CHAPTER - II

REVIEW OF LITERATURE

This Chapter illustrates the review of available literature relating to various training aspects, training programmes and studies that have been undertaken in foreign countries. Research studies in the Indian soil are very few. This chapter has given a lead to proceed well with the research work concerned.

Easterby - Smith, M., (1981), The Evaluation of Management Education and Development: An Overview- critically reviewed current practices in training evaluation. The author also discussed various reasons for non-evaluation of training and suggested the participants and their bosses to complete short evaluation questionnaire before, during and after the course.\textsuperscript{2.1}

Brinkerhoff R (1981), Making Evaluation More Useful is pointed out that evaluation is the systematic inquiry into training contexts, needs, plans, operations and effects. And, it must be linked to three stages of HR programming viz., planning, delivering and recycling. The author also emphasized that during evaluation information must be collected to decide what is needed, what is working, how to improve the programme etc.\textsuperscript{2.2}

Orenough, J. R. Dixon, R. (1982), described that evaluation should identify what results training should have produced, what results occurred, how worthwhile results are, and how results will be used. The author suggested a strategic evaluation model to generate future oriented management information.\(^2\)\(^3\)

Clement, RW. of Aranda, E.K, (1982), Evaluating Management Training: A Contingency Approach argued that evaluation must consider variables other than just the training course, e.g., organizational setting within which manager attempts to use training, unique characteristics of manager to be trained, and the nature of the organizational problem to be solved by training. The authors' proposal of contingency framework for evaluation of management training is notable.\(^2\)\(^4\)

Zenger, J. H. Hargis K (1982), discussed the need to consider the issues of rigour, relevance and economy while evaluating. The authors applied these three criteria in five types of evaluation, and argued for a defined percentage of the total training budget to be allocated to evaluation.\(^2\)\(^5\)

Bakken, D. & Bernstein, A. (1982), "A Systematic Approach to Evaluation", viewed that most training had multiple objectives and therefore required multiple measures. The authors also pointed out that, the key to evaluation was to know what to measure in order to determine how.\(^2\)\(^6\)

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2.5 Assessing Training Results: Its Time to take the plunge, Training & Development Journal, VO. 36, No.1, pp. 11-16
2.6 A Systematic Approach to Evaluation, Training and Development Journal, 1982,Vol.36, No.8, pp.4-1
Dopyera, J. & Pitone, L., (1983), in his study on Decision Points in Planning the Evaluation of Training argued for planned strategy of evaluation. The authors viewed that evaluation of training involved eight decision points: (i) should evaluation be done - is it worth time and effort? (ii) What purpose? (iii) What will be measured? (iv) How comprehensive (v) what are the sources of data? (vi) How will data be collected and compelled and (vii) how data are to be analysed and presented? 2.7

Eckenboy, C, (1983), Evaluating Training Effectiveness: A Form that seems to Work presented a simple diagnostic tool to identify blatant deficiencies as well as to pinpoint specific weak areas in terms of content, presentation, and applicability. The author also provided a sample form and discussed how to calculate scores. 2.8

Brmely, P and Newby, A.C. (1984), Evaluation of Training Part II: The Organizational Context, examined some organizational factors requiring consideration in an evaluation study, including publicities and the extent to which evaluations can be truly objective. The authors also pointed out that the specialized techniques developed outside the profession by non-trainers could be looked upon. 2.9

Kelley, A 1., Orgel, K. F. and Baier D. M, (1984), Evaluation: the Bottom Line is Chosen when you considered evaluation of training, as critical to the economic survival of the T &D. The authors also outlined use of graphic analysis of pre/post testing. 2.10

2.9 Evaluation of Training Part II: The Organizational Context, journal of European and Industrial Training, Vol.8 1984 , No.6, pp. 17-21
Trapnell, G. (1984), in his study on Putting the Evaluation Puzzle Together, viewed the purpose of evaluation as assisting in design and replication of successful Training programmes, and determining reasons for failure.2.11

Brmely, P and Newby, A.C. (1984), in his study on Evaluation of Training Part I: Classifying the Concept discussed the different terminologies used in training evaluation. Purpose of evaluation and criteria or selecting an evaluation strategy. They also provided a framework for linking different evaluation purpose with specific evaluation technique.2.12

B. R. Virmani and Premila Seth, (1985), studied the evaluation strategy of training, actual learning derived by the participant and the transfer of acquired knowledge and skills to the workplace for improving the effectiveness of the organization. They found that organisation got many benefits from training like better inter-departmental communication, a greater understanding of the totality of the organization, better human relations etc. 2.13

Swierezek, F. & Carmichael, L. (1985), discussed Kirkpaticr’s model of evaluation in the context of management training evaluation in order to improve the programme, give feedback to planners, managers and trainees, and to assess skill development.2.14

2.12 Evaluation of Training Part I: Classifying the Concept, journal of European and Industrial Training, Vol.8 1984, No.6, pp. 10-16
Harper, E. (1985), In his article, "Evaluation as a Client Service", viewed that there are three stages to evaluation process. They are (i) investigation of context, (ii) Implementation, and (iii) reporting. The author also advocated a comprehensive formative and summative approach to the evaluation of training.  

Foxon, M. J. (1986), Evaluation of Training: The Art of the Impossible discussed four main reasons to evaluate the training. These are: (i) to check if training led to relevant learning, (ii) to check if transfer occurred, (iii) to check if skills/knowledge have become integral part of job performance and (iv) to assess cost effectiveness.

David L. Collinson (1987), This article reports on research designed to explore recruitment, training and promotion practices in the banking and finance industry. In recent years, the initiatives of the major banks in the area of equal opportunities have received substantial publicity. Recruitment patterns are now monitored, career break schemes have been introduced, equal opportunity training has been undertaken, policy guidelines have been specified and circulated, and managers with specific responsibility for equal opportunities have been appointed. The research findings suggest, however, that deep-seated and self-fulfilling vicious circles of sex discrimination, inherited from a paternalistic past, can still characterize the industry's selection practices.

Irwin L. Goldstein, Harold W. Goldstein (1990), The training challenges facing organisations resulting from changes over the next several decades are described. These include a decreasing number of persons available for entry level positions including a growing proportion of undereducated young people. Also, jobs will become more

complex as a result of technological developments and yet will require more interpersonal interaction between individuals who have different values and who come from different cultures. These changes will result in the need for training systems to maximise the potential of each individual, including basic skill and support programmes for unskilled young people who will need to perform more cognitively complex tasks. Training will also be necessary to help managers work with a more diverse workforce including helping individuals understand how to provide support for persons who have not traditionally been a part of their work organisation.2.18

Tannenbaum, Scott I.; Woods, Steven B (1992), discussed the range of training evaluation strategies available to HR professionals, and the organizational factors that should be considered while choosing an evaluation strategy. In addition, they presented a case study of a training evaluation study (in a large financial services company) that incorporates the concepts presented throughout the article. Research designs range from simplistic "pre-experimental" designs, through increasingly sophisticated "quasi-experimental," and true "experimental" designs (Cook and Campbell, 1979). Two common pre-experimental designs used to evaluate training include the case study (i.e examine one set of trainees without comparing them to any other group of employees), and the post-training comparison of two unequivalent groups of employees (one group which received training and one which did not).2.19

N.C.Sridharan (1994), Training for Implementing Change views that employees should be made aware of the competitive environment and the value system of their organizations. He further says this is possible only by systematic training and

2.19 Determining a strategy for evaluating training: operating with in organizational constraints, Human Resource Planning: June, 1992 issue
development. Regarding organizational changes the author views that the ease with which employees accept changes in an organization depends upon their maturity level, which in turn depends upon the extent of training and development activity pursued in the organisation.\textsuperscript{2.20}

**R.S.S. Mani (1994)**, discussed the need for HRD, the philosophy and scope of exercising HRD in organizations. The discussion on identification of training needs, performance appraisal, career planning and management succession systems is worth mentioning.\textsuperscript{2.21}

**Roger Monk (1996)**, discussed the importance of motivation of employees to training and the problems of motivating and of the transfer of training to the workplace. The author viewed that if the trainee was not motivated; little could be accomplished in a training programme and for transfer of training to the workplace proper environment was required.\textsuperscript{2.22}

**Udayam Ray (1996)**, The qualities that CEOs desire in the new generation of middle managers. He presented that customer orientation, teamsmanship, multiple skills, entrepreneurship, leadership, and training skills as corporate India's wish list. The author's discussion on the significance of these qualities is highly remarkable.\textsuperscript{2.23}

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2.20 Training for Implementing Change, The Hindu Speaks on Management (1994), pp.170-172 \\
2.23 How to Retrain Middle Managers, Business Today, 1996 January 7-21, pp.210-215
\end{flushleft}
Guthrie, James P; Schwoerer, Catherine E (1996), The researcher examines two research questions related to the relationship between career stage and the self-reported need for management skills training for career enhancement. First, they examine the direct relationship between career stage and the reported need for training in general management skills. Second, they investigated whether career stage bears a relationship with three factors of potential importance in the self-assessment process: training self-efficacy, or belief in one's ability to succeed in training; training utility, or attitudes towards the usefulness of training programs; and, perceptions of managerial support with regard to receiving and using training. These individual different factors have been found to influence the level of reported training needs.  

