The article describes a framework for managing training evaluation in such contexts. Such an evaluation could be used formatively, to direct design changes, or summative, to gauge a final design product, and perhaps to contrast it with other training products.

30. Sadri, Golnaz and Snyder, Peggy J. \( (1995) \) in their paper “Methodological issues in assessing training effectiveness”, discuss the changes that must be assessed after experimental training interventions. The intervention should be properly used. Otherwise the whole training process may go wrong. Human resource managers are the ones who properly identify the trainees for the training programme. They should take proper attention in identifying the trainees for the training programme, and then finally advise in assessing changes. When the training programme is conducted based on proper intervention and proper trainees then automatically the changes in the behaviour will take place.

31. Kaeter, Margaret \( (1995) \) in the article “Evaluation may change the way manage your training function”, discusses the importance of training evaluation. The training evaluation should be done properly. The possible outcome of the training should be identified before the training
programme, and then based on the required outcome the training programme should be planned and delivered.

32. Geber Beverly (1995) in his article “Does your training make a difference? Prove it!”, focuses on the pressures on trainers to evaluate training courses in deeper levels, renewed interests of trainers on course evaluation, levels of training evaluation, reasons for neglecting deep evaluations, trainers' efforts to prove training efficiency and advantages of conducting deeper training evaluation.

33. Mann, Sandi, Robertson, Ivan T. (1996) in their article “What should training evaluations evaluate?”, contend that, despite the heavy investment in training, organizations frequently fail to evaluate adequately the value or success of their training programmes. Many researchers believe that one of the main barriers to employing effective evaluation procedures for training programmes is the difficulty in knowing how and what to evaluate. Evaluating the effectiveness of training programmes has several benefits. Training evaluation can serve as a diagnostic technique to permit the revision of programmes to meet the large number of goals and objectives. Thus, the information can be used to select or revise programmes. Good evaluation information can demonstrate the usefulness of the training enterprise. This type of information can actually show the benefits of the training in terms of cost. The data can be very useful when economic realities force difficult decisions on how organizational budgets
should be allocated. The study described in the article attempts to reduce some of that uncertainty by ascertaining the benefits of collecting data, through a longitudinal design, at three levels: learning, reactions, and behaviour.

34. P.N. Pate *(1997)* in his research *“Methodology of Evaluating and Analysis of Training Activities”*, emphasizes that it is essential for training institutes to establish effective realistic training evaluation methods to improve training programmes. The general feedback at the end of the training programme may not give any data for improvement of the training. Some of the shortfalls of the evaluation methods are the average levels of knowledge before and after trainings are worked out on the basis of the proforma filled in by the trainees as also on the basis of percentage marks obtained by the trainees in written examinations. Pre-training and post training evaluation indicates the temporary effects on the trainees, whereas, no indications are available regarding possible benefits to the organizations to which the trainees belong. The major suggestion is in case of the trainees, after attending training course, they tried to implement the entire knowledge skill etc. at a time somewhat hurriedly, with an adamant attitude and disputes/clashes with the superior.

35. A.Krishnajee *(1997)* in his study *“Evaluation of Training – A Case Study in a Bank”*, attempts to describe the objectives and need for evaluation of training as also the various stages and techniques adopted for such an evaluation. To find out how evaluation is practised, a study has been made regarding the procedures adopted in a nationalized bank. Some of the
important observations were that there was no system for evaluation as also any criteria. Therefore the training function was subject to varied judgments as per the perceptions of individuals. The number of programmes conducted and the number of person trained were given importance and shown as achievements, the quality of training being of no consequence. Most programmes conducted were general awareness programmes, due to which the evaluation of job performance after training was not possible and the post-training placement had an impact on the utility of training. This should be ensured by the line managers. The major suggestions were there should be a sincere commitment by top management for training as a policy. The importance of training in organization will then be enhanced. The training programme should be well planned, so that the objectives are specified. Training needs are assessed and the programme can be designed carefully and conducted effectively. The quality of training should be given a high priority and it should not be merely for meeting statutory requirements.

36. Ross, S. M., & Morrison, G. R 36 (1997) have mentioned in “Measurement and evaluation approaches in instructional design: Historical roots and current perspectives”, two categories of functions that automated evaluation systems have incorporated. The first is automation of the planning process via expert guidance and the second is the automation of the data collection process.

