CHAPTER 5 – REVIEW OF LITERATURE
A good teacher must be able to put himself in the place of those who find learning hard. ~ Eliphas Levi

5.1 INTRODUCTION

A review of literature on various aspects of training was made to identify methods of evaluation of effectiveness of training programmes. Following explanations of evaluation were identified in the literature.

Why evaluate training?

Training costs can be significant in any business. Most employers are prepared to incur these costs because they expect their business to benefit from employees' development and progress.

The extent to which business has benefited can be assessed by evaluating training. There are also other reasons for evaluating training. It helps to:

- track the development of staff knowledge and skills
- find out if the learning is being applied in the workplace
- identify training gaps and future training needs
- establish if the investment was worthwhile
- inform future training plans and strategy
- ensure training continuously improves

The problem for many businesses is not so much why training should be evaluated, but how. They often overlook evaluation, perhaps because the benefits - particularly financial ones - can be hard to describe in concrete terms.

It is generally possible to attach the benefits, enabling organization to make a business case for training, by choosing what to measure or compare before and after training. Organizations need to set objectives for training, e.g. increase in skills, reduction in errors or accidents, increase in workloads and decide how to check that they have been met.
Evaluation of Training programmes are actually assessment of various methods and techniques used for imparting training. It identifies weakness of training programmes and thus helps to accomplish closest possible correlation between the training and the job. The question basically arises as to why to evaluate training programme?

The answer provided by evaluation is very much vital for the organizations plan to chalk out strategy in the competitive environment. The criteria could be enhanced output, minimized production time, reduced scrap & wastage, improved quality of output, improved morale, and decline in absenteeism, turnover and accidents, and reduction in overhead. Of all these, productivity forms a crucial aspect for measurement of training for effectiveness. Experimentally a control group which has not acquired the training may be compared with the one which has been trained with a view to determine the impact of training. These can be evaluated by using checklists, employing attitude and rating scale, using cost accounting and administering tests and plotting learning curves.

Accountability and decision making are the most cited reasons for evaluating training. Feedback evaluations (or formative evaluations) help monitor the quality of design and delivery of training. They provide information on the effectiveness of the methods used, the achievement of the training objectives, or the appropriateness of management and training design. Decision making evaluations focus instead on the value and contribution of the training for an organization or a project. These evaluations assist managers, team leaders, and donors in making informed decisions regarding training activities. Other types of evaluations are input evaluations and process evaluations. An input evaluation shows how resources were employed and whether they were adequate for achieving the goals of the programme. A process evaluation examines why certain objectives were achieved and others were not, and where improvements are needed. There are several evaluation “levels,” ranging from simply providing information on participants’ reactions to the training—the effectiveness of the instructor, the relevance of the content, the quality of the materials—to measuring the outcomes or results of the training programme. Several tools can be used to evaluate training. These include evaluation sheets, questionnaires, and interviews, as well as direct observation of training results in the workplace.
5.2 BOOK REVIEW

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<tr>
<th></th>
<th>Title / Author</th>
<th>How to Measure Training Results: A Practical Guide to Tracking the Six Key Indicators / Jack Philips and Ron D Stone</th>
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<td>Publisher/Pages</td>
<td>Tata-McGraw Hill. 2002 / 300</td>
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In today's environment of fixed budgets and accountability, stakeholders increasingly want to know the end results of training in organizations. What did a training programme add to the organizations performance and the bottom line? Did it work? If so, why? And if not, what could have been done differently?

"How to Measure Training Results gives the tools to answer these questions and many others. Built around the authors' ROI Process--a proven, systematic methodology for measuring and assessing the organizational impact of training programmes--this hands-on resource will help: Develop evaluation and measurement processes for specific training programmes Isolate the effects of training from other performance-improvement factors Analyze results and identify changes in behavior and business impact Identify the costs of a training programme, and calculate its return on investment Use data-based feedback to improve effective training programmes--and discontinue or improve ineffective programmes Validate training programmes by linking them to business performance measures

While training has too often been viewed as unimportant by both employers and employees, today's stakeholders are demanding better linkage to business needs. Let "How to Measure Training Results detail how can specifically and accurately measure the results of any training programme, then use that knowledge to construct a training programme that provides proven value to concerned stakeholders--and long-term value to organization.

"This book is written for training practitioners and for anyone who is interested in using practical evaluation techniques to assess, improve, and report on training programmes and results. It provides techniques, tools, worksheets, and examples that can use to follow a systematic process to plan and conduct credible evaluations of r training programmes."--From the Introduction
Corporate training and performance improvement programmes have become standard corporate fare in today's ultra-competitive business arena. But decision-makers, who try to determine which programmes are effective, and how to increase their overall effectiveness, generally find that methods for credible evaluation and improvement are understandable.

How to Measure Training Results addresses this problem head-on. Well-documented and timely, it outlines a five-level framework for scrutinizing the efficacy and success or training programmes from every angle, in the process determining which portions of the programme should be enhanced, which should be downplayed or scrapped, and why. Jack Phillips has contributed to How to Measure Training Results: A Practical Guide to Tracking the Six Key Indicators as an author. Phillips founded Performance Resources Organization, an international consulting firm specializing in accountability issues.

**Learning from the book**

"How to Measure Training Results" presents practical tools for collecting and measuring six types of data critical to an overall evaluation of training. This timely resource includes dozens of reproducible tools and processes for training evaluation shows how to measure both financial and intangible/non-financial results. Training today is too costly and the results of ineffective training too far-reaching—to be left to chance. Use the real-world-proven tools, worksheets, and processes in "How to Measure Training Results to take a dramatic leap forward in measuring the success of training programmes, and move to a new level of accountability, effectiveness, and measurable impact on organization’s ROI.

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<th>Title / Author</th>
<th>Evaluating Employee Performance / Paul J Jerome</th>
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<td>Publisher/Pages</td>
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This book deals on the evaluation of employees’ performance. Evaluation of performance is always looked in the negative manner in the organizations and some consider it as a very dreadful exercise or some consider it as usual ritual. But if an organization has a positive outlook then the evaluation can be done to recognize and reward the performance. It
can be done with ease through good planning and with involvement of team members. The book is useful in documenting individual and team performance. The techniques described in this help to prepare annual performance evaluation as well as periodical evaluations.

Most people feel uncomfortable at the prospect of a work evaluation, regardless of whether they are giving or receiving the evaluation. But, through good planning and involvement, performance evaluations can be used effectively to recognize, reward, develop, redirect, and document the performance of your employees.

