Chapter – II
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This part clearly reviews the study of different aspects of evaluation of effectiveness of training and development connected either directly or indirectly with the present study. The review of literature was highly useful to design the present study as it indicated the research gap in the study of training programs of Brakes India Limited, Padi, Chennai. The study of training programs, policies and practices has attracted the attention of many researchers and research organizations in western countries, particularly the United States of America. Their experiences may be of relevance and significance to us. Therefore, these studies conducted on personnel/human resource management are also reviewed here. The divergent perceptual frameworks involving various theoretical issues and problems of training programs and development are scrutinized through the review of literature.

2.1 TRAINING

Andrews (1966) felt that, “a systematic evaluation is necessary for ascertaining the contribution of training to organizational goals and also to increase the effectiveness of future programs. However, the common practice of circulating evaluation questionnaires at the conclusion of course may be in adequate. The results may be favourable but may not be very significant. Given the exclusive the company, the relaxed informal atmosphere, the instructional gimmicks and week ‘dinning and winning’ an encouraging feedback is only inevitable. There is more for the evaluation.
Metha (1970) in his paper shares with the readers some of the problems, which make training effective. He stated that, “it is an essential investment in human resources which unlike other assets appreciates in value”. He also revealed that “Training is a slow process and cannot measure its impact because of its non-tangible nature”

Lynton and Pareek (1972) summarising their own experience as trainers discuss the training and evaluation process under the pre-training and post-training phases with each have implications for training design.

A Study conducted by Hill, Haunes and Baunigartal (1973) deals with the initial stages of management development movement in the country. It covers a sample of 240 participants’ trained in 17 different courses offered by the Administrative Staff College in India and the Indian Institute of Management, Calcutta and Ahmedabad. Participants’ reaction to the course revealed that more than 50 percent of them had been sent for the training as a result of the company’s policy without any clear perceptions and objectives about the course. Though the study tried to link number of variables like the organizational climate, participant’s profile, content appropriateness, etc., the findings were not free from the methodological limitations. One primary limitation was the use of only one tool of evaluation that is perception of participants who had attended the training course. This method of self-reporting was liable to personal bias.

Agarwal and Ananthakrishnan (1980) made a study about Training Aids and Facilities in Indian Industries. The objects of their study were (i) to collect data on training aids and facilities available in Indian industries, (ii) to analyse the data and
infer the possible trends, (iii) to offer suggestions for improvement. They stated that (i) public undertakings have better training facilities than private organizations (ii) budget allocations for training are higher in public undertakings than in private organizations and (iii) the extent of usage of audio-visual equipment software is rather limited in all types of organizations. They suggested that the training and development function should be given due recognition by the top management in all organizations. Training and development should get at least an equal status with the other departments, and adequate budgets should be allocated for it. All the available audio-visual aids should be used extensively and liberally for effective functioning and higher productivity for organization.

Paranjape (1980) in his study made an analysis on training for better organizational performance. He revealed that, a conscious effort was recently made in medium-sized industrial organizations to introduce training scheme in that company giving full attention to all the requirements. The results obtained were encouraging. The training activity had a positive correlation with organizational performance.

Ullhas Pagey (1981) in his work made an attempt to develop a rational and quantitative approach to measure the “Return on Training Investment (ROTI)” by cost benefit analysis. He also has given a brief discussion on how this technique is applicable to various types of training.

Jackson (1989) has looked at training and development as an investment in human resources. According to him, trainers should be able to calculate the value of
training to organizations by describing the effects of training in the form of financial 
saving or gain or increased efficiency and productivity.

Jack J. Phillips (1990) presented a collection of strategies and techniques to 
measure the impact of training and development. He also focused attention on most 
of the elements, which will have an impact on the ultimate outcome of training 
programs. He presented a comprehensive approach for the design, development 
delivery and evaluation of a program and places emphasis on results through the 
process.

Janakiraman (1994-1996) a research was conducted a research over a period 
of two years. His research aimed at evaluating the effectiveness of training in 
different circumstances involving 300 persons, 103 officers-managers of commercial 
banks and 89 faculties of training college.

Uddesh Kohli (1997) in his paper made an attempt to examine the adequacy of 
the existing training and development efforts for the persons, a) employed in 
organized sectors – Industry, mining, banks, government, public sector etc., b) 
employed in unorganized sectors c) self employed – in agriculture, household, 
industries, small industries, professionals and other occupations d) unemployed but 
seeking employment or self employments e) people in general, in relation to the 
needs, taking the example of India, and suggestions have been made regarding a 
practical strategy to meet the training needs.
Mewada (1998) in his study has revealed the relations between training functions and industry. Further he has been pointed out how the Indian Industries are classified on the basis of the importance of training.

Seenivasagam and Vijaya Banu have highlighted the impact of executive training in all organizations. They have listed out the number of objectives of training programs. In the conclusion, they have suggested that, the training programs must be able to satisfy individual, organizational and group needs and its ultimate aim is effective organization.

Biswaajeet Pattanayak (1998) conducted a large study covering senior, middle and junior level executives of 75 Indian organizations in 1996-97 with an objective to determine the training needs of executives at individual as well as at organizational levels. He presented the results that almost all the levels of executives of both private and public sectors wanted some sort of training which varied with their individual requirement.

Alima Dutta Roy and Raghuraman, in June 2000, in their paper have tried to lead a view of pivotal role of training and its impact on the employees of the Indian paper Industry. They have also recommended how the training will increase awareness and the various possibilities, which can result in tremendous production in paper industry throughout India.

