Chapter-II

Review of Literature
REVIEW OF LITERATURE

Planning is the first and most crucial function of management which tells where we should begin and how things will be well-organized in a system. Human beings are the most privileged animals of the creation because they need not start every new thing from the beginning. The past experience is always helpful to them. They learn from the past and make the plan for the future. In this context, a review is made of the existing relevant literature available on the topic “Employees’ attitude towards training and its impact on their transfer of learning”.

Martin (2010) in research, “Workplace climate and peer support as determinants of training transfer” investigated although billions of dollars are spent annually on training and development, much about the transfer processes is not well understood. This study investigated the interaction of workplace climate and peer support on the transfer of learning in a corporate field setting. Supervisor ratings of performance on several skill dimensions were obtained before and after training. Trainees in a division with a more favorable climate and those with greater peer support showed greater improvement. In addition, peer support mitigated the effects of a negative climate. Trainees with peer support in a negative climate achieved the same degree of transfer as trainees in a positive climate. These results suggest that more proximal factors, like peer support, can overcome the effect of more distal factors, like climate, in promoting transfer. This study also advances understanding of the transfer process by assessing workplace environment with the use of measures other than trainee perceptions.

Louis and Lucie (2010) researched on “The impact of executive coaching on self-efficacy related to management soft-skills”. The purpose of this paper was to investigate the links between executive coaching and self-efficacy in regard to supervisory coaching behaviors. Design/methodology/approach - The paper reports on a pretest-posttest study of a leadership development program using three training methods: classroom seminars, action learning groups, and executive coaching. Data are collected in a large international manufacturing company from 73 first- and second-level managers over an eight-month period. Findings - Results indicate that,
after controlling for pre-training self-efficacy and other training methods, the number of coaching sessions has a positive and significant relationship with post-training self-efficacy. Results also show that utility judgment, affective organizational commitment, and work-environment support have each a positive and significant relationship with post-training self-efficacy. Practical implications - The paper first suggests that an organization that wishes to improve its return on investment with regard to coaching should implement a program with multiple sessions spread over a period of several months. This paper also suggests that organizations should consider coaching from a systemic point of view, that is, taking into account not only the design but also individual and situational variables. Originality/value - This paper contributes to the scientific literature by investigating, with a solid methodological design, the capacity of executive coaching to increase self-efficacy related to management skills.

Liu, Yuan and Xue, (2010) did study on “Transfer of market knowledge in a channel relationship: Impacts of attitudinal commitment and satisfaction”. They explained how a manufacturer's attitudinal commitment and a distributor's kind and degree of satisfaction have an impact on the transferring of market knowledge from the distributor in a channel relationship. Using data from 225 paired distributors and manufacturers in the Chinese household appliances entity, six of our seven research hypotheses were supported. Results of the study show that a distributor's economic satisfaction directly promotes market knowledge transfer, while a distributor's social satisfaction will enhance market knowledge transfer only when positive economic satisfaction already exists. Furthermore, both the calculative commitment and the loyalty commitment of a manufacturer have inverse U-shaped relationships with a distributor's economic satisfaction, and are negatively and positively related, respectively, to the distributor's social satisfaction. The study thus points out the distinct roles of economic satisfaction and social satisfaction and their interaction in market knowledge transfer, and the insightful impacts of calculative and loyalty commitment on economic and social satisfaction. These findings provide new theoretical thinking about channel relationship management and the business practices of manufacturers.
Vermeulen and Admiraal (2009) in study “Transfer as a two-way process: testing a model” made an exploratory research to test the model of training transfer as a two-way process. Based on self-report data gathered from 58 to 44 respondents in a field experiment, it is argued that there is not just learning in the context of training and not just application in the context of work. For training design may ask for performance during training, and data show significant further learning of skills in the context of work. Findings - The overall results of the data analysis suggest support for transfer as a two-way process. Data show a dip in transfer in the first interval, three weeks after training. In the longer term (one year), transfer restored significantly. Practical implications - Discusses how to combine learning and performance, in the training context and the work context. Originality/value - The usual view of transfer is one-way (from training to work; from learning to application), while transfer may be a two-way process. A presented model is put to the test.

Velada, Raquel et al(2009) studied “Learning transfer -- validation of the learning transfer system inventory in Portugal”. The purpose of their paper was to analyze the construct validity of learning transfer system inventory (LTSI) for use in Portugal. Furthermore, it also aimed to analyze whether LTSI dimensions differ across individual variables such as gender, age, educational level and job tenure. Design/methodology/approach - After a rigorous translation process that included forward and backward translation, subjective evaluations of the translated items, and pilot testing, the Portuguese version of LTSI was completed by 484 trainees, who attended different kinds of training courses. Two separate exploratory factor analyses were run to analyze the specific and general domains covered by LTSI. An initial analysis with the validated items and a second one with the validated and research items were also completed. Findings - The results of the initial factor analyses showed a 16-factor structure that accurately paralleled the 16-factor structure of the original English version and revealed that this one is the most parsimonious factor structure. Statistically significant differences in some LTSI dimensions were found across gender and education-level variables. Research limitations/implications - Data were collected through self-reported measures using a single instrument applied immediately after the training, which might have affected the internal validity of the study. Although this study covered a wide variety of trainees' business areas and types
of training, it might be possible that some types of organizations and training were not included in the analysis, thus limiting the generalization of the results to those contexts. Practical implications - Based on the results of this study, Portuguese companies are now able to develop their training evaluation practices and to assess the training transfer factors through a valid and reliable instrument. - Originality/value - The paper expands LTSI validity in Europe, demonstrating that it has construct validity for use in Portugal.

Paul et al (2009) studied, "Transfer of management training from alternative perspectives" in which one hundred seven management training evaluations were meta-analyzed to compare effect sizes for the transfer of managerial training derived from different rating sources (self, superior, peer, and subordinate) and broken down by both study- and training-related variables. For studies as a whole, and interpersonal management skills training studies in particular, transfer effects based on trainees' self-ratings, and to a lesser extent ratings from their superiors, were largest and most varied across studies. In contrast, transfer effects based on peer ratings, and particularly subordinate ratings, were substantially smaller and more homogeneous. This pattern was consistent across different sources of studies, features of evaluation design, and within a subset of 14 studies that each included all 4 rating sources. Across most rating sources, transfer of training was greatest for studies conducted in nonmilitary settings, when raters were likely to have known whether the manager being rated had attended training, when criteria were targeted to training content, when training content was derived from an analysis of tasks and skill requirements, and when training included opportunities for practice.

Barbara (2009) brought to light in "An unrelenting need for training" changes in the format of library materials, increased amounts of information, and the speed at which information is being produced have created an unrelenting need for training for library staff members. Additionally, library employees are retiring in greater numbers and their accompanying expertise is being lost. The purpose of this study was to document evaluation practices currently used in library training and continuing education programs for library employees, including metrics used in calculating return-on-investment (ROI). This research project asked 272 library training professionals to identify how they evaluate training, what kind of training evaluation practices are in
place, how they select programs to evaluate for ROI, and what criteria are important in determining an effective method for calculating ROI.

Brown and Warren (2009) in their article, “Distal goal and proximal goal transfer of training interventions in an executive education program” assessed transfer from a customized executive training program involving 89 public sector employees. Participants who set a distal goal had higher self-efficacy than those in both the “do your best” (DYB) and the proximal plus distal goal conditions. Participants who set proximal plus distal goals had higher maintenance than those who set distal outcome goals, and those who were urged to DYB. The distal goal participants had a higher level of applied generalization than their DYB counterparts. Maintenance did not differ between DYB and distal goal conditions.

Tom (2009) studied “Exploring the vacuum in training evaluation: is this a case of mission impossible?” His paper presents research-based insight on the challenges of evaluating training activities in today's complex organizational settings. Design/methodology/approach - The research is taken from three case studies conducted in the New Zealand manufacturing sector, as well as sources of relevant literature. The commentary takes a critical-realist perspective and challenges learning and development professionals to address the poor reputation of training evaluation. Findings - Human resource practitioners recognize the importance of gaining feedback from learning events, but research reports question the thoroughness of evaluation processes, claiming they rarely happen to the satisfaction of management. Consequently, training budgets become an easy target during periods of rationalization. The problem centers on overcoming the complexity of defining a meaningful cause/effect relationship between the training and resultant benefit. This research discovered the presence of an "evaluation vacuum" and nine thematic areas requiring close attention. The paper offers reasons why the evaluation of training is becoming increasingly difficult. Research limitations - The findings are contextual and may not fit all settings, but they offer a comparative account of training evaluation in both straightforward and complex learning environments. Practical implications - The paper has real and practical implications for human resource professionals. Evaluation of training is not a trivial issue and organizations need to get much better at explaining the beneficial outcomes derived from investments in
training. Originality/value - This paper will be of value to human resource professionals and managers, assisting them to think differently about evaluating training. Innovative concepts such as the "evaluation vacuum" and the term "learning bleed" clarify priorities and contribute to a new perspective on evaluation.

Vic (2009) in his article “An innovative method and tool for role-specific quality-training evaluation” investigated that sound quality-training programme is the vehicle that ensures that all employees are adequately qualified to perform their jobs in accordance with applicable quality requirements. An effective quality-training programme is one that adequately addresses the varied training needs of employees in different roles in the organization. Generally, it is not sufficient to administer the same training evaluation questionnaire to assess what all the attendees of a quality-training have learned. This is because, typically, employees receiving a quality-training are from different functional areas in the organisation, and thus have different vested interests and learning objectives. That is, a training audience is typically heterogeneous as opposed to homogeneous. Therefore, in such situations, training evaluations must be tailored to accommodate the unique needs of the various segments of the training audience, and to correctly ascertain whether the employees in each segment (or role) have learned what they need to know to directly apply in their specific jobs. The purpose of this paper is to address this critical need. Specifically, the contribution of this paper is that it proposes an innovative method and tool for performing role-specific evaluation of quality-training. A secondary notable benefit of this novel approach to training evaluation is that it may be used as an interactive trainer to help reinforce key concepts from the training.

Ekaterini and Constantinos (2009) did research on “A model for evaluating the effectiveness of middle managers' training courses: evidence from a major banking organization in Greece”. 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 behavior, 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 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. The paper discusses these results and draws conclusions about their practical implications. The study's limitations are considered and some future research needs identified.

Antonella and Stefano (2009) made an exploratory study on “Training programs and performance measurement; Evidence from healthcare organisations”. The purpose of the paper is to analyze whether the operational approach (suggested by the training literature) and the strategic approach (suggested by the SPM literature) are actionable and feasible to measure the performance of training programs, and which relationships occur between these approaches. The methodology supporting the paper is largely oriented to action research. The research project took about 12 months, working with five Italian healthcare organisations in order to develop an actionable system for measuring the performance of selected training programs. The results suggest that the operational and the strategic approaches are actionable and feasible to measure the performance of selected training programs; that these approaches are complementary, and not alternative; and that their contextual use is mutually beneficial, because it allows alignment of the evaluation of training programs towards organizational priorities. The limitations of the paper concern its explorative nature. The paper does not expand its focus from the training programs to the training function, and from the training literature to the strategic human resource literature. Research on these topics may contribute to further analyzing the links between training evaluation and SPM systems. The paper shows the feasibility of a systematic evaluation of selected training programs at an organisational level of analysis, aiming at increasing organisational effectiveness. The paper suggests the relevance of evaluating training programs according to an SPM framework based on the Balanced Scorecard.

Alexandros and John (2008) in “Employee perceived training effectiveness relationship to employee attitudes” investigated the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment.
Design/methodology/approach - The study examined the responses of 134 employees and lower managers, of five large Greek organizations, after they had completed a training program. The questions asked contained information about the employee attitudes towards the training received, as well as their attitudes towards their employers. Findings - The results of the study provide support to the hypotheses proposed, indicating that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation. Additionally, high correlations were found between the latter three variables. Research limitations/implications - The study is limited to examining employee feelings, not taking into account their personal characteristics, which may be important. Practical implications - The implications of the findings of this study for managers and especially for Human Resource professionals are quite significant, given their roles in funding, designing and delivering training interventions. Not only does it appear to be important, offering training programs to one's employees but, the training program content must be perceived as effective and of value to those participating in it. This will have a positive effect, according to the findings of this study, on key employee attitudes, which appear to be related to a greater or a lesser extent, in the pertinent literature, to organizational performance outcomes including, productivity, turnover and absenteeism Originality/value - The study is ground-breaking, given that there are no prior studies examining the relationship between the variables considered in the present one.