For automated planning through expert guidance, an operational or procedural model can be used during the planning stages to assist the
evaluator in planning an appropriate evaluation. The expert programme will solicit key information from the evaluator and offer recommendations regarding possible strategies. Input information categories for the expert system include:

- Purpose of evaluation (formative or summative)
- Type of evaluation objectives (cognitive, affective, behavioral, impact)
- Level of evaluation (reaction, learning, behaviour, organizational impact)
- Type of instructional objectives (declarative knowledge, procedural learning, attitudes)
- Type of instructional delivery (classroom-based, technology-based, mixed)
- Size and type of participant groups (individual, small group, whole group)

37. Hall, Michael A. and Nania, Sharon (1997) in their article “Training Design and Evaluation: An Example from a Satellite Based Distance Learning Programme”, focus on a systems-based structure for evaluating training and the training needs of a satellite-based distance-learning programme. It is because of the cost considerations, time constraints and evaluation based on counting productions efforts that distance education holds appeal for large training operations such as those run by slate governments. Among the technologies being used in training is the satellite-based distance learning approach or video conferencing, which is a form of
distance education connecting an uplink site with a few or many remote downlink sites and can be a two-way audio/one-way video or two-way audio and video. A systems-based structure is less expensive because trainers and trainees need not be lodged at some location far away from the workplace. From the traditional evaluation point of view, satellite-delivered seminars show administrative decision-makers in large numbers. The number of seminars produced may be smaller in number but the number of participants trained will be larger. A ratio showing lower per employee training expenses can be developed to show budget officials and commissioners how cost-effective the training is.

38. Kidder, Pamela J.; Rouiller, Janice Z. \(^{38}\) (1997) in their paper “Evaluating the success of a large scale training effort”, have detailed the method used to collect and analyze employee training evaluation data. Summarization of question concerning training effectiveness; Measure of reaction criteria, information on evaluation methods and results are discussed. He finds that the large-scale training should require more attention before and after the training programme.

39. Dr. John Sullivan \(^{39}\) (1998) in his study on “Measuring Training Effectiveness / Impact”, has pinpointed that the training can be measured as follows:

I - Prior to training

- The number of people that say they need it during the needs assessment process.
- The number of people that sign up for it.
II - At the end of training

- A measurable change in knowledge or skill at end of training.
- Ability to solve a "mock" problem at the end of training.
- Willingness to try or intent to use the skill/ knowledge at the end of training.

III - Delayed impact (non-job)

- Retention of Knowledge in X weeks after the end of training.
- Ability to solve a "mock" problem in X weeks at the end of training.
- Willingness to try (or intent to use) the skill/ knowledge in X weeks after the end of the training.

IV - On the job behaviour change

- Trained individuals that actually are observed to change their behaviour / use the skill or knowledge on the job after the training (within X months).

V - On the job performance change

- The performance of employees that are managed by (or are part of the same team with) individuals that went through the training.

The author suggests five phases in which evaluation should be pursued.

Donoghue, F. Dublin (1999) (b) *Promoting added value through evaluation of training* & Sadler-Smith, E., Down, S., & Field, J. (1999) (c) *Adding value to HRD*, have explained that the investors in people and small firm training in their research in the American Society for Training and Development (ASTD) found that 45 percent of surveyed organizations gauged only trainees’ reactions to courses (Bassi & van Buren, 1999). Overall, 93% of training courses are evaluated at Level One, 52% of the courses are evaluated at Level Two, 31% of the courses are evaluated at Level Three and 28% of the courses are evaluated at Level Four. These data clearly represent a bias in the area of evaluation for simple and superficial analysis.

The study examined a sample of organizations (small, medium, and large), which had signaled some commitment to training and evaluation by embarking on the UK’s Investors in People (IiP) standard (Sadler-Smith et al., 1999). Analysis of the responses to surveys by these organizations suggested that formative and summative evaluations were not widely used. In a majority of the cases, the responsibility for evaluation was with of managers and the most frequently used methods were informal feedback and questionnaires. The information derived from evaluations was used mostly for feedback to individuals, less to revise the training process, and rarely for return on investment decisions.

