## Chapter 7

**Conclusion & Suggestions.**

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Content</th>
<th>Page no</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Introduction</td>
<td>240</td>
</tr>
<tr>
<td>7.2</td>
<td>Conclusion.</td>
<td>241</td>
</tr>
<tr>
<td>7.3</td>
<td>Suggestions</td>
<td>243</td>
</tr>
<tr>
<td>7.3a</td>
<td>Suggestions to make HRD function effective.</td>
<td>243</td>
</tr>
<tr>
<td>7.3b</td>
<td>Suggestions to make Training Function effective</td>
<td>253</td>
</tr>
<tr>
<td>7.4</td>
<td>Suggested Training model(APCPE Model)</td>
<td>261</td>
</tr>
<tr>
<td>7.5</td>
<td>Feedback on the Suggested Model</td>
<td>275</td>
</tr>
<tr>
<td>7.6</td>
<td>Scope for Further Research</td>
<td>277</td>
</tr>
</tbody>
</table>
7.1 Introduction

The chapter concludes about the overall HRD scenario of the organizations in India. Conclusion highlights the strengths and weaknesses of the HRD as well as training function in organizations.

Suggestions to improve the HRD and Training Functions of the organizations are also given in this chapter. Suggestions are absolutely based on the analysis and findings given in previous chapter.

Not only the suggestions are given to improve the training function but a training model has been suggested, which will make employee training more effective in the corporate sector of India. The model is named as APCPE Model. The model is designed by considering the problems of the training practices in the organizations.

Feedback from five organizations about APCPE model has been taken to check advantages and limitations of this model. Different format of questionnaires, Inventory, Checklists which require for this model also designs and appended in this report.

Some findings of the previous research also referred to support the suggestions.
7.2 Conclusion.

The basic objective of this research is to analyze the HRD and Training function of the organizations in India.

On the basis of data collected from 100 organizations of India, we can argue that HRD and training function is strong in some practices but weak in some crucial practices.

Major Strengths of HRD function in the corporate sector of India are:
1. Positive attitude of top management towards employee development.
2. HRD is also effectively creating motivation among line managers about HRD.
3. HRD is very well linked with strategic business objective.
4. Effective HRD subsystems
5. Effective HRD Planning

Major weaknesses of HRD function in the corporate sector of India are:
1. HRD function is weak in monitoring HRD implementation effectively.
2. HRD function is weak in conducting HRD review meetings/workshops, employee feedback.
3. Weak Human Process Research.
4. Stress audit and communication research in not adequate in the organizations.

The research also finds the major weaknesses of the employee training function like:
1. Lack of motivation among employees towards the training function.
2. Very few organizations prepare expectation list of employees before sending them for the training.
3. Very few organizations analyze the learning style of employees before sending them for training.
4. Lack of transfer of learning on the job.
5. Importance given to the training evaluation not adequate.
Analysis shows that HRD need improvement in monitoring mechanism which is crucial for effectiveness of any function. Same is the case with training function; poor transfer of training on the job is a crucial issue. Training program will not be successful if trainees fail in transferring their learning on the job, mere satisfaction of the employee towards the training program is not sufficient for the organizations. There will be no return on investment for the training program unless and until trainees don’t transfer the training on the job.

Analysis shows that motivation of employees towards the training program has positive relationship with the transfer of learning on the job. Thus to improve the transfer of learning, organizations require to create motivation among employees towards training. Organizations need to design the training program to maximize the employee motivation towards it.

It is also observed that there is not much difference between HRD practices of the manufacturing sector and services sector except few factors like:

1. Services sector is better in conducting stress audit compared to manufacturing sector
2. Analysis of learning style of employees is better in manufacturing sector compare to service sector.

Considering all issues here and mentioned in findings, this research gives the in-depth suggestions to overcome them and make HRD and Training Function effective in the organizations of India.

As the Human Asset is becoming key factor in the success of the business, the organizations need to handle the HRD function cautiously. It is the challenge for the HRD to justify the investment on the employee development. Organizations should not only be good with planning the HRD practices but also be very effective in monitoring that at every phase of the implementation. As the Organizations are investing high on the employee training, it is the responsibility of HRD to ensure high Return on Investment.
7.3 Suggestions

7.3a Suggestions to make HRD function effective

Considering the problems identified in the research the following suggestions are given to improve HRD Function of the organizations in India.

1. Analyse the data to identify rating bias in performance appraisal

Organizations need to record and analyze data to identify rating basis in performance appraisal as rater bias accounts for most of the unreliability in the performance appraisal process. Every performance appraisal system consists of a certain extent of rater bias, because human judgment is an unavoidable part of any evaluation process.

