Chapter – III

IMPERATIVES OF TRAINING IN
PUBLIC SECTOR BANKS
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The discussion in the last chapter centered around the need for the human resource development in the public sector banks. One of the best ways of developing the Human Resources, is imparting training to the employees. The imperatives of training in Public Sector Banks are discussed in this chapter.

3.1 CONCEPTUAL ISSUES

Every organization needs well-trained and experienced people to perform the activities that must be done. A job in today’s dynamic organizations have increasingly become complex, the importance of employee education and training has increased. When jobs were simple, easy to learn and influenced only a small degree of technological changes, there was little need for the employees to upgrade their skills. But the situation has drastically changed today. Instead, rapid job
responsibilities are occurring, requiring employee skills to be transferred and tuned.

Training is a learning experience in that, it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Training can involve changing of skills, knowledge, attitudes or behaviour. Training is a prerequisite to improved performance as preparing human resources for new jobs, transfers, promotions or change over to modern technology as equipment. In addition to training of new entrants, manpower at all levels require refreshers' training from time to time to avoid personal obsolescence and improving competency to hold higher positions. Filippo lucidly discussed several advantages that stem from training. This includes increased productivity, heightened morale, reduced supervision, reduced accidents and increased organizational stability and flexibility. With the increase in skills, there results an increase in both quality and quantity of performance. The individuals who are equipped with the requisite training accomplish the basic human needs such as security and ego


satisfaction. Trained employees can perform their work effectively even with little supervision. It has been recognized that more errors are caused because of inadequate preparedness on the working conditions. Adequate training on job skills and positive attitude is likely to minimize rates of errors considerably. The ability of the organization to maintain its effectiveness despite the loss of key persons can be accomplished by keeping a reservoir of trained replacement.

Organizational flexibility can be achieved by maintaining highly trained people with multiple skills to permit their smooth transfer to jobs where the demand has multiplied. Indeed, a well-trained workforce is the greatest asset to any organization.

Indian service industry is presently towards a rapid development track. Improved technology and techniques are being obtained from the developed countries. New quality systems are being accepted and implemented in the form of ISO 900 and QS 9000 Certification. In the light of the transformation to be achieved, the most important area for concentration in Indian organization particularly the banking industry would be developing the work culture conductive for performance excellence. This can be achieved by giving enormous thrust to human
resource development activity in the organizations, particularly giving training to employees.

Training programs purported to improve job performance, minimize conflicts, prepare individuals for promotion, and to accept organizational changes facilitate understanding of organizational goals and attain allied behavioural activities.

3.1.1 Major Issues in Training

Besides difficulties in measuring the impact of training, there are many other issues, which involves the process of imparting the training. Some of these are:

a. Training needs and purpose: The objectives for training personnel seem to refresh the knowledge, skills and attitudes of the trainees. Therefore, it becomes necessary to identify training needs of the individual and the organization. One way to identify training needs would be job performance reports, but these are not usually available for all positions. In order to ascertain and extend the gap of competence, the existing competence of person is analysed by
using the technique of individual analysis. Job satisfaction is also used to consider the nature and characteristics of the task involved in a job.

b. **Organization of Program**: Once the training needs have been identified, the objectives of the programs may become quite clear and the actual phase of how to conduct the program starts. The task of organizing the program includes various activities such as, management of training itself, management of human resources as well as financial resources. Keeping in view the task of the trainer, it becomes necessary to identify persons with the qualities who can successfully manage them. Program organizers should be exposed to certain courses like training for trainees in which they learn actual handling of a program.

c. **Training methodology**: Though a training program can be planned or organized in a systematic manner, it must have good objectives and resources for achieving the stated goals. Yet, the course may become effective unless the media through which the participants are being instructed are appropriate for the specific level of participants.
d. **Selection of faculty:** Selection of faculty depends upon the commitment of the program organizer. The appropriate selection of the faculty results in the competent handling of the training situation and enables the participants to interact with the faculty. This interaction is possible only if the selected faculty matches with the needs of the participants and their level of expectation. The commitment of the program organizers influences the credibility of the faculty and the morale of the participants. The nature of the issues involved in the provision of training is likely to differ depending on whether the person to be trained is in the clerical level or officer level. Even under managerial cadres, this can be categorized in three levels, viz., junior, middle and higher level with whom issues can be tackled and imparted.