Dahlin et al(2008) in their research “Transfer of Learning After Updating Training Mediated by the Striatum” identified that Process-specific training can improve performance on untrained tasks, but the magnitude of gain is variable and often there is no transfer at all. We demonstrate transfer to a 3-back test of working memory after 5 weeks of training in updating. The transfer effect was based on a joint training-related activity increase for the criterion (letter memory) and transfer tasks in a striatal region that also was recruited pretraining. No transfer was observed to a task that did not engage updating and striatal regions, and age-related striatal changes imposed constraints on transfer. These findings indicate that transfer can occur if the criterion and transfer tasks engage specific overlapping processing components and brain regions.
Kundu and Handa (2008) did research on “Identification of training and development Needs: A Study of Indian and Multinational Companies”. Primary data based on 450 respondents of Indian and Multinational Companies operating in India was used to identify the needs of training and development programmes. Data was analyzed with the help of statistical tools like percentages, means and Analysis of Variance. The results showed that productivity emerged as number one variable as need identification objectives followed by personality development and high motivation. Both Indian and multinational enterprises gave emphasis on concern for knowledge, concern for skill and concern for attitude for identification of training needs. ANOVA and mean scores revealed that multinational enterprises executives seemed to have comparatively higher satisfaction from Training and Development needs identification than National enterprises executives.

Hedda (2008) did study on “Where is the value in evaluation?” and examined that at a basic level, training evaluation should capture the value and impact a training program is having in the organization. For many organizations, the evaluation process is a post-training event focusing on collecting and analyzing quality data (from variations on the ubiquitous happy sheet). They then hope that these data will show that the training is having some effect somewhere in the business. By planning and structuring the evaluation system before training takes place, the process of designing the evaluation will ensure that challenges of value and impact, and costs and associated risks to the business are addressed during the planning stage. Here are some practical tips: 1. Start with the organizational goals and not the activity. 2. Under-estimate the benefits. 3. Over-estimate the costs. 4. Look at risks.

Paul et al (2008), researched on “Student attitudes towards enterprise education in Poland: a positive impact”. Their paper aimed to appraise the delivery of an enterprise education course to a cohort of Polish students evaluating its impact in encouraging entrepreneurial activity. The Polish economy continues its expansion with adoption of free market economies post communism. To encourage this growth, entrepreneurial activity must be encouraged within the next generation of entrepreneurs namely the student community. The course entitled Starting a New Enterprise (SANE) was developed to provide entrepreneurial skills and knowledge of the business planning process. The enterprise education literature questions its effectiveness in encouraging
entrepreneurial activity. This study profiles the SANE course focusing on students entrepreneurial motivations, prior experiences and future intent. This study presents a quantitative review of the Polish students' reflections on the experience of enterprise within the SANE course. The basis for this investigation involved two semi-structured questionnaires undertaken prior to and on completion of the course. In total, 59 students completed the first questionnaire and 50 respondents the second. The study found that Polish students had limited prior entrepreneurial experiences and expectations and welcomed the opportunity to undertake enterprise education. The findings suggested an equal proportion of male and female students aged 18-24 favoured a future entrepreneurial career. Moreover, a quarter of all respondents welcomed an immediate entrepreneurial career on graduation and found value in the development of a business proposal. The findings suggested that entrepreneurial education informs entrepreneurial intent and career aspirations. This study provides evidence into the effectiveness of enterprise education courses as a mechanism to encourage nascent entrepreneurial activity.

Frisque. and Kolb (2008) researched on “The effects of an ethics training program on attitude, knowledge, and transfer of training of office professionals: A treatment- and control-group design”. Their study examined the effects of ethics training on the attitudes, knowledge based scores, and analysis of ethical dilemmas among office professionals. A treatment-and control-group design was used with variables of interest measured before, immediately after, and ninety days following completion of a six-hour ethics training workshop. A Web-based research randomizer was used with an electronic file to identify full-time office professionals at a large university in the northeastern United States. Seventy-one participants were assigned to the treatment (training) group, twenty to the control group. Results indicate significant differences in attitude and analysis of ethical dilemmas between the two groups.

Raj et al (2008) conducted research on “The effects of diversity training on specific and general attitudes toward diversity”. Their paper examined the effects of watching a video providing knowledge about either a Sikh student or an older student on participants' knowledge about each particular group and their attitudes towards that group. The study used a pre-post experimental design and examined the effects of diversity awareness training using a short web-based video. Results indicated that
watching a Sikh video significantly increased knowledge of Sikhs and had a marginally significant effect on improving attitudes toward that target group. Additionally, White participants experienced a greater positive attitude change towards Sikhs than non-White participants. There were no significant effects on knowledge or attitude change for older individuals. However, watching either video was associated with a decline in participants' multiculturalism attitudes. The results suggest that further work is needed on the effects of specifically focused diversity training as well as more general multicultural training. The study only examined short-term change in participants' knowledge and attitudes: more research is needed to examine the long-term effects of diversity training. The results indicate that organizations should perform some type of need assessment prior to conducting diversity training because narrowly focused diversity training is not likely to have generalized effects. The paper should interest academics and practitioners since there is very little research that has examined how diversity training works and whether it is effective.

Tews and Tracey (2008) in their article “An empirical examination of post training on the job supplements for enhancing the effectiveness of Interpersonal Skills training” examined the impact of 2 post training on-the-job supplements to a training program focused on interpersonal skill development for newly hired managers—self-coaching and upward feedback. Utilizing a sample of 87 trainees from 75 units of a national restaurant chain, the impact of these supplements was assessed by examining post training performance across 4 training conditions in a quasi-experimental framework: (1) classroom training only, (2) classroom training with self-coaching, (3) classroom training with upward feedback, and (4) classroom training with self-coaching and upward feedback. The results demonstrated that both supplements are useful extensions to formal classroom training for enhancing trainees' interpersonal performance. These findings are discussed along with directions for future training effectiveness research.

Hsien-Mi (2008) in “Is Training Evaluation Necessary? What Are The Constraints that Might Exist in the Evaluation of Training Programmes in Taiwan? How Can the Constraints be Overcome?” This study, which reports the findings of training evaluation issue, is divided into four major sections. The first section gives a brief
exploration of the evaluation of training. In the second section, the reasons why training evaluation is necessary are provided. It then considers some of the constraints that might exist in the evaluation of training programmes in Taiwan and attempts to show that these are related to Taiwan's culture, economy and politics in the third section. The final section gives some suggestions on how to overcome these constraints and follows by a conclusion.

Laff (2008) did study on “Elastic Training Dollars”. His article reported on the findings from Expertus and TrainingIndustry.COM titled "Training Efficiency: Optimizing Costs" regarding the issues about training such as budgeting and how training effectiveness is measured. It stated that training leaders are being asked to do more with the same budget, by far the greatest demand on the department. Meanwhile, few organizations report using methods other than Kirkpatrick's levels and volume participation surveys, while learning professionals emphasize the necessity of using financial measures to gauge the value of training.

Lee and Li (2008) studied “The moderating effects of teaching method, learning style and cross-cultural differences on the relationship between expatriate training and training effectiveness”. The purpose of this study was to evaluate the moderating effects of learning-teaching fit and cross-cultural differences on the relationships between expatriate training and training effectiveness. Survey methodology was adopted to obtain data from the opinions of expatriates in foreign companies within Taiwan and China. Quantitative data analyses were adopted to answer the study research questions. Results of this study revealed that perceived needs for expatriate training have significant impacts on the training effectiveness of expatriates. The level of fit between the expatriate's learning style and the instructor's teaching method, and the degree of perceived cross-cultural differences between parent country and host country could moderate the effectiveness of expatriate training. These results implied that expatriates who perceived higher levels of fit between their learning styles and instructor teaching method, perceived lower cross-cultural differences and perceived higher demand for training tended to achieve higher training effectiveness.

Lori et al (2008) investigated “Online training: the value of capturing trainee reactions”. The purpose of this study was to propose a model of trainee reactions.
based upon the theory of reasoned action and the technology acceptance model. Design/methodology/approach - The model was tested using students participating in online training courses provided by a large landscaping company based in the USA. Findings - Analyses provided partial support for the model. Findings include a negative relationship between computer anxiety and pre-training motivation, a positive main effect on perceived effort for both pre-training motivation and trainee reactions, and a positive relationship between trainee reactions and intent to take future online courses. Research limitations/implications - The generalizability of the results of this study is limited due to the use of student subjects. Also, a small sample size limited the ability to test the full model using path analytic testing. Originality/value - These results provide meaningful guidance both for researchers and for practitioners responsible for the design and implementation of online training courses.

Joy (2008) in paper, “E-learning: The Relationship Among Learner Satisfaction, Self-efficacy, and Usefulness” measured the relationships among learner satisfaction, self-efficacy, and usefulness within an e-learning context. Method: The sample consisted of 440 government agency employees in the Southwestern United States. Participants completed mandatory e-learning courses in Training and Development's learning management system. They were asked to complete a demographics survey and three scales, Mungania's (2004) E-learning Self-Efficacy Scale, Davis' (1993) Perceived Usefulness Scale, and Wang's (2003) Electronic Learner Satisfaction Instrument. These were used to measure the relationships among employees' perceptions of self-efficacy, usefulness, and satisfaction of e-learning. Results: Significant positive correlations were found among the three e-learning variables, the correlation between e-learner satisfaction and perceived usefulness being the strongest of these. This finding suggests that employees who believed that taking mandated training online would improve their job performance were also satisfied with the training. Post hoc analyses revealed significant gender and job-classification differences among e-learner satisfaction.

Swank and Raiz (2007) in their article “Explaining comfort with homosexuality among social work students: The impact of demographic, contextual and attitudinal factors” explored the ways in which undergraduate social work students (N=748)
from 12 colleges feel about homosexuality. In doing so, the work initially delineates the extent to which future social workers feel comfortable being around gay and lesbian persons. The work then explores the impact of specific social statuses, educational processes, and ideological beliefs. In the end, the role of homosexual peers is emphasized, as are the effects of familial attitudes, the perceived cause of homosexuality, conservative religious maxims, traditional gender role beliefs, and anxieties over AIDS.

Aik (2007) in “Effects of visual training and visual aids on the performance of new workers on a wood products assembly line” examined that on-the-job training (OJT) can be among the most effective ways of training workers because of its direct focus on tackling workplace challenges. However, the problem was that the effects of visual training techniques to supplement this training were not well realized. This is an important issue for companies seeking the most effective training methods for simple assembly tasks. The study's purpose was to determine the effects of two visual methods, a pre-work video training session and a large graphic sign illustrating assembly procedures. The research question was how these supplemental methods affected the performance of assembly trainees in comparison to unstructured OJT alone. The theoretical bases of this study were information processing approach and Visual Factory Management. Three groups of 12 new workers were trained for 6 days to assemble wooden tiles. The control group was trained with unstructured OJT alone, the others with unstructured OJT plus one of the visual methods. Acceptable units assembled and accuracy percentages were measured. One-way analysis of variance, Dunnett's C tests, t tests, the training evaluation, and the post-training interviews were used to analyze findings. While the workplace sign group had significantly lower productivity and accuracy than the other groups there was no significant difference for the video group. Overall, the results of this study indicate that visual supplements to OJT vary in their effectiveness. When the supplements lead to greater performance and quality from the assembly workers it benefits the overall economic system.

Freyens and Martin (2007) did research on “Multidisciplinary knowledge transfer in training multimedia projects”. Training multimedia projects often face identical knowledge-transfer obstacles that partly originate in the multidisciplinarity of the project team. The purpose of this paper is to describe these difficulties and the tools
used to overcome them. In particular, the aim is to show how elements of cognitive psychology theory (concept maps, semantic networks) and instructional theory (the Gagné taxonomy) combined with mainstream epistemological research help formalize and transmit industrial knowledge through the design of training multimedia.

Design/methodology/approach - The paper reports on action research spanning over ten years, taking stock of the experience gathered through 15 training multimedia projects in three large European organizations and their subsidiaries. Knowledge formalization and transfer methods are illustrated with various examples and industrial applications. Findings - Provided certain conditions and criteria are respected, these tools help unlock various knowledge transfer barriers specific to multidisciplinary training multimedia projects, not only by contributing to tacit knowledge elicitation and codification into the training multimedia resource, but also by providing an interdisciplinary communication vector.

Research limitations/implications - The paper is not concerned with issues such as collaborative use or multidisciplinary support for remote learning platforms, which offer a possible way to extend the analysis. Practical implications - The knowledge formalization methods presented in this paper can be applied to any form of project aimed at transferring intra-disciplinary industrial knowledge within an organization. In addition, education and training professionals (ETPs) constitute the pivotal element in this process and as such are indispensable to the successful implementation of training multimedia projects.

