CHAPTER II

REVIEW OF LITERATURES
Research studies require review of literature. A review of literature is the mirror of the earlier studies, which enables the researcher to identify the gaps for further research. Many studies on training and development have been conducted in different parts of the world. However, the studies on specific industrial manufacturing sector are comparatively lesser. As the present study is concerned with the training and development and measuring effectiveness of training programs, an attempt is made to review the literature available so that a greater insight into the subject is obtained and summarised in the following pages.

Review of literature

Vaid., K.N., has stated that “as far as the industrial relations are concerned, the court is a legal organization where the industrial justice can be established with the help of industrial law. Labour legislations are then a part of legal enactments and judicial principles, which deal with the employment and non-employment, wages, working conditions, industrial relations, social security and labour welfare of industrially employed persons.

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Naylor, James C.; Briggs, Geroge E. ², 'Team – training effectiveness under various conditions' says that transfer performance of 3-man teams was measured as a function of 2 system variables (task complexity and organization) and 1 training variable (skill level of a replacement for 1 of the team members) in a simulated radar controlled aerial intercept task. Each independent variable influenced team performance. Task complexity had a consistent effect across all transfer sessions with superior performance on the less complex task. Task organization influenced performance only after the replacement occurred with superior performance by teams organized to permit each S to work independently of (rather than interact with) his counterpart. The teams receiving a more highly trained replacement improved in performance immediately following; teams with a less skilled replacement actually deteriorated slightly but then recovered in a subsequent work period.

Blum ³ observes that job satisfaction and commitment to work is the result of various attitudes the employee holds towards his job, towards related factors and towards life in general.

Campbell ⁴ says that Climate itself is a multidimensional concept. It incorporates dimensions of interpersonal relationships. It is hypothesized that

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relationship will be stronger where there is a greater similarity between the contents of the variables examined and vice versa.

Asian Regional Conference\(^5\) of ILO held in New Delhi in 1947 stressed that effort should be made to improve wage standards in industries with a view to achieve a living wage for every worker.

Barett\(^6\) says that money may potentially be an effective motivator, regardless of the level one has attained.

Cawsey\(^7\) found that job satisfaction increases, as the individual perceives the climate as having more opportunities for achievement and that such persons rate themselves as higher performers.

Cole\(^8\) defines a trade union as an association of workers in one or more occupations, an association carried on mainly for the purpose of protecting and advancing the members’ economic interests in connection with their daily work.

Banerji ⁹ for his study collected data from supervisors who had undergone training in an Indian Engineering company. They were administered a check list. Most of them felt that training did improve their self confidence, motivation, identification with management goals, communication ability and skills.

Leslie Rae¹⁰ recorded the precious concepts, terms, methods approaches which are currently used in training and development. The merits and demerits of various training approaches are discussed in thread bare. As the author is from UK Manpower service commission, his extensive experience will be highly useful to all kinds of professional's namely fresh trainer, line manager, experienced trainer and so on. The components focus on various approaches such as lecture, self development, training at work, learning in groups, one to one interaction training, HR training, training for training, feedback and evaluation.

Chandra Sekhar Pillai in his study of recruitment and training of managers in the public sector concerns in Kerala concentrated on various methods of recruitment and training of managers of public sectors concerns during the period.¹¹

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Muthu Raghavan has done his study in political science about management of training programmes in public sector industries in Bangalore.\textsuperscript{12}

Noe, Raymond A.\textsuperscript{13} ‘Trainees’ Attributes and Attitudes: Neglected Influences on Training Effectiveness studied the influence of trainees’ characteristics on training effectiveness have focused on the level of ability necessary to learn program content. Motivational and environmental influences of training effectiveness have received little attention. This analysis integrates important motivational and situational factors from organizational and attitudes may influence the effectiveness of training.

Paul Chowdhry., D\textsuperscript{14} tried hard to identify the ideal training methodology in the field of social development, especially in child development. The core value of this material is split in various chapters focusing on training strategies and methodology suitable for social and child development.

Swanson, Richard A, Sleezer, and Catherine M. \textsuperscript{15} in ‘Training Effectiveness Evaluation’ describes Training Effectiveness Evaluation (TEE), a novel technique for assessing the effectiveness of occupational training.