41. Warr, Peter, Allan, Catriona (1999) in their research “*Predicting three levels of training outcome*”, conducted as a longitudinal study of three
levels of training evaluation, differentiated measures of trainees' reactions shown to be more closely associated with learning outcomes than what has been found with conventional reaction measures. However, reactions were generally unrelated to subsequent job behaviour. Both immediate and delayed learning were predicted by trainees' motivation, confidence and use of certain learning strategies. The changes in job behaviour were independently predicted by transfer climate and learning confidence. It is preferable to measure training outcomes in terms of change from pre-test to post-test, rather than merely through attainment (post-test only) scores. The predictors of training outcomes were shown to differ according to which indicator is used. External factors better predicted learning changes (compared to predictions of post-test attainment) when their correlations with pre-test values differed substantially from their correlations with post-test scores.

42. Yadapadithaya, P. S. (2001) in his article “Evaluating Corporate Training and Development: An Indian Experience”, reports on the current practices of evaluating training and development programmes in the Indian corporate sector. The data were collected from written questionnaires mailed to 252 respondent companies—127 private, 99 public, and 26 multinational corporations (MNC’s). The results and discussions are based on the major drivers and the key result areas such as training and development, purposes, levels, instruments, timing, and designs of evaluation, serious limitations of the training system, and finally the major
challenges currently faced by the Indian corporate sector in strengthening the training and development function.

43. Hashim, Junaidah (2001) in his paper “Training Evaluation: Client’s role”, addresses the issues of training evaluation practices in general, and examines the training evaluation in Malaysia through a case study. Training evaluation is a systematic process of collecting and analyzing information for and about a training programme, which can be used for planning and guiding decision-making as well as assessing the relevance, effectiveness and the impact of various training components. Training institutions may conduct evaluation for the purpose of maintaining training. Evaluation practice is one of the major dilemmas faced in the field of evaluation because it receives much criticism. In many organizations, evaluation of training is either ignored or approached in an unconvincing or unprofessional manner. The article concludes that the government, client and economic situations have influenced the evaluation practice in a positive direction.

44. Mathews, Brian P, Ueno, Akiko, Kekale, Tauno, Repka, Mikko, Pereira, Zulema Lopez, Silva, Graca (2001) in their survey “Quality training: Needs and evaluation – findings from a European survey” have explained that the quality systems and quality management are key elements for organizations wanting to maintain or develop their competitive edge. The training that underpins quality management determines the likely
effectiveness of the quality initiatives undertaken. With the introduction of the new ISO 9000:2000 the issues of training needs analysis and training evaluation both form part of the standard. This article presents the findings drawn from a questionnaire survey about quality management tools adopted and the training provided, focusing on the training needs assessment and training evaluation. A total of 450 responses are analyzed. Findings from the UK, Portugal and Finland are compared to identify similarities or differences in national practice and identify any areas where one country can learn from the practices of another. Training needs assessment is dominated by senior management decision and the supervisors' opinions. The skills inventory is the most widely applied formal technique. Finnish organizations tend to pay more attention to customers and work groups when defining training needs. In general, objective and formal methods should be adopted more widely (e.g. training audits). As with much training evaluation, informal feedback and participant satisfaction measures are the most frequently adopted. Formal, structured methods such as cost-benefit analysis are adopted by less than one in five organizations. Linking to quality-related organizational objectives is reasonably frequently done (about 40%), but this is mostly subjective. A greater objectivity is also needed in training assessment.

45.Dr. Rajeshwari Narendran & Shilpi Mohan 45 (2002) in their study “Training Effectiveness: A Self Conscious Model” have stated that the cutting edge of competition today demands that every organization, measures its activities in terms of Effectiveness, Efficiency and Excellence (Triple E). To achieve
this triple E, a lot of investment is made by the organizations but the sword of sure shot success hangs on the heads of the HRD Manager. This is because he has to handle the most complex resource i.e., human resource. The next toughest thing to maintain is the ROI (Return on Investment) of training and development. It is not the ROI but the performance management, retention, conflict, loyalty, commitment etc., of the manpower that are not easy to handle. The researcher finds that there exists a process gap at 3 levels. (Performance gap, Training gap and Learning gap). To reduce these gaps, the researcher has identified the self-conscious model. Vigyan (Sensory), Manas- Mental Processing (Thinking Logical, reasoning, cause & effect relationship) and Samvedna (Reactive behaviour performance). The self-conscious model of generating self-learning by the expansion of Manas resulting in better grasping of Vigyan and ever improved Samvedna has been tested on a group of 34 Sarpanches of various Panchayats of Southern Rajasthan.

