CHAPTER II
REVIEW OF LITERATURE

2.1 INTRODUCTION
This chapter reviews the various papers in order to understand the effectiveness of training and impact of training on the employees. The findings of the previous studies form the building blocks for the present research to understand the conceptual framework and to formulate research hypotheses in accordance to the research objectives of the present study. This chapter helps to identify the research gap in the available literature. The purpose of this review of literature is to understand the determinants of training methods and how to evaluate the effectiveness of training.

This chapter brings to light the significance of training, the importance of different variables which make significant contribution and an overview of training methods and its impact on the workforce.

_Pershing, James A. And Lee, Sung Heum (Mar 2000)_

“Program evaluation involves a systematic process to collect and convert data into information which is used to improve programs, measure their effects, track quality, act on results, and improve decision making. Beginning in 1992, the LG Group of Korea was involved in an instructional systems development (ISD) training program for its human resource development professionals in cooperation with Indiana University. The LG ISD training program stressed that learning instructional design theories and practices would make LG more effective in global competition. The purposes of the research reported in this article were to evaluate the effectiveness of the ISD training program in terms of transfer of training and to gain information on how to improve future training programs. The findings of the study support the goals that were established for the ISD training program. The program participants are more confident and competent in using the ISD process for analyzing needs for performance improvement and designing and developing quality training products. The article suggests ways of solving barriers to transfer training and evaluation and improving future programs. Reprinted by permission of the publisher.”

_Lu, Y., Xiang, C., Wang, B., & Wang, X. (2011)”_Quality is an important factor in information systems development (ISD), and ISD team performance closely relates to quality.
To better understand ISD teams, they empirically tested a model on ISD team performance by combining socio-technical theory and coordination theory. Using existing empirical studies and data collected from three well-known ISD companies in China, our research results identified influential characteristics of ISD team performance, and revealed similarities and differences between China's ISD team performance and those in other countries. By the results, they find that knowledge sharing and major do not affect team performance. The compensation satisfaction to job performance is not significant in China, either. They research provides suggestions for building and supporting ISD teams that could lead to performance improvements”.

Johnson, M. L., & Lambeth, J. M. (2017) “The article offers information on the modifications made by the organization the International Alliance of Theatrical Stage Employees (IATSE) on its Train the Trainer program in the U.S. The topics discussed include the implications on the technical and career workforce development as well as the apprenticeship training, the modified model of the analysis, design, development, implementation and evaluation (ADDIE), and the vital role of professional competence in workplace efficiency”

Shor, R. r. (2012) “How to augment the well-known ADDIE instructional systems design approach with proven practices from the information technology (IT) industry. I call that approach ADDIE+. It’s a method to improve learning and performance improvement projects by just thinking of them as if they were software projects. Traditional ADDIE is a generic, five-phase process model that lacks core pieces of a scalable framework for managing performance improvement projects. There are five proven practices from the IT world that can transform ADDIE into ADDIE+: a set of guiding principles; a team model; modifications to the traditional ADDIE process; a risk management discipline; and version control.”

THE ADDIE MODEL AND ISD MODEL

The ADDIE model (analyzes, design, develop, implement, evaluate) is one model that has become quite popular in the Instructional Design (ill) community. "Instructional Design (ID) is a conceptual model for developing instruction and typically includes analysis, design, development, implementation, and evaluation (i.e., ADDIE model)” (Magliaro and
Shambaugh, 2006, p. 83). As with all of these models, the challenge here is to create an effective training program that will enable learners from different cultural backgrounds to understand and appreciate one another so that they are able to work together more effectively.

In the analyze phase, basic data about the problem is gathered and analyzed (Peterson, 2003). This is the phase where the needs assessment occurs, and instructors will use this phase to gather information about the situation that needs to be changed, and who the potential learners might be. It is critical to the success of any education program that a thorough and accurate needs assessment is done as part of the analyze phase.

In the design phase, the instructional designer or instructor puts together basic information about the educational program (Peterson, 2003). What has the needs assessment found to be areas where education can be of assistance? Who are the potential learners and what are their needs? What are their learning styles? The answers to these questions and more formulate the basis of any good instructional design.

Peterson, (2003) Next, in the development phase, the instructional designer or instructor needs to do the actual course development. Lesson plans, handouts, PowerPoint slides, selection of audio or video clips needs to be done. Also, in this phase the instructor in particular needs to be aware of the environment of the class. How large is the classroom? Will there be any potential distractions? Can the learners hear and see what is going on in the classroom? What is going to be done to insure that the learner feels emotionally comfortable with the topic being discussed? How will the instructor set the example for the class when discussing their own opinions or life experiences?

In the implement phase, the actual learning takes place (Peterson, 2003). This is where the instructor is actually teaching the class, and all of the previous work will have the greatest impact on the learner’s experience. All of the previous work on needs assessment, course design, and course development come together to create the total learning experience. If the instructor has prepared properly, this is where the learner will truly experience a potentially life-altering event.

In the evaluation phase, this is where most courses have the learners fill out a survey about how they felt about the course and what they might do differently (Peterson, 2003). Also,
there is the possibility of sending a follow-up survey in the future to see if the learner's change in attitudes and values has held up in the real world. It is from this feedback that the instructional designer and instructor can then go back to the needs assessment and design phases and prepare for the next class, using this feedback.

Wang, Y., Lin, T., & Tsay, C. H. (2016). Purpose – Though prior research has recognized business skills as one of the keys to successful information system development, few studies have investigated the determinants of an IS developer’s behavioral intention to learn such skills. Based on the motivation-ability-role perception-situational factors (i.e. the MARS model), the purpose of this paper is to argue that the intention of IS developers to acquire business skills is influenced by learning motivation (M), learning self-efficacy (A), change agent role perception (R), and situational support (S). Design/methodology/approach – Data collected from 254 IS developers are analyzed using the partial least squares technique. Findings – Results show that a developer’s intention to learn business skills is positively influenced by intrinsic learning motivation and both absolute and relative learning self-efficacy. Furthermore, in comparison to two other change agent roles, the advocate role leads to a significantly higher level of learning intention. Finally, work and non-work support positively influence both extrinsic and intrinsic learning motivation. Notably, non-work support has a greater impact on both absolute and relative learning self-efficacy. Research limitations/implications – Though many of the proposed hypotheses were supported, results showed several interesting and unexpected findings. First, regarding the change agent role perception, people who perceived themselves as advocates displayed a higher level of intention to learn business skills than did those who identified with the other two roles (i.e. traditionalist and facilitator). Second, when compared to extrinsic learning motivation, intrinsic learning motivation contributed more to the intention to learn business skills. Third, the study contributes to the literature by finding that, in terms of direction and magnitude, the two types of self-efficacy have similar influence on an IS developer’s behavioral intention to learn business skills. Finally, work support was found to have a positive impact on both extrinsic and intrinsic learning motivation. However, it was interesting to note that work support did not lead to significantly higher levels of relative and absolute learning self-efficacy. Practical implications – The findings of this study provide several critical implications for practitioners seeking to encourage IS developers to learn b-skills. First,
organizations should strongly encourage IS developers to take on the advocate role in ISD projects, and urge them to acquire business skills through formal education and on-the-job training. Second, organizations should also help IS developers understand how learning business skills is important for their future work and potential self-growth, rather than focusing solely on extrinsic benefits such as promotion or remuneration. Third, organizations can also make use of the strategies to enhance IS developer’s learning self-confidence and beliefs, which will, in turn, increase their intention to learn business skills. Finally, support from others is influential in the formulation of positive work attitudes and behaviors, so organizations will benefit when employees are well supported. Originality/value – While prior research has emphasized the importance of business skill possession for IS developers during the system development process, few studies have explored the factors affecting an IS developer’s behavioral intention to learn those business skills. This study intends to bridge this gap by investigating factors that drive IS developers’ intention to learn business skills. The findings of this study are useful to researchers in the development and testing theories related to IS developer learning behavior, and to practitioners to facilitate business skill learning for their IS development staff”

Hannum, Wallace(2005) “The instructional systems development (ISD) model was created at the Center for Educational Technology at Florida State University in an effort to help soldiers learn the knowledge and skills they need to perform at higher levels in their jobs and to reduce the time and budget required for training. The model became widely used by all the military services in their education and training programs after it was disseminated in 1975, and many large corporations with significant education and training programs soon began to adopt the ISD model for their purposes. However, during the 1990s, people began to question whether ISD had outlived its usefulness. Some of the criticisms of ISD are discussed, and the benefits of the model are outlined.”

Davidson-Shivers, G. V., Salazar, J., & Hamilton, K. M. (2005) “The purpose of the workshop was to teach faculty to use PowerPoint(tm) as a means to integrate technology into their classrooms. The approach to the design of these workshops was to use a modified version of the generic instructional design model, known as ADDIE, as well as use other ID principles when these workshops were implemented. Two constructs were extrapolated from
factor analyzing the instructional strategies: Instructional Strategies and Video Support. Two regression analyses were then used to explore which instructional strategies influenced the dependent variables: (1) Workshop Satisfaction and (2) Impact on Teaching. The impact of instructional strategies, planned and employed, produced a strong satisfaction rating for the workshops. Likewise, using video may have added variety to traditionally provided materials in other faculty workshops and, hence, contributing to Workshop Satisfaction. The instructional strategies also explained Impact on Teaching but to a lesser degree than Workshop Satisfaction. Reprinted by permission of the publisher.

Flynn, P. (2009) A review of ASTD's Ultimate Train the Trainer by Elaine Biech is presented. Biech's book brings a whole array of useful tips, tools, and resources to help trainers ramp up quickly to the challenge of training a trainer. Built around the ADDIE model—Analyze, Design, Develop, Implement Evaluate—the book's tips and structures return to the model as to a touchstone. Moreover, Biech provides a host of useful handouts and evaluation sheets and trainer's guides on the accompanying CD.