Ghosh (1997) has studied the Training Effectiveness of state road transport undertakings. The HR-Training effectiveness questionnaire, developed by Rao 1990 was used to collect data from middle and junior level managers from 8 different state
road transport corporations situated in Pune. The areas taken into consideration to measure the effectiveness of the training functions were (1) process of Induction Training, (2) System of Training need identification (3) Opportunities for transfer of learning and (4) Evaluation of training. The results revealed that lower mean scored are obtained in the areas like induction training and training need assessment. The other areas training were effective.

A Large survey has been conducted by Biswajeet Pattanayak (1997), on training effectiveness with a sample comprising 1,200 employees working in Indian Industries. The questionnaire was adopted from “Hand book of Training Evaluation and measurement methods by Jack J.Philips. Questionnaire has subjective (descriptive) and objective (quantitative) questions to evaluate effectiveness of training. The result shows that training is effective to understand about nature, requirement and responsibilities of the job (2) to understand people’s attitude (3) to develop interpersonal skills etc.

Gupta (1999) has studied Visakhapatnam Steel Plant of Restriya Ispat Nigam Ltd. (RINL) was the first shore based integrated steel plant of the country commissioned in the early nineties. This plant has adopted many innovative management practices, and has earned a place of distinction in the Indian Steel Industry. To accelerate the learning curve, various strategies were adopted for training, which included basic skills and advanced skill development; utilization of the services of foreign experts; Unit Training; and training overseas. The top management’s involvement was through an apex level committee on human resource development and training advisory committee. The annual training plan was prepared
based on survey, and nominations were obtained in the beginning of the year. A three-tier evaluation system for the technical training has been adopted as RINL. Stage I, focused on reaction level – through feedback at the end of the program. Stage II, centres on the learning level through examinations. In some programs, a learning Index was found out by comparing pre-test scores with post-test scores. Stage III, looked at the application level on the job implementation aspects were evaluated after one or two months of training.

2.2 HRD TRAINING EFFECTIVENESS

Banerji (1981) has collected data on supervisions, who had undergone training in Indian Engineering Company. They were administered by a checklist. The responses indicated that, the inputs in industrial relations had little no impact on their effectiveness. However, most of them felt that, training did improve their self confidence, motivation, identification with management goals and communication ability.

Azhar Kazmi (1984) has made a research study to find out the state of affairs with regard to evaluation of management training in India. A sample of 43 trainers from 36 organisations was collected through questionnaire method. Research covered public sector, private sector and autonomous training institutions. The result reveals that, a majority of public sector trainers are non-committal about the future trends in the growth of evaluation techniques. Majority of private sector and autonomous training institution trainers reflected an optimistic view. All the three expressed that, evaluation should be more systematic and objective oriented and it should be essential component of the training system.
Viramani (1984) has explored the importance of evaluation. Any evaluation and measurement of management training and development can serve two objectives. They were (a) Impact of training on trainees and (b) getting feedback to assess relevance and usefulness of training. He presents evaluation model. They contained pre-training evaluation model and Post training evaluation model. The pre-training evaluation model contains following phases. They were (1) Assessment of training objectives of the trainee and his boss (2) Test of knowledge, skills and attitude and (3) Input evaluation post training evaluation model contains. (1) Reaction evaluation (2) Learning evaluation (3) Job improvement plan (4) On the job evaluation and (5) Follow Up.

Jain (1985) has collected data from 119 managers in the steel industries who have attended in company (or) external Training programs to evaluate the effectiveness of training. A majority of the respondents were found to be satisfied with the instructors, the size of training group the training duration, Reading material and the training equipment. They also felt that, training contributed substantially in developing skills, knowledge and attitudes.

Binna Kandola (2000) has discussed some of the difficulties associated with accurate and useful evaluation of training effectiveness, particularly in the development of soft skills, which included skills related to people management. The author highlighted some existing training evaluation techniques and then outlined a model of training evaluation currently being developed in the United Kingdom. The model is based on the principle that, the evaluation of training needs to start before training commenced and continued beyond the training event. The model covered
various areas of training provider information, evaluating using knowledge tests, evaluating the trainer, including the training experience itself, and evaluating behaviour changes.

Srivastava (2001) have evaluated the effectiveness of various training programs by Tata Steel’s Shivak Nanavati Training Institution (SNTI) Effectiveness of training was measured in terms of various outcomes – such as satisfaction level, reaction and feedback of participants. Change in performance and behaviour was perceived by participants, their immediate supervisors, and departmental heads, sample consists of 60 HODs, 1400 participants. He has stated that,

- Increase efficiency in executing the tasks to reduce costs;
- Improve staff motivation;
- Improve human resources management (equal treatment of men and women, etc.);
- Improve the relationship between the public service and the user and improving the services provided to the public;
- Support staff development;
- Ensure the efficient and effective utilization of trained personnel in the public service; and
- Ensure that there is transparency in the selection process (DPSM 2005).

The importance of a training and development policy is that the policy should not only reflect the procedure and guidelines but should explicitly indicate how training and development should be evaluated, and the techniques for such evaluation
must be clearly stated. The main objective of training and development is to enhance public service and the overall organizational performance.

Chepkilot (2005) adds that training and development are the powerful tools for the development of employees in an organization. Probably, the most effective type of training in preparing employees to take increasing levels of responsibility, will take place in a planned on-the-job program in which areas of responsibility for specific tasks are handed over.

