

“A Study Of Evaluation & Effectiveness of
Training Activities in Automobile Companies
with Special Reference to Force Motors Ltd.,
Akurdi, Pune”

Submitted for the degree of
Doctor Of Philosophy in Management

By

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March, 2011

DECLARATION BY THE CANDIDATE

I declare that the thesis entitled “A Study Of Evaluation & Effectiveness of Training Activities in Automobile Companies with Special Reference to Force Motors Ltd., Akurdi, Pune” submitted by me for the degree of Doctor Of Philosophy in Management Faculty is an original research carried out by me under the guidance of Dr. Rashmi Hebalkar and has not formed the basis for the award of any degree, diploma, fellowship, titles in this or any other university or other institution of higher learning.

I further declare that the material obtained from other sources has been duly acknowledged in the thesis.

Place: Pune

Signature of the candidate

Date: 22nd March 2011

Satish Bendigiri

CERTIFICATE OF THE GUIDE

Certified that the work incorporated in this thesis “A Study of Evaluation & Effectiveness of Training Activities in Automobile Companies with Special Reference to Force Motors Ltd., Akurdi, Pune” submitted by Mr. Satish Bendigiri was carried out by the candidate under my supervision and guidance. Such material as has been obtained from other sources has been duly acknowledged in the thesis.

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ABSTRACT

It is said that the development of any country is known by the number of cars amongst other products the country has produced. The different models are produced right from the entry stage to the high end users, and the customers buy the car and utilize it. After Henry Ford invented the car and the production of the latest 1 lakh rupee car Nano in India, the car manufacturing industry has seen sea change. The General Motors of US which is already on the brinks of closing down the shutters has got boost of life in India. Indian car segment have proved to be competitors to the latest cars from US, Germany and Japan and have given run for their money. Maruti in India has almost 51% share of the market, and is known for its quality. The mechanism for improvement in the quality is through instilling of skills and knowledge by providing world class training to the employees. Success in this dynamic sector largely depends on the availability of the trained and qualified workforce who are able to deliver and consistently maintain company's operational standard very high. The success is directly attributable to the training provided. Hence the purpose of this study is to investigate Training & Development activities in one of the Automobile Company known for its high quality commercial vehicles, situated in Pune. The idea behind selecting commercial vehicle and passenger car manufacturing company is the understanding that commercial vehicles are backbone of the commerce of the country when they are engaged in the transport of goods from one place to another. The chassis and the body are required to be sturdy and the vehicle should be able to with stand the pressure of Indian road conditions and erratic weather. If a company withstands these pressures while manufacturing commercial vehicles, it can foray into passenger car manufacturing any time it feels like venturing into it, the car and commercial vehicle engine being the same. The study evaluates the effectiveness of Training and Development activities in the organization, called Force Motors Ltd Pune.

STATEMENT OF THE PROBLEM AND RESEARCH QUESTION FOR THE MAIN STUDY

- 1) The central research question of the current research is to review and analyze training activities conducted by selected automobile company and to check the effectiveness of training activities from the view point of trainees.

In the light of the above main question following sub questions emerge:-

- 1) What type of training and development activities are conducted and what are their characteristics?
- 2) Whether the employees have benefitted by the training and development activities?
- 3) Does the effectiveness change according to the course objectives communicated to the employees?

RESEARCH OBJECTIVES

The specific research objectives are as under-

- 1) To review and analyze training activities conducted by selected automobile company.
- 2) To check the effectiveness of training activities from the view point of trainees.

HYPOTHESES

In line with the issues derived from the literature review and the research problem statement, the hypotheses which are developed for this research are as below:

- 1) Selected automobile company adopts systematic approach towards its training activities.
- 2) Training activities conducted by the selected automobile company prove beneficial to the trainees and help in increasing their effectiveness.

STRUCTURE OF THE STUDY

RESEARCH METHODOLOGY FOR THE MAIN STUDY

The research design is the descriptive analysis of the study as it has graphic style since it has been written after the events have taken place. It is the investigation of the training and development conducted during 2008 and 2009 and so it is a post facto research. The research methods used in this research study are summarized below-

(a) **Research population and sample selected for the study.**

The target population for the study is the employees of the managerial level, who have participated in the training and development programme in 2008 and 2009 in the company under study. The samples selected are around 282 managerial level employees. There were 300 questionnaires distributed but 18 were not returned. Therefore 282 questionnaires were considered for this study.