Whether it is an annual performance evaluation or ongoing progress reports, the time-tested tools and techniques found in this guidebook will prove invaluable for those who document individual and team performance. Learn how to objectively describe performance, business impacts, and on-the-job examples while supporting your decisions with substantive documentation. Develop the skills to shift performance evaluations from a painful endeavor to a valuable and participative process within your organization.

**Learning from the book**

Evaluation, in terms of new or improved skills, knowledge and attitudes, is the primary aim of a training event. Learning can be measured objectively using a test or exam or some form of assessed exercise. If an employee has to achieve a certain level of learning to obtain a ‘pass mark’, then the number of passes may be used as an evaluation measure. Another important aspect of learning is the degree of retention – how much of the learning has stuck after the course is over. If an employee has learned something from a course, you hope that this will be reflected in their behavior on the job. If an employee employs what they have learned appropriately, then their work behaviour will meet desired criteria.

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<td>Publisher/Pages</td>
<td>Deep &amp; Deep Publications Pvt. Ltd. New Delhi. 1999 / 436</td>
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This book is a part of the proceeding of the National Seminar on Human Capital and its Accounting organized by the Business School, Punjab University on March 1998,
through Special Academic Programme of UGC. The seminar was organized to honour Prof. BB Tandon of University Business School on his retirement after 30 years of service.

The book is divided into four parts.

1. Conceptual framework of Human Resource Accounting,
2. Effectiveness of Training – On the job and Off the job,
3. Optimum Utilization of Manpower and Liberalization Process,
4. The Indian Work Culture and Measures to improve its Competitiveness.

**Learning from the book**

Human capital structure is gaining significant grounds for growth of corporate sector worldwide. Countries like Japan, which are competitive and have gained edge over others basically, rely upon their quality of people. Optimum utilization of manpower therefore is very vital for survival and growth of an organization. Hence for such utilization development of people is of core value to achieve better equilibrium. Almost all large size organization have separate HRD department and therefore Training & Development is a natural intervention. Since India is emerging as a global giant, it must acquire competence in preparing an army of trained and skilled manpower. This book focuses on the development of methodology of preparing such manpower and utilizing them efficiently for growth potential.

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<th>Title / Author</th>
<th>Improving Training Effectiveness in Work Organizations/ J Kevin Ford</th>
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<td>4</td>
<td>Publisher/Pages</td>
<td>Deep &amp; Deep Publications Pvt. Ltd. New Delhi. 1999 / 436</td>
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This compelling volume presents the work of innovative researchers dealing with current issues in training and training effectiveness in work organizations. Each chapter provides an integrative summary of a research area with the goal of developing a specific research agenda that will not only stimulate thinking in the training field but also direct future research. By concentrating on new ideas and critical methodological and measurement issues
rather than summarizing existing literature, the volume offers definitive suggestions for advancing the effectiveness of the training field.

Its chapters focus on emerging issues in training that have important implications for improving both training design and efficacy. They discuss various levels of analysis— intra-individual, inter-individual, team, and organizational issues—and the factors relevant to achieving a better understanding of training effectiveness from these different perspectives. This type of coverage provides a theoretically driven scientist/practitioner orientation to the book.

Efficiency is a measure of the amount of learning achieved relative to the amount of effort put in. In practical terms this means the amount of time it takes to complete a piece of training. Efficiency has a direct relation to cost—the more efficient a training method is, the less it will cost.

Reactions are what one measures with the ‘happy sheet’. Reactions are important because, if employees react negatively to the courses, they are less likely to transfer what they learned to their work and more likely to give bad reports to their peers, leading in turn to lower employees numbers.

If, as a result of training, employees are using appropriate behaviors on the job, then one would expect that to have a positive impact on performance. A wide variety of indicators can be employed to measure the impact of training on performance—numbers of complaints, sales made, output per hour and so on. It is hard to be sure that it is training that has made the difference without making comparisons to a control group—a group of employees who have not been through the training.

**Learning from the book**

Training effectiveness strategy provides a framework for comprehensive staff development opportunities for all staff who work for the organization, to support the organization's mission, and to enable the organization to achieve the corporate objectives and become a true learning institution for all who work. Staff development is relevant to all staff and the whole person. It is embedded in all working practice, throughout an individual's career.
Reflection, review, feedback and opportunities for learning should form an integral part of everyone’s work experience.

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<th>5</th>
<th>Title/Author</th>
<th>Training For Development - Rolf P Lynton &amp; Udai Pareek</th>
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<td>Publisher/Pages</td>
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This book was first published in 1967 when training scene was totally different than when it is now published in 2006 where there is a paradigm shift in the training world over. The sheer escalation in the scale of training itself is huge. The escalation is huge is a proof that training activity has become vital in order to improve the performance. Training has become indispensable, justifying the expenditure and its entry into the future.

The next part has dealt with the evaluation aspect of the training programmes. The evaluation has not been done in an honest sense. Better evaluation can definitely prove a check for perversions and excessive cost incurred on training.

The most essential evaluation required is only when trainees have returned from the training which is lacking in most of the organization and ascertain the total cost involved in the training instead of ascertaining only training fees.

The next part of the book throws light on the action part of the training. Training has not been really helpful in translating into action. Training continues to be unreliable and ineffective to improve work performance. Where organizational readiness and support is lacking training makes no sense and adds to the frustration of the participants. Here the role of the trainer becomes immensely important. He must before delivering training hold consultation with the organization and must get their support in order to make the training a mission. The inclusion of the administrators, line managers and field staff as training faculties can facilitate to bridge the widening gap of incompetency.

The book really focuses on training as a means of making lasting impression on the organization which helps in building institutions.
Learning from the book

The book has dealt with broad views on training strategy. The refined training with lots of paraphernalia is some time not really required as people have trained themselves in whatever activity they thought was of essential nature without resorting to the modern methods and techniques. Trainers have gone much deeper into designing the programmes and curriculum content but the premature and misplaced exercise is of no use unless organizational and social requirements must first support the developmental characteristics. The cosmetics of training have become more visible rather than the actual outcome out of it. One or two day workshops at the huge cost are held in various organizations have become only ostensible showpieces without going into details whether the programmes have made any dent or effect on the participants in a real sense.