Schultz (1997) states that the training function is positioned in various ways in different organizations, although the responsibility for training management is almost always perceived as belonging to the human resources function and the growing devolution of responsibility to line resources function and the growing devolution of responsibility to line management has resulted in perceptual changes, promoting the conceptual format of the learning organization.

Folscher (2003) states that, in the past training has been demand-led and most skills development has been conducted without the realistic assessment of how skills are employed. Often training achievement is measured by the number of days the employees spend on training and the amount of money the company spends on training and development. Training departments/functions were more concerned with their activities than the value they are adding to the company, or the impact they made in their organizations.
Schultz (1997) maintains that, instead of being concerned with only the skills level of employees, the application of skills and the management of performance have become more important in the work environment.

Measuring the impact rather than the activities of a training department means that there is a need to transform organizational approaches towards performance improvement both at individual, team and organizational levels. Further notes that training expenditure should be viewed as investments improve productivity, rather than as expenses or costs of doing business. For the training function to be accepted as a strategic organizational investment it is essential that the return on investment is worthwhile. Schultz (1997) advocates the use of improved training and development strategies so that the value, in monetary terms, of training to the organization is increased.

Burkley and Caple (2000) define training, “as a systematic effort to modify or develop knowledge, skills, abilities, and attitudes through the learning experience to achieve effective performance in an activity or range of activities. Goldstein and Ford (2001 add that training is the systematic acquisition of skills, rules, concepts, or attitudes that result in an improved performance.

Armstrong (2003) and Marchington and Wikinson (2000) define development as the growth or realization of a person’s ability and potential through the provision of learning and educational experiences. The authors view development as a broader term than learning, in terms of its complexity and elaboration, as well as its continuity, but nevertheless others see it as rooted in the individual. Many organizations are facing the challenge of developing greater confidence, initiative,
solution-finding, and problem-solving capabilities among their people. Organizational need staff at all levels to be more self-sufficient, resourceful, creative and autonomous. Employees’ efforts produce better results and many organizations are striving to achieve improved performance through employees’ contributions. This behaviour enables employees to operate at a higher strategic level, which results in increased organizational productivity and competitiveness.

Armstrong (2003) notes that the objective of training and development in an organization is to achieve its human resources strategies by ensuring that it has the skilled, knowledgeable and competent people required to meet its present and future needs.

Shandler (1996), identifies three main objectives of training in organizations, namely: competition, rapidly changing business trends and improving both individual and organisational performance.

Sloman (1999) suggests that, over and above the three main objectives, the specific training objectives include the following: training makes a significant and distinctive contribution to the development of an organisation’s competitive strategy, based on enhancing the skills and capabilities of employees, and giving individuals in the organizations appropriate opportunities to develop their own capability both in the short and long term. Borders and boundaries have collapsed and the general effect of globalization is well known and that less attention has been to the given dramatic collapse of traditional business boundaries. This phenomenon forced managers to change their management approach to adapt to new business trends.
Broad (2005) states that, the important objective of training and development is to address the performance deficiencies at individual, team and the organizational level. She further notes that, training and development consists of structured learning experiences to help a learner gain new knowledge and skills to assist them do their job.

Bakwena (2000) differs with Broad’s view that, training improves performance. Bakwena argues that researchers have not been able to clearly demonstrate that indeed training and development improve individual and team performance, a sentiment held by many. Bakwena adds that it is not necessarily true that training and development improves performance.

Johnson and McClelland (1994) note that, the challenge now is to develop a market-driven training culture without losing reliability, and giving meticulous attention to detail, underpinned by sound ethical principles, which remain essential to continued and sustained success. There is a common agreement that, training and development must be driven by the strategy of the organization. Due to this scenario, trainers are now expected to define where the emphasis will be on organizational needs through individuals so as to arrive at an organization which strives for long-term learning, rather than short-term training. These learning demands are continuous and demand meaningful interaction between people and their work environment. An environment which is both supportive and stimulating will lead to considerable learning, and, through this, to individual and organizational growth.

Hall & Meh (2004) suggest that, culture is the key to organizational excellence and the creation and management of a performance culture. From the above, it can be
concluded that, organizational culture is the deep structure of the organization which consists of the collective values, beliefs and assumptions of organizational members. Therefore, the management of training and development will be more effective in an organization where training is embedded in the organizational culture.

Kreitner and Kinicki (2001) identify three types of cultures, namely constructive, passive-defensive, and aggressive cultures. A constructive culture is one in which employees are encouraged to interact with others and to work on tasks and projects in a manner that will satisfy their needs for growth and development. This kind of culture is appropriate in a learning environment because it encourages interaction and effective communication between the trainer and the trainees. A constructive culture is more conducive to performance than an aggressive-defensive or passive defensive culture because in the constructive culture, the organization values help members to set and accomplish their goals (Kreitner & Kinicki 2001).

Wright (1994) provides the following characteristics for an ideal training culture:

- A unifying philosophy and spirit emanating from the root;
- The conscious cultivation of an internal guidance system by inculcating basic values and beliefs;
- Intensive communication;
- Encouragement of internal competition;
- Allowance for mistakes;
- The use of heroes or role models, rites and rituals;
• Work will be meaningful through a general emphasis or orientation on caring and on people rather than the mechanistic side of management.

• Stimulated to achieve superior results;

• Inspired to communicate progress and results; and

• Willingness to accept responsibility for results.

