Chapter 2

Review of Empirical study
Introduction

This chapter is based on the conceptual and empirical literature available in India and other countries having direct and indirect bearing on the objectives of the present study. The basic objective of the chapter is to get insight into the previous findings so that it will help to define research problem of general nature into analytical terms.

The literature is reviewed under some prominent areas such as HRD systems in India, HRD culture in India, HRD practices in some specific sectors like Banking, Pharmaceuticals etc. Some research also demonstrates the HRD climate of the Indian organizations.

The chapter also covers some research findings on Training and Development issues, Training and Development practices in India etc.

Thus this chapter gives the clear idea about the status of Human Resource Development Functions in India. The last section of the chapter is about different models developed related to Training and Development like Kirkpatrick Model, Kolb Learning cycle, Jack Phillip Model etc. The details of these Models are given in fourth Chapter.
The empirical studies available on the Human resource Development of the organizations in India is not much sufficient to conclude about the scenario of HRD in Indian organization. Very few recent research studies are available. The research finding given the mix results about the HRD like:

1. The first attempt of HRD in India By Pareek and Rao (1974) was two consultant appointed by Larsen and Toubro to study the performance appraisal system and make recommendation for improving it. They recommended that “performance appraisal, potential appraisal, feedback and counseling, Career Development and planning, and Training and development get distinct attention as unique parts of an integrated system which we call HRD”.

2. T. V Rao (1982) conduced survey with executives of 45 organisation’s and finds that:

   - Performance appraisal system used by the organizations are for regulatory purpose mostly and then for development.
   - Most of the organizations use the salary increments as reward mechanism.
   - Not well developed potential appraisal system in most of the organizations.
   - Training function is well attended in these organizations.

3. In second survey on HRD climate in Indian organizations was carried out by Rao and Abraham (1985) among 53 organizations in India. The study found that the general HRD climate in the organizations appeared to be at an average level. The study shows that less than 10 percent of the organizations were perceived HRD Department as strength. Hardly two percent had professionally established systems of potential appraisal; and promotions based on them. The results from the survey were not very much positive.

References


4. Thus these research studies show that the Indian organizations are weak in the culture required for the HRD practices. But after few years many more developments had been taken place on the ground T.V. Rao (1991) conducted survey with 61 HRD staff form public and private sector organization. The analysis shows that there are more similarities than differences in the way the HRD function is being performed in both public and private sector organizations. This study shows that monitoring the HRD implementation in public sector organizations scored slightly better than the private sector while the reverse seems to be true on Human Process Research.

The study also indicates that conducting human process research, mobilizing unions and association to play a role in HRD and effective monitoring of HRD implementation are perceived as being performed inadequately in these organizations.

5. Srinivas R. Kandula (1998) conducted survey in India’s most valuable 59 companies and three case studies to explore the alignment between strategic reponses of organisations and the strategic HRD system. The study finds that the status of strategic HRD system in both the survey and case study organisations was moderate. In other words, emphasis on strategic HRD practices and strategic HRD facilitators was not high. Management, unions, frontline officers/supervisors and individual workers seem to be having certain apprehensions which might have constrained the implementation and progress of strategic HRD practices particularly job enrichment programmes, performance appraisal, communication, worker involvement and empowerment programmes. It was found in case study organisations that the managerial staff are better informed and are better involved in organisational decision making in comparison with other categories of employees.

References


Their roles changed frequently, providing them job enrichment. Top management appears to have apprehensions such as the following:

1. Knowledge base of workers is limited.

2. Workers are unionised and hence they are not dependable in all situations.

3. Flexibility of workers is low.

These apprehensions have resulted in moderate emphasis on strategic HRD practices. Union also restricted their role to ensuring physiological, security and social needs of workers and seem to have not realised the importance of fulfilling the higher level needs of workers.

6. In 1991 Udia Pareek and T. V. Rao Initiated the HRD audit Concept in number of the organisations. Some research studies have taken to analyse HRD activities by using HRD audit methodology. In order to examine the structure of HRD functions and implementation the various HRD subsystem of 12 organisations out of 50 who participated in HRD Audit as in the period between 1995-2000 by TVRLS Study observed that the HRD Function in India is not appropriately structured. The structure do not follow the principles envisaged by Pareek and Rao. Indian organisations seem to have played only lip sympathy to HRD. Findings of the survey are:

- Very few have feedback and counselling system.
- Most organisations seem to have well developed performance Management System. No separate potential appraisal System.
- Only 50% organisations tried 360° feedback.
- Most of the OD interventions are outsourced.
- More than 50% of the organisations do not even have a full time dedicated HRD Facilitator.
- Training and Development is well developed and well managed in these organisations.

References

Some studies also evaluated the impact of the HRD audit like:

7. Jomon, M.G (1998)\textsuperscript{10} undertook a study of four HRD audited organisations. The results of this study indicate that most organisations tend to benefit from such audits. The study also concludes that there is direct relationship between the CEO’s Commitment toward HRD and the Effectiveness of the HRD Function.

8. T. V. Rao (2001)\textsuperscript{11} in a study by TVRLS, perceptions of the HRD function by 162 line managers from different organizations were assessed. These were drawn from 18 companies and included between 3 to 10 line managers from each company. The line managers of each company assessed the extent to which the HRD Departments are performing 87 different activities under eight different functions. The results were compared with the results of a similar study conducted in year 1991. With all the methodological inadequacies this is perhaps one important source of data we have to compare. The 2001 study used the same questionnaire with a four point scale while the 1991 study used a six point scale. For comparison purposes the scores were converted into percentage scores for both the studies.

This study indicated a definite decline in the perceptions of the effectiveness with which the various HRD functions are being performed as perceived by the line managers. First of all, the percentage scores were below 50% indicating that the functions are perceived as being performed at a level below the average. Second, there was a definite fall in the effectiveness with which these are being performed as compared to a decade ago. This is perhaps an indication of the raising expectation of line managers from the HRD managers. This is also a reflection of the falling standards of performance of various HR Development activities.