Mike Fenwick (1996), discussed the role of supervisor in an organization and offered various guidelines to develop them. He suggested that to develop the people in the organization, an organization need to develop the supervisors. Organizations which underestimate the importance and difficulty of the role and do not provide the right level of support for development will never realize their people of their organization.  

Udayan Ray (1996), The Cross - Cultural Training views the pros and cons’ of cross-cultural training, the techniques of cross-cultural training and the practices of different companies on cross-cultural training. The author’s discussion on his cross-cultural training model is highly remarkable.

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2.24 Older dogs and new tricks: career stage and self-assessed need for training, Public Personnel Management: Spring. 1996 issue.  
Vivek Bhatia and Vikram Chhachhi (1996), presented the cases of OCM, Daewoo, Coats Viyella Altos and Mahindra & Mahindra in training the workers to meet global standards. The authors have discussed the training strategies of these companies and concluded that the airline ticket for sending the people abroad is a small price to pay for global quality.2.27

Dick Ayling (1997), Improving knowledge worker productivity viewed that an organization's ability to exploit its knowledge base could be the key to its future success, but knowledge professionals need a specialised, structured training programmes. The author also discussed different work strategies for improving the productivity of knowledge workers.2.28

Tony Miller (1997), Can Training Add Value? proposed some processes one can use to be successful in the production, evaluation and measurement of training. The author viewed that the process of evaluation consisted of six sequential step: (i) discussion (ii) design (iii) agreement iv) providing training (v) evaluation and (vi) offering feedback. The author's discussion on each step is remarkable.2.29

Keith Bednigham (1997), Measuring On-Job Behaviour Change discussed the use of 360 feedbacks as a tool in the evaluation of training for managers and salespersons. The author also presented a case study illustrating the measurement of changes in the competencies (pre-workshop and after the workshop) in the workplace for evaluating training.2.30

2.27 How to Train for Total quality, Business Today, Jan 1996 7-21, pp. 204-209
2.28 Improving Knowledge Worker Productivity, Training Officer, September 1997, Vol.33, No.7, pp.210-212
2.30 Measuring On-Job Behaviour Change, Training Officer, January/February1997,Vol. 33, No.1, pp. 8-10
Ian Pearce (1997), Has Your Training been Worthwhile? Outlined the factors to be considered while assessing and evaluating the training. The author suggested that, while assessing the effectiveness of the training, it is much better to assess the application of the skills in the work situation, with an additional testing of background knowledge and estimating the financial value of the resulting chances with the comparison of cost of training.\(^\text{2.31}\)

Dr. Sue Jones (1997), discussed the reasons for wasteful training, continuous learning and developing a learning culture in the Organization. She suggested that an organization should learn to make training pay by developing a learning culture, thus empowering people to deliver quality, innovation and long-term success.\(^\text{2.32}\)

Donald L. Kirkpatrick (1997), Evaluation, Training and Development Handbook approached its, evaluation process in a more logical way. The author emphasized that while evaluating training, instead of just studying the reactions of the trainees, the study could be carried out in four different levels viz., i.e., reaction, learning, behaviour and results. The author’s guidelines and discussions on each level of evaluation of training are worth mentioning.\(^\text{2.33}\)

National HRD Executive Survey Report on Measurement and Evaluation of Training (1997), on Measurement and Evaluation of Training conducted by the American Society for Training and Development (ASTD) is another work referred to by the researcher. The study revealed a fair amount of measurement and evaluation activity

\(^{2.31}\) Has Your Training been Worthwhile? Training Officer, January/February 1997 vol.33, No.pp.5-7.
in organizations today. The highlights of the study include: (i) 90% of organizations evaluate at least some of their training courses, (ii) 67% of organizations that conduct evaluations use the Kirkpatrick Model, (iii) training inputs are much more widely collected than training outcomes, and (iv) greatest challenge is determining the impact of training on financial performance.  

Golhar, Damodar Y; Deshpande, Satish P (1997), This empirical study compares HRM issues in large and small Canadian manufacturing firms. In particular, the following aspects of the issues are examined: (1) essential workforce characteristics; (2) sources of recruitment used; (3) selection instruments used; and (4) other HRM practices. Such an investigation will be useful to both practitioners and researchers. 

There is no generally accepted definition of large and small firms. Different authors have used different criteria to define small businesses. For example, some researchers have used the size of the workforce while others use the amount of assets or sales to classify firms. Some recent HRM-related studies published in the Journal of Small Business Management have used the U.S. Small Business Administration (SBA) definition of a small business (Deshpande and Golhar 1994). The SBA defines a small business as one that employs fewer than 500 workers. Hence, the authors used this definition to distinguish between large and small firms in their study. 

Workforce characteristics were measured on a five-point scale (1=not important, 2=somewhat important, 3=important, 4=very important, and 5=extremely important). The frequency of use of various recruitment strategies was measured on a four-point scale (1=never used, 2=occasionally, 3=often, and 4=always used). Firms were asked to

indicate (via a check mark) the usage of various selection instruments. The respondents were also asked to indicate the degree of importance of various HRM practices to their firms’ operations on a five-point scale (1=not important, 2=somewhat important, 3=important, 4=very important, and 5=extremely important).  

Jane Richards (1997), Management Training-the Real Objectives views that while embarking upon a management programme, the real objective must be to focus on the individual manager, not the position in the company. The author's discussion on training needs analysis i.e., about core competencies, job profiling and identification of competencies gaps-either against core competencies for individuals or against job profiles for generic roles is worth mentioning.

Clive Shepherd (1998), discussed selection of training methods. The author believed that the selection of training methods was more complex than we might think, and it required a thorough and systematic approach. Also the author considered various criteria viz., population variability, population preferences, and nature of the learning to be achieved, media requirements, logistical issues concerned with selection and availability of resources.

Ridha M. Al-Khayyat, Mahmoud A. Elgamal (1997), This study addresses the theoretical foundation of training and development, and attempts to develop and test empirically a macro model of training and development based on a systems approach. Emphasizes the importance of management’s perception of training and development.

2.35 HR practices of large and small Canadian manufacturing firms, Journal of Small Business Management: July 1997
and organizations’ gains and return on investment. The results provide support for the proposed macro model. The macro model makes it possible to trace the determinants of outcome indicators along both the input and process variables. Each of the output indicators are related to a unique set of inputs and process indicators. Infers that organizations need to focus on the set of input and process indicators that relate to the output indicators most desired. Supports the classification of the study indicators (i.e. input, process, output). The factor analysis produced a clear factor loading, each set of indicators loaded clearly on one factor.  

**Rajiv Khurana (1998),** Taming the Games viewed that the tradition of treating the trainer as a specialist was based upon a degree of authority. By contrast, the modern trainer has to act like a facilitator. And, he has to learn to accept flexibility, informality and uncertainty. Also the author has pointed out the trainer can't predict what will happen in the future.  

**Atul Gupta, Susan T.Sadowski (1998),** This survey research explores the key variables of top management involvement for an effective end-user training program. Out of the seven variables: top management belief, a discussion of operating functions, a discussion of the development of the training program, funding commitment, the setting of priorities, a written plan, and progress monitoring, only three (funding commitment, a written plan and progress monitoring) were statistically significant. The research results provide guidelines for top management of organizations with end-user training programs and recommendations for further study in top management involvement in end-user training programs.  