e. **Selection of participants:** Effectiveness of any training program depends largely upon the selection of the right type of personnel. Before organizing a training program, the objectives of the course are to be clearly enlisted in the training brochure. The selection of the participants on the basis of their designation and seniority may not reflect the potential of the participants in particular area.
f. **Motivational climate**: Significance of training lies in the context in which it is being imparted, because training is a kind of instruction into an existing pattern of behaviour or belief. Training should be looked at book, in the light of learning that has preceded it, and the learning that follows. If the motivational climate of the organization such as the people, are ready to learn new things and apply them in their work situation, the likelihood of their practicing the new techniques and idea increases. The motivational climate is also influenced by the commitment of the top management.

### 3.1.2 Identification of Training needs

Training needs represent the difference between the present performance level of a person or group and the performance level to be regarded as an objective, which can be eliminated with the aid of training. Training needs' analysis has long been regarded as an important part of the training process, but in many trainers' experience, training needs' analysis are either done, or not done effectively.\(^4\) A highly reviewed

article on the training needs analysis\(^5\) concludes that training analysis is frequently conducted on a reactive crisis basis that the obtained data are rarely integrated with business/operating planning data, and that most approaches to assess needs do not like into consideration the realities of organizational life.

Training, in order to be effective, should be need-based, and the concerned individuals should be clear about the objectives of such effort. Unless the training is need-based, it will not contribute to the effectiveness in a significant way.\(^6\)

3.1.3 Objectives

Banks no doubt, send employees for various training programs to meet the various performance gaps or prepare them for personal growth, to prepare for changes in organizational policies, structure, technology and to perform better in their present positions.\(^7\) Training provides a measure for modified employee behaviour involving complex attitudes


knowledge and understanding and improving organizational effectiveness.

### 3.1.4 Need Analysis

A training need may be described as existing any time on actual conditions and differs from a described condition in the human or people aspect of organizational performance, or more specifically, when a change in present human knowledge, skills or attitudes can bring about the desired changes. Many techniques have been developed and each has proven useful in a unique set of circumstances. The technique that provides objective data is preferred, i.e., the method that allows participation by employees to be trained and more likely to produce acceptable and useful solutions. Although no single inventory of need analysis method can exhaustively cover the many varieties used by the trainers, some techniques tend to be used more frequently. As John W.Newstrom\(^8\) points out, the professional trainers should seek to balance the weakness of one method with the inclusion of a second approach that complements it well.

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3.1.5 Training Techniques

There are a variety of training techniques that organizations can utilize to impart training. It is almost universal that any management development program includes to some extent training classroom instruction. To counteract the boredom created by monotonous teaching, certain other techniques such as case studies, role playing, business games and certain films and videos are presented, so as to make the programs interesting, practical and creating long lasting impression on the individuals. Various methods of training are implemented for a variety of reasons. Most frequently lectures, discussions, on-the-job, and audio-visual methods are in vogue. Basha identifies that in the Indian context, T-groups, case methods and workshops were not effective and, therefore, lectures-cum-discussion methods were found to be most useful.

3.1.6 Evaluation

Employees sent to various programs need to be evaluated so as to ascertain the effectiveness of the program. Many people agree to the basic

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fact that no much of a systematic effort towards evaluation exists in the organization. Belasco remarks that almost all the ongoing training programs are not systematically evaluated and the situations have rarely changed afterwards. Goods evaluation is based on careful specification of training objectives and performance measures that will be used to determine if the training objectives have been successfully achieved.

3.1.7 Transfer of Training

Transfer of training is an extremely widespread phenomenon, playing a part in almost every instance of learning. The knowledge and skills acquired tends to be cumulative in nature so that an audit will rarely be required to learn anything completely new. Transfer of training is the degree of which trainees effective; apply the knowledge, skills and attitudes gained in training in context to their jobs. Transfer of training is more than a function of original learning in a training program. For transfer to have occurred, learned behaviour must be generalized to the context and maintained over a period of time on the job. Job

involvement, need for achievement, belief in the value of training, and intelligence level are some of the individual different factors that have been examined in the earlier studies. Some motivational strategies have also been examined for their impact on transfer. They include goal setting and choice in attending training programs.