References


Some of the findings of this research are:

- Among the various roles performed well in some of the companies the top scoring roles are those dealing with influencing personnel policies, ensuring the alignment of HRD with business goals and strategies and other systems, articulating HR philosophy and liaising with top management?
- Monitoring HRD implementation and conducting Human process research are the two poorly performed functions across most organizations.
- Creating a development motivation among line managers by organizing visits to other organizations for them is one of the least attended activities
- OD and self renewal activities are also among the least effectively performed activities

9. S.K. Dhar (2001) suggested that Indian organisations has to be strengthened the following fields of HRD:

1. Recruitment and promotion policies of different organizations are to be reviewed on a recurrent and continuous basis. Merit and competence should be given greater emphasis in promotion.

2. Performance Appraisal System in the organizations is to be modified so that the right person are rewarded in the right manner and placed in the right posts.

3. Motivation, morale and commitment and sense of belongings and involvement of employees at all level should be enhanced.

After surveying the HRD climate in different organizations of India researcher concluded that there is huge scope in making HRD really effective, result oriented and achievement oriented.

References

10. In international studies like, a survey conducted by George W. Gamerding (1997) through Collaboration of ILO/SAAT on HRD issues among five major employers organizations in Bangladesh, India, Nepal, Pakistan and Shri Lanka. Analysis shows that the organizations ranked the two most common HRD issues faced their members over the years like:

1. Linking human resource improvements to organizational goals.

2. Identification and closing of performance gap

The study also suggested most common HRD Interventions required in the South Asia region are:

1. Training in professional management areas.

2. Training in specific skill development.

3. Incentive programmes Linking wages with productivity.


5. Productivity improvement.

6. Identification of training need.

7. Assistance to Solving personnel problems.

Reference

11. Irshad Ahmad Khan (2003) studied, “Management Development Program in Cooperative Training Institutes since 1990s”. In his study he suggested strategies to the trainer as well as trainees to make program effective like:

Trainer should have open mind and objectivity and impartiality in treatment of any issue. He should have the ability to view the program in its totality geared to individual, the organization and the environment coupled with the capacity to integrate conceptual knowledge and skill with practical experience.

Planning a training program implies determination of training objectives in relation to target group objectives and needs and designing courses of action such as contents to the program, teaching techniques and equipments, lesson plans, physical facilities and practical to achieve training and participant objectives. All these experiences must be based on diagnostic survey of the participant need organization aspiration environmental force, opportunity and threats.

There are some factors advised to trainee for effective & planned learning through a process of change in area of knowledge, attitude, behavior, performance and operational results.

a) The learner must himself recognize the need to learn

b) Learning must be designed to meet his esteem needs

c) The learner must act, in a controlled situation, rather than just read, listen or watch

d) The learner must receive prompt feedback on the correctness of his actions

e) The learner will learn more effectively, if he identify the specific things to he should be able to do.
With Reference to study on comparison of HRD Function of private and public sector of the India studies give the mixed and some time unclear finding like:

12. Anil Kuman Singh(2005)\(^\text{15}\), identifies the relationship between HRD practices and the philosophy of management of the Indian business organizations. For this, the different variables of HRD practices were studied and management’s Philosophy was identified by measuring beliefs of top management about employees in the organization. Base of the study is Theory X and theory Y. The sample for the study consisted of 95 respondents form two private organizations and 119 respondents form public sector organizations. The study conclude that the private sector organizations still had belief in theory X of McGregor . The philosophy of Management projected a blurred picture in the public sector organizations. The result showed that there was no significant relationship between the variable of HRD practices and the philosophy of management in the public sector organisation’s whereas, in the private sector. The variables of HRD practices, particularly Training and development, rewards were highly but negatively related to the philosophy of Management

13. Purnag Pooja(2006)\(^\text{16}\) stated that the employee's perception regarding the HRD Climate is significantly better in the private sector and multinational organizations in comparison to the public sector organizations in India. Thus since the public sector employees are not satisfies with work and have no role clarity, their perception of the climate are also affected. Another point is that HRD practices in public sector is quite ling term and lot changed to face the globalization.

Reference

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Since the climate perception influences the satisfaction, performance and motivation levels of employees, it is an important aspect which organizations cannot afford to ignore. It is therefore very important for public sector organizations to focus on improving the HRD Climate prevalent in their organizations. These organizations should focus on various HR policies and practices like encouraging active employee involvement and interaction in the day-to-day functioning of the organizations, giving information to the human resources regarding their potentials. Focus needs to be given to developmental interventions and training in the organizations that help the employees to grow and achieve greater efficiency. Appraisal and reward mechanisms should be such that make the employees feel safe, happy and help develop their potentials to the maximum. Thus to improve the productivity of the employees in the organization it is important to focus on various aspects of the HRD Climate prevalent in the organization.

14. D.R. Bains (2007)\textsuperscript{17} conducted Comparative study of integrated Human Resource Development Systems of public and private sector organizations in selected organizations show that these organizations needs to create a desirable culture and tradition in the organizations. The research also suggested that growth and development of employees is possible through helping them in realistic goal settings. On the basis of critical appraisal of the selected organizations researcher concluded that integrated HRD systems developed by the private sector in a better way as compared to the public sector Companies.

15. In the study Pooja Purang (2008)\textsuperscript{18} was a survey research performed in five organizational on a total sample size of 247 middle level managers. The study hypothesized a positive relationship between the ten dimensions of HRD Climate and Organizational Commitment.

References


The study shows that to improve the organizational commitment of managers, the focus should be given to the HRD Climate prevalent in the organization.

Amongst the various aspects of HRD Climate focus should be placed on Career Planning, Appraisal Mechanisms, Job Enrichment and Organization Development. If the employees perceive the climate positively it results in increased trust, loyalty and identification with the organizational goals and involvement in fulfilling them. Thus these studies show that the HRD in private sector organizations is quite better than the public sector in India.

In some generalize recent studies like: 16. M. Srimannarayana (2008) in his study “Human resource climate in India” based on information collected from 1905 employees working in 42 organizations, finds that:

- HRD climate prevailing in the units understudy is above average (56.93%).
- The top management believe that human resources are extremely important source and that they have to be treated it more humanly. This item got highest score (62.96%) and followed by development of subordinate (60.51%).
- The top management willingness to invest considerable part of their time and resources to ensure employees development secured the lowest score in the study.
- More favorable HRD climate was prevailing in the manufacturing sector than the service and IT sector.