Rafiq M (2015) The purpose of this study is to evaluate the training effectiveness on PIA by applying the four levels Kirkpatrick model consisting of reaction, learning, behavior and Results. This study is cross sectional, primary data was collected through interviews from different batches representing different levels of the Kirkpatrick model. Effectiveness of training at the different levels was being evaluated through construct/theme developed on the basis of literature review. For level one evaluation interviews were conducted from employees who had recently completed their training; for level 2,3and4 the respondents, who had completed same training about 3 months, 6 months and year earlier respectively. The results indicated that reaction of the participants were positive for training except duration was too short, secondly they have applied skills and knowledge which they had learnt from training. A positive consequence of the training is that most of the participants got promoted from their current designation with the improvement in their pay scales. Thus, the soft skills trainings were effective with the participantsdesiring more opportunities to attend soft skills training session at least quarterly basis, to further improve their skills and enhance their knowledge. This model is rarely used in Pakistan, especially in PIA it is used first time by the help of this research study and finds effectiveness of training.
Woodard, B. S. (1995) "This chapter in 'The Reference Assessment Manual' concerns the evaluation of reference training. Training involves the acquisition of specialized skills judged essential to competent performance of reference service. In other words, reference training develops staff job-related skills and knowledge. Much of the existing library literature on training is descriptive in nature rather than evaluative. It is difficult to evaluate training when librarianship as a profession cannot articulate what constitutes competent performance and when there is no consensus on what should be taught. Thus, competent performance relies heavily on individual professional judgment and is an issue of internal process. However, professional trainers often divide training evaluation into several levels based on Kirkpatrick's model: reactions, learning, job behavior, and results or organizational values and ultimate value. Librarians will find that much of the industry training literature is transferrable"

La Duke, P. (2017)"The article presents the Kirkpatrick model as a fairly accurate and simple way to measure the effectiveness of adult learning events. It mentions that the first level of Kirkpatrick measures the reaction of learners to the training and a strong correlation exists between how many the learners enjoyed the time spent and learning retention. It states that post- and pretests are key to ascertaining whether the participants learned anything during the learning event".

Reio, T. G., Rocco, T. S., Smith, D. H., & Chang, E. (2017). From its beginning, it was easily understood and became one of the most influential evaluation models impacting the field of HRD. While well received and popular, the Kirkpatrick model has been challenged and criticized by scholars, researchers, and practitioners, many of whom developed their models using Kirkpatrick's theoretical framework. This article reviews several evaluation models, and also presents empirical studies utilizing the four levels, collectively demonstrating the usefulness of, but the difficulty in, implementing all four levels".

Chuang, C., Chang, M., Wang, C., Chung, W., & Chen, G. (2008)"The writers examined the strategy and methodology employed by Taiwanese company Trans Asia Airways when applying e-learning for regular training and considered the management changes made by Trans Asia when reforming its organization behavior and learning culture using e-learning. The Kirkpatrick model was employed to evaluate the impact of e-learning within a company.
The Trans Asia case was used to give a reference for the future development of the Taiwanese airline industry”.

Oberman, G. (1996)”An approach for measuring safety training effectiveness. Occupational Health & Safety, 6548. "A profile of the Kirkpatrick Model, a tool developed by Don Kirkpatrick in 1959 for evaluating the value impact of a safety training program. The model uses four levels in deciding the type of data required and the time line for their collection. The first and second levels recognize the importance of the students' attitude regarding the instruction and measure learning through examinations. The third and fourth levels try to measure the positive behavioral skill transfer resulting from the instruction and to establish its cost-effectiveness. A review of the four levels reveals how each applies to an organization's safety training program".

Kirkpatrick, D. (2016)”The article explores the collaboration of members of the nonprofit organization Northern Virginia Model Railroaders for creating a club railroading depot model. Topics discussed include a brief historical profile of the club on its club holding membership services, the organizations continuing success and training programs for creations on model railroad tracks and its relocation from Alexandria to Vienna depot in North Carolina”.

Cairns, T. D. (2012)” The article offers information on the development of return on investment (ROI) in business. It mentions the use of a business model developed by Don Kirkpatrick to evaluate the outcome of employees' training and job performance. It notes the utilization of organization's learning-management system (LMS) software application in evaluating the cost of training. Moreover, it mentions the necessity of human resources (HR) management systems' unification to enable talent management strategy."  

Weinstein, M. (2015)”The article explores how learning and training professionals can achieve success by combining three organizational models, namely, Lean, Six Sigma, and Analyze-Design-Develop-Implement-Evaluate (ADDIE). Topics discussed include the maximization of value and reduction of waste as promoted by the Lean model, the identification of causes of defects taught by the Six Sigma model, and their application to the
ADDIE methodology. Organization-wide implementation of new work processes is mentioned."

Lee, S. H., & Pershing, J. A. (2000)"Performance improvement interventions, including training, are investments that can yield identifiable payoffs for an organization in the form of better job performance. Evaluation is vital to continuous improvement of human performance in the workplace. Without measures of effectiveness, organizations do not know whether dollars are being spent wisely and, consequently, whether to continue, modify, or improve performance interventions. There are several approaches for the evaluation of training programs. Few adequately cover the broader perspective of performance improvement. Various schemes and terms are used to describe facets for evaluating training programs. However, sometimes different terms describe the same event. At other times, quite different training evaluation activities are discussed by different authors using the same terms. The present article reviews six overall evaluation perspectives of corporate training programs: Kirkpatrick's four-level approach; the CIRO approach; Hamblin's five-level approach; Florida State University approach; Indiana University approach; and Phillips' five-level approach. And four research areas for further study are recommended: overall evaluation models, causal relationships between evaluation categories, systematic research on how to evaluate the various categories, and appropriate uses of the results of evaluations. Reprinted by permission of the publisher." 

Watkins, R., Leigh, D., & Foshay, W. R. (1998)"Part of a special section on training in instructional design. The writers describe an expanded version of the Kirkpatrick framework that meets the value-added requirements of contemporary organizations. The Kirkpatrick framework for evaluation has been used as a basic model for identifying and targeting training-specific interventions in various organizations for nearly four decades. The Kirkpatrick Plus framework offers a modified and expanded model that relates the original evaluation framework to Kaufman's Organizational Elements Model for needs assessment and system planning. It provides a unique proactive advantage by moving evaluation from the “back end” of a training or educational project to an integral part of all steps throughout the entire process. Moreover, the Kirkpatrick Plus framework can be an essential tool for
organizations to align their evaluation initiatives with their strategic planning, needs assessment, intervention development, and conventional evaluation processes."

Johnson, M. L., & Lambeth, J. M. (2017). The article offers information on the modifications made by the organization the International Alliance of Theatrical Stage Employees (IATSE) on its Train the Trainer program in the U.S. The topics discussed include the implications on the technical and career workforce development as well as the apprenticeship training, the modified model of the analysis, design, development, implementation and evaluation (ADDIE), and the vital role of professional competence in workplace efficiency.

Training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps people to become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organization facilitates the employees’ learning through training so that their modified behaviour contributes to the attainment of the organization's goals and objectives. Van Dersal (1962) defined training as the process of teaching, informing, or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility. Flippo (1961) differentiated between education and training, locating these at the two ends of a continuum of personnel development ranging from a general education to specific training. While training is concerned with those activities which are designed to improve human performance on the job that employees are at present doing or are being hired to do, education is concerned with increasing general knowledge and understanding of the total environment. Education is the development of the human mind, and it increases the powers of observation, analysis, integration, understanding, decision making, and adjustment to new situations.

Kuldeep Sing (2000) has selected 84 organizations from business representing all the major domestic industries questionnaire has developed by Huselid (1993) are used to study training. The objectives of the study are to examine the relationship between training and organizational performance which shows that Indian organizations are still not convinced of the fact that investments in human resources can result in higher performance.
Alphonsa V.K. (2000) has conducted training climate survey in a large private hospital in Hyderabad. 50 supervisors from different departments of the hospitals randomly selected for the study. The researcher used training – climate survey questionnaire (Rao-1989). “The analysis of training climate as perceived by the supervisors” Covered various aspects such as corporate philosophy policies superior, subordinate relationships, valued performance features and behaviors, interpersonal and group relationship. The results showed that reasonably good training-climate is prevailing in this organization but the supervisors’ perception about training-climate differs according to their respective departments.

Humphry Hung and Yiu Hing Wong (2007) “The relationship between employer endorsement of continuing education and training and work and study performance: a Hong Kong case study”. This study is based on psychological contract theory and expectancy disconfirmation theory. The researcher reveals that if employers support their staff by endorsing their continuing education and training, these employees will in turn be more satisfied and will perform better not only in their studies but also in their jobs. The researcher proposes that such an endorsement will have a positive disconfirmation effect on employees' job satisfaction and performance when their perceived organizational support is relatively low.

Anupama Narayan and Debra Steele-Johnson (2007) “Relationships between prior experience of training, gender, goal orientation and training attitudes” by Relationships were examined between prior experience with training, goal orientation, gender and training attitudes. Participants (n = 165) had a minimum of six months of work experience. Results from regression analysis indicated that mastery-approach goal orientation had a beneficial effect on training attitudes for men but not for women. In addition, prior experience with training had a beneficial effect on training attitudes, and women had more favorable attitudes than men. The results provide initial evidence that gender moderates goal orientation effects in training contexts.

Mohammed Asad Shareef Al-Emadi and Michael J. Marquardt (2007) “Relationship between employees’ beliefs regarding training benefits and employees’ organizational commitment in a petroleum company in the State of Qatar”. This study examined the relationship between the beliefs of senior staff Qatari national employees regarding training
benefits as measured by the benefits of employee training, and employees’ organizational commitment as measured by the three-component model of organizational commitment. This relationship was assessed through a quantitative associational research design. From the study site, Qatar Petroleum, a total of 283 responses were analysed using stepwise regression analysis. The findings suggest that there is a positive relationship between employees’ beliefs regarding training benefits and employees’ organizational commitment.

Anu Singh Lather and Harsh Sharma (2008) another study on “Impact of training climate on effectiveness of training programmes” by implies that training in organisation is getting increasing mind space of top managers. However, to assert its rightful place, it has to come out from the periphery of corporate wheel to the centre of corporate functioning and contribute proactively towards the attainment of organizational objectives. This requires that training professionals should show commitment towards enhancing the value of training. The process of training delivery is mediated by pre and post delivery training factors which have an influence in constructing favorable or unfavorable training climate. This paper addresses all the important issue of training climate and the role played by various stakeholders in developing this. The importance of developing favorable training climate and negative impact of un favorable training climate has been explained with the help of case study method.