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2.38  A macro model of training and development: validation, Journal of European Industrial Training, vol. 21 issue 3, pages 87-101  
2.40  End-User Training in the Service Industry, Managing Service Quality, Bedford: 1998 Vol.8 Iss.3; pg 212
Junaid Siddiqui, Brian H. Kleiner (1998), Human resource management practices with special reference to the latest developments of the 1990s such as environmental effects and managing diversity, were investigated. The purpose of the study was to unveil how the health care industry can benefit from these new concepts, as well as to describe how the traditional health care facilities can adapt these new ideas. Specific examples were provided to illustrate this point. In compilation of this report, both primary and secondary research was used. As primary research, many reputable individuals in the health care industry were consulted, and asked to comment on the rough draft of this report. Secondary sources included many journal articles, original researches and books that were written on this technical subject. Health care industry has generally lagged behind other industries in securing high-performance individuals and marketing personnel; however, with the development of health maintenance organizations, this trend is changing.²⁴¹

Watad, Mahmoud (1999), This article presents a case study of a managerial training program implemented in a large urban hospital. It illustrates the advantages of considering managerial trainees as interdependent members of an open and complex system geared towards accomplishing health care results. The case describes how a carefully crafted learning experience, which encouraged dialogue among managers of different hierarchical levels and with different areas of expertise, helped improve the processes of vertical and horizontal integration required for effective organizational performance. The main argument of this article is that this type of training program is effective because a dialogue across hierarchical and functional boundaries increases the chances of applying the knowledge with a strategic perspective when managers re-enter

²⁴¹ Human resource management in the health care industry, Health Manpower Management, vol.24 issue 4, pages143-147
their work setting. This perspective enables participants to link their local decisions and daily operations to the broader organizational mission, thereby, improving organizational effectiveness and learning. To develop this argument, the paper first introduces the setting of the case study and the training program. It then provides illustrations of how the training imparted vertical and horizontal integration in the organization. Finally, it explores the theoretical and practical implications of promoting an integrated approach to strategic managerial training in the health care sector.  

Sue Brelade (1999), Developing a Training Strategy need for a strategic approach to training and development. The author viewed that the increasing emphasis on developing and deploying ‘intellectual capital’ as a route to service excellence and competitive advantage had led to a corresponding demand for a strategic approach to training and development. Also, the author pointed out that for developing a training strategy an organization need expertise in analysing the present situation, describing the desired future situation and identifying the steps from the present to the desired situation.  

Jim Lyon (1999), Banks lead Private Sector in Investment in Training Spending by Canadian banks on employee training and education has soared in recent years as the industry has responded to heightened competition, major technological change and the trend towards knowledge-based businesses. Compared with their own past performance and with other Canadian industries the banks investment in training is impressive. The author clearly state that according to Canadian bankers Association survey of 1997

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2.42 Integrated Managerial Training: A Program for Strategic Management Development, Public Personnel Management: Summer. 1999 issue
2.43 Developing a Training Strategy, Training Journal, July 1999, pp.28-31
training practices and expenditures by 6 major banks and their subsidiaries show a 12.3% jump in training investment over 1995 levels and increase of 53.2% over 1992.  

Shishupal Singh Badhu and Karunesh Saxena (1999), Role of Training in Developing Human Resources is another work of relevance. In this, the authors concluded that an organization should have well-defined training policy as well as training manual and training should be made an ongoing process. Regarding the executive development programmes the authors have concluded that, these programmes have been found to be useful in improving the productivity, efficiency and effectiveness of managers. The authors have suggested that these programmes should be included as an integral part of the training programme.

Richard B. Sappey, Jennifer Sappey (1999), There has been considerable emphasis in recent years upon the development of training policies at national and industry levels. The motivations varied, but there was a general belief that some industrialized societies were impeding their own economic development by ignoring the necessity for a more skilled workforce. To the extent that there were costs associated with training the workforce, they had to be paid but they would be outweighed by the benefits in the future. Training thus became viewed as unproblematic in policy terms. This paper provides an overview of the recent policy perspectives of national training in Australia. It discusses significant dimensions of training, which have entered into a broadening

2.44 Banks lead Private Sector in Investment in Training, Canadian Banker, Mar/Apr 1999. Vol.106, Iss.2 Pg 16
debate about its role within work organizations and analyses case study research in the Australian retail banking industry. It focuses on the relationship between different forms of training and variations in market conditions and the implications for employees.\textsuperscript{2.46}

M.P Srivastava (2000), Management and Training concluded that in the new economy era, skills rather than academic tags, creativity rather than years of experience and skill development through training rather than education are things that matter the most. The way to avoid stagnation is to make sure that the employees in the organization are equipped with correct skills. The skills need to be updated periodically with the latest and the best technique.\textsuperscript{2.47}

AI-Lamki, Salma Mohammed (2000), This paper addresses the issue of Human Resource Management (HRM) and training with particular emphasis on Omanization (the replacement of expatriate with Omanies) in the Sultanate of Oman. First, the paper discusses an overview of the ‘-human resource management practices in the Gulf Cooperation Council (GCC) countries and the emerging economies of East Asia. This is followed by the specifics of the Sultanate of Oman's experience outlining the national policies on human resource management & training and government supported Omanization schemes and incentives. Finally, the author recommends an integrated and holistic three tier strategic framework for human resource management and training in the Sultanate of Oman.\textsuperscript{2.48}

\begin{itemize}
\item \textsuperscript{2.46} Different Skills and Knowledge for different times: training in an Australian retail bank Employee Relations. Bradford: 1999 Vol.21, Iss.6; pg.577
\item \textsuperscript{2.47} Management and Training, Employment News, Dec 2000, pp. 23-24
\item \textsuperscript{2.48} Omanization: A Three Tier strategy framework for Human resource management and Training in the sultanate of Oman, Journal of Comparative International Management: June, 2000 issue
\end{itemize}
Steve Wade (2000), The Challenge for Training in the New Millennium Viewed that the millennium company would be under pressure to provide an increasingly high quality service despite shrinking resources, putting training and staff development high on the agenda. Developing the skills of the people requires the processing of experience and its application to the work situation.²⁴⁹

Julie Hay (2000), highlighted how assessment and development centers work, why they differ from training events and how the two can, successfully, be combined. The author views that when assessment centre and training and development initiatives are combined, they generate a lot of information about the development needs of individuals who can then seek out appropriate training programmes or other development approaches. They also become basis for training needs analysis.²⁵⁰

Phillip Atkinson (2000), The Challenge of Training and Development argues that for organizations to develop competitive edge in promoting the transfer of learning into a tangible business results, they have to create a climate that rewards learning, stretch and challenge. Without this environment it will be difficult to retain the 'high flyers' and they will move to organisation that do promote learning as the culture.²⁵¹

Larry Reynolds (2000), Training Methodology Need for project based training. He vowed to identify specific, measurable business results and to design a programme to enable the people to achieve the same. The author's discussion on his two possible approaches of leadership training is remarkable.²⁵²

²⁵² Training Methodology, Training Journal, May 2000, pp.15-17
Andrew Crosby (2000), Training is Changing Call Centre Perception Explained how training was changing the call centre. Industry to become mature alongside the expansion of the workforce and the fast moving evolution of call centre technologies. He criticized some organizations, which paid only lip services to the training of the people.².⁵³

Dr. Dipak Kumar Bhattachrya (2000), highlighted the importance of training through word of mouth. He viewed that effective listening through word of mouth has to be ensured right at the beginning. Modern gadgets lay stress more on cognitive learning as a passive way to percolate the lessons for skills enhancement. He referred to many pieces of literature to strengthen his view.².⁵⁴

Diane Bailey (2000), discussed the process for Identifying training needs, the advantages of a well-planned and effectively conducted training needs analysis and the various steps to carry out an effective training needs analysis. The author's discussion on his nine key steps to carry out an effective TNA is worth mentioning.².⁵⁵

Oliver Tian (2000), The Holistic Approach to Training viewed that training was no longer business overhead, but a fundamental need for companies to compete effectively in knowledge based economy. He also emphasized that a holistic approach to training was needed and the holistic approach requires an integration of learning and innovation with business objectives and expected outcome. His discussion about ILE (integrated learning environment) is also worth mentioning.².⁵⁶

².⁵³ Training is Changing Call Centre Perception, Training Journal April 2000, pp. 18-21
².⁵⁵ Training Needs Analysis, Training Journal, April 2000, pp.27-29
².⁵⁶ The Holistic Approach to Training, The Economic Times, May 2000, p.23
Mike Falkner Minstam, (2000), How to ensure the success of your training event took an innovative look at evaluating training and argued that evaluation should be the first step, rather than the last. The author also presented that training cycle should consist of: (i) identifying training needs, (ii) developing training plans, (iii) implementing training and (iv) measurement of training effectiveness. He viewed each stage of the training cycle should be evaluated before moving on to a subsequent stage.2.57

Patti P. Phillips and Jack J. Phillips, (2000), discussed the latest trends in measurement and evaluation of training. They viewed that Return-on-Investment (ROI) process as the most recognized process used to bring balance and credibility to measurement and evaluation. It can be developed reliably and accurately for any type of training programme, in any organization, in any part of the world. The author's presentation on computation of the return-on-investment is notable.2.58