Alison and Mark (2007) in their article, “Who Pays for General Training in Private Sector Britain?” used new training data from the British Household Panel Survey to explore the degree to which the data are consistent with the predictions of human capital theory. According to the raw data, most work-related training is general and is paid for by employers. Our fixed effects estimates reveal that employer-financed training is associated with higher wages both in the current and future firms, with some evidence that the impact in future firms is larger. These results are consistent with human capital theory with credit constraints, and with the relatively recent literature on training in imperfectly competitive labour markets.
Yabome and Gervase (2007) studied, “Leadership development training transfer: a case study of post-training determinants”. The purpose of their paper was to understand what contributes to transfer of soft-skill, leadership training. The paper presents a literature review resulted in five broad factors that may influence transfer of leadership training. These were used to guide a qualitative, exploratory study. Interviews were conducted with 18 participants of an extensive, soft skill oriented leadership development program, along with peer observers. Where possible, quantitative analyses are used to test and confirm qualitative findings. The results showed substantial transfer of training and suggest that actual utilization of newly learned skills is influenced differently than judgments about the value of the training. The greatest inhibitor to transfer appeared to be fear of breaking cultural norms and the most important remedy, the number of other managers who receive the training. In particular, having one's boss take the same training was strongly associated with post-training utilization. Some kinds of social support, like encouragement and verbal praise, were associated with positive judgments of the training but not with utilization. Instead, observing others use the skills and being able to coach one another was the kind of "support" that effected utilization, which depended on colleagues and bosses also receiving the training. As an exploratory case study, the study lacks a large sample and the kind of methodology that could prove the validity of the findings. A number of implications for training managers wanting to ensure their leadership development programs have real impact are discussed. In particular, the study points to a need to plan for rapid diffusion of the training and for cultural change processes in parallel with leadership development courses. The paper meets a need for empirical investigation of factors associated with transfer of soft skills into the workplace, as called for by researchers like Cheng and Ho. It identifies differences in what impacts judgments of value versus what actually impacts transfer. It also identifies how changing leadership behavior is as much a cultural intervention as a change in skill sets.

Ian (2007) did research on “Training your organization to communicate more productively” where interact was asked to examine ATL's mission statement and core values documents. Interact advised on additional ways in which the organization could reflect more closely its aims, objectives and ways of working. "One of the most
effective tools in training evaluation is that of observation," says [Ian Jessup]. Interact observed a full ATL senior management meeting and analyzed behaviors, language, strategy and dynamics.

Ching et al (2007) did research on “Exploring potential factors leading to effective training”. The main purpose of this paper was to explore the elements of training conducted by commercial banks in Cambodia and to examine their relationship with training effectiveness. Design/methodology/approach - The research focuses on six factors: training needs assessment; training program; flexibility of training; self-efficacy; social support; and transfer of knowledge. The data came in the form of questionnaires and desk research. A descriptive analytical approach is then used to describe these six factors. Findings - The banking industry in Cambodia offers very effective training to its employees. It is also worth noting that more than 80 percent of employees are satisfied with the training, despite few attempts on the part of management to elicit opinions from employees on what training methods should be employed. Research limitations/implications - As research studies involving Cambodia are relatively rare, it was difficult for to gather primary data. Because of this limitation and the purpose of this study, descriptive data interpretation was employed. Practical implications - Even though training can make up for poor education, it is only a short-term solution. In the long term, education needs to be enhanced to increase working performance. Originality/value - This research provides a good framework for commercial banks in other developing countries to compare. A cross-cultural study is also proposed for future research.

Nina et al (2007) in their article “Perception and attribution of employees’ effort and abilities: The impact on customer encounter satisfaction” investigated – Do customers recognize the effort and abilities of employees in service encounters? If so, to what extent do their perceptions influence customer satisfaction? The paper seeks to answer these questions. Design/methodology/approach – Two empirical studies, including a critical incident study and a video-based experiment. Theoretically, this paper builds on motivation theory, naive psychology, and attribution theory. Findings –Customers spontaneously and explicitly judge service encounters on the basis of service employees’ effort and abilities, perceived through certain behavioral cues. The specific, direct impact of perceived effort and abilities on customer satisfaction varies
for different service types. Research limitations/implications – Taking different dependent variables into account (e.g. customer emotions, customer loyalty and brand perceptions) might offer a valuable contribution to the fields of service or brand research. Practical implications – Companies must examine customers' perceptions of their employees' encounter behavior in depth to evaluate and effectively and efficiently manage perceived effort and abilities as the main determinants of customer satisfaction. They should acknowledge behavioral training represents a significant satisfaction management approach. Originality/value – The paper offers interdisciplinary theoretical foundation, brings in innovative research methods and combines content and methodology to a new scientific framework for the field of service research as well as practical application for companies.

Bella et al, (2007) studied, “Training evaluation based on cases of Taiwanese benchmarked high-tech companies”. The purpose of their study was to: (1) explore and understand the training evaluation methods used by seven Taiwanese companies benchmarked for their excellence; and (2) compare Kirkpatrick's and Swanson's training evaluation models with practices used by the benchmarked Taiwanese organizations from a cross-cultural perspective. Five themes emerged from in-depth interviews, extending our understanding of training evaluation in the benchmarked Taiwanese organizations.

Krystyna and Lilian (2007) conducted research on,” Human resources development practices and their association with employee attitudes: Between traditional and new careers” This is a study of human resource development practices (as perceived by employees) and their association with their attitudes in the context of new career theories. It uses two heterogeneous UK samples of employees from six companies in different industries. Both regression models (from the 1997 and 2000 cohorts) support the mediating role of satisfaction with development on the relationship between perceived significance of development practices and organizational commitment. There are trends in attitudes about the significance of various development factors between cohorts of employees (with respondents in 2000 more inclined to state that self-motivation has been a significant factor in improving their job performance, and with lateral development also reported as more significant in 2000). A shift in development practices can be observed as a progression from knowledge acquisition
via formalized training courses, towards development as a participation model based on challenging work and coaching by an immediate supervisor.

René and Kosaku (2007) did research on, “Employee perceptions of recent work environment changes in Japan”. The aim of their study was to assess how Japanese employees perceive their changing work environment. The perceptions of Japanese white-collar employees towards defined aspects of their work environment were tested and compared in a sample set of Japanese, European and US financial securities companies operating in Japan, in order to find which international model provided the highest evaluations. Results revealed that employees in Japanese companies displayed significantly higher levels of understanding of company goals and objectives than their counterparts in the foreign companies. Employees in Japanese companies also evaluated their training significantly higher than their counterparts in European companies. However employees in European companies rated their future prospects significantly higher than their counterparts in Japanese and US companies. Perceptions of Japanese employees of US and European companies provide mixed results which should be of serious concern to foreign companies aiming to integrate and motivate Japanese workers. The paper shows that despite the trend towards the "westernization" of the work environment in Japan, key elements of the Japanese model remains highly-rated.

Walter and Jonathan (2006) explored “The role and effectiveness of continuing education training courses offered by higher education institutions in furthering the implementation of sustainable development”. The purpose of this paper was to investigate the effectiveness of one-off short continuing adult education courses for expanding the penetration of sustainable development education beyond current tertiary students. Design/methodology/approach – Pre- and post-course questionnaires are used to evaluate the effectiveness of a series of short training courses on environment and sustainability issues conducted by the Centre for Environmental Strategy for a UK government department. Findings – These short continuing education courses were effective at meeting their specific aims of increasing awareness and understanding of sustainability issues, with longer courses being more beneficial and providing qualitatively different experiences. Learning on sustainable development was maximized by overtly drawing on the collective past learning
experiences and knowledge of participants though carefully facilitated discussion that encourages the sharing of and building upon this knowledge base. Practical implications – If the training effectiveness of short continuing education courses in sustainable development is to be effective then such courses need to exploit existing knowledge bases so that limited time resources are used for maximum benefit through teaching methodologies that promote a constructivist learning environment. Originality/value – This paper examines a significant means for maximizing the effectiveness short continuing education courses in sustainability. Ensuring the effectiveness of such courses is critical to increasing the penetration of sustainable development education in higher education.

Cyril and David (2006) conducted research on “Transfer of learning from management development programmes: testing the Holton model” where transfer of learning from management development programmes has been described as the effective and continuing application back at work of the knowledge and skills gained on those programmes. It is a very important issue for organizations today, given the large amounts of investment in these programmes and the small amounts of that investment that actually translates into an improved individual and organizational performance. This paper describes the testing of the Holton model of learning transfer and suggests amendments to the model where appropriate. A sample of participants on a management development programme within the Irish health service completed the Learning Transfer System Inventory based on the Holton model. The data obtained were analyzed using multiple regression and partial correlation techniques. Results indicate that the model does adequately represent the effects of its factors, although a slightly revised model is presented. Important relationships between factors are identified, and the central role of the learners' personal capacity for transfer (hitherto unreported in the literature) and their motivation to transfer in facilitating transfer is highlighted. In practical terms, the tested model can be used as a diagnostic tool by identifying individual, training design and work environment transfer issues in need of attention and by developing strategies to deal with them. It can also be used as a framework for the evaluation of training and development interventions, examining factors outside the traditional range of most training evaluation efforts and providing a more complete picture of the success or otherwise of that intervention.
Subedi and Bhawani (2006) in their paper “Cultural factors and beliefs influencing transfer of training” analyzed that most organizations invest in people for training. Training effectiveness is arguably constrained because of inadequate transfer of learning from the training environment to the workplace environment. Training-job relevance and the extent of transfer have been found limited. Although performance is affected by a number of factors, training is often used as a solution to all problems. Trying to fix non-training problems with training solutions is futile, yet often attempted in the context of Nepal. Thus, the growing recognition of the problem of inadequate transfer of training has been recognized as a compelling issue. This article presents a brief discussion of the data and corresponding findings pertaining to one of the research questions included in a recent doctoral study. The purpose of the study was to examine the extent of transfer of learning from the training environment to the workplace environment, and identify cultural factors and beliefs held by stakeholders influencing such transfer in the context of civil and corporate sector organizations in Nepal. What are the cultural factors and beliefs that influence the extent of transfer of training? This was one of the questions that prompted the study.

Robert (2006) in his study “Getting Real about Evaluation” found that by addressing some basic concepts and using straightforward inquiry methods, training professionals can uncover, measure, and document results; make a compelling report to senior leaders; and improve training impact and bottom-line results. When there is a range of effects in an evaluation, scores at the high end will be offset by scores at the low end. This means that the typical training program will have, on average, quite mediocre results. Here is how to leverage your best achievements: 1. Deal with and leverage the predictable results. 2. Figure out how to help more people use it as well as those few who used it best. 3. Do not try to single out the sole effect of the training program. 4. Provide the feedback to the people who can use-and need-it. 5. Report the most dramatic examples of the training results and stress their business value.

Greg and Diane (2006), studied “Training Evaluation: Knowing More Than Is Practiced” and concluded that training program evaluation is an important and culminating phase in the analysis, design, develop, implement, evaluate (ADDIE) process. However, evaluation has often been overlooked or not implemented to its full capacity. To assess and ensure the quality, effectiveness, and the impact of systematic
training, this article emphasizes the importance of summative evaluation at the last phase of ADDIE and presents developments toward a summative evaluation framework of training program effectiveness. The focus is the connection of final summative evaluation to the direction provided by the analysis phase and the concerns of the host organization.

Thompson (2006) in his study, “Nurse Managers participation in management training and nursing staffs' job satisfaction and retention” examined the relationship between nurse managers who have completed nurse management training and nurses' retention. Two research questions were addressed in this associational study by employing a mail survey examining the leadership behaviors of 18 nurse managers. The first question investigated the nature of the relationships between the length of the posttraining period for nurse managers who have completed nurse management training, nurse managers' adoption of a participative management style, and four employee outcomes of their nursing staffs. The second question investigated the significance of a model in explaining the variance of nurses' retention. Research questions were examined using Pearson's coefficient of correlation, multivariate regression analysis, and Sobel's test. Findings revealed that there is inconclusive evidence that nurse management training programs impact the various outcomes examined in this study. Therefore, future qualitative studies are needed to determine other factors that impact this study's variables. Further findings revealed that positive and statistically significant relationships existed between management style and nurses' satisfaction with their manager and job satisfaction. Based on these findings, it is recommended that healthcare leaders encourage their nurse managers to adopt the participative or the consultative management style to improve employee outcomes. The findings from this study are important to hospital leaders as they consider strategies to effectively address the nursing shortage. This study does not support research claims that inadequate leadership training for nurse managers lead to nursing staffs' turnover. This assertion is based on a plethora of variables that may have a much larger impact on nursing staffs' retention.