The positive transfer of training is the degree with which trainees effectively apply the knowledge, skills and attitudes gained in training in context to the job. There is a growing recognition of a ‘transfer problem’ in organizational training today. Much of the training conducted in organizations fail to transfer to the work settings. A comprehensive review of the empirical research and transfer has not appeared. The conditions of transfer include, both the generalization of material learned in training to the job context, and maintenance of the learned materials over a period of time on the job. Training outcomes are defined as the amount of original learning that occurs during the training programs and


the retention of the material after the program is completed. Training inputs include training design, trainee characteristics and work environment characteristics. The major training design factors are the incorporation of learning principles. Trainee characteristics consist of ability of skills, motivation and personality factors. Work environment characteristics include factors such as supervisory or peer support as well as constraints and opportunities to perform learned behaviour on the job.

3.1.8 Trainee Characteristics

The research on trainee characteristic has to critical problems which reduces usefulness for understanding the factors affecting the transfer procedures. The first problem is a lack of theoretical framework. The second problem is the lack of adequate criterion measures of transfer in the studies examining the effects of trainee characteristics. The results of research on the effects of learning principles of identical elements, general principles, conditions of practice and stimulus variability have been quite robust. The principle of identical elements in the training and transfer settings. The operational problem is what specifically in the training program must be made identical to the actual work environment to facilitate learning, retention and transfer. One aspect of similarity is the
degree to which the actual conditions of the training programs match the work environment. The second aspect of similarity is the degree to which the trainees attach similar meaning in the training and organizational context. While there is some evidence that work environment is less important than training in the organizational context, Kazdin has noted that, transfer is enhanced by developing a variety of situations, or by using differentially reinforced stimuli to avoid the problem of training becoming attached to a narrow range of stimuli and responses. Variability can serve to strengthen understanding of the applicability of the training to the new situation and to foster innovation and generalization of skills. Baldwin had applied his work examining the impact of stimulus variability within a behaviour-modeling program. Variability has been operationalized in terms of the inclusion of different situations and different levels of effectiveness for assertive behaviour displayed by a video taped model. The results suggest that increases in the variability of model competence enhance trained generalization of learned skills. Gangre and Briggs developed a set of learning categories that permit them to analyze task and code behaviour into one of several learning outcomes (e.g., intellectual skills, motor skills, cognitive strategies, etc.). They have begun to examine each of the outcomes and determine the conditions of learning outcomes.
A few researchers have examined ability, motivational and personality characteristics for their effects on transfer. The research on ability and personality characteristics has failed to identify those factors that are most critical in a training context. The need for achievement, locus of control and general intelligence can be factors in learning and transferring skills. The examination of how individual differences moderate the effectiveness of different training methods requires refinement of individual difference measures and the development of typology of instructional methodology.

**Environmental Characteristics**

Supervisory support and climate are the important environmental variables that affect transfer of training. Supervisory support for training has been cited as a key work-environmental variable affecting the transfer process, information regarding how to work successfully within the social environment of the organization. Employees who perceive that a training program is important to their supervisor will be more motivated to attend, learn and transfer trained skills to their jobs. Supervisory support is multi-dimensional construct, which could include encouragement to attend goal-setting activities, reinforcement activities and modeling of
behaviour. The extent to which the supervisor behaves in ways congruent with the training objectives will have a major impact in the transfer of trained skills by subordinates. B Schneides describes, that there are often reliable differences in the level of support and other climate factor across work groups with an organization as well as across different organizations. Organizations and departments within organizations can be differentiated in terms of goal and time orientation, formality of structure and inter-personal orientation.

3.1.9 Critical Issues

The conditions for transfer include generalization of skills or behaviour learned in the training programs and the maintenance of those skills and behaviour over a specified period of time. There are certain studies which concentrated on the training input factors that might affect transfer rather than focusing on appropriate measurement of the condition of transfer. To examine the successful generalization of trained skill or behaviour, a clear identification of the knowledge, skills and behaviour expected to be transferred to the job is needed. Further, a systematic collection of the appropriate information is needed to make effective training decisions related to the value of training programs, and to
systematically reassess training needs for possible redesign of the training programs.