Jerry Hallier and Stewart Butts (2000), While HRM has stimulated studies assessing the extent of UK training, there has been little sustained research into trainer roles and influence. Using semi-structured interviews with trainers in public and private sector organizations, considers the assumptions and tactics that trainers use to enhance their influence. Shows that, at a rudimentary level of service, attendant approaches to build credibility with line management locks training into a subservient position. Likewise, while shared threats can close some of the status gap between training and line management, alliance tactics are insufficient to improve the general status of

2.57 How to Ensure the Success of Your Training Event, Manager, The British Journal of Administrative Management, July/August, pp.26-27.
trainers. High status training is not achieved by a progressive passage through a common sequence of mobility stages. It develops from a supportive training culture where trainers develop new ways to assess their organizational contribution on conventional performance criteria and from charismatic trainers innovating training knowledge. Continually reinventing their contribution, however, means that high status remains conditional.²⁵⁹

**Changuk Lee, Kye-Sung Chon (2000),** The restaurant industry is dealing with diversity in terms of its workforce, international customers and multinational business operations. Acknowledging diversity through multicultural training is beginning to appear in some restaurant companies. This study investigates how franchised restaurants utilize multicultural training programs from a training cycle approach. The findings indicate that high employee turnover rates are the primary reason that the majority of companies do not have a cultural diversity training program. Companies with a diversity training program report that such training is successful in improving interpersonal cross-cultural skills.²⁶⁰

**Sue Brelade and Chris Harman (2001),** The Role of the Trainer in Knowledge Management concluded that training and development is one of the key roles that contribute to effective knowledge management within an organization. It will involve equipping managers to foster innovation and creativity' and enabling the staff to manage their own learning and development. The author's discussion about the role of trainers in developing skills of managers is remarkable.²⁶¹

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²⁵⁹ Attempts to advance the role of training: process and context, Employee Relations, vol. 22 issue 4, pages 375-402
**Damodar and Dan (2001)** have studied about competency assessment and need identification for training of nine supervisors of sales officers, eight supervisors of office-in-charges, 20 supervisors of operation officers and eight supervisors of location heads evaluated the competencies of their respective subordinates on 47 dimensions. Gaps were assessed between required, and existing levels of competencies. By analyzing gaps in 10 important competencies for each work area, existing competencies of the employees were found to be lower than required competencies. Deficiencies or gaps in competencies were found in a greater number of behavioural skills compared to technical skills. Deficiencies in the three most important competencies for sales officers were planning of work, listening to others, and working with computer. For office-in-charge deficiencies were business aptitude, business decision-making, and team management. For operation officers taking initiative, managing a team, and being a team player were the deficiencies, gaps in competencies overlapped across work areas. Deficiencies in competencies of generating creative ideas, and taking initiative were common to four work areas and deficiencies in self-motivation and team management were common to three work areas; the deficiencies in business aptitude, technical aptitude, problem analysis, networking, conflict resolution, working with computers, encouraging participation, managing a change and goal orientation were common to employees of two work areas.2.62

**Geary A.Rummler (2001)**, Determining training needs is basically the process of establishing the critical linkage between performance needs and knowledge and skill requirements. The author reviewed, four approaches to determine training needs viz.,

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performance analysis, task analysis; competency studies and training need survey. And the author concluded that determining training needs' is the starting point of all training efforts.²⁶³

**Kishanjit Basu and P. Satish (2001),** discussed various aspects and strategies of training in banks. The authors disclosed that while upgraded technology calls for training in hardware as well as software, the methods and content of training delivery were also likely to undergo change. Computer based training, distance learning, Internet based training, etc. would be increasingly used in the emerging scenario. The authors also focused the skills and attitudes to be covered by any bank-training curriculum.²⁶⁴

**Jack Phillips (2001),** In this article, "How to Measure Returns in HR Investments", pointed out the need of key categories of information for evaluating training. These are (i) the participants' reaction to the training and what they plan to do as a result; (ii) changes in knowledge, skills or attitudes; (iii) how the training is applied on the job; (iv) measurable business results, such as more sales or quality products; (v) the calculated return on investment; and (vi) intangible measures that can't be converted to financial values. His discussion on these information is significant.²⁶⁵

**Sargam Garg (2001),** discussed the need for training, the training practice of leading companies like HCL, IBM, INFOSYS, MOTOROLA etc., and the benefits of training. The author emphasized that today's organization should provide training on

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²⁶⁵ How to Measure Returns on HR Investment, People Management, 22 Nov. pp. 48-49.
stress management, time management, leadership skills, computer skills, customer service, ethics and quality initiatives.².66

**Carry Platt (2001),** Training contributions to the organizations highlighted a range of approaches or options which, if adopted and developed properly, could contribute not only to the bottom-line of business but also to the core of the business. The author also discussed competency frameworks and pointed out that competency framework should be defined and agreed between strategic, tactical, and operational management not picked out of air without much thought.².67

**Lawson, Tom E.; Hepp, Regina L (2001),** This article describes a regional-driven measurement project that determined the effect of an integrated group of HR practices and processes -- known as People as a competitive advantage, or PACA, at Wells Fargo. It was believed that a "bundle" of integrated HR practices -- such as PACA -- would provide greater sources of competitive advantage because of their inherent synergy with one another (Becker & Huselid, 1999). Overall, the measurement initiative sought to determine whether PACA would provide an enduring source of competitive advantage to Wells Fargo as a function of improved employee commitment, strengthened customer loyalty, and enhanced financial performance. And as Dick Kovacevich, CEO of Wells Fargo, recently said; "The way I see it is, when you take care of your employees, they take care of your customers... and your shareholders wind up winning." (Kover, 2000)².68

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².66 Training Mantra of the New Millennium, Human Capital, April 2001, pp 38-41.
².67 Training Contributions to the Organizations, Training Journal, May 2001, pp.10-1
Phil Race (2001), Evaluating Training Resources viewed that video is a great medium, but remains one of the least well used. Video can enrich training sessions, and can cause high learning pay-off for trainees. The author also discussed how people actually learn from video and how trainers can help them to learn more from it.\footnote{2.69}

Michael Svoboda, Siike Schroder (2001), This article illustrates how global player, Deutsche Bank, has managed to achieve a change of direction for its HR function: becoming a strategic partner to the business. Follow step by step in this transformational process to see how this change management program developed from strategy to action, making every HR professional at DB a change agent. Find out how strategic competency definition, human resource development, and state-of-the-art information technology acted as levers to engage Deutsche Bank’s HR community.\footnote{2.70}

Jennifer Stone and Virginia Watson, Evaluation of Training presented the National HRD Executive Survey conducted by the American society for Training and development (ASTD). The survey revealed that "determining the impact of training on financial performance" was the top challenge for more than half (55.9\%) of the HRD professionals surveyed. The authors also reviewed Donald Kirkpatrick's four levels model theory, Jack Phillips formula for calculating ROI (Return-on-Investment) and Elwood Holton's new model for evaluation of training.\footnote{2.71}

T.K. Das (2001), In a study discusses a comprehensive programme for changing the role behaviour of a managerial cadre, steeped in traditional hierarchical norms, for greater effectiveness within a new organizational design. A significant component of the

\footnote{2.70} Transforming Human Resources in the New Economy: Developing the Next Generation of Global HR Managers at Deutsche Bank AG, Human Resource Management, New York: Fall 2001.Vol.40, Iss. 3; pp 261  
The programme was to educate the managers in role-related concepts as a means of self-appreciation of appropriate role behaviour. Relates the key aspects of the experience of changing the role behaviours of various types of managers against the distinctive backdrop of strategic transformation of a large banking organization in a developing country. The principal objective of the transformation was to re-build the bank so it could successfully carry out an ambitious expansion of its branch network and business. The revamped organizational design demanded a new managerial outlook and new administrative practices. The article deals with the design of the training programme and the experience with it in the context of implementing the organizational transformation.2.72

Diane Bailey (2002), Developing a Training and Development Policy concluded that a training and development policy, which is well constructed and owned by everyone in the organization, is a powerful tool in establishing standards and possibilities. And, training policy is an important document, which has, potentially, a significant effect on how organization's people are developed to meet its business objectives.2.73

Abdelgadir N. Abdelhafiz Elbadri (2002), Since the Polish economy shifted to the free market in 1990, Polish companies have had to pay more attention to internal and external training activities to help their organizations compete effectively and survive in a market-driven system. The aim of this study was to take a comprehensive look at the training practices and activities after quite a large amount of money has been invested on training and development since 1990. This study involved a survey of 30

