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1.1: General outline

Organizational development (OD) is an intervention strategy that uses group processes to focus on the whole culture of the organization in order to bring about planned changes. OD seeks to change beliefs, attitudes, structures, values and practices so that organizations can better adapt to change.

There were two main causes that necessitate organizational development.

First, organization development attempts to develop the whole organization so that it can respond to change more uniformly. OD tries to 'free up' communication by increasing the amount of accuracy of information through better group dynamics and problem confrontation.

Second, the reward structure on the job did not adequately reinforce training, so it often failed to carry over to the job. Many well-designed training programmes have failed because the job environment could not provide adequate support. Under these conditions the reasonable next step is to try to change the entire organization so that it will support the training. This is exactly what organization development tries to do.

Organization development and training are complimentary to each other. Organization development involves analyzing three areas of an organization-its people, its processes and its planning. On the other hand, 'training' typically involves the people component.

Training is an intentional act of creating a learning environment after which people can apply their learning in the work field. It is a reactive role in the organizational life and it has become an integral part of business and line managers of the organization where it assumes a transformational role in decision-making, strategic development, policy formulation and business management as a whole. Once the training programme begins, organizational members become highly active in
investigating their own attitudes and habits in relation to attitude and habits of others. The change in individual affects the group culture which makes the organizational members more capable of dealing with structural, technical and operational problems within the organization. It may be said that training aims at developing knowledge to enable people learn the strengths and weaknesses of the different development programmes; and the trainers and supervisors can devise programmes which can effectively result in modification of interpersonal behaviour.

Planned training programmes well return the values to the organization in terms of increased productivity, greater organizational stability and flexibility to adapt to changing external requirements. Hence, training must be systematic and must be organized on the basis of organizational and individual needs. This implies that training is an organized procedure for increasing the knowledge and skills of people for a definite purpose.

In order to make the training programmes more effective to improve organizational as well as individual performance, it is important that perception regarding effectiveness of training be made positive. This can be done by employees' involvement in the training and development related activities; by creating good learning environment; by providing encouragement in terms of promotion or increment and by linking training more closely to work practices. Through training, an organization goes 'green' which means training is nothing but the role of efficiency in reducing waste. Training activities, which are ill directed and inadequately focused, do not serve the purpose of the trainers, the trainees, and the organization. Hence identification of training needs becomes top priority for every progressive organization. Identification of training needs, if done properly, will provide the basis on which all other training activities can be considered. More particularly, apart from satisfying development needs, training will lead to multitasking, inducing people to take extra responsibilities, increasing all round competencies and preparing people to shoulder higher responsibilities.

Apart from training and development, organization development interventions can be effectively used to emphasize on the needs and aspiration of employees in a humane and holistic manner. Therefore, the challenge for organization development
today is to create a work culture that move human spirit. Rapid changes in the
environment have made the jobs more complex and have increased pressure of the
organization to compete in the fast changing market. Training is indispensable for
maintaining a viable and adaptable workforce. It is therefore imperative that
training should be made a permanent tool for organization development which will
ultimately lead to healthy work culture.

Training effectiveness is the degree to which trainees are able to learn and apply the
knowledge and skills acquired in the training programme. It depends on the attitude,
interests, values and expectations of the trainees and the training environment. A
training programme is likely to be more effective when the trainees intend to learn,
get involved in their jobs, and have career strategies. Contents of a training
programme and the ability and motivation of trainers also determine training
effectiveness. Evaluation of training effectiveness is the process of obtaining
information on the effects of a training programme and assessing the value of
training in the light of that information.

1.2: Rationale of the study

Training activity leads to skilled behavior. 'It is not what one wants in life, but
knowing how one reaches it. It is not where one wants to go, but knowing how one
gets there. It is not what one dreams of doing, but having the knowledge to do it.
And it is not a set of goals, but it is more like a vision'. . . (Unanimous).

Training is a transforming process that requires some inputs and in turn it produces
output in the form of knowledge, skills and attitudes (KSA). The HR function is
changing with time and with this change, the relationship between the training
function and other management activity is also changing. Now-a-days, training is an
investment because the departments such as marketing and sales, human resource,
production, and finance, etc. depend on training for survival.

Popular questions, which are asked in relation to the training system, are:
- What type of training is required?
- Why the training is required?
- What is the budget for the training?
What are the most sensitive and critical areas of training?
- How will the training be carried out?
- Who will carry out the training programme?
- Where will the training programme be carried out?
- When will the training programme be carried out?

The present study entitled 'Effectiveness of Training in Organization Development: A Case Study of Rourkela Steel Plant' attempts to empirically examine the nature and extent to which training can be an important aspect of Organization Development. The findings of the study will be useful not only to the sample organization, i.e., the Rourkela Steel Plant (RSP) but to similar other organizations who will also be benefited in shaping their training programmes for organization development.

1.3: Importance of the study

The study assumes immense importance in so far as its findings will facilitate the sample organization i.e., RSP in modifying its training and development programmes to make them more effective as to improve the organizational performance and productivity.

Other units engaged in Steel manufacturing business in the private and public sector are also likely to be benefited from the study by shaping their own actions on training and development.

Organizations not in Steel business may also be benefited from the study as its findings will give them opportunities to appreciate training and development programmes.

Employees and trade unions will be the direct beneficiary of the study as they will get the opportunity to appreciate the need for training and the importance it holds for development.

1.4: Review of literature

Different studies conducted on training and organization development within and outside India has been reviewed here under in three broad categories such as
1. Studies relating to effectiveness of training programme;
2. Studies relating to training and organization development; and
3. Studies relating to training and organizational change.

1.4.1: Studies relating to effectiveness of training programme

Gerald Olivero, Denise K. Bane and Richard E. Kopelman (1997) have undertaken an empirical study titled 'Executive Coaching as a Transfer of Training Tool: Effects on Productivity in a Public Agency' and have identified several factors that influence the extent to which knowledge acquired during classroom training transfers to the job. There is considerable evidence that a critical factor influencing transfer of training is the extent to which the trainee receives the opportunity for practice and constructive feedback. One-on-one executive coaching can provide this opportunity. Coaching trainees once they return to the job can facilitate the transfer of training especially if the coaching fosters the development and use of knowledge imparted during training. Through coaching, trainees have a safe, personalized environment in which practice and feedback can take place.