Mishra, Priti Suman (2008) “Training and development need analysis for ushering change: a study in Jindal Steel and Power Ltd” and subject of this research is a large, complex organization which is in transition from a traditional bureaucratic, hierarchy with a command and control management style to a more participative, people centered approach. An 'organization development, action research' - based approach to the development of a training needs analysis process was taken for the study so that in the first instance the changes desired in the organization could be modeled and secondly, to learn and understand more about what works and what does not in order to continuously develop and progress the change agenda. In a large, complex organization a balance must be struck between standardization and customization of the needs analysis process to allow for the different structures, subculture and levels of readiness in the organization. Whether are a human resource generalist or a specialist, you should be an adept at performing a training needs assessment.
Anders Dysvik and Bård Kuvaas (2008) “The relationship between perceived training opportunities, work motivation and employee outcomes” by The purpose of this study was to explore alternative relationships between training opportunities and employee outcomes. A cross-sectional survey of 343 trainees from a broad range of Norwegian service organizations showed that the relationship between perceived training opportunities, and both task performance and citizenship behaviors were fully mediated, and that the relationship between perceived training opportunities and turnover intention was partially mediated by employee intrinsic motivation. In addition, intrinsic motivation was found to moderate the relationship between perceived training opportunities and organizational citizenship behaviors. The form of the moderation revealed a positive relationship for those with high intrinsic motivation. In sum, the variables included as predictors in our study explained 13 per cent of the variance in task performance, 19 per cent of the variance in organizational citizenship behavior and 24 per cent of the variance in turnover intention.

R. Krishnaveni and B. Sripirabaa (2008) “Capacity building as a tool for assessing training and development activity: an Indian case study”, in recognition of its increasing importance, many organizations make periodic assessments of their training and development activity. The objective of the present study was to extend the concept of capacity building to the assessment of training and development activity in an automobile component manufacturing organization, using a developed and validated instrument. The study subjects were 36 middle-level managers selected on a stratified basis. The research described here provides a new methodology for the evaluation of training and development activity. Perception-based, consensus-oriented assessment is proposed as a valuable tool for evaluating and improving training and development activity. Brainstorming sessions led to suggestions for enhancing capacity in identified lag areas. In addition, this assessment serves as a platform for subsequent evaluation of the effectiveness of training and development activity.

Joseph Kennedy (June, 2009) “A Study of the Judicial Service of Ghana” who had made a research on the impact of training and development on job performance recommends that the frequency of Training provided should be improved to ensure that more employees have access to Training and Development. Again, Training and Development offered by the Judicial Service of Ghana should ensure a better understanding of the Mission and Vision
statement so that, employees can identify themselves with the organizational values in the
discharge of the duties.

**Bhat, Mehraju-din; Khanday and Naila (2009)** “Evaluation of manpower training in Indian
banking industry” a study made by focuses that the training evaluation is a systematic
process to determine the worth, value, or meaning of the training and without it the
rationalization of the training budget and guidance to the management for effective and
objective based training programmes cannot be achieved. Besides the net result of the
training like the trainees learning, their change in behavior cannot be determined until there
exists a well defined training evaluation process. The training evaluation process is therefore
a primary objective of any effective training programme. In this study an attempt has been
made to examine the methods adopted for evaluating employee training and their
effectiveness, offered at three sample banks of the Indian banking industry representing its
three sub sectors (public, private and multinational). Besides, this study has tried to come up
with some suggested measures for the management which can have direct bearing on the
policy implications concerned with the evaluation of manpower training.

**Kimberly A. Galt, Pharm.D., (2009)**”A study on qualitative, quantitative and mixed methods
approaches to research and Inquiry by which focuses on the basic overview of how the
research process integrates with different qualitative, quantitative, and mixed designs and
methods a researcher may consider using”.

the effectiveness of middle managers' training courses: evidence from a major banking
organization in Greece” by suggest that Contemporary management thinking embraces the
organizational training theory that sustainable success rests, to a great extent, upon a
systematic evaluation of training interventions. However, the evidence indicates that few
organizations take adequate steps to assess and analysis the quality and outcomes of their
training. The authors seek to develop the existing literature on training evaluation by
proposing a new model, specific to management training, which might encourage more and
better evaluation by practitioners. Their thesis is that training evaluation is best if it can be
based on criteria derived from the objectives of the training and they draw on the
management effectiveness literature to inform their proposed model. The study seeks to
examine the effect of six evaluation levels – reactions, learning, job behaviour, job
performance, organizational team performance and some wider, societal effects – in measuring training interventions with regard to the alterations to learning, transfer and organizational impact. The model was tested with the data obtained from 190 middle managers employed by a large banking organization in Greece and the results suggest that there is considerable consistency in the evaluation framework specified.

Cody B. Cox and Margaret E. Beier (2009) “The moderating effect of individual differences on the relationship between the framing of training and interest in training” by implies that the moderating effect of individual differences on the relationship between framing training as ‘basic’ or ‘advanced’ and interest in training was examined for technical and non-technical content areas. The participants were 109 working-age adults (mean age = 38.14 years, SD = 12.20 years). Self-efficacy and goal orientation were examined as moderators. The results showed a three-way interaction between performance orientation (a dimension of goal orientation reflecting the desire to demonstrate competence in an achievement setting), age, and frame for technical training and a three-way interaction between performance orientation, self-efficacy, and frame for non-technical training. The implications for future research as well as framing training to enhance interest are discussed.

Patricia L. Hardre and Johnmarshall Reeve (2009) “Training corporate managers to adopt a more autono-supportive motivating style toward employees: an intervention study” by found that management style is treated in a variety of ways across the training and development literature. Yet few studies have tested the training based malleability of management style in a for-profit, authentic work context. The present research tested whether or not training intervention would help managers adopt a more autono-supportive motivating style toward employees and whether or not the employees of these managers would, in turn, show greater autonomous motivation and workplace engagement. Using an intervention-based experimental design, 25 managers from a Fortune 500 company received training consistent with self-determination theory on how to support the autono-of the 169 employees they supervised. Five weeks after the managers in the experimental group participated in the training, they displayed a significantly more autono-supportive managerial style than did nontrained managers in a control group. Further, the employees they supervised showed, 5 weeks later, significantly more autonomous motivation and greater workplace engagement than did employees supervised by control-group managers. The researcher discuss the
malleability of managers’ motivating styles, the benefits to employees when managers become more autono supportive, and recommendations for future training interventions and research.

_Altovise Rogers and Christiane Spitzmueller (2009)_ “Individualism–collectivism and the role of goal orientation in organizational training” by this research examines how individualism–collectivism and goal orientation impact training effectiveness through study of an internationally diverse sample of engineers who were undergoing technical training. In the light of contemporary views of individualism–collectivism, the researcher argue that collectivism will moderate the influence of learning and performance goal orientations on training by shaping the impact of one's perceived social context on existing performance concerns and goals. Using a sample from a large multinational corporation, the researcher examined the effects of individualism–collectivism and goal orientation on training transfer intentions, motivation to learn, and test performance. Mixed support for our hypotheses was found. Collectivists were found to exhibit higher levels of training transfer intentions and motivation to learn. However, when collectivism was combined with a performance goal orientation, its effects on training outcomes were diminished.

_Cagri Bulut, and Osman Culha (2010)“_The effects of organizational training on organizational commitment” by this empirical study investigated the impact of organizational training on employee commitment focusing on employees’ emotional and affective responses towards their organization. Organizational training is conceptualized within a multidimensional framework consisting of motivation for training, access to training, benefits from training and support for training. The hypothesis of this study has been built on a resource-based view, social exchange theory and psychological contract theory. Field research was conducted through surveys with 298 participants of four- and five-star hotels operating in Izmir, Turkey. Confirmatory factor analyses were used to analyze the quality of the training scales and multiple regression analyses were conducted to test the hypotheses of the study. The results revealed that all dimensions of training positively affected employee commitment.

**HUMAN RESOURCE MANAGEMENT**

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for
purposes of promoting the organization’s vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling. In relation to the above and a focus in this study are Briscoe’s (1995, 19) core HRM functions namely staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety (see Figure 1 below).

2.2 EVOLUTION OF THE CONCEPT OF TRAINING:

According to *L.L. Steinmetz*, “Training is short term process utilizing a systematic and organized procedure by which non managing personnel learn technical knowledge and skill for definite purpose”.

Training is an act of increasing the knowledge and skill of an employee for doing a particular job. Training is the systematic acquisition of skills, rules, knowledge, habit and attitudes that have specific applicability to a certain set of situation.

The verb ‘to train’ is derived from the old French work,’ trainer’ meaning, ‘to dray’ along. To instruction, practice, exercise etc. according to Chinese HRD scholar, Dr. Lee Yeng-“If you wish to plan for a year sow seeds. If you wish for a ten years; plant a trees and if you wish to plan for a life time, develop a man.”These sentences itself shows the significance of the training. In the words of ‘Decenzo and Robins,’ “training is learning experience, in that it seeks a relatively permanent change in an individual that will improve his ability to perform on the job.” Basically, training can involve changing of skills, knowledge and attitude or social behaviors.

The history of training can be traced back to the Stone Age, as human beings invented weapons, clothing, shelter, and language and need for training become an essential ingredient in the mach of civilization. What is important is that human beings had the ability to pass on to the others the knowledge and skill gained in mastering these circumstances. Skill in
fishing, hunting and self-protections, were passed on to others in that era. With time knowledge and skill passed by artisans, soldiers, and priests were taught to youngsters and a kind of Apprenticeship system was formed whereby an experienced person along knowledge passed to the trainee.

Training grew with the great industrial expansion. As early as 1809, the Masonic Grand Lodge of New York, under the leadership of De Witt Clinton, established vocational training facilities. Manual training began in the United States about 1825. However, most of the manual training schools that sprang up after 1825 were more disciplinary than vocational schools. One of the Factory school was established in 1872 at Hoe and Company a manufacturer of printing presses in New York City. Similar Factory schools were established at Westinghouse in 1988, at General electrical company and Baldwin locomotive works in 1901, and at international Harvester Company in 1907. Other companies saw the advantages of having factory schools and they soon became a common practice.

