CHAPTER – II
REVIEW OF LITERATURE

…to take everything, no matter how formidable or chaotic, with the utmost seriousness and to give each trifle such expression and form of which he was capable.

—Lauren van den Post

2.1 Introduction

Training and development is an important instrument in organization to improve performance of its workforce and develop their competencies. It is one of the fastest growing fields and has attracted the attention of eminent scholars, researchers, practitioners and consultants who work in this field. They have discussed this subject from various angles.

Training has played crucial role in all ages. With the changing requirements of time, training has passed through process of change. Various studies have been conducted at national and international level. Thousands of books and journals have discussed about training.

2.2 Foreign studies

The importance of training has been realized in all the ages. The pioneers like Taylor, Drucker, Flippo have given emphasis on training for development of skills. Craig, Laird, Goldstein, Nadler, Lynton and Pareek, Rao T.V., etc. have added different dimensions to it. On the basis of their study results they have given various concepts on training and development.
Training has been used as a human resource intervention in organization ever since Taylor (1947) experimented with "Scientific Management" towards the end of nineteenth century and demonstrated the power of attending consciously and continuously to the upgradation of the skills of employees. In the Taylor (1947) framework, training is a management tool used to address deficiency in knowledge, skills and attitudes of organizational members which are dysfunctional for the effective performance of the organization. This framework is also referred to as 'functionalist approach' 'structure oriented approach', because training is preceded by development of structures, jobs, methods and processes by the higher management and then geared to upgrade employee capabilities to fit the jobs or structures.

As professor Peter Drucker (1977) states that managers are the most expensive resource in most business and the one that depreciates the fastest and needs most constant replenishment. This replenishment according to him should take place in terms of updating knowledge and the skills of the managers.

Flippo (1984) stated that planned development programmes return values to the organization in terms of increased productivity, heightened morale, reduced costs, and greater organizational stability and flexibility adapt to changing external requirements. Such programmes according to him, help to meet the needs of individuals in their search for work assignments that can add up to life - long careers. Many other studies are discussed in this chapter.
according to the different aspects of training dealt by the researcher in the study.

A firm's resources encompass all input factors both tangible and intangible, human and non-human, which are owned or controlled by the firm and that enter into the production of goods and services to satisfy human wants. Conner (1991); Rumelt (1987); and Wernerfelt (1984) argued that within the resource based framework, the firm is viewed as an excess of resources and capabilities which are not freely bought and sold in the spot market. They hinted on the development of the resource. The resource based view given by Reed and Deflippo (1990); Barney (1992); Wright and McMahan (1992); Lado and Wilson (1994) suggest that the human resource system can contribute to sustained competitive advantage through facilitating the development of competencies that are firm specific and generate tacit organization knowledge.

According to Frost (1992), fundamental changes in the business environment have created a sudden shift in focus of HR function. These changes include high uncertainty in business, raising costs, increasing competitive pressures and margins, technological change, complex organizations, changing demographics, etc. Due to these changes competencies are beginning to recognize the importance of people to the success of business. Waterman (1994) established through findings a positive relationship between development of human resource and performance.

Fernandez (1983) proposed that the most vital factor in promoting the effectiveness of the public enterprises is the human factor and the availability
of well developed human resources. He also proposed that the development of the human resources call for an integrated program of education and training which embraces general education professional education, management education and attitudinal training.

J.P. Campbell (1971) in his article on "Personnel Training and Development" in the annual review of psychology discussed that training courses are typically designed for a short term set purposes, while development involved a broader education for long term purposes. J.M. Pfiffner and F. Marshal (1962) defined the main objective of training is to bridge the gap between existing performance ability and desired performance.

Gable and Springer (1976) are of the view that knowledge acquired through training at the beginning point in career would be inadequate to deal with the development situation, which is constantly in a state of flux. Vander Krogt and Warmerdam (1997) advocated an approach that considers training as dynamic network of interaction between different actors and interest groups within and around the organization. According to this integrationist perspective, there are a variety of individuals and groups present in the organization, playing different roles and having different perspective and ideas. A learning climate in the networks of interaction can contribute tremendously to individuals, team and organizational capability. This is moving away from 'one best way' style of Taylor thinking to a training approach that stresses the crucial role of actors, i.e. to the adjustment of the actor's action to each other. In this approach changes are not looked upon in a static, mechanistic way, but are conceptualized as continuously evolving
networks. They also pointed out that numerous environmental changes for organizations such as introduction of new technologies, emergence of new groups of clients, new type of problems, new professional methods, introduction of new specializations within the teams, growing complexity of the product, process and information technology, expectation of higher quality from customer and pressures on organizations of these expectations, pressures on organizations to be more flexible and create highly motivated and trained workforce, pressures on individual to operate less with formal authority and direct control; and so on. To cope with such changes progressive organization are changing their approaches to training in some fundamental ways.