Thus analysis of the earlier studies and present study conclude that overall HRD in organizations of India has improved marginally over a period of time.

References:

17. Ashok Som (2003) stated HRD policies adopted by 11 top organizations of India after liberalization in his research article “Bracing competition through innovative HRD in India Firms: Lesson for MNEs”. Table 1 depicts the HRD policies adopted by different organizations.

Table 2.1: Innovative HRD practice adopted by following organization post liberalization

<table>
<thead>
<tr>
<th>Company</th>
<th>Industry</th>
<th>Strategic Initiative</th>
<th>Adaptation of HRD policies</th>
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</thead>
<tbody>
<tr>
<td>Bharat Petroleum Corporation Limited</td>
<td>Petroleum</td>
<td>- Face deregulation of petroleum industry</td>
<td>- Redeployment and retraining of employees</td>
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<tr>
<td></td>
<td></td>
<td>- Retain customers</td>
<td>- HRM regarded as an important support service</td>
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<td></td>
<td></td>
<td>- Maintain profitability</td>
<td>- Revamped Performance Appraisal System</td>
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<tr>
<td>Mahindra &amp; Mahindra Ltd</td>
<td>Automobile Tractor</td>
<td>- Creation of productive labour force</td>
<td>- BPR scheme to reorient business process</td>
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<td></td>
<td></td>
<td>- Rationalize manufacturing process</td>
<td>- Flat structure that encourages team work</td>
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<tr>
<td>Mehta Group</td>
<td>Cement</td>
<td>- Curtail competition between the two companies belonging to the Group</td>
<td>- Outsourcing workforce for advanced and non-core activities</td>
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<td></td>
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<td>- Develop ‘synergy’ in terms of structure, manpower and resources</td>
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<tr>
<td>Maruti Ltd</td>
<td>Automobile Utility-car segment</td>
<td>- Launch new models for diverse markets</td>
<td>- Redefinition of organization structure</td>
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<tr>
<td></td>
<td></td>
<td>- Increase dealer network</td>
<td>- Redeployment policy to optimally utilize human resources</td>
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<td></td>
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<td>- Reduce costs and increase operating efficiencies</td>
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<tr>
<td>State Bank of India</td>
<td>Bank</td>
<td>- Face competition from foreign and private banks</td>
<td>- Hire professional HR managers</td>
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<td></td>
<td></td>
<td>- Trim the size of its work force to cut costs.</td>
<td>- Make HR responsible for internal communication and relations with Union</td>
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<tr>
<td>Arvind Mills</td>
<td>Textiles</td>
<td>- Recover from the change in the fashion industry</td>
<td>- Creation of an excellent compensation policy.</td>
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<td></td>
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<td>- Increase exports</td>
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<tr>
<td>Clarion (I) Ltd.</td>
<td>Chemicals</td>
<td>- Transition from Sandoz to Clarion</td>
<td>- Implementing the HR department into levels with specific duties</td>
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<td></td>
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<td>- Introduce VRS to cope with automation</td>
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<tr>
<td>Wipro Corporation</td>
<td>IT</td>
<td>- Sustaining the wealth of their human capital</td>
<td>- Development of synergies between top management and workers</td>
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<tr>
<td>Infosys</td>
<td>IT</td>
<td>- Accept the challenges of globalization</td>
<td>- Introduction of the CLAP program</td>
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<td></td>
<td></td>
<td></td>
<td>- Change the mindset of the employees to a more modern outlook</td>
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<tr>
<td>Ranbaxy</td>
<td>Pharmaceutical</td>
<td>- Climb up the curve of globalization</td>
<td>- Employee driven campus programs like “Infosys Toastmasters Club” to provide support to the employees</td>
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<td>- Construction of a Leadership Institute to foster the qualities of leadership within the employees</td>
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<td>- Leadership through INSTEP program where 3-6 months internships are given to students from across the globe</td>
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<tr>
<td>TISCO</td>
<td>Steel</td>
<td>- Focus on current growth</td>
<td>- Building cross functional teams of high-performing professionals with clear career paths for individuals</td>
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<td></td>
<td></td>
<td>- Enhance accountability</td>
<td>- Revamped its Performance Management System by aligning KRAs with strategy at all levels</td>
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<tr>
<td></td>
<td></td>
<td>- Cost reduction</td>
<td>- Institutionalized tailored management development program for officers</td>
</tr>
</tbody>
</table>

Source: ESSEC Research Center working paper (France), obtain form website WWW. ESSEC.FR

References

20. Ashok Som (2003). "Bracing competition through Innovative HRD in India Firms: Lesson for MNEs", ESSEC Research Center working paper (France), obtain form website WWW. ESSEC.FR.
Some research highlights the HRD practices in sectors like financial sector, tourism sector etc.

18. K. J. Jithendran and Tom Baum (2000) in their study “Human Resources Development and Sustainability: The Case of Indian Tourism” stated that an important channel of HRD for tourism, especially with the shortcomings in the formal sector, has been the on-the-job training provided by the hospitality and travel sector. In the absence of any established training infrastructure in the early decades, recruitment of general graduates with communication skills and aptitude as trainees used to be the normal practice in the travel and tours sector. Most of the senior personnel in the tours and travel sector are the products of this channel. This practice is still prevalent in many firms, which are skeptical about the quality and utility of personnel trained by the formal training institutions. In the hospitality sector, there has been well-established apprenticeship schemes, ranging from 6 months to 2 years, which address the inadequacies in supply to a limited extent. However, there is no recognition, through certification or link up to college based programmes, given to these channels. As the above discussion indicates, HRD for tourism is still in its infancy and appears to require a more comprehensive and strategic approach, not only to make the industry more professional but to address issues such as the quantitative and qualitative shortages of trained personnel and the mismatch between demand and supply.