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<th>Title / Author</th>
<th>A Practical Handbook on Training / ED Setty</th>
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<td>Publisher/Pages</td>
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Chapter 1 – It deals with training courses for personal growth. A course for interpersonal relations and managerial skills as well as some technical educations has also been dealt with. These courses meet with development expectations on the part of the organizations.

Chapter 2 – It highlights assessment of training needs. It spells out in details learning objectives related to the performance objectives for the employees. The assessment includes job analysis, organizational analysis and manpower analysis.

Chapter 3 – Most vital phase in the training activity is designing the right and appropriate type of training programme. In this chapter how to go about designing training programme is discussed. Designing training programme keeping in mind the learning objectives which in end can be offered to employees.

Chapter 4 – It looks into psychology of Adult learning countered by learning of children. It discusses the dimensions of adult learning and limitations of adult learning.
Chapter 5 – It deals with significance of communication in the area of training. Whichever may be the training method, effective communication plays a very important role. Each method must bring the clarity of concept. It must reflect intended outcome in terms of training objectives.

Chapter 6 – It talks about training methods. Almost all the methods are discussed and which method is suitable according to the need of the employees is also discussed. Methods relevant to three types of training, those on the job, off the job and in the classroom are explained elaborately.

Chapter 7 - looks into the way in which audio visuals are to be used complimentary to the lecture method.

Chapter 8 - has been instrumental in discussing the role of the course director which speaks of the significance of the navigation part of the director.

Chapter 9 - throws light on the part of the other faculty who play the role of the trainer. How they should build the rapport with the participants and the way in which there trainer creates the learning environment has been explained.

Chapter 10 - looks about the contribution by the guest faculty and how their expertise could be utilized by the institute is the matter of discussion. At the same time it discusses about the limitations posed by the guest faculties.

Chapter 11 - talks about the reading material provision. It is normal practice to provide reading material to the participants. In terms of the quality and the form in which it has to be provided varies in great deal depending upon the programmes.

Chapter 12 - focuses on the issues in Adult learning. The reflection on the trainer, the participants, training technology and the training institute has been discussed thoroughly in this chapter.
Learning from the book

The book is a practical guide covering the whole course of the training activities right from assessing the training need, designing the training. The critical side of the books spells out the pitfalls and lacunae being found in various phases of training programmes of the organizations or in the institutes. Training in a broad sense is a continuous process in life, equipping oneself with knowledge, skills and a desired pattern of behavior to be effective as an individual and a member of the society. Training is a job aimed at making employees knowledgeable and skillful and inculcating of values and attitudes in order to make employees effective and efficient in their job, through systematic instructions and repeated practice.

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<th>Title / Author</th>
<th>The HRD Missionary –Role and Functions of HRD Managers and HRDDepartment. / T V Rao</th>
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<td>Publisher/Pages</td>
<td>Oxford &amp; IBH Publishing Co. Pvt. Ltd.1990 / 87</td>
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One of the doyens in the field of HRD, TV Rao, has written this beautiful book which is indeed a bible for the practicing HRD managers although the number of pages is less than 100. The organizational effectiveness is achieved through the missionary zeal displayed by the HRD manager. The role of HRD manager is still opaque and it is not clear as to what they can give and how they can add to the effectiveness. In many cases therefore, HRD department are functioning routinely doing traditional personnel management jobs and coming to the rescue only after damage has been done. Blissfully some of the organizations have set forth the example of clearly demarking the functions and well defined policies which are complementary to the strategies for organizational growth. Numbers of such organizations is increasing. This book is valuable for both type of organizations, one which are eager to make HRD functions well defined and to those who already have refined system of HRD, but need further fine tuning. The second part of this book deals with various questionnaires and instruments. These are tools to be used to know the pulse of the people, the result of which enables the HRD manager to manage the human resource in a better way. The book is, as has been said earlier, is a must for every HRD practitioners.
Learning from the book

The title itself is very apt as it speaks about the role and functions of HRD manager and HRD department. The role and functions are not merely that of executor but the achieving the effectiveness by way of mission is the central theme of this book. The attention to the people in the organization is extremely vital as it is a two way process as people look towards HRD department as a savior for their ills. Under such circumstances it becomes mission for HRD manager to be a beacon when times are turbulent. This ultimately leads to increasing expectations from all functional managers, workmen and unions from the HRD department and the person who is heading it.

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<th>8</th>
<th>Title / Author</th>
<th>Synergizing HRD Interventions- Challenges and Initiatives. Edited by Ajay Singh</th>
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<td>Publisher/Pages</td>
<td>Excel Books, New Delhi-2001/169</td>
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The publication is of this book is compilation of the papers presented at the major HRD conference held at New Delhi in 2001. The conference was titled “Synergizing HRD Interventions for Growth” organized by Standing Conference of Public Enterprises and ONGC Ltd. The Resource persons contributing in this book are drawn from galaxy of Chief Executives, Management Consultants, Academics and Sr. HR Practitioners from public as well as private sectors. The changing business environment has put pressure on the HR function to justify its existence and redefine and reorient its role. Both the private and public enterprises are being affected by the change. The challenges are greater for PSUs as they are under tremendous pressure to restructure, de-invest, redeploy and downsize the surplus workforce.

While, both private as well as public enterprises have been trying different strategies to meet the challenges, as they are emerging, it is essential to learn from each other’s experience and review the HR strategies being adopted by different organizations to meet the challenges. The book is compilation of the positive efforts made by the private and public enterprises in the area of HR.
Training is one of the most important interventions for developing human resource. Identification of training competency profiles, in terms of vision statement is essential and follow up is essential as it would reveal whether training programmes are deviating from the vision and mission statements. If they are deviating then corrective measures can be adopted and structured programmes can be initiated. The basic aim of such programmes is increasing the productivity and makes organization, in terms of productivity and quality, globally competitive.

Learning from the book

It is this human resource which is of supreme importance, preferably because most troubles and tight spots in the organizations are human and social rather than material and mechanical. And if this is not recognized, then the loss is immense and irreparable. No business organization can afford to overlook this precious wealth of resource. Thus managing this resource with utmost care consists of work philosophy. It includes organizational essentials such as authority lines, relationships, lines of command, communication channels, set of rules and regulations, organizational policies, vision and mission, work content and culture.

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<th>9</th>
<th>Title / Author</th>
<th>Training For Development – A Handbook / S Truelove</th>
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<td>Publisher/Pages</td>
<td>Infinity Books, New Delhi-2000/ 330</td>
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This book is divided into three sections.