The most common and simple types of rater bias include leniency, harshness, central tendency, and similarity. Although removing human judgment in the appraisal process can be impossible, the following techniques will reduce the chances of rater bias:

a. Formally structure the appraisal system and train employees on the process of objective rating. Reliability will improve if the appraisal system has specific guidelines, clear definitions and effective rating scales. Unreliability can result from raters having different training, experience and ideas on how to properly evaluate employees; providing the necessary training can help reduce the variation between raters' mindsets.

b. Following information should be analyzed to identify raters’ bias:

Information about conflicts or disputes between management and employees, employees and supervisors etc is useful to identify rater’s bias. Spot the differences in the ratings given to the skills and competencies of employees. Biased performance appraisals usually reflect wide discrepancies in the individual ratings of employees with respect to their
proficiency as workers. Most times, biases are identified through the remarks and recommendations that usually accompany the ratings. Managers who are inclined to give preference to certain employees try to justify the high ratings they give to their preferred employees by including praises and recognition to their performance marks.

2. Developing monitoring mechanisms:

Organizations have strong HRD subsystems but very weak in monitoring them effectively. This is an area organizations are required to make urgent improvements.

The HRD function is always evolving. It therefore requires systematic monitoring to review the progress and level of effectiveness of the HRD system and to plan for its next step. Regular review of the HRD system using review workshops and meetings, employee feedback will definitely make implementation of HRD effective. Some other practices like quality circles and other small groups, cross-functional teams, open forums etc. will be also effective techniques for monitoring HRD Functions. The organizations need to apply these practices to monitor the HRD practices.

3. Use of questionnaires for monitoring HRD function

Designing and use of questionnaire for monitoring the effectiveness, or effective implementation of various HRD system is not adequate in the organizations. Thus organizations need to increase the use of the questionnaire to improve the monitoring of HRD. This is very economical and effective way for monitoring HRD function.

There are a number of questionnaires available for HRD assessment. These questionnaires measure various aspects of HRD. There are questionnaires to measure HRD systems and their effectiveness, HRD competencies and HRD staff, HRD styles, and HRD culture etc. Pareek and Rao (1992) proved that the questionnaire is efficient and cost-effective method to monitor the HRD function of the organizations. They also develop some questionnaires to evaluate HRD function.

One of the questionnaires they develop to measure the HRD maturity level of an organization where organization can analyze HRD system maturity, HRD competencies of the employees,
HRD culture, business linkages of HRD. Organization can also have customized questionnaire to monitor the HRD effectiveness.

4. **Use of task force for monitoring HRD function**

As Organizations are weak in monitoring HRD implementation, use of the task force is also effective strategy to improve it.

A group of competent line managers could form a task force with one of them as chairperson. Special responsibility to monitor the HRD, solve the critical problem related to HRD should be given them. This will improve the involvement of the line managers in the HRD function as well organizations will solve critical HRD issues efficiently.

This Task force will be watch dog on the HRD activities of the organization and make monitoring effective. Task force will also help HR department to implement new HRD systems/strategies or renew the existing one.

The Task force will meet periodically and plans HRD interventions, and implements and monitors them. In some instances, they could be assisted by a full-time HRD manager. In this structure, the ownership is with the task force.

5. **Regular employee feedback about HRD function.**

Employee feedback is very essential for success of HRD function. It will tell and keep the HRD Managers updated about the organization strengths and weaknesses. Thus they can work upon them and try to eliminate those weaknesses. Employee feedback should be encouraged by the managers as this will also increase the motivation and satisfaction of employees towards the function.

References

Survey through questionnaire/review workshop/meeting can be effectively used for taking employee feedback. Organization can also conduct the HRD climate survey to take feedback of the employees and analyze how the HRD function is effective. Such a climate can be observed in organization consisting of the following tendencies and attributes:

- A tendency at all level and special top management to treat people as the most important resource
- A perception that developing the competencies in the employees is the job of every manager/supervisor
- Faith in the capability of people to change and acquire new competencies at any stage of life
- A tendency to be open communication
- A tendency to encourage risk taking
- A tendency to help employees recognize their strengths and weaknesses.
- A general climate of trust
- Team spirit
- A tendency to discourage favoritism and biases.
- Supportive personnel policies
- Effectiveness of the HRD systems like performance appraisal, job rotation, career planning and training etc

Different methodology can be used for taking feedback from employees and other managers like:

- Interview with line managers
- Interview with their workers and their representatives
- Group interview
- Communication meetings
- Performance review meetings
6. **Analyze learning environment of the organization.**

Very few organizations in India analyze their learning environment which plays important role in human development. The environment of organization should be supportive towards the learning. Success of the HRD is not possible if the environment of the organization is not supportive towards the learning of the employees. Thus it is essential for the organization to analyze their learning environment and do necessary improvements.

Following factors should be analyzed in analysis of learning environment:

**a. How is Learning Culture?**

How is an organizational climate that nurtures learning like:

- **Future, external orientation** Widespread use of external sources and advisors e.g. customers on planning teams.
- **Free exchange and flow of information** - systems are in place to ensure that expertise is available where it is needed; individuals network extensively, crossing organizational boundaries to develop their knowledge and expertise.
- **Commitment to learning, personal development** - support from top management; people at all levels encouraged learning regularly; learning is rewarded. Time to think and learn (understanding, exploring, reflecting, developing)
- **Valuing people** - ideas, creativity and "imaginative capabilities" are stimulated, made use of and developed. Diversity is recognized as strength. Views can be challenged.
- **Climate of openness and trust** - individuals are encouraged to develop ideas, to speak out, to challenge actions.
- **Learning from experience** - learning from mistakes is often more powerful than learning from success. Failure is tolerated, provided lessons are learnt ("learning from fast failure" - Peters).
b. What are the Processes?