2.73 Developing a Training and Development Policy, Training Journal, 2002 pp 23-24
Polish companies. The study described standard training practices and how Polish companies adhere to accepted practices in determining training needs, developing training programs, and assessing training outcomes. The major findings were that many companies neglect to assess training needs and fail to evaluate the results of their training efforts. Recommendations and suggestions for improvement are provided.2.74

Graham O’ Connell (2002), How do you know whether your organizations training is working viewed that in recent years much greater emphasis had been laid on evaluating the impact of training and development on individual performance and organizational goals. The author also said "evaluation is risk, but we might take our eye off the ball when it comes to the training and learning process". There are three scenarios that account for the majority regarding evaluation of training viz., (i) developed responsibility syndrome, (ii) stakeholder affective disorder and (iii) myopic malaise.2.75

Chrish Dyson and Russell Hobby (2002), The Way Forward Competencies Matter Most, presented a model of professional development to assist the evaluation of training programmes for the development of competencies, and attempted to draw together two sets of competencies those of leaders and those of their employees. The authors also discussed the reasons for failure of development of employees’ competence.2.76

2.75 How do you know whether your organisation’s Training is Working?, Training Journal, January, pp 21-22.
Ahmad Al-Athari, Mohamed Zairi (2002), examined the current training evaluation activity and challenges that face Kuwaiti organisations. The study sample was five UK organisations (recognised as best practice organisations in their T&D activities) and 77 Kuwaiti organisations (40 government and 37 private). Interviews and questionnaires were used. The study reveals that the majority of respondents, both in government and in private sectors, only evaluate their training programme occasionally. The most popular evaluation tools and technique used by government and private sectors were questionnaire. The most common model used by Kuwaiti organisations is the Kirkpatrick model, while the most common level of evaluation for both government and private sector is reaction type. 2.77

Punia (2002) has conducted a survey on training needs identification in Indian organizations. The questionnaire contains various groups of statement as job satisfaction, organizational climate, empowerment, work planning, leadership and team building, communicating and effectiveness of existing training programmers. The objectives of this study are to determine the training needs for individuals, staff, supervisors and executives in the group and organization. As per the results of the study through the nature of training needs of employees is almost similar yet the content required and the way of disseminating may vary as per the cadres of the employees. Moreover the training needs of staff are more of technical nature and those of supervisors and executives are behavioral ones. 2.78

2.77 Training evaluation: an empirical study in Kuwait, Journal of European Industrial Training, Volume 26 Issue 5 pages 241-251
Orgun (2002) has made a study aimed to evaluate the management training programme of Guinness Nigeria PLC. With a view to determining its effectiveness, a questionnaire titled Management Training and Development questionnaire has been administered to 50 management staff of a company. Analysis of the data obtained from the field by means of research instrument showed that, the management training programme provided by the company has been perceived by the management staff as relevant, adequate and effective in terms of their job performance.2.79

Ramlall, Sunil J (2003), examined the strategic role of human resource and its main practices, describes the outcomes of respective categories of HR practices, explains the critical reasons for measuring HR's efforts, and proposes a framework for assessing HR. Ultimately, organizations will be able to utilize the information to determine how particular HR practices correlate with better business results; determine potential areas for investments, expansions, and reductions; justify budget allocations; and be more accountable for each dollar spent within the organization. The framework proposed does not merely explain the cost for each major HR activity, but demonstrates the value of the activity and, hence, the opportunity to determine if it is a worthwhile investment and strategy for creating a competitive advantage.2.80

John W. Hunt, Yehuda Baruch (2003), Some organizations invest a great deal of time and effort in elaborate training programmes designed to improve the so-called “soft” skills of managing. Yet assessing the effectiveness of such initiatives has been rare. Indeed, some trainers have argued that such assessments are misleading. Recent

developments in the use of survey feedback have provided a technique for pre- and post-training assessments. A study, at a leading business school, was designed to assess the impact of interpersonal skills training on top managers. The evaluation of the training was based on subordinate feedback of 252 executives from 48 organizations, conducted before, and six months after, the training programme took place. The results indicate significant impact on some, but not all, of the competencies and skills under study. 2.81

Wei-Chi Tsai, Wei-Tao Tai (2003), examined whether employees’ perceived importance of the training program would be one variable that mediates the relationship between training assignment and training motivation. Data were collected from 184 employees belonging to 18 banks who attended government-sponsored training programs in Northern Taiwan. Participants were asked to complete two questionnaires: one at the beginning of the training program and the other at the middle. Results supported hypothesis showed that, compared to those who were volunteers, the employees who attended the training on a mandatory basis had a higher motivation for training. Moreover, organizations that force their employees to attend a given training program send out a clear message to employees that such training is important. As employees perceive the training to be central to the achievement of organizational objectives, their training motivation increases. 2.82

Petra De Saa Perez and Juan Manuel Garcia Falcon (2004), The aim of this article was to analyse the value of human resources for competitive advantage and their influence on the firm’s performance in the service industry. To achieve our goal, the

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2.81 Developing top managers: the impact of interpersonal skills training, Journal of Management Development, vol.22 issue.8, pages 729-752
2.82 Perceived importance as a mediator of the relationship between training assignment and training motivation, Personnel Review, vol.32 issue 2, pages 151-163
authors have first proposed a resource-based framework to discuss the circumstances under which human resources can be a source of competitive advantage. Then, an empirical research was developed in the Spanish savings bank sector to analyse the relationship between HR management and the firm’s performance. Results showed that those savings banks which better combine their HR practices to create and to develop a strategic human capital pool have shown better levels of profitability and productivity.  

Riyaz Rainaye(2004), This study empirically examines the training policy in two commercial banks, namely, State Bank of India and Jammu & Kashmir Bank Limited. The focus is on the various facets of training including Management’s attitude towards training, training inputs, quality of training programmes and transfer of training to the job. Whereas it records that the training scenario is to a large extent satisfactory, it evaluates the opinions of the employees of two cadres of both banks: in particular that it can be made fully effective only when the training needs assessment and transfer of training to the job are considerably improved, besides bringing in finer improvements in other dimensions.

To be meaningful, training has to be amalgamated with the overall HRD strategy of the banks. Training programmes must be scientifically evaluated to ensure that both their content and method are precisely relevant to the needs of the banks, which in them invest effort, time and money.

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Putra, Andreas (2004), focused on the second of Kirkpatrick’s levels of evaluation, specially the transfer of learning. The aim of this article was to investigate how trainees went about transferring their training program learning to their work situations. Even though the response results were limited, this article provided valid stories from trainees and explored how they have transferred learning to their jobs. From the findings it can be seen that although the trainees’ reactions to training were clearly not the sole indicator of effectiveness, it is possible that their reactions represent one variable that is part of the larger context of influences on training effectiveness. According to Morgan and Casper (2000), trainees’ reactions are a potential predictor of the effectiveness of training programs. Thus, trainees' reactions can be used as predictors of actual learning, transfer of learning to the job, job performance, and organizational results.2.85

P V Anantha Bhaskar (2004), discussed the importance of HR and how to build efficiency. He insisted that HR departments should concentrate on the following activities.

1. Entrust more responsibilities to the frontline staff in fulfilling customer needs.
2. Increase the speed of operations by imparting proper training to staff.
3. Recruit Relationship managers in branches to expand business connections to respond to customers politely. The mindset of the personnel has to be changed by proper counseling. This is one of the important functions of HR management in banks. 2.86

2.85 Evaluating training programs: an exploratory study of transfer learning onto the job at Hotel A and Hotel B, Sydney, Australia. Journal of Hospitality and Tourism Management: April, 2004 issue
Nitika Sharma & V.K. Agarwal (2004), wants to find out the value of the human resource in the banking sector and to ascertain its role in the decision-making process of organizations. For analysis the author has applied the Baruch Lev & Aba Schwartz human resource accounting (1971) model to compute the value of the human resource. The authors understand the challenges ahead in trying to build measures for people as it presents some difficulties like people do not fit the financial definition of an asset and one cannot ‘Own’ human capital; it has its own freedom. This study further opens the area for further research in the area of valuing the intangible assets in the organization.²⁸⁷

Peter McGraw (2004), This paper uses data from interviews with HRM managers of the Australian operations of overseas multinational companies to question critically the analytical utility of a number of standard factors that have traditionally been claimed, in the international HRM literature, to influence decisions concerning the appropriate balance between centralization and localization in HRM. The variables reviewed are primarily structural: industry sector, strategic role of the subsidiary, administrative heritage and formal organizational structure. The data suggest that the firms modify their formal structures frequently in response to environmental turbulence and have evolved towards structural forms that are radically asymmetrical. Two variables that have received limited academic attention to date but which critically mediate the pattern of intended changes are identified. First, the perception by key factors in subsidiaries of HR competence elsewhere in the MNC network, particularly head office. Second, the propensity of the staff in the subsidiary to lobby politically against changes they did not perceive to be rational.²⁸⁸