Section 1-Diagnosis

It deals with Techniques of investigation or identification of training needs. What are the learning blockages and how to remove such blockages are dealt in this section. The various techniques used are Critical incident technique, Listening and questioning technique, Repertory grid technique, Survey questionnaire technique, Delphi Technique, Structured observation technique are some of the techniques used to generate as much information as possible for identification of training needs.
The techniques for analysis deal with providing direction as where organization is now and where it is heading. The techniques include job analysis, task analysis, AET (German word abbreviation) analysis that is ergonomics, the study of human movement, Skill analysis; abilities analysis, Systems approach analysis etc. are the various methods of analysis.

Analysis of organizational training needs deals with training needs in all the functional areas. Identification of such needs is done through mission statements and policies as well as through corporate objectives.

Learning to Learn deals with the idea that the learning never stops. The number of people at different levels can become still better learners; they can still actively get involved in the process of thinking and apply the learning for betterment. Learners feel that they are familiar with the subject but often that is not the case and so learning should be ongoing process.

**Section 2 - Implementation**

Objectives and Evaluation enquires about the purpose of training. It deals with needs, objectives, training design and evaluation. In case of objectives, Robert Mager, who pioneered the training objectives is discussed. In case of evaluation, the model suggested by Kirkpatrick is used who has suggested four levels of criteria, i.e. Reaction, Learning, Behavior and Results.

Learning & Training Design talks about learning unit model. Here the first stage is learning objective. The second stage is entry behavior. It finds out what the learner already knows. The third stage is learning event. The fourth stage is assessment. Here the measurement takes place as whether learning objectives have been achieved.

**Section 3 - Strategy**

Administration of Training talks about the formulation of training policies and the important contents of policies. It also includes the budget and records and resources. It also deals with whether the training be in-house or external source.
Developing employees tells us about individual needs vis-à-vis organizational needs. Further it includes the importance of job design and outdoor training. Topics on self development and Peter Principle are also included.

**Learning from the book**

To match the continuous metamorphosis in the environment, management education needs to bring about an equally rapid evaluation in managerial understanding and invention. The organization of the training function and its responsibility depends very much on the size, the nature and the modus operandi of the enterprise, and training services provided. In large number of firms training is linked with personnel department, but separating training from it and putting a separate development departments, leads a good results for investments on training. Leading organizations take enormous efforts for developing human resources by making training and development an integral part of organization development.

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<th>10</th>
<th>Title / Author</th>
<th>Every Trainer’s Handbook / Devendra Agochiya</th>
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<td>Publisher/Pages</td>
<td>Sage Publications, New Delhi. 2003/334</td>
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The book is useful for trainers for organizing and delivering training to wide range of groups. The methods set out in the book are applicable to every organization. It gives thrust on step by step approach to planning, organizing and delivering training sessions with adequate guidelines and specific task. This makes it useful for the people just entering training field or to the people who are professional trainers. It covers the importance of learning in the training, the vital steps in designing training sessions, actual delivery of training, the diverse methods of training, the role of trainer, dynamics of participants and finally the evaluation. In large number of firms training is linked with personnel department, but separating training from it and putting a separate development departments, leads a good results for investments on training. Leading organizations take enormous efforts for developing human resources by making training and development an integral part of organization development. Compared to the world average, Indian organizations do not reach even 2-3 day/s training per year per employee. Whenever there is a conflict between the production and development, training is sacrificed to add to the production hours. Now Indian organizations are trying to achieve ten man day training per year per employee. It was
noted that the demand for skilled labour is growing and called for higher investment and greater flexibility to bridge mismatch between acquired and required skills.

**Learning from the book**

Training is considered as a tool for HRD. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of HRD. With the background of potent challenges, management has to reorient with fresh outlook, approach and attitude. The management training must keep pace with the changing times. This calls for systematic, logical and up to date training for continued growth, an insurance against obsolescence and decompose.

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<th>11</th>
<th>Title / Author</th>
<th>Handbook of Effective Management Training / R BK Mittal</th>
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<td>Publisher/Pages</td>
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The book tells us that the training is continuous process and hence it should be imparted with some goals to achieve desired result. It is often misunderstood that training activity is not significant. Training is a profession and the responsibility lies with the trainer to make it professional. The practical employers understand this and they provide various tools to the trainers to make the employees perform. It is up to the trainers how to utilize these tools in order to make the training professional, to create bond between incumbent and organizational environment. As new employees enter an organization, they find themselves thrown into a new environment and a confused state. This is where effective training can help familiarize them with the organization’s ways and culture. There is always a first time and it’s never easy. This is so true to new employees who set foot into a new organization with expectations and hopes. It is up to the management to make them feel at home as soon as possible. The tool that the management uses to achieve this is the effective training. An effective programme is more than merely introducing new employees to their roles and co-workers. It is a strategy that is implemented by a company to help the new employee fit into
Their new organization, team and position. Importance of effective programme- “It inculcates in the employee, more confidence to progress, which in turn helps the company.”

Learning from the book

An effective training helps a new employee feel assured and comfortable in the new environment, which is critical for early uptake in the new role. A new entrant should culturally fit in an organization and interaction at this stage shapes an individual's disposition and outlook for work and motivation levels. It is during effective training that a new employee gets to know about the organization’s employment philosophy, culture and values along with key business processes and his responsibilities. The importance of effective cannot be underestimated, especially in the knowledge intensive sector, where technical knowledge is critical to the survival of an employee. Such programmes are all the more important because employees have to get accustomed not just to the key processes but also to the quality philosophy in terms of compliance and quality management systems.

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<th>12</th>
<th>Title / Author</th>
<th>Readings in Human Resource Development / TV Rao</th>
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HRD seeks at developing number of capabilities of employees and development of sound culture in order to utilize these abilities. Various methods are accessible to develop such capabilities. It is therefore important to use these methods on continuous basis as aids.

The book is divided into four parts as below.

1) HRD Concepts,
2) HRD Mechanism
3) HRD Implementation
4) HRD in Government Systems.

HRD CONCEPTS –

The first part has four readings and discusses about the conceptual framework on development and integrated HRD and ends with some details about research in this area. The
1st chapter outlines the functions of the manager to understand the kind of activities managers at various levels get involved if their capabilities are to be developed. It also highlights the competency requirement and qualities contributing to their effectiveness. The 2nd chapter defines HRD and talks about system approach for HRD. The 3rd chapter discusses about the HRD climate and explains its importance in managing and motivating the people. The part ends with the chapter on research trends in HRD highlighting present trends and future directions in the field.