Torraco (1994) suggested that ‘downsized’ organizations are the need for major shifts in the distribution of work tasks and role among workers. In a workplace once modeled a narrow job definitions and a wide range of functional specialists, today's workplace is often characterized by increasingly sophisticated work methods and the presence of relatively fewer workers. Narrow job definitions are giving way to broader responsibilities and a greater interdependence among workers. Jobs are being eliminated, and reconfigured as organizations fundamentally re-think the way in which the work should be done.

Catalanellow and Redding (1989) observed that the recent business success of leading organizations including Motorola, General Electric and Hewlett Packard is due to the systematic management of employee training. Keep (1989) identified a number of companies in Britain who were keen to be
integrating training and development into their wider business planning. A survey by Clark (1995) in Canada revealed that sixty per cent of business and labor leader see education and training either the first or second most important factor for improving international competitiveness.

For success in business through alignment of individual growth with organizational strategy, Schein (1985) argues that successful organizations are those that are able to match organizational needs with individual needs, thus achieving organizational goal along with individual development, commitment, creativity etc. Also Grundy (1997) put his argument that strategic human resource development and planning involves linking business strategy with organization strategy to the current and emerging pool of management skills, thus identifying key shifts and gaps and area for intervention.

The most frequent reasons for sending managers to training programs were reported by Saari (1988), et al. Their data were based upon a comprehensive survey of over 600 US companies with each having more than 1000 employees. The primary reasons for sending managers to Management education and training programs were to broaden the individual, and to provide knowledge. They also indicated that the larger the company in terms of number of employees, the more likely they were to use formal management training and education programs.

According to Markwell (1984), role of management development is to improve competitiveness of the business or organization to enable it to achieve its immediate and long term goals and to maximize utilization of its human resources. Singh is of the view that an eagerness to learn at all level is
a prerequisite for the success of the management development programs. According to him education, training and personal development are all parts of the pattern of the management development leading to an organization-wide atmosphere of learning in which everybody has a part to play.

Besides Raskas and Hambrick (1992) are concerned that too often management development is not closely aligned with business strategy and hence, often fails to contribute to key corporate objectives. Research work in the field of Management Development by Baldwin and Padget (1993); Tannbaum and Yukl (1992) led to more realistic and ambitious view of managerial development. According to them training and management development is not simply matter of changing peoples' knowledge and skills; it also involves changing their attitudes and professional identity. A study of training of managers in public enterprise in Hong Kong by Sek-Hong and Sik Keung (1984) reveals that management development has been evolved in part as a conscious strategy for establishing the enterprise's own labor force and insulating it from external competitive forces by other employer on the open market.

Many authors suggested emphasis on training policy. Roberto Motta (1984) in his study on "Brazil: Management Development and Training in public Enterprises" propose that a managerial training policy can not be an isolated policy, it must be closely tied to organizational planning. Besides keeping an internal consistence with other areas of human resources, a training policy must be externally consistent and integrated with strategic
(objectives, target and results) and the operational (technology, production and supporting process) planning.

Minocha's (1983) paper on "Determining Training Need of Public Enterprises" highlights the importance of attitude survey as a viable and valid measure to provide clear picture of employees' feeling and real training needs. Worcester (1983) is also of the opinion that attitude surveys as a measure of peoples' feelings, concerns, awareness and motivation provide a baseline from which to determine action to be taken to improve operating methods, working and/or living conditions, to increase effectiveness and productivity, to create greater degree of satisfaction and to meet the needs of those surveyed. Laired in his book on "Approaches to Training and Development divided training need into two classes and they are "micro" and "macro" for any person or small population and for large population respectively. For identifying the need of training, MeGehee and Thayer (1961) suggested organization analysis as an input source because its focus is on the strategies of the organization, resources and allocation of these resources of the organization. Taunenbaum and Yukl (1992) further included in organizational analysis, structure, policies, procedure, job design, workflow and other factor that facilitate or inhibit and employees' ability to meet jobs performance expectations. According to Nancy Gordon (1978), a Training Need Assessment (TNA) analyst at Ameritech, about 85 per cent of all request for training turn out to be related to issues that could not be addressed by training. Stout (1993) in his book on 'Managing Training' has suggested SWOT analysis which evolves identifying organization need first
through external factors (threats and opportunities) and them through survey of interns factors (weaknesses and strength).