What are the processes that encourage interaction across boundaries. These are infrastructure, development and management processes, as opposed to business operational processes (the typical focus of many BPR initiatives).

c. What are the Tools and Techniques?

What are the methods that aid individual and group learning, such as creativity and problem solving techniques.

d. What are the Skills require and Motivation to learn and adapt of the employee?

7. Establish Employee networking

Organization should encourage employees to develop formal and/or informal networks both within and outside their work environments. Individuals can develop and take advantage of networking opportunities within the organization, the profession and the community at large. These networks can serve multiple purposes such as providing socio emotional support as employees attempt to balance life-work issues, and facilitating knowledge acquisition. Benefits of these networks include a strong “knowledge base within the company” and an increase in “cross-fertilization of ideas and information across business units and departments”. “Organization-wide networking groups” not only provide social support for individuals in the minority gender in their work groups, but also encourage them to develop stronger ties with their communities.

HRD can play an important role in: 1) promoting the benefits of networks to upper management, 2) offering expertise and/or assistance in facilitating such groups, 3) providing information on how to set them up and, 4) monitoring their effectiveness.
8. Conduct stress audit

Very few organizations in India conduct regular stress audit for their employees even stress is one of the important factor which affect overall employee performance and development. Study conducted by Subha Imtiaz & Shakil Ahmad(2009)\textsuperscript{121} also shows that occupational stress is one of the strong reason for low employee productivity, M. Young( 2007) in his study also concluded that occupational stress having impact of employee productivity. Ashtosh Nigam (2006)\textsuperscript{122} in his study ,”Attrition in IT - BPO: A Critical Appraisal in Indian Context” shows that work place stress is one of the major reason for high attrition rate in IT and BPO sector of India. Thus organizations need to conduct regular stress audit. Organization should endeavor to find out whether or not stress is a problem in their working environment, identify whether or not such stress is primarily due to working conditions and quantify the extent of the problem before deciding on any measures to combat the effects of stress. This means carrying out a stress audit there are several levels at which a stress audit may be conducted:

• Evaluation of organizational dysfunction;
• Identification of work stressors such as work overload, job insecurity, poor channels of communication, ineffective management, constant change and frustration;
• Measurement of stress-related illness in employees and
• An evaluation of indicators such as absence or staff turnover.

Significant stress is often associated with organizational dysfunction and a stress audit should concentrate on management style and gain an overall picture of the health of the organization and the way in which it is run in order to be effective.

References.

Methodology for carrying out a stress audit

The first task is to decide on a clear objective for the audit this might be to ascertain whether or not stress presents a problem, the extent of stress-related illness in the organization or identification of the causes of stress in a particular work environment.

Most audits are carried out using a questionnaire distributed to a study population. There are those which have already been validated (such as the Occupational Stress Inventory and the Occupational Stress Indicator) and it is sensible to use one of these. Otherwise, it will be necessary to carry out a pilot exercise to validate the questionnaire. The study population may be the entire workforce or may concentrate on a specific department or problem area.

Alternatively, one-to-one interviews may be carried out with a sample population. These will give a more in-depth view of staff feelings regarding stress but, realistically, only a small number of staff can be interviewed in this manner because the process is time consuming.

9. Improve communication research

Communication research is one of the areas where organizations need improvement. Organizations need to conduct communication research. Communication research is disciplined inquiry that involves studying communication phenomena in a planned manner and reporting it so that other inquirers can potentially replicate the process if they choose.

In communication research organization can assess the problem of the organizational communication. The input of the communication research can be utilizes and make the organizational communication more effective.

Many organizations have paid attention to communication. Over the years, some innovative and successful practices have been evolved in a number of Indian organizations. For example, in BHEL (Bhopal Unit), Management Employees Communication Meetings (MECOMs) have been effectively used. A MECOM as an open forum, in which more than 700 persons participate. It has contributed to mutual sharing of information and concerns and better understanding between management and employees. It has helped in effective implementation of decisions. Establishing this system was not easy: a great deal of OD work had to be done prior to and during the evolution of MECOM.
In Tata Iron and Steel Company (TISCO) the Chairman keeps communication with his employees by answering every letter that is addressed to him (some 80,000 in a year) and has an open house at his residence between 7 and 9 every morning where anyone can walk in and discuss personal or work-related problems. He also holds dialogues with large groups, sometimes consisting of as many as 2500 persons.

Communication ensures the flow of goal-oriented information and messages between different individuals and groups in all directions, to help them perform their roles more effectively. Communication minimizes distortion of information Communication also minimizes hierarchical and psychological distance and maximizes collaboration amongst individuals and teams in an organization. More specifically, the following are the objectives of communication in an organization: information sharing, feedback, control, influence, problem solving, decision making, facilitating change, and facilitating group development get achieved.