Since the 20th century, training programme has been increasing constantly both in terms of their number and the areas in which training can be offered. Training began being more specialized covering a wide range of areas that may be of significance to the organization.

The efficiency of an organization depends directly on the capability and talent of its personnel, and how motivated they are. Capability of a person depends on his ability to work and the type of training he receives. While his personal capability is evaluated through proper selection procedure, his training is taken care of by the organization after he has been employed by the organization. Since training inputs may vary from on-the-job experience to off-the-job training, most of the organizations undertake some kind of training for their employees. In Indian organizations, training and development activities have assumed high importance in recent years because of their contributions to the achievement of organizational objectives.

Training is a process of attitudinal change that integrates with life work and self development. It could be a useful aid in improving the transformation process that takes place in an organization in terms of the processing of inputs to outputs. Training needs have to be related in terms of the organizations demands and that of the individuals. Thus, arises the need of identifying training needs.
Identification of training needs is the first step in designing a training program. This exercise takes into consideration not only the existing situation in the organization, but to some extent the post training scenario as well. The process of identifying training needs is, therefore complex and intensive as well as time consuming.

Training needs are identified through a systematic process which helps meet the needs of organization and its culture. This process should enable the organization to determine and keep under review its priority for training should enable quick reaction to problems and opportunities includes both formal and informal activities and encourage and assist managers and others to play their own roles in providing a learning environment.

The term ‘workers-training’ connotes equipping managers with such knowledge, skills and techniques as are relevant to managerial tasks and functions. Development encompasses the whole complex process by which workers as individuals learn, grow, improve the abilities to perform a wide variety of roles within and outside organizations and acquire socially desirable attitudes and values.

The Evolution and Transformation of Traditional learning method to E-learning Method in Education Sector

In the traditional methods of learning, it involves instructors, face-to-face traditional classroom with whiteboard and blackboard, and together with transparencies and text books for delivery information to learners have to attend classes based on a fixed schedule and each class session is for a fixed period of time. The learners have a textbook or any other reference books containing information on the particular subject. There is an instructor presents in the classroom, and the role of instructors is to teach and assist learners acquire knowledge and academic skills necessary for their success in higher education. The learners will listen to an instructor; write down the main points and any important facts, opinions and examples. The traditional learning mode is contributed to two-way communication classroom because there is an interaction between instructors and learners. Therefore, the learners may feel more comfortable when they can communicate immediately and interact directly with their instructors about any difficulties they faced.

2.3 OUTCOMES AND ANTECEDENTS OF TRAINING:

Training Outcomes
The first step in preparing a training session is to decide on the outcomes to be achieved by participating in the training session. In other words what is the trainee expected to know or do at the end of the training event.

The Australian National Training Authority (1999), states that "training outcomes is instructional, describing in measurable terms what the candidate is required to know or do in order to achieve workplace competence". (p.(404) 3.15)

To successfully write a training outcome, three criteria must be met.

1. Outcomes must be observable
2. Outcomes must be measurable
3. Outcomes must be clearly written, so as not to be misinterpreted or ambiguous

In terms of competency based training, competencies include both skills and tasks, therefore the training outcomes should be expressed in terms of:

- Performance - What the learner is expected to be able to do as a result of undertaking the training program
- Standards - The standard of performance expected from the learner
- Conditions - The conditions under which the performance will take place

An example of a training outcome could be stated as such:

At the end of this session, the learner will be able to conduct 6 EFTPOS transactions (Performance), during the peak sales period (Condition) within 5 minutes whilst following store practices and procedures (Standard).

Outcomes are usually action oriented and contain words related to “doing” or “knowing” something. Training outcomes should not be phrased in words such as “understand” or “believe”. These are too vague.

**ANTECEDENTS OF TRAINING**

The emphasis on the action-oriented words is important because this is how the trainer will know that the outcome has been achieved.

Action verbs should be used in the training outcome. The Australian National Training Authority (1999), has provided some examples of action verbs used to describe a particular type of activity that the learner must perform.
A lot of what you do before the training happens in the weeks or even months before the training occurs. Even if you are using a training outline developed elsewhere (for example, if you are using a Red Cross format to educate volunteers as HIV educators), many of the same points will still apply. To recap very briefly, some of group's key steps will include:

- Determine organization's specific training needs.
- Clarify the goals of the training session.
- Decide who will run the session.
- Develop (or choose, or modify) the training outline you will use for the training session.
- Recruit trainees for the session.

If you haven't gone through these steps already, now is probably a good time to refer back to the last section.

Then, when you're up to speed on those pieces, you're ready to focus on game day, or on the run-up just before it.

There's not an absolute "right" time to start on figuring out the logistics -- a last minute training might be offered very casually to interested learners with very little notice; a year in advance isn't too soon to start on a very large, professional training. But for most moderate sized trainings run by community groups, a month or two ahead of time is probably a good time to start preparing.

2.4 MODEL OF TRAINING

**ISD model**

ISD model was made to answer the training problems. The systematic approach to the analysis, Design, Development, Implementation, and Evaluation of learning materials and activities. Widely used now-a-days because it is concerned with training need on the job performance.

**ADDIE model**

The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

**System Model Training:**
The system model consists of five phases. It should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping the employees to perform their work to required standards.

THE STEPS INVOLVED IN SYSTEM MODEL OF TRAINING ARE AS FOLLOWS:

1. **Analysis and Identification:**
   Analyze and identify the training needs i.e. to analyze the department, job, employees requirement, who needs training, what do they need to learn, estimating training cost, etc. The next step is to develop a performance measure on the basis of which actual performance would be evaluated.

2. **Designing:**
   Design and provide training to meet identified needs. This step requires developing objectives of training, identifying the learning steps, sequencing and structuring the contents.

3. **Developing:**
   This phase requires listing the activities in the training program that will assist the participants to learn, selecting delivery method, examining the training material and validating information to be imparted to make sure it accomplishes all the goals and objectives.

4. **Implementation:**
   Implementing is the hardest part of the system because one wrong step can lead to the failure of whole training programme.

5. **Evaluation:**
   Evaluating each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

2. **Transitional Model:**
   Transitional model focuses on the organization as a whole. The outer loop describes the vision, mission and values of the organization on the basis of which training model i.e. inner loop is executed.

**Vision:**
Focuses on the milestones that the organization aims to achieve after the defined point of time. A vision statement tells where the organization sees itself few years down the line. A vision may include setting a role model, or bringing some internal transformation, or meeting some other deadlines.

**Mission:**

Explain the reason of organizational existence. It identifies the position in the community. The reason for developing a mission statement is to motivate, inspire, and inform the employees regarding the organization. The mission statement tells how the organization would like to be viewed by the customers, employees, and all other stakeholders.

**Values:**

It is the translation of vision and mission into communicable ideals. It reflects the deeply held values of the organization and is independent of current industry environment. For example, values may include social responsibility, excellent customer service, etc.

The mission, vision, and values precede the objective in the inner loop. This model considers the organization as a whole. The objective is formulated keeping these three things in mind and then the training model is further implemented.

3. Instructional System Development Model:

Instructional System Development model was made to answer the training problems. This model is widely used now a day in the organization because it is concerned with the training need on the job performance. Training objectives are defined on the basis of job responsibilities and job description and on the basis of the defined objectives individual progress is measured.

This model also helps in determining and developing the favorable strategies, sequencing the content, and delivering media for the types of training objectives to be achieved.

**The Instructional System Development model comprises of five stages:**

1. **Analysis:**

This phase consist of training need assessment, job analysis, and target audience analysis.

2. **Planning:**

This phase consist of setting goal of the learning outcome, instructional objectives that measures behaviour of a participant after the training, types of training material, media
selection, methods of evaluating the trainee, trainer and the training program, strategies to impart knowledge i.e., selection of content, sequencing of content, etc.

3. Development:
This phase translates design decisions into training material. It consists of developing course material for the trainer including handouts, workbooks, visual aids, demonstration props, etc. course material for the trainee including handouts of summary.

4. Execution:
This phase focuses on logistical arrangements, such as arranging speakers, equipment’s, benches, podium, food facilities, cooling, lighting, parking, and other training accessories.

5. Evaluation:
The purpose of this phase is to make sure that the training program has achieved its aim in terms of subsequent work performance. This phase consists of identifying strengths and weaknesses and making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

The ISD model is a continuous process that lasts throughout the training program. It also highlights that feedback is an important phase throughout the entire training program. In this model, the output of one phase is an input to the next phase.

2.5 FORMS OF TRAINING
Introducing a new employee to the organization and its procedures, rules and regulations. Every new employee needs to be made familiar with his job, his superiors and subordinates and with the rules and regulations of the Organization. It is short and informative given immediately after recruitment. E.g. Induction programme at the Marriot Hotel is a two day event which includes - Presentation Sessions and Interaction with Top management, games, team building approach etc.

Orientation - The primary reason for orientation programs is that the sooner employees know basic information related to their job, the sooner they can become productive. It also reduces their nervousness and uncertainty, and leads to more satisfaction so they are less likely to quit orientation training are used to develop a positive attitude in employees. The time spent conducting a session shows that the organization values the new employees.

Use of Handbook - Employee Handbook: A document that describes an organization’s conditions for employment (such as attendance, behaviour on the job, performance of duties),
policies regarding employees (time off, hours of work, benefits), administrative procedures (filling out timesheets and travel expense reports), and related matters.

**Job Training** - To increase the knowledge and skills of an employee for improving performance on the job. It may include. Informing about machine and its handling, Process of production, Methods to be used. The purpose is to reduce accidents, waste, and inefficiency in performance.

**Safety Training** - Training provided to minimize accidents and damage to the machinery. It involves instruction in the use of safety devices and in safety consciousness.

**Promotional Training** - It involves training of existing employees to enable them to perform higher level jobs. Employees with potential are selected and are given training before their promotion.

**Refresher Training** - Also called Retraining Purpose is to acquaint the existing employees with the latest methods of performing their jobs and improve their efficiency further i.e. to avoid personnel obsolescence. It is essential because- To relearn. To keep pace with the technological changes in the field. When newly created jobs are given to existing employees.