Ian (2006) investigated “Management development strategies at Fujitsu Services: Creating a management training academy for higher-impact employees” In 2005, developing technically minded employees into productive people managers was top of
the agenda for IT services organization, Fujitsu. The company wanted to extend its employees’ expertise beyond just technological advancements, but also focus on their internal managerial skills. Here, Ian Williams, Fujitsu’s head of organization and people development, explains how a modular management development program has enabled the organization to get more from its people.

Saks and Belcourt (2006) conducted research on “An investigation of training activities and transfer of training in organizations”. The purpose of the study was to investigate the extent to which organizations implement training activities for facilitating the transfer of training before, during, and after training and the relationship between these activities and the transfer of training across organizations. Training professionals from 150 organizations reported that 62%, 44%, and 34% of employees apply training material on the job immediately, six months, and one year after training. In addition, their organizations were significantly more likely to use training activities to facilitate transfer during training than either before or after training. Further, training activities before, during, and after training were significantly related to the transfer of training; however, activities in the work environment before and after training were more strongly related to transfer than activities during training. The practical and research implications of these findings are discussed for improving the transfer of training in organizations.

Herron and Braiden (2006) in their paper “A methodology for developing sustainable quantifiable productivity improvement in manufacturing companies” have described a model which has been developed to direct and generate productivity improvement in a group of manufacturing companies. The companies are of all sizes including Small and Medium Enterprises (SMEs) and form a cross-section of industries and abilities with regard to manufacturing. There is a wide range of manufacturing efficiency improvement methods available to the companies, such as Just in Time (JIT), or a range of lean manufacturing tools. The selection of appropriate tools for manufacturing improvement, together with their applicability, incorporation and acceptance within operations is a major problem for many companies. A methodology has therefore been developed which consists of three clearly defined steps, starting with a Productivity Needs Analysis (PNA), which gives an overview of the current manufacturing condition of the company, identifies the key productivity measures for
the plant and forms the basis for a detailed study of production efficiency. The plant
processes and problems are defined and are associated with the appropriate tools and
metrics in a Manufacturing Needs Analysis (MNA), which generates an initial 1-year
improvement plan for a particular manufacturing unit. The output from the procedure
is obtained as a numerical ranking. In order to ensure that the tools which are found to
be efficacious are fully embedded within the company, the PNA and MNA are
combined with a Training Needs Analysis (TNA). The paper describes the approach
and the results obtained from 15 companies plus an identified exemplar, Nissan Motor
Manufacturing UK Ltd. (NMUK).

Jiwani (2006) did research on “Evaluating Training – Beyond Reaction Evaluation”. In
today’s milieu of accelerated economic development, there is greater awareness
regarding Human Resource Development in all sectors of the Indian economy. With
the changing employment scenario reflecting the needs, wants, and expectations of an
ever changing society, lot of focus is given on Training and Development which
endeavors to equip trainees with required skills to cope with growing business
complexities and dynamics of the competitive world. Every year huge investment is
done by national, state, private funding agencies, corporate, and practitioners/
academicians devotes countless hours to the nuts and bolts of the curriculum
designing and training but very little has been done systematically to study and
evaluate training impact in terms of - to what extent training programme succeeded in
their difficult task of preparing the trainees with required skills and ensuring
transference of learning. Many professional trainers and training departments are
found to use only Reaction Evaluation at the end of training programme, whose
results initially appear heartening and such evaluation can capture only immediate
feelings and perceptions of the participants, which hardly indicate learning in terms of
knowledge, skills and attitude and its transfer to the job. The aim of this study is to
evaluate whether the training programme has facilitated the process of acquisition of
knowledge, skills, and attitude and whether this acquired knowledge and skills in turn
has helped them in actual application of learning and has enhanced their performance.
This study was also taken up to find out the most effective training methods that help
in ensuring learning and its transfer to real life situations based on Virmani and
Premila’s model of Training Evaluation.
Yuvraj S. (2005) studied “Factors affecting Training programme Outcomes”. The nature of the issues involved in the provision of training is likely to differ depending on whether the person to be trained is a factory level worker or belongs to the managerial cadre. Even under managerial cadre there can be atleast three levels viz., junior, middle and higher level with whom issues to be tackled are different. There may be a few common objectives and common methodologies but these are to be considered in addition to the special needs that each cadre requires. Effectiveness of a training programme depends on a number of variables. There are some factors, other than the environment, which directly affect the training effectiveness. There are many factors outside the scope and direct control of HRD department, which have a significant impact on the overall success of training programmes. This paper analyze the various reasons for the success or failure of a training programme and made an attempt to find out the reason for not taken up the training programme in some of the organization.

RadhaKanta and Vincent (2005) in their article, “Evaluating end-user training programs” examined that the pervasive use of IT makes knowledge of and the ability to use IT essential requirements, no matter what kind of work is being done. Whether in a government agency or a multinational corporation, inadequate IT skills by employees are sure to undermine the day-to-day functioning of any organization. Although evaluation is critical for ensuring that EU training programs help create a computer-literate work force, it remains a weak link in the training process. This has been addressed this issue by designing, testing, and now presenting a comprehensive framework for evaluating EU training programs. The proposed framework is readily integrated into all kinds of EU training programs, especially for teaching the basic skills involved in using mainstream business applications. Business managers and training managers alike can use it to design their own EU training-evaluation process as a feedback system for monitoring training effectiveness and for generating the information they need to improve their EU training programs.

Murphy and Tyler (2005) studied “The Relationship Between Learning Approaches to Part Time Study of Management Courses and Transfer of Learning to the Workplace”. The aim of this study was to investigate the relationship between students’ learning approaches to study on part-time, distance-learning management
courses, and transfer of their learning to the workplace. The relationship between these two variables has rarely been considered before, as they emanate from research areas that have remained distinct. Three learning approaches are identified by ASSIST, the instrument used in this study: the deep approach, the strategic approach, and the surface-apathetic approach. Transfer of learning was measured by student self-report. The deep approach was closely related to transfer of learning from the course to the workplace but strategic and surface-apathetic approaches did not show a significant association. Contrary to expectations, academic grades also showed no significant association with transfer of learning. The findings are discussed in relation to cognitive changes proposed to occur during transfer of learning.

Laura (2005) studied “E-valuation challenges” and this topic has had a particular focus on measurement and return on investment. The traditional four steps of training evaluation set out by Kirkpatrick have been extended by Philips to include a measurement of return on investment, isolating the monetary value of the performance improvements and comparing them with original costs. The process of linking cause and effect can be complicated - did that new product training course cause the increase in sales or was it the accompanying advertising campaign? Isolating the impact of training requires the skills and tenacity and time only available to the most celebrated academics. The process of aligning learning with business objectives involves a changing approach to learning development which impacts planning, delivery, follow through and measurement.

Ramasubramanian et al (2005) conducted a study on “Training needs of Dry Land Farmers” to assess the training needs of dry land farmers in Virudhunagar district of Tamil Nadu. The results indicated that pest and disease management, soil and water conservation practices, contingent cropping, alternate land use system, integrated nutrient management and weed management were the preferred training areas of the respondents in crop component. In dairying, the training areas namely health management, cultivation of fodder crops, feeding management, breeding practices, selection of animal and calf rearing were preferred by respondents. In goat rearing, health care, feeding management, planned breeding, selection of animals and marketing of goats were the training areas preferred by the respondents. The identified needs of respondents with respect to non-farm activities were soap, candle,
agarbathi making, tailoring, handicrafts, food processing, radio, T.V., car, moped repairing and charcoal making. From the study, the inclusion of above training areas in training schedule and syllabi, strengthening of Veterinary university Training and Research Centre(VUTRC), setting up of Farmers Training Centres(FTC) and its rejuvenation, setting up of separate KVKs(Krishi Vigyan Kendras) for dry land agriculture, adequate funding and appropriate policies were suggested.

K Mallikarjunan(2005) in “Training and Development Knowledge Society” found that for achieving results in the present scenario of technological progress, management of IT is a sine qua non and it necessitates development of special skills in pace with the technological progress spotlighting the need for training and development of employee. All such training programs, in a knowledge society dominated by IT, should be directed towards the fullest exploitation of the unlimited opportunity provided by the ceaseless progress of technology. But the true spirit behind the programs in knowledge society should have every concern for providing good opportunities for training and self – development to employees with disabilities as well.

Mahapatra et al (2005), in their research “Evaluating end-user Training programs”, focused on the implementation of an evaluation scheme by organizations to get the most out of their computer skills training programs. Although evaluation is critical for ensuring that end-user (EU) training programs help create a computer-literate work force, it remains a weak link in the training process. The article presents a comprehensive framework for evaluating EU training programs. Proposed framework is readily integrated into all kinds of EU training programs, especially for teaching the basic skills involved in using mainstream business applications. Business managers and training managers alike can use it to design their own EU training-evaluation process as a feedback system for monitoring training effectiveness and for generating the information they need to improve their EU training programs. The pervasive use of information technology (IT) makes knowledge of and the ability to use IT essential requirements, no matter what kind of work is being done. Whether in a government agency or a multinational corporation, inadequate IT skills by employees are sure to undermine the day-to-day functioning of any organization. EU training which helps
employees acquire and hone their IT skills, plays a key role in ensuring the smooth operation of organizations in the information economy.

Benson F. et al (2004) studied “The impact of training in technology assisted instruction on skills and attitudes of pre-service teachers”. The problem of the study was to determine the effects of course work and field experience on perceived technology skills of teacher candidates and the attitudes developed by them towards the use of technology during this experience. Teacher candidates self-assessed their technology skills with a pre and posttest skill survey (E-KIT). After completing course work and field experience, a randomly selected group of students took part in an interview to determine the attitudinal impact of using technology as an instructional tool with elementary students. Findings revealed an improvement in perceived technology skills and in the development of a positive attitude regarding the use technology to support instruction.

Kay (2004) et al in their study, “An Integrated Model of Training Evaluation and Effectiveness” integrated four prior evaluation models and results of 10 years of training effectiveness research. It is the first to be constructed using a set of strict criteria and to investigate the evaluation and effectiveness relationships with an evaluation measure proposed several years ago, post training attitudes. Evaluation measures found to be related to post training attitudes were cognitive learning, training performance, and transfer performance. Training effectiveness variables found to be related to posttraining attitudes were pretraining self-efficacy, experience, posttraining mastery orientation, learning principles, and post-training interventions. Overall, 10 training effectiveness variables were found to consistently influence training outcomes. Results also reveal that reaction measures and training motivation are two areas needing further development and research. These findings as well as other areas requiring research attention are discussed.

Jantan (2004) did research on “Managerial perceptions of sales training and performance” They examined managerial perceptions of the impact sales training has on sales force performance among 46 multinational and 59 national firms in Malaysia. The results demonstrate that, unlike their national counterparts, multinational firm sales managers perceived greater improvement in all five hypothesized measures of
performance: company information and policies, sales presentation and communications skills, sales objectives, product information and technical skills, and customer relation skills, as a result of their sales force completing initial sales training. The study concludes with managerial implications of the findings and suggestions for future research.

Green (2004) in “Corporate training programs: A study of the Kirkpatrick-Phillips model at Electronic Data Systems” investigated usage levels of the Kirkpatrick-Phillips method of training evaluation at Electronic Data Systems (EDS) and how training programs are perceived at EDS. The training organization at EDS have seen budget reductions and layoffs as the company faces increasing competitive pressures in the evolving global economy. Training at EDS has been challenged to show the value that is contributed to the corporation. This study collected data on what is currently taking place at EDS regarding training evaluation and the effectiveness of training at EDS. The population studied were employees at EDS. Descriptive statistics were used to analyze survey data and evaluate the associations between continuous scaled measures using correlation statistics. The results of this study are available to help direct decisions regarding the allocation of training dollars and to assign people to support the company's business strategies. Data from this study on training measurement and the perception of training was collected to validate the budget and to avoid layoffs through providing data on training effectiveness at EDS.

Martyn (2004) studied on “Evaluation and evolution” and investigated that the approach to training evaluation has scarcely altered for almost half a century. Evaluation does not receive the attention that orthodoxy demands, because it is not necessarily important in determining the allocation of resources to training in organizations. What matters is that the training and development efforts are focused on the learning needs of the organization and that HR development activities are properly directed, well-managed and monitored accordingly. More time should be spent exploring how to achieve better results, and less effort should be spent seeking improved techniques for evaluating training.