Learning curves represent how well a certain skill is learned and the speed with which an individual acquires that skill. The kind of task being trained, the decision of training program and the characteristic of the trainee have been found to have a major impact on how quickly an individual stands.

Job relevance of the training context is a critical factor affecting what is learnt, retained, and transferred to the work settings. Efforts have to be taken to analyze the training contexts and to increase the job relevance of the training programs. Training does not function in isolation. The transfer of knowledge from conference rooms to the job situation consists of factors like the participant himself, his boss, faculty members, organizational climate, etc.

Training has been found to be very advantageous by many organizations. Scores on personnel relations and sensitivity to group inter-personnel relations increased as a result of training. Among the structured and unstructured training programs, structured training
programs were made more effective as effective training programs could lead to increased productivity, decreased absenteeism, reduced turnover and greater employee satisfaction.

3.2 REVIEW OF THE LITERATURE

King, Phyllis Mary examines in her study, the impact of employee ergonomics training within a large manufacturing industry. It examines the effects of three different types of learning methods upon employees' knowledge, attitudes and behaviour. The three types of training methods were (a) lectures only, (b) lectures within ergonomics job redesign, (c) participatory ergonomics training.

Employee within five different lines were the subjects of the study. A quasi-experimental research design was used. Four lines of employees remained intact and randomized into four groups. The fifth line, which contained eighty employees, was equally divided as randomized into four groups. Group one served as the control group receiving no intervention. Group two received lectures-based ergonomics training only. Ergonomics job redesign changes were implemented to group three’s job prior to receiving the same lectures as group two. Group four received the same
lectures. In addition, this group met once a week for three weeks, identified muscular-skeletal risk factors related to their job and ultimately implemented job design changes.

Pre and post-test measures were implemented with the administration of the King Ergonomics Quiz to assess knowledge, the empowerment profile and human factors satisfaction. The Borg 10 point scale was administered prior to the job analysis and following the job decision changes to group three to determine the impact of changes.

Results of data analysis using analysis of covariance and multiple comparison methodology indicated that training had a significant effect upon employees’ knowledge of ergonomics. No significant differences were noted among the four groups according to empowerment and human factor measures. Training had a significant impact upon employees’ job satisfaction. Group one and two demonstrated lower job satisfaction compared to group three and four. Analysis of self-reported behaviour showed training increased employees’ recognition, reporting and behaviour towards the resolution of health hazards. The impact of job design changes to group three was modest. In order to affect change, trainers’ need to have a thorough understanding of employees’ work
situations and the cultural context within which they function. More impact and outcomes studies are needed to convince industry of the benefits of ergonomics training practices. Management training has more attention because companies have allocated training resources to this perceived area of need. A few case studies have been attempted in the area of production employee training.

3.2.1. Evaluation of training programs

In most organization it is taken for granted that all their training programs which the intended objectives. In India, while this may be one in the case of management staff training is done with the assumption of no return on investment. However, such an assumption is unwarranted and every organization should make an attempt to know how far it’s training programs are achieving the intended objectives. This is because recently there has been an increased reliance on training in most organizations for improving performance. As such as great deal of responsibility is placed on the training function, which makes it accountable for the outcomes of its training programs. The topic of training and its impact, therefore, finds a place very frequently in the literature on training. However, what happens to the evaluation of the
training programs in most organizations is that comments are received from senior managers, a few managers in the field, and a group of workers who have recently completed a training program. If the comments are generally positive, the program gets favourable evaluation and the organization continues it until someone in a position of authority decides, for whatever reason that it should be eliminated or replaced. Opinions and judgments dominate the evaluation. In fact, a systematic evaluation of training programs, involving the use of an appropriate criterion, is necessary to know how effective these programs have been. Catalanello and Kirk Patrick have identified the following criteria for the purpose of evaluating the effectiveness of training:

1. **Reaction**: This criterion can be employed for finding out how well the trainees liked the program.

2. **Learning**: Evaluation of training against this criterion indicates the extent to which trainees would learn the facts, principles and approaches that were covered in the training.