**Remedial Training** - To overcome the shortcomings in the behaviour and performance of old employees It may include unlearning certain inappropriate methods and techniques Should be conducted by Psychological experts.

**Internship Training** - Under this educational or vocational institutes enter in an arrangement with an industrial enterprise for providing practical knowledge to its students. The organization providing the training may even absorb the candidates post training. E.g. Engineering and MBA students undergo such training

**Methods of Training on the Job Training** – The development of a manager’s abilities can take place on the job. The four techniques for on- the job development are coaching mentoring job rotation job instruction technique (JIT)

**Coaching** - Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. A coach is the best training plan for the CEO’s because It is one-to-one interaction It can be done at the convenience of CEO It can be done on phone, meetings, through e- mails, chat It provides an opportunity to receive feedback from an expert It helps in identifying weaknesses and focus on the area that needs improvement
Mentoring - Mentoring is an ongoing relationship that is developed between a senior and junior employee. Some key points on Mentoring. Mentoring focus on attitude development Conducted for management-level employees Mentoring is done by someone inside the company It is one-to-one interaction It helps in identifying weaknesses and focus on the area that needs improvement

Job Rotation - This approach allows the manger to operate in diverse roles and understand the different issues that crop up. Benefits of Job Rotation Some of the major benefits of job rotation are: It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries Identification of Knowledge, skills, and attitudes (KSAs) required It determines the areas where improvement is required Assessment of the employees who have the potential and calibre for filling the position

Job Instruction Technique (JIT) Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development.

2.6 ORGANISATION OF TRAINING WITH CONCEPT AND ITS LINK WITH EMPLOYEES PERFORMANCES:

CONCEPT OF TRAINING

It is about developing employees as an individual to make them capable and confident in their jobs, and consequently in their life. Thus it is an organized process for increasing the knowledge and skill of the employees. Consequently it is a process aimed at changing the behaviour in such a way that the consequence would be useful for the up liftmen of the organization. According to Wayne FCascio17. Training consists of planned programme designed to improve performance at the individual, group, and/or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behaviour. Training is considered as a tool for HRD. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of HRD.
According to C B Memoria,—Training is a process of learning a sequence of programmed behaviour. It is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose.

**Organisation of Training Link with Its Performance:**

A Framework for Analyzing Training and Firm Performance Issues:

*Kozlowski, et al. (2000)* suggests an approach to organisation improvement and development based on enhancing the knowledge, skills and attitudes or abilities of the workforce. This paradigm may be accomplished through training activities. From this perspective, training is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to organizational effectiveness. The theoretical frameworks are not, however, adequately addressed in current models. Thus, a theoretical model is proposed in the hope that it will assist in understanding the relationship between training and firm performance.

To contribute to the theoretical literature, a theoretical framework was developed and proposed to fulfill the requirement for analyzing training and firm performance issues. This framework is shown in Figure 1 and Figure 2. Figure 1 is based on the fundamental premises of training processes, HR outcomes and firm performance. Training is predicated on contributing to higher level group and organizational objectives, results and performance. A number of HR outcomes and firm performance, which are important in analyzing the relationship, are enumerated in the second and third box. Attention is drawn to some of the critical variables. Figure 1 shows that training affects the overall knowledge, skills, abilities, attitudes, behaviors, and motivation of employees. HR outcomes have a direct impact on firm performance. In Figure 2 this framework is more complex than that in Figure 1 because it implies interactions between training and organizational strategies, and how these strategies relate to training and firm performance relationships.

In the long run, striving to enhance HR outcomes will lead to favorable consequences for firm performance (i.e., financial and non financial performance). Therefore, to determine whether training enhances the performance of the organisation, financial performance, or non financial performance, a process of HR outcomes and firm performance assessment must be considered together in real situations in order to reach a consensus on its meaning. With
respect to the performance being used in this model a distinction can be made between financial and non financial performance. Financial performance in this context is linked to indicators like return on investment (ROI), return on assets (ROA), return on equity (ROE), return on sales (ROS), Tobin’s q, sales, market share and productivity. Non financial performance includes labour turnover, absence of employees, conflict, quality of product, service and innovation.

**Effects of Training on Financial Firm Performance**

Based on the framework for analyzing training and firm performance issues, there are 61 previous studies that estimated the effects of training on financial performance (or 94% of the total of 65 studies). A number of researchers (Black & Lynch 1996, Boon & van der Eijken 1998, Ballot, Fakhrfakh & Taymaz 2001, Barrett & O’Connell 2001, Faems, et al. 2005, Zwick 2006) have tried to estimate the impact of training on productivity, whereas other researchers have studied the effect of training on sales (Bassi & Van Buren 1998, Ahmad & Schroeder 2003, Rodriguez & Ventura 2003, Garcia 2005). For instance, whereas Ballot, et al. (2001) found that training can have positive effects on productivity (value added per worker), Bassi and Van Buren (1998) demonstrated that training led to an increase in sales, quality and customer satisfaction.

Other previous studies have examined the influence of training on financial performance indicators such as ROI, ROA, ROE or market shares (Bishop 1991, Bartel 1995, Huang 2000, Paul & Anantharaman 2003, Bernthal & Wellins 2006). For example, Bartel (1995) found that training had a positive and significant effect on ROI, whereas Bernthal and Wellins (2006) estimated impact of training on both ROA and ROE indicators. Most of these studies estimated the effects of training not only on financial performance, but also on non financial performance, concurrently. These observations may mean that the estimation results of each study depend on the research purpose of the authors or research projects, performance measure method, and data collected.

To summaries, the review results indicated that there was a significant difference between types of training, types of financial performance indicators and impacts of training on financial performance indicators in these studies. In 61 studies (94% of the total studies) related to financial performance indicators, these authors seem to concentrate on measuring
firm performance by financial indicators and most of them demonstrate that training has a positive and significant influence on financial indicators.

Effects of Training on Non Financial Firm Performance

According to the framework in Figure 1, 36 studies examined the impact of training on non financial performance (or 55% of the total of 65 studies) such as turnover, quality, absenteeism and customer satisfaction. With respect to turnover, Bishop (1991), in his study on newly hires showed that formal training led to lower labour turnover, whereas Krueger and Rouse (1998) reported that reading, writing and mathematics training had a positive effect on turnover. A majority of other studies also found that training had a positive effect on labour turnover. These results suggest that turnover has a powerful effect on employer decisions to provide training to employees. High turnover implies that investment in training for their employees is inefficient because many of those trained moved to other companies. Thus, companies may pay quite a high price for this turnover in terms of lower sales.

Other studies have estimated the impact of training on quality, absenteeism, and customer satisfaction. One possible explanation why these non financial performance indicators were more popular is that when considering the competitive advantages that a firm is thought to possess people usually think about high quality or justifying the customer’s needs. Thus, many studies have tried to measure firm performance by these indicators. For instance, Ghebregiorgis and Karsten (2007), and Krueger and Rouse (1998) demonstrated that training had a strong effect on absenteeism rate reduction. Aragon- Sanchez, Barba-Aragon and Sanz-Valle (2003), and Katou and Budhwar (2007) found that training has a positive effect on quality, whereas Ely (2004), and Lawler, Mohrman and Ledford (1998) reported that training has a significant and positive effect on customer satisfaction.

To summarize, it is not surprising that firms invest in training in order to improve non financial performance. It may mean that some non financial performance indicators also play an important role in organizational strategy. Therefore, some studies have estimated and measured the influence of training on non financial performance. However, when these studies measure the impact of training on non financial performance by a subjective method (e.g., workers’ reactions to the training, impact of training on workers’ behaviour), the results of these studies may not be totally accurate.
2.7 REWARDS AND ORGANIZATION OF TRAINING:
Rewards and recognition is one of the most important elements that motivate employees to perform better and more meritoriously. Managing rewards and pay management plays an important role in the overall employee satisfaction and their commitment towards work. As a result every organization needs professionals who can effectively assess the performance of employees and plan their incentive packages accordingly.

Our training program provides a focused and meticulous take on the rewards and recognition systems in the corporate world. The modules have been prepared by expert strategists to provide the best possible real-life scenario in today’s corporate world.

The program aims to cover various rewards and recognition strategies, payment and incentive design models and effective pay management systems. With more in-life examples and experiential learning methods, the training will surely provide you the most comprehensive understanding about rewards strategy in organization. Our trainers are industry veterans having excellent experience in providing rewards training for many years.

**Remuneration and Rewards**

HR's role in determining the level of salary and benefits for a position or employee is an important factor in the attraction, engagement, motivation and retention of employees. While often a specialized role, this topic provides an overview of remuneration, reward, engagement and motivation considerations and what, in addition to salary, an organisation can offer an employee to improve their engagement and motivation.

**Remuneration**

This topic covers what needs to be considered when setting salaries within an organisation including salary packaging and how to find and utilize salary surveys.

**Rewards and Benefits**

This topic covers the non-salary rewards and benefits that can be offered to employees to recognize the contribution they make in their role. This section includes both tangible (bonuses, technology, vehicles etc.) and intangible benefits (positive culture and climate, flexible work practices etc.) which contribute to an employee's motivation, engagement and retention.

**Motivation and Engagement**
This topic covers what other aspects outside of salary and other benefits are important to employees and help to drive their engagement with the organisation and their motivation to perform well in their role.

**Retention**

This topic covers what aspects should be considered in retaining employees in their role or within the wider organisation and the role HR can play in ensuring the right employees are retained to meet the current and future needs of the business.

**2.8 TRAINING AND ORGANIZATION COMMITMENTS:**

**Organizational Commitment**

The concept of organizational commitment has been the subject of numerous studies (Giauque, Resenterra & Siggen, 2014) and target of interest and attention of various authors over the past decades, and for this reason understandable that is defined and measured in several ways (Allen & Meyer, 1990).

Despite advances in the understanding of the concept, theoretical disputes and controversies persist as to the nature and definition of the concept (Meyer & Herscovitch, 2001). Meyer & Herscovitch (2001), They have reviewed the various definitions of commitment, a comprehensive point of view, according the situation under study (general, organizational, job, career, goals, organizational change and strategy).