Another dimension to identifying training needs of employees was by treating them as adult person. Lindeman (1926) in his book "The Meaning of Adult Education" proposes that adults learn best when they were actively involved in determining what, how and when they learn. Blanchard and Thacker (1998) advocated that TNA ensures that training focuses on KSAs the trainees really need because when training is perceived as relevant, it is more likely to create interest. Hence, to ensure motivation to learn and apply the acquired knowledge Virmani (1995) thrusts on utmost care to be taken to select the right person for the right course/ training. According to him faulty selection procedure for training can defeat the very objectives of training. In his study, he has highlighted the necessity of involving the individual trainee and his departmental head in the selection process based on the kind of the problems they are facing immediately and likely to faced in the near future. In his survey of training activities in various organizations he found major complaint in government set up was that many of the course selected were not relevant to their job. Also it was observed by him that common method of training need identification and selection of trainees is based on notification and circulation if the training brochure to various department, inviting nominations. Virmani and Seth (1985) conducted a study covering 18 private sectors and 6 public sectors. The study report indicated that methods adopted by the organizations in identifying training requirements showed that 33 per cent of public sector organizations used adhoc methods and did not adopt any specific methods for identifying their executives training needs. In case of
private sector only 12 per cent of the organization resorted to adhoc decisions.

Analytical studies conducted by Saxena (1974) indicated that determination exercise, is an essential prerequisite of training program, is normally not conducted. This results in to a miss-matching of training and the needs/expectations of trainees.

ASTD conducted research and found that frequency of need assessments decline with the job level for which the training program is being developed. For need assessment the most frequent methods include personal interviews (83 per cent), direct observation of the work of the prospective trainee group (80 per cent), examination of performance or productivity measures (75 per cent), questionnaires (66 per cent) and task analysis (64 per cent). It has been well established that emphasis should be placed more on training in attitudes and behavior as compared to skills. In a study carried out by Ford (1999) relating to training needs of different managerial levels in Indian Organizations, analysis revealed that the maximum gap prevailed in the development of attitudes towards work (28 per cent), followed by attitudes towards people (24 per cent.) Ron Johnson (1987) in his book on "How to manage people" emphasizes the need to assess the strengths and weaknesses of the people who make a really critical contribution to the firms fortunes and to work for improving the motivation and ability of the people who work for the organization and work for improving the effectiveness of the whole operation. Pattnayak (1998) finds that there is less seriousness attached to training activity in organizations, participants are sponsored with
out any basic objective attached by the organization. It is being conducted without any specific objective or targeted outcome. He emphasizes on systematic training need assessment by organization for training effectiveness.

In an organization managers are burdened for ensuring the success of the enterprise than non managers. Mant used the term "experienced manager (1969)" in his Mant Report to describe a man who has probably had at least five years in Management and has reached his position largely through success in jobs below his current one. He is probably no longer in a company promotion fast stream. His success has arisen from a mixture of experience, intuition and knowledge, built up by dealing with situations. His management techniques and skills have been developed by necessity rather than any planned process. He is most commonly, but not necessarily, in middle age and middle management.

The group of experienced manager has to improve its performance for at least three reasons according to John Humble (1973). First, many of the challenging problems we face are relatively short term and its today's managers who will win or lose the battle for survival and success. If they lose, there will not be a business for the new intake of promising young men to inherit. Secondly, experienced managers inevitably set the example and climate of opinion in an organization since they are in a majority. Unless they are improving themselves and becoming more receptive and open minded to better methods, the business school graduates and their equivalent will be isolated and perhaps crushed. Finally and most important of all there is a
wonderful reservoir of talent, creativity and contribution in this group of experienced managers which is simply not being tapped.

Alan Mumford in his book "The manager and Training" discussed a list of advantages sought through training includes the following items like reduce learning time, reduced breakdowns or stoppages, reduced wastage, reduce failures to meet targets, increased morale, increased customer satisfaction, increased retention of staff, and more effective use of trained man's boss.

Cascio and Zammuto (1987), Offerman and Gowing (1990) are of the view that managers will have to deal with a labor pool that is shrinking in terms of the skilled and educated and that is becoming increasingly diverse, also more technologically sophisticated systems are being implemented. To this, Blanchard and Thacker suggested that management is responsible for ensuring that employees have the knowledge and skills required to perform their jobs and that diversity is seen and used as a strength rather than focus for divisiveness. They advocated that it is all system and resources are appropriately integrated so the organization can achieve its objectives. Therefore, companies place high priority on developing the KSAs of their managers. According to Zuboff (1988) an increasing complexity of production and administrative systems require not only an update of functional skills, but in addition the acquisition of qualitatively different areas of skills and knowledge.