(b) **Parameters and variables for the study**

The dependent variables have effect on employees' performance. The independent variables were measured; with the main training and development programme which requires planning of training, development of the study material or syllabi, actual delivery of the training and further evaluation of the training either before the training or after the training. While this is being done some sub-variables such as number of training programmes conducted, frequency, place, methods, materials, contents and the quality of the trainers were also studied. Other independent variables were age, qualification, designation years of service etc.

RESEARCH INSTRUMENT DEVELOPED

- (1) A Questionnaire of 9 parts related to training and development activities was developed. To measure the importance of training and development activities, a cumulative ratings scale known as Likert scale was used. 80% of the questions have five point summative

rating scale ranging from strongly agree to strongly disagree. This was used to determine degree of agreement about the contribution of training activities. In addition to this multiple response questions were also used.

- (2) A structured open ended questionnaire was prepared for the purpose of interviewing the HR managers of Force Motors, Mahindra & Mahindra and General Motors in order to obtain qualitative information to explore perceptions of their employees about the training programme and their experience regarding the overall training and its impact on them and the organization. It was understood that the training programmes were more or less same in these automobile companies since all were manufacturing identical products. Hence to make a detailed study, Force Motors Ltd was selected.

These questionnaires were piloted and validated to ensure the validity and reliability.

DATA COLLECTION AND ANALYSIS

Data have been collected from both primary and secondary sources. Secondary data have been collected through comprehensive literature review and on internet. The primary data were retrieved through field visits. Detailed study of the selected unit and analysis of Training & Development activities was carried out in this unit. Through 282 valid questionnaires and number of interviews, the data collected were analyzed using the Statistical Package for the Social Science (SPSS) version 17.0 to determine frequencies, percentage, means and standard deviation, coefficient alpha, correlation statistics and other techniques.

LIMITATIONS

The limitations were as below-

1. The analysis is restricted to the organization under study and its employees only.
2. The study has covered the training and development conducted in 2008-2009.

3. The information on training and development activities was taken from the records available from the units as well as from those who had undergone the training and development.

FINDINGS FROM THE OPINION SURVEY

1) COMPANIES FROM VARIOUS SECTORS COVERED IN OPINION SURVEY:

- a. consider training need identification as primary task before designing training programme.
- b. use performance appraisal as basis for training need identification.
- c. agree to well defined mechanism for evaluation of training programme.
- d. have well defined evaluation objectives.
- e. make follow up for outcome after training.
- f. preserve evaluation data for future use.
- g. have trained their staff for evaluation methods.
- h. consider evaluation of training as an integral part.

2) THE EVALUATION MODEL USED

- 1) It is evident that all the companies follow Kirkpatrick model of evaluation. The reason for following this model is because it is easy to use.
- 2) All the companies have suggested that Kirkpatrick model of evaluation the best model. The reason for this is again the same – it is easy to use.
- 3) It is evident from the answers that almost all the companies evaluate their training once in year.
- 4) 90% companies have similar objective of training evaluation and that is “to determine the extent of knowledge, skills and changes in the attitude because of training”.

FINDINGS FROM THE MAIN STUDY

- 1) Majority of the workforce have steady years of service with the organization. Almost 35% of people are with the organization for more than 16 years whereas 25% are with the organization for more than 14 years. These both combined to 60% of work force which is with the organization for almost 15 years.
- 2) As far as training programmes are concerned, around 50% of them have been carried out by internal faculty and 50 % by external faculty. Thus, there is a judicious mix of internal as well as external faculty for carrying out the training activities.
- 3) The type of training such as on the job and off the job; it is found that almost all the employees have undergone both on the job and off the job training .
- 4) The overall impression about the training programme is very good as 84% of employees have agreed to the fact that training programmes are good.
- 5) Majority of employees' preference about the learning environment is in house and in training centers whereas least preference is given to adventure sports and Force Motors has given the same learning environment as desired by the employees.
- 6) Most of the employees have said that they are consulted before they are sponsored for training.
- 7) 67% of the employees agree to HRD department conducting briefing and de-briefing sessions before sponsoring them for training, where as 5% strongly agree to it.
- 8) Almost all the employees agree to the information that training objectives are communicated to them.
- 9) Almost 62% of employees have agreed that communications between them and their seniors takes place before they go for training. 4.61% of employees strongly agree to it.