Lynnette M. Godat Sprint and Brigham A. Thomas (1999) in their research study 'The Effect of a Self-Management Training Program on Employees of a Mid-Sized Organization' have predicted that employees would be able to improve self-selected work related problems through self-management training.

Mike Bagshaw (2000) has conducted a research titled 'Emotional intelligence—training people to be affective so they can be effective' to observe that when people in the workplace do not act with emotional intelligence, the costs can be great. Low morale, bitter conflict and stress limit business effectiveness. Emotional intelligence also contributes in a positive way to enhancing business, improving team work, customer service and managing of diversity. And this critical personal resource can be improved through appropriate coaching and training.

Charles Tennant, Mahithorn Boonkrong and Paul A.B. Roberts (2002) have undertaken a study titled 'The design of a training programmes measurement model' to outline the key areas which manufacturing organizations should consider in order to improve the effectiveness of training programmes for production operators. They
carried out a study of manufacturing companies to identify current evaluation methods, and to identify the predominant barriers to the implementation of effective training programmes. The research concluded that most of the companies believed that their training programmes did not realize the full potential in terms of higher productivity, better on-the-job performance, and improved quality. The causal factors found responsible are inadequate training objectives and evaluation mechanisms, which stem from a number of barriers. The study proposes a training programme measurement model which has been adapted from existing concepts and could be applied by manufacturing organisations as a framework for carrying out appropriate evaluation activities.

Scot M. Duguay and Keith A. Korbut (2002) have conducted an empirical study titled 'Designing a Training Program which Delivers Results Quickly' to emphasize that a well-designed and executed training programme minimizes new employee on-boarding time and time-to-first-contribution. They have suggested that the design of a two-phase training programme for new employees—an initial programme addressing training requirements of a general group and a detail programme requiring skill mastery by individual functional area. The effectiveness of the training programme can be more accurately accessed via leadership team review of expected versus actual progress against the training program objectives.

Sasmita Palo and Nayantra Padhi (2003) have undertaken a study titled 'Measuring Effectiveness of TQM Training: an Indian Study' to find that Total Quality Management (TQM) is a never ending process of improving work processes. It operates according to the premise that organizations cannot rest comfortably without continuously improving whatever is being done. There has to be a culture of continuous improvement and everyone in the organization must strive towards it. This could be accomplished only through continuous training. The study has established that training creates awareness, builds employees' commitment to quality policy and strategy, facilitates teamwork, enhances performance standards and bolsters the skills and abilities of employees. However, the organization needs to focus more upon improving communication competencies, multiple skill development and customer value training. Successful TQM training in the
organization needs more budgetary allocation and commitment, support and enthusiasm of the top management.

G. Bergenhenegouwen (2006) in his research 'The management and effectiveness of corporate training programmes' has concluded that the education manager sees corporate training programmes from the overall policy of the organization. In dialogue between the corporate management and the education manager, a training policy is developed so as to ensure effectiveness of the training programmes. As a consequence, there is an increasing trend for the practical and corporate benefits of training to be evaluated in the light of the organization's policy. Evaluation of the effects of training programmes should therefore lay more emphasis on the assessment of their practical results and applications in the work situation.

Walter Wehrmeyer and Jonathan Chenoweth (2006) in their research study 'The Role and Effectiveness of Continuing Education Training Courses Offered by Higher education Institutions in furthering the implementation of sustainable development' have found that if the training of short continuing education courses in sustainable development is to be effective, then such courses need to exploit existing knowledge bases so that limited time resources are used for maximum benefit through teaching methodologies which promote a constructive learning environment.

R.A Noe (1986) in a research titled 'Trainees Attributes and Attitudes: Neglected Influence On Training Effectiveness' has developed a model of training effectiveness in which he proposed that rewards resulting from successful completion of training influences individual's motivation to attend training and to learn from it. According to him, success of training programmes depends on their perceived effects on career goals. So employees can also be motivated if they can be involved in the training activities. Training need analysis is one of the ways to involve people so that they can put more efforts to learn and then transfer the learning into action.

Garrett J. Endres and Brian H. Kleiner (1990) in their research study 'How to Measure Management Training and Development Effectiveness' have observed that
successfully measuring effectiveness in management training and development can be a difficult task. So they designed a valid measurement programme that includes evaluation in key areas such as emotional reaction and knowledge gained after training interventions.

E. Spector (1996) in his study titled 'The Impact of Cross-Training on Team Functioning: An Empirical Investigation' have pointed out on the effects of cross-training (presence vs. absence) and workload (high vs. low) on team process, communication and task performance. Eighty male undergraduate students were randomly assigned to one of four training conditions: cross-training, low workload; cross-training, high workload; no cross-training, low workload; and no cross-training, high workload. The result obtained indicated that cross-training is an important determinant of effective teamwork process, communication and performance.

John M. Barron, Mark C. Berger and Dan A. Black (1997) in their research work 'How Well Do We Measure Training?' have examined various measures of on-the-job training from a new source that matches establishments and workers to compare the responses of employers and employees to identical training questions. Establishments report 25% more hours of training than do workers, although workers and establishments report similar incidence rates of training. Both establishment and worker measures agree that there is much more informal training than formal training. Further, informal training is measured about as accurately as formal training. Finally, it shows that measurement error reduces substantially the observed effect of training, in particular the effect of training on productivity growth.

The study 'The influence of the training environment on trainee motivation and perceived training quality' by Christopher Orpen (1999) has discussed the relationships between the training environment and employee responses to training provided by their organisations. It has measured the personal aspects of organizational commitment, job involvement, self esteem, and personal control, as well as of the organizational aspects of social support from work, social support outside work, training incentives, training resources, and training needs.
Paul Donovan, Kevin Hannigan and Deirdre Crowe (2001) have conducted a study entitled 'The learning transfer system approach to estimating the benefits of training: empirical evidence'. They have found that three steps must be implemented for a training programme to succeed. The first step is the identification of training needs. The second step is the analysis of the firm to identify the issues that will affect the ability of the firm to exploit new skills. The third step is the evaluation of the training to ensure that sufficient resources are applied to implement and to integrate the training programmes.