3. **Behaviour**: This criterion can be used for finding out how and to what extent trainees behave different on their job because of
training. Also, these criterion measures indicate the extent to which the trainee applies in his work situation and what he has learnt during the training program.

4. **Results:** These criterion measures reflect which final results could be achieved, such as the reduction in costs, reduction in turnover, improvement in production etc. The four criteria recommended by Catalanello and Kirk Patrick are considered to be representing four levels, because they differ in terms of the amount of rigor adopted in measuring training outcomes. The "reaction" criterion, for example, is said to be representing the lowest level because it involves the simple measure of trainees' expression or feeling about the training problems. However, according to Alliger and Janak, Kirk Patrick's model of four levels of training evaluation criteria is frequently misunderstood or over generalized. There are three problematic assumptions of the model, which can be identified as follows;
1) The levels are arranged in ascending order of information provided.

2) The levels are casually linked.

3) The levels are positively inter – correlated.

Regardless of the validity of this assumption, it has been observed that a majority of empirical studies have dealt with evaluation at “reaction” and “learning level only”. Thus, most of the studies related to evaluation of training have dealt with two questions. How far the trainees like the training? And, did trainees learn from the training?

Since “reaction” and “learning” criteria deals with those questions which are directly the outcome within the training situation itself, two are described as the “internal” criteria, and which indicated how far actual changes in the job behaviour and performance have occurred due to training. Rating by peers or supervisors as well as document evidence regarding the trainees on the job application of facts and principles acquired during the training program constitute external criteria.
Criteria have also been distinguished in terms of whether they are "qualitative" or "quantitative". According to Campbell, though traditional quantitative measures have been preferred, both are important for a thorough understanding of training effects. If "quantitative" (ie process) measures are ignored, the richness of details concerning how events occurred would be missed.

Goldstein has described studies where data would have been misinterpreted, if the researchers had been unaware of the events that took place during the training. In a survey of 110 organizations conducted by Catalanello and Kirk Patrick, about 78% of the organizations reported that they attempted to measure training reactions, while about half said that they attempted evaluation in terms of learning behaviour or results. Of the 47 companies that had reported the measurement of the learning, a large percentage of them did attempt to measure learning both before and after the training programs. But, less than half attempted to measure results. Those who did attempt to measure results, said, that they did so on the basis of observation, interviews, analysis of production reports, turnover figures and other indices. The number using control groups was negligible.
In a survey of training evaluation method used in four types of Indian organization, viz. public sector organizations, private companies, autonomous training institutions and consultancy organizations, Kazami and Kizhakkil found that a general tendency in most organizations in all the four groups was to use the "reaction" method for evaluating training effectiveness. Seeking the opinions of trainees' supervisors and measuring skill improvements after training programs were the two other methods attempted in many organizations. However, the experimental approach involving before and after assessment was not attempted by the organization covered in the survey. Also, evaluation in the training effectiveness in terms of cost-benefit analysis was not used in these organizations. These findings are based on the reaction of 113 trainees associated with 104 organizations covered in the study. Ammons and Niedzielskli of North Texas State University concluded, that relatively few local governments conduct rigorous cost-benefit evaluation of their supervisory training and management development programs and that more attention to upper level evaluation is warranted. However, it is also acknowledge that multi-problems restrict training program evaluation in local governments. It is therefore, suggested that the pragmatic solutions, which address the more difficult as well as simple levels of evaluation,
must be incorporated into the evaluation design at the early stage if they are to be effective.

Training can and will produce positive results if it is based on clearly defined needs specific to the workplace and if it is delivered with a view to those needs and the ways in which employees learn.

3.2.2 Needs' Assessment

A systems approach to training needs analysis involves a number of local steps; problem identification, analysis, identification of training needs, the ranking of needs in order of urgency and the setting of training goals or objectives.

3.2.3 Problem Identification and Analysis

Once the problem to the training context is identified, the next step is to analyze the problems so that necessary training may be identified. Problem analysis involves collecting information about the problem so that its causes can be determined. It also required determining an appropriate standard that should be met.
3.2.4 Determining Solutions

Once the problem has been analyzed, the next step is to determine suitable solutions. If training is the solution or part of the solutions, the particular training needs must be identified. What combination of skills and knowledge is required and by whom?