Coleman and Campbell (1975) also advocated that lower level managers depend primarily on their interpersonal and their technical skills to get the job done. Biswajeet Pattanayak (1998) conducted study of executives
which revealed that senior executives had greater concern for training needs in the areas of organization and personal development, middle level executive need more on personal and organizational development, junior executives give maximum emphasis an organizational development.

Accordingly to Odiorne (1970), training has relevance only if it affects behavioral changes that enhance organizational effectiveness. The Training and Developments (1998) Report published in USA highlights that about 60 per cent of companies' acquired technical training and specially professional skills training from outside. Fernandez (1983) in his study on "Training Public Enterprise Managers" found that in-house training exposes managers to the realities of real life experience where as external training shell focus on conceptual ideas, systems, managerial practices and on providing tools of effective organization. In his study on the problems of management training in public sector, Agarwal (1983) comes across the fact that people are willing to go for external programs run by various management institutions either in their premises or hotels, but they do not come forward to attend in-company programs. They also feel that people sent for in-company program by various departments are those who are not doing any fruit full job or who can easily be spared. According to his study participants obtaining for external training treat their visit to such training programs as a paid holiday. He suggested that training must be oriented with actual live problem in the organization. Segovia (1984) in his work on "Education and Training of Public Enterprise Personnel in Philippines" started to develop cases and short critical incidents for use in their management administrating and technical training programs, as an effort of indigenization.
Besides a training program does not end with accomplishment of the objectives. According to Agochiya (2001) the training also needs to prepare participants for the important task of transferring training to the organization's work and function. For this it needs identification of factors, personal or organizational that is likely to facilitate this process. Singh in his book emphasized on the discussion between the boss and the participant prior to the training and after training so that it can be decided to what purpose and form of transfer of learning to take place. This will help maximum learning from the training programs and help in devising methods to integrate learning so achieved, in their work situation or attitude. He also highlights that if such discussion is not conducted than chances are there for the transfer of learning to be limited which is a hindering factor. He found that in banking services, the organizational climate is conservative. Suggestions for changes or innovation from all quarters are not really encouraged or welcomed. In fact there is no freedom to perform independently, rules and regulations are rigid and executives feel tied down because of these. This also hinders transfer of learning. Analysis of jobs tasks and required KSAs is not enough, it requires a matching training environment through careful analysis. As Gagne (1984) describes it, this is a process in choosing the most powerful learning environment for what the trainee needs to acquire. He further advocates that concerning their performance is very helpful in some situations but the choice of the type of feedback depends on what needs to be learned.

A survey by Ralph and Stephan (1986) of the Fortune 500 firm provides information about evaluation method which indicates that most evaluations (86 per cent) consists of trainee reactions are important, there is
evidence which indicates that positive feelings do not appropriate level of learning has occurred. Relating few efforts are made to collect information concerning performance changes by means of follow-up on the job.

Campbell (1971) has detailed the following five important measures of effectiveness, they are overall performance, productivity, employee satisfaction, profit, withdrawal based on turn over and absenteeism. According to Peter F. Drucker (1977), effectiveness does not come by itself. However, it can be learned, and it must be learned. He regards effectiveness as the very essence of the job of executives that can be learned through inner and outer training within an organization. The manager's job gets more demanding year by year. Typically he has had to live through a series of organization structure changes, which have altered the familiar and secure way of doing thing and distorted an established network of personal relationships.

Goyal discusses the fact that companies strengthen the bond between themselves and their staff through training and empowerment, this decreases turnover and increases the employees' usefulness to the organization.

For maintenance of quality standards in the organization opting for ISO certification, needs to engage in a substantial amount of training. Dolack (1996) in his study States that companies involved in the ISO process find that it results in better trained personnel, improve efficiency and internal communication, cost reductions and the ability to document quality control processes to their customers. According to Pfeiffer (1998) training, job rotation and such other practices help people to work smarter. High commitment to work also saves direct and indirect cost of labor. He also presents that
trained, multi-skilled and self managed, motivated employees save on a variety of administrative cost including the cost of management.