The organizational commitment, in view of all the surroundings and quantity publications, can, however, also be defined in a more simple, clear and direct way, i.e. as “the psychological bond created between the employee and his or her organization” (Nicol, Rounding & MacIntyre, 2011, p. 895).

The organizational commitment is not only to a strong psychological connection felt by employees towards their organization (Agarwala, Arizkuren-Eleta, Castillo, Muñiz-Ferrer & Gartzia, 2014), or a sense of loyalty of employees to organizations, played a passive and static form. It also implies a dynamic and action posture where employees seek in an active way, contribute to the common good of the organization, and therefore, organizational commitment reflects positive feelings of employees towards the organization (Ifie, 2014).

The origin of organizational commitment was introduced by Becker in 1960 (Chen, Su, Lo, Chiu, Hu & Shieh, 2013), getting thus signed an important milestone in the
study of this construct, becoming at once as one of the first and most significant attempts to advance a comprehensive conceptual framework on the organizational commitment (Cohen, 2007).

2.9 TRAINING AND DEMOGRAPHIC FACTOR
Learning is what everybody needs in order to keep themselves in touch and updated with the fast growing world and like in the old saying, there’s no end to learning. The practice that we’ve been exercising over centuries is classroom learning style whereby we attend classes with books, lecture notes or other hard copy materials with us where we will see a lecturer or teacher in front of us explaining to us about the content of studies and this happens till today. With the advancement of technology in today’s World, a lot of things have become electronically or virtually and this happens to the education circle whereby we’ve been introduced to Electronic Learning or e-learning for short.

Many would be wondering what is this new age game that we’ve been introduced and what are the differences could it make comparatively to the traditional classroom learning. Some would start thinking that how could a student’s relate to the lecturer or teacher in the electronic era? E-learning uses CD-ROMs, Internet, Web Portal, E-book, video, audio, animation, etc. to get the materials across to the students. Sure enough, there are more than what is being described here, let’s look at the differences between the traditional classroom learning methods.

Demographic Factors and the Effectiveness of E-learning
Currently, literature on the effectiveness of e-learning as an educational intervention already abounds. Aside from educational institutions, many corporations and even non-profit organizations had been adopting this modern tool. Yet, despite this preponderance of data, little inquiry was done as to the demographic factors that could determine the strength of its differential impact on people from diverse backgrounds. This limitation is evident in this brief literature review. Given this context, the following could be reviewed as a humble attempt to contribute to the enlightenment of this subject matter.

Gender
There was a study providing a correlation between gender and level of learning (Schodt 2005). It was supposed that males, generally, have higher levels of affect than female students in classroom scenarios where instructors used no technology, whereas female
students reported higher levels initial affect than male students in classroom scenarios where instructors used moderate amounts of technology (Schrodt 2005). Nonetheless, it was also observed that across genders, continued incremental use of technology would eventually lead to a point to diminishing returns, whereby technology becomes a distraction and students’ initial motivation to learn course material suffers (Schrodt 2005, p.). A recent survey of the demographic picture of e-learners also indicated that males have the upper hand, garnering around 62% (Mungania, p.3).

**Age**

Older people have relatively slower perceptual learning than younger ones (Gilbert 1996). This input could be factored in the designing materials for audiences of varying ages. Mungania (2003), in his description of the e-learning users, asserted that middle-aged people account for the great part of the educational approach’s audience, with 80% of the polled respondents belonging to the lower that 45 years age bracket.

**Students’ status**

An implication of student status in e-learning is that full-time students who spend more time acquainting with the system naturally have the edge over its part-time students. Other relevant variables include the student’s learning profile, such as his study styles and habits preferred learning (whether he is included more on actual interactive classroom discussion or his welcome IT-based educational interventions).

**Program of study**

There was no study that directly correlates program of stuffy with the effectiveness of e-learning. However, it could be logically surmised that e-learning would be more useful in the field of IT and engineering subjects. In the corporate set-up, e-learning is finding great use in employee training (Pantazis 2001, p.21).

**Level of education**

In his presentation, Mungania (2003) suggested that e-learning caters to people who have a relatively high degree of academic and professional education. In his backdrop of e-learners, he maintained that 37% are bachelor’s degree holders, 56% continue studying while in the office, 80% have been enrolled in no less than ten online courses and that 96% are intermediate and advanced uses of computer training exposure and that 87% registered warm acceptance of the modern learning approach.
Race

In his case study, Dimitrov (1999) posited that gender differences in science achievement did not depend on ethnicity (p.445). These ideas have noteworthy value in drafting of an e-learning module, especially for science classes. The conception that racial discrimination, based on socio-economic stratification, could be extended in the realm of e-learning was never substantiated by research. However, Mungania (2003) pointed that 49% of e-learners are generally of European descent, meaning “Caucasian” or “white”. To circumvent the so-called digital divide, between those who have access to the technology and those segments of society who cannot, governments of industrialized countries had enacted laws to strengthen their over-all Information and Communication technology (ICT) frameworks and with respect to e-learning, had provided for state-run schools to have these facilities (Eklund, Kay, Lynch 2003). Marital status

Information on the effect of this variable to the effectiveness of e-learning is also non-existent and that any linkages that could be thought of are, at best, assumed and lacked academic groundings. Mungania (2003) agreed that it is not a major determinant for e-learning’s success. Employment

There was an absence in the literature concerning the bond between this demographic factor and the effectiveness of e-learning. One of the finding highlighted by Mungania (2003) in his doctoral dissertation was that 76% of e-learners had participated in e-learning exercises three years prior. He found out that 34% of most e-learners did have previous e-learning know-how from a previous company or employer. One could therefore conjecture that the level of effectiveness of e-learning would rest much on how the steering and leading and leading functions would be handled by senior firm executives.

Recent theoretical perspectives and empirical evidence have suggested that biased cognitive processing is an important contributor to unhealthy behaviour. Approach bias modification is a novel intervention in which approach biases for appetitive cues are modified. The current review of the literature aimed to evaluate the effectiveness of modifying approach bias for harmful consumption behaviors, including alcohol use, cigarette smoking, and unhealthy eating. Relevant publications were identified through a search of four electronic databases (PsycINFO, Google Scholar, Science Direct and Scopus) that were conducted between
October and December 2015. Eligibility criteria included the use of a human adult sample, at least one session of avoidance training, and an outcome measure related to the behaviour of interest. The fifteen identified publications (comprising 18 individual studies) were coded on a number of characteristics, including consumption behaviour, participants, task, training and control conditions, number of training sessions and trials, outcome measure, and results. The results generally showed positive effects of approach-avoidance training, including reduced consumption behaviour in the laboratory, lower relapse rates, and improvements in self-reported measures of behaviour. Importantly, all studies (with one exception) that reported favorable consumption outcomes also demonstrated successful reduction of the approach bias for appetitive cues. Thus, the current review concluded that approach bias modification is effective for reducing both approach bias and unhealthy consumption behaviour.

Ashish Malik, Vijay Pereira, Shlomo Tarba. (2017) reviews the growing body of empirical evidence (N = 35) on the impact of HRM on innovation that has been published during the past 25 years (1990–2015). Our most definitive finding concerns the impact of bundled HRM practices, which can be firmly linked to innovation. The role of high-commitment practice bundles appears particularly important. Studies on the various individual practices indicate that practices that foster employee commitment, loyalty, learning and intrinsic motivation are conducive to innovation. Some evidence points to the role of macro- and micro-level moderators setting boundary conditions (e.g. industry and strategy) for the HRM–innovation relationship and to mediators, such as creativity and knowledge management, as explanatory mechanisms as to why HRM impacts innovation. We noted a number of insufficiently covered areas that call for further research. We present four specific recommendations: (1) different phases of the innovation process deserve greater attention; (2) the invention of radical innovation warrants further investigation; (3) measurement of innovation and HRM should be more consistent; and (4) the theoretical underpinnings of the relationship between HRM and innovation should be strengthened. We conclude by reflecting the ‘black box’ stage between HRM and innovation through the AMO framework.

Martin G, Dymock D, Billett S, Johnson G (2014) Workplaces, managers and employers who are seeking to maintain the standing, capacities and productivity of their workplaces are now facing two crucial facts: (a) an ageing workforce and (b) all workers, regardless of age, need to adapt to the changing requirements for workplace performance. These facts mean
that managers and supervisors need to confront issues found in the changing demographics of their own workforce. That is, as the portion of workforces aged over 45 years (i.e. older workers) increases, it is these workers who are available to be employed, and supported in sustaining their ongoing employability. To address these issues requires understanding of particular workers' capacities and aspirations and then acting to develop further their capacities based on new understanding, and rebutting social sentiments about these workers that are often value-laden, contradictory and biased. The case here is made through drawing on literature and analyses of interview data of Australian managers of older workers that the current logic of management relies upon deeply held and widely shared beliefs of age-blind meritocracy and equal opportunity rather than informed views.

_Frazis H, Spletzer J.(2015)_ This article both provides a brief summary of the human-capital model as it relates to on-the-job training and summarizes the empirical training literature, with a special focus on the contributions that analyses of the data from the 1979 cohort of the National Longitudinal Survey of Youth (NLSY79) have made to that literature. Models of competitive labor markets imply that wages paid to workers reflect their productivity. Similarly, if on-the-job training makes workers more productive, then trained workers should receive higher wages than workers with no training. Any investment in human capital involves current costs and future benefits. The costs associated with on-the-job training involve both direct costs, such as the salaries of the persons doing the training and any costs of materials, and indirect costs, such as the cost of taking trainees away from their current productive tasks. A study found out that the mean completed training spell lasts 5.7 weeks and 20.1 hours per week. Half of all completed training spells less than or equal to 1 week in duration, but 5 percent greater than 24 weeks. Total hours of training follow a similar pattern: half of all completed training spells are less than or equal to 35 total hours, but 5 percent are greater than 520 total hours.