Martin Mulder (2001) has conducted a research titled 'Customer satisfaction with training programs' and has described a model of evaluation of customer satisfaction about training programmes. The evaluation has been conducted by an independent organisation to enhance the thrust worthiness of the evaluation results. The purpose of this model is determining the quality of training programmes as perceived by the project managers from the organisations that purchased the in company training programmes from the training companies.

Judith B. Strother (2002) in the work 'An Assessment of the Effectiveness of e-learning in Corporate Training Programs' has pointed out that the corporate managers are constantly looking for more cost-effective ways to deliver training to their employees. E-learning is less expensive than traditional classroom instruction. In addition, many expenses such as booking the training facilities, meeting the travel costs for employees or trainers, plus employees' time away from the job can be greatly reduced.

Kaye Alvarez, Eduardo Salas and Christina M. Garofano (2004) in their work 'An Integrated Model of Training Evaluation and Effectiveness' have pointed out that evaluation measures found to be related to post training attitudes are cognitive learning, training performance, and transfer performance. They concluded that training effectiveness variables are pre training self-efficacy, experience, post training mastery orientation, learning principles, post-training interventions, and post training attitudes.
Vathsala M. Wichramasinghe (2006) in the work 'Training Objectives, Transfer, Validation and Evaluation: A Sri Lankan Study' has studied the training practices of setting objectives, transfer, validation and evaluation in Sri Lanka. The results of the study did not confirm the hypothesis that foreign-owned companies exhibit more training practices of setting objectives, transfer, validation and evaluation than the local and joint-venture companies.

Wei-Tao Tai (2006) has conducted a study titled 'Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness' to focus on the effect of training framing from supervisors on trainee self-efficacy and training motivation, and to test how these variables subsequently influence the overall training effectiveness. The study concludes the importance of supervisors training framing—which predicts the self-efficacy and training motivation of the trainees.

Christopher Rowe (1996) has conducted a research titled 'Evaluating Management Training and Development: Revisiting the Basic Issues' to explain the need for evaluation of management training and development and also to distinguish between single-loop learning (monitor) and double-loop learning (evaluation).

In order to know the gap between training and work practices, it is necessary to evaluate training programmes. Current scenario concerning evaluation of training through sophisticated research design is not very encouraging in the Indian context. In this context O.B Sayeed (1998) in his study 'Factors Affecting Training Effectiveness: Meta Analysis and Revision of Learning Effort Model' pointed out that Indian organizations have mostly restricted themselves with the reaction of trainees towards various features of the programme. So he concluded that there is a need to bridge the gap between training and work practices.

1.4.2: Studies relating to training and organization development

'Management Training: A New approach' being undertaken by Michael Horan (1987) revealed that there is a positive relationship between training and business success.
Erik Frank and Charles Margerison (1978) in their work 'Training Methods and Organisational Development' have established that training concerned with skill development have resulted in improving the organizational effectiveness and overall performance of the workforce.

Mel Berger (1989) undertook a study 'Management Training and Organisational Development for Real Organisational Development' to establish that in-company approach to improve the competence of middle managers and starting up a constructive problem-sharing and solving process is possible through training.

Robert T. Keller (1978) in his study 'A Longitudinal Assessment of a Managerial Grid Seminar Training Program' has analyzed the effects of the Grid program on organizational climate, job satisfaction, power relationships, and leadership style. He could not establish any association between Grid program and the changes in the measured variables.

Irene Chew Keng Howe, Anthony Tsai-pen Tseng and Adrian Teo Kim Hong (1990) in their work titled 'The Role of Culture in Training in a Multinational Context' have found cultural sensitivity on the part of managers working in the MNCs and have therefore recommended that managers working for multinational companies need to be culturally sensitive as they are also responsible for training methods and materials in different cultural settings.

In their work 'A Study of the Impact of Training in a Management Development Program Based on 360 Feedback', Robert T. Rosti and Jr. Frank Shipper (1998) have empirically established a positive correlation between changes in individual skills and the training programme.

Andrew NMI Smith, Robert Macklin and Charles Noble (2003) in their work 'Organizational Change and the Management of Training in Australian Enterprises' have observed the impact of introduction of new management practices on the organization of training. They investigated the impact of five common new management practices-team working, total quality management, lean production, business process re-engineering and the learning organization, in addition to a number of other organizational factors. These practices have had a significant
impact on the organization of training. However, the most significant impact on the way training is organized appears to be on the extent to which training and human resource policy are integrated with business strategy.

A. Chapman and C.A. Lumsdon (1983) in their study titled 'Outdoor Development Training: A New Tool for Management' have observed how business school lectures used outdoor activities as an aid to management development. Their findings showed that physically and psychologically demanding tasks can make a significant organization through outdoor development training.

Ben Thompson and Mc Causland (1987) have conducted a study entitled 'Changing an Organisation: A Training Contribution' and observed that management style and behaviour needed radical alteration and for this there is a programme called corporate development and training that was adopted to success in tapping the company's energies and talents.

Ron Cacioppe, Pat Warren-Langford and Libby Bell (1990) in their study ‘Trends in Human Resource Development and Training’ have pointed out that training and development refers to a planned effort by an organization to facilitate the learning of job-related behaviour of its employees. Training and development is also a means to provide employees with relevant skills so as to improve the efficiency of their organization. Traditionally, many people have considered training and development as one that deals with increasing a person's specific job-related skills only like word processing, electrical wiring, reading a blueprint, setting priorities or handling an employee grievance. But 'training' is now considered to be learning related to the present job as well as growth of the individual which may not be related to a specific present or future job.

In their work ‘Who is a Good Manager? ’, Raanan Lipshitz and Baruch Nevo (1992) have found that the designing of programme in a particular setting requires a study of who is an effective manager in that setting and further have opined that such research has potential use for programmes where training can be a stepping stone to change.
Peter Wickens (1992) in his study ‘Management Development is Dead!’ has observed that management development as a separate, discrete area of activity in training.

