Chapter 6

Evaluation Model for India Post

6.1 AIM Model (Appraisal, Intervention, Measure)

6.2 AIR² Model (Appraisal, Intervention, Result, Retraining)

6.3 Suitable Evaluation Model for India Post
The researcher has proposed two new models for evaluating training programmes in Indian Post. The proposed models have been evolved with the assistance of top officials of India Post. They are presented in the subsequent pages.

Model 1: AIM Model (Appraisal, Intervention, Measure)

Model 2: AIR\(^2\) Model (Appraisal, Intervention, Result, Retraining)

6.1 Model 1 - AIM Model:

(Appraisal, Intervention, Measure)

Every organization needs to have experienced and well-trained employees to outperform the competitors. Rapid changes in the environment have not only made the job more complex but have also created increased pressure on the organizations to readapt the products and services to compete in a fast changing world. Therefore, in a rapidly-changing society, training is an activity for maintaining a viable and knowledgeable workforce. In case the current job occupants are equipped enough to meet the challenge of change, training is not
required. Otherwise, training is necessary to increase the versatility and adaptability of the employees.

1. Appraisal (Need Based Training)

Training is a process that tries to improve skills, or add to the existing level of knowledge. The employee will be equipped to do his present job, or can be moulded to be fit for a higher job involving higher responsibilities. In addition, training is a learning experience that seeks a relatively permanent change in an individual that will improve his / her ability to perform his / her job. Studies have pointed out that, training appears in the top three benefits that employee wants from the employers.

A few methods for identifying the training needs are

a) Views of the line manager
b) Performance Appraisal
c) Company and departmental plan
d) Analysis of job difficulties

Having identified the training needs i.e., the gap between the existing and the desired repertoire of knowledge, attitude and skills of employee, the next logical step involves designing a training programme is to fill in this gap. This can
be done through setting up training objectives. Thus, basic objectives of training are to establish a match between man and his job, since the need for training may vary for employees working at different levels of the organization. However, while setting training objectives, as employee’s growth is a means to organizational growth, training objective needs to be integrated accordingly. The objectives of training are deliberately set from the point of view of their relevance to the organization.

2. Intervention (Set of Sequential Actions during Training)

Training, in recent years, has acquired a remarkable amount of salience and visibility as a crucial intervention to ensure improved standards of performance and productivity. The underlying assumption of training as an activity is that an appropriate training intervention can equip the trainees with the necessary knowledge, skills and attitude to carry out their assigned task/responsibility in a much more efficient and effective manner.

Training methods are means of attaining the desired objectives set for a training programme. In practice, a variety of training methods can be adopted for achieving the objectives. However, an organization cannot use all types of training methods for the reasons like cost involved and their
relevance to organizational needs. Hence, the organization has to select a method or a mix of methods to meet its training needs. The choice of training methods would depend on a variety of factors, such as purpose of training, nature of context, relevance to the participants, level of trainees and competence of the trainer. There are many methods of training and each method of training has some strengths and weaknesses.

3. Measure (Evaluation)

Evaluation follows almost all activities of human beings and evaluation tries to find the worth of the activities concerned. Evaluation of training activity is defined as any attempt made to obtain information or feedback on the effects of the training programme and to adjudge the value or worth of the training in the light of that information. The time and money spent in training underlines the need for evaluation of training.

However, the question is what exactly to evaluate? There are several partners in a training programme, and all of them are the clients of evaluation. Their needs for feedback and use of feedback for improvement (Central) will naturally be different with some overlapping. The two main partners in training are trainers and trainees.
1. **Evaluation for the trainee** tries to answer the following question- Did the programme make any difference?