10. HRD audit should be mandatory and disclosed on website.

The HRD audit should be mandatory for all organizations and the at least brief details about the outcomes should be disclosed on the website of the transitions. This information will help researchers to analyze and give suggestions to make future improvements if the HRD systems.

The Very good format of the HRD audit is develop by the T.V.Rao and Udai Pareekh(1992) which organizations can implement easily.

References.


265
11. **Develop the organizational culture which is supportive towards the HRD.**

Managers in the organizations would be confronted with the need to reorient culture, thinking and paradigms. HRD as a function and as a prime mover would need to focus on this changing and emerging role. Prior to designing HRD intervention, it is important to clear the “managerial culture” that is intended to be developed. Research evidence shows that HR practices along with culture do affect efficiency in the organization. There are hardly or very few studies which show a link between HRD practices and organization culture. Organizations can also be developed and do make attempts to socialize their employees through HR practices, to develop congruence between the persons and the jobs, the personal values may have serious impact on culture. Singh Anil Kumar (2009) \(^{124}\) attempts to examine the effect of HRD practices on organization culture of some leading private and public sector organizations in India. The study revealed that the human resource development practices are a strong predictor of organizational culture both in private sector and public sector organizations in India.. Singh has been criticized for oversimplification that defeats the purpose for which the typology was considered necessary. Despite the criticism his work remains important in the field of HRD and culture. Thus the organizations need to focus on the culture require for the success of HRD rather than simply implementing HRD practices.

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**References.**

7.3b Suggestions to make training function effective

12. Training should be Learner-centered and performance based.

Training should be about the learner (trainees) and focused on eliciting performance (what you expect them to do after the training) which is ultimate.

13. Analyze the learning style of the employee before training program

Organizations are weak in analyzing the learning style of employees before sending them for the training. The analysis of the learning style helps organization to keep employees motivated for the Training. The information about the learning style of employees also help trainer to design the training module. The details about the learning style and their assessment are given in the proposed model.

14. Create motivation among the employees about the training program

Motivation to attain the training program is low among the employees. As the motivation for the training program and transfer of the learning on the job is having positive relationship there is need to increase the motivation for the training among employees. Organizations can apply following strategies to bring motivation for training program among employees.

a) **Rationale** – Define why organization is conducting the training. Determine the need and be able to state what the benefit of the training is to the employees.

b) **Objectives** – Tell your employees what they are about to learn in concrete, verifiable terms. Make sure the objectives are actionable and measurable.

c) **Activities** – Have them do what you want employees to learn. Create opportunities for employees to practice what they are learning.

d) **Evaluation** – Design the specific technique to evaluate effectiveness of the training program.

e) **Feedback** – Confirm or correct the employee’s work after training. If your employees work is correct, acknowledge their accomplishment. If they are incorrect, help them see where they made their mistake and offer guidance.
15. Improve transfer of learning on the job after training

Organization need to improve the transfer of the learning on the job which is ultimate aim of the any training program. The following strategies will help organizations to make learning transfer effective.

a. Mentor Trainees for the Training program.

Prior to training, HRD managers and trainees’ supervisors are responsible for the preparation of trainees for the training programs and for the course design.

- HRD managers and supervisors need to ensure that trainees are ready to participate in the future training programs. Programs should be tailored to trainee needs and trainees themselves need the freedom to choose which training programs they need to attend (learner readiness).
- HRD managers and supervisors should evaluate the strengths and weaknesses of the trainees to determine the pre-requisites that trainees need before sending them to training (personal capacity for transfer).
- Trainees need to know that the purpose of training is to improve job performance (performance-self efficacy).

- Trainees need to know that the effort they put into transferring their learning will lead to improved job performance (transfer effort-performance expectations).

b. Prepare the expectation list of the employees

Prepare the list of expectations of the employees form the training program and expectation form the organization. Here it is require to analyze what are the help and support the trainees is required form the organization to transfer their learning. This will help organizations to make the necessary arrangement for the trainees to make learning transfer effective.

c. Take some post training efforts

- Understand the negative effect of sanctions or criticism on trainees trying to apply their training on the job (supervisor sanctions).
• Provide trainees with frequent, structured and constructive feedback regarding their job performance when they apply the training (feedback).
• Provide trainees the task on the job and adequate resources (i.e., financial and equipment) for trainees to apply training (opportunity to use).
• Provide trainees the opportunity to share their experience attending training and to share the new learning through presentations or teaching their colleagues (sharing behaviour).
• Ensure information systems that support knowledge sharing are in place. (sharing behaviour).
• Reward trainees through encouragement, praise or by allocating meaningful and interesting tasks when trainees share their learning (personal outcomes-positive).

The suggestions reported above create an extended set of tasks for HRD managers who seek greater transfer of training effort. The following research also supports above suggestions for successful training transfer:

• The better trainees understand the underlying principles, concepts, and assumptions of the skills and behaviors they are learning, the more successful the far transfer (Goldstein, 1986)\textsuperscript{124}.
• The more trainees practice in different contexts and use novelty in their practice exercises, the more successful the far transfer (Baldwin and Ford, 1988; Goldstein, 1986)\textsuperscript{125}.
• The more encouragement trainees receive during training to discuss and apply the training in situations of their own choosing, the more successful the far transfer (Noe, 1986)\textsuperscript{126}.