Clinton Logenecker and Laurence Fink (2001) of the university of Toledo proved it in their study of 59 organization in United States covering 433 managers conducted in 2001 that management development programs developed based on a feedback of managers tend to be highly successful. In his study, he presented that to counter the competition extensive retraining of managers is necessary for effectiveness. He also emphasized that change in strategy, structure and work process leave managers unsure of their roles and related responsibilities, a managers’ role ambiguity should be removed through training efforts.

Jack J. Phillips (2000) in his "Handbook of Training Education and Measurement Methods" advocated that after the major training program their is a boost in trainees' work performance. He shows that the two events are linked and to find out how much change in performance training has brought, he suggested to observe whether the participants have gained any skill, knowledge or attitude have changed; participants' application on the job what they learn in training, measurable result obtained by on the job applications and finally whether monetary value of the result exceeded the cost of training.

Training is therefore, one of the important tools of public enterprise development and is conceived as planned change involving the whole organization as a complex system, and aimed at increasing the effectiveness of the organization. Laird strongly put forth that today training and development officers are not only expected to solve performance problem just
by running the training programs but to locate appropriate solution to the problem confronting the organization. Blanchard and Thacker advocated that effective training practitioners are concerned with more than just the delivery of a set of knowledge, skills, attitudes (KSAs), they are concerned with how employees KSAs will impact the effectiveness of the organization and the individual. Linn Coffman (1990) describes the training impact assessment (TIA) as a process that requires managers to look collectively at what happens to their employees as a result of training. Pigors and Myers (1982) expressing their point of view and method in the book of "Personnel Administration" says that for training to be successful, employees must want to learn and to improve their performance and supervisors must be above to teach and to help subordinate raise the level of their performance.

A systematic approach to training depends on rigorous review of the present situation, a clear statement of objectives, a well-balanced assessment of alternative ways of achieving those objectives, and a careful evaluating of the results of the training journey that has been undertaken.

Gordan McBeath (1994) focused on the review process, bringing needs and supply together, is the single most important part of this whole management development process, although it is frequently given insufficient time and attention. He further argued that training effectiveness is not easy to measure and rather subjective judgments are frequently necessary especially is regard to management training. The effect of corporate culture on the use of acquired skills, and the influence wide variety of other factors, make it progressively more difficult to be specific about the impact of training. Hence,
one looks at progressive improvement in corporate performance, and can attempt some judgment of the influences, which have contributed to change, which will include training. The effectiveness of the management development process should be assessed by comparing its achievements with its intentions, against the background of the evolving business with its requirements for management resources.

Ogunu (2002) M.A. studied management programs in Guinness Nigeria and found that management-training programs are relevant and effective in preparing the staff for the job they do.

Henemann and Schwab (1978) are of the view that the purpose of both training and development is to provide learning experiences.

Roullier and Goldstein (1993) have identified many of the organizational facilitators and inhibitors which help determine whether what is learned in training will actually be eventually used by trainees when they arrive at the job.

2.3 Indian studies

T.V. Rao (1999) in his book "HRD Audit" defined HRD as essentially consisting of three Cs; competencies, commitment and culture all three are needed to make an organization function well. Without competencies many task of the organization may not be completed cost effectively or with optimal efficiency. Without commitment, they may not be done at all or are done at such a low pace that they loose relevance.
In his book "HRD Missionary", Rao T.V. (1991) has highlighted on multiple goals of HRD. These include employee’s competency development, employee motivation development and organization climate development. He suggested that employees require a variety of competency like knowledge, attitudes, and skills in technical and managerial areas to perform different task or function required by their jobs.

In Pareek and Rao’s (1981) Model, training department was treated as one of the important subsystems. According to Pattnayak (1998), the effectiveness of HRD activities in Indian organization depend to a great extent on training needs assessment and evaluation of training effectiveness. He adds that to make the organization productive, it is essential that the individual skill be developed to achieve and fulfill the organizational needs. In this critical context, HRD, particularly training and development has an important role to play.

Arvind K. Sharma (1979) studied management development in British Public Enterprise. The study covered British Railway Board, British Steel Corporation, Electrical Supply Industry, national Coal Board and Post office. The study examined the management development in terms of the entrants, on the job training, in company training and role of external institutions in management development.

P.N. Singh (1989) in his book on "Training for Management Development' emphasizes on the importance of training and management development activities in organization due to rapid technological
developments, change in style of management in recent years and changing areas of responsibility for managers.

Dayal (1973) presented a comprehensive survey of studies on training in India as he observed, most of the issues confronting the fields of training in India are not dissimilar to those felt aboard. Attempts have been made to examine general issues such as conditions conducive to effective training, techniques for assessing effectiveness of training extent of utilization of training in practice and the extent to which training methods influence learning.