\textsuperscript{14} Paul D Chowdhry, Training Methodology and Management, Sterling Publishers Pvt Ltd, New Delhi, 1986 P.
\textsuperscript{15} Swanson, Richard A.; Sleezer, Catherine M. \textsuperscript{15} in Training Effectiveness Evaluation. Journal of European Industrial Training, 1987, Vol.11 Issue 4, p7-16, 10p;
programs. Key elements of TEE; Tools for measuring training effectiveness; Systematic reporting of the results of training program evaluation.

*Balachandran S*\(^{16}\) a pioneer executive in LIC, having vast experience in a variety of functional areas, analyses the training basics in different perspective. Unlike other trainers, he has not discussed theoretical aspects of training rather he shares his experience for the new trainers about how they can be instrumental for effective learning instead of teaching. The two-fold designs of this book have really provided a thorough foundation for improving the trainer effectiveness such as (a). Aspects of training that are relevant at all times namely teaching Vs learning. The repertoire, class arrangements & so on. (b) Aspects of training that are specifically relevant to different methodologies –lecturing, case studies, in basket, modal office, project work and so on.

Rahman Mohammed Ataur (1989) in his work dealt with management training in nationalized commercial banks in Bangladesh, which concentrated on training of service sector.\(^{17}\)

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Another work done by Shrivasta, Shravankumar (1989) in economics dealt with training which is for development of human resources in general.\textsuperscript{18}

Black, J. Stewart, Mendenhall, Mark\textsuperscript{19} in their article 'Cross-Cultural Training Effectiveness: A Review and a Theoretical Framework for Future Research' has stated that increased internationalization in the economic, political, and social arenas has led to greater interpersonal cross-cultural contact. The article also offers a theoretical framework based on social learning theory for understanding past research and for guiding future research; this is important because in this context variables seem to operate differently in international versus domestic areas.

Garrets J, Brain H Kleiner\textsuperscript{20} have analysed the method of measuring effectiveness in management training. Successfully measuring effectiveness in management training and development can be a difficult task. Design of a value measurement programme should include evaluation in key areas; including emotional reaction and knowledge gain measured after training interventions. Behavioural change and organisational impact measurements should be used on a longer time horizon to evaluate the progress and currency of the management development programme. Finally, research shows that


maintaining a balance of the above measurements is the final key to success in measuring the effectiveness of management training and development.

Baskaran (1990) in his work, studied about training function in select public sector organizations in India as a diagnostic study.\textsuperscript{21}

Trivikrama (1991) in his work dealt with the impact of training on the creative problem solving abilities of graduate students of management and it is an experimental study.\textsuperscript{22}

Varadarajan (1991) in his work, concentrated about the role of management training and development in select corporate sector industries of Tamil Nadu with special reference to Chennai metropolitan city.\textsuperscript{23}

Paul Gorman,\textsuperscript{24} in ‘What makes training effective in an organization?’ looks at the links between training and organizational effectiveness. It argues that the pressures on training are increasing, but that most training that takes place is not rigorously evaluated nor is it linked systematically into organizational goals. It argues that the competence-based approach offers a

\textsuperscript{24} Paul Gorman, ‘What makes training effective in an organization?’ International Journal of Health Care Quality Assurance; Volume:4 Issue 3; 1991
powerful tool to link organizational goals and individual development through measurable outcomes.

Ostroff, Cheri, 25 ‘Training effectiveness measures and scoring schemes: A comparison’ in his paper examines a new criterion measure, comprised of scripted situations, for training effectiveness and compares two scoring schemes – one based on expert judgements and one based on empirical weights. The comparison of expert versus empirical scoring indicated that empirical scoring produced significant results, while scoring based on expert judgment did not. Implications of these findings are discussed.

Mathieu, John E., Tannenbaum, Scott I.; Salas, Eduardo, 26 in their study ‘Influences of individual and situational characteristics on measures of training effectiveness’ have studied the model of individual and situational influences on individuals’ training-related motivation and training effectiveness based on valence- instrumentality – expectancy theory was developed. A revised model was formulated in which reactions to training play a complex role, moderating some relationships yet mediating others.