References.
• The more encouragement trainees receive after training to apply the training to situations other than those for which they were trained, the more successful the far transfer (Goldstein, 1986).127.

16. Pre and post evaluation of the training program.

Analysis shows that organizations give low importance to training evaluation compared to other training activities: training need analysis, planning and designing training program. Thus the organizations should realize the importance of the training evaluation. Most of the organizations undertake training evaluation, but it is usually at the easiest and lowest level—the measurement of trainees reactions through happy sheets. Reactions are important and the happy sheets serve a purpose, but will not be enough to justify a greater investment in training. Organizations need to make sure that the Return On Investment (ROI) on training pays off. Training should be measurable in order to determine effective ROI. Many models are available to calculate the ROI of training program for example Jack Phillip Model.

Analysis shows that organizations don’t give much importance to pre training evaluation which is with post training evaluation. Pre training evolution serves the base for instructional design and post training evaluation. Therefore it is suggested that the pertaining evolution should be done for training programs to make it more impactful.

17. Follow up to training activities.

The main focus of follow up activities is to assist positive transfer of learning of Training. Follow up permits identification of the barriers to transfer in the working environment, helps address those issues and contributes to maintaining participant motivation to apply learning.

The different types of follow up practices such as coaching, training team, technical advisors, support groups, network etc organizations can use.

References.

18. Involvement of line Manager in Training and Development Function.

The potential advantages of line manager involvement in learning and development have long been recognized.

The line manager is in a unique position to reinforce learning from Management Training or other forms of development, by integrating them into an employee's working life and promoting a positive approach to these types of activities. So how should a line manager be involved in their staff's Management Training and development?

1. The first area of involvement is for the line manager to set clear expectations with their staff, both in terms of what they need to deliver (job responsibilities, targets etc) and how they are expected to deliver these things (approach, behavior at work, etc).

2. The next area of involvement is conducting performance appraisals and agreeing personal development plans, i.e. measuring the “gap” between what an individual delivers (and how they do it) and what is needed.

3. In agreeing personal development plans line managers should not just ask “What are this person's weaknesses?” but should also ask “Where will learning and development add the greatest value to their performance?”

4. Line managers should understand the breadth of learning and development interventions that are available to them. For example, too many turn to the ubiquitous management Training courses, or “Presentation Skills Course”, when in reality there are hundreds of development actions that an individual can take from reading a book to learning to play chess.

5. Line managers should also take on more of a coaching role with their staff. Significant relationships exist between the effective provision of coaching and guidance by the line manager and levels of employee satisfaction, commitment and motivation.
6. Finally, to be truly effective line managers need to understand their role as a “sponsor” of an individual’s or team’s learning and development. For example, it sends completely the wrong message to someone if a manager asks them to attend a management training course but then prevents them from attending some or all of it. As a sponsor, the line manager should:
   · Invest time, energy and enthusiasm in their employees development.
   · Demonstrate public commitment to management training and development by “walking the talk”.
   · Sanction any hindrance or blocking behavior from employees reference their learning and development.
   · Be clear with their teams the importance of management training and development in raising standards and performance.
   · Recognize successes.

Too often education and development is the province of HR or the training department but by becoming more involved in their managers training and development, line management will have a greater impact on their teams performance and capability, which will ultimately impact the performance of their organization.

19. Start out small.

Before rolling out any training program to the masses, rehearse with a small group of trainees and gather their feedback. This sort of informal benchmarking exposes weaknesses in your training plans and helps you fine-tune the training process. This well also help to positive environment for the training program in the organizations.
20. Organizations need to support the research.

As the business environment changing at fast pace, the HRD should be able to cope up with it. This dynamic environment created need for continuous research in the field of Human Resource Development and employee training. Research is required to bring innovation in the field of HRD, but not possible without the clear and authentic data from corporate sector. Some organizations are reluctant to share the information with researcher which slows down the innovations in the field. Therefore it is suggested to the corporate sector of India that always supports the research by proving necessary information with researchers. The findings and suggestions of these researches will be useful for modifying present HRD practices.
Suggested Model
Figure 7.1: Suggested Training Model

(APCPE Model)

- **Analysis**
  - Need Analysis
  - Employee Readiness
  - Learning style of Trainees
  - Learning Transfer Climate

- **Prepare**
  - Expectation lists of trainees
  - Venue, Schedule and trainer

- **Communication**
  - To Trainees
  - To Trainer
  - Content
  - Training techniques
  - Trainer’s skills
  - Learning Environment

- **Motivation**

- **Perform**
  - To Trainees
  - To Trainer
  - Content
  - Training techniques
  - Trainer’s skills
  - Learning Environment

- **Evaluation**
  - Using Available Models
7.4 APCPE Model

This model is based on the problems of training function of the organization in India and it is an attempt to resolve it. APCPE here stands for Analysis(A), Prepare(P), Communication(C), Perform(P) and Evaluation(E). This is five phase model, each phase is described below.