- 10) Major chunk of the employees agree to statement that training content are practical to their job and agree to the reality that training programme contents are valuable for their career.
- 11) There is absolutely no disagreement by the employees in saying that training contents have added value to their functional abilities.
- 12) Most of the employees have agreed that training content is well organized, training contained variety of methods and that the training programme were adequate for their learning and the duration of the training was also adequate.
- 13) All employees are satisfied with classroom, boarding and lodging facilities where training is held.
- 14) All the employees say that training material and tools as well as library facilities and handouts are good.
- 15) When asked about the trainer quality, employees agree that the trainer knows the subject matter thoroughly. That he encourages the interest on the topic he covers; that he explains training programme in details and helps with the problems encountered by the trainees. He also monitors the progress of the trainees and gives practical examples.
- 16) When asked about opportunity for application of training all the employees agree that they are given adequate free time to plan their work after they return from training; that right kind of climate is provided to implement new ideas acquired through training; that they are benefitted from the training and its objectives; that training has contributed to their functional abilities; they are able to do their jobs more efficiently after the training programme and that they have made some contribution because of training.
- 17) On enquiring about the benefits and effects of training courses, (which was the main objective of the research study, as well as the hypothesis,) 40.78% of employees

strongly agree and 58.51% agree that training increased their work knowledge. The combined percentage comes to almost 100%. Next, almost 96% of employees admit that training increased their skills. Further 99% of employees agree that training improved their behavior and attitude and 99% went on agreeing that training had improved their confidence. Further investigation revealed that 98% agreed to training improving their communication skills and 98% said that training has increased their motivational skill. All the employees agreed that training increased their performance. Further they agreed that training increased their involvement with the job.

18) To make the statement that the company adopts systematic approach towards training the researcher decided to find out the correlation between the trainer quality and increase in the work knowledge, skill, behavior, attitude, confidence, communication, motivation, performance and satisfaction, and the correlation of the opportunity for application of training by employees increases the work knowledge, skill, behavior, attitude, confidence, communication motivation, performance and satisfaction, by using the statistical tools to make the hypothesis stand the test. The correlations measure the degree of association between two variables and measure the extent to which they are related. In this case the results were positive and it was proved that company adopts systematic training approach.

RECOMMENDATIONS

- 1 Employees of the organization under study are experienced and well educated. In this area the researcher came to know that the turnover of the employee is less. Employees get involved in day to day activities of the organizations and take full interest in the business of the organization. Thus the talent gained through experience should be utilized to train the new employees.
- 2 The in-house training sessions are mostly held where as outside the organization programmes are negligible. Programmes in the area of conference and simulations, should be included.

- 3 Training outside the company environment where trainees are not engaged in day to day work and also can be away from various problems which could be in the in-house programmes, such outside programmes are essential.
- 4 Employees have shown more interest in the various types of learning environments. Occasionally they should be given opportunity to hold their training in resorts and hotels and some kind of adventure sports like climbing hills and crossing jungle, where leadership qualities can be learnt, should be included in the training atmosphere so that the boredom is reduced and more interest is created.
- 5 As far as training equipments and facilities are considered, the quality should be improved and the number of handouts given should be increased.
- 6 It was clear from the discussion with the HR department that although evaluation was a priority, the method which was used was not sufficient to give understanding into pre- programme activities. Kirkpatrick model essentially tries to establish the post programme scenario and this may be hindrance to know the overall cycle of the training programme. Therefore pre-training programmes are required to be measured.
- 7 It is important if the allocation of the budget is made to other different areas where it is needed. The sizable percentage of the budget is used for only technical aspects and remaining 60 % caters to work culture, business development, leadership and on the job training. This needs rethinking and areas other than technical training also must receive priority.
- 8 Organizational development programmes need to be included in the curricula. This is possible when the outside experts diagnose the company from third party point of view. The involvement of external consultants including problem solving, mentoring, capacity building and development of competencies are required to be done and are pre requisite. These ideas have to be brought so that successful adaptation to change, in order to perform future jobs is achieved.
- 9 Current automobile scenes, recent advancement in the auto manufacturing technology should be made part of curricula and knowledge of the rival organization to understand the threat and opportunities may be made known.