Mayer, Raymand\textsuperscript{27} has stated that besides the failure of a number of wage incentives installations has been attributed to lack of understanding on the plan of the part of the employees.

Leonard Nadler and Zeaee Nodler\textsuperscript{28}, have traced out various critical events which are inevitable for designing the training programmes to enable the HRD professionals for creating cost-effective & productivity oriented training programmes. They cover many aspects of training right from identification of the needs of the organization, identify the learner needs to the conduction and evaluation of training programmes consistently.

\textit{Leslie Rae} \textsuperscript{29} is a management and training consultant has written comprehensively the process of effective planning of training in the on the job and off the job situations with evaluation criterion. This book contains enormous inputs for open learning, interactive video and computer based training. The volume1 of his book is exclusively meant for determining the training objectives and designing the training process which are found to be pragmatic and refreshingly free from faddism.

\textsuperscript{27} Mayer, Raymand, R. Production Management, Sultan Chand and Sons, New Delhi, p.233.
\textsuperscript{28} Leonard Nadler and zeaee Nodler, Designing Training Programs – The Critical Events Model, (Second Edition), gult Publishing company, Houston, 1994. p-
\textsuperscript{29} Leslie Rae, the art of training and development in management (set of a volume) effective planning, crest publishing house new Delhi.
Golnaz Sadri, Peggy F. Snyder, \(^{30}\) in ‘Methodological issues in assessing training effectiveness’ states that the participant’s report of change is unbiased between time one and time two (the pre — and post ratings) because it is based on an instrument that has been continuously calibrated. Beta change refers to an apparent change where the measuring instrument has been recalibrated by the participant during the measurement intervals, that is, individual perceptions of the response scale have change. Gamma change refers to a situation where the participant redefines or reconceptualizes some other relevant information. Although pre-test evaluation designs continue to be used, the problems of beta and gamma change are apparent in the majority of experimental interventions looking at individual change using self-report pretest and post-test rating. Discusses alternative ways of avoiding the problems which might result from beta and/or gamma change.

Samuel B McCelland\(^ {31}\) has traced out the importance of assessing the organization and groups needs in improving the performance and enhancing their competitive position. The book is designed for both HRD Specialist and OD Practitioners & Consultants and students who are preparing themselves for a career in HRD or OD through creating a fundamental understanding of what needs assessment are and how they are designed and implemented.


Aaron W. Hughey, Kenneth J. Mussnug 32 in the paper ‘Designing effective employee training programmes’ describes the elements of a successful employee-training programme. Explains the distinction between training and education, along with a discussion of why “soft skills” training initiatives are less effective than skills-based approaches. It discusses the critical role of the training manager in implementing a training programme, as well as important considerations when developing a strategic training plan. Finally, it describes several key factors, which determine how employee training programmes can best support company profitability.

Richard S. Johnson33 has made an attempt to provide the role of training on the successful implementation of TQM. He has designed the book in such a way that it supports professional in house training activities in order to initiate TQM successfully and to support organizational goals. The broader components include. Understanding the need Training and organizational change Need Assessment Training Decisions Preventing Training problem and Creating training effectiveness.

Mel Silberman34 has created a platform where the participants acquire knowledge rather than receiving it which a he means ‘active training’ the book

is configured in the 'assessing training needs and participants', 'Develop active training objectives', create practical opening exercise, prepare effective lectures, design active training exercises, prepare for tack on the job application and much more.

Donald L Kirikpatrick's 35 'how to look' is designed for practitioners in the training field who plan implement and evaluate training programmes. The unique aspect of this book is numerous sample survey forms which the author has used. He has further presented a lot of case studies to add the value to his ideal practical approach in measuring the effectiveness of training. The four levels such as Reaction, Learning, Behaviour and Results are the core components of this book.

Gilley and Maycunich 36 effectively describe the characteristics and processes that are critical for organizational renewal and growth. They contribute to the HRD in particular and HR in general. The cognition process of the author is highly transformational as he has perceived the organization in three angles such as traditional, learning and developmental, where he believes that the developmental organization ensures the organizations ability to renew & maximize competitive readiness in more through higher employee growth and development.