Robbins (2003) states that, culture influences employees’ behaviour. Culture reduces formalization and creates a common understanding on how employees’ efforts are recognized and rewarded. According to Robbins (2003), a person who receives a job offer, is appraised as a high performer and subsequently gets promoted, is strongly influenced by a positive individual-organisation fit. It means that, the applicant’s or employee’s attitude and behaviour are compatible with the organizational culture. Culture enhances organization commitment and increases the consistency of employees’ behaviour. Culture is valuable because it reduces ambiguity. It tells the employees how things are done and what is important.

Alu (2004) states that, to establish a culture that supports training, organizations need to give careful attention to their vision and the values they endorse. He further states that successful organizations have strong values and strong guiding visions that communicate appropriate behaviour. These values are shared across the organization and they reflect in the everyday actions of employees, individually and collectively. Organisational culture and values are sources of competitive advantage for the organization. Culture and values provide a link between the way people are managed and the overall performance of the organization.
Friedman (2000) lists and describes the various characteristics of training leader and these include:

- Managers are pragmatic visionaries seeing their work in the larger context of the training system as a whole;
- Centrality of values reinforcing the core set of training department values;
- Effective training managers are master strategists and tacticians being able to ascertain how external forces will shape the organization and as a consequence also being able to articulate a realistic path for the future.
- The essence of organizational training and development is the skilful devolution of power developing the leadership capabilities of subordinates;
- Effective training managers are stewards of learning and will continuously encourage others to learn;
- Training managers are learners themselves despite their capability to direct and strategies; and
- Effective training managers realize that there is no single path for organizational training and would depend on the culture and processes in an organization.

According to McGill (2004), one study of 167 firms in 13 industries over a 20 year period found that, the administration factor (i.e. a combination of leadership and managership) had a limited effect on sales and profits. Re-analysis of the same data found that leadership accounted for more change in performance than other variables studied. In the training and development process, the manager draws on his/her
personal competencies to influence employees and social competencies to establish a constructive relationship and cognitive competencies to influence the training process.

(Price 2004), Effective managers do not give orders and discipline staff. They draw the best from their people through encouragement, support and personal charisma for individual employees to develop. Blake and Mouton perceive an effective manager as one that has concern for both employee and task and can integrate personal needs and organizational needs. (Werner 2003). Situational leadership theory, such as that of Hersey and Blanchard, postulates that an effective leader is one who has the ability to organize and spell out the task to the group and maintain a constructive interpersonal relationship with group members.

According to Joubert and Noah (2000), performance management entails formally guiding, directing, measuring, evaluating and rewarding employee effort, competence and talent to achieve organizational strategic objectives. It is therefore evident that, performance management is a combined effort between the supervisor and employee to achieve organizational goals.

Armstrong (2000), performance management is aimed at obtaining better results from individuals, teams and the organization by understanding and managing performance within an agreed framework of planned goals, standards and competencies. Firstly, performance management is concerned with individual, team and organizational effectiveness. Secondly, performance management is concerned with continuous employee development. Thirdly, performance management is concerned with satisfying the needs and expectations of all organization stakeholders which include owners, management, employees, customers, suppliers and the general
Viedge et al (2003) state that, a discussion of performance and the understanding of behaviours form the basis of performance improvement. During the discussion, the manager is able to identify the training needs of the individual. The next step is the review, analysis and evaluation of the employee’s performance. Management should also establish a reward system that enhances the attainment of individual, team and organizational goals. Once the employee has attained the desired goals, performance goals and responsibilities are redefined.

Gibson, Ivancevich and Donelley (1997) observe that, just like individuals, teams need nurturing and support. It is not enough to develop a mission, goals, and performance strategies for a team without continuously managing its performance. Managers must, through team building and communication, co-ordinate and adjust the performance activities of teams to maximize effectiveness. Team performance must continually be reviewed, analyzed and evaluated. Organisations also need to establish a reward system for teams. Team rewards must be commensurate with the value of organizational performance and team contribution. Performance expectations for teams are continuously redefined through the development of suitable strategies.

It can be concluded that, the role of teams in improving organizational performance is equally important as individual performance and therefore it is important to manage team performance to improve the overall organizational performance.
2.3 PERFORMANCE STANDARDS AND MEASURES

An Important aspect in the development of a performance management system is the development of performance standards and measures. The first step is to determine the employee key performance areas, also called critical performance areas. Performance standards and measures are developed for the key performance areas and must subsequently be rectified by training and development.

Critical performance areas are responsibilities or accountabilities of such importance that unacceptable performance will result in a poor performance appraisal. Key performance areas must be formulated thoughtfully because an employee’s unacceptable performance can result in disciplinary action.

According to Thomas (1999), the following questions assist in identifying key performance areas:

- Is the performance area a major component of the work?
- Does the performance area address individual performance only?
- Are there serious consequences if the employee does not complete his/her work?
- How does underperformance affect the work if the employee fails to perform in one of the key performance areas?

Productivity can be measured in terms of quality, quantity, timeliness and cost effectiveness. Quality addresses how well an employee and department perform work and the accuracy or effectiveness of the final product(s). Quality refers to accuracy,
appearance, usefulness or effectiveness. Quality measures include error rates such as
the number or percentage of errors allowed per unit work and customer satisfaction
rates (determined through a customer survey). Quality deals with how much work an
employee or a department produces in a given time. Quantity measures can be
expressed as the number of products produced. Timeliness entails how quickly, when, or by what date the employee or department produces work.