**HRD MECHANISM –**

A number of mechanisms are used by Indian organizations to develop human resources. Some of the mechanisms are used at developing employee competencies to perform their roles with ease. Other are used to provide high level of motivation. This part focuses on some basics on performance appraisal, potential appraisal, training and rewards and some instruments to find out HRD climate in an organization. Other mechanisms used are job rotation, career planning and development, organization development and communication etc.

**HRD IMPLEMENTATION -**

The third part sheds light on implementation issues where experiences of different organizations are explained. The various people like line managers, chief executives are most important ingredients in implementing HRD concepts and programmes. The in basket exercise given in chapter 14 is a classic example which give glimpse on the role to be played by HRD managers.

**HRD IN GOVERNMENT SYSTEMS -**

Unfortunately HRD in government sector is most neglected. It is complex because of sheer number of tasks. They all are complex and often not measurable. The results are less visible and are influenced by whole lot of factors beyond the control of one single individual. To improve the task analysis is needed and education to the government employees is essential. The chapters are illustrative of the kind of thinking needed in the direction of improvement in the HRD sector in government.
Learning from the book

It is an accepted fact that besides money, material and machines the success of any organization depends upon the quality of its human resources. Success of any organization crucially depends on their ability to attract, develop and retain people who are competitive, innovative and who can build and steer the global organization that is responsive to its customer needs technology development and also environmental changes. In this context, the entire training and development effort is to align human effort with the corporate and business strategy.

Development of high quality in managerial manpower in the country is considered essential for coping with the rapidly changing industrial scene. This has led to expansion in the number of training activities and institutions.

The world is undergoing quick transitional changes in society, government, industry, organization, management and employee attitudes. Rapid extension in the frontiers of knowledge, the counting need for developing high quality managerial manpower, and the fear of managerial obsolescence have led to diversion of sizable economic and human resources to the strategic area of management training and development.

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<tr>
<th></th>
<th>Title/ Author</th>
<th>A Handbook for Training Strategy / Martyn Sloman</th>
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<td></td>
<td>Publisher/Pages</td>
<td>Jaico Publishing House, New Delhi. 1996 / 223.</td>
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What makes a company superior to its competitor? The technology, access to information, knowledge, raw material and other things are equally available to all the companies. It is said that 80 percent of what a company does can be done by another company in a similar business. The ability to utilize the other 20 percent is what gives the company an edge over the competitors. The other 20 percent is all people. The efficiency of the staff can make or break the company. Globalization, increasing customer sophistication, ready access to technology and growing emphasis on quality has all transformed the structure of organizations.
Training the staff has become an essential function of any organization. The role of the trainer has become more demanding as more complex management and interpersonal skills are required in less rigid and less hierarchical organizational structure. Every trainer therefore needs to develop new skills to deliver effectively in the new changed atmosphere. This book therefore becomes handy for the modern day trainer.

The book is an answer to the need for new model of training that reflects the complexity of organizational life and changes in HR function. The author was head of training & development function in a large investment bank and hence the book has tried and tested methods of training. It concerns itself with the principles laid down in the book. It offers multiple models of the training to suit the needs of the particular organizations.

**Learning from the book**

Sloman has given numerous questionnaires, survey instruments and specimen documents. The book also contains the findings of survey of best training practices carried out among UK National Training Award winner. As opined by the author himself, the primary beneficiaries of the book are those responsible for managing training activities in the organization. The book outlines the new context of training and the changes in the position of the training function within human resource. It defines shifts to more practical approach as what the training manager has to do in the organization to promote the training. Much of the emphasis is laid on the recognition that training is the joint responsibility of management, human resource and training specialists. The role of the training and place of the trainer is discussed in detail. The author is not suggesting a single all embracing model. He allows the trainer to select the model according to the situation.

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<tr>
<th>14</th>
<th>Title / Author</th>
<th>Training Needs Assessment: Methods, Tools, and Techniques (Skilled Trainer)/ Jean Barbazatte</th>
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<tr>
<td></td>
<td>Publisher/Pages</td>
<td>Pfeiffer. 2006 / 192</td>
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The book talks about different analysis as below:

**Feasibility Analysis**- The cost of doing something verses the cost of doing nothing to correct a deficiency.
Performance Analysis- Also known as a gap analysis, a look at where your employees are and where you would like them to be.

Goal Analysis - Includes how to write a goal statement. Breaking down vague statements into specific behaviors desired by a company for success

Task Analysis - The book will guide you in breaking down tasks within a job.

Needs versus Wants Analysis - Why should training be done? Is the deficiency tied to a need or a want? For these questions, it is looking at finding the proper solution.

Target Population - How to develop an effective training programme for the audience? How to identify the audience?

Contextual Analysis - How and when to deliver training successfully? One very interesting point covered is to always deal with the decision maker during every process. This will save time and money. Overall, a complete guide to successful analyses.

**Learning from the book**

The methods introduced in this book are simply put, easy to follow and a complete guide to perform a Training Needs Assessment. The book begins with breaking down who, what, when, why and how of an assessment. It introduces the issue that training is not always the solution to a deficiency and how to identify if there is a need for training or a need for another solution. There are seven different analyses broken down into separate chapters to guide assessor in conducting successful analyses.

<table>
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<tr>
<th>15</th>
<th>Title/ Author</th>
<th>Practical Guide to Needs Assessment (Essential Knowledge A Resource) / Kavita Gupta</th>
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<tr>
<td></td>
<td>Publisher/Pages</td>
<td>Pfeiffer. 2007/ 352</td>
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Author wrote a book that is a must-have for anyone desiring an overview of the multiple ways in which needs assessment can occur. Author begins by setting the context of needs assessment, attending first to what needs assessment is and where it fits into the
training or performance improvement scheme. The author creates a very usable comparison. Persons trying to decide what type of needs assessments are best for their situation can quickly narrow their focuses. (Not all needs analyses are alike, and they start from somewhat different places.) A review of data gathering fundamentals is concise but helpful.

In "Part II, Getting Down to Brass Tacks" author examines and provides very helpful models for conducting four types of needs analyses: Strategic Needs Assessment, Competency-Based Assessment, Job and Task Analysis, and Training Needs Assessment.

The Toolkit in Part III is invaluable--samples of 21 different forms. By itself, this section makes the book worth reading.