46. Dr.M.A.Ogunu 46 (2002) in his study “Evaluation of Management Training and Development Programme of Guinness Nigeria PLC”, has tried to evaluate the management-training programme of Guinness Nigeria Plc, with a view to determining its effectiveness. To achieve this, a questionnaire titled ‘Management Training and Development Questionnaire’ was administered to the management staff of the company. Analysis of the data obtained from the field by means of the research instrument showed that the management training programme provided by
the company was perceived by the management staff as relevant, adequate and effective in terms of their job performance.

47. Dr. B.K. Punia (2002) in his study “Training Needs Identification in Indian Organizations – A Study”, has pinpointed that the global economy of the day has endangered the survival of every organization and particularly those who wish to gain a competitive advantage. The competitive advantage may be a distant dream in the absence of superior quality products which, otherwise, is the function of well-trained employees. In most of the organizations today resources are scarce and have to be used carefully, and trainers of all kinds are required to justify their position and account for their activities. Training activities, which are ill directed and inadequately focused, do not serve the purpose of the trainers, the trainees, or the organization. Hence identification of training needs becomes the top priority of every progressive organization. The study focused on the views of the respondents on various training aspects like leadership, time management, interpersonal relations, conflict-styled, communication and involvement in decision-making. It assesses the expectation and satisfaction level of employees with regard to existing training programmes of the organization. The study was conducted at DCM Textiles, Hisar. The questionnaire administered to the respondents comprises two sections i.e., A & B. Section A deals with the personal profile of the respondents and Section B deals with the 34 statements on various aspects of the job. The major findings of the study are that if the organization wishes to have the real fruits of training, it should impart
training only after proper counselling and honouring the view of employees to be trained. Training should follow only after thorough training need identification exercise, which is a continuous programme. Staff should be trained in interpersonal relations to maintain sound industrial relations, which is the prime need for any organization’s success. Objective setting is another area where the staff needs to be trained.

48. A.J. Sing & Joe Perdue (2002) in their study “Preferred Training Methods for Specific Objectives: Survey of Managers in Private Clubs”, have assessed how private club managers perceive the effectiveness of alternative training methods to attain specific types of training objectives. Data was obtained from 123 club managers who were members of the Club Managers Association of America. While the research sample was industry-specific, the results may be applied to other service industry segments as well. Participants rated the effectiveness of 16 alternate training methods of potential use of people in different types of training situations. Training objectives studied were knowledge acquisition, changing attitude, problem-solving, interpersonal skill development, and participant acceptance and knowledge retention. Analysis of data indicated that one-to-one training is the preferred method to attain all objectives except interpersonal skill development. For the other objective viz problem solving, one-to-one training was tied with case study as the preferred method. The result of the study may assist private club managers to determine which training methods are considered by their peers to be most effective in attaining alternative training objectives.
Ramlall, Sunil (2002) in the study “A Critical Review of the role of training and development in increasing performance”, examines the role of training and development in increasing performance. In training there are many benefits for the organization. Then he reviewed the training evaluation and measurement methods. This is also another major aspect where many organizations fail. He also has reviewed the various issues of training and development.

Al-Athari Ahmad, Zairi Mohamed (2002) in their article “Training Evaluation: An empirical study in Kuwait”, explain that evaluation has become a very important task for an industrial organization. Budgetary and other constraints have caused many trainers and designers to employ standardized and commercially available evaluation instruments. These have many disadvantages. So to get the best benefit from the evaluation instrument it has to be designed to meet the goals and objectives of a programme. The article focuses on a study, which examined the training evaluation activity and challenges that organizations in Kuwait face. Five British organizations recognized as best organizations in their Training & Development (T&D) practices and 77 Kuwaiti organizations were examined to investigate the issue. The study revealed that both in government and in private sectors, these training programmes have been evaluated occasionally. The most popular evaluation tools and technique used by government and private sectors were questionnaires, followed by
observation and performance records. The majority of Kuwaiti organizations used the Kirkpatrick model, while most common level of evaluation for both government and private sector is reaction.