Bajpai, Naval; Srivastava, Deepak (2004), examined the degree of job satisfaction of two public sector and two private sector banks in India. The banks were selected and from each organization 25 subjects were selected randomly. A questionnaire developed by Sinha (1990) was used for ascertaining the level of job satisfaction. Data were analyzed employing one-way ANOVA. The means of four organizations were, significantly different from one another. The result indicates that layoff threats, quick turnover, less welfare schemes, and less scope for vertical growth increase job dissatisfaction. On the other hand, secure job environment, welfare policies, and job stability increases the degree of job satisfaction.².₈₉

**Tony Uvary and Srinivasan (2005),** For many years, attempts have been made to measure the impact of human resource (HR) practices on performance of the organization. Today a number of researches are beginning to show a casual link between effective HR practices and performance. However, the important factor in this is not just the casual link, but also the need to make sure HR practices are integrated and coherent throughout the organization. This article highlighted the emerging trends in HR and the type of results an organization can expect if progressive and integrated practices are introduced within the organization.².₉₀

Alczar, Fernando Martn; Fernndez, Pedro Miguel Romero (2005), Many different models have been recently proposed to explain the contribution of human resource management to organizational performance, drawing on diverse theoretical frameworks and using many different methodologies. Trying to shed light on the complex state of the art in this field of research, this paper proposes an analysis of the

².₈₉  Sectorial comparison of factors influencing job satisfaction in Indian banking sector, Singapore Management Review: July-Dec, 2004 issue
².₉₀  The Emerging Trends in Human Resources, Management Matters Vol.1 Sept 2005 pp6-11
discipline, drawing both on a review of the literature and data obtained from an online questionnaire distributed to human resource management scholars.

The objective of this paper is to review the present state of the art in the field of SHRM research, drawing on a review of the literature and on data obtained from 223 responses to an online questionnaire to Human Resource Management (HRM) scholars from different nationalities and academic contexts. Using the terminology presented by Jackson, Schuler, and Rivero (1989), Brewster (1995, 1999) and Delery and Doty (1996), four research perspectives have been defined to classify the literature: universalistic, contingent, configurational and contextual. These "modes of theorizing" (Deleryj Doty 1996) represent four different approaches to the same research question, each emphasizing a specific dimension of the reality of SHRM. This criterion allows a systematic classification of the literature, because the definition of the four perspectives is based on the same principles, and together they show a spectrum that encompasses all possible approaches. Drawing upon data obtained from an online questionnaire distributed to scholars all over the world, this paper tries to analyze the actual landscape of SHRM research. The study focuses on the extent to which each perspective is used today, and which theoretical frameworks and research methodologies are fostering the development of a universalistic, contingent, configurationally and contextual approach. The survey also included questions to determine their research objectives (Snow/Thomas 1994), and the particular areas of interest on which they have focused.²⁹¹

²⁹¹ Researching on SHRM: An Analysis of the Debate over the Role Played by Human Resources in Firm Success, Management Revue: 2005 issue
Horgan, Justine; Mhlau, Peter (2005), compared the effects of 'high performance human resource management' (HPHR) on employee and company performance between Ireland and the Netherlands. Key hypotheses are, first, that companies using the HPHR system exhibit higher levels of employee and company performance than companies that do not. Second, we expect that these relationships are stronger for Ireland than for the Netherlands as the societal context (skill formation, industrial relations and value systems) consistently support the working of HPHR in Ireland but in the Netherlands these Institutions restrict the potential contribution of HPHR to performance improvements. These Hypotheses are tested on company-level data from Ireland and the Netherlands. The main finding is that HPHR is associated with higher performance levels in Ireland but not in the Netherlands. Comparing the effects of single HR domains between the two countries further supports the Institutional context hypothesis.292

Niki Glaveli; Stella Kufidu (2005), The purpose of this paper is to present and analyze the changes that took place in the Greek banking industry in the last years, their impact on the role of employees training and development for strategy implementation and success, using four case studies to investigate the effect of the environmental changes on these particular banks and the role of their training and development strategies in adjusting themselves to the changing industry environment.

The rapid growth and products diversity engendered by a changing internal and external environment fostered by deregulation created a need for additional and more focused training and development. The beneficial effects of training were expected in

terms of skills, cultural and role changes, decrease of tensions and insecurities, motivation, commitment, customer satisfaction, reduction of conflict in the workplace and finally quality improvement.\textsuperscript{2.93}

Robert W. Rowden, Clyde T. Conine Jr (2005), examined workplace learning and job satisfaction in small, commercial US banks. Survey data collection with correlational procedure was used. The study found a statistically significant relationship between the workplace learning variables and the job satisfaction variables. Further the linkages between the opportunities for learning in the workplace with how satisfied employees are with their jobs. The study also establishes the importance of informal and incidental learning, rather than formal learning. Emphasizes the need for managers to make learning opportunities available to enhance overall job satisfaction. In addition, helps place the need for expenditure on non-formal learning, not just formal learning where all the money is usually spent. Few studies have looked at the role of workplace learning in small businesses. Very few have linked workplace learning to the things that make people feel good enough about their work to stay on with a company. This study also solidifies the need to focus on something besides “training.”\textsuperscript{2.94}

Shahaida P. and Rajendra Nargundkar (2006), This paper investigates the possibilities of formally training managers for effective informal communications in the workplace. Although business communication is taught extensively in most B-schools and in the corporate world, limited attention is paid to train students or managers on how to deal with informal communication, i.e., grapevine activity, rumour, gossip or communication”. Research has conclusively indicated that informal communication can

\textsuperscript{2.93} The old, the young and the restless: A comparative analysis of the impact of environmental change on training in four Greek banks, European Business Review; 2005 vol.17 issue - 5 pp 441

\textsuperscript{2.94} The impact of workplace learning on job satisfaction in small US commercial banks, Journal of Workplace Learning, vol.17 issue 4, pages 215-230
any other communication which does not fall in the purview of “formal affect decision making in organizations-favorably or otherwise. In this paper, the role of informal communication is established through extant literature review. After critical evaluation of variables, conceptual models are proposed for “informal communication” and “training managers in effective informal communication”.  

Ron Kaufman, 10 Ways to Maximize the Impact of Training is another work referred to by the researcher. The author viewed training as an essential investment in today’s changing and competitive environment. The author's key guidelines for management and staff interaction to maximize the impact of training (investment) ‘before', 'during' and 'after' the training programme are worth mentioning. 

Luc Sels, Sophie DeWinne, Johan Maes, Jeroen Delmotte, Dries Faems and Anneleen Forrier (2006), The majority of empirical studies on the HRM-performance link report a positive report story. The costs associated with the productivity rise owing to high performance work practices (HPWP) have been largely neglected. The purpose of this study is to develop a conceptual framework that maps both the value-enhancing and cost-raising impact of HPWP. In addition, the authors want to pronounce upon their overall effect on financial performance. To test this model, the authors rely on a sample of small businesses. Understanding both performance and cost-related effects of the implementation of HPWP is particularly valuable for small businesses since they often lack financial resources to implement HPWP and benefit less from economies of scale compared to their larger counterparts. Study results indicate that although greater use of HPWP is associated with increased with productivity, this effect is offset by increased


labour costs. However, the authors find an overall positive effect of HPWP on firm profitability.\textsuperscript{2.97}

**M.Srimannarayana (2006),** focused on the HRM practices particularly with respect to recruitment, selection, training and development, Performance Appraisal, career development, compensation system and employee relations and to assess the extend of satisfaction of the employees on the above mentioned aspects.

A Management schedule was prepared by the author to elicit information. The analysis of organisational data led to the conclusion that the organisation had systems in place with respect to HR practices. The employee and supervisory respondents were happy with training and development. But the managerial respondents were not happy with it. Ultimately, it can be stated that the hotel taken for this study has HR policies in place and that the major area of concern for all employees, irrespective of category, is salary.\textsuperscript{2.98}

**Purva G.Hegde Desai, Maria Aradhana, Babu P. George (2006),** This paper attempts to outline the differences in customer characteristics and demands, along with employee responses across the two service industries, namely banks and hotels. The authors have conducted a survey-based research on the theme of customer complaints in these two industries. The authors suggested that memorable experience for the customers can be created only with a continuous search and re-search into the customer psyche in each sector, rather than placing reliance on generic exploration and mass marketing strategies.\textsuperscript{2.99}


\textsuperscript{2.98} Human Resources Practices in the Hospitality Industry: A Case Study Small Enterprise Development Management, Vol 33 No 1 2006 pp 11-15

\textsuperscript{2.99} Sensitizing the Service Providers to Sector Specialties: Studies in Tourism and Banking, PCTE Journal of Business Management Vol 3 Issue No. 1 Jan-June 2006 pp 24-29
Sumathi Annamalai (2006), discussed the Training Evaluation by using a model named Donald Kirkpatrick (1975). It is considered an industry standard across the HR and training communities. The four levels of Kirkpatrick’s evaluation model essentially measure:

Reaction (level 1): The process of finding out what the participants thought and felt about the training.