David et al (2004) investigated “Employer characteristics and employee training outcomes in UK SMEs: a multivariate analysis”. Workforce development is becoming
a higher priority for government, both as a means of addressing social exclusion and raising competitiveness. However there is limited evidence of the contribution of training to the success of individual firms and even less evidence of the impact of such training activity on small to medium-sized enterprise (SME) employees. This paper draws on a survey of 1,000 employees to investigate the impact of a training intervention on employees in SME workplaces. It explores issues associated with the equity of provision of training in the workplace and the impact of training on the employability of SME employees in the labour market. The results suggest that training interventions lead to positive outcomes for the majority of SME employees, particularly those working in organisations with relatively formalised training practices. It concludes by suggesting that there should be a greater focus on the employee dimension in research and policy regarding training in SMEs.

Bob (2004) in “Getting on the recognition 'train'” examined there is a basic three-pronged approach to effectively using recognition in training: before, during and after. This simple discussion with one's manager prior to training is a form of recognition in itself. Getting some face time with the person who directly impacts their day-to-day behaviour is important for employees. Recognition is fundamental in helping to get employees to lower their defences and risk participating and learning something new. Complimenting a question that is asked or thanking a volunteer who has offered to share a perspective are basic ways to recognize individuals in training. All attendees should have a post-training meeting with their managers to discuss how the training went, if they got all their questions answered and ways the training will be implemented on the job. This simple discussion doesn't have to take a lot of time, but it's important in highlighting the training and the expectations that it actually be used.

Babu and Purva (2004) did research on “Employee attitude towards customers and customer care challenges in banks”. This article is one in a series that offers a fresh look at the paradigmatic shifts being experienced by the traditional, government supported banking establishments, especially those in the erstwhile socialist and mixed economies, in the newly embraced context of liberalization-privatization-globalization. It attempts to fill a great void in debates that consistently neglected every voice except that of the triumphant customer by giving some room for the managerial viewpoint as well. This mission is undertaken in the context of customer
complaints regarding failure in the delivery of banking services. The article makes a case for the delicate aspect of employees' attitudes, their satisfaction and motivation, which are posited as prerequisites for customer satisfaction, which is, again, sine qua non for the competitive sustenance of the organization. It argues that sustainable advantage is possible only through people and any normative proposal to rework the "apprehension" traditionally attached to complaints should begin with a radical shift away from perceiving service production and consumption as isolated systems to an altogether new conception of the product as symbolic of a network relationship defined among the stakeholders and co-evolved in an environment whose parameters are potentially altered through recurrent inter-party negotiations involved in the contract. Everything, including the formation of appropriate policies and training for the frontline personnel to cope up with the "irate" customers, should be properly informed from this perspective, it advocates.

Alice and Alan (2004) in their research, “A Longitudinal Quasi-Experiment on the Effects of Posttraining Transfer Interventions” tested the effects of a relapse prevention and transfer enhancement post-training intervention on the self-efficacy, transfer behavior, and performance of a sample of nurses who attended a two-day training program on the McGill Model of Nursing, ANCAVA results failed to support the effectiveness of the intervention; in fact, participants in the transfer enhancement condition had the lowest transfer behavior and performance except when it was combined with relapse prevention.

Shreya (2004) in “The role of national culture in enhancing training effectiveness: A Framework” focused global training has primarily been on preparing employees to work effectively in other cultures, such as in expatriate training, acculturation training, and training for technology transfer. One issue that has been ignored is the implication of using training systems that are developed in a specific cultural context and then deployed globally. This chapter proposes a framework to show the influence of culture on one aspect of training effectiveness, the transfer of newly learned skills to the job. Specific relationships are proposed, using Baldwin and Ford’s (1988) transfer of training framework as a guide, and also by synthesizing findings from areas such as cross-cultural psychology, human resource management, education, and technology management.
Sally (2003) in his paper “E-learning in small organisations” focused on the existing and potential role of electronic learning in small and medium-sized organisations (SMEs). Innovations in information and communication technologies (ICTs) could create new forms of learning, particularly appealing to small organisations, to overcome traditional barriers such as lack of financial resources, time, expertise and facilities. The paper draws upon research, conducted in North Wales, exploring employee perceptions of and employer attitudes towards e-learning. Small organisations in rural, peripheral regions such as North Wales can benefit from ICTs, not only to support e-commerce, but also to access new opportunities for learning and development, beyond the often-restricted local market. However, key findings from this research suggest that there are significant barriers to electronic learning, including the lack of hardware and software, and employer attitudes. A model is presented that identifies dimensions of, and factors influencing, e-learning from employer and employee perspectives.

Phillips (2003) studied “Training evaluation in the public sector”. The purpose of this study was growing pressure on public sector organizations to show results of programs and processes including employer-sponsored training. Yet, there was only limited research describing the use of training evaluation models in public sector organizations. This research described current training evaluation practices in US public sector organizations including federal, state, and local agencies. It offers a framework for training evaluation in public sector organizations and prescribes a set of solutions to overcome barriers currently preventing the implementation of comprehensive evaluation including return on investment (ROI). Survey research was employed to gather data on the use of training evaluation. The sample population was drawn from membership lists of the American Society for Training and Development (ASTD) and the International Public Management Association for Human Resources (IPMA-HR). Data from the survey show that training evaluation in public sector organizations occurs primarily at Level 1 (reaction) and Level 2 (learning) using the Phillips five-level framework. However, progress is being made at Level 3 (application), Level 4 (impact), and Level 5 (ROI). Criteria for selecting programs to evaluate at Level 5 include the program's importance to strategic objectives, the linkage to operational goals and issues, and program cost. Criteria for selecting an
ROI methodology require that the process be credible, simple, and appropriate for a variety of programs, as well as economical. Research findings are consistent with previous research conducted in healthcare and business and industry. They show there is slightly lower use of all levels of evaluation in the public sector than that in the private sector. Barriers to training evaluation include evaluation costs, lack of training or experience, and the organizational perspective that evaluation is not required. Recommendations for practice include incorporating utility measures into Level 1 evaluation, developing an evaluation policy, taking cost-savings approaches, participating in learning forums, building competencies in ROI, and using evaluation data. Recommendations for future research include a study on stakeholder perspective of training evaluation, drivers for ROI in the federal government, and replication of the public sector study in non-profit and academic sector as well as in the international realm.

Tipton (2003) conducted research on “The effectiveness of the current training practices of middle-level managers in industry as reflected in the practices of the Verizon Corporation” in which he examined sixty middle level managers who work for Verizon Communications. The subjects took a management training course designed to improve a skill or behavior that is measured on their end of year performance evaluation. The researcher examined two years worth of data to determine if the courses had an impact on the skill or behavior it was designed to improve. The design of this research followed the four-step training evaluation module of Dr. Donald Kirkpatrick. Each level was used to determine the effectiveness of the current training practices of middle level managers as reflected in the practices of Verizon. The data was collected using a post course questionnaire provided by the Verizon Communication training department. The Verizon employees who took the management courses were asked to share three years of evaluations. The researcher's goal was to determine the effects of the training on their end of year performance and their responses to the post course questionnaire.

Song (2003), studied “Contextual Analyses Of Company Job Training: An Investigation Of The 1996 National Organizations survey” because job training is so consequential for the success of individual workers, firms, and national economies, understanding the determinants of training differentials is crucial. This study
investigates whether PT (professional/technical) workers receive more training than do manual workers and how the training gap varies under different organizational contexts. I contend that the occupational impact on job training is contingent upon organization bureaucratization and institutionalization. Using the 1996 National Organizational Survey, I find that PT core organizations are more likely to supply formal training to their PT core workers than are manual core organizations to manual core workers. The gap in obtaining formal training between PT core workers and manual core workers expanded when I compared highly bureaucratized PT core organizations with highly bureaucratized manual core organizations. PT core organizations also invested much more money in the training of PT core workers than manual core organizations did to manual core workers, provided that the comparison was among organizations with high levels of bureaucratization or low levels of institutionalization. I conclude that researchers need to investigate organizational contexts to fully explain training differentials among workers.

M.P. Leach and A.H. Liu (2003) in their research, "Investigating interrelationships among sales training evaluation methods" examined that numerous training options are available to sales organizations, and sales training teams use various means to report training effectiveness. This study utilizes Kirkpatrick's (1959; 1960) training evaluation model and examines the interrelationships among its four levels of sales training evaluation (i.e., reactions, knowledge acquisition, behavior change, and organizational outcomes). Empirical results indicate that sales trainees' use of training materials at work is positively related to achieving sales training outcomes, including improving (1) organizational commitment, (2) sales effectiveness, and (3) customer relations. Furthermore, trainees who had positive reactions to training were more likely to learn the material, and trainees with higher levels of knowledge retention were more likely to apply the material in the work environment. Implications are discussed that may aid sales firms to better evaluate training solutions provided by vendors and to develop more effective and accountable sales training efforts.
Patricia and Linda (2003) studied “The Effects of age group, technology and social policy on adult woman’s training participation”. Utilizing the 1995 Adult Education Interview compiled by the National Center for Education Statistics, this study examined the determinants of training participation among adult female employees. Drawing on Sterns’s (1986) model of individual decision-making about training, we hypothesized that baby boomer cohorts of women would have higher rates of training participation than younger and older cohorts of women. This hypothesis was confirmed by results on age group variables. We also confirmed that both mandatory continuing education requirements and technological innovation in clerical occupations increased the likelihood of overall training participation among baby boomers, while only mandatory continuing education requirements significantly affected the overall training likelihoods of older and younger cohorts. Findings for disaggregated categories of training suggest that employer-support may be critical to female training participation, especially in lower wage occupations.

Alvin (2003) in “Adventure learning: Competitive (Kiasu) attitudes and teamwork” investigated that outdoor experiential activities, commonly referred to as adventure learning (AL), have been useful in improving teamwork. This study shows the impact of AL on teamwork attitudes that are moderated by two competitive attitudes - the first, Kiasu-positive (an attitude of diligence that directed effort towards work so as to get ahead of others) led to smaller teamwork attitudinal improvements, while the second, Kiasu-negative (an attitude that is focused on preventing others from getting ahead of oneself), led to larger teamwork attitudinal improvements. These competitive attitudes were also examined for their relationships with collectivism and pace of work.

Tan et al (2003) investigated on “The Role of Employee Reactions in Predicting Training Effectiveness” and explored that reactions to training programs tend to be poor predictors of training success; yet most training programs are evaluated based solely on trainee reactions. In this study, we proposed that distinguishing between affective and cognitive employee reactions may improve the prediction of trainee learning. Our results indicated that cognitive employee reactions are related to both employee learning and employee behavior. Moreover, contrary to popular notion,
negative affective reactions best predicted employee learning. Implications and future research directions of the results are discussed.

Xiaowei (2003) did study on “What skills to train?: An Institutional analysis of training consulting organization”. Research on employee training has largely focused on either the employer or employees, and has investigated the likelihood or amount of training rather than the content of training. Our understanding about how organizations decide to focus on different skills therefore remains constrained. To address this issue, the current study examines what affects training consulting organizations’ focus on different types of training, and in particular, their focus on personal development training, a highly popular type of training in recent years. Training organizations have become an increasingly important supplier in the training field. Building on the neo-institutional perspective of organizations, I propose an institutional analysis of training organizations. I argue that at a fundamental level, the kinds of skills organizations consider useful (such as specific-technical, general-technical, human relations, and personal development skills), are affected by the shared organizing principles of their time, and I draw on the research on managerial ideology to understand how such shared frameworks evolved over time. Training organizations try to conform to the dominant organizational model at their founding in order to gain legitimacy for their product offerings and convince their clients of the efficacy of their services. The focus of training is thus shaped by the dominant organizational model at founding and tends to stay with training organizations. Specifically, I argue that training organizations founded later in time, when the participatory citizenship model of organization became dominant, are more likely to focus on personal development. I analyze a 10% random sample (N=269) of the population of training organizations in 1994 with logistic models. Empirical results are consistent with the proposed link between the skills trained and the dominant organizational model at the training organizations’ founding. Characteristics of training organizations focused on personal development are also compared with those focused on other types of training. The implication of this study for the classic question, “why do employers provide general-skill training?” is discussed.