19. K.C. Gupta and Tej Singh (2005) In their study “Human Resource Development in Financial Sector” pointed out that due to changing scenario of the banking system in the country, there is an urgent need for redefining and remodeling the strategies associated with HRD. Also points out that India banks need to give more attention to several dimensions of HRD as to match their performance with foreign banks. The study include sample of two banks i.e Punjab National Bank (PNB) and Standard Chartered Bank (SCB).

References
HRD practices profile of SCB is better than PNB. Also they differ in respect of five other dimensions of HRD practices i.e communicating and monitoring organizational values, getting support of HRD philosophy from top management, clarifying goals strategies and objectives of the organization, identifying, diagnosing and bringing about improvement in sick units and helping in formulating personnel policies. SCB performs better than PNB referred to the above said five variable. In respect to HRD climate two types of banks do not differ significantly on overall basis as well as by all the respondents taken together but effectiveness of training of SCB is slightly more than of PNB.

20. R Rani Geetha Priyadarshini and R Venkatapathy (2005) in their study “Performance and HRD: A Study Among Various Types of Banks” highlighted different HRD subsystems in banks in India concludes that:

1. The HRD practiced in the banks have a strong influence on their performance.
2. Private Banks have placed low emphasis on HRD practice in their organizations, which may be due to lack of adequate orientation and resource allocation towards developing their human factor.
3. Top Performing Banks have a higher extent of HRD practice in their organizations, which influences the effectiveness of their organizations.
4. Thus it could be concluded that high extent of HRD practice and better performance go hand in hand and vice versa.

The study also indicates all the HRD subsystem like role analysis, training, performance appraisal, organizational development are strong in top performing private sector banks followed by top performing nationalize banks. But the quality of work life is strong in nationalize banks compared to private banks.

Reference:

And also gives recommendations that:

1. The Low Performing Banks must strengthen their HRD practices in order to improve their performance, since there are evidences that one is complimentary to the other.
2. Traditional Private Banks and Nationalized Banks can train their employees in new technologies so as to compete with the Top Performing new generation banks.
3. The Low Performing banks have to lay emphasis on designing key performance areas which can increase role clarity and enhance their performance.
4. The managers of the banks should be helped to develop people oriented perspective and accountability for better management and utilization of human resources. The top management must instill team spirit and collaborative working in their organizations.
5. The technical expertise of the banking personnel, especially among the Nationalized Banks, is the need of the hour. The mindset of the employees needs to be changed to achieve better results. The top private banks vouchsafe this.
6. Standardized promotion and career advancement methods should be adopted by banks in order to motivate employees to grow in their career which would instill more commitment and progress in their productivity.
7. Learning and empowering appear to be the watchwords of modern organizations. While a few private owned new generation banks have faith in this proposition, the other private and nationalized banks should also place emphasis on this.
8. Low Performing Banks should adopt proactive measures to change by providing a continuous environment of openness and exploration into new markets rather than adopting a problem solving approach.
21. Nitin Vazirani (2007) in his paper “Benchmarking of HR practices in Select Pharmaceutical Companies” finds that all the companies surveyed had a Performance Management System. Performance Management was looked upon as an integral part of the overall management. Appraisal was commonly done on half yearly or yearly basis. Most employees had faith in Performance Management System. Performance Management System was linked to career planning in most companies. Performance Management System helped in identifying training needs in most companies. Performance Management System was also linked to compensation and rewards in a majority of companies. Thus the decisions concerning promotions, transfers, training and staff development, discipline and other personnel actions were influenced by information from performance management. Performance salary increase decisions came directly from annual performance appraisals. The focus of Performance Management System was growth and development in only 50% of the companies surveyed.

22. Nafees A. Khan (2008) in his research “Human Resource Development in Tourism Industry in India: A Case Study of Air India Ltd., New Delhi.” Finds that most of the employees feel need to re-structure the organizations, train and develop them according to its pre-determined objectives. They feel that their potentialities are not fully utilized for enhancing productivity of organizations. While HRD has been helping Air India Ltd, the overall performance as regards higher productivity has not been so encouraging. The main reason is the conflict between employees and the management, which leads to strike and unrest among them. Further, organizational culture created within the organizations is not conducive for sustainable development.

Reference


23. **Subhash C. Kundu, Divya Malhan (2009)** in their study “HRM Practices in Insurance Companies: A Study of Indian and Multinational Companies” assesses different HRD practices. In this study, they intended to assess the HR practices like Performance appraisal, Workforce diversity and contemporary HR practices, Training and Benefits, HR planning and recruitment, Selection and Socialization of employees, and Competitive compensation in insurance companies. Primary data was based on 218 respondents from four Indian and Multinational insurance companies. It was visible that Multinational companies were comparatively weaker on performance appraisal, training and benefits, HR planning and recruitment, and comparatively stronger on workforce diversity and contemporary issues, selection and socialization of employees and competitive compensation than Indian companies. Multinationals were weak on some factors due to non-adaptation of local HR practices.

Study also suggest that the insurance industry must enrich the HR practices such as performance appraisal in terms of service delivery, service oriented training program and service performance based financial and other benefits. Industry should plan to attract employees having service attitude and orientation.

References

As training and development is most important system of the HRD. The following studies highlights the scenario of training and development function in India.

24. **Rathan Reddy (1995)**\(^{27}\), assessed the effectiveness of the training programmes conducted in the In –House training institutes of public enterprises. The study gives following findings:

- Almost all trainees are satisfactory with the program they attended in terms of its content, presentation, relevance etc.
- Acquiring state of art knowledge and development of analytical skills are the primary gains from the in house training as perceived by the trainees.
- Regarding the transfer of learning to the organization, the trainees were unable to express or furnish any evidence with regard to tangible saving, in quantifiable terms.
- The study shows that systematic in house training has contributed to individual growth in the public enterprises. While the same level of organizational improvement has not taken place.
- Trainees stated for following inhibiting factors for effective transfer of learning.
  1. Organizational Climate
  2. Lack of innovation in public enterprises.
- Study shows that considerable scope for improving the in house facilities to upgrade them to the desired standards. The two factors on which all the institutes fare poorly are faculty resources and research/ consultancy support. While faculty support is somewhat low in all institutes.
- Study shows that 90 % lecture method used, on the job instruction method 76% . Where computer conferencing is least used pedagogical methods in training programs.