Time measures include maintaining or reducing unit costs, reducing time
taken to produce or provide a product or service or reducing waste.

(CIMA Study Text 2000) Performance standards are management-approved
expressions of the performance requirements or expectations that employees must
meet to be appraised at particular levels of performance. Performance standards and
measures are developed for both departments and individual key performance areas.
Performance standards can be profit, market or productivity based. Profit standards
indicate how much profit the organization wishes to make in a specific period.
Market share standards indicate the total market share the organization is aiming to
have. Productivity standards express the relation between the inputs and outputs. The
ratio indicates the relative productivity with which tasks are performed.

It is evident from the literature that, managers and supervisors should set
department and individual performance standards and measures in collaboration with
the employees and according to the overall organizational objectives. Managers
should ensure consistency when formulating employee standards and measures.
2.4 CHARACTERISTICS OF AN EFFECTIVE PERFORMANCE MANAGEMENT SYSTEM

Various characteristics for an effective performance management system are provided by different authors. According to Renton (2000), the key to an effective performance management system is to align both team and individual performance to the current strategy and goals of the business.

Renton (2000) provides the following requirements for an effective performance management system:

- The performance management system should be owned by the line managers and driven by the senior management;
- The managers should understand and accept the need to consistently measure performance at all levels;
- The managers should accept that defined performance management is essential for the business;
- The managers should have the necessary knowledge and skills to manage subordinates;
- Consequences and rewards should be utilized to reinforce the process consistently and positively;
- Other human resource processes should be aligned with the performance management process;
• Performance management should be transparent, openly challenged and defendable;

• Each team should develop measurable unit targets for the current planning period that reflect their contribution to the short and long term strategy of the business;

• All performance targets should add significant value to the business and be specific and measurable;

• Individuals should perceive their targets as contributing to the team’s overall performance targets;

• Managers and team members should accept that rewards should reflect the achievement of targets;

• The manager and the employee should assess the employee’s performance for the period under review;

• Managers and subordinates should sign off the assessment as valid, balanced and fair; and;

• The effectiveness of the performance management system should be formally evaluated at least once a year and appropriate improvements made for the next cycle

According to Dobson (2001), supervisors play a crucial role in performance management by promoting employee commitment, motivation, retention and
development. He adds that, effective performance management strategies are necessary during the performance review cycle. Some of these strategies include:

- Set meaningful, attainable expectations aligned with the mission and broad objectives of the program;
- Approach this process as a collaborative effort, engaging employees in the process;
- Provide employee access to the necessary tools, resources and provide a supportive environment that enhances performance;
- Continually assess and communicate performance progress;
- Provide for on-going coaching, mentoring and active pursuit of new knowledge and learning;
- Provide employees with a mid-year progress review and final evaluation feedback; and
- Appreciate employee performance through the use of many available forms of recognition and reward.

It could be concluded that, performance appraisal is an integral part of performance management. It could mistakenly be assumed that performance management is concerned only with following regulatory requirements to appraise and rate performance, when in actual fact it is part of the overall performance management process. In the next section, attention is given to performance appraisal and the rating techniques used to appraise the performance of employees.
2.5 PERFORMANCE APPRAISAL

Performance appraisal is an integral part of an effective training cycle. The trainer needs performance appraisal, which results to determine the kind of training to be provided.

Hilgert and Leonard (1998) state that a formal performance appraisal by a supervisor consists of two phases: completing a written appraisal form and conducting an appraisal interview.

Completing a written appraisal form implies facilitating the appraisal process and making it more uniform. There are numerous types of forms, which can be used for employee evaluation and the human resources department prepares these forms with input from employees and their supervisors. Once these forms are prepared, the human resources department usually trains supervisors and employees on how to complete them. The supervisor informs new employees on the appraisal process.

According to Erasmus, et al. (2000), there is no best-appraisal interview method. The choice of interview method depends on the employee and the job specifics. These authors state that the effectiveness of the appraisal interview is dependent on the supervisor’s knowledge of variables and how to apply the necessary skills for a flexible and situational approach towards the appraisal interview.

(Joubert and Noah 2000) The performance appraisal process becomes less objective, when the appraiser is biased. The leniency error occurs, when supervisors give employees higher ratings than they deserve. Some supervisors may be more
severe than others in appraising the employee. A supervisor who gives a low rating might damage the morale of the employee being appraised. Such a situation might arise when the supervisor feels that a good rating will result in the employee being promoted to other departments in the organization.

According to Newstron and Davis (1997), most appraisal systems require supervisors to assess employees on various aspects of their performance, behaviours and personal traits. Many appraisal systems focus on historical performance and the individual’s potential for growth and advancement. (CIMA Study Text 2000) An effective performance appraiser is one who:

- Is knowledgeable about the employee’s job;
- Has previously set measures for performance standards;
- Gathers specific information about performance;
- Seeks and uses inputs from other observers in the organization;
- Provides acceptable support and praise for tasks well completed;
- Listens actively to employee inputs and reactions;
- Shares responsibility for outcomes and offers future assistance; and
- Allows participation during the discussion

In a study conducted by McNeill (1999) it became evident that, managers generally express discomfort with playing the role of performance appraiser. The research concluded that, most supervisors dislike “playing God and try to avoid responsibility for providing their subordinates with performance feedback”. Charges
of racism, sexism and perceptual distortion have also been levelled at the appraisers. In a study that monitored the fate of 173 unionised employees who filed grievances against their supervisors over an eight-year period, it became evident that those who filed grievances previously received lower performance rating than their co-workers who had not filed grievances. The researcher concluded that supervisors may use performance appraisal as a weapon to get even with employees they dislike.