Kwong et al (2003) in study “The Effects of Attitudinal and Demographic Factors on Intention to Buy Pirated CDs: The Case of Chinese Consumers” examined the impact
of attitude toward piracy on intention to buy pirated CDs using Chinese samples. Attitude toward piracy is measured by a multi-item scale that has been shown to have a consistent factor structure with four distinct components, namely, social cost of piracy, anti-big business attitude, social benefit of dissemination, and ethical belief. Our findings reveal that social benefit of dissemination and anti-big business attitude have a positive relationship with intention to buy pirated CDs while social cost of piracy and ethical belief have a negative relationship. Among these components, ethical belief tends to most strongly predict intention to buy pirated CDs. Demographic variables such as gender and age also help explain the respondents' intention to buy pirated CDs. In addition, those respondents with experience of buying pirated CDs would tend to be more likely to buy pirated CDs than those without such experience. The results are discussed with a view to helping copyright businesses to effectively suppress piracy, and directions for future research are suggested.

Sonja (2003) in “International training: the training of managers for assignment abroad” presented various approaches to studying cultures of different countries. The starting point is Hofstede's dimensions of cultural values as well as Hall's approach to high- and low-context cultures. After that the interaction between culture and organizational behavior is discussed. A special attention to the impact of culture on motivation of employees, communication, conflict resolution and organizational changes is given. This article concludes with the presentation of some methods that can be applied to the training of managers on various cultures.

Telles-Rogers (2003) did study on “The impact of training on worker performance and retention: Perceptions of child welfare supervisors”. Using data collected from 130 supervisors of the Los Angeles County, Department of Children and Family Services, this study examined the impact of training on caseworker performance and retention, and whether or not training has a significant impact on how a caseworker performs and whether or not training impacts the caseworker's retention. Results indicated that line staff caseload/workload size and supportive supervision were considered to have more of an impact on performance and retention than training. Sample narrative comments from the participating supervisors are included, along with implications for social work policy and practice. Recommendations for future research are discussed.
David and Song (2003) did research on “Fattenin’ Frogs for Snakes? Company Investments in Job Skills Training”. Human capital theory hypothesizes that no firm rationally invests in general job skills training because its competitors might hire the trained employees away before the firm could recoup its costs through higher worker productivity. Drawing from four explanatory perspectives, we developed several research hypotheses about the organizational and environmental sources of variation in company-provided job skills training for core employees, which we tested with a national sample of U.S. work establishments. Contrary to human capital theory expectations, the large majority of employers with core training programs reported providing skills that were either “to a great deal” or “to some extent” useful to other employers. Our general skills training analysis supported only one hypothesis, suggesting the inadequacy of human capital theory for explaining company training investments. We found evidence that the substantive contents of company job skills training programs differentiated into technical skills and social skills dimensions. Multivariate equations supported several hypothesized effects of organizational and environmental factors on the social and technical skills contents of company core training investments. We conclude with a reassessment of the classic general-specific job skills hypothesis and speculate about future directions for job skills training theory and research.

Wonsup (2003) studied “Hiring and training in Korean Establishments: Do employers substitute making for buying?” and examined how employers’ various hiring behaviors affect the formal training in Korean establishments for newly employed college graduates. I use data from the 2000 “Employer Survey on College to Work,” collected by the Korea Research Institute for Vocational Education and Training (KRIVET). The results suggest some important implications about employers’ decisions to “buy and/or make.” On the one hand, the relationships between hiring and training are far from simple. There is a substitution of skills in hiring for training after hiring, but worker training tends to be provided more by those employers who concentrate highly on employee searches. In particular, the content of additional training programs reinforces the screening criteria. On the other hand, the results suggest the persistence of conventional organizational practices in hiring and
training. Training provided by employers may be somewhere in the middle of economic rationality and simple conventionality, i.e. less-than-rational behaviors.

Hanson (2003) researched on “An index to measure trainers’ attitudes about conducting training evaluations”. A major purpose for this study was to evaluate trainers' attitudes toward the various attributes (characteristics) of Kirkpatrick's Four Level Model of training evaluation and determine which of those attributes have the most significant relationship to a trainers' overall attitude towards evaluating training programs. Of 17 attributes attributed to the four levels of evaluation, Level 2: Learning and Level 3: Behavior had the largest number of significant attributes of the four levels. Findings of the research showed that Level 1: Reaction was the only level to have the most significant relationship to trainers' overall attitude toward evaluation. The second purpose was to compare the trainers' attitudes toward the attributes of the four levels and to determine if those attitudes differ across the four levels. Very little difference was found when comparing the means of the attributes. The findings showed a clear understanding on the trainer’s part on the value and importance of all levels of training evaluation. No matter what the level of evaluation is, the outcome has value and the outcome can be used to improve training. The final purpose to the study was to develop an Evaluation Index, which could be used as a benchmarking tool to determine the state of evaluation. The Evaluation Index, much like the Consumer Price Index, could indicate trainers' attitudes toward evaluation within business and industry from year to year. The creation of the Evaluation Index showed that Level 2: Learning received the highest rating by trainers followed by Level 1: Reaction. It was also discovered that evaluation is driven by the need to gain information on how to improve future training programs.

Thomas and Willie (2003) studied “Training the knowledge worker: a descriptive study of training practices in Irish software companies”. The IT workforce of a company may embody its most important strategic asset. Such an asset needs to be managed. At a company level, measures that support and encourage knowledge transfer amongst employees can help minimise the effect of the loss of skilled staff. This paper details the results of a survey administered to 200 employees across 39 software companies in Ireland. The study assessed the impact of training practices on employee retention, gathered data on the effects of training initiatives, the types of
training in use, and the influence of training on knowledge retention. Results demonstrate that organisational attitudes and provision for training relate positively to employee expectations and requirements. Well-engineered training initiatives lead to increased organisational strength, job-related employee competencies, and job satisfaction. Training helps in retaining knowledge within the organisation, but may not help in retaining employees. Almost one third of respondents believe that training received has not helped to reduce job-related stress and more than one quarter indicate that their organisation does not structure training based on employee feedback on requirements.

Livingston (2003) researched, “The impact of leadership education on changes in leadership behaviors: An evaluative study of the effectiveness of leadership education as perceived by students in a Police Executive Leadership Program”. This study examines the impact of leadership education on the perception of change in leadership behaviour in students in a two-year Police Executive Leadership Program (PELP). The study utilizes a combined quantitative/qualitative methodology. The literature review includes works that explore the nature of leadership and leadership development, literature related to the survey instrument, and the study methodology.

The Leader Behaviour Description Questionnaire - Form XII (LBDQ-XII), was used to collect data from the 19 students in the PELP VII cohort. A pre-test and post-test assessed the perception of change on the part of the students. Subordinates of six students also provided data which were compared to the responses of the students, upon completion of the course. Additional data were collected through individual interviews of the students, the program director, and other law enforcement officers. The results of the study revealed no statistically significant differences in the overall pre-post training comparisons among participants across all LBDQ-XII subscales. The comparisons were based upon the mean scores of participants before and after the first three courses in the Program. Analysis of supervisor-subordinate comparisons were suggestive, rather than conclusive. There was no difference shown in three of the six comparisons. There were, however, three supervisor-subordinate comparisons where there were statistically significant differences. In one case, a 38 year old male with 3 years of leadership experience and 12 years of public service, the supervisor's self-assessment was more positive (T = 13, p = .05). The subscales where
this appeared included: representation, reconciliation, tolerance of uncertainty, persuasiveness, and tolerance of freedom, consideration, production emphasis, predictive accuracy, and integration. In another case, a 44 year old female supervisor with 13 years of experience as a leader and 22 years of public service, the subordinates' perceptions were more positive than the supervisor's self-assessment ($T = 0, p = .005$). All 12 of the LBDQ subscales were more positive for subordinates. In the third case, a 40 year old male supervisor with 18 years of supervisory experience and 20 years of public service, the subordinates' perceptions were more positive than the supervisor's self-assessment ($T = 11, p = .05$). The subscales where this appeared included: representation, reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, and superior orientation.

Sekowski (2002) did study on “Evaluating training outcomes: Testing an expanded model of training outcome criteria” in which relevant training evaluation research was reviewed in order to construct and test an expanded path analysis model of training outcome criteria. Research on the impact of various trainee reactions measures was used as a guide in identifying six different types of trainee reactions to a training program: affective reactions, utility reactions, training design reactions, transfer motivation reactions, post-transfer utility reactions, and transfer climate reactions. A review of the extant research on learning outcomes results in the categorization of learning outcomes as being of three types: cognitive learning, skill-based learning, or affective (attitudinal) learning outcomes. The third level of training evaluation criteria, behavior, is examined and expanded via a review of the relevant research on training transfer, defined as the extent to which trained behaviors and skills are both maintained on the job and generalized across a variety of work situations. Results of empirical research on the factors influencing transfer are used to further expand the model of critical training outcome criteria. The assessment of training results is also expanded through a review of recent research that stresses (a) how to identify relevant results criteria; (b) the different types of results criteria that may be relevant depending on the training program, and (c) the different methods that have been used to express the results of a training program. Using data collected during an in-depth training evaluation conducted at a large Midwestern corporation, a
model of the relationships among the expanded training criteria is proposed and tested using multiple regression procedures. In addition to an overall hypothesis concerning the fit of the proposed model to the data, specific hypotheses are generated concerning the direct and indirect effects of the various training evaluation criteria on each other. Results revealed few significant paths among evaluation criteria. Affective reactions were shown to impact utility reactions, and transfer climate was shown to impact training transfer. Supplementary analyses revealed significant paths from learning to transfer and from learning to results. Findings are discussed in terms of their relationship with previous research and their implications for further development of an expanded model of training evaluation criteria.

Ahmad and Mohamed (2002) in their article, “Training evaluation: An empirical study in Kuwait” examined the current training evaluation activity and challenges that face Kuwaiti organisations. The study sample was five UK organisations (recognized as best practice organisations in their T&D activities) and 77 Kuwaiti organisations (40 governments and 37 private). Interviews and questionnaires were used. The study reveals that the majority of respondents, both in government and in private sectors, only evaluate their training programme occasionally. The most popular evaluation tools and technique used by government and private sectors were questionnaires. The most common model used by Kuwaiti organisations is the Kirkpatrick model, while the most common level of evaluation for both government and private sector is reaction type.

Phillip et al (2002), did research on “Investigating the perceptual aspect of sales training” and found that management seeks ways to hasten salespeople towards greater productivity. Sales training is a common avenue for enhancing salespersons' performance. However, relatively little formal knowledge exists concerning how salespeople perceive and transfer formal training materials. This study proposes and examines complementary models intended to shed light on how training attitudes and transfer are determined and how they relate to salespersons' performance. The models are evaluated using a single company sample of domestic industrial salespeople. Initial findings support significant and strong relationships between transfer of training and sales performance. Further, transfer of training appears related to
individual traits and beliefs. Added findings fail to support a direct relationship between training attitudes and performance.

Ashraf et al (2002) in their article, “The difficulties of evaluating sales training” examined that practitioners and researchers acknowledge the importance of sales training; however, limited attention is devoted to empirical sales training evaluation practices. They addressed four major sources of sales training evaluation difficulties: 1. managerial perceptions, 2. evaluation restrictions, 3. methodological problems, and 4. lack of empirical evidence. After discussing each area, managers were provided with suggestions that can be implemented to minimize sales training evaluation problems.

Miller (2002) researched on “Perceptions of training and non-training managers of organizational impact measures based on design intent”. The purpose of this study was to compare the perception of training managers and non-training managers on the design, intent and organizational impact of training. To address the perceived gap between showing traditional training results and current requests for training results, attention to the relationship between the stated objectives in training and the intent of training was made. The data were gathered from a sample of the study's population of all organizations with 1000 or more employees in Research Triangle area of North Carolina that included training with effective design components. Univariate and multivariate analyses of variance on questionnaire data to test the study hypotheses was performed. The findings showed the training manager and non-training manager agree on training intent and the results of training with respect to the organizational measurements. Disagreement was found between the two managers in identifying objectives in training and in the achievement of results in programs that were intended for learning impact. Non-training managers were found to identify business objectives in significantly more programs than the training managers. In addition, when measuring results to the learner in the area of learner knowledge and attitude, non-training managers identified gains less often than training managers. It was concluded that both manager groups focus on business results for most, if not all, training. The agreement on intent and actual organizational impact between the managers shows a unity of direction toward accountability. The difference in identification of objectives indicates a weak link between objectives and intent. In addition, the discrepancy
between the training managers' and non-training managers' interpretation of learner impact suggests a weak link between communications on intent and results where learner objectives are present.