- 10 One of the contributions of this study is establishing relationship between training and development and organizational performance. It is crucial to develop, deliver and evaluate training activities based on the expectation of the organization. The fundamental intention of training is to develop and deliver training for the competence of the employees and therefore evaluating the training is but a basic necessity. By doing this exercise only the rationale of training is established and that is training is not the cost but is an investment. Therefore to prove this point evaluation is required. As a consequence this leads to finding out impact on the organizational performance.
- 11 Sustainable organizational excellence is achieved through identifying, selecting and cultivating employees who have demonstrated superior performance, who inspire others to achieve superior performance and, who embody the core competencies of the organization and such employees be utilized to train the others.
- 12 Companies in general should make it every day affair for employees to learn meditation, yoga, Tai-Chi, Pranayama, Vipashyana, auto-suggestions and other techniques. These techniques are beneficial to the employees. Meditation is a proven technique to improve upon general well being and bringing mind in a positive state.

AREAS FOR FURTHER RESEARCH / STUDY

Further research which can be investigated from the present study is described as follows.

- 1) Since objective of this study was not to find any relationship between perceived training effectiveness and the increase in the financial performance, it is crucial to investigate whether HR managers and Training managers are interested in finding out relationship between training effectiveness and financial performance of the organizations. This really needs for increased awareness on the part of Managers to investigate the effect of training activities on performance of the organization The performance of the organization does not solely depend upon the training is true but

- still what was the percentage of the training department in the overall performance of the organization can be studied.
- 2) From the opinion survey it was found out that only Kirkpatrick model is used for the evaluation of the training programme. The research can be made to find out various other tools and techniques to find out the effectiveness of training interventions. It will be very much interesting to come out with the study on such methods which can gauge the effectiveness right from the planning and designing of the training sessions till they are delivered and finished.
 - 3) From the study of various literatures, it is noted that the training needs identification has no direct relevance with the effectiveness of the training. Therefore rather than merely trying to identify training needs just to complete the exercise, how it can be related to make it more effective can be investigated further. Qualitative research method can be used to identify determining factors of quality. In addition to this the study on Training Need Identification should reflect upon the process of TNI, which may lead to the decision of TNI and the impact of such decision on the effectiveness of the training activities.
 - 4) This study as well as some other parallel studies has indicated that the organizations prefer to get their training evaluated from their in house faculties rather than the third party evaluation. Therefore, there is need to study why organizations are reluctant to be transparent when organizations in their annual report talk about satisfying stake holders and of good corporate governance.
 - 5) The present study has analyzed the effectiveness of training from the view point of the employees (from the filled in questionnaires) and employer (from the discussion with HR managers). The further research could be in the area of impact of training on the customer satisfaction. This is important as it is ultimately the customer who buys the product contributes to the profit of the organization and from this surplus only the employees' salary is being distributed. If customer does not buy your product, even the six sigma quality of training does not help for success of the organization.

THE LEARNING ORGANISATION

Top management needs to develop the ability to understand and learn from organizational performance and outcomes. New compulsions demand that new organizational competencies emerge and new strategies are harnessed. Value centered leadership, visionary stewardship, the ability to learn from the mistakes made by themselves and those of others, seizing opportunities for change, creativity and innovation, and restoring the dignity of labour are the new HR mantras of the 21st century. How these competencies are recognized, how the existing talent is nurtured, how to create multiple teams that complement each other's efforts and how to get ahead of oneself become the major HR concerns. Empowerment and accountability must go hand in hand. HR strategy for this reason must be inseparable from HR execution. The road ahead must be well mapped, realistic and user friendly if organizational goals are to be achieved. People management must replace the term human resource management since people are not inanimate resources like silica sand and cement bricks. The sense of belonging must be so enhanced that people start saying and acting as if (a) the organization belongs to me, and (b) I belong to the organization. These competencies are developed through systematic training inputs.