A critical part of the investigation of training needs is the assessment of the people involved. The purpose of this is threefold: first, people are likely to be more committed to training (and thus more likely to learn) if they have played a part in identifying the needs themselves; second, it is often necessary to assess the current level of required skill and knowledge among the target group of employees; and third, basic educational levels and literacy and language skills must be known so that appropriate instructional methods are applied. Surveys can be used to assess a number of these variables. If they are used, however, care should be taken to ensure individual confidentiality.
3.2.5 Setting Priorities and Goals

Once training needs have been clearly identified, the next step is to set priorities and objectives. Consideration must be given to the relative urgency of various training needs, taking into account factors such as the relative severity of consequences should accidents occur, the frequency with which problems are likely to occur, the number of people affected and legal compliance.

Training objectives must be specific because, if they are not, evaluating whether the training has been successful will prove difficult. Specifically defined objectives also help determine appropriate training context and delivery method. Training objectives or goals establish the results that training should achieve.

3.2.6 Needs Assessment Methods

Methods for analyzing training needs depend on the scope of the assessment and on available resources. All or some of the following methods may be used:
Documentation review – For example, written statements of safe working practices, legal requirements, company policies and procedures, accident statistics and workplace inspection reports can be examined to determine their bearing on training needs.

Specific analysis: accident statistics, joint committee minutes, accident investigation reports and job and task hazard analyses may be examined for their specific relevance to the problem in question.

Interviews and Observation: Interviews with representative samples of supervisors, workers and other may be used to assess attitudes and perceived problem areas; observations can be made of representative jobs to assess compliance with safe working practices.

Surveys: A survey can be used for relatively large groups to gain information about current skills and knowledge levels and about perceived training needs and problems areas as well.
3.2.7 Choosing Appropriate Instructional Methods

Instructional methods include a number of techniques such as lectures, problem-solving exercises, small group discussion and role-playing. The methods chosen must be appropriate to what is being learned (whether knowledge, skills or concepts) and the training objectives. If, for example, the training objective is to impart knowledge about basic rules in the workplace, then a short lecture may be appropriate. However, there are different levels of learning in adults. The lowest level of learning is listening to information, the next level is acquiring knowledge; then, developing understanding and finally, at the highest level, the ability to apply what is learned to different situations. In most training situations, participants will need to learn at more than one level and so a variety of instructional techniques will be required. Instructional methods must also be based upon sound principles of how adults learn best.

3.2.8 Training Implementation

Careful consideration should be given to the selection of trainers, the scheduling of training and pilot testing. In selecting trainers, two
equally important abilities must be sought: knowledge of the subject and teaching ability. On the whole, it is easier for people to acquire knowledge than it is to acquire teaching ability. In most workplaces, including the shop floor, there will be a number of people who have a natural teaching ability, and they will have the advantage of knowing the workplace and being able to understand practical examples. In small group learning, a "group learning facilitator" may be used in place of a trainer. In this case, the facilitator is learning along with the group but has responsibilities for the process of learning.

The scheduling of training involves several important considerations. For example, it should be arranged at a time convenient for the learners and when interruptions can be minimized. Training can also be packaged in self-contained modules so that it can be spread out over time—perhaps a three-hour module once a week could be scheduled. Not only does this appropriate sometimes cause less interference with production, it also allows time between sessions for learners to try to apply what has been learned.

Every training program should be pilot tested before initial use. This allows the program to be tested training objectives. Pilot testing
should involve not only the trainers but a representative sample of the prospective learners as well.

3.2.9 Training Evaluation

The purpose of evaluating training is quite simply to establish whether the training objectives have been met and, if so, whether this has resulted in solving the problems addressed by those objectives. Preparation for training evaluating should begin at the training design stage. In other words, the problem to be addressed by training must be clear, the training objectives must be specific and the status quo prior to training must be known.