1. Analysis

In most of the training process the analysis phase is nothing but the training need analysis. Training needs analysis process is a series of activities conducted to identify problems or other issues in the workplace, and to determine whether training is an appropriate response.

The needs analysis is usually the first step taken to cause a change. This is mainly because a needs analysis specifically defines the gap between current and desired individual and organizational performances. Only gap identification is not enough in the Analysis Phase. Therefore this model suggests others factors which should be analyzed along with training need analysis before designing training program.

*Analysis phase includes analysis of:*


b. Employee Readiness.

c. Learning style of Trainees

d. Learning transfer Climate
a. Training Need Analysis

Most of the organizations start their Training Functions from Training Need Analysis. An analysis of training need is an essential requirement to the design of effective training. The purpose of training need analysis is to determine whether there is a gap between what is required for effective performance and present level of performance. Training need analysis is conducted to determine whether resources required are available or not. It helps to plan the budget of the company, areas where training is required, and also highlights the occasions where training might not be appropriate but requires alternate action.

The very popular models can be used to analyze the need analysis like McGhee & Thayer Model and Goldstein model.

The Training need assessment is base for planning for Training and Development Functions like.

i. Prepare Training Calendar

ii. Budget Allocation for training function

iii. Selection Of trainer

iv. Helps Trainer to Prepare Training Module

v. To set Evaluation Criteria

The need analysis report and objectives of the training should be communicated to the employees immediately so that their readiness will be checked.

b. Analyze Employee Readiness

Any Training program will be successful if employees motivated to attained that and transfer their learning on the job. Therefore Organization should ensure that the employees are ready and motivated to attained the training program and if not develop this type of motivation among them. The analysis of employee readiness for the training program will help organization to get maximum return of investment from training.
Analysis of employee readiness in following steps:

a. *Share the information with the employees.*

Assessment of the employee readiness is possible if organization share complete information with the employees. Information should be shared in the following format:

i. Training Need Assessment report

ii. Objectives and benefits of the Training program

iii. Information of Trainer, Schedule and Venue

iv. Information about Brief overview of Training Module (Content)

v. Evaluation Technique and Criteria

b. *Analyze the employees’ readiness*

To analyze the employees readiness for particular training program before sending them on the training following factors can be analyze following factors:

i. How Employee perceive the training program .

ii. How much they believe that they can learn training content.

iii. What they understand about the benefits of training.

iv. What is their expectations for learning and performance.

v. How much they are aware of their career interests, training needs and goals.

vi. How much they understand the effects of work environment like situational constraints or social support.

vii. How much they possess basic skills.

viii. Reasons for low readiness of employees for the training program.

The Questionnaire or Interview method is recommended here to analyze the Employee Readiness. The organizations can design questionnaire based on above mention factors. The questionnaire or the interview should not be time consuming and should be understandable (
Sample Questionnaire appended, refer Appendix 4). Organizations can have their own customized questionnaire for analyzing readiness of the employees.

**C. Learning style of Employees**

There is the idea of different strokes for different folks. Different people learn in different ways and therefore a training programme that suits one type of person might not suit another. Therefore even training content is beneficial for them, they may lose the interest or low learning. This may be because the instructional design doesn’t match the learning style of the trainee. Learning style is the way students begin to concentrate on, process, internalize, and remember new and difficult academic information (Dunn & Griggs 2000)\(^\text{127}\).

A trainer have his own preferred learning style and he will tend to assume that what is good enough for him is good enough for everybody else - but this is a selfish rather than a professional attitude. Training courses should be designed with plenty of variety so that although trainer may not please all of the people all of the time you will please all of them some of the time and, in the process, trainer will help them to understand each other's differences so that they become more tolerant and understanding of other people in their workplaces.

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**References**


Thus the Assessment of the learning style of the employees (trainees) should be done prior and this information should be passed to Trainer so that he will design the training program accordingly. Thus the learning styles of the employees are the base for Instructional Design specially in selection of the Training methods.

For Example according to KLOB Learning Model the training methods varies with learning styles. He divided the learning style in four types and explains as follows:

**i. Activist**
A lively outgoing individual always keen to try new experiences, was sent on a course that involved listening to lectures, reading the accompanying notes in a manual, and watching videos.

Therefore

- Learns best from short here-and-now tasks
- Tries anything once and is enthusiastic about new activities
- Throws herself into action based courses, games and exercises, especially anything competitive

**ii. Reflector**

A quieter, more cautious, individual, has a preference for sitting back and watching others, preferring to think before acting. He was sent on an outdoor leadership event. The course involved being selected at short notice to lead a team. Feedback on his performance was given by both instructors and fellow team members.

Therefore

- Learns best from standing back and observing what's happening
- Prefers to collect and analyze data before coming to a conclusion
- Enjoys watching people in action

**iii. Theorist**

Could be described as a perfectionist, with a tendency to think things through in a logical step-by-step way, while questioning and probing basic assumptions behind something. She was asked to attend a sensitivity training programme. An integral part of this involved opening up to situations she was facing and talking through her feelings.