PHILOSOPHY OF TRAINING INTERVENTION

On a broader scale, training is a medium of transformation. It brings a metamorphosis on a positive side and makes a person work, to achieve the solace of spiritualism through the constant work. Our sages have said that he (the man) will be able to find answer of the ultimate truth and will be able to unravel the mysteries of universe by constant interaction with consciousness and unconsciousness. How does this interaction takes place can be answered by training the mind to know the truth of the world beyond the conscious level. Training educates our mind to purify and understand that it is the work which ultimately is ethical in order to fulfill the requirement of society. Society, which is an organ of the nation, requires to be served. Society which is one of the stakeholders looks at the business as a saviour of all its woes. Once education trains our mind to be observant then the insight is developed. It is a quantum jump of consciousness from ordinary state of mind to see the life in an objective way. The first question then which would pop up in the mind is who am I? And what is my role in executing

responsibility towards society? It is not only top management but the managers when collectively join the hands can execute responsibility not only towards their organization but towards society. Organizations consist of many interwoven webs of relationships, rights and responsibilities. Many individuals and groups have a 'stake' in how an organization performs, apart from just the shareholders and members of the board. Employees, customers, suppliers and the wider community should all be considered when decisions are made, and they should be consulted accordingly. Stakeholder theory offers potential to conceptualize the organization recognizes employee relationship as a moral relationship, and the employee as a moral 'claimant' of the organization. This is where the systematic training comes to the rescue when the reputation of an organization, as a corporate citizen is at stake.

Achieving this work balance begins with knowing who you are as a person and what you need in order to be responsible. This means to be really clear and honest about what your highest value is, so you can make life-changing decisions, both big and small, with these values in mind. Training instills these values, changes an employee from an ordinary manager to the selfless leader with abundant leadership qualities, one amongst which is commitment to work. Even the Bhagvad Gita, Chapter 3. Karma-yoga talks about commitment to work. It says:

Shloka 4

NA KARMANAM ANARAMBHAN
NAISKARMYAM PURUSO 'SNUTE

NA CA SANNYASANAD EVA
SIDDHIM SAMADHIGACCHATI

TRANSLATION

(Not by merely abstaining from work can one achieve freedom from reaction, nor by renunciation alone can one attain perfection.)

Discharges of the prescribed form of duties which are laid down purify the heart and without this purification, one cannot attain success. Even a slight performance of such a principle enables one to overcome great difficulties. It means working with an intrinsic motive and

performing karma with a do good attitude; the fulfillment of economic and social objectives such as giving back to the society, the resources being used. The leaders thus developed bring a positive work culture. This culture is a set of attitudes and practices which promotes physical and mental health of the employee at the same time bringing benefits to the society at large.

The training helps the employees to develop conceptual skills at the same time keeping in mind the vision and mission of the organization. In short the workplace becomes spirited by systematic training. This spirited workplace can deliver dividends and businesses are aware of it. The potential benefits derived from such workplace, would go long way in ensuring the development of decision making skills and people skills.

CONCLUSIONS

The research on the whole provided valid empirical findings and demonstrated whether the employees and the organizations surveyed have benefitted due to training and developments conducted, and how employees transferred learning to their jobs. From the findings it is clear that organizations in general are becoming more aware of the need to understand their employees' perception /reaction to the training provided. While these are obvious advantage in understanding employees' perceptions and reaction to training and development, it is the linking of those reactions to learning and job performance in day to day activities contribute to organizational benefits and performance.

As regards to effectiveness of Training & Development on enhancing employees behavior and attitude all employees irrespective of their age group, agree that training programme changed their behavior and attitude, which indicates that to get best results in this area, Training & Development are conducted on regular basis. Moreover, T&D did have positive effect on employees' involvement and satisfaction in this organization. The results showed that the T&D can be used to enhance overall organizational performance and productivity. This indicates that T&D outcomes benefitted employees and organization. It is worthwhile to mention that T&D activities carried out were significantly related to the effectiveness.