2. **Evaluation for the trainer** seeks to respond to the following questions- How well the trainer is doing? Whether the efforts can be used for making decision?

\[ \text{Need} \rightarrow \text{Train} \rightarrow \text{Measure} \]

Evaluation of training generally consists of an evaluation of the various aspects of training immediately after the training is over and adjudging its utility to achieve the goals of the organization. Training in recent years has acquired a remarkable amount of salience and visibility as a crucial intervention to ensure improved standards of performance and productivity. The underlying assumption of training as an activity is that an appropriate training intervention can equip the trainees with the necessary knowledge, skills and attitude to carry out their assigned task/responsibility in a much more efficient and effective manner.

6.2 Model 2 - AIR\(^2\) Model:
Apart from model 1 AIM, the researcher has evolved another model AIR\(^2\). The description of the model 2 is given below in detail:

1. **Appraisal (Need Based Training)**

Identifying training needs is a process that involves establishing areas where employees lack skills, knowledge, and ability in effectively performing their jobs. The training needs have to be related both in terms of the organization’s demands and those of the individual employees.

The success of any training programme largely depends upon proper identification of training needs. The managers feel the need for training when they discover a mismatch between standard performance and actual performance of its employees. Thus, the objective of the exercise of ‘training need assessment’ is to develop a ‘need-based system’. A detailed study of need assessment will be beneficial for preparing the organization for global competition.

2. **Intervention (Set of Sequential Actions during Training)**
The aim of the training is to develop new skills, knowledge or attitude. An important point for those interested in training is the nature of the concept of learning and its distinction from performance. It is inferred that such changes are the consequence of learning. However, the levels of learning and performance are not necessarily matched. Performance may not accurately reflect learning because of the factor impinging upon the performance situation.

3. Result (Outcome of Training)

Measuring the skills through continuous process improvement (CPI) shows that “Nothing improves until it is measured”. The CPI corollary: “As soon as something is measured, it automatically begins to improve” is certainly true when one measures job behaviour and skills.

It means more than simply equipping people with the skills and knowledge necessary to carry out their assigned tasks and duties. The training is redefined as an intervention, as a solution to some problem apart from equipping people to do their jobs.
In cases where skill and knowledge deficiencies lead to mistakes, errors, defects and waste, one might argue that training which eliminates these deficiencies and, in turn, reduces mistakes, errors, defects, and waste, is a solution to a performance problem. This argument is extended to assert that the reductions in mistakes, errors, defects, and waste, as well as the financial value of any such reductions constitute the "results" of training.

4. Retraining

An effective training programme must result in change of training behaviour and consequently in the improvement of performance. The effectiveness of training programme depends on the co-operative efforts of the trainees, the trainers and those who manage such programmes.

Unfortunately, the individual behaviour changes often do not occur unless the human resource function focuses on helping employees make such changes. As a result, any quality programme stimulates the cultural changes required for long-term results. Continuously improving the performance of people within an organization is the only way to achieve the wider goals of total quality control. A customized skill assessment can help meet those goals by measuring the changes in people’s behaviour that are necessary for the change processes to take root.
Firstly, identify the actual performance, then provide training and after some time identify the actual performance and compare it with the standard performance after training and find whether the performance has improved because of training, finally if there is any deviations then try to provide retraining.

6.3 Best suited evaluation model for India Post:

The researcher discussed both the models with the four Divisional Heads (Chennai, Madurai, Trichy and Coimbatore) and Director, Postal Training Centre, Madurai. It is concluded that compared to AIR$^2$ Model (Appraisal, Intervention, Result, and Retraining) AIM Model (Appraisal, Intervention, and Measure) is better suited to India Post.

The main reason for not choosing AIR$^2$ Model is that, the fourth step i.e., retraining is very difficult in a Central Government Organization like India Post. There are a too many procedures to get the approval of the top authorities. Therefore, instead of finding the result alone, if it is possible to measure the training input, definitely it will help the department in so many ways such as modifying the training policy, giving instructions to the employees and their superiors regarding training and modification in training centre.

Thus AIM (Appraisal, Intervention & Measure) Model seems to achieve the training purpose of the India Post.