Michael S. Lane, et al., (1992) in their study ‘Management Development Training in the 1990s: Present Trends and Future directions’ have observed that management development programmes do not seem to differentiate between levels of management and there is a wide spectrum of training areas. The results also indicated that the approach used in teaching was consistent across management levels.

Rajeev D. Sharma (1992) conducted a study titled ‘Management Training in India: Its Nature and Extent’ to conclude that in recent years many developing and developed countries have focussed attention on the training of their managers. He emphasised on various dimension of training such as training methods, training policy and assessment method. He concluded that the extent of management training in India is low and that there are structural differences between organisations that provide training to their managers and those which do not.

Richard A. Cosier and Dan R. Dalton (1993) in their research study ‘Management Training and Development in a Nonprofits Organization’ have observed that there are various programmes to develop and improve management skills, typically offered by professional associations, consultants, or business schools for profit-making concerns.

In his work ‘Management Development: Integrating Individual and Organizational Needs’, Gordon C. Anderson (1993) has examined the contribution of training to both individuals and organisations in the process of management development. He suggested the concepts such as coaching, counselling, mentoring and action learning are the most important approaches to management development in their own right and in helping individuals in organisations to assimilate and apply learning that derived from more formal management development methods including management training.
E.K. Miller (1994) while conducting the study 'Diversity and Its Management: Training Managers for Cultural Competence within the Organization' has observed that organizations have implemented training programmes to facilitate cultural awareness, to have effective utilization of employees and to manage diversity and core information.

Fredric D. Frank and Cabot L. Jaffee (1995) in their research work 'Training and Development are not enough: Testing must also meet the challenges of the twenty-first century' have found that training and development help organisations address the critical issues of empowerment, quality, and teamwork in the organization.

The study 'Developing Training and Development to Line managers' by Nicola Mindell (1995) has found that most organisations see training and development as the province of human resource department. He proposed that responsibility for this should be placed in the hands of the line manager. He has also investigated how the responsibility for training and development can be successfully transferred to the line manager. Finally, he concluded with a series of key learning points which help in the implementation of this strategy.

Farhad Analoui (1995) in the study 'Management skills and Senior management Effectiveness' has observed that the effectiveness of the senior officials within the public sector has been disproportionately associated with task instead of people-related skills. A study of 74 senior managers within Indian Railways, over three years, has revealed that managers in order to become effective not only require task and people skills but also self-development knowledge and skills. Moreover, the above broad categories of managerial skills form a hierarchy which suggests that the more senior positions which managers occupy, the greater the need for people and self-development.

Thomas N. Garavan (1997) has conducted a study titled 'Training, Development, Education and Learning: Different or the Same' to provide how alternative models of HRM/HRD may influence the meaning given to these concepts in an organizational context. He concluded that it is more appropriate to view training, development and education as an integrated whole with the concept of learning as the glue which holds them together.
Priti Jain (1999) has studied ‘On-the-job training: a key to human resource development’ and found the main on-the-job training needs as information technology, job orientation, customer service/public relations, marketing/publicity, refresher courses and managerial skills.

A.R. Elangovan and Leonard Karakowsky (1999) have undertaken a study ‘The role of trainee and environmental factors in transfer of training: an exploratory framework’. They observed that organizations have focused attention on the effectiveness of the transfer of training to the job-site.

Frank M. Horwitz (1999) has conducted an extensive study entitled ‘The emergence of strategic training and development: the current state of play’ to evaluate how HRD need arises from different business strategies and how it depends on the purpose as well as structure of the strategies. He concludes that a strategic approach to training and development necessitates increased level of theoretical rigour, more rigorous evaluation of effectiveness and resolution of responsibility for training.

Patricia Bryans and Richard Smith (2000) in their study ‘Beyond Training: Reconceptualising Learning at work’ have shared that the notions of training tend to foreclose on outcomes and typically they are short-term and transferability of skills. They also argue for a conception of workplace learning which fore grounds the dialectical relationship between persons and their organizations.

Peter J. Smith (2000) in his work ‘Flexible delivery and apprentice training: preferences, problems and challenges’ pointed out that the flexible delivery of training to develop skill in industry has gained considerable amount of encouragements from both government and industry. He also examined the learning preferences of apprentices and the support that they receive in the workplace.

Walter D. Davis, Donald B. Fedor, Charles K. Parsons and David M. Herold (2000) have undertaken a study titled ‘The Development of Self-Efficacy during Aviation Training’. They observed that self-efficacy has been positively related to training outcomes.
G. Dessler (2000) in his study ‘Human Resource Management’ suggested that training programmes need to be developed on the basis of organizational analysis, operational analysis, and individual analysis. Organizational analysis can be done on the basis of overall objectives of the organization, which includes vision and mission statement and the available resources with the organization. Vision and mission statement of an organization defines where the organization wants to move from its present position, goals to be achieved in future and how these goals can be achieved. Available resources are the boundaries within which those goals need to be achieved. Operational analysis includes job analysis, which provides expectations from the employees to meet organizational objectives. This will give minimum acceptable requirements from the employees to do job effectively. Individual analysis provides information of present and potential capabilities, skills, knowledge and attitude of the employees. Organizational analysis can be done by HRD personnel with the help of top management and individual analysis can be done by individual employees with the help of HRD personnel and line managers.

Mark E. Mendenhall and Gunter K. Stahl (2000) in their work ‘Expatriate training and development: Where do we go from here?’ examined the cutting-edge training technologies for expatriate managers and their families in the next ten years. A variety of approaches to the development of expatriates have been developed and new innovative programs are currently on the drawing boards. Three areas that are emerging for HR managers who work in the international HR area are: (1) In-Country, Real-Time Training; (2) Global Mindset Training; and (3) CD-ROM/Internet-based Training.

Harry Barton and Rick Delbridge (2001) have conducted an extensive study titled ‘Development in the learning factory: training human capital’ to examine the innovation, labour and human resource management in contemporary manufacturing. The focus on current developments in the role of employees and their training and development implications.

John P. Wilson and Steven Westm (2001) conducted a research titled ‘Performance appraisal: an obstacle to training and development’ and observed some potential
inhibitors who can reduce the effectiveness of performance appraisal system in relation to training and development plans.