Reaction (level 2): The resulting increase in knowledge or capability of the participants.

Reaction (level 3): The extent of behaviour and capability improvement and its application after the training.

Reaction (level 4): The effects of the training program on the business or environment resulting from the trainee’s performance.2.100

Ravindra Nath Saxena (2006), assessed the impact of training focused on personal growth conducted at a large public sector bank on the behaviour and performance of its officers by using a quasi-experimental design by comparing an experimental group and a control group. Liker type scale was used for obtaining data on behavioural variables. Analyses were made. The results revealed that the training has led neither to any significant improvement in the behaviour of the experimental group nor their performance. A diagnosis of the causes for failure of the training has also been done.2.101

2.100 Evaluation of Training Programs: An Exploration, Personnel Today Vol.xxvii No1 April-June 2006 pp37-40
Dr. A. Narasimha Rao (2006), focused on the training practices and arrangements made in selected public sector undertakings and enquiring the perceptions of managers about the usefulness of training and various techniques used in training. Analysis was carried out.

The top managements of all selected organizations have fully realized that training is an essential requirement to make the best use of the managerial personnel involved in the process of decision-making. The managers have well perceived that they should undergo training from time to time to update their knowledge and to competently handle situations in the changing organizational environment. The managements have also expressed that the managers who have undergone training have a better understanding of human relations and organizational culture and contributed for increase in productivity. 2.102

Gerard Ballot, Fathi Fakhfakh and Erol Taymaz (2006), This paper offers a novel study of the effects of intangible assets on wages and productivity. Training, research and development and physical capital are all taken into account, and their joint effects are examined. The results showed that firms indeed obtain the largest part of the returns to their investments, but their share is relatively lower for intangible assets than for physical capital. 2.103

Stephen Wood, David Holman and Christopher Stride (2006), used data from a sample of 145 UK call centers, to test the core propositions of the strategic human resource management (SHRM) approach that: a) there are coherent links through

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2.103 Who Benefits from Training and R&D, the Firm or the Workers?, British Journal of Industrial Relations, September 2006b Vol ooo7 –1080 pp 473-495.
the SHRM chain from strategy, through operational requirements, to work design and human resource management and b) the fit between the human resource practices and market factors determines organizational performance. Little support for these hypotheses is found as only a) a few direct relationships between the elements of the SHRM chain are found, and b) direct relationships, rather than those moderated by market factors, are found between human resource practices and performance. But key operational requirements are linked to work design, which is itself related to a limited number of human resource practices. The direct effects of work design on key performance indicators are more pronounced than those of human resource practices.2.104

**Stephen M Brown,** Changing times and changing methods of evaluating training there is a need to look at the evaluation of training differently because of environmental and organizational changes. The author also discussed recent models on evaluation of training and he stressed that evaluation of training must be multi-level; customer focused, and support continuous improvement of training.2.105

**Mohammed AlMadhoun (2006),** discussed the relationship between obstacles and weaknesses facing the development of MTPs and SMEs. In recent years many management training programmes (MTPs) of an off-the-job nature have been established in Palestine, after the peace agreement, in order to find a solution for apparent lack of managerial strength, especially amongst SMEs. To demonstrate the effects of obstacles on SMEs, different but relevant sets of variables were employed.

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The logistic regression model was used to determine and analyse the effects of the independent variables on the dependent variables. To a large degree the variables established the validity of the research hypothesis that “there is a relation between some obstacles and weaknesses and SMEs' development”. However, the primary data were generated through a survey of SME managers who have participated in management development training programmes in Palestine. It can be concluded quite clearly that generally there is a relationship between the acquisition of some obstacles and weaknesses and the development of SMEs. Moreover, managerial factors are prime determinants of the development, failure or survival of SMEs. Logistic regression shows that the relation between the development of SMEs and obstacles and weaknesses is significantly positive. Previous findings and research results can be used to enhance the strategic planning and hence the performance of small businesses. However, there is much to be done in terms of managerial development for greater efficiency.

Stéphane Renaud, Lucie Morin, Julie Cloutier (2006), This study seeks to investigate whether gender and managerial status acts as significant correlates of participation in voluntary training. This theoretical foundation rests on human capital and systematic discrimination theories. Data come from the computerized records of a bank's employees. Results show that both gender and managerial status have a differential impact on participation in voluntary training: women participate more than men and managers' participation is higher than non-managers' participation. Also, individual characteristics and productivity-related variables impact differently on participation by gender and managerial status. The results showed that the probability

2.106 Training under fire: The relationship between obstacles facing training and SMEs' development in Palestine, vol.30 issue 2, pages 100-116
of participating in voluntary training varies according to gender and managerial status. This probability is explained in particular by the differential effect produced by the individuals' productivity-related characteristics (age, schooling, organizational tenure and part-time status) according to gender and managerial status.\textsuperscript{2.107}

Connie Zheng, Paul Hyland, Claudine Soosay (2007), explored a range of training practices adopted by multinational companies (MNCs) operating in Asia. It investigated the level of training expenditure, the nature of training programs offered and the concerns about training in MNCs. Data were obtained through a survey of 529 MNCs operating in six Asian countries to examine the average cost spent on training and the type of training programs offered to different groups of employees. The respondents were also asked to indicate their perceptions on the training provided and how effective the training has on firm performance. It appears that MNCs invested significantly in training. Training was found to be more widespread in service organisations than manufacturing organisations operating in Asia. The majority of training emphasised managerial and professional staff development; and was generally conducted externally. Respondents were concerned mainly with the quality and relevance of training programs offered externally. The results provide MNCs, especially those headquartered in European and other Western countries with insights into designing and offering more relevant and better quality training programs to their employees located in Asian subsidiaries.\textsuperscript{2.108}

\textsuperscript{2.107} Participation in voluntary training activities in the Canadian banking industry: Do gender and managerial status matter?, International Journal of Manpower, vol.27 issue 7, pages666-678
\textsuperscript{2.108} Training practices of multinational companies in Asia, Journal of European Industrial Training, vol. 31 issue 6 pages 472-494

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Ching-Yaw Chen, Phyra Sok, Keomony Sok (2007), explored the elements of training conducted by commercial banks in Cambodia and examined their relationship with training effectiveness. The research focuses on six factors: training needs assessment; training program; flexibility of training; self-efficacy; social support; and transfer of knowledge. The data came in the form of questionnaires and desk research. A descriptive analytical approach is then used to describe these six factors. The banking industry in Cambodia offers very effective training to its employees. It is also worth noting that more than 80 percent of employees are satisfied with the training, despite few attempts on the part of management to elicit opinions from employees on what training methods should be employed. As research studies involving Cambodia are relatively rare, it was difficult for to gather primary data. Because of this limitation and the purpose of this study, descriptive data interpretation was employed. Even though training can make up for poor education, it is only a short-term solution. In the long term, education needs to be enhanced to increase working performance. This research provides a good framework for commercial banks in other developing countries to compare. A cross-cultural study is also proposed for future research. 

Arif Hassan (2007), Organizations create mission statements and emphasize core values. Inculcating those values depends on the way employees are treated and nurtured. Therefore, there seems to be a strong relationship between human resource development (HRD) practices and organizational values. The paper aims to empirically examine this relationship.