Kan Marshall\textsuperscript{37}, in his book namely ‘Beyond Traditional Training’, has made an wonderful attempt to increase the impact and effectiveness of training by introducing away the old rule book. He has designed the training methodology in such a way that it brings the best in trainers and learners. The self assessment questionnaire, practical advice and new ideas of this book are really distinctive features which bring the training beyond traditional. The ideology of SMART Trainer is the special feature of this book. Skillful - Mastery - Adroit - Ready - Transfer and Trustworthy - Resolved - Authority - Incentive - Navigator – Energetic - Rewarding.

Kaye Throne and Alex Machray\textsuperscript{38} analyses the essentials of world class training and the necessary conditions of creating a consistent standard of excellence which transcends global boundaries. The book is suitable for any aspiring people form T&D, HR Manufacturing, consultants, Higher Education and so on. The core value of this book is to recognize talents, harnessing potential, pushing the boundaries of innovation and providing training which transcends any individual or organizational and makes it world class.

Gerald Vinten, \textsuperscript{39} in Training in small-and medium-sized enterprises’ Industrial states that the small and medium enterprise (SME) sector is receiving increasing recognition and, as part of this, its human resources needs is a

\textsuperscript{38} Kayethrone, Alex Machray, world Class Training, Kogan page Publication Ltd, London, 2000 P.
comparatively investigation of all aspects of human resources. The focus here is on the training and development aspects. Evidence from the survey itself and the detailed case studies is presented. This shows that training is by no means neglected, although it tends to be hands on rather than theoretical. It is related to both countering competition and the corporate strategy of companies. Management education is a less certain area, and many depend on whether those in a charge of companies have themselves been through management education. Suppliers are not invariably in touch with sector needs.

David Chutterbuck, Dr.40 an eminent author for more than 20 management books has focused on the power of empowerments to unlock the potential of employees. The methodologies he followed are simply support. The core components used are empowerment in individuals, managers and organization. The book insists a congenial work climate where the employees are valued and encouraged to make their personal contribution as they fell ‘work is pleasure life is a joy rater than work is duty and life is slavery’. Initiative identified by Henry fayol is modified as empowerment in the form of suggestion involvement, job involvement and high involvement.

40 David Clutterbuck, the art of HRD (set of 9 voulmes), The power of empowerment,release the hidden talent of your selves, volume 8, kogan page publication, first edition, 2001.
Joan Harvey, Helen Bolam, David Gregory, George Erdos in 'The effectiveness of training to change safety culture and attitudes within a highly regulated environment states that for shop floor employees, only one factor showed a significant change, which was a reduction in job satisfaction over the same time period. It was concluded that the hypothesis that management would respond to the safety initiative but that shop floor would not were supported.

Tung-Chun, in 'The relation of training practices and organizational performance in small and medium size enterprises states that to determine whether training programs produce real benefits for small and medium size enterprises (SMEs), we must investigate the relationships between those programs and their effects on the business performance of SMEs. Although a number of previous studies have attempted to accomplish this task, serious inadequacies, such as inconsistent definitions of training and "rough" methods of training classifications and measurement, have raised doubts about the validity of their findings. To remedy these inadequacies and more accurately assess the relationships between training and training effectiveness, this study employs a comprehensive measurement of training including training organization, expenditure, duration, process, and delivery methods. Its findings show that firms with sophisticated training systems and strong management.

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41 Joan Harvey, Helen Bolam, David Gregory, George Erdos 'The effectiveness of training to change safety culture and attitudes within a highly regulated environment ' Personnel Review; Volume 30 Issue 6; 2001
42 Tung-Chun, 'The relation of training practices and organizational performance in small and medium size enterprises ' Enterprises Education and Training; Volume : 43 Issue 8/9; 2001
support for training are most successful at maximizing the effectiveness of their training programs.