Today's economy thrives on knowledge workers. They are recognized as an integral partner to organizational effectiveness. They give the organization its unique value, inimitable uniqueness in the area of competency. Systematic training only brings these metamorphic changes.

THE CONTRIBUTION OF THE PRESENT RESEARCH TO THE CORPUS OF KNOWLEDGE

These findings add to the corpus of knowledge in the area of HR management in general and T&D in particular. In addition, the increasing awareness about T&D will help identify the roles for HR professionals, especially during the organizational development practices. Based on these findings, recognition for importance of HR intervention is sought which will help organization to eliminate various gaps, in work process, management practices, and technological advancements, thereby progression towards core competence is possible.

This study also presents evidence that the organization which has achieved greater effectiveness in their T&D tend to have better equipped to manage the affairs of the organization. In general, organizations that have devised best training plans, have rightly designed training objectives, have accurately delivered it, and done right assessment, and coordinated these activities along with other HR practices, are more likely to achieve success. For this reason, a need for understanding the importance of these training exercises and make it all pervasive, in the automobile sector is strongly felt. It is therefore recommended that T&D specialists should devise such knowledge which may make T&D activities result oriented.

This thesis which talks about the effectiveness of training activities is a collection of the essays on efficacies and intricacies of training and development interventions which is an instrument for a turnaround of a company. While gathering the data for the present study, researcher's fascination about the four-wheeler made it possible to take a close look at the utility vehicle manufacturing industry. The information made it a possibility to make a statement that

the training activities are almost same in the automobile sector, which is because the product is identical albeit with little difference. This information is very vital to know that an employee can be fitted in any organization so long he works in the periphery of auto sector. In order to make a detailed research one organization was selected which proved to be a representative for the whole auto sector. The present study comes out with a suggestion that companies in general should make it every day affair for employees to learn meditation, Yoga, Tai-Chi, Pranayama, Vipashyana, auto-suggestions and other techniques. These techniques are beneficial not only to the employees but to the readers also and further researchers also. Meditation is a proven technique to improve upon general well being and bringing mind in a positive state. The research throws light on the training and development activities conducted in the organizations. It is heartening to know from the present research that this training provided in the auto sector is world class training meeting the requirement of six sigma and qualitative in that it can withstand the competition. The suggestions presented can make mediocre manager perform at the superior standards. Thus the manager who turns out be superior, could be rewarded in four dimensions of Economic: Their remuneration must be comparable Sociological: They must be given due recognition and status both within the organization and projected as stars outside it. Political: They must given sufficient independence authority and leeway to envision, construct and pursue their designs. Psychological: Their self-esteem, pride and belongingness needs must be suitably addressed so that their level of satisfaction is in high order.

It was also found from the research that Top management needs to understand and learn from organizational performance and outcomes. New compulsions demand that new organizational competencies emerge and new strategies are harnessed. People Management must replace the term Human Resource Management since people are not inanimate resources like silica sand and cement bricks. The sense of belonging must be so enhanced that people start saying and acting as if (a) the organization belongs to me, and (b) I belong to the organization. These competencies are developed through systematic training inputs. The present study also talks about why evaluate the training. The contribution of this research is that it has touched almost all aspects of training and development and has suggested the ways to make it more

uniform and more knowledgeable so as to bring new information in this field and help the knowledge corpus grow.

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ABBREVIATIONS

ADDIE – Analyze, Design, Develop, Implement, Evaluate

ASTD – American Society for Training & Development

BTC – Basic Training Centers

CBT – Computer Based Training

HR – Human Resource

HRD – Human Resource Development

HRM – Human Resource Management

ITI – Industrial Training Institutes

NTP – National Training Policy

OD – Organizational Development

SD – Standard Deviation

SPSS – Statistical Package for Social Sciences

SQC – Statistical Quality Control

T&D – Training & Development

TNI – Training Need Identification

WBT – Web Based Training

PREFACE

Before going in for the reading of this doctoral research thesis, let me share with you why I wanted to take up this subject of Training & Development that too in an Automobile Company. Training can do wonders and it is proved beyond doubt in the following story. Let the reader not make a mistake by word *story* as a synonym for fiction. A Systematic Training approach had brought a paradigm change in the behavior and attitude of the militant workforce of General Motors in US when they were trained by docile Japanese and made a fantastic turnaround of the organization through training interventions. The tiny Japanese were more than a match for hefty Americans and proved that the training and development of the employees can put the organization at the pinnacle of success. The story follows:-