O'Rear (2002) conducted research on “Performance-based training evaluation in a high-tech company” and reviewed the five-year history of a technical training program in high-tech industry to examine the relationship between training and job performance. Utilizing a case study approach, the author examined the impact of organizational factors on training capability and the resulting implementation of evaluation and instructional methodologies. Correlation analyses identified significance and strength, by year, of demonstrated relationships between training and job performance. Case study data provided information on the factors impacting this relationships. The case study yielded a clear pattern of effective program practices that evolved over the five years. The correlation analyses revealed significant relationships between training and job performance beginning in the third year. While initial strength of these relationships was weak, it increased somewhat by year five. Several factors emerged that had significant impact on the relationship between training and job performance. Business leader support and involvement was crucial to early program development and continuance. The utilization of effective training and evaluation methodologies produced significant relationships between training and job performance. However, these tended to be weak and declined with business environment changes. A pattern of high complexity, constant change, and inconsistent job parameters reduced the ability to predict and train to clear job performance indicators. This was exacerbated by continual changes in business management personnel and style that reduced valid business inputs into training design and evaluation. This research found a significant relationship between training and job performance when effective evaluation and training practices were in place. Variability in significance and strength of this relationship appear related to job context, the rate of change and complexity, business inputs, and business management style and alignment.

Earl et al (2001) in their article, “Training programs” investigated that limited attention has been devoted to the financial evaluation of sales training programs. In response to this shortcoming, a study proposes a sales training evaluation framework
that integrates economic utility theory with Kirkpatrick's (1959a, 1959b, 1960a, 1960b) four-level training evaluation model. The proposed utility theory framework is tested using data derived from a sales training program conducted in Egypt. After performing the economic evaluation, sensitivity analysis is employed to demonstrate the financial trends of varying key training program variables. The study concludes with discussions of theoretical and managerial implications, research limitations, and recommendations for future research.

Clemenz (2001) in “Measuring perceived quality of training in the hospitality industry” explored the viability of a new training evaluation criteria, theories from the areas of service, adult education, and training, were combined to form a model of Perceived Quality of Training and Transfer. Operating from the paradigm that training is a service; a rigorous scale development process was initiated to discover the dimensions of perceived quality of training, a new construct within the realm of training evaluation based upon trainees' impressions of training. Thirty-six supporting items, representing nine dimensions of perceived quality of training, formed the scale developed in the first phase of this study. To test and further refine the perceived quality of training scale, 164 trainees from six different instructor-led training classes in the hospitality industry completed pre-training and post-training surveys that evaluated scale items as expectations as well as perceptions of training. Comparing measurement techniques, findings indicated that a perception only measure of training quality was more highly correlated with trainees' overall quality of training ratings than was a gap measure (perceptions minus expectations). Exploratory factor analysis conducted in phase 2 of the study revealed that the six dimensions of perceived quality of training, as determined by the perception measurement, are interactivity, climate, courtesy, relevance, tangibles, and credibility. These dimensions are similar to the dimensions of service quality, thereby giving credence to the idea of tapping into eclectic literature bases to address issues of training evaluation. Lastly, test results indicated that the perception measurement of the perceived training quality scale was significantly and positively correlated with trainees' intentions to use training when they returned to their jobs.

Andrew (2001) in his study, “Training evaluation” investigated that in standard training theory, there are 4 levels of increasingly rigorous evaluation of the
effectiveness of a training event. From least valuable to most valuable, they are: 1. what the participant says about the value of the training, 2. whether the participant demonstrably met the course objectives by acquiring some skill, 3. whether the skill acquired in training is implemented in the workplace, and 4. the financial impact to the company of the changed behavior. While it is laudable (and inevitable) that training should try to quantify its output, this model does have its shortcomings. It is argued that time and effort spent trying to make this model work might be better used.

Junaidah (2001) did research on “Training evaluation: Clients' roles” and examined the clients' demand toward evaluation, the commitment given by training providers, and the overall practice of evaluation by the training providers in Malaysia. It finds that the government, client and economic situations have influenced the evaluation practice in a positive direction.

B.P Matthews et al (2001) in their article, “Quality training: Needs and evaluation—findings from a European survey” studied that quality systems and quality management are key elements for organizations wanting to maintain or develop their competitive edge. The training that underpins quality management determines the likely effectiveness of the quality initiatives undertaken. With the introduction of the new ISO 9000:2000 the issues of training needs analysis and training evaluation both form part of the standard. This article presents findings drawn from a questionnaire survey about quality management tools adopted and the training provided, focusing on the training needs assessment and training evaluation. Findings from the UK, Portugal and Finland are compared to identify similarities or differences in national practice and identify any areas where one country can learn from the practices of another.

Patrick at el (2001) investigated “The potential training impact of technology on SMEs in Northern Ireland”. The rapid development of technology and the consequent change in working practices require a dramatically different approach towards training and development in organizations than has traditionally been the case. A review of the literature reveals a negative attitude towards training and development in small- to medium-sized enterprises (SMEs), with long-term strategy being substituted for short-term financial gain. McCole et al's results confirm this conjecture
that the same holds true in Northern Ireland, which is witnessing rapid technological advancement. McCole et al lay the foundations for a body of work which will provide greater insights into training and development needs in SMEs.

Anderson (2000) in his research, “Training needs assessment, evaluation, success, and organizational strategy and effectiveness” build upon the previous training literature by providing a detailed examination of needs assessment and evaluation practices, and comparing those practices with perceived levels of training program success and organizational effectiveness. In addition, the variables of respondent characteristics (including level of knowledge, years of experience, and position in organization) and respondent organization characteristics (including size, industry, business strategy, resource allocation, integration of evaluation, and training staff knowledge-involvement-size) were examined to determine if a relationship exists between these variables and needs assessment, evaluation practices, perceptions of training program success, and organizational effectiveness.

Eddie and Danny (1998) in “The effects of some attitudinal and organizational factors on transfer outcome” proposed two attitudinal (training value and training motivation) and two organizational (opportunity to transfer and transfer reward) factors to affect the transfer of MBA knowledge to the job and were tested using multiple regression analysis. The results indicated that only training value was significantly related to transfer outcome. In other words, the greater the perception of training value, the more would be the training applications. Other factors were shown to have little impact. It might be due to the fact that testing of the transfer of MBA knowledge required a longitudinal approach that should incorporate the identification of what MBA knowledge was to be transferred. Future studies were also suggested to include other individual, attitudinal, and environmental factors to study their effects on training transfer.

Burke and Baldwin (1999) in their article “Workforce training transfer: A study of the effect of relapse prevention training and transfer...” investigated that Transfer of training, the degree to which trainees apply to their jobs the knowledge, skills, and behaviors learned in training, is now widely acknowledged to be the paramount concern of organizational training initiatives. Considerable evidence suggests that a
substantial part of organizations' investment in training is often wasted due to poor learning transfer and trainee relapse. This study investigated the effects of two different relapse prevention (RP) modules designed to supplement a training program on employee coaching skills. The coaching program was delivered to 78 research scientists from five departments of a large midwestern firm. The transfer climate of those five represented departments was also assessed. Results indicated that the RP modules did modestly influence trainees' use of transfer strategies, but the impact was contingent on the nature of the transfer climate. Providing trainees with simple transfer strategies to use in the period after training appears to improve skill maintenance on the job.

Mike (1999) researched on, “Trends in training” and discussed the results of the first survey by the Institute of Personnel and Development, focusing on training budgets and expenditures, changing training methods, and training's impact on performance. Respondents rated on-the-job training as most effective, compared with stand-up training. Coaching and mentoring and action learning also obtained high ratings. In contrast, the Internet and intranets had lower ratings, as did use of CD-ROMs.

George et al (1997) studied “A meta-analysis of the relations among training criteria” where an augmented framework for training criteria based on Kirkpatrick's model divides training reactions into affective and utility reactions, and learning into post-training measures of learning, retention, and behavior/skill demonstration. A total of 34 studies yielding 115 correlations were analyzed meta-analytically. Results included substantial reliabilities across training criteria and reasonable convergence among subdivisions of criteria within a larger level. Utility-type reaction measures were more strongly related to learning or on-the-job-performance than affective-type reaction measures.

Keith (1997) researched on “Proving the effectiveness of training” . Discusses the importance of proving the effectiveness of training. Effectiveness is the primary motive for training. Describes ways to evaluate training’s effectiveness, behaviour changes on the job being the most important. Defines an approach whereby individuals can see how they have changed and quantify the amount of change.
Prior-Smith and Mary (1996) conducted research on “Ideas on motivating people, addressing complaints and training (IMPACT): an application of benchmarking learning best practice from Hewlett-Packard”. At Hewlett-Packard benchmarking is defined as comparing your business processes to perceived best-in-class processes within other organizations in an effort to make significant improvements in performance. Benchmarking at Hewlett-Packard is facilitated by the quality department and follows a process developed in the UK over the last 5 years. The process adheres to Deming's Plan Do Check Act Cycle. Employee empowerment is apparent from the managing director's processes throughout the organization down to field engineers and sales rep level. Currently the UK has around 1,000 processes documented and managed, the majority to ISO 9000 standard.

Jason and Mark (1996) in their research paper, “Does training matter? Employee experiences and attitudes” investigated that investment in vocational education and training is commonly regarded as a prerequisite of competitive success. Training is also seen as a cornerstone of management initiatives designed to enhance employee involvement and cooperation in the production process. Ironically, however, commentators have rarely sought to assess employee attitudes towards, and experiences of, training provision. The claims made by advocates of a high skills strategy with respect to employee commitment and motivation have not been empirically tested. An article seeks to fill the gap through a presentation of findings from a unique survey designed to examine the link between training and employee attitudes.

Brian et al (1996) in their research “Strategic Interventions? Realising the potential of strategic training and development for high performance” identified the attitude of owners and senior managers in small and medium sized businesses towards training and development is a significant factor in determining the provision of opportunities for human resource development and, therefore, the growth in the supply of a skilled and competent workforce.

Christopher (1996) in his article “Evaluating management training and development: revisiting the basic issues” stresses the need for evaluation of management training and development. Distinguishes between single-loop learning (monitoring) and
double-loop learning (evaluation). Suggests that evaluation throws up certain “quandaries”. Why do most management development programmes espouse a philosophy that is rarely practiced in the workplace? Why is management development placed so far from the organizational power base? Why is so little thought given to who provides programmes? Why does top management rarely partake of training and development? Why do managers want to learn new things by talking about old things? Should training and development critically consider organizational strategy? Why are programmes rarely evaluated? Such questions take us back to basic objectives and the fundamental differences between training and development.

Bartel (1995) studied, “Training, wage growth, and job performance: Evidence from a company database”. A unique dataset collected from the personnel records of a large company was used to study the relationship between on-the-job training and worker productivity. The analysis shows how information contained in a company database is useful for eliminating heterogeneity bias in the estimation of training's impact on wages and job performance. Even when selection bias in assignment to training programs is eliminated, training is found to have a positive and significant effect on both wage growth and the change in job performance scores, thereby confirming the robustness of the relationship between training and productivity.

Bernthal (1995) investigated “Evaluation that goes the distance” . In 1959, Donald Kirkpatrick published a paper that classified training outcomes into 4 levels: reaction, learning, behavior, and results. However, when trainers regard the 4-level approach as a universal framework for all evaluations, they tend not to examine whether the approach itself is shaping their questions and their results. Some faulty assumptions about 4-level evaluations are examined. Some add-ons trainers might want to make to Kirkpatrick's model include: 1. Consider the context. 2. Establish a link. 3. Make appropriate choices. The first task in setting up a long-range evaluation program is to create a training-impact tree: 1. Identify the organization's values and practices. 2. Identify skills, knowledge, and attitudes. 3. Define the scope and purpose of the evaluation. 4. Identify data sources. 5. Choose the best method for collecting data. 6. Select the best measurement approach. 7. Gather and inventory your resources.
Nicola (1995) in “Devolving training and development to line managers” reports that most organizations see training and development as the province of the human resource department. Proposes that responsibility for this should be placed in the hands of the line manager. Investigates how the responsibility for training and development can be successfully transferred to the line manager. Concludes with a series of key learning points which help in the implementation of this strategy.

Werner et al (1994) in “Augmenting behavior-modeling training: Testing the effects of pre- and post-training interventions” made the notion that pre- and post-training interventions may enhance training outcomes is examined. Pre- and post-training interventions were added to an established behavior-modeling program on assertiveness, creating 4 conditions: 1. no intervention, 2. pre-training intervention, 3. post-training intervention, and 4. both. Some 150 trainees completed the module, and measures of trainee reaction, learning retention, and behavioral change were obtained. Results indicated that the post-training intervention strongly affected learning retention, as well as reaction immediately following training, with moderate effects on behavior. No significant effects were observed between the pre-training intervention and any of the trainee outcome measures.