Kontoghiorghes and Constantine 43 have tried to identify the key factors within and outside the training context that could affect training effectiveness. The most important variables that were found to facilitate trainee learning and training transfer are: measurement of trainer knowledge before and immediately after training; supervisory support and encouragement for the application of new skills and knowledge; intrinsic rewards for applying newly learned skills and knowledge; a participative/sociotechnical organization that is characterized by a high degree of employee involvement; and a continuous learning environment that encourages frequent participation in multiskill training and retraining programs.

Marcel R. Vander Klink and Jan N Strenmer 44 present a definition of OJT used for this research project which involved two studies the first in the call centres of a large company, and the second in post offices. Gives the results of the study which indicate the OJT programs were only partially successful in realizing training goals. Indicates that self-efficacy, prior experience with tasks, managerial support and workload were the most

powerful predictors for training effectiveness. Concludes that the evidence suggest that OJT is not entirely an effective training method although more research is needed in this area.

Jim Burrow and Paula Berardinelli, 45 in ‘Systematic performance improvement – refining the space between learning and results’ say that planned learning can be applied to a range of education and training interventions and events in an organizations. Its value can be directly measured through observable performance improvement of trainees in job contexts following the planned learning highlighting transfer of learning. More specific and directly connected organizational metrics need to be identified. The connections should be both to the trainee performance and learning and to the broader organizational performance. Reports a redefinition of training evaluation resulting from the authors work with members of a global manufacturing training department. The effort was undertaken to create a process for the department to demonstrate the impact of planned learning on key organizational performance measures. The value-added from training was established when the direct relationships between training (planned learning) and systematic job performance improvements were observed that were drawn from and directly linked to broader organizational productivity and performance metrics. From those successful field experiences and the training

45 Jim Burrow, Paula Berardinelli, Systematic performance improvement – refining the space between learning and results’ Journal of Workplace Learning Volume 15 Issue 1, 2003
evaluation literature, proposes a refinement within the traditional four-level evaluation process akin to a new level 3.5 – performance impact, to fit between Kirkpatrick’s model of level 3 (behavior) and level 4 (results).

Tan, James A, Hall, Rosalie J Boyce and Carol 46 analysed on the topic ‘The Role of Employee Reactions in Predicting Training Effectiveness’. Results indicated that cognitive employee reactions are related to both employee learning and employee behavior. Moreover, contrary to popular notion, negative affective reactions best predicted employee learning. Implications and future research direction of the results are discussed.

Santos, Amalia, Stuart and Mark 47 on ‘Employee perception and their influence on training effectiveness’ has investigated evaluation strategies designed to elicit greater training effectiveness, and explores the influence of trainees’ perceptions and work environment factors on this. They highlight the importance of management practices, trainees’ perceptions of the work environment and systems of reward in explaining the behavior change after training.

Sheikh A.M., \(^{48}\) in his book titled 'Human Resource Development and Management' traces out the comprehensive training process for the various factors such as strength, ability, skill, competence, knowledge, attitude, enthusiasm, decision making prowess to be used for accomplishment of organizational, individual, societal and national objectives.

Stephen Billeett, \(^{49}\) in 'Workplace mentors demands and benefits' says that there is a growing interest in experienced workers mentoring co-workers in workplace settings, it is necessary to understand its impact to those who are nominated as mentors. Here, data from eight mentors who participated in a year-long trail of guided learning in a workplace are used to illuminate the demands upon and benefits for workplace mentors. In the study, all mentors noted the efficacy of guiding learning in the workplace. However, guiding the learning of others made considerable demands on these individuals. Finding time for mentoring and the low level of support by management were reported as making the mentors' work intense. Moreover, although workplace mentoring was found to have the capacity to improve learning, much of that improvement was centred on the mentors' actions and energies. For some mentors, it was a worthwhile and enriching experience. For others, the

\(^{48}\) A.M.Sheikh, Human resource development and management, S.Chand and company limited, New Delhi, 2003

demands were not adequately offset by benefits that the experience in assisting co-workers to learn.