Toffler (2005) states that it is not enough to simply assert that training leads to better workers, better workers lead to higher quality work, which leads to higher customer satisfaction, to more loyal customers to higher revenue. Toffler argues that it is important to show the connection between training, improved performance and more profit. Toffler recommends that, one needs to show training skills critical to the organizational objectives, and to focus on the most important of those skills.

The overall purpose of this research is to develop effective training and development evaluation strategies to be used by the Brakes India Ltd. It is therefore immediate, to first investigate how performance management functions and performance appraisal contribute to an effective training and development and the evaluation thereof. The objective of this section was to gain an understanding of elements of performance management and the relationship between the various components including performance appraisal.

Critten (1993) states that, the learning organization has a climate, that fosters the individual learning and development. The learning culture will also be extended to include customers, suppliers and all other stakeholders. Furthermore, human resources development strategies will become synonymous with one another. The
learning organization has to be realized from building on the principle of continuous transformation.

(Van Dijk 2003). The importance of aligning the individual employee’s position with departmental strategic goals cannot be overemphasized. Throughout the implementation of the process of the five disciplines, the foundation for a learning organization can be created. Without alignment however, individual employees will not share a departmental vision, focus on departmental team thinking or learning, and the complexity of the system will never be understood. Facilitating the creation of a learning organization is dependent on the reciprocal meaningful relationship between the individual employees and the departmental effectiveness and efficiency.

Brookes (1995) adds that for training and development to be successful it needs to be organized effectively. The organization needs to have and support a training department or at the least someone with dedicated responsibility within the personnel. It is essential to have a training and development policy and training plan and to allocate a realistic budget to the training, and for training and development to be represented and supported at board level. Brookes (1995) cautions that, it is important to recognize that, training is not the solution to all problems and indeed, that, it could sometime exaggerate the situation.

Training is usually identified or associated with performance problems, either existing or potential, and therefore it is important for training to be systematically organized.
Swanepoel, et al. (1998) argue that, one of many reasons, why training fails in the organization is due to a lack of systematically developing training models. The authors add that it is essential to translate the needs identified into measurable objectives that will guide the training process. These objectives will state, what a person will be able to do, under what conditions, and how well the person will be able to do it. Once the needs have been identified and behavioural objectives state, training methods can be developed to achieve these objectives. Appropriate training methods must be selected and suitable materials developed to convey the required knowledge and skills identified in the objectives. Most importantly, training management is a single and critical component that contributes to the effective training and development in the organization.

Burcley & Caple (2000) says, when training and development are well managed, they can contribute to the achievement of organizational goals. Training and development play a more long-term strategic role directly or indirectly. The direct role is pursued within the context of training and development. In this respect, training and development can move away from focusing on individual skills to a more strategic approach such a leadership, team, and an organizational strategic plan.

Sloman (1999) notes that, an effective link between training and strategic planning is one of the most important challenges facing training managers in recent times. Sloman further adds that, in the majority of instances, training managers attach strategic organizational goals to their training and development priorities. He attributes this failure to poor planning on the part of training managers. It is therefore crucial that, a strategic training plan be in place for training to be effective.
2.6 OPERATIONAL PREOCCUPATION

The first challenge faced by the managers in creating a learning organization is operational pre-occupation.

Farago and Skyrme (1995) maintain that, not creating time to sit back and think strategically will only hinder the successful management of a learning organization. Strategic thinking can be a powerful tool in ensuring human resource development and training because strategic thinking will ensure the creation of the important link between human resource development (individual employee effectiveness and efficiency) and organizational development (departmental effectiveness and efficiency).

Garrant (1990) maintains that, managers lack awareness in terms of their own strategic leadership roles in the creation of a learning organization. Day-to-day functioning prevents managers from being able to sit back and strategically think about the department’s positioning and how to improve and adapt to the ever-changing external environment. No learning system is able to keep up with the changes taking place in the external environment and thus no department can ever, in the true sense of the concept, become a learning organization.

2.7 HIERARCHICAL THINKING

The second challenge that, managers have to deal with in creating a learning organization is hierarchical thinking.
(Farago & Skyrme 1995) The tendency to focus too much on systems and processes to the exclusion of other factors inhibits the management of a learning organization. The challenge is evidenced when a departmental structure is too hierarchical and the free flow of information is not promoted.

Employees hold on to their positions and status, because they do not understand the larger role that they play within the overall department. Their territory has to be protected, and innovation or development might just harm their status quo.

2.8 RELUCTANCE TO TRAIN

The third challenge the managers’ face in creating a learning organization is Reluctance to train.

(Farago & Skyrme 1995) The reluctance to train or invest in training is a great challenge for the line managers to overcome. The reason for not investing in training could be due to personal fears or prejudice, but it does hamper the successful implementation and management of a learning organization.

Garrant (1990) identifies the lack of a personal development plan as a stumbling block to the successful implementation of a learning organization. Lack of training could be as a result of a lack of resources. Budget constraints could prevent training from occurring or the employee work load could discourage the release of employees for training. Whatever the reasons, the fact remains that a department that does not train, will not be able to respond to changing demands, will not be able to
transform itself and cannot be defined as a department valuing human resource development.

2.9 LACK OF EMPOWERMENT

The final aspect that poses a challenge to managers in creating a learning organization is lack of empowerment.