The development of high potential workers with the support of continuous training and retraining is seen as a core element in the development of competitive advantage of the organization by Kandula (2002).

Balra and Bhatia (1997) in their work on "Managerial Effectiveness in Public Enterprises: The Role of Development" are of opinion that performance determinants of public enterprises in developing countries is unanimous in emphasizing that the most critical impediment to effective performance had been the shortage of competent, properly oriented, professionally trained and adequately motivated management personnel. This coupled with the paucity of trained managerial manpower, especially in public enterprises in developing and training programs have an important role to play in improving public enterprises performance. Market changes and competition is of dominant concern in the organization, this change in environment is also going to affect training activity. The survey analysis by Bhatia on environment changes has highlighted that the future goals in training area will have to deal
with market competition and along with Government control and manpower planning at the national level.

Training has been described as an international act of providing means for learning to take place by Maheswari (1971). Virmani (1995) highlights in his book "Management Training and Development", purpose for training of managers according to the objective of the organization at large, objectives of the organization for enhancing personal output in terms of job performance, individual behavior and attitude and for future development purposes and objectives of the personnel for self development.

Biswas (1998) conducted a study on factors affecting training effort and gave the following findings: Firstly the training programs must be perceived as relevant for future career, advancement, and secondly, people who have greater emotional attachment to the organization are more likely to put in greater effort then others in the organization. Another major finding was that the decision involvement resulted in higher levels of perceived career utility, which, intern, affected learning efforts, when the employees were given an opportunity to participate in the training decision they perceived it as more beneficial to their career then when they were not given this opportunity. The finding that decision -source credibility affects perceived career utility and commitment is consistent with a large body of research conducted in performance appraisal feed back (e.g., Ilgen, Fisher and Taylor). These findings suggest that organization should determine how employees view their superiors' credibility. The superior should ensure that they have adequate knowledge about their subordinate's' level of competency and training needs.
Moreover, superior should build up reputation for fairness and trustworthiness and concern for the future for the subordinates.

Rangnekar (1976) stressed that the basic problems of training arises because of an untrainable top, a confused middle and a frustrated bottom. However, the situation is improving causing commitment to training from the top management. Maheshwari (1971) collected data on managers from banking institutions and found training program less effective with respect to their contribution to job performance they did endorse the usefulness of formal training.

A report of the study team on recruitment, selection in Union and State Public Service commission found that in spite of the wide agreement that training is an integral aspect of the administration of modern government, it continues to be neglected all over the world in general and in India, in particular, as published in the "United Nations Handbook of Training in Public Service". Rudrabasavaraj’s (1969) survey indicated that the public undertakings in India under study did not have any formal or systematic induction programme for the new employee. In spite of management development activities carried out by the organization at their level, there have been loopholes contributing to roadblock in its way. Agarwal (1983) in his study on the management training problem in the public sector in India found that executive resource planning has not received due attention and importance it deserves. In most countries, training is pursued on its own or more or less as a support activity and is not linked in an intimate way with human resource planning. Without such an integration, training programs will
just remain an activity without a purpose. Rudrabasavaraj (1969) opines that public undertakings yet to evolve and develop a management philosophy towards executive development. He further is of the opinion that the organizational climate in such organizations seems to be not supportive enough for the executive development. Agochiya (2001) in his book on “Every Trainers Handbook” is of the view that in present organization amidst growing acknowledgement of the value of training to individuals and organization, he finds that the persons who need training do not get an opportunity, and where there is no financial commitment, some organization are inclined to nominate those who are either available or can be spared for the duration of the training program.

Observation made by Chowdhary (1958) that the participants who select themselves for the program often use the training to escape from the stresses of the job and plan the next phase of their career strategy, rather than for the purpose for which the training was intended. Dani (1979) conducted research on evaluation of management training in Nationalized Bank. He found that there is in general a chronic apathy towards training. The placement and status of training has not been satisfactory. Training is still regarded as a fringe activity unrelated to the organization. As far as trainees attitudes to wards training is concerned, it is considered by them as a paid holiday and recreation. The majority of those, who receive training, hail it bring them away from their place of work. He further found the selection of trainees is made more on the basis of availability of persons rather than on the basis of well-planned policies of career advancement with regard to the training methods, the study revealed that the choice of training techniques is not
influenced by the training objectives, course content, trainee population, etc. there does not seem to be any scientific, dependable and rational approach to assessment of training needs. Adequate care is not exercised in the selection and writing of training objectives. There is a wide variation in the format, scope, content and sequence of the course.