The study measured employees' rather than management perspective. A sample of 239 employees from eight organizations responded to a questionnaire which measured the effectiveness of employee development practices and cherished organizational values. HRD practices like potential appraisal and promotion, learning / training, performance guidance and development were positively related to organizational values of collaboration, creativity, quality, delegation, and humane treatment. However, performance appraisal system, career planning, and contextual analysis variables were negatively associated with values such as trust and creativity. The study was exploratory in nature. Further studies are needed on a larger sample to examine why some HRD practices like performance appraisal, career planning and contextual analysis contributed negatively to organizational values such as trust and creativity. The result of the study can be useful in designing effective employee development programs that promote cherished organizational values. Little empirical knowledge exists on HRD and organizational values linkages in the context of transitional economies like Malaysia. The paper makes a modest attempt to fill the gap.2.110

Mohinder Chand, Anastasia A. Katou (2007), The study has a two-fold purpose, to investigate whether some specific characteristics of hotels affect organisational performance in the hotel industry in India; and to investigate whether some HRM systems affect organisational performance in the hotel industry in India. A total of 439 hotels, ranging from three-star to five-star deluxe, responded to a self-administered questionnaire that measured 27 HRM practices, five organisational performance variables, and ten demographic variables. Factor analysis was performed to

2.110 Human resource development and organizational values, Journal of European Industrial Training, vol. 31 issue 6, pages 435-448
identify HRM systems, one-way ANOVA was employed to test the association of the demographic variables with organisational performance, and correlation analysis was used to test the relation between HRM systems and organisational performance. The results indicate that hotel performance is positively associated with hotel category and type of hotel (chain or individual). Furthermore, hotel performance is positively related to the HRM systems of recruitment and selection, manpower planning, job design, training and development, quality circle, and pay systems. Single respondent bias may have occurred because a single respondent from each organisation provided information on HRM practices and perceived measures of organisational performance. The sample was drawn from the population of best performing hotels in India, so is not representative of the hotel industry in India. If hotels are to achieve higher performance levels, they should preferably belong to a chain and increase their category, and management should focus on “best” HRM practices indicated in the study. The study makes a modest attempt to add information to the very little empirical knowledge available referring to the link between HRM and performance in the hotel industry.2.111

Alexandros G. Sahinidis, John Bouris (2008), investigates the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment. The study examined the responses of 134 employees and lower managers, of five large Greek organizations, after they had completed a training program. The questions asked contained information about the employee attitudes towards the training received, as well as their attitudes towards their employers. The results of the study provide support to the hypotheses proposed, indicating that there is a significant correlation between the employee perceived training effectiveness and their

2.111 The impact of HRM practices on organisational performance in the Indian hotel industry, Employee Relations, vol. 29 issue 6, pages 576-594
commitment, job satisfaction and motivation. Additionally, high correlations were found between the latter three variables. The study is limited to examining employee feelings, not taking into account their personal characteristics, which may be important. The implications of the findings of this study for managers and especially for Human Resource professionals are quite significant, given their roles in funding, designing and delivering training interventions. Not only does it appear to be important, offering training programs to one's employees but, the training program content must be perceived as effective and of value to those participating in it.

This will have a positive effect, according to the findings of this study, on key employee attitudes, which appear to be related to a greater or a lesser extent, in the pertinent literature, to organizational performance outcomes including, productivity, turnover and absenteeism. The study is ground-breaking, given that there are no prior studies examining the relationship between the variables considered in the present one.\textsuperscript{2,112}

James Thomas Kunnanatt (2008), David C. McClelland attributed India’s slow economic development to the lack of people with the need for achievement (n-ach). His argument is simple: if a nation develops a large number of people - especially managers, leaders and entrepreneurs – who are driven by motives to achieve, to build and develop things, then that resource (achievement-oriented people) will generate economic development. India today is on a growth trajectory. It has a vast repertory of engineering, technical and managerial talents. But does the country have the so-called achievement-oriented managers to lead its enterprises to excel and compete in the emerging world order? This study is an inquiry into this phenomenon. The study draws

\textsuperscript{2,112} Employee perceived training effectiveness relationship to employee attitudes, Journal of European Industrial Training, vol.32 issue 1, pages 63-76
a national sample of managers working in the banking sector and attempts to measure
the distribution of achievement among them. The linkage between the achievement
orientation of managers and their performance effectiveness is also explored. Though
limited by the size of the sample, the study findings reveal that Indian managers possess
achievement orientation in considerable degrees and that the highest performers among
them are the ones possessing the highest levels of achievement orientation. Furthermore
the study provides insights into how the attribute of achievement orientation operates in
the Indian managerial work environment. The findings make it possible to prognosticate
that a transformation has occurred in the social fabric of India, equipping the country to
be psychologically and entrepreneurially resourceful with achievement-oriented
managers. Evidence on the distribution of an achievement orientation among Indian
managers could be a vital input for strategic managers and top management planning for
business expansion and diversification in India.\footnote{Strategic question in Indian banking sector: are Indian bank managers achievement oriented?,
Journal of Management Development, vol. 27 issue 2, pages 169-186}

\textbf{John O. Okpara, Pamela Wynn (2008),} examined the extent to which
organizations in Nigeria use various human resource management (HRM) practices, and
the perceived challenges and prospects of these practices. A combination of quantitative
and qualitative research methods was employed to gather information. Specifically, data
were collected from 253 managers in selected firms. Descriptive data analysis is
presented with respect to the use and execution of HRM practices such as recruitment,
selection, performance appraisal and training and development. In addition, information
was collected and analyzed with regard to the challenges and prospects of HRM. This
study provides significant current information on HRM knowledge and practices in
Nigeria. The findings reveal that HRM practices, such as training, recruitment,
compensation, performance appraisal and reward systems, are still in place. However, issues of tribalism, AIDS, training and development and corruption are some of the challenges identified that need to be addressed. The study was limited to 12 companies in ten cities. A broader geographic sampling would better reflect the national profile. Another limitation could stem from the procedure used in data collection method (drop off and pick up). However, extreme measures were taken to protect the identity of the respondents. The study identified challenges and prospects of HRM in Nigeria. Organizations should employ requisite HRM practices to achieve excellent organizational performance. Furthermore, the government may create policies to promote the above practices, since, in the long term, achieving organizational excellence will reflect positively on the economy. All these may be facilitated through proactive organizational and national human resource development initiatives. 

**Jack J. Phillips**, How much is the Training Worth argued a training evaluation will not be completed just by linking business results to the programme. First, the business results should be converted to monetary value, and then those results should be composed with the cost of the programme. The author also proposed a basic formula for calculating ROI (Return-On-Investment). His discussion on various steps for converting either hard or soft data to monetary values is commendable.

**DonElkington**, Evaluating Training raised some questions that could be considered the basis for good training objectives and the evaluating training. He viewed; training would be successful when it meets its objectives. The author also reviewed Kirkpatrick's four level model theories relating to evaluation of training.

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Carter McNamara, Evaluating Training and Results viewed that evaluation included getting ongoing feedback, e.g., from the learner, trainer and learner's supervisor, to improve the quality of the training and to identify if the learner achieved the goals of the training. The author also suggested various measures for evaluation that can be adopted before, during and after the training activities.\textsuperscript{2.117}

Clive Shepherd, Assessing the ROI of Training argued the case for investment (ROI) as a primary tool for forecasting and evaluating the benefits of training. The author has also discussed the criteria for measuring training success and steps involved in conducting an ROI analysis.\textsuperscript{2.118}

Fred Nickols, In this work, the author has summarized that; there is no “cookbook" approach to the evaluation of training. To properly evaluate training one has to think through the objectives of the training, the objectives of the evaluation, the audiences for the results of the evaluation, the points of spans at which results will be taken, the time perspective to be employed, and the overall framework to be utilized.\textsuperscript{2.119}

Patrica Boverie, Deanna Sanchez Mulscahy, and John A, Zondlio, Evaluating the effectiveness of training programmes viewed that evaluating the effectiveness of training is paramount to the success of any programme. The authors also reviewed so many current HRD literature addressing the evaluation of adult workplace training programmes, based on Donald Kirkpatrick's evaluation steps. The authors have concluded that more research in the field of training evaluation is necessary.\textsuperscript{2.120}

\textsuperscript{2.118} Assessing the ROI of Training,http:www.fastrakconsulting.co.uk/tactix/Features/tngroi.htm,pp.l
\textsuperscript{2.119} “Evaluating Training: There is No Cookbook Approach”, http://home.att.net/nickels/evaluate.htm, pp.I-II.
\textsuperscript{2.120} Evaluating the Effectiveness of Training Programmes, http: www.zondlo.com/access/eva.htm
Current Research Study

The current research study differs from the studies reviewed in this chapter. In this study the researcher evaluated the effectiveness of training in seven banks. It consists of three public sector banks, three private sector banks and one employees’ co-operative bank. The pre-structured questionnaire administered with clerical and managerial cadre with 5 point scaling technique. The researcher evaluated the following factors such as learning objectives, programme, training input and facilities, job effectiveness, growth/result, behaviour/relationship and attitude.

Most of the studies focused on either one cadre of employees or one sector of banks. In this study, researcher dealt with both managerial and clerical cadre in public, private and employees’ co-operative banks.