Therefore

- Learns best when reviewing content in terms of a system, model or theory
• Tends to be detached and analytical
• Puts great stock on rationality and logic

iv. Pragmatist

Is practical and is always looking for new techniques or ideas to try out in the job. He was sent on training where individuals were not encouraged to make links between the content and their own jobs. Consequently he described it as too 'ivory tower' and of little practical value.

• Learns when there is an obvious link between the subject matter and a problem or opportunity on the job
• Searches for new ideas and the chance to apply them to a relevant situation
• Likes to get on with things, rather than having long, open-ended discussions

Thus information of the learning styles of the Trainees should be known to the Trainer so that he can design the effective Training module which suits to learning styles of trainees or most of the Learning styles.

How to analyze learning styles?

Different models are available to analyze the learning style like popular are:

1. Learning Style Inventory (LSI) by Devid Klob (Refer Appendix 5)
2. Fleming’s VARK Learning Style Test (Refer Appendix 6)
3. Jackson's Learning Styles Profiler (LSP)

1. The Learning Style Inventory (LSI) is connected with Kolb’s model and is used to determine a Trainee’s learning style. The LSI assesses an individual’s preferences and needs regarding the learning process. It does the following: (1) allows trainees to designate how they like to learn and indicates how consistent their responses are, (2) provides computerized results which show the trainees’ preferred learning style, (3) provides a foundation upon which trainer can build in interacting with students, (4) provides possible strategies for accommodating learning styles, (5) provides for trainees involvement in the learning process; 6) provides a class summary so trainees with similar learning styles can be grouped together.

One of the most common and widely-used categorizations of the various types of learning styles is Fleming's VARK model (sometimes VAK).

1. visual learners;
2. auditory learners;
3. reading/writing-preference learners;
4. kinesthetic learners or tactile learners.

Fleming claimed that visual learners have a preference for seeing (think in pictures; visual aids such as overhead slides, diagrams, handouts, etc.). Auditory learners best learn through listening (lectures, discussions, tapes, etc.). Tactile/kinesthetic learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.). Its use in pedagogy allows Trainer to prepare classes that address each of these areas. Trainer can also use the model to identify their learning style and maximize their educational experience by focusing on what benefits them the most.

3. The Learning Styles Profiler (LSP; Jackson, 2002) is a modern measure of individual differences in learning style. The LSP is based on a neuropsychological model of learning, modeled on principles of approach and avoidance, and argues for the division of personality into temperament and character. There has been little research into the psychometric structure and predictive validity of this instrument. The learning styles here are four types: initiator, reasoner, analyst, and implementer. (Available on http://www.cymeon.com/lss2.asp and http://www.learning-styles-online.com/inventory/)

Thus the analysis of learning styles is necessary to make effective learning during training program this will also increase transfer of learning on the job.

d. Analysis of learning transfer climate

Learning transfer climate includes organizational factors like supervisor support, supervisor section, peer support, and situational constraints aids(opportunity to use) of the actual job setting in which the training will be utilized. It is the trainees’ perception of the
environmental favorability and what he she expects o encounter in the work setting that influence motivation to transfer. Prior knowledge of the transfer climate into which trainees would return could influence their Motivation to learn as well as their motivation to use the Training and thus their Transfer behavior.

Thus following factors should be evaluated to know the learning transfer climate of the organization (Refer Appendix 7 for checklist).

i. Supervisor support, supervisor section, Peer support,
ii. Resources, tools and information that allow trainees to use their Training
iii. Time organization is giving to utilize the Learning
iv. Benefits (Rewards) organization is giving for application of learning
v. Evaluation technique Organization is using to Evaluate Learning Transfer

2. Prepare

The second phase of the model is to Prepare for the training. This step plays important role to motivate employees for the training so that objectives of the training will be achieved.

Two Main responsibilities in this phase are:

a) Prepare Expectation list
b) Prepare Schedule, Select Venue and Trainer

a. Prepare Expectation List

After analyzing the need, readiness, learning styles of the employees, learning transfer climate of the organization the expectation list of the employees should be prepared.

In expectation list following factors should be considered:

A. Expectation of the employees form Training Program about:

   i. Content.
ii. Methods

iii. Time period

B. Expectation of the employees from Organization for learning transfer climate like:

i. Supervisor support, supervisor section, peer support.

ii. Resources, tools and information that allow trainees to use their training.

iii. Time organization is giving to utilize the learning.

iv. Benefits (Rewards) organization is giving for application of learning.

v. Evaluation technique Organization is using to Evaluate Learning Transfer

Organization needs to design the training program according to the expectation list of the employees and same information should be passed to the Trainer. To make the transfer effective organization need to make transfer climate positive for the employees if possible on the basis of expectation list.

This is the stage where the organization can develop the motivation among the employees towards training program and ensure maximum transfer of learning on the job.

b. Prepare Schedule, Select Venue and Trainer

After complete analysis the training Manager need to prepare the schedule of the Training program after selection of trainers and venue.

Who actually conducts the training program depend on the type of training needed and who will be receiving. On the job training is conducted mostly by supervisors, off the job either in-house personnel or outside trainer. While selecting the trainer his creditability for the topic should be assessed.