References

25. **Biswaajeet Pattanayak (1996)** has been conducted survey in 75 Indian organizations to analyze the training needs of senior, middle and junior level executives. The findings of the survey show that:

1. Cumulative results of the senior executives surveyed show that they had greater concern for training needs in the areas as organizational and personal development, same as middle level also.

2. Cumulative results of the senior executives surveyed show that they had greater concern for training needs in the areas as organizational development only.

There are certain areas in which almost all levels of executives of both private and public sectors wanted some sort of the training like:

1. Performance improvement.
2. Quality of work life improvement.
3. Quality improvement of the job itself.
4. Improving presentation and communication skill.

26. **Biswaajeet Pattanayak (1997)**, conducted survey to analyze training effectiveness. The findings of the survey are:

- About 70 percent of the trainees felt that depth of training material and training itself was not enough.
- Almost 55 % respondent felt that attitude towards their job after they attend training program not changed much.
- Almost 70% respondent responded that their supervisor shows the moderate interest when they return form training.

References


• Almost 55% respondent reported that department don’t help them or don’t respond to transfer the training on the job.
• Many respondents felt that what they learn in such programmes was known to them already, and hence, the programme should be innovative.
• Expectations form the bosses increases in 95 percent of the cases.

27. P. S. Yadapadithaya (2001) in his study “Evaluating corporate training and development: an Indian experience” analyzed that:

1. High pressure for increased quality, innovation, and productivity acts as a major driving force for the Indian corporate training and development programs. Most of the key result areas of training and development function are related to the measurement and evaluation of training effectiveness.

2. Nearly 86 per cent of the private sector, 81 per cent of the public sector, and all the MNCs evaluate the effectiveness of training in one way or the other. The major purpose of evaluation is to determine the effectiveness of the various components of a training and development program.

3. Organizations rely mostly on the participants’ reactions to monitor the effectiveness of training.

4. An overwhelming majority of the organizations uses ‘questionnaires’ as an instrument to gather relevant data for evaluation.

5. In most of the cases, evaluation was done immediately after the training.

References

6. The majority of the private and public sector organizations use one-shot program design and more than half of the MNCs also use single-group, pre-test and posttest design for evaluating the effectiveness of training and development programs.

7. Absence of transfer of learning from the place of training to the workplace has been a major perceived deficiency of the corporate training and development system.

8. The Indian corporate sector is currently facing the challenge of designing and developing more valid, reliable, and operational measures to evaluate the effectiveness of training and development.

28. **P.S. Yadapadithaya and Jim Stewart (2003)** compare the training practices of two countries in their study, “Corporate training and development policies and practices: a cross-national study of India and Britain”. In the study it is worth noting that compared to India, more training is done in Britain as indicated by the percentage of training expenditure and the percentage of employees trained, more movement to delegating responsibilities or involving line managers in T&D in Britain, there seems also to be more focus on and involvement of individual employees in Britain. Furthermore, British organizations seem to be more concerned with business results from T&D. It may also be argued that the greater importance attached to business results brings about a growing involvement of employees and managers as opposed to HRD practitioners and that it is the greater movement in this direction in Britain compared to India that accounts for most if not all of the differences in the results of the two surveys.

Reference

Major findings of this cross-national study are summarized below:

1. Generally, the key responsibility for T&D is assumed by the personnel or human resource or training specialists. A greater proportion of the British firms than their counterparts in India assign the main responsibility for T&D to the line managers or supervisors.

2. The major driving forces for undertaking corporate T&D initiatives in both India and Britain include: continuous pressure for increased quality, innovation and productivity, and the need to update the skills of employees.

3. Organizing T&D programmes, and the measurement and evaluation of these programmes appear to be the key result areas of corporate T&D function, while ‘delivering training’ assumes less importance as a part of T&D. Fewer firms in India than their counterparts in Britain seem to attach importance to ‘networking in the form of liaison and communication’ as one of the key elements of their T&D function.

4. Although a majority of the firms evaluate the effectiveness of their T&D programmes, either exclusively or in combination with the training needs analysis, a relatively smaller proportion conducts both training needs analysis and evaluation.

5. Traditional methods such as line manager requests, employee requests, and performance appraisal are widely used to analyze T&D needs. Fewer firms in India than in Britain seem to use modern methods of training audit and strategic business analysis to determine T&D needs.

6. The major purposes of evaluating T&D programmes include: determining whether or not the T&D objectives are being met, whether the T&D programmes justified the cost, and conforming to the policy guidelines and documentation of T&D programmes.

7. Absence of transfer of learning from the place of training to the workplace is perceived as a major deficiency of the corporate T&D system in both India and Britain. In addition, more than one-half of the British organizations also expressed their concern for a rigorous evaluation of T&D programmes.
Finally, the corporate sectors in India and Britain are currently facing three major challenges to their T&D function: (a) creating a system of more valid, reliable and operationally viable measures to evaluate the effectiveness of T&D, (b) making learning one of the fundamental values of the company, and (c) integrating T&D into initiatives for change management.

29. Kodwani, Amitabh Deo; Singh, Manjari (2004) conducted study “Towards Effective Training and Development in Indian Public Sector Enterprises: A Case-based Analysis”. This study was conducted especially to analyze and evaluate the effectiveness of training and development program of a PSE and also the perception of managerial personnel about these programs. This was carried out with a view to look for scope for improvement in the effectiveness of training and bridges the gap between training and work practices in PSEs. The study showed that managerial personnel are not aware about training policy related to their departments. The organization-wide awareness of various aspects of training program, like how subordinates have to be nominated, how training needs have to be identified etc., are important for imparting effective training. Also, these managerial personnel are not involved in training and development activities, which lead to communication gap between the training required and training imparted. It was also observed that training needs of the individuals are not considered when decisions are made regarding who is to be sent for training. People have attended more internal programs than external ones but they felt that external training programs are providing more opportunity to learn.