Study conducted by Prasain (1996) in LIC found that although LIC have established officer Training Colleges to impart training to its employees, the achievement is not satisfactory. His findings showed non-seriousness in identifying training needs by LIC for its officers.

Pareek and T.V. Rao (1981) published "Designing and Managing Human Resource System" which influenced management thinking based on their field research and experience they stated that training does not fulfill its proper role in various organization. The identified fine reasons for the light in which training is at present.

1. The training unit organizes training events on the initiation or suggestions of persons who matter in the organization. Instead of brief a partner in the process of development of the organization, it merely responds to request made to it.

2. By and large, there seems to be general feeling in the organization that training is a peripheral activity rather than a central one. In many organization training is more decorative than functional.

3. Since training is regarded as peripheral and since it is treated as a service department, only responding to the various demands of the
open, it is treated as a service department, only responding to the various demands of the open, it is a vicious circle.

4. Many organizations in India still do not treat training as a profession. Training is seemed as a function, which can be managed by anyone. As a result, people who man the training department may not have the necessary professional skills.

5. Another factor for which the training men are responsible is slow speed of professionalisation of training function. Because of these and some other factors, training has remained rather peripheral. There factors should be rectified and training should be undertaken in a scientific way- Saiyadin (1996), Virmani & Seth (1985)

Therefore a diagnosis of future needs is necessary in order to be able to respond adequately to them.

Raghaviah (1983) in his paper on "Training Organization for Public Enterprise Managers-Problem and Prospects" emphasizes that training in developing society has to be research based to be of practical utility. According to him, over a decade of training experience in the Osmania University, Department of Public Administration has shown that research based training is the most efficacious and productive proportion. As per the training policy a decision to impart training to target group was followed by extensive field research in the subject area, prolong interviews with officers similarly placed, problem identification as of constraints analysis plus preparation of study report formed necessary elements for subsequent course designing.
Mishra and Ravishankar (1983) in their work on "Designing and Implementing an OD" stated that curriculum for training personnel at different levels may generally be geared to policy issues, general management, decision-making and development of functional ability. According to him for managerial personnel, the curriculum may be geared to developing appropriate skills and operational abilities for handling managerial tasks effectively and efficiently. For the junior or lower supervisory levels, the focus has to be more on developing basic understanding of the concepts, knowledge aspects, basic technical skills, environmental adjustments, and interpersonal cooperation.

Timothy (1983) reported that not more than 10 per cent of this expenditure actually results in transfer to the job. In his studies, Donald Ford found that 50 per cent of the training occurring today is not transferred back to the job, resulting in a monumental waste of resources. Premila (1998) in her study suggested that supportive organizational climate and cooperation from superiors and subordinates encourages change and innovation. She also emphasized on active involvement of trainees boss through pre and post training discussion on the basis of JIP (Job Improvement Plan) is a positive facilitator for trying some of the new concepts and skills imbibed through training. Dholakia (1983) in his work on "Improving Public Enterprise Performance through Management Development" states that one of the critical determinants of the overall performance of the public enterprise is the efficiency and effectiveness of its managerial cadres in operating the enterprise. Ganguli (1964) observed that traditionally effectiveness of a
manager was gauged in terms of his productivity or items related to it like net profits.

According to Chawdhary (1983), knowledge should be transmitted to managers to develop intellectual creativity and ability to enable them to calculated risk for achieving objectives of enterprises in a fluid and changing national and international environmental context. Adding another dimension to it, Agarwal (1983) states that management training is the systematic and continuous development of knowledge, skills and attitudes which will prove beneficial both to the organization and to the individual in achieving the objectives of the organization. Sketchly finds it as a way of raising managerial ability in order to improve the effectiveness of management actions.

The finding of Research on "Executive Development in Banking Sector in India" by Saurabh Mani (2002) highlights that on an average Executive development programs help in improving all dimensions that prepares an executive to take more responsibilities in future. He also found that development of inter personal skill and programs on creativity are considered as more important for executives. But the analysis of data showed that Bank of India focused more on functional area specialization programs for its executives.

Raman (1983) in his work on "Management Training and Industrial Productivity" argues that managerial effectiveness may be viewed as a terminology that is result oriented and therefore capable of being measured in terms of achievements requirements for a job. He suggested that Management by Objectives (MBO) approach has the potentialities of
measuring effectiveness as it requires to set targets of performance for each management job and while doing so efficiency criteria is also taken into account

Biswa Jeet Pattanayak (1998), conducted large survey on Training Effectiveness among executives in Indian industries which revealed that 72 per cent people felt training program are successful in making employees understand their job requirement and responsibilities, 50 per cent agreed that training helps in development skills required for interaction in the group, 62 per cent believed that training program change the attitude about their job. Whereas 70 per cent opined negative to practice what one learns in day-to-day job.