How Toyota Was Successful Where General Motors Failed

Located in Fremont, California, General Motors (GM) had established its plant in 1962, for manufacturing Chevrolet Malibu, Buick Century and GMC Trucks. Up to 1982 the plant was a battleground between company executives and its workers. Workers considered management as authoritarian and inflexible. On the other hand management thought union as militant and out of control. Every few years there was work stoppage due to strike on one or the other ground. Absenteeism was around 20 percent and the workmen were simply not bothered to work especially during start up time. The confrontational relations with the union had made the factory unprofitable as GM decided to padlock the plant. When the gates were shut, there were 5000 workers without jobs. The plant was ultimately closed due to unhealthy industrial relations.

In 1983, the plant began reopening, this time with a joint venture between GM and Toyota Motor Corporation of Japan, under the name New United Motor Manufacturing Inc.(NUMMI). The agreement said that Toyota would assume responsibilities of running the plant under Japanese style of management. For Toyota it was an entry into US which would bring down the growing trade tensions between the two countries. Toyota would also gain experience of American trade union and suppliers. On the other hand for GM it was a chance to defuse public criticism for Fremont shutdown. It was a chance for GM to study the development of high quality inexpensive car called Nova. GM would also learn Japanese approach of cost cutting, cost effective and efficient manufacturing techniques.

Although United Auto Workers Union (UAW) opposed in the beginning slowly their opposition weakened and they signed the agreement with the NUMMI. Union agreed not to be bound by traditional job classification and rigid rules where as management agreed to hire the laid off workers. Former collective bargaining would not apply but the going wages in the auto industry prevailing at that time would be paid. Rather than individualistic shop floor management used in most US factories, the Fremont plant would be built on team concept.

Incredibly, the union and new company functioned according to the agreement. The 1st collective agreement was signed in 1985 recognizing that company and union had common goal to build “highest quality automobile in the world at the lowest possible cost to the customer”. The total investment in upgrading the original plant, additional new construction and initial operating capital was \$450 million. By April 1985, factory was ready to go into full production under Roger Smith Chairman GM and Eiji Toyoda, Chairman of Toyota, Japan. UAW leaders and officials from both the countries hailed the new facility as innovative step in labour management cooperation and chance for expansion of worldwide auto industry.

In 1985, the Nova, distributed through Chevrolet dealers, compared favorably with Toyota’s Corolla, back in Japan. The evaluating agencies admired the quality and safety norms at NUMMI plant and its products. By 1991 the plant had built million cars. A new painted plant, just in time inventory system, a body shop with 210 welding robots, support from 300 US parts suppliers, all made impressive operation with capacity of 220,000 cars annually.

This is an exclusive case of super behavioural training with a unique blend of Japanese and American features. To speed up the early learning process some 450 team leaders, hired at Fremont were sent in small groups to the Takaoka, Japan, in the plant of Toyota, for a month before NUMMI began operation. They studied in classes and received on the job shop floor training. They learned TQM, continuous improvement technique (Kaizen) team building and labour management cooperative practices. Each group leader worked side by side with a Japanese trainer on the Toyota assembly line. When they returned back to Fremont, they would train the new recruits at NUMMI sharing skills, concepts learned at Takaoka. This process took place throughout 1984. It was very decisive step in building a cultural change. The militant workers of UAW were being socialized, and that too into cooperative scheme, with totally diverse norms and values. New candidates had to undergo three day assessment methods, which trained them into factory simulation, group discussions, written tests, and personal interviews.

The base of NUMMI human relation philosophy was mutual trust and respect. Relics of the old GM culture of privilege were eliminated in the new plant. No executive parking lots and no management lunchrooms. Even office walls were removed as supervisors held their meetings on the shop floor. Everyone from CEO to downwards wore a NUMMI uniform rather than white shirt and tie. The traditional lines of demarcation between superior and worker was blurred socially and psychologically.