**Learning from the book**

There is great value in this book--enough description of the models that one can begin using them, references to go deep into the models if desired, and charts, tables, and job aids that makes good effort for an effective needs analysis.

<table>
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<tr>
<th>16</th>
<th>Title/Edited by</th>
<th>2000 Tips for Trainers &amp; Staff Development / Phil Race</th>
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<tr>
<td></td>
<td>Publisher/Pages</td>
<td>Kogan Page/281</td>
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This book contains tips for employee training. Unlike other books on training, it does not contain too much theory but practical tips on conducting training. The book is divided into 5 chapters and the contents are as follows:

**Chapter 1 – Face to Face Training**

This chapter deals with planning and preparation of training. It talks about preparation of presentation of training and creating training environment. Once the ambience of training is set, then actual delivery of training session is discussed. The chapter also includes how to keep the training session alive as well as managing time and workload of training.
Chapter 2 – Group Based Training-

It includes how to set the groups taking into consideration the size and skill sets of the participants. Once the groups are prepared, how to make them unite is also discussed. It also talks about learning by doing methods to absorb the skills. It also sheds light on the behaviour of members and how negative behaviour may damage the group work. The chapter ends with tips on trouble shooting encountered in the group learning.

Chapter 3 – Resource Based Training-

This chapter deals with the system of making the trainees learn by themselves. It includes how the open and flexible based learning helps trainees to become more skillful. The chapter deals about how to make use of already existing materials for flexible learning as well as to develop new material, all for benefit of trainees.

Chapter 4 – Computer Based Training-

Information and communication technology has made great impact on trainers and trainees and has helped change the traditional training methods. It includes tips for trainers who come across trainees who work on computers.

Chapter 5 – Evaluating Training –

The chapter stresses needs of gathering feedback during training events as well as after the training sessions. Feedback gathered by questionnaire method is useful as it is a solid evidence of the thought process of trainees and what do they understand about the training programme.

Learning from the book

One of the more generally used training model used in developing training programmes which can achieve these objectives is a training model known as the “ADDIE” training system which consist of the following five element making up the ADDIE model: Assess, Design, Develop, Implement and Evaluate. One can use these five planning elements in the model when in the developmental and planning stages of a new training programme to
develop a very effective training programme, and once all of the individual phases making up the model have been implemented. The model then closes the loop in the training developmental cycle by validating the effectives of the training programme. The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training development process. The evaluation and validation data (testing results) shows us where and/or what is needs to be changed in training programme to improve it.

5.3 REVIEW OF ARTICLES

Review from News Papers.

Darwin’s notion of survival of the fittest applies not only to the biological world but to the industrial organizations as well. In the absence of the proper training culture, it will not be possible for the organizations to survive and stay in the competition. Therefore constant training is very much necessary and to all levels. The minus point of the industrial training is the restricted budgets and training is provided to some chosen few whereas as it should be provided to all. Therefore what is necessary is serious top management commitment to training activities with the realization that training is a strategic tool to evolve sustainable competitive advantage for the creation of the positive thinking employee team. Well focused and planned training interventions produce multiple benefits to an organization.

Indian industry has been lacking in providing training to the labor force in the areas of soft skills. Only technical training is provided to labor force. If total employee effectiveness is to be ensured then overall attitudinal training has to be provided to all across the organizations, instead of to only managerial personnel. It is also observed that in the lesser known regions of the country, training is not yet known as a tool, to produce the results and effectiveness. Even the reputed trainers are not known to market themselves to such remote areas, which is very much essential so as to make the workforce knowledgeable.

Training may not be the medicine for the ills of the organization but in the changing world where companies are interested in using the whole person, instead of his
numerical abilities and technical skills, it is becoming increasingly relevant that the whole person has to be trained especially in the areas where he is lacking and in the areas where he is able to showcase his talent. It is also crucial that even when the training is given, the opportunity to translate the training on the job is of equally importance. The trained employees must be supported and encouraged to apply their skills.

*(Times of India. ASCENT - 7th March 1993. By K Jayshankar.)*

(2)

Employee commitment is a function of mutual trust established between the organization and the employees. Proactive measures have positive effects. Establishing internal credibility is very crucial in evolving conducive work culture. Building organizations as learning institutions would be absolutely essential. A learning organization is the one which is skilled in all respects.

Human resource is one function which has a high degree of interlink with the environment. Change in the environment directly affects people in the organization. This invariably calls for the continuous, timely and conscious up gradation and reorientation of people management practices. If the appropriate actions are not initiated in this regard, HRM will remain reactive process and the organization shall not be able to get the best out of their employees.

The HR management therefore has to emerge to meet the new challenges thrown by the changing environment in the form of liberalization, new technology, competition and globalization, new techniques and new methods. Therefore in order to meet the new challenges, the HR functionaries have to start looking at HRM as a strategic function. As per OECD study made, the successful organizations are those which recognize HRM as a key corporate strategic issue, rather than simply an outcome of the corporate decisions. STRATEGIC HUMAN RESOURCE MANAGEMENT (SHRM) deals with reorienting push oriented HRM (Reactive) to much more needed Pull oriented HRM (Proactive), where HRM policies and practices get pulled up to meet the growing challenges emerging from the internal and external challenges.

*(From Times of India ASCENT, 3rd July 1994. By Jacob Mankidy.)*
(1) **Training is a Major Focus of the U.S. Stimulus Package**

The massive $787 billion dollar stimulus legislation, called the American Recovery and Reinvestment Act of 2009 (HR 1), was signed on February 17th by President Obama. The bill is designed, in part, to stimulate the economy and to create millions of jobs across the United States.

The stimulus package includes more than $5 billion in training for a variety of programmes across a number of U.S. federal agencies. The bill will invest heavily in new technologies, infrastructure projects, and health care. It also calls for investments to help laid off workers get back to work. An important part of the legislation allocates $3.9 billion to the Department of Labor. $2.95 billion will be used for training and employment services through FY09. The Department of Labor has 30 days from Feb. 17th to allocate funding to the states.

As a learning professional, what should you know about this bill, and what can you do to help your organization take advantage of these opportunities? The majority of the training funds will be allocated through the publicly-funded workforce system.

A significant portion of training funding – $750 million – is being devoted to competitive grants for high growth industries, and $500 million of these funds will invest in projects as part of the new Green Jobs Act.