Margaret Linehan and Hugh Scullion (2001) have conducted a study 'Selection, training, and development for female international executives' to focus on selecting, training and developing female executives for international assignments. The findings of the study illustrated an organizational bias against females in the selection process for international assignments and a severe shortage of pre-departure training.

P.S. Yadapadithaya (2001) conducted a study on 'Evaluating Corporate Training and Development: An Indian Experience' to observe the major drivers and key result areas of training and development; purposes, levels, instruments, timing, and designs of evaluation and major challenges currently faced by the Indian corporate sector in strengthening the training and development function.

Ronald L. Jacobs and Darlene Russ-Eft (2001) in their study 'Cascade Training and Institutionalizing Organizational Change' have observed that planned training on the job has been primarily used to achieve individual training objectives. How to use planned training on the job as part of the change management process to achieve broader organizational goals and specifically, planned training on the job has been suggested as a means to deliver cascade training. Cascade training has been defined as the process of providing the competence required to ensure the institutionalization of organizational change. Connecting planned training on the job and cascade training for the purpose of institutionalizing organizational change has implications for both human resource development (HRD) theory and practice.

Ronald L. Jacobs (2002) in his study titled 'Institutionalizing organizational change through cascade training' has observed that institutionalization of organizational change should be considered a part of the change process, regardless of the nature of the change. After initial success, many change efforts eventually fail. He discussed about a framework for institutionalizing change and to introduce four designs of cascade training to enhance employee competence to carry out the change. The four designs of cascade training are based on the change target, change purpose, the
training outcomes, organizational characteristics and characteristics of the intervention.

Annabelle Beckwith (2003) in the work ‘Improving Business Performance-the Potential of Arts in Training’ has observed that successful employee development is about changing attitudes and motivation before changing behaviour. In practice, various arts-based training methods have been used to develop key communication skills. In an environment where creative advantages can increasingly be equated with competitive advantage, this is significant.

Clinton O. Longenecker and Laurence S. Fink (2005) have conducted a study ‘Management training: benefits and lost opportunities’ to explore why organizations often focus little attention and resources on management training and have provided a useful checklist of ways to close the managerial skills gap through training. They have found that organizations fail to properly train managers for a host of reasons like misconceptions about training needs, the ability of managers to handle their own training or the value of training to the organization compared with other efforts. Lack of accountability and poor implementation are other key reasons cited for training failures.

James S. Russell, James R. Terborg and Mary L. Powers (2006) in their study titled ‘Organizational Performance and Organizational level Training and Support’ have pointed out that the relations among retail sales training, organizational support, and store performance and to examine whether training interacts with organizational support to predict store performance. The study is unique in that it presents an example of the analysis of the relationship between organizational level measures of training and performance, as opposed to more traditional individual level measures. Archival data in a co relational design were analyzed for 62 stores belonging to the same international merchandising firm. Two measures of training and two measures of support were used to predict two measures of store performance. Results indicated that training and organizational support were significantly correlated with both measures of store performance, although the relationship between training and organizational performance was stronger. In contrast to predictions, there were no significant interactions between the training and support variables.
Jacqueline Reed and Maria Vakola (2006) have undertaken an empirical research titled ‘What Role can a Training Needs Analysis Play in Organizational Change?’ to examine how the process for developing a training needs analysis tool could influence organizational change. They have concluded that in a large and complex organisation a balance must be struck between standardisation and customisation of the need analysis to allow for the different structures, subcultures and levels of readiness in the organisation.

David J. Storey and Paul Westhead (2007) in their research work ‘Management training in small firms—a case of market failure’ have pointed out that the management training is lower in small than in large firms.

In the study ‘Human Resource Development and Organizational Values’, Arif Hassan (2007) has examined the relationship between HRD practices and organizational values. He has established that HRD practices like training and development were positively related to organizational values of collaboration, creativity, quality, delegation and human treatment.

John E. Mathieu (2006) in his study ‘Individual and situational influences on the development of self-efficacy: Implications for training effectiveness’ has proposed a model that included individual and situational antecedents of self-efficacy development during training. Initial performance and self-efficacy levels, achievement motivation and choice were examined as individual variables. Constraints, operationalized at both the individual and aggregate levels of analysis were examined as situational influences. The study concluded that there are positive linear relationships with training reactions and subsequent performance and an interactive relationship with performance when training reactions were considered as moderator.

1.4.3: Studies relating to training and organizational change

Samuel B. McClelland (1993) has conducted an extensive study titled ‘Training Needs Assessment: An Open System Application’ to point out that Training Needs Assessments (TNA) has become a popular and valuable tool in the human resource development profession. He observed that a properly designed and administered
TNA will provide a clear picture of an organization's skill, knowledge and will also focus attention to the areas where training programmes are most needed which in turn have the greatest impact thereby providing a positive return on the firms' investment.

In the work 'Managing the Training Process: Putting the Basics into Practice', Mike Wills (1994) has pointed out that companies are successful when they take training of their people very seriously. He suggested that though training makes an essential contribution to the business, it does not provide the complete solution for the development of a company's employees unless people have the skills, knowledge and theoretical framework that enable them to take right decisions.

Christopher Rowe (1995) in his work 'Incorporating Competence into the Long-Term Evaluation of Training and Development' has emphasized on the use of long-term evaluation of training and development also how competence-based qualifications can be incorporated with knowledge-based qualifications.

David O'Donnell and Thomas N. Garavan (1997) in their work 'Viewpoint: Linking training policy and practice to organizational goals' argue that a Human Resource Development (HRD) strategy in alliance with a global-arching Human Resource Management (HRM) strategy, is the most effective way to link training policy and practice to organizational goals.

Glenn M. McEvoy, John R. Cragun and Mike Appleby (1997) have conducted a study entitled 'Using Outdoor Training to Develop and Accomplish Organizational Vision' presented a detailed case study relating to training and organizational strategy which provides an example of how the human resources process of training and development can add value when it is tied explicitly to the future direction of the organization.

S.J. Czaja and C.G. Drury (1981) in their study 'Training Programs for Inspection' have pointed out that training is a neglected area for improvement of industrial performance.
Eleanor Macdonald (1985) in his study ‘The need for Training and Development’ has pointed out that in recent years training and development have come to be regarded as perquisites to promotion. He has concluded that training and development are important management tools.