Saiyadain (1996) in his study on the problems of training in public enterprises states that training cannot be a substitute for effectiveness. It generates necessary pre-condition for it. According to him organization should make extra attempts to see how training has been utilized. Adding to this Jack Phillips focuses on the increased interest in making sure that the training and development programs are on target in terms of efficiency, effectiveness and desired results. He emphasized on a result-based approach. T.V. Rao and Udai Pareek (1981) in their book on "Designing and Managing Human Resource Systems" advocate that correct training plays a critical role in promoting efficiency, changing attitudes of official and in inculcating a better sense and probity in them. In a nut-shell, training is an important tool for organizational growth.
Pattanayak (1998) in his book on "Human Resource Training" describes organizational development as clearly one of the sterling achievements at the present time in training. Ramnarayan and Nilakant (1998) in their work on organizational development to training is of the view that training is no longer a limited instrument to adapt employee skills to job requirements, but an important tool for organizational development. To cope up with the changes as pointed out by Vander Krogt and Warmer dam (1997) earlier in this review, Ramnarayan and Nilkant (1998) suggested that progressive organization are changing their approach to training in some fundamental ways. Some of these practices are listed which reflect the organizational development principles are defining of task, company strategy etc. by top management provides context of training. This indicates involvement of top management. Further, they discussed that training focuses not merely on development of skills but also on exploration of how there can be parallel development of skills, roles, systems, procedures and work methods. It involves greater participation of people at operational level in the development and implementation of training programs. Todays training has evolved new forms and methods of training giving new dimensions to it. Thus there is shift away from a static, one- sided, one best way perspective on training to dynamic, multifaceted approach in which different actors jointly choose to organize training in a variety of manners.

Mishra and Ravishankar (1983) gave their argument on the relevance of training in the development of the organization. They found that training in public enterprise is an attempt to improve human effectiveness through planned and deliberate learning process. It is an integral part of organizational
learning, a process by which the organization develops its capacity to understand its own behavior, and more specifically, inter department parts of its decision-making process in multiple environments. Virmani conducted study in Administration Staff College of India and identified lack of seriousness on the part of sponsored officers, lack of discussion with superiors on training and different expectations from training as major problems of training. He collected data on trainees highlighting two areas i.e. career development and continuing education as focus for individuals motivation for attending training programs. A majority of firms do not use formal needs assessment in making human resource decisions was found by Saari, Johnson, Mahanglin & Zimmerle (1988). Their work of training effectiveness highlights that lack of follow-up is an issue for most training programs, which makes it difficult to monitor and reinforce changes in behaviour after a program ends. Their studies also show that employees in a management position receive more training than employees in a non-management position.

Paul (1974) in 70's mentioned that public enterprise managers need greater breadth and depth in blending and re counseling multiple social, economic and political variables in the process of managing public enterprises in a changing environment. They would operate and carry on developmental tasks under diverse pressures and obstacles emanating from national and international environment. Bhatia (1981) in his studies finds a shift from knowledge to attitude as the main objective of training. Saiyadain (1996) in survey also obtained similar findings among executive in Indian organizations. Taking this further, Singh in his mode of three tier-training needs survey has
emphasized on prioritizing the various training areas for different categories of employees by senior managers and heads of the departments.

Pattanayak's study further clears the view as he finds through systematic analysis of his survey results that training programs are successful in making the people understand their job responsibilities, improvement in imparting managerial skills and changing attitude of the people. But his findings also highlights that training is not totally successful in developing interpersonal skills, understanding human behavior at work and their implementation style.

2.4 Conclusion

A crucial element of every research work is the review of relevant literature. A literature review is an overview on the topic of the study and it is the stepping stone for every research. It strengthens the research work with a comprehensive knowledge and solid background. It traces the intellectual progression of the concepts. Literature review helps the researcher to carry on, from others have already reached.

This chapter focused on the conceptual and empirical studies of various authors. Taylor's framework of training as a management tool to address various deficiencies as a functionalist approach is discussed. It is followed by studies of many eminent authors on aspects such as the importance of training for managers, training need assessment, internal and external training and their benefits, transfer of learning, etc. Findings on the role of training in managerial efficiency, effectiveness and development of
organizations are also recorded to see the advancements made so far, and the scope of further examination.
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