Thoresson et al(1993) in “Behavioral and Attitudinal Correlates of Masculinity: A National Survey of Male Counselors” investigated the relationship between the Male Role Norm Scales (MRNS; Thompson & Pleck, 1987) and gender-related attitudes and behaviors in a sample of 367 male counselors drawn from American Counseling Association (ACA), formerly the American Association for Counseling and Development (AACD), members, Results indicated that this group of men did not, in general, endorse traditional male roles as measured by the MRNS. When a degree of affiliation with these roles was found, however, it was predictive of violence proneness, intimacy style, and degree of perceived similarity to father. Implications for training and counseling are discussed.

Booth (1993) did study on “Private sector training and graduate earnings” in which data from the 1986 British National Survey of 1980 Graduates are used to estimate the impact of employer-provided training on the earnings of male and females graduates in the UK. The results indicate that, although the training impact is reduced after
controlling for endogeneity, some types of training have a considerable impact on earnings. However, there are substantial gender differences in the earnings impact of various types of training. In addition, male graduates are more likely to receive training than female graduates with apparently identical characteristics. Specifically, men in large organizations have a substantially greater training probability than women with apparently identical commitment in the same size organization. Moreover, men with a first-class degree are more likely to be trained than identically qualified women.

Faerman and Ban (1993) conducted research on “Trainee satisfaction and training impact: Issues in training evaluation” where questions were raised whether government money spent on training and development activities is being spent wisely. There has been an increased interest in the evaluation of training programs on the part of both academics and practitioners. Evaluators of training effectiveness rely on Kirkpatrick's (1987) model for identifying the different outcomes of training: reason, learning, behavior, and results. A study proposes that previous researchers failed to find strong links between training satisfaction and on-the-job performance partly because of statistical artifacts associated with the measurement of individual change. The results of a training evaluation that examined the relationship between satisfaction and performance in a state management training course in the state of New York are reported. The findings demonstrate that when appropriate methods are used, there is a relationship between some aspects of training participants' reactions to supervisory training programs and their behavioral change following course completion.

Shiller et al (1992) researched on “Hunting for Homo Sovieticus: Situational versus Attitudinal Factors in Economic Behavior”. They examined the differences between popular attitudes in the former Soviet Union and the U.S. within the context of situational and attitudinal factors in economic behavior. It is difficult to summarize the vast literature on attitudinal differences across countries that might account for differences in economic success. Psychologists, sociologists and anthropologists have hundreds of ideas about research that might be relevant. Scholarly discussion of the roles of attitudes in economic development dates back at least to sociologist Max Weber, who in 1920 made a widely cited claim that a "protestant ethic" has fostered
economic progress in the West. One *attitudinal* factor is achievement motivation. Uncertainty avoidance belongs to *attitudinal* dimension. Individualism is also another *attitudinal* factor. Intercountry studies have compared how people in various countries allocate time. F. Thomas Juster and Frank Stafford compared the total hours per week that men and women worked in various countries. Studies reveal that while attitude in ex-communist countries do not consistently differ from attitudes in advanced capitalist countries, respondents in these two sets of countries consistently differ in their perception of situations.

Tziner et al (1991) investigated on, “*Personal and Situational Characteristics Influencing the Effectiveness of Transfer of Training Improvement Strategies*”. In this, a relapse prevention (RP) module was added to a 2-week training program to evaluate its impact on post-training transfer of trained behavior. A total of 81 Israeli military instructors participated in the module. Locus of control was measured, as well as the subjects' self-perceptions of the degree to which the work milieu would support their application of the skills taught. The outcome variables included reactions, knowledge, and on-the-job skill usage, with the latter being obtained from both the trainees and their immediate supervisors. The results showed that, compared with appropriate controls, knowledge acquisition and the extent of strategy utilization were significantly higher for those who participated in the RP module. Locus of control and perceived support interacted with the RP intervention on the extent of strategy utilization.

Hamid (1991) in “*Effectiveness of Management Training in Arab Countries*” identified through review of relevant literature that the effectiveness of management training in Arab countries is generally estimated to be low. It is argued that improving this effectiveness is impeded by negative attitudes towards training among Arab managers. While some of these attitudes are found to have cultural or bureaucratic origins, low training effectiveness may itself generate and sustain such attitudes. Some of the factors explaining this low effectiveness are: lack of rigorous need assessment, deficiencies in programme design and evaluation, excessive reliance on conventional techniques, inadequate training materials and the shortage of qualified trainers. Measures to rectify this situation are also recommended.
Valerie (1990), did research on “Training Staff For Newly Installed Automated Circulation Systems”. With the aim of discovering the important factors in training staff to use newly installed automated circulation systems, libraries in New Zealand with such systems were sent a questionnaire in 1988. This asked questions about how libraries had trained staff to use the system, and the outcome of this training in terms of satisfaction with their decisions regarding training, and of sparseness of mistakes made by staff after implementation of the system. Three facets of the administration of training were vitally important: (1) The vendor of the system must be heavily involved in the training; (2) As many staff as possible must be given a detailed training in the whole system; (3) As much of the training as possible must be given before system implementation.

Garrett and Brian (1990), researched on “How to Measure Management Training and Development Effectiveness”. Design of a valid measurement programme should include evaluation in key areas; including emotional reaction and knowledge gain measured after training interventions. Behavioural change and organisational impact measurements should be used on a longer time horizon to evaluate the progress and currency of the management development programme. Finally, research shows that maintaining a balance of the above measurements is the final key to success in measuring the effectiveness of management training and development.

Pitman and Choe (1989) in their study “Attitudinal Variations Toward Japanese Investment in the United States” investigated the attitudes of United States (U.S.) citizens toward Japanese products and investments in the U.S. Characteristics of the study population; Hypothesis on attitudes toward foreign investments; factors that influence attitudes toward foreign investment.

Ron (1989) researched on “Training for Organisational Effectiveness” where in a world of constant change, businesses must move forward in order only to stand still, competitively. In the push for success, training is only one element. This article looks at three training routes to greater corporate effectiveness and discusses how they vary in content and application. Industrial training at Ford UK in particular is examined.

Miller (1988) in “The Training Impact of Treadway” found the report of the National Commission on Fraudulent Financial Reporting, the Treadway Commission report,
will have a significant impact on the training needs of internal auditors. The report's recommendations affect 3 main areas: 1. the accounting knowledge necessary to assess the financial implications of nonfinancial findings, 2. the renewed emphasis on internal controls, and 3. the potential role of the internal auditor in detecting fraud or fraudulent financial reporting. Regardless of the method of providing training, internal auditors must obtain and continually reinforce a solid background in accounting and the latest professional pronouncements. The report's most significant recommendation is likely to be the requirement for management or the audit committee to sign off on the internal control environment in the organization. The Treadway Commission's emphasis on ethics should indicate that seminars for helping internal auditors deal with ethical considerations will be available soon.

Ammons et al (1985) conducted research on, “Evaluating Supervisory Training in Local Government: Moving Beyond Concept to a Practical Framework” where a survey of International City Management Association award recipients and members of the American Society for Training and Development indicates that relatively few local governments conduct rigorous cost-benefit analyses of their supervisory training and management development programs. Most respondents reported the existence of coordinated management/supervisory development programs but only modest levels of evaluations. Results were used to develop an evaluation grid for local government management development-supervisory training programs. The grid addresses each of the generally accepted levels of training program evaluation -- reaction, learning, behavior, and results. Many of the specific bases for evaluation were formulated in response to specific problems that might exist in local government organizations. The grid provides practical guidance for evaluating training impact at the "results" level.

Lawrie (1984) studied,”Training: Skills Development with a Permanent Impact” and found that four basic steps are required in merging managerial objectives with trainees' new skills in an effective post-training routine. First, analyze managerial goals, and let trainees know how their behavior can be changed for better results. Remember that changes will not occur without on-the-job reinforcement from the supervisor. Second, assess the needs of the trainees and pinpoint ways they can use their new skills to sharpen values or attitudes to do a better job. Third, determine the convergence of supervisor and trainee needs. These convergent points are key areas in
maximizing effectiveness in the post-training period. Fourth, establish a set of simple mechanics to document that learning is being applied and that what is being applied is being reinforced. Both trainees and supervisors should keep their own records of what is being learned and what changes occur. Such programmed reinforcement helps ensure that training results in permanent, positive changes in job behavior.

Simon (1983) explored “Training Across national Boundaries” and identified the role of training in small, medium and large organisations, then goes onto examine the plethora of complications that arise when a company with a large number of products in a large number of countries addresses the problem of marketing training. At the one extreme such a company can opt for a centralised system of modular training, or at the other extreme it can decide to delegate the task to the management of decentralised units. A hybrid system is also explored whereby training is structured around a “cluster” of units or activities or regions. Few organisations have given sufficient thought to this question of training across national boundaries, with the result that training is often undertaken in a haphazard way.

J.A. Brook et al (1983), in their article “Research Report: Training, Part II — Changes in Understanding” focused that management training ranks among some of the most common approaches used to bring about organisational change and development. The goals of such training include improving organisational effectiveness and improving the lot of employees so that they become more satisfied, more productive and more affluent. Given its importance to both individual employees and the organisation, it is asserted that the impact of management training programmes should be assessed to determine whether the large expenditure of time and money invested in them is justified and to provide the basis for well-informed decisions concerning their future improvement. According to writers like Hamblin, evaluation should be thought of as an integral part of the total training system and should include the measurement of outcomes at a number of levels, including trainees' reactions, immediate changes in knowledge, skills and attitudes, intermediate effects on job behaviour and ultimate level of organisational effectiveness outcomes. It may not be possible to measure all levels of training within a single study, but an attempt should be made to measure effects at least up to the intermediate job performance stage, and for this to occur, it is necessary to employ a longitudinal design with
measurements taken before, and at several points after, training. In the report which follows, changes in knowledge or understanding following a management training course are assessed.

Hughes et al (1982) conducted study on “Displacement and Skillcentre Training: An Analysis of Firm and Trainee Characteristics” where job displacement effects created by Government Skillcentre (SC) training were examined under the hypothesis that displacement is not a random occurrence but is more likely a result of certain types of trainee/employer behavior. First examined is the relationship between displacement and several trainee characteristics, such as: 1. pre-training employment and unemployment record, 2. pre-training skill, 3. age, and 4. post-training mobility. A similar connection with displacement is examined for several employer characteristics: 1. size of firm, 2. proportion of labor force that is skilled, 3. training effort, and 4. recruitment difficulties. Assuming that displacement is less likely to occur for positions with higher skill requirements, the findings indicate that 3 variables had significant impact on the probability of displacement: 1. length of unemployment prior to training, 2. the firm's training effort, and 3. the trainee's age.

Mahoney (1980).in “Targets, Time, and Transfer: Keys to Management Training Impact” investigated three fundamental criteria for achieving impact through training: 1. targets, 2. time, and 3. transfer. The training should deal with something useful and valuable to the organization and its managers. Targets can be identified by asking senior executives, managers, or employees. Holding the line on time will attract key people to the meetings. Limited meetings of "management on purpose" limit input to what is useful for stimulation or as a refresher. The "transfer to the job" aspect of training is especially important; participants should be able to go back to their jobs with approaches and solutions needed to manage their contribution to the organization more effectively. Several important elements for an effective training program are: 1. Accountability-the training must have meaning in one's organizational role. 2. Leadership-the right person must be the session leader. 3. Design-training must focus on managers' functions and roles. 4. Preparation-participants should do some presession work. 5. Follow-up-the organization should take further steps to facilitate accomplishment of individual action plans and to further the organization's progress.
R.J. Moore (1980), in “Training the training analyst”, focused that despite the pressures over the years to base industrial and commercial training on identified needs, it is still probably true that the majority of training is not the result of thorough training needs analysis (TNA) at the organisational level. There are a number of reasons for this situation, including the relative lack of integration of the training role within the total organisation and the demands placed upon training officers to run courses. One other important reason, however, is that comparatively few training officers have developed the necessary skills to undertake TNA at the organisational level.

Denis and Hugh (1962) researched on “Some Shortcomings of Supervisory Training”

How effective is supervisor training? The studies quoted here suggest that the circumstances in which it is given have a crucial influence on its effectiveness: training given too late in life can be a complete waste of time, and indifference or hostility in an immediate superior can produce the same result. The authors recommend a closer matching of training with job demands and that selection and training should be combined into a single programme. This article makes particularly interesting reading after the recent publication of the ‘Report of the Committee on the Selection and Training of Supervisors’, which was reviewed last month.