Abby Day and John Peters (1990) while undertaking a study titled ‘The Role of the Architect in Training and Development’ have observed that architecture is emerging as an important concept in training and development.

Glenn E. Sumners, Richard A. Roy and Thomas A. Gavin (1991) in their work ‘Developing a Training Programme’ have come up with providing a methodology for developing a training programme that is responsible for the expanding scope of internal audit functions.

Anne Lawes (1996) in his study ‘Training for Change’ has conducted to identify the major influences for change currently affecting the library information profession and offers an analysis of their implications for training initiatives to meet emerging and future needs.

Erik Jahr (1998) has conducted a study titled ‘Current Issues in Staff Training’ to observe that staff competence in the application of behavioral techniques is critical to improve quality of life for persons with a developmental disability. Therefore, development of efficient staff training programmes is of great importance.

Sue Marlow (1998) in his work ‘So much opportunity—so little take up: the use of training in smaller firms’ examined the utilisation of employee training and development initiatives in smaller firms and evaluated different levels of investment in employee development which is essential to take account of firm size, firm sector and the overall market/economic environment. The assessment of such variables is essential when developing appropriate and accessible training initiatives.

Paul Bennell and Jan Segerstrom (1998) in their study ‘Vocational education and training in developing countries: has the World Bank got it right?’ have pointed out that the World Bank argues that vocational education and training in developing countries is best left to individuals.
Suleiman K. Kassicieh and Steven A. Yourstone (1998) in their work ‘Training, performance evaluation, rewards, and TQM implementation success’ have pointed out that TQM has met with very mixed reviews from organizations that have attempted to understand and to implement this strategy for organizational improvement. Successful implementation of TQM requires that all critical factors for success be addressed effectively. Several factors are thought to be crucial to the success of TQM such as training in support of the transition to TQM, performance evaluation process and content aligned with the nature of a TQM organization, and rewards for quality improvements. They examine the effects of training, performance evaluation, and rewards on TQM implementation success which was measured by cost reduction, increase in profit and higher in morale.

Ridha Al Khayyat (1998) in his study ‘Training and Development Needs Assessment: A Practical Model for Partner Institutes’ introduced a practical model of training and development needs assessment for partner institutes. The model is competency-based that allows for the incorporation of various data gathering techniques. Finally, he concluded that partner institutes systematically and effectively assess the actual training and development needs of the industry to which they belong.

Robert Eighteen (1999) in his study entitled ‘Training needs analysis for IT training’ has observed that without appropriate educating staff with new technologies, businesses go on incurring the cost of software implementation without exploiting the benefits. He suggested that the development of an automated Training Needs Analysis is a tool used to establish the organizational, departmental and individual objectives of those to be trained.

A.Jan De Jong and Bert Versloot (1999) in their study ‘Structuring On-the-job Training: Report of a Multiple Case Study’ pointed out that structured on-the-job training (OJT) has gained the attention of the business world as well as of researchers. They discussed on a series of case studies of on-the-job training programmes in seven Dutch firms. Several dimensions are found to be useful in discriminating between types of OJT activities and between ways of structuring OJT. They concluded that trainee activities are either of a preparatory nature or a
real work character. Assignments may be focussed on skill application, individualised study, or experiential learning. Jobs may be broken down to a greater or lesser extent and supervisors may have either a directive or a coaching role.

Warren Chiu, David Thompson, Wai-ming Mak, K.L. Lo (1999) in their study 'Re-thinking training needs analysis: A proposed framework for literature review' have pointed out about the training needs analysis with the intention of organising the various approaches. It offers a way of going beyond simple descriptions to a quantitative approach. A simple yet comprehensive model is proposed which consists of four aspects focusing on four related questions: Who are the key initiators of the TNA studies? What are the levels of interest in the studies (i.e. organization, process, group and individual)? What methods of analysis are used? What is the intended outcome of the analysis? And concluded that the literature was dominated by 'supply-led' players, i.e., trainers and academics, but with an unexpectedly strong emphasis on the 'demand-led' aspects of the organisation, especially its business results and growth.

Lucie Morin and Gary Latham (2000) in their study 'The Effect of Mental Practice and Goal Setting as a Transfer of Training Intervention on Supervisors' Self-efficacy and Communication Skills: An Exploratory Study' pointed out that about mental practices where goal setting was either implicit or explicit and it was investigated in a pulp and paper mill as a post-training intervention with regard to self-efficacy and the transfer of newly taught communication skills to the work setting. Six months after the supervisors had been trained, ANOVA showed that self-efficacy was significantly higher for the supervisors who engaged in either mental practice or in mental practice combined with goal setting than for those in the goal setting only or control conditions. Self-efficacy correlated significantly with goal commitment and communication skills on the job. Both the supervisors in the mental practice and in the goal setting and mental practice conditions were observed by peers to have improved their communication behaviour on the job. No change in communication behaviour was observed on the part of supervisors who set goals but did not engage in mental practice or were assigned to the control group.
Stephanie M. Jameson (2000) in his study 'Recruitment and training in small firms' pointed out that industries are highly labour intensive and, because of this, the effective management of human resources is critical to their success. A defining characteristic of the industry is the high incidence of small firms. The issue of training in the small business sector in general has been neglected by academics and management specialists. He examines some ways to address this gap in knowledge and the recruitment and training practices of small firms.

Diane Walter (2000) in his study on 'Competency-based on-the-job training for aviation maintenance and inspection—a human factors approach' observed that more than 90% of the critical skills that an aviation maintenance technician uses are acquired through on-the-job training (OJT). In general, the process helps to in still mutual respect and trust, enhance goal-directed behavior, strengthen technicians' self-esteem and responsiveness to new ideas and encourage technicians to make worthwhile contributions. He also discussed major elements of the model including needs identification, outlining targeted jobs, writing and verifying training procedures, an approval system, sequencing of training, certifying trainers, implementing, employing tracking mechanisms, evaluating, and establishing a maintenance/audit plan.