Lawrence (1998) identified specific individual and organizational barriers to the implementation and management of the learning organization. Individual employees may tend to think that, they know everything that they need to know to function effectively and efficiently, they might feel a degree of discomfort with the idea of giving up what they believe or have implemented for a long time, they fear that they might be incompetent for the period it would take them to learn a new skill or they might just experience a degree of mental laziness.

Having established the challenges faced by the training managers in creating a learning organization, it is important to consider the follow steps in creating a learning organization.

2.10 STEPS TO A LEARNING ORGANIZATION

Kline and Saunders (1993) identified ten steps in the creation of a learning organization:

- Including assessing the learning culture;
- Promoting the positive;
• Making the workplace safe for thinking;
• Rewarding the risk-takers;
• Helping employees become resources for each other;
• Putting learning power to work;
• Mapping out the vision, bringing vision to life;
• Connecting the systems and the implementation thereof; and
• Getting the show on the road.

Redding & Catalanello (1994) reduce steps identified by Kline and Saunders’ (1993) to five stages and these include:

Stage one is working with no intentional learning program but becoming aware of a training need that would lead to the second stage, namely treating learning as a consumable.

Stage three is bringing learning inside the department and through strategic linking, identifying a department with a learning agenda, which is the fourth stage, and Stage five is integrating work and learning through systemic skills and work integrity.

Training is important for every individual in an organization, whatever may be the level at which one is working. It is all encompassing and is highly effective mode of changing attitudes, on job behaviour and increasing general knowledge on work life.

Penny Hacket (1997) in his book “Introduction to Training” has come out by stating as how to identify the training needs.

Training needs may

1. Emerge from business plans;
2. Arise from departmental objectives;
3. Relate to the maintenance of core competencies;
4. Reflect the gap between the actual and the required performance.

Zemke (1977) proposes the following formula in his paper on Cost-Benefit of training as “The organisation’s earnings before taxes, less the actual cost of training program, divided by the compensation and benefit caused for the promotion of workforce that receives training. If this margin improves over time, the training program is paying off.”

Radhakrishnan, V.K. (1999), Trainer skills, knowledge and attributes published in the Indian Journal of Training and Development, July-September 1999, opined that, one rarely succeed at anything unless one has a commitment and fun together doing it. Without the commitment, the training will suffer in many ways. In the process of training, absence of enthusiasm and sincerity on the part of trainer
cannot be overlooked by the learners. On the other hand, learners may exclude many faults and failings of their trainers. When they recognize their enthusiasm, interest and commitment, the trainers enhance their capacity and challenging tasks easier. Indirectly intrinsic interest and excitement of trainer often helps in changing the attitude of young trainers towards training.

Peter Bramley (1997) “Evaluation of Training” has clarified as to why one should evaluate the training.

“Why evaluate training at all still needs answering. Over the past ten years or so, interest in evaluation has intensified. The United Kingdom Government has required evaluation of virtually everything in the public sector under the banner of “competitive tendering”. Some surveys of training provisions have indicated that only about 10 percent of the training and learning gained on and off the job courses that result in changes in effectiveness at work.

Paul Choudhry (1986) while writing on the effectiveness of “Evaluation of training” and its importance states as follows:

It is very essential to evaluate the training program to bring about the improvements and this makes it more effective. This may be based on the comments and suggestions given by the trainees. It is therefore sensible to clearly build into the program the going on review, which would help in identifying the gaps in training and better plan future programs.
Evaluation of a program towards the end can at best be “reaction oriented” and not “learner oriented”. Therefore, evaluation should be done weekly, fortnightly or monthly, in case of long term training programs, daily in the case of short term programs weekly evaluation is very useful in the long term training programs.

Padmaveni; Yella Raddy and Saxena (1997) in their paper on “Training and its importance” have stressed as stated below:

The curriculum is the “Heart” of a training program and the training methods could be described as the ‘Arteries and veins’ of the training system, through which the training messages reach the trainees and trainers receive the concurrent feedback on the training programs from the trainees. The choice of an appropriate training method is required to be guided by the level and background of trainees as well as training curriculum as also the time available for the training, while the appropriate choice of training methods will certainly enhance the effectiveness of a training program. A mistake in the selection of appropriate choice of training methods is equally like to mar or diminish the effectiveness of a training program.

In the choice of appropriate training methods, there must be an emphasis on ‘learning by doing’, a new training method. Nevertheless should not be tried out merely for the sake of novelty. There must be external evaluation of the training methods for its effectiveness.

Scott (1970) in his paper has beautifully come out with the importance and the need for training as stated below. The primary concern of an organ is its efficiency. There is a continuous environmental pressure for efficiency. If the organization does
not respond to this pressure it may find itself rapidly losing whatever share of market it has. Executive training therefore imparts specific skills and knowledge to employees in order that they contribute to the organization efficiency and be able to cope with the pressure of a changing environment. Basically, the need for the training of employees would be as follows:

1. To increase productivity
2. To improve quality
3. To help an organization to fulfil its future needs
4. To improve health and safety
5. Obsolescence prevention
6. Personal growth.