Olusegun Agboola Sogunro, in ‘Efficacy of role-playing pedagogy in training leaders some reflections’ states that as the need is rife for today’s leaders to make swift and perfect decisions, they need to learn critical thinking and interpersonal skills as quickly as they can. The traditional pedagogical techniques of training lack the potentiality to make these happen. Not only are they rigorous, and less dynamic, but also they are less learner-centered, less experiential, and often predispose learners to evaluation anxiety situations. The method of role-playing differs in many unique ways. Its ability to induce participants to quick understanding notwithstanding, it also has the potential to transform theoretical concepts into an experiential format. In all the scenarios presented in this paper, role-playing has presented itself as one of the most promising training techniques today. This paper attempts to reflect on the efficacy of role-playing as an effective pedagogical technique. Implications for practice and research are also discussed.

Ashit K. Sarkar has stated that “The one who knows the organizational needs is able to deal with functional line managers equitably. Often, this responsibility is entrusted to new staff that may be very capable in

handling the administrative aspects. One of the most vital aspects of the personnel managers is employee development.”

Brainward\(^{52}\) in his article “The Five Key Facets of Quality Leadership” has mentioned that effective leaders should follow the Focus – Authenticity – Coverage – Empathy – Timing (FACET) leadership coaching model.

Dan S. Chiaburu, Amanuel G. Tekleab,\(^{53}\) in ‘Individual and contextual influences on multiple dimensions of training effectiveness’ offers a better-specified model of training effectiveness by including both contextual and individual factors important for improving training effectiveness. Practitioners can use these ideas to design corresponding training and training transfer interventions.

Wei-Tao Tai.\(^{54}\) studied on the topic ‘Effects of training framing, general self-efficacy and motivation on trainees’ training effectiveness’. He examined the effects of training framing from supervisors on trainee self-efficacy and training motivation. He found that organizations should increase trainees’ self-efficacy and training motivation prior to the actual training program. Specifically, to increase trainees’ self-efficacy and training motivation,

\(^{52}\) Brainward, “The five key facts of Quality Leadership” HRM Review University press, ICFAI, December 2004, pp. 53 to 56
\(^{53}\) Dan S. Chiaburu, Amanuel G. Tekleab, ‘Individual and contextual influences on multiple dimensions of training effectiveness’ Journal of European Industrial Training; Volume: 29 Issue 8; 2005
managers can provide training-related information, such as training attributes, training environment, content complexity, and the like. If trainees perceive the information as realistic, the more self-efficacy they will generate, the more motivated.

Becci Newton in the article 'Training an age-diverse workforce' aims to address the myths and age-related barriers that currently deter employers from training workers of different ages. This study is the culmination of four strands of research activity qualitative interviews with a range of national experts to inform the context for the research and the key issues to be explored. The interviews also helped to identify the training channels available to employers and their workers. Review of the current policy and academic literatures. The secondary data analysis of the Labour Force Survey, 2004 and National Adult Learning Survey, 2002. Case studies of five organizations which demonstrate good practice in training a mixed-age workforce. Throughout the study, references to “older workers” mean people aged over 50.

Findings – there is a clear association between age and the amount of training offered to and received by workers. Employees aged over 55 were less likely than other workers to participate in training, or to have been offered it. The older employees were also less likely than younger or mid-life workers to take up any opportunities for training that were made available. Furthermore, older

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workers were more likely only to have received on-the-job training. Originality/value – Provides the evidence and practical guidance on the variety of training support channels and on age-diverse training practices.

Raquel Velada, and Antonio Caetano 56 in the article 'Training transfer the mediating role of perception of learning' analyse the mediating effects of perception of learning between occupational satisfaction, affective reactions, utility reactions and perceived training transfer. Design, methodology and approach – The participants in the study were 185 Portuguese teachers who attended a professional training programme. Findings – The results of this study show that occupational satisfaction, affective and utility reactions are associated with perception of learning and perceived training transfer. Furthermore, the results also reveal that perception of learning fully mediates the relationship between occupations satisfaction and perceived training transfer and partially mediates the relationship between affective reactions, utility reactions and perceived training transfer. Research limitations/implications – Results are based on self-reported measures to evaluate training transfer. Practical implications – Organisations interested in maximizing their return on investment on training and development should regularly monitor the employees' level of satisfaction with their occupation and determine whether new actions need to be taken regarding human resources.

practices or the working conditions. To enhance training transfer, careful attention should be given to the training design in order to ensure that it reflects the trainees’ needs previously identified and to guarantee that trainees acquire a good level empirical literature about the predictors of training transfer, showing that learning can play a mediating role between some predictors and transfer.