Peter J. Murk, Andrew J. Barrett and Pierre J. Achade (2000) in their study 'Diagnostic Techniques for Training and Education: Strategies for Marketing and Economic Development' pointed out that diagnostic skills training model is to provide an overall assessment process for training and development. The interests of trainers, managers and trainee representatives are best served when all parties carefully discuss the training parameters. This paper recommends steps to follow and provides an index for training success.

Mark Homer (2001) has conducted a study titled 'Skills and competency management' and observed that many leading companies are looking to link skills development to strategic objectives as well as to demonstrate compliance with industry regulations. Competency management is now recognized as a key process to ensure that the individual and organization training plans are linked to business
goals. He concluded how skills and competency management systems can help organizations improve the effectiveness of their training.

Mark A. Morris and Chet Robie (2001) in their study titled ‘A meta-analysis of the effects of cross-cultural training on expatriate performance and adjustment’ have observed that corporations are increasingly relying on cross-cultural training of expatriate managers to reduce personnel costs. Until the effects of potential moderators are better understood, prescriptions for cross-cultural training design should be made cautiously.

P.S. Yadapadithaya and J. Stewart (2001) in their work ‘Corporate training and development policies and practices: a cross-national study of India and Britain’ observed that the existing corporate training and development (T&D) policies and practices in India and Britain are based on the most prominent comparative and international dimensions of T&D such as key responsibility for T&D function, corporate commitment to T&D, major drivers and key result areas of T&D; purposes, levels, instruments, timing, and designs of evaluation; major perceived deficiencies and challenges of T&D function. The two-country comparisons revealed that while some of the findings related to corporate T&D policies and practices exhibited differences, others also reflected similarity. Compared to India, more training is done in Britain, more movement to delegating responsibilities or involving line managers in T&D in Britain, there seems also to be more focus on and involvement of individual employees in Britain. British organizations seem to be more concerned with business results from T&D. It may also be argued that the greater importance attached to business results brings about a growing involvement of employees and managers as opposed to HRD practitioners and it is the greater movement in this direction in Britain compared with India that accounts for most if not all of the differences in the results of the two surveys.

Reid A. Bates (2001) in the study entitled ‘Public sector training participation: an empirical investigation’ have pointed out for testing a mediated model of employee participation in training activities in a public sector highway department. Results of the study showed there is a significant proportion of the variance in an objective measure of training attended, a self-report measure of training attended and
intentions to participate in future training. The findings suggest that previous transfer success and motivation play a significant role in intentions to participate in training.

Vesa Suutari and David Burch (2001) have conducted a study ‘The role of on-site training and support in expatriation: existing and necessary host-company practices’ and have observed that due to the globalization of business, international assignments are becoming more typical career steps in managerial career than before. On the other hand, expatriation has been found to include several problems including high costs, adjustment challenges, inefficiency, and premature returns. As an outcome, the need for adequate preparation and training of expatriates has been stressed. Here the focus has been on pre-departure issues while on-site support and training provided by host units has clearly been covered less. In their study the kind of on-site support and training the host units provide to expatriates and the kind of support the expatriates see as necessary has been analyzed. In order to understand the situation expatriates are facing when arriving at their host units, their adjustment difficulties and pre-departure training are also covered. The results indicated that training and support provided by host units is a more common form of expatriate training than pre-departure training.

Nicholas Clarke (2001) has studied ‘The Impact of In-service Training within Social Services’ to observe that in-service training within social service agencies is recognized as a key means through which staff are provided with the necessary knowledge and skills to improve overall agency performance and achieve the objectives of social policy. As a result, an analysis of these studies revealed that although training may have an impact on trainees in terms of satisfaction or knowledge gain, results regarding impact on behavior are far more inconclusive. In addition, it is not at all certain that such training will necessarily result in changes in performance back in the workplace.

A. Ruona Wendy, Michael Leimbach, F. Holton III and Reid Bates Elwood (2002) in their study ‘The relationship between learner utility reactions and predicted learning transfer among trainees’ observed that although learner reaction measures are increasingly shown to be insufficient indicators of training effectiveness and
impact, they are still highly over-used in practice and explored the relationship between learner utility reactions and predictors of learning transfer as operationalised in the Learning Transfer System Inventory. A limited correlation between participant reaction measures and predictors of learning transfer has been found.

Lloyd (2002) in his study ‘Training and development deficiencies in high skill sectors’ observed that policy debates across advanced industrial economies are stressing the centrality of skills and training to compete in the new ‘knowledge economy’ and concluded that in various industries, training and development practices are examined in relation to the requirements of the business and individual employees.

W. David Rees and Christine Porter (2002) in their study ‘The use of case studies in management training and development’ drew on their considerable experience in writing and using case studies to explain the potential benefits of using the case study method in management teaching. They elaborated on the potential benefits of using the case study method but also the ways in which the method can be misused. They also explain how case studies can be used effectively in developing management skills and deal with the topics of writing case studies, their use in assessment and cross-cultural issues in using case studies.

Thomas Acton and Willie Golden (2003) in their study ‘Training the knowledge worker: a descriptive study of training practices in Irish software companies’ have pointed out that well-engineered training initiatives lead to increased organizational strength, job-related employee competencies, and job satisfaction.

In the study ‘The politics of training needs analysis’, Nicholas Clarke (2003) has observed that training needs analysis (TNA) refers to organizations’ data collection activities that underpin decision making, particularly in relation to whether training, can improve performance, who should receive training and training content. He suggested that organizational politics as a result of self-interest, conflict and power relations influenced the validity of the data provided by managers and subordinates during a training need analysis.
Ranjit Bose (2004) has conducted an empirical study titled ‘E-government: infrastructure and technologies for education and training’ to point out that national governments around the world have started committing substantial resources to creating the environment and infrastructure for doing business electronically with their citizens, businesses, and other government entities. However, to stay in tune with this internet economy, the skills and knowledge of their citizens and employees need to be continually updated and refreshed. E-learning provides the vehicle for this continuous education and training. The purpose of this research is to identify the infrastructure and e-learning technologies that are currently available for creating a comprehensive online education and training environment that supports development of government workforce.