51. Attia, Ashraf M., Honeycutt, Earl D., Attia, Magdy Mohamed (2002) in their article “The difficulties of evaluating sales training”, have stated that the practitioners and researchers acknowledge the importance of sales training; however, limited attention is devoted to empirical sales training evaluation practices. This article addresses four major sources of sales training evaluation difficulties: (1) managerial perceptions; (2) evaluation restrictions; (3) methodological problems; and (4) lack of empirical evidence. After discussing each area, the managers are provided with suggestions that can be implemented to minimize sales training evaluation problems.

52. Brown, Kenneth G., Gerhardt, Megan (2002) in their paper “Formative Evaluation: An Integrative Practice Model and Case Study”, have found out that the training evaluation research and practice have been dominated by a focus on outcomes of completed training programmes, or on methods used to assess these outcomes. This focus has largely neglected formative evaluation, which involves evaluating training during design and development. The purpose of this paper is to review existing models of formative evaluation and suggest an integrative model that is specifically targeted at improving training delivered in work organizations.
Aniruddha Bannerje (2004) in his research “Employee Training: Strategic approach to better ROI”, has stated that the employee training represents a significant expenditure for most organizations; yet, for the majority, it fails to achieve the best possible results, because, training is viewed tactically rather than strategically. Training that makes people feel warm and good is not necessarily effective training. Training that makes people feel comfortable is also not necessarily an effective training. How an employee evaluates the training is not the most important gauge of how successful the programme is. The only thing that counts is what happens afterwards. Good training is based on a) identifying the training needs, b) training a critical mass of employees, c) determining the forms of the training, d) transferring the training to the job and e) evaluating training. Training is not a panacea. It cannot eliminate core problems like low capitalization or a product line that does not meet the customers’ needs. Training can, however, provide extraordinary improvements in the organization. The key to getting the best returns on investment from training is to view it strategically rather than tactically.

Martyn Sloman (2004) in his study “Learning Evaluation, or Not?” questions whether the training focused on the learning needs of the organization is detailed evaluation of the techniques involved and is really necessary. Whatever big ideas emerge from learning and development over the years, two things are certain. One, seminars and workshops on training
evaluation (or return-on-investment) will continue to be popular. Two, however good the chosen presenter, may be a significant number of attendees will say that they have learned nothing new. Surveys show that most evaluation stops at Kirkpatrick’s level 1. Evaluation does not receive the attention that orthodoxy demands because it is not necessarily important in determining the allocation of resources to training and learning in organizations. Immediate evaluation of the effectiveness of the training and development effort provided powerful feedback to those responsible in the HR function. That may have been a special case and not every chief executive is committed and supportive of learning efforts. But it does lead to conclude that spending more effort on exploring how to achieve better alignment with the needs of the business, and disproportionately less effort on seeking improved techniques for evaluating training.

55. Andrew Dutta & Manjeesh K. Singh (2005) in “Methods for Calculating ROI”, explain that there are many methods for measuring the impact of a training programme on bottom-line company performance. Many studies have repeatedly demonstrated the value of training, and there is no doubt that training can have many positive benefits. Although return on investment (ROI) calculations can be compelling, it is important to keep ROI estimates in perspective. Because many factors can affect an organization’s business outcomes, we know that training is only one of many factors that can effect changes in bottom-line results. \( \text{ROI} = \frac{\text{benefit} - \text{cost}}{\text{cost}} \). He recognizes that any investment in human capital is a potential target for
evaluation. It is important for an organization to see that these investments have an impact on bottom-line results, such as financial performance, employee satisfaction, customer satisfaction, and productivity. He has conducted many studies of organizational impact and can help our clients to establish ROI. In particular, Centre for Applied Behavioural Research (CABER) offers proven models and methods for conducting valid studies