Evaluation of training can be done at various levels. At the first level, the aim is simply to assess student reactions to the training program. Did they like the program, the instructor and the course material, were they bored, did they feel that they had learned something? This approach may be useful in assessing whether or not the program was perceived to be of value by the students. Such evaluations are most usefully conducted through an attitude survey and should not generally be administered by the course instructor. Participants are unlikely to provide
candid answers at this point even if the questionnaires are anonymous. As an aid to this type of evaluation, students can be allowed to test themselves on the training content.

The next level of evaluation is the assessment of whether or not the learning objectives have been met. Learning objectives are related to the content of the training and they define what the student should be able to do or know when training is completed. Learning objectives are usually developed for each part of the course content and are shared with students so that they know what they should expected to learn. Evaluation at this level is designed to assess whether or not students have learned what is defined in the learning objectives. This can be done by testing participants at the end of the course. Knowledge, concepts and abstract skills can be assessment in written tests whereas practical skills can be assessed by direct observation of students demonstrating the skill. Where this level of evaluation is used, it is absolutely necessary to have prior knowledge of the knowledge or skill baseline of the students before training begins.

The third level of evaluation is the assessment of whether or not the knowledge and skills learned in the training are actually being applied on
the job. Such assessment can be made through direct observation at specified intervals of time following training. Evaluation of application on the day following training may produce a result quite different from the based on an evaluation some three months later. It is important to note, however, that if the evaluation shows a lack of application after three months, it may not be the training itself which is defective; it may be due to lack of reinforcement in the workplace itself.

Finally the highest level of evaluation is the determination of whether or not the problem addressed by the training has been resolved.

Ideally, all four levels of training evaluation should be built into the training design and implementation. However, if only one level is used, its limitations should be clearly understood by all concerned. Where training is designed and provided by an external agency, the organization can be should nevertheless evaluate its potential usefulness by applying criteria based on the principles outlined.
3.2.10 Training reinforcement

No matter how successful training is in meeting objectives, its effect will decline with time if reinforcement is not provided in the workplace on a regular and consistent basis. Such reinforcement should be the routine responsibility of supervisors and managers. It can be provided through regular monitoring of performance on the job, recognition of proper performance and routine reminders through the use of short meetings, notices and posters.

3.2.11 Emotional Intelligence – A New Aspect for training

A significant new concept in training in Human Resource Development is the American theory of “emotional intelligence”. An enormous amount of literature is available on training and its effect on job performance. There has been an on-going interest in the theory of “emotional intelligence” that has raised the question of whether it is possible to improve the social and emotional competence of employees. Research in training and development, sports psychology, and behaviour change suggests that it is possible. Social and emotional learning is
different from cognitive and technical learning, and it requires a different approach to training and development.

The guidelines for social and emotional training are presented schematically in Figure 1. They are arranged in the form of a flow chart that describes the optimal process for helping individuals to increase their emotional competence in personal and interpersonal contexts.

There are four basic phases to the training process. The first occurs even before the individual begin formal training. This initial phase, which is crucial for effective social and emotional learning, involving preparation for change. This preparation occurs at both the organizational and individual levels. The second phase, training, covers the change process itself. It includes the processes that help people change the way in which they view the world and deal with its social and emotional demands. The third phase, transfer and maintenance, addresses what happens following the formal training experience. The final phase involves evaluation. Given the current state of knowledge about social and emotional learning, the complexity of program design to promote such learning and the greater unevenness in the effectiveness of existing programs, evaluation always should be part of the process.
**Figure 1**
The optimal process for developing emotional intelligence in organizations