Dhar and Pattanayak (1996-96) conducted a large survey on “Training Effectiveness” on a sample comprising 1200 employees working in Indian Industries. An appropriate proportion of descriptive and objective have been included in the Questionnaire. In the overall training and needs, the need for training in organizational development (34%) was felt slightly more compared to the need for personnel development (33%) and customer development (33%). Just opposing the training needs of public and private sectors, we find that, the need for the organizational development in the private sector. This may probably be due to the fact that, there is a less importance to the personnel development. In the case of private sector the need for developing the organization is necessary for the survival in the changing business scenario.
Scott B. Parry; while writing on a topic, “measuring Training does not cost….It pays! HRD is an investment, not an expense.” The professional Trainer should justify the expense by calculating the return in this investment.

Donaldson and SCannell (1978) offer a more detailed breakdown of the ways in which the outcome of the training can manifest itself; direct cost reduction Grievance reduction Productivity of trained versus untrained employees.

- Productivity after versus before training
- Work quality
- Quantitative results
- Accident rate
- Absenteeism
- Employee suggestions
- Supervisory rating
- Profit
- Sales volume
- Turnover rate
- Customer complaints
- Worker efficiency
- Training time required for proficiency
- Cost per untrained employee
- New product development
- New customer
- Public relations
Pattanayak and Dhaar, in their paper “Study on Training Evaluation of Indian Industries” (1996-97) on a sample size of 1200 employees working in the Indian industries have found out the cumulative results of the senior executives, which shows that they had greater concern for training needs in the areas as organizational and personal development.

Cumulative results of middle level executives were also along with the pattern of senior executives with great emphasis on personal needs for organizational development. There are certain areas in which almost all level executives of both private and public sectors wanted some sort of the training which varied with their individual requirements.

1. Performance improvement
2. Quality of work life improvement
3. Quality of improvement of the job itself
4. Managing organization professionally
5. Improving presentation a communicational skills.

Some of the areas which remain untouched, i.e. in which they remain least bothered are:

1. Increasing ethical values in business
2. Commitment to the organization
3. Increasing awareness about occupational health, etc.
Steven W. Schmidt to examine the link between employer-employee provided workplace training and employee job satisfaction. The Schmidt analysis reveals that people whose jobs involve face-to-face interaction with their customers – like those in the hospitality industry – are most likely to value training for its ability to help them engender customer satisfaction. That same study found that employee frequently named training opportunities as a top consideration in choosing and staying with an employer. Similar results came out of a survey by Aon consulting and The Society of Human Resource Management, which determined that opportunity (or lack thereof) for professional development is one of the top reasons cited by employees who voluntarily leave one company for another.

“The education definitely helps with job performance,” says ALYESKA Resort Human Resources Administration Assistant Mary Williamson, adding,” It starts with management and carries on from there.” Although training for all of their employees is highly valued, Williamson says management training probably has the most widespread impact on the resort overall. Alyeska, which features 304 rooms and more than one thousand acres of ski slopes 40 miles south of Anchorage, Alaska, provides ongoing training programs for new and continuing management.

Wexley (1984) stated that certain critical areas of training need systematic study which includes factors such as the organisation, task and program design, individual differences for training strategies, and workplace factors affecting the transfer of training. In fact, very few research studies using systematic procedures for developing employee training protocols have been conducted and validated within an industrial setting. Also, statistically designed experiments to test various training
methods have not been formulated and evaluated within the workplace. Thus, there is a need to develop training protocols using a systematic procedure and conduct empirical assessments using these developed training protocols within an industrial setting to determine the electiveness, efficiency, and productivity of training.

Simmons (2003) identifies some of the reasons given by the trainer for not evaluating their training efforts:

- Are training efforts cannot be measured;
- What information can be collected;
- When calculating return on investment, is it valuable to evaluate the training program;
- Measurement is only effective in the production and financial departments;
- Chief officer (CEO) does not require evaluation, so why should I do it;
- There are too many variables affecting any behaviour change for to evaluate the impact;
- Evaluation will lead to criticisms;
- Measuring progress toward achievement of objectives is an adequate evaluation strategy; and
- Evaluation will be costly.

Berry (1995) acknowledges that although the reasons for and theory of evaluation are convincing and sound, there is enough evidence in the literature that, in practice the actual evaluation of training is not normally done.
Somolekae (2005) argues that if management invests in training and development for employees, it unconditionally expects to see results from the initiative. When a training director approaches top management for approval for a new training and development activity, the question can reasonably be posed as to what good the course will bring and why the company should invest such a sum of money in it.

Mangori (2001) is of the view that the idea of a training department as a passive provider of a menu of course has become obsolete. A new approach is needed which the concept of training as a management function that contributes to the growth and development of the organisation and its training departments is required in order to give evidence of their effectiveness. This evidence has usually been established by the reputation of the trainers, the training manager, or repeat business and not by the indices of changed participants’ behaviour or increases in organisational effectiveness.

RESEARCH GAP

The following research gaps are conspicuously identified to set research propositions and research design. The input and output training among the employees in an organisation and its mutual relationship with organisational culture and performance creates a lacuna in the previous literature works. There is a wide gap in the objectives of the training, training methods and its impact over organisational efficiency and different types of constraints hampering motivation of employees in the industry. Training and Development studies are abundantly found in the past HRD and HRM research works but evaluation and effectiveness and the impact of
trainings pertaining to employees in Brakes India Ltd., is missing in the previous research attempts. Participative and dynamic training methods as well as work commitment are analogous among the employees in any organisation but individual performance with futuristic goal orientation of employees in a particular industry creates a fascinating vista for the current research focus.

The above mentioned research gaps were useful in developing research design to ascertain the training methods influencing the employees performance and change in organisational culture. It also forced to underpin certain assumed propositions of relationship among training and its effectiveness to check empirically.