56.Scott I. Tannenbaum, Steven B. Woods (2005) in their study “Determining a strategy for evaluating training: Operating within the organizational constraints” explain that training is pervasive, expensive and strategically important. To maximize the payoffs from the training investment, organizations must effectively plan, implement, and estimate their training. Historically many companies have not “closed the loop” through systematic evaluation and thus they make many training decisions based on anecdotes, trainee reaction, hunches, or inertia. The researcher argues that the evaluation can be critical. The training is delivered but no effect is made to collect any information about whether the training was effective. There are several organizational factors that can influence while evaluation strategy is most appropriate for a given problem at a given point of time. Finally, when do we need the information? When will decision be made about training? It is important for the evaluators to know when information is required so that they can decide their evaluation accordingly. Training is not the only vehicle for developing people, nor is training always an appropriate solution to the organizational problem.
57. Darby, Jenny A (2006) in “Evaluating Training Programme”, examines factors which influence responses on open-ended evaluations of training courses and design/methodology/approach - course participants completed open-ended evaluation forms about their experience on a course. 377 senior teachers attended a training programme dealing with child abuse. The course was repeated 17 times. The second training programme was concerned with teaching skills. 231 postgraduates attended this. The course was repeated 25 times. Findings - Responses on open-ended evaluation forms tended to be favourable with reference to "human related factors" and unfavourable when referring to "hygiene factors". It is suggested that the way people complete evaluation forms is partly a reflection of their desire to see themselves as acting in a socially desirable manner. Interpretations made from such forms about the effectiveness or merits of any course should take this into account. It is suggested that those who use open-ended evaluations need to be particularly careful when they interpret them.

58. Wang, Greg G, Wilcox, Diane (2006) in his article “Training Evaluation: Knowing more than is practiced”, examines the training programmes evaluation which is divided into two categories - the formative and the summative evaluation. Formative evaluation is intended to provide information for the improvement of programme design and development while summative evaluation is centered on training outcomes to identify training benefits in the form of learning and enhance on-the-job performance.
59.Kerry Liberman (2006) in her study “Evaluate Training Use these four steps to measure the value”, has pointed that evaluating the training programmes helps to decide whether to continue to offer certain training programmes, improve current or future programmes and validate the value of training. There are sound ways to measure the effectiveness to ensure that the training programmes do, in fact, make valuable contributions to the organization. Almost 50 years ago, a training researcher named Donald Kirkpatrick developed a four-stage model for evaluating training programmes. Till date, his model has been perhaps the most popular and widely used one throughout the training community. As many move through each of the four stages, the evaluation process becomes more difficult and time consuming, but the information provided also becomes more significant and valuable. The four stages presented by the researcher are Reaction, Learning, Transfer and Result.

60.Saks, Alan M., Belcourt, Monica (2006) in their study “An investigation of training activities and transfer of training in organizations”, have studied the relationship between training before after and the transfer of training across organizations. Training professionals from 150 organizations reported that 62%, 44%, and 34% of employees apply training material on the job immediately, six months, and one year after training respectively. In addition, their organizations were significantly more likely to use training activities to facilitate transfer during training rather than either before or
after training. Further, training activities before, during, and after training were significantly related to the transfer of training. However, activities in the work environment before and after training were more strongly related to transfer rather than activities during training. The practical and research implications of these findings are discussed for improving the transfer of training in organizations.

61. Brinkerhoff, Robert O. (2006) in the article “Increasing impact of training investment: an evaluation strategy for building organizational learning capability”, provide training and human resources development practitioners with a practical, credible and strategically useful training evaluation method. The suggested evaluation strategy and method are based on the author’s experience as a thought leader and consultant with hundreds of organizations worldwide. The findings are what the human resources development practitioners need a more practical, simple, valid and actionable approach to evaluation. A practical implication is that the evaluation should focus on the entire training and performance improvement process, not solely on training events. Leverage for making improvements to training impact is found in the performance management system factors in the larger organization outside the boundaries of the training department or function. The paper proposes a new, more simple and valid approach to the measurement of training impact that has been tried successfully in several dozen leading companies.

62. Mehdi Shariatmadrai & Somayeh Mahdi (2007) in their article “The Role of In-Service Training in Human Resources Development” explains
that organizational growth, change and success ultimately depends on the actions of human beings. Training and development are the ways in which organization invests in its human capital. The article provides statistical evidence such as USA spends nearly $90 billion each year on training; Sweden spends 2% to 3% of its national product on human resource training and retraining. French law requires factories in some industries to spend a fixed percentage of their budget on personnel training. Malaysia spends 1% of employees salary should be allocated to training. The article also referred the research done by William James in Harvard University; personnel only use 20 – 30% of their ability in workplace. On the contrary, if these personnel underwent training, their ability will increase up to 80 – 90%. According to the authors, the training course will improve efficiency and performance of the employees. It means that a bright horizon is going to appear in the future of human resource management.