Steven H. Appelbaum and Brenda M. Fewster (2004) had undertaken a study titled ‘Safety and customer service: contemporary practices in diversity, organizational development and training and development in the global civil aviation industry’ to find that the commercial aviation industry is an extremely competitive, safety sensitive high technology service industry. Socio-technical systems, employees and customers must be the arenas of an organization’s core competencies. The implications are vast and pervasive affecting no less than the organization’s structure, strategy, culture and numerous operational activities. The study concluded that Human resource management (HRM) expertise is required now, more than ever, to spearhead internal marketing strategies in order to gain employee commitment in order to foster excellence in safety and customer service.

Jie Shen (2005) in the work ‘International training and management development: theory and reality’ has pointed out the theoretical perspectives of international training and development and examined how theoretical frameworks have been implemented by practitioners and concluded that a considerable gap exists between academic theories and multinational enterprises (MNEs) practices.

Dirk D. Steiner, Gregory H. Dobbins and Wanda A. Trahan (2006) had undertaken an empirical study titled ‘The trainer-trainee interaction: An attributional model of training’ and observed that training research is often criticized for being theoretical. Further, the research has typically ignored the role of the trainer. So they present that
applies attribution theory to the training process with a focus on the attributions that trainers make for trainee behavior and their implications for training effectiveness. They indicated how characteristics of both trainers and trainees can influence the attributional processes.

Keith Denton (2007) in his work 'Corporate Intranets: How Can They Give a New Meaning to Training and Development?' has emphasised that intranet can be something more than simply a way to share information; rather it can be used to help manage learning within an organisation and make it for easier to implement training and development initiatives.

Hicks and Klimoski (1987) in their study 'Entry into Training Program and its Effect on Training Outcomes: A Field Experiment' have reported that voluntary participation in the training programme resulted in greater satisfaction, greater commitment to the decision to be trained, and strong belief that training is useful and appropriate as compared to those required to participate in training.

T.V Rao (1994) in his study on 'HRD in the New Economic Environment' has observed that participants' perceptions about training programme are very important because they directly affect the acceptance and later implementation of the learning from these programmes. And participants' perception about training has a direct impact on training outcome.

Ion Roffe (1999) made a study on 'Innovation and Creativity in Organizations: A review of the Implications for training and development' to conclude that with the training and development, one can stimulate creativity and innovation in organizations.

S.N Biswas (1998) in his study ‘Factors Affecting Training Effort: Influence of Involvement, Credibility, Utility and Training Transfer Climate’ suggested that credibility of the individual recommending the training is an important factor associated with the perception of training programme.

Mary Rose Wentling and Nilda Palma-Rivas (1999) in their study ‘Components of effective diversity training programmes’ have concluded that organisations have to
consider training for diversity, both domestically and internationally, to a much
greater extent than ever before, because of demographic trends, the cost of not
having diversity training, and the variety and complexity of intercultural contacts
throughout the world.

1.5: Objectives of the study

Review of literature as above indicates that no significant study has been made on
‘effectiveness of training in organization development’ in any large manufacturing
establishments like the Rourkela Steel Plant particularly in India. Keeping this in
view, the major objective set forth for the present study is to find out the nature and
extent to which training and organization development are interlinked. The specific
objectives are:

1. To make a comparative study of the training policy, programmes and
practices in Rourkela Steel Plant and other major competing Steel
manufacturing units in India such as the Tata Steel and JINDAL Steel
(hereafter called JINDAL).
2. To know the process of training need identification being followed in
Rourkela Steel Plant vis-à-vis other competing firms.
3. To empirically examine the interlink that exists between the training
imparted and the employees’ attitude towards training and the
organizational performance.
4. To study the interrelationship that exists between the training
programmes, the length of experience of the employees and their
category such as the executives and non executives.
5. To study the possible association that exists between training and
organization development.
6. To suggest appropriate measures for making training more effective for
organization development.

1.6: Scope of the study

The present study is designed to assess the organization development through
effectiveness of training of the employees of Rourkela Steel Plant, a constituent unit
of the Steel Authority of India Limited (SAIL). The findings of the study may not have universal applicability such as to other constituent units of SAIL or to other steel manufacturing companies in the public or private sector because of the diversity in their volume of operation, technological advantages, size and structure of manpower and other macro or micro economic factors to their advantage or disadvantage. The scope of the study being confined to steel manufacturing unit only, its findings may not hold good to other manufacturing industries and/or service industries in India and abroad.

1.7: Hypotheses

The following hypotheses have been formulated for the purpose of the study:

H₀₁: Training programmes conducted for different categories of employees do not differ significantly.

H₀₂: Designing of training programme does not depend on experience of the employees.

H₀₃: The training programmes designed for ‘Executives’ and ‘Non Executives’ do not vary significantly.

H₀₄: There is no significant difference in the emphasis put on the training programmes of Human Resource Development Centre (HRDC) and Central Power Training Institute (CPTI).

H₀₅: Training plans and training fulfillment have no significant difference between.

H₀₆: There is no correlation between the performance of RSP measured in terms of profit and the training provided.

H₀₇: There is no interdepartmental variation in the attitude of employees towards training programme.

H₀₈: There is no consistency in the training programmes provided over time.

H₀₉: There is no significant difference between training provided, employees’ attitudes towards training programmes, and organizational performance.
1.8: Limitations

The present study is primarily based on primary data collected through own developed attitude scale administered on 200 respondent employees of Rourkela Steel Plant (RSP). Non inclusion of all the employees of RSP or employees from other constituent units of SAIL may be considered as the primary limitation of the study. The inherent limitations of use of secondary data particularly the profits of RSP over a period of 12 years in itself is another limitation of the study.

1.9: Chapterization

The present study has been divided into nine chapters. Chapter-1 deals with the rationale of the study, review of literature, objectives, scope, hypotheses and limitations of the study. Chapter-2 deals with the research methodology adopted for the study. The specific points covered in this chapter are construction of attitude scale and the tools and techniques used for data analysis. Chapter-3 highlights the training policy being followed in RSP. Chapter-4 deals with process of identification of training needs at RSP. Chapter-5 deals with the training programmes being practiced in RSP. Chapter-6 highlights the effectiveness of training programmes with its evaluation and measurement. Chapter-7 deals with organization development. Chapter-8 deals with the analysis of the statements and test of hypotheses. Chapter-9 summarizes the major findings and provides direction for future research.
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