_Williams Van Rooij S(2015)_ Changing workforce demographics have highlighted the need to provide training and development opportunities for older workers. This article critically examines the current state of research on the use of systematic instructional design procedures to develop work-related training that is inclusive of older workers. The review reveals a disconnect between what the literature recommends to achieve age-inclusive design and what is offered as evidence of age-inclusive design. Age-related generalizations about
cognition and learning capacity often serve as the basis for design decisions, with little attention paid to the role of training context and content. The article recommends that this disconnect be resolved and offers some specific suggestions about how human resource managers can integrate sound instructional design principles into the training and development component of their talent management strategies.

The biggest challenge in the new millennium of liberalization and globalization for a business is to serve and maintain good relationship with employees. It is fundamental in building an employee's centric organization. It is a key element of differentiation that allows a bank to develop its employee base and service oriented capacity. With the advent of various reforms in the banking industry, the banks find themselves in a fiercely competitive and market-driven environment. In this context, developing and nurturing human resources are a must for survival in the emerging banking scenario (Kennedy, 2007).

Esha, Anjum Bimal (2017) in order to sustain economic and effective performance of Human Resource, it's imperative to optimize their input to the accomplishment of the aims and objectives of the bank through training and development. This paper main objective is to examine level of performance in terms of imparting training. Secondly, the objective is to examine the effectiveness of training and development programmes for employees in fulfillment of their duties. The current research paper is descriptive in nature and created by using primary data collection method through questionnaire filling by the bank employees. Checking of data is done through statistical software to discover the impact of training and development on employees' performance. There are two variable Training and Development (Independent) and Employees' performance (Dependant). The present paper explained that training and development is inevitable and unavoidable. Anyone can cope up with the existing challenges in the wake of severe competition with training and development only.

Dostie, b., & léger, p. (2014). Longitudinal linked employer-employee data and find that the probability of participating in firm sponsored classroom training diminishes with age. Although the standard human capital investment model predicts such a decline, we also consider the possibility that the wage and productivity impacts of training decline with age. Taking into account endogenous training decisions, we find that the training wage premium diminishes only slightly with age. However, estimates of the
impact of training on productivity decrease dramatically with age, suggesting that incentives for firms to invest in classroom training are much lower for older workers. Studies of the impact of training on workers’ wages are quite extensive. In general, these studies can be divided into three categories based on the dependent variable studied. More specifically, they can be divided into groups where the dependent variable is: (a) the worker’s hourly wage, (b) the wage growth at the worker level, or (c) the workplace’s wage bill. Studies also vary in how they measure the intensity and the content of firm sponsored training. Although in most studies training is measured by a single dummy variable, indicating whether the worker received training in the past year, some allow for more complete information, including the duration or money spent on training. Human capital theory predicts that training will have a positive impact on all three measures (i.e., hourly wage, wage growth, and workplace’s wage bill), as long as training increases worker productivity and these increases are reflected in wages (Becker 1964; Mincer 1974). It is possible, however, that the impact of training on wages will not fully reflect increases in productivity (i.e., will be smaller) in the presence of a compressed wage structure (Acemoglu and Pischke 1999). Despite the solid theoretical foundation discussed earlier, it is empirically very difficult to measure the causal impact of training on wages for two main two reasons. First, there is the usual problem of unobserved ability bias, where higher ability workers are more likely to select into training as well as more likely to earn higher wages, causing an upward bias in the estimated returns to training.6 Second, few data sets track both workers’ wages and training histories. If past training is correlated with both current training and current wages, its omission will also likely bias estimated wage returns upwards. Irrespective of the magnitude of its effect, the literature does consistently find Firm Sponsored Classroom Training: Is It Worth It for Older Workers positive wage impacts from training. As expected, returns are lower once self-selection into training is taken into account (Frazis and Loewenstein 2005; Leuven and Oosterbeek 2008; Loewenstein and Spletzer 1998, 1999; Lynch 1992; Veum 1995). There is also some evidence that returns are lower in more recent studies and lower outside of the United States (Bassanini 2006; Goux and Maurin 2000; Regner 2002). In comparison, our results on the impact of FSC training on wages (discussed at length ahead) are even lower than those of
more recent studies from outside the United States. On average, we obtain a wage return close to 1 percent. This low return could result from the fact that, unlike previous studies, we account for the possibility that unobserved characteristics can be correlated with training decisions. Furthermore, we are not aware of any studies presenting differential wage impacts of training by age, which is the main focus of this paper.

There are relatively few studies measuring the impact of training on an objective measure of worker productivity. This is most likely due to the fact that there are relatively few data sets containing information on both the firm's productivity (measured as sales or value added per worker) and its training practices (Barrett and O'Connell 2001; Black and Lynch 1996). Moreover, many studies that do consider the effect of training on productivity do so using relatively small samples, calling into question their generalizability. Much in the same way as when determining the impact of training on wages, one should consider the fact that workplaces that offer training may be unobservable different from those that do not. If workplaces offering training are also more productive for unobserved reasons (e.g., because of higher managerial ability, or just because higher profits allow more money to be spent on FSC training), estimated returns to training will be upwardly biased. Many earlier studies do not take into account this likely possibility. Not surprisingly, more recent work has shown that controlling for the endogeneity of training decisions matters. Recent papers by Almeida and Carneiro(2009) and Zwick (2006) use a large panel of Portuguese and German firms respectively and find sizeable productivity returns to training even after taking into account endogenous firm-level training decisions using a mix of firm fixed effects and instrumental variables. The study by Almeida and Carneiro (2009) is even more interesting as it is one of the very few that provides an estimate of the internal rate of return of firm investments in human capital, using detailed information on the costs of training. In particular, the impact of training on productivity appears at least as high, if not much higher, than its impact on wages. Estimating how the surplus generated by training activities is divided between firms and workers is the exact focus of a crop of recent working papers that, using firm-level data, replicate the earlier findings of Barron, Berger, and Black (1999), Loewenstein and Spletzer (1998), Barron, Black, and Loewenstein (1989), and Bishop
(1991). For Italy, Conti (2005) finds that firms reap more of the returns to training than do their workers. For Germany, Kuckulenz (2007) finds that the impact of training on productivity is three times greater than its impact on wages. Finally, Lopes and Teixeira (2013) use data from Spain and find that two-thirds of the productivity gains from training is captured by firms. Consistent with this literature, we find that the impact of training on productivity is larger than its impact on wages. Unlike previous studies, we allow the impact of training to vary according to the age of the workers who receive training and show its importance.

**C.K. Prahald (1972)** Measurement of effectiveness can be conceptually treated as consisting of two approaches - qualitative and quantitative. In a training situation aimed at improving interpersonal skills of a group, a certain investment in a series of activities like T-Group training might lead to an increase in interpersonal skills. This can be measured and, in fact, several researchers have done considerable work in this area. This provides useful data to management. But important issues remain unanswered. Can improvement in interpersonal skills be related to improvements in effectiveness or efficiency of the organisation? Is there a point when group cohesion and satisfaction become dysfunctional to task performance? Is there a saturation point for these investments? How do investments in developing an organizational capability compare with investments in government securities? Are there lag effects or does the benefit accrues only during the period when investments are made?

**Surrunarayana (2011)** This study presents the measures of training and development that are considered extremely valuable and those that are routinely used by HR/training professionals. Based on information collected from 105 HR/training profession also from different Indian organizations it was found that the traditional measures such as feedback of the training programmes, number of employees trained in various training programmes, training costs, and number of training days are the more popular measures when compared to impact measures such as learning during training, transfer of training, performance improvements because of training, and cost and benefit analysis of training and development programmes. Having made significant progress with respect to traditional measures of training and development, it is the time for focusing on impact-measures.
Local government training programs likely face increased scrutiny in the future. Despite well-documented need for training and its resultant benefits, budgetary constraints may see trimming of training dollars, especially if programs cannot demonstrate that employees can perform better after training than before (effectiveness). This study, by analyzing a survey of municipal clerks, examines the extent to which perceived effectiveness of training is associated with organizational, trainer, and trainee factors. Regression analysis demonstrates an effectiveness model that includes predictors from the dimensions of the organization, trainer, and trainee: ability to incorporate new learning into the workplace, relatedness of curriculum to the job, and trainee commitment to apply learning to the job. Support of this training-effectiveness model demonstrates the need for greater involvement of municipal administrators in fostering a positive organizational environment and greater collaboration among municipal administrators, municipal clerks, and clerks' training directors in developing programs. Although limited in scope, this study gives some credence to the need to enhance planning and rational decision-making for public-sector training.

Previous studies have primarily focused on the wage effect of either government training programs or training received from the employer. Analysis of Government programs is complicated by the nonrandom selection of training participants, and the estimated effect of these programs on wages varies widely across studies. Nearly all information on private sector training is confined to individuals who received training from their current employer. Most studies of company training have found that those with more education receive more training, but there is little agreement regarding the relationship between the receipt of training and other factors. These studies generally have found that company training is positively related to wages. Despite the public/private dichotomy in training suggested by the literature, the distinction between the two is often blurred. Besides funding clearly public progress such as jobs corps and those provided for by the job training partnership Act, the government also provides funds and loans for individuals to attend training programs in private institutions such as business schools, vocational schools, and correspondence course. Little is known about the participants in these different types of training programs of about the effectiveness of each type of program in improving wages.
Staffing

Staffing ensures that the right people are available at the right time in the right place. This involves identifying the nature of the job and implementing a recruitment and selection process to ensure a correct match within the organization. In other words, the function of staffing involves hiring the required people, selection amongst the available pool the persons most suitable for the job in question, and sometimes retrenching or firing. When the people considered as fitting the required criteria are identified, HRM is required to arrange for and where needed conduct the interviews. Both selection and interviewing are performed in order to recruit the required personnel. One of the staffing objectives has always been and has been advocated for ensuring that people are recruited, they should be retained (Ghauri & Prasad 1995, 354 - 355) and this objective can be implemented with the right people in place.

The process of appraising becomes easy to implement if staffing function is well suited to the organization’s strategies. This is so in such a way that the HRM knows exactly what is expected of the hired personnel and can evaluate their performance. Even still, the personnel can evaluate themselves depending on what they are expected to deliver and easily identify their potentials and which developments are required. The staffing function will affect almost all other HR functions because all functions will move towards the direction of staffing policies (Hendry 1994, 80 - 88).