<table>
<thead>
<tr>
<th>Preparation Phase</th>
<th>Training Phase</th>
<th>Transfer and Maintenance Phase</th>
<th>Evaluation Phase</th>
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<tbody>
<tr>
<td>Assess the organization’s needs</td>
<td>Foster Positive relationship between trainer and learners</td>
<td>Encourage use of skills on the job</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Assess personal strengths and limits</td>
<td></td>
<td>Improved performance</td>
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<tr>
<td>Maximize learner choice motivation</td>
<td>Break goals into manageable steps learning</td>
<td>Provided an organizational culture that supports learning</td>
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<td>Encourage participation</td>
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<tr>
<td>Link learning goals of personal values</td>
<td>Provided frequent feedback on practice</td>
<td>Maximize opportunity for practice</td>
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<tr>
<td>Adjust expectations</td>
<td>Rely on experimental methods</td>
<td>Remove situation constraints</td>
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<tr>
<td>Gauge readiness</td>
<td>Enhance insight</td>
<td>The optimal process for promoting emotional competence in organization.</td>
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<td></td>
<td>Prevent relapse</td>
<td>Consortium for Research on emotional intelligence in organizations</td>
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</table>
An emotional competence is “a learned capability based on emotional intelligence that results in outstanding performance at work”. To be adept at an emotional competence like customer service or conflict management requires an underlying ability in EI fundamentals, specifically, social awareness and relationship management. However, emotional competencies are learned abilities. Having social awareness or skill at managing relationship does not guarantee that one has mastered the additional learning required to handle a customer adeptly or to resolve a conflict – but, means that one does have the potential to become skilled at these competencies.

Emotional competencies are job skills that can, and indeed must, be learned. An underlying EI ability is necessary, though not sufficient, to manifest competence in any one of the four EI domains. Consider the intelligent quotient (IQ) corollary that a student can have excellent spatial abilities yet never learn geometry. So too can a person be highly empathic yet poor at handling customers if he or she has not learned competence in customer service. Although our emotional intelligence determines our potential for learning the practical skills that underlie the four EI clusters, our emotional competence shows how much of that potential we
have realized by learning and mastering skills and translating intelligence into on-the-job capabilities.

Figure 2 presents the EI framework. Twenty competencies nest in four clusters of general EI abilities. The framework illustrates, for example, that we cannot demonstrate the competencies of trustworthiness and conscientiousness without mastery of the fundamental ability of self-management or the competencies of influence, communication, conflict management, and so on without a handle on managing relationship.
**Figure 2**

*A framework of emotional competencies*

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Self</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Self Awareness</td>
<td>Social Awareness</td>
</tr>
<tr>
<td></td>
<td>- Emotional self-awareness</td>
<td>- Empathy</td>
</tr>
<tr>
<td></td>
<td>- Accurate self-assessment</td>
<td>- Service orientation</td>
</tr>
<tr>
<td></td>
<td>- Self-confidence</td>
<td>- Organizational awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Self-Management</th>
<th>Relationship Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Self-control</td>
<td>- Developing others</td>
</tr>
<tr>
<td></td>
<td>- Trust worthiness</td>
<td>- Influence</td>
</tr>
<tr>
<td></td>
<td>- Conscientiousness</td>
<td>- Communication</td>
</tr>
<tr>
<td></td>
<td>- Adaptability</td>
<td>- Conflict management</td>
</tr>
<tr>
<td></td>
<td>- Achievement drive</td>
<td>- Leadership</td>
</tr>
<tr>
<td></td>
<td>- Initiative</td>
<td>- Change catalyst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Building Bonds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Team work &amp; collaboration</td>
</tr>
</tbody>
</table>

This model reflects recent statistical analyses by Richard Boyatzis that supported twenty competencies and the four domains: Self-Awareness, Self-Management, Social Awareness and Relationship Management. Boyatzis, Goleman and Rhee administered the Emotional Competency Inventory a questionnaire designed to assess the twenty EI competencies, to nearly six hundred corporate managers and professionals and engineering, management, and social work graduate students. Respondents were asked to indicate the degree to which statements about EI-related behaviours – for instance, the ability to remain calm under pressure-were characteristic of themselves. Their ratings of themselves were then compared to ratings of them made by those who worked with them. Three key clusters into which the twenty EI competencies were grouped emerged: Self-Awareness, Self-Management, and Social Awareness (which subsumes empathy), along with Relationship Management, which, in the statistical analysis, subsumed the Social Awareness cluster. While the analysis verifies that the competencies nest with each EI domain, it also suggests that the distinction between the Social Awareness cluster and the Relationship Management cluster may be more theoretical than empirical.
In this chapter, Researcher has discussed at length the major issues in training such as identification of training needs, training techniques, methods of evaluation critical issues relating to training, methods of needs of assessment, training reinforcement and the latest concept of emotional intelligence and training. On the basis of this theoretical background, Researcher has made an analysis in the next chapter to find out the impact, of training on attitude of trainees.