Respondents also felt that external training programs match with their training needs and expectations more than the internal training and development programs. Considering the large infrastructure available within the organization for providing training and development, there is a lot of scope for proper and effective utilization of this infrastructure. Training and development activities are not encouraged by the organization and so some encouragement is required to make them effective.

Reference

Respondents felt the need of providing some weightage in promotions and increments for acquiring new knowledge and skills through training and development programs. These respondents did not appreciate training programs organized in mass.

The training evaluation also was not much to their satisfaction and 44% respondents were not at all found satisfied with the evaluation in internal training program. They felt very low changes in themselves and their peers after attending the training program. Ninety six per cent of the respondents felt that current practice of training and development requires improvements.

30. Agarwal, Manish ; Nayak Tapan Kumar ; Gupta V.P.(2008) conducted study “Employees perception towards training in IT sector”. The study shows that there are seven major factors which affect the perception of employees towards training in the IT sector. These factors include Training Duration, Training Method, Training Impact, Training Outcome, Job Performance, Training benefit and Training Effectiveness. These seven factors include all the factors that were aimed to study the factors affecting perception towards training in IT sector. Moreover, the study suggests that IT companies should be able to understand the different factors, which affects employee's perception towards training. The study shows that

The study shows that the training benefit and job performance affects at high level on the perception of employees towards training compare to other factors like Training duration and training methods.

References

Ronel Erwee; Haridass Paelmke (2008) in his study “Hiring, training and development practices in German and Indian manufacturing companies” compared training practices of three countries finds that: There are no significant differences between German and Indian managers in their perceptions about training and development. Human resource development is a continuous process seeking to upgrade competences of employees according to organizational demand and the competitive environment. Especially in Germany, it is anchored in different labor legislation that governs vocational training practices (Lehre) or employer sponsored and fully compensated development programmes (Bildungsurlaub) and contributes to awareness for training needs and human resource development efforts.

The managers from both countries agree that the prime objective of their training and development programmes is to improve technical abilities of the employees. This applies not only to their current jobs, but is used to enhance employee capabilities to accomplish various tasks and to create a flexible workforce. In contrast a United States study found that firms used only about 29 percent of their training expenses for technical training activities and the rest for other employee competences such as teamwork and interpersonal communication.

Researchers concluded that except for technical training “employees perceive that training is neither valued nor effective” in the Anglo-American context. In this study this contention was not tested. However, both the German and Indian managers do not primarily use training practices to teach company values and beliefs or to align company cultures and mindsets or to alter inherent characteristics of people.

Reference
Some of the Global Survey in which Indian organizations are also included shows the following results.

35. According to Chartered Institute of Personnel and Development Annual survey (2005) about current and emerging trends in training and development given following facts:

1. Traditional training methods such as on-the-job training, conferences and formal education courses remain more commonly used than the newer methods like e-learning and knowledge-sharing events.

2. However, the ‘newer’ training methods are rising in popularity. Coaching by line managers is now used by 88% of respondents and 72% use mentoring/buddying schemes.

3. Coaching by line managers and e-learning look set to increase dramatically over the next few years, with over 70% of respondents saying they expect to increase their use of these activities.

4. On-the-job training, instructor-led training off the job, and formal education courses are the training methods judged to be most effective. Interestingly, despite the fact that more people use line managers to coach employees, respondents believe that coaching is more effective when carried out by an external practitioner.

Reference

Another most interesting finding is that the employer is reluctant in upgrading the skill of the employees because of the following two main reasons

a. The main restriction appears to be cost constraints, with 65% of respondents reporting this as a barrier.

b. Following this, 41% think that their employees are not interested in developing their skills, being reluctant to engage in learning.

33. Training Challenges Survey Series, conducted by Expertus and TrainingOutsourcing.com (2007), focused on training administration and operations challenges shows that:

1. Administrative expenses are high in most organizations: 7.6% of respondents said their companies spent more than 50% of their training budgets on administration and operations; 10.2% spent between 36 and 50%; and 29.3% spent 20 to 35%.

2 Interestingly, only 14.8% of respondents thought administrative-related spending was too high, and 65.2% thought it was “about right.”

3. 41% of respondents said their companies used outsourcing providers for some portion of training administration and/or operational functions.

4. An overwhelming majority of respondents believed that the biggest administrative efficiencies could be gained by upgrading current technology (70.5%). Respondents rated adding additional staff (34.4%) and increasing staff training (28.6%) as other changes that could improve efficiency.

References

The most common administrative and operational functions used for training are program scheduling (84.1%), program evaluations (77.7%), material fulfillment (75.5%), registration services (73.8%) and student and program reporting (73.8).

Through six research studies, Expertus and Training Industry, Inc. have partnered to collect hundreds of learning leaders’ insights and practices on how they master learning efficiency. And compiled as TRAINING EFFICIENCY MASTER SERIES(2008-2009) which highlights following findings

**Study 1: Training Efficiency: Optimizing Costs**: This study takes a hard look at training budgets and cost reduction plans. The study was conducted against the backdrop of declining budgets and mounting pressure to reduce costs. Over 90% of training executives surveyed felt some pressure to reduce costs, and more than 50% indicated that they felt “significant” or “intense” cost reduction pressure.

According to those surveyed, the single greatest opportunity for cost reduction and improved efficiency is in administration. 46% of respondents rated administration the number one area to reduce costs, compared with less than 20% who rated either of delivery, content development or technology as their prime targets for cost reduction. In fact, training managers say learning technology is the last place they will reduce costs, as they consistently rate it as an investment through which they can reduce costs in other budget areas. The most popular technology investments include migrating from ILT to e-learning or blended delivery, and otherwise optimizing, customizing or consolidating learning technologies to reduce labor costs and increase efficiency.

References

Within each of the four budget areas, the study provides a prioritized list of cost reduction activities that learning leaders planned to take, as well as metrics they use to gauge the efficiency of their training operations.