Since 1959 many researches have evolved training evaluation models. All those models have been tried and used by various organizations for their evaluation of training programme. All the models have their own merits and demerits. The descriptions of various models for evaluating training programme are given below:

63. Donald Kirkpatrick's "Techniques for evaluating training programmes", \textit{(1959)} The four levels are presented below:
Level 1  Reaction  Trainee’s reaction to the course is found out with the help of evaluation forms, sometimes called "smile sheets". This is the most primitive and widely-used method of evaluation. It is easy, quick, and inexpensive to administer.

Level 2  Learning  Did trainees learn what was based on the course objectives? Learning can be measured by pre- and post tests, either through written test or through performance tests.

Level 3  Behaviour  Trainee behaviour changes on the job. Are the learners applying what they learned? Follow-up questionnaire or observation after training class can be used. Telephone interviews can also be conducted

Level 4  Results  ties training to the company's bottom line. They generally apply to training that seeks to overcome a business problem caused by lack of knowledge or skill. Examples include reductions in costs, turnover, absenteeism and grievances. It may be difficult to tie directly to training.


The commonly used approaches to educational evaluation have their roots in systematic approaches to the design of training. Instructional System
Development methodologies, which emerged in the USA in the 1950’s and 1960’s are represented in their works.

**Figure 3**

ISD methodology explains that the training programme should be based on the analysis of the need for training, then designing and developing the training programme and finally implementation. Evaluation should be done at all four stages.

65. Worthen, B. R., & Sanders, J. R. (1987) in their *Educational evaluation, CIPP Model*, explains the CIPP model as follows:

The model has the following steps.

1. Context: obtaining information about the situation to decide on educational needs and to establish programme objectives
2. Input: identifying educational strategies most likely to achieve the desired result
3. Process: assessing the implementation of the educational programme
4. Product: gathering information regarding the results of the educational intervention to interpret its worth and merit

66. Bushnell, D. S. (1990) in his “Input, process, output: A model for evaluating training”. IPO Model explains the IPO model as follows: The model has the four steps.

1. Input: evaluation of system performance indicators such as trainee qualifications, availability of materials, and appropriateness of training
2. Process: embraces planning, design, development, and delivery of training programs
3. Output: Gathering data resulting from the training interventions
4. Outcomes: longer-term results associated with improvement in the corporation’s bottom line- its profitability and competitiveness

67. Fitz-Enz, J. (1994) in his “TVS Model, Yes...you can weigh training’s value”, explains the model in four phases.
1. Situation: collecting pre-training data to ascertain current levels of performance within the organization and defining a desirable level of future performance.

2. Intervention: identifying the reason for the existence of the gap between the present and desirable performance to find out if training is the solution to the problem.

3. Impact: evaluating the difference between the pre- and post-training data.

4. Value: measuring differences in quality, productivity, service, or sales, all of which can be expressed in terms of dollars.

Almost 50 years ago, Donald Kirkpatrick developed a four-stage model for evaluating training programmes that has almost without exception been accepted throughout the world. However, acceptance has not been followed by implementation. W.R. Mabler & W.H. Manrol, Nickols, Frederick W, Abdel-Malek and Dr. B.K. Punia have explained the importance of identification of the need for training.

B.R. Viramani, C.K. Podder, P.N. Pate, Dr. John Sullivan and A.J. Sing & Joe Perdue has emphasized the need for more attention given during the training programme and after the training programme ends.
Kirkpatrick, Whitelaw, Ullhas Pagey, Azar Kazmi & Ismail Kizhakkail, Sadri, Golnaz; Snyder, Peggy J and Warr, Peter; Allan, Catriona have suggested that follow up training also provides a greater scope for identifying the effectiveness of training. Many more authors also have provided many tips for identifying the problem areas of training evaluation.

Still many researchers believe that one of the main barriers to employing effective evaluation procedures for training programmes is the difficulty in knowing how and what to evaluate. Evaluating the effectiveness of training programmes has several benefits. At present the government organizations, private organizations and economic situations have influenced the evaluation practice in a positive direction.

Therefore, the researcher considered all the past literature on evaluation of training programme and finds gaps in the evaluation and tries to fill the gaps by providing a new model for evaluating training programme in an organization.

Reference:


(b) Donoghue, F. Dublin, Promoting added value through evaluation of training, European Commission Leonardo-PAVE Project, &