With billions devoted to training, it is clear that U.S. lawmakers understand the important connection between learning, job creation, and economic recovery. This increased focus on training means that everyone in the workplace learning and performance profession has a huge opportunity to engage in the economic recovery efforts.

Training Is Taking a Beating in Recession, Studies Find

*Workforce Management* reports that the recession is leading organizations to slash spending on training, two recent studies show. Average training expenditures per employee fell 11 percent in the past year, from $1,202 per learner in 2007 to $1,075 per learner in 2008, according to a report issued January 23, by research firm Bersin & Associates.

Bersin said its figures include training budgets and payroll. Bersin also said the U.S. corporate training market shrank from $58.5 billion in 2007 to $56.2 billion in 2008, the greatest decline in more than 10 years. The survey of 84 corporate and government training professionals found that more than twice as many respondents expect training budget decreases rather than increases for 2009.

Forty-eight percent expect their budgets to decrease in 2009, up from 41 percent in 2008. Only 17 percent expect their budgets to increase in 2009. In addition, since 2008 budgets were first approved, far more saw decreases (38 percent) than increases (11 percent). Bersin president Josh Bersin said organizations funneled money and staff into traditional and “often nonstrategic” training programmes in good years.

“When budgets became tight, organizations with a traditional training focus suffered most,” Bersin said in a statement. “Today’s business world demands a combination of formal and informal learning with an emphasis on collaboration, knowledge sharing, social networking, coaching and mentoring.”

The new reports confirm the old theory that training is among the first things cut during hard times, which today include a U.S. economy estimated to have contracted by more than 5 percent in the fourth quarter, an unemployment rate that rose to 7.2 percent in December and thousands of job cuts announced daily. Trimmed training budgets also come amid a broader reassessment of employee development. In recent years, experts have argued that workers increasingly see career development as vital in an employer. At the same time, traditional, formal training in classrooms or through computer coursework has come under fire as less effective compared to less-formal modes of training, including on-the-job learning and the use of social networking tools such as corporate wikis.

Peter Cappelli, management professor at the Wharton School of the University of Pennsylvania, has suggested that employees share in the cost of training. In particular, he
argues for tuition assistance programmes, in which employees invest their time and effort on classes and class work.

In its 2009 Corporate Learning Factbook, Bersin said it found that companies have changed training programme priorities; moved to coaching, informal learning, collaborative activities and other less-costly training methods; and increased reliance on outsourcing.


(3)

Techno Craze

The February 2009 issue of T+D of ASTD reports that an overwhelming majority of U.S. workers value technology in the workplace so much that almost 40 percent would consider changing jobs to work for an organization that is more committed to providing access and training in the latest technology, according to a survey commissioned by the Fairfax County Economic Development Authority.

- Americans working in professional services are more likely (90 percent) to say that technology is critical to their individual productivity at work, when compared with those working in manufacturing/construction (80 percent), direct services (77 percent), health (77 percent), or education (72 percent).

- Men (43 percent) are significantly more likely than women (31 percent) to suggest that they would work for another employer that provided more in-depth training on the latest technology.

- Americans working in the manufacturing sector (52 percent) are significantly more likely than those working in direct services (43 percent), healthcare (39 percent), other sectors (39 percent), professional services (37 percent), or education (22 percent) to say that they would consider leaving their employer for another company that makes better use of available technology.

- Hispanic workers are more likely to consider changing jobs for greater access to or training in technology. Sixty-five percent of Hispanic respondents said they would consider switching jobs for better access, and 63 percent said they would consider switching for more technology training.

To measure training is one of the key components on how a business will succeed. If a training programme is proven to be effective, it will definitely yield to positive results, perhaps more than what is desired by the company. However, measuring the effectiveness of training is one of the biggest challenges of firms today. Training in itself is expensive and adding more components to it may not be a good idea in terms of financial capacity.

What may help to reduces cost is to develop several tools which may be classified under business intelligence. These tools will help the company evaluate training and consistently improve its methodologies. This is critical since business needs change. The environment and the type of people who get in the company also change. So how does one person measure the effectiveness of training in a systematic way?

Once the trainees go live on production on the floor or operations, their performance will significantly impact the overall achievement of the programme. Lack of training or poor training methodology always ends up with employees not able to fulfill their jobs. Metrics should be used to see how effective the training was. It will not be wise say that a training curriculum is good simply because the students or trainees passed the exam. What needs to be done is to check the metrics of these employees and see if they are at par with the expectations of the company.

Significantly, an in-depth analysis should be done here. Data per employee should be available and this should not be very difficult to obtain with the kind of technology we have right now. These data will then validate if the training was effective. Findings in the analysis may say that there is a gap in the training system and that there is a need to revamp the process or the curriculum.

Performance will significantly tell a lot about training. This does not only concern product training but also job orientation. Many employees out there do not know how they should perform because they do not know what is expected of them. Many employees break the rules because they are not also aware of them. It is therefore wise to terrain employees about the existing policies of the company so they know what is acceptable and not.
Another thing used to measure the effectiveness of training is a performance alignment programme. What is needed here is to set the expectations of each employee in each department how they will be measured. This sets precedence and makes each employee aware why and what the training was for. It is also generally advised to have a weekly or monthly product knowledge check balance. This may also be done through examinations to see if the employees retained what they have learned. This may also be done through actual applications and see if what have been taught is still being applied. To measure training is going to be challenging, precisely because we deal with knowledge retention and behavior.

(Article Source: http://EzineArticles.com/?expert=Sam_Miller)

(5) **Training Evaluation - 10 Top Tips For a Strategy**

1. Have a systematic evaluation tool that is easy for others to learn - either a paper-based system or electronic. It is important that any evaluation of training has a clear set of procedures and logical sequence to follow. Evaluating training isn't always obvious to people.

2. Training evaluation should be simple. Make sure the system is easy to explain to others. In order to use the system people need to learn it. This means it needs to be taught and explained. Complicated systems can affect engagement with it and its overall efficacy.

3. Decide what 'training' it is you are evaluating exactly. Is it a practical skill, an intellectual one, a behavioral one? Also, training in what? Leadership? If so, what level of leadership, in what context and under what circumstances? There is no single skill called leadership so the context and circumstances should be clear.

4. Evaluating training can require a range of methods. Decide how you are going to 'evaluate'. Are you going to use quantitative methods or qualitative ones? Or both. If so, how are you going to use them? Again, make sure these are explainable.