While selecting Venue for the training following factors should be assessed (If In-House or own Training Centre is not Available)

i. Location

ii. Facilities
iii. Accessibility  
iv. Comfort  
v. Equipments  
vi. Timing  

Careful attention of these operational details will contribute to the success of the training program. This part of the training program may be outsourced. Employees can be send for the training program to the corporate training center according to their requirements.

3. Communication

Communication plays important role here to improve employee readiness for the training program which is third phase in this model. Communication is to trainer as well as trainees should be done here. Following information should be communicated to trainer and trainees.

Trainer:

   i. Need Analysis  
   ii. Learning style of the Trainees.  
   iii. Expectation list of Trainees.  
   iv. Organizational learning transfer climate.  

Trainees:

   i. Training need analysis  
   ii. Training Schedule, Venue, Trainer.  
   iii. Training Module.  
   iv. Training evaluation technique.  

The communication step will help trainer to prepare according to requirements of the Trainees and Organization. This step also gives clear picture about the Training Program to the Trainees, thus plays important role in employee motivation.
4. Perform

This phase is nothing but the actual execution of the Training Program. The success of this phase depend upon:

1. Match of the content and training needs of the employees.
2. Match of the training techniques with employee learning styles.
3. Trainer’s competencies and skills.
4. During evaluation of training program.

Instructional Design plays important role in this phase of the Training Program. Therefore Trainer should carefully design the Instructional Design. ADDIE model, Dick and Carey Model can be unutilized for instructional design. ARCS Model of Motivational Design can be used to motivate employees to motivate during training program. The communication about the training need analysis, learning style of the trainees and information about learning climate of the organization to the trainer, will help him to prepare training module.

The selection training techniques should be based on the trainees’ need and learning style. The trainer should be competent enough in deliver the content effectively and ensure maximum learning.

During evaluation of the training program is must so that necessary changes can be done same time.

Learning environment of the organization effects the on the job training or the transfer of learning on the job. Therefore organization needs to ensure that learning environment of the organization should be positive for learning( Details of learning environment given in suggestions).
5. Evaluation

Evaluation is about the assessing the effectiveness of the Training program. There are many models available for evaluating the Training Program. Very popular among them is Kirkpatrick Model of the Training Evaluation. But the Accountability of the Training program should be measured by calculating their Return On Investment. While expenditures have grown, many training departments have not taken the extra step to show the payoff of their efforts—particularly the more elaborate, comprehensive, and expensive programs. Tools and techniques to measure return on investment (ROI) are now available, and the process has become reliable and acceptable. Measuring the return on training investment should be a requirement in most organizations, at least for some programs.

All the phases given in the model will help organizations to increase motivation among employees towards training. It will also improve the transfer of learning on the job, as it has direct relationship with employee motivation. Thus this model will solve two main issues of the training program i.e employee motivation towards training program and transfer of learning on the job.
7.5 Feedback for the Suggested Model.

The model is tested with five organizations and their feedback is analyzed. Questionnaire is used for taking feedback from organizations.

Feedback on the basis of the following factors has been taken:

6. Effectiveness in comparison with their present system
7. Effectiveness in solving their problems related with training function like low employee motivation for the training, Low transfer of learning on the job.
8. Efficiency of the suggested model
9. Complexity of the suggested model
10. Interest in using the suggested model

Findings:

Effectiveness in comparison with their present training system or model.

1. Four Organizations given feedback that the suggested model is effective than their present system
2. One organization given feedback that model is somewhat effective than their present system of the training

Effectiveness in solving their problems related with training function

3. Almost all organizations agree that this model is very effective in solving their problems related to training function like employee motivation for the training and Low transfer of learning on the job.
Efficiency

4. All organizations given a feedback that model is quite time consuming specially in the Prepare phase
5. Cost is also high to prepare number of questionnaires or conduct interview for analyzing learning styles, environment for learning transfer, for preparation of expectation list.

Complexity

6. Three organizations is agree that the model is not at all complex in any of the phase
7. One organization given a feedback model is complex in Prepare phase
8. One organization given feedback that model is complex in communication phase

All five organizations are interested to implement the model but require the prior permission of the top management and help of researcher in implementation phase
7.6 Scope for Further Research

The findings and suggestions given in the research are based on in-depth analysis. The analysis is based on the survey conducted with 100 organizations from 11 sectors. The research can be extended with other sectors which are not covered in this research.

The different models already available for employee training which are effective enough if implemented in their proper perspective. However it has been observed during the course of my research that barring a few reputed organizations the HR models are not being implemented in their proper perspective. Hence there is enough scope for research by experimenting the existing model in their proper dimensions.

This research also suggested the APCPE Model for the employee training. The feedback about the effectiveness of model has been taken from five organizations. Hence further in-depth study can be done for testing the effectiveness of this model.

The research analyzed the different issues related to employee training like poor learning and transfer of learning on the job. There is need to conduct the specialized study for improving learning during training and transfer of learning on the job.

The special research can be done for suggesting the strategies to improve the motivation among employees about the training.

The academic research available on Human Resource Development already fewer, thus there is lot of scope of research in the field of HRD.