Given the opportunity to reinvest cost savings, training leaders would spend those funds on: improving the quality of their content (65%); improving their measurement and analytics capabilities (61%) and/or upgrading their technology (e.g., LMS, delivery or authoring systems) (61%)

**Study 2: Training Efficiency: Optimizing Learning Technology**: Learning technology, particularly learning management systems (LMS) as well as delivery tools and content development/authoring tools, are key drivers of efficiency gains in training organizations. The study found that LMS managers and administrators reported the highest efficiency gains from learners ease in finding and registering for training, being more compliance ready and lower administrative costs. Among several LMS functionalities, respondents felt that their content management function has the strongest impact on efficiency, followed by their roster management, registration and scheduling functions. LMS managers and administrators most frequently cited two obstacles in using LMS functionalities to increase efficiency: lack of integration with other technology systems and inflexible reporting capabilities. Overcoming both obstacles will help training organizations demonstrate their impact to stakeholders. Respondents also indicated key challenge areas in getting the most from their LMS, including lack of user acceptance and responsibility, slow, old-school technology, lack of resources, difficulty adapting processes to LMS and lack of consolidation with other LMS.

**Study 3: Measuring learning as budgets tighten**: In a time where training budgets are increasingly slashed, the relationship between metrics and budgets becomes even more important. Training clients want to know the impact of their increasingly limited resources. This study found that more than twice as many respondents (48%) expect budget decreases rather than increases (17%) in 2009. Similarly, since 2008 budgets were first approved, far more respondents saw decreases (38%) than increases (11%) by the end of the year. Despite the need for better outcome metrics, less than one in four respondents reported using business outcome or return on investment metrics; instead, the vast majority collected metrics on course completion, registration and course participant’s reactions. Respondents further shared
that they used the above metrics, along with cost metrics, to support budget decisions. However, respondents were most comfortable in using their metrics to support decisions on what training is needed and which types of topics to offer. In addition to reporting on budget changes and metrics use, this research report also provides fresh data on how cost reduction pressure is increasing and the major challenges of learning measurement.

**Study 4: Internal marketing for corporate training programs**: This survey is focused on identifying the tools that are widely used to market internal training programs, the main reasons for marketing these programs and determining what actually works and how they measure success. Respondents indicated that e-mail blasts are the most effective marketing activity, followed closely by phone calls and management recommendations. Although utilizing management recommendations is not a typical “marketing” technique, management buy-in on training programs is also seen as among the most favorably-received marketing technique among employees, along with webinars and seminars/workshops.

While slightly more than half of the respondents use different marketing activities for different types of training, 44% market all training programs alike. The remaining respondents do not market individual training programs. Among the more common purposes of marketing included simply making employees aware of the training available (41% of respondents did this) and actively marketing programs to increase fill rates (35% did this). While the majority of respondents don’t track their marketing reach (or effectiveness), 43% track participation in workshops, 22% ask participants how they heard about the training and 19% and 15% count visitors or clicks on internal training websites, respectively.
The annual Training and Development survey from the Chartered Institute of Personnel and Development (CIPD) 2008 shows that despite over half of private sector organizations saying that economic circumstances had worsened in the last year (against 16% who believed things had got better) only 28% saw a decrease in training spend. The survey, which is launched today, 8 April, at HRD 2003, shows that more than 55% of those surveyed in the private sector said expenditure on training had remained steady while 17% reported an increase. In the public sector, 26% of organizations reported an increase in spending, 54% said it remained steady and only 20% saw a reduction. Interestingly, an increasing proportion of the training budget is being spent on the internet and intranets, which have both doubled in use during the past five years. The survey also shows that 60% of organizations provide diversity training. Most diversity training is provided to HR and middle and junior managers (over 85%), with technical, clerical and manual staff receiving the least (45%). Only around half of the respondents carried out monitoring on equal opportunities training uptake. This figure varies across sectors with public sector organizations reporting a significantly higher incidence of monitoring (68.9%) when compared with the private sector (39.3%).

References

The workplace survey, conducted by **Kelly Services (2009)**[^39], found that almost half of the respondents believe the training currently provided by their employers will not meet their future career needs. The Kelly global workforce index obtained the views of nearly 100,000 people in 34 countries. According to Kelly Services, investing in vital human capital can become a competitive advantage for firms. Training may not seem a priority in the present economic climate, but organizations that devote the resources can see higher productivity and profitability in the future. The workplace survey highlights the significance that employees across the generational age groups place on training and skills development to sustain them in a changing labor market.

Following are the key findings of the workplace survey:

- Baby boomers (aged 48 to 65) are most worried about the level of training, with 59% saying it is not sufficient to upgrade skills and advance their career.
- 83% of Gen X (aged 30 to 47) say that within the next five years their skills will need to be upgraded to keep pace with changes in the workplace.
- 73% Gen Y (aged 18 to 29) see the provision of training as a joint responsibility between the employer and employee.
- On-the-job training is the preferred form of training nominated by employees.
- Human resource professionals come under scrutiny, with almost half of all respondents saying their HR department has not helped them to achieve their employment goals. Women are generally more concerned than men about their skill sets and have a higher expectation of their employers’ HR departments in managing their careers.

[^39]: Kelly Services workplace survey (2009), available on [www.kellyservices.co.in](http://www.kellyservices.co.in)
Among respondents, almost three quarters (74%) say that training should be a joint responsibility between an employer and employee. The preference among those surveyed is for on-the-job training (48%), followed by professional development courses (31%), self-initiated learning (11%) and formal university or college qualifications (10%).

37. B. Sripirabaa, K. Sridevi(2010)⁴⁰ in their specialized study, “An investigation of the Training Practices in a Garment Manufacturing Unit”, observed that:

- The respondents expressed boredom regarding the training methodology adopted. The training methods are not innovative.
- The study also reveals that the interest for training is most important factor which affects the effectiveness of Training program.
- Respondents feel that the training given them is sufficient but growth opportunities are not sufficient. This shows that opportunities to utilize their skills are inadequate.
- Extracurricular activities are not sufficient in the organizations, which don’t support the training function.

References

The different models are developed by different researcher which is applicable in different phases of the training like training need analysis to training evaluation.