5. Training evaluation needs to be transparent. See that trainees who engage with the system understand that their training is being evaluated. This is necessary both for practical reasons of genuine engagement and involvement, as well as for ethical reasons.
6. Make sure the system can record before, during, and after training so that improvements can be measured. There is no way of knowing how 'good' you become at something, or how better you get, if you have no idea what you're comparing.

7. Have a way of calibrating the system from time to time so that it can be tweaked and refined. You can do this by asking trainees who use it for feedback on the system itself.

8. Make sure you can measure the ROI of your training evaluation. This is the whole point of an evaluation system for training. If you can't measure the return on investment then there is no way you can if training works. It becomes performative function with no reflection - literally a mindless activity.

9. See that the system itself is cost-effective to run. Inexpensive and easy access to a system that is automated and online can save time, energy and money.

10. If you are evaluating training in a large organization it can pay to have someone who understands the system to be a dedicated manager of it. Championing its value and helping people to get it working for them and their careers. Some organizations get external providers to run systems for them.

Article Source: http://EzineArticles.com/?expert=Michael_Anthony_Paul_Anderson

(5) New Study Shows Training Evaluation Efforts Need Help

When it comes to evaluating the effectiveness of training, most organizations admit they could do a better job, according to a new study released by the American Society for Training & Development (ASTD). The study, Value of Evaluation: Making Training Evaluations More Effective, found that only about one-quarter of respondents agree their organizations get a “solid bang for the buck” from their training evaluation efforts.

The study, conducted in partnership with the Institute for Corporate Productivity (i4cp), is based on responses from 704 individuals in high-level positions in business, human resources, and learning. Eighty two percent of respondents worked for companies headquartered in North America, and 40.5 percent were employed by multinational or global organizations.
The study found that the five-level Kirkpatrick/Phillips model of learning evaluation is the most commonly used evaluation tool. Findings show that almost all organizations (92 percent of respondents) use the first level of evaluation which measures participant reaction. The use of the model drops off dramatically with each subsequent level, with very few organizations (17.9 percent of respondents) using Level 5 evaluation—return-on-investment for training. Findings also show that for organizations that effectively evaluate at Level 4, which measures business results, there is a positive correlation with marketplace performance.

Other key findings

- The Brinkerhoff Success Case Method is the second most widely used evaluation method. About half of respondents used some version of this method, which highlights individual training success stories to communicate the value of learning.
- There are several barriers to the evaluation of learning including metrics that are seen as too difficult to calculate, isolating training as a factor that affects behaviors and results, and lack of leadership interest in training evaluation information.
- An average of 5.5 percent of training budgets is spent on evaluation, and organizations tend to spend the largest share of their evaluation budgets on Level 1 (reaction) evaluations.

Also included in the report are recommended actions for learning professionals:

- Don’t abandon evaluation. Learn to use metrics well as they are associated with evaluation success and overall organization success.
- Establish clear objectives and goals to be measured from the outset of a training programme. For example, if measuring at Level 3 (behavior change) identify and measure the behaviors that should change before and after training.
- Collect data that is meaningful to leaders. Recognize that this type of data is not primarily found in participant reaction (Level 1) evaluations.
- Identify the key performance indicators to be measured. When evaluating results, focus on metrics such as proficiency and competency levels, customer satisfaction, employee perceptions of training impact, business outcomes, and productivity measures.
- When choosing a learning management system, investigate the evaluation tools available with the system.
The report, Value of Evaluation: Making Training Evaluations More Effective, shows conclusively that organizations struggle with evaluating whether their programmes meet the business needs of their organizations and whether they are meaningful to employees and business leaders. By delineating what organizations are currently doing, and identifying best practices and recommendations for improvement, ASTD hopes this report will help learning professionals and their organizations become more proficient and strategic when evaluating learning.


5.5 COMPANY LITERATURE ON TRAINING

The literature available about the automobile sector was scanned in detail. The Volkswagen Group inaugurated its first training academy in India on October 2010. Hosted at Volkswagen plant in Chakan, Pune, the academy provides training for employees and from all the Volkswagen Group brands and production plants in India. According to the Chairman of the Board of Management of Volkswagen AG, Prof. Dr. Martin Winterkorn, the Volkswagen Group is seeking to become a top employer at all of its sites worldwide. They do not make a distinction between established home markets and emerging growth regions because the same applies everywhere: Top products can only be manufactured by a top team. Volkswagen was bringing first-class vocational training and professional development to the site with its jobs. “That strengthens the company, the employees and the region. Thus Volkswagen is creating a livelihood for many Indian families and is not only investing in production halls and machinery, but – more importantly – also in people. Training is one of the key challenges in India today, not only for the employees themselves, but also for continued economic development and for the country as a whole.

The other literature available about the automobile sector was studied. The training interventions and their focus on the strengths and weaknesses of the organization, how can they be used to create competitive edge over others, where can it leave the company vulnerable (share company experiences), focus on the overall economic and industry environment in which the company competes with special reference to company experience, focus on the market and customers (attitude, behaviors, changing customer demands), what is the nature of competition, what competitive edge competitors have, what are their unique strengths and strategies, analysis of suppliers and buyers, supporting all this with experiences.
Strategic thinking in training areas and its alignment to HR could be understood through scanning of these literatures. Focus on introduction, concept and objectives of training and the role of top management in introducing training strategies and its alignment for their organization was the issue which was discussed in detail in these literatures.

In the new era of speedy change and unmatched opportunity, the lucrative and sustainable growth will go to the companies whose training strategies can see possibilities beyond their traditional served markets. The future cannot be foreseen in any meaningful way but to think strategically and make plans for the realization of a detailed long term strategy with training and development interventions.

The competitive pressures in the environment have radically altered the context in which Human Resource services are delivered in automobile sector. With the focus moving towards integrating HR into strategic planning of training the challenges before the HR profession have become even more intimidating and are in search of new tools and techniques in the area of systematic employee training and their development is sought.

5.6 CONCLUSION

The review of the literature done so far made the researcher to understand that training is about changing the people. The process of setting objectives defines what changes we intend to make, and make possible the assessment of those changes. Determining whether or not the training has been effective and worthwhile is difficult, but numbers of methods have to be developed to make this exercise possible and to find out evaluation strategies. The strategies and usefulness of training evaluation to find out its effectiveness was demonstrated in the studies made by many authors. The Kirkpatrick Model was assessed as a valuable framework designed with four levels of measure to evaluate the effectiveness of training. With this focus in mind the further chapters have been developed.