2.10 TRAINING AND DEVELOPMENT

This involves training and development of workforces and managers (Briscoe 1995: 83). Training and development are often used to close the gap between current performance and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Amongst the functions activities of this function is the Identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Eldridge 2003, 237. Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal
process and their career path needs. Providing mobility with choice, comfort, convenience, frequency, safety and minimal environmental effects.

While the top most priority will be accorded to providing access facilities, efforts will be made to provide a range of transport facilities like buses, cabs, maxicabs, autorickshaws and Goods Carriers with varying range of load capacity and sizes to provide the maximum choice to the consumers and promote competition to maintain cost effectiveness of services. It shall also be the endeavor of the Department to promote alternate modes of transport like water transport.

**TRAINING NEEDS OF TRANSPORT DEPARTMENT**

There is a need for training to staff of Transport Department not only at the time of induction in Govt. Service but also at the regular intervals to improve the administrative effectiveness, capacity building and acquisition of requisite skills, knowledge and aptitude. This is also important to improve the service delivery mechanism in the department to charter a successful course towards good governance. The training programmes for the staff would focus on efficiency, public centricity, transparency, commitment, accountability, awareness and functional capability etc.

Training Policy of the State Govt. envisaged that every employee of the Department is required to be trained for skill up gradation at the time of induction/promotion and at least once in three years. Training plays a vital role in the skill development and capacity building of employees of any organization. The Department of Transport intends to update the skill and knowledge of the departmental staff by organizing orientation courses at regular intervals so that they remain well conversant with the latest developments, technical knowhow in their respective fields and deliver better service to the General Public.

1. **Training Objective:**

Objective of the training to staff can best be described in terms of capacity-building and enhancement of human capital through an integrated framework of knowledge, skill and attitude.

It should be ensured that all categories of staff should get:-

i) Induction training at the time of entry into Govt. Service

ii) In-service training at suitable intervals in their career at least, once in three years.
iii) Training for all will be compulsory at two levels i.e. at the time of joining into the service and at the time of each promotion or at least once in three years.

iv) Specific training to those who have not received any training till date.

v) Work/assignments handled by the staff without training on the subject.

vi) Exposure of major development issues or new techniques through short duration courses and seminars.

Training may be impacted by the department at training institution or at the work place or on decentralized bases at regional and Directorate level.

Keeping in view this broad frame work it will be desirable to use the following training methods:

- Lectures/ group discussion
- Experience sharing Presentation
- Case studies
- Presentation of individual assignments
- Panel discussion
- Model exercises
- Audio visual materials/ printed materials

2.11 PERFORMANCE APPRAISAL

Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time. This process can take up formal and informal forms (McCourt & Eldridge 2003, 209). The purposes of performance appraisal have been classified into two groups that is the developmental and administrative purposes. The developmental purposes of performance appraisal include providing performance feedback, identifying individual strengths/weaknesses, recognizing individual performance, assisting in goal identification, evaluating goal achievement identifying individual training needs, determining organizational training needs, improving communication and allowing employees to discuss concerns. On the other hand, administrative Under the developmental purposes are purposes of performance appraisal include but are not limited to documenting personal decisions, determining promotion candidates, determining transfers and assignments, identifying poor
performance, deciding layoffs, validating selection criteria, meeting legal requirements to mention a few.

Performance appraisal can be conducted once, twice or even several times a year. The frequency will be determined by the organizations depending on the resource capability and what is to be evaluated with regard to organization’s objectives and strategies. There are a number of alternative sources of appraisal and these include;

1. Manager and/or supervisor
   • Appraisal done by an employee’s manager and reviewed by a manager one level higher.

2. Self-appraisal performance
   • By the employee being evaluated, generally on an appraisal form completed by the employee prior to the performance interview.

3. Subordinate appraisal
   • Appraisal of a superior by an employee, which is more appropriate for developmental than for administrative purposes.

4. Peer appraisal
   • Appraisal by fellow employees, complied into a single profile for use in an interview conducted by the employee’s manager.

5. Team appraisal
   • Appraisal based on total quality management concepts, recognizing team accomplishments rather than individual performance.

6. Customer appraisal
   • Appraisal that seeks evaluation from both external and internal Customers.

It is however important to note that, if there are no proper systems and plans to deal with the findings of the performance appraisal, the expected benefits of this process for the organization may not be realized. Further still, although good performance appraisal may be good for an organization, it may be bad if not professionally handled. Depending on the appraisal feedback; negative or positive, its impact to the employee may damage the organization if not taken well by the employee (McCourt & Eldridge 2003, 211 – 212). It can demoralize the employee and sometimes may lead to losing the key employees just because they could not take the appraisal feedback and feel that they will be better off somewhere.
else. HRM needs to note some of the reasons as to why performance appraisals fail. Some of these reasons are shown in the figure below:

- Insufficient reward for performance
- Unclear language
- Lack of appraisal skills
- Manager not taking appraisal seriously
- Manager not prepared
- Employees not receiving ongoing
- Manager not being honest and sincere
- Ineffective discussion of employee
- Manager lacks information
- Performance appraisals fail because...

2.12 COMPENSATION AND BENEFIT

This involves the designing and implementation of individuals and organizations pay and benefits schemes. Employee compensation and benefit practices differ across employment units (e.g., organizations, business units, and facilities) on several dimensions (see e.g. Gerhart, Milkovich & Murray 1992) and organizations. Barry, Harvey & Ray (1994) state that employee compensation and benefit can be considered of crucial importance to both the employers and employees in such a way that it plays a key role of being one of the essential hearts of employment relationships. They continue by explaining that this is so in such a way that while employees typically depend on wages, salaries, and so forth to provide a large share of their income and on benefits to provide income and health security. For employers, compensation decisions influence their cost of doing business and thus, their ability to sell at a competitive price in the product market. In addition, compensation decisions influence the employer's ability to compete for employees in the labor market (attract and retain), as well as their attitudes and behaviors while with the employer.

2.13 UNION, EMPLOYEE RELATIONS, HEALTH AND SAFETY

Trade Unions are organization of workers, acting collectively, seeking to protect and promote their mutual interests through collective bargaining. The role of trade unions is mainly to protect employees’ interests and they tend to be the link between the organization
management and employees. Therefore, there are a lot of negotiations between management and unions in either resolving dispute between employees and management or try to fight for the best interest to its members (employees). It is important to note that, in the absence of the trade unions representing employees, most organizations would be more inclined to setting and thereby focusing on HRM policies promoting efficiency. Because of this representation however, organizations are forced into focusing on those policies that not only reflect organizational benefits but also putting consideration for the preferences of workers being represented by the union as a whole.

Health and safety is important since the well-being of employees is important. Depending on the country’s labour policy, there may be some rules set with regards to safety and health of employees. These rules and controls over organizations against employees may be such as; compulsory workman compensation schemes where all organizations are required to insure employees at work. Another control may be regular inspection of working environment by the government and union officials. The inspection may be aiming at ensuring that the company is following the set policies and has a safe working environment for its employees.

2.14 HUMAN RESOURCE TRAINING AND DEVELOPMENT

Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005).

TRAINING

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden&Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004).
Related to the above, Beardwell et al. (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development.

2.15 BENEFITS OF TRAINING

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits as below:

1) High morale – employees who receive training have increased confidence and motivations;

2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;

3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

4) Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;

6) Help to improve the availability and quality of staff.

2.16 HR TRAINING NEEDS

According to Wognum (2001, 408), training and development needs may occur at three organizational levels namely; (1) strategic level where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed (2) tactical level where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and (3) operational level where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject. In order to
enable an organization formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programmes create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels.

The first issue is to identify the needs relevant to the organizations objectives. According to Wognum (2001) and Torrington et al. (2005), there are three categories of identifying training and development needs. These include: resolving problems, this focuses on workers’ performance, improving certain working practices, this focuses on improvement regardless of the performance problems and changing or renewing the organization situation, which may arise because of innovations or changes in strategy. The above are summarized in Table 1 below. It is worth putting in mind that during the identification of training needs, there is need to create, develop, maintain and improve any systems relevant in contributing to the availability of people with required skills. Moreover, training programmes should be designed to carter for the different needs. Further still, the training programme, content and the trainees' chosen depend on the objectives of the training programme (Milkofic & Bordereau 2003).

A number of approaches have been highlighted in previous literature for identifying needs (Edmond & Noon 2001; Torrington et al. 2005). These are the problem-centered (performance gap) and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending or either new or current employees have been pointed out by earlier studies (see e.g. Torrington et al. 2005, 390 – 392). The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centered approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved. Profile comparison approach on the other hand focuses on matching the competencies with the job filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.
Table 2.1.1

<table>
<thead>
<tr>
<th>RESEARCHERS</th>
<th>NEEDS’ CATEGORIES, APPROACHES AND LEVELS</th>
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| Wognum et al. 1999 (Categories) | 1. Resolve problems (workers’ performance)  
                                2. Improve practices  
                                3. Change or renew (company situation) | 1. Strategic level (top management)  
                                2. Tactical level (middle management)  
                                3. Operational level (lower executive management & other employees) |
| Wognum 2001 (Levels)          | 1. Problem centred (performance)          
                                2. Profile comparison (changes & skills) |
| Torrington et al. 2005 (Approaches) |                                          |

2.17 RESEARCH GAP
There are various studies carried out in India pertaining to effectiveness of training programme strategies and to impact on the performance of the organization. The developed situation in India needs to focus upon training programme and retention of an employee. The best and talented employees are the need of the hour.

The Metropolitan Transport Corporation Limited in Chennai shows different strategies adopted by the organization in order to identify and hold on to able workforce. There are very few studies carried out in the area of training programme pertaining to Metropolitan Transport Corporation Limited and there is a gap in existing studies of training programme and present conditions established in the Metropolitan Transport Corporation Limited.

2.18 CONCLUSION
This chapter highlighted the most important areas of training effectiveness on the transport employees both internationally and nationally. There are areas such as training and development and implications of such training are discussed as specified by the various authors. Further the various training models were discussed and explained the actual impact of each model. This Chapter also focused on the training requirements of transport workers in Chennai Metro. This review of literature contributes the effectiveness of training on the employees in improving their skills, knowledge of performing a job etc.,