As stated, Toyota had managerial responsibility for NUMMI operation. Japanese executives were appointed for two top positions. Tatsuro Toyoda, son of Eiji Toyoda, Chairman of Toyota in Japan, was CEO of NUMMI. The Chief Operating Officer was Kan Higashi, also from Japan. Their goal was to set up a unique management style that would blend best practices of both the countries. The key points in the new venture were (1) stable and cooperative relationships,(2)built in quality assurance,(3) positive image of the company in the society and (4) long-term agreement with the part suppliers

Various Japanese techniques were used to bring organizational results. Workers were empowered to stop production line if problem occurred and no disciplinary action would be taken. If employee violates company policy, there was joint management union review before anyone was discharged. The first line of authority was hourly team leader and not a regular supervisor. Team leader was a coordinator of six to eight peers and formed a working unit. Such four working unit would be led by company supervisor. There were only four level of hierarchy up to NUMMI CEO. Under the earlier system of GM there were 100 job classifications like assembler, electrician where as in NUMMI merely four. This dramatic drop from 100 to only 4 offered genuine flexibility. This made work faster and safer.

Under the old system monotony and boredom was prevalent as workers were locked up in a specific role. It portrayed FW Taylor's vision of unskilled, disempowered worker split up into scientific division of labour where in manufacturing is broken up into small parts. Under the teachings of industrial engineers who were expert in time and motion studies, workers moved robotic. The outcome was boredom, resulting into absenteeism, rebellion and filthy production.

In contrast, new system liberated workers from the old shackle who then showed up new potential and this resulted into industrial tranquility. Workers enjoyed going to work the first collective agreement provided job security to UAW contract in the nation. Management was required to cut its own salaries before a worker could be laid off. This commitment was put to test practically when Nova sales slowed down and plant ran to only 60 % of its capacity. In earlier GM it would mean 300 layoffs. But it did not happen in NUMMI. All 300

workers kept coming to factory and received their pay and were being trained in new methods of problem solving. Equality of sacrifice was the new NUMMI culture and so it became known as company with a heart.

Absenteeism which was 20 percent in old factory was reduced to 2 percent in NUMMI. Unexpected absence was half percent. After three years only three grievances went for arbitration. In the NUMMI culture, roles changed. Union representatives now became facilitators of change when earlier they were spending their time in handling grievances, solving conflicts. Shop floor supervisors previously focusing on their power and authority took new role as channeling information to the workers and providing support, tools and other help.

Toyota had transformed this much maligned UAW workers into highly committed, high performance team. A plant that employed 3000 workers was able to completely reverse two decades of decline and escaped the possible fall. Not only they came out successfully but succeeded in matching the productivity of their rivals in Japan. Amazingly the Fremont plant, which was at the bottom of GM operations, was now at the top. NUMMI was manufacturing 200000 cars annually, a pointed disparity to the disastrous past from 1972 to the closing of plant. Following comparison could throw light on the difference between two management cultures.

<i>Old rivalry system at GM</i>	<i>New supportive system at NUMMI</i>
Individualistic approach	Team based approach
100 job classification	4 job classification
Hire and Fire	Stable jobs.
Emphasis on quantity	Emphasis on quality
Authoritarian management	Participative style
Union militancy	Union as partner
Managerial perks and elitism	Equality and commonality
Rigid rules	Flexible rules
Insecurity, layoff, and fear	Job security, growing employment and trust
Managerial control	Joint decision.
Strikes	No strikes
Low quality	High quality, adoption of TQM
Declining productivity	Growing productivity.

Reference:

Creating Labour – Management Partnership By Warren P. Wood and Christopher B. Meek
Addison Wesley Longman, OD Series (1998) Business Publication Inc, Mumbai.

CHAPTER 1 - INTRODUCTION

Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall. ~ Stephen Covey

1. INTRODUCTION

The share of automobile & service sector in the increasing of GDP of any country is noteworthy. It is important in a way that it is the sector providing maximum employment to the people, directly and indirectly.

This sector has tremendous competition and faces challenges from the market. Advancement in the information technology, the increased use