**38. Thayer & McGhee (1961)** developed the model for training need analysis which includes following steps:

1. Organizational analysis,
2. Task or role analysis
3. Manpower analysis.

**39. Robert Mager's (1962)** learning objectives is perhaps the key cornerstone of ISD as it gives the system a purpose. Robert Mager has developed strategy for developing instructional objectives that has been widely accepted and used. He breaks instructional objectives into three main components: performance, conditions and criteria.

**40. Florida State University (1975)** develop ADDIE model. The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

**41. Kirkpatrick Donald. (1959, 1960, 1994)** suggest the four levels for the Training evaluation. The levels for the evaluation are reaction, learning, behavior and result. Kirkpatrick system is certainly by far the most influential and most used approach by training practitioners.

References

42. But Reid Bates (2004) criticizes Kirkpatrick model in his paper “A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence” Paper have given three limitations of Kirkpatrick’s model that have implications for the ability of training evaluators to deliver benefits and further the interests of organizational clients. These include the incompleteness of the model, the assumption of causality, and the assumption of increasing importance of information as the levels of outcomes are ascended.

43. The Dick and Carey Model (1978) is instructional design model which is again based on ADDIE Model consists of following steps

- Instructional Goals
- Instructional Analysis
- Behaviors and Learner Characteristics
- Performance Objectives Stage
- Criterion-Referenced Test Items
- Instructional Strategy
- Instructional Materials
- Formative Evaluation
- Summative Evaluation.

44. David Kolb (1984), developed model which describe four distinct learning styles (or preferences), which are based on a four-stage learning cycle. (This might also be interpreted as a ‘training cycle’). In this respect Kolb’s model is particularly elegant, since it offers both a way to understand individual people’s different learning styles, and also an explanation of a cycle of experiential learning that applies to us all. This learning model is applicable in designing effective training program to make learning effective.

References


45. **Noe R.A (1986)** presented a model specifying some of the motivational factors and their relationship to learning transfer. The research examined the influence of following individual differences on motivation to learn, learning and transfer:

1. Demographic factors of trainees: Age, Education, and work experience.
2. Personality Factor: Self efficacy, Locus of control, commitment to career and organization.

In addition the research also highlighted the identification of particular trainee characteristics that are most predictive of motivation to learn as well as various learning characteristics. For example, trainees with high self efficacy have been found to perform better in training.

46. **John Keller, (1987)** developed ARCS model. According to John Keller’s ARCS Model of Motivational Design, there are four steps for promoting and sustaining motivation in the learning process: Attention, Relevance, Confidence, Satisfaction (ARCS). It is commonly used during the instructional design phase of training to incorporate motivational elements into the design of the programme.

47. **Irwin Goldstein (1986, 1991, 1993)** developed the six stage model for the Training Need Analysis which includes the following steps:

1. Organisational support.  
2. Organisational analysis.  
3. Requirement analysis.  
4. Task and KSA analysis.  
5. Person Analysis.  
6. Input design and evaluation of Training program.

References


48. Arguably Kirkpatrick’s Level 4 doesn’t readily address the question of whether it was worth it. In Jack Phillips (1991)\textsuperscript{51} added a 5th level to the Kirkpatrick approach, called ROI or Return On Investment. The question asked here is “did the training pay for itself and then some?” The units of ‘currency’ don’t have to be financial, though they often are. This 5th level introduces for the first time the need for the evaluator to appreciate the finer workings of the organization and also employ some skill in determining costs and benefits. Moreover, Phillips also developed what is more readily recognizable as a methodology or process that is repeatable and so can be more easily taught and deployed across many organizations.

49. Holton(1996)\textsuperscript{52} conducted study, “Factors affecting motivation to transfer of training”, on the basis of the findings of the study, Holton developed the modal which consistent the different factors which affects the transfer of training. The study has number of following important implications for practices.

1. Perception of environmental factors were found to have strong influence on motivation to transfer and possibly to mediate the effect of the reaction variables.

Supervisor sanctions had a negative influence and peer support had a positive influence on motivation to transfer, thus care should be taken to gain support for training both from trainees, peers and supervisors prior to training. Reliable measures of transfer climate need to be developed as assess the favorability of the transfer climate within organizations prior to conducting the training. Care should also be taken to provide the necessary information, tools and resources, as well as to minimize constraints to the use of performing on the job as taught in training.

References


2. Training attitude about subsequent training may be influenced by prior situations in which the use of training was constrained by supervisor’s and peer’s lack of support for the training or lack of necessary information tools and resources to perform as taught in the training programme. Thus, the general reputation and credibility of the training system is an important factor to be considered.

3. Although not significant predictors in the final model, organizational commitment, training attitudes, reaction to the learning environment and reaction to the content validity were significant predictors. While the learning environment and content validity of training materials are part of the training design, but also influence of attitude and perception that the trainee brings with them to the training programme.

4. Before training design begins needs assessments should be conducted that incorporate measures of variables that may influence motivation to learn and motivation to transfer training, such as organizational commitment, training attitudes, and perception of the transfer environment. By knowing prior to the training design where weaknesses in the process are, actions can be taken improve the effectiveness of the training programme.

50. P. S. Yadapadithaya (2001) in his study “Evaluating corporate training and development: an Indian experience” analyzed the application of the Kirkpatrick model in Indian industry.

The study shows that Irrespective of the ownership pattern—private, public or MNC—all the responding organizations monitoring training effectiveness scored at the first and immediate level of obtaining and analyzing participants’ reaction. As high as 92.3 per cent of the MNCs, 78.9 per cent of the private sector, and 61.3 per cent of the public sector organizations also conducted evaluations at the second level—changes in participants’ knowledge, skills, and attitudes.

References

Even though 88.5 per cent of the MNCs conducted evaluation at the behavioral level, the corresponding percentages in respect of private and public sector organizations are only slightly more than 31 and 26, respectively. However, a negligible proportion of 5–8 per cent of the public and private sector organizations conducted evaluation at the level of organizational performance or results which is, in fact, more useful but very difficult. Unfortunately, not many organizations are able or willing to initiate evaluation at most or all of these levels. In most cases, the immediate reaction by the trainee is used as a pragmatic approximation for the effectiveness of training.