Bo Hansson, \(^{57}\) in ‘Company-based determinants of training and the impact of training on company performance results from an international HRM survey’ says that the purpose of this study is to use an international dataset to examine what determines employee training from an organizational perspective, and to what extent training investment enhance company performance. Design/methodology/approach – data from 5,824 private-sector organizations are used to examine determinants of training and the connection between training and profitability. OLS regressions and profit estimates are used in the statistical analyses. Findings – The results indicate that the provision of company training is largely determined by firm-specific factors, such as human resource management (HRM) practices. The results further show that two widely used measures of training – incidence and intensity – are largely determined by different factors. Staff turnover (mobility) does not appear to be a decisive factor in explaining the provision of training on a national or company level, although it is associated with lower profitability to

\(^{57}\) Bo Hansson, ‘Company-based determinants of training and the impact of training on company performance results from an international HRM survey‘ Personnel Review; Volume 36 Issue 2, 2007
some extent. However, the single most important factor associated with profitability is how much is invested in training (intensity), suggesting that the economic benefits of training outweigh the cost of staff turnover.

Originality/value – This study contributes to the existing training literature by offering extensive access to internal measures of training, profitability, HRM practices, workforce characteristics and staff turnover for companies in 26 countries worldwide.

Dilani Jayawarna, Allan Macpherson, and Alison Wilson in their study sets out to examine management development activities within manufacturing SMEs, and their impact on performance. Unlike previous studies that concentrate on formal training, this empirical analysis includes both formal and informal training. Performance is measured in terms of turnover, employee growth, and survival. It also includes consideration of the firm's context on both training approach and performance.

Design/methodology/approach – Survey responses from 198 manufacturing SMEs in the UK are analysed using descriptive statistics, multiple regression analysis, and ANOVA. Findings which indicate that formal training is likely to be a targeted activity that contributes more significantly to performance than informal training. Also, the approach and influence of training are dependent on contingent factors. A model is proposed for a further detailed study of these

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contingent factors using a multivariate statistical analysis. Originality / value – For SME managers, while they may prefer informal training approaches, they would benefit from seeking a formal training intervention that directly addresses their specific needs. For business support policy, support options need to be flexible enough to provide idiosyncratic solutions. Generic training solutions are not welcome by SMEs, and are unlikely to provide significant performance benefits. A greater understanding is required of the variety of contingent variables that moderates the relationship between choices of training approach, and between training and performance.

The era of LGP\textsuperscript{59} has brought revolutionary change, evolution growth almost his ala fields more so in HR. new challenges in businesses have brought new challenges to HR. consequently HR personnel nave to enhance that competence (education experience, training and skill as per international standards) to meet these challenges and their own arrival. HR have to equip themselves through development of competencies and through new areas/disciplines and trainings etc.

The ISO 10015\textsuperscript{60} facilitates a company to link its training evaluation to performance, objective and barriers strategies. ISO 10015 after a clear roadmap in guiding the company to make sound training investment decisions by asking


\textsuperscript{60} Mr. Hair Nair, Mr. Abhishek Garance, Endorse your trainings – A prologue to ISO 100 15 +, HRD News Letter, Vol. 23, Issue 12, Mach 2008.
the top management to correct training to performance goals and use it for is dividend and group performance improvement.

Younger generation of trainers should develop experts in the area of training evaluation and demonstrate to the top managers that training was producing intangible results. This brings up the status of training function in organization.

Methodology is an important part of any training. It can make remark a training session. The choice of a method is a matter of experience and conference of the trainers.61

The studies reviewed in this chapter are all related to the training effectiveness. Intense analysis has not so far been done with reference to executives and employees simultaneously in Hosur Taluk. The present study systematically analyses the efficacy of training among large scale companies by applying modern statistical tools of factor and discriminant analyses. The past researchers on training have never used these kinds of tools for analysis. The study is therefore unique in this aspect and a pioneer in analysing the training effectiveness among large scale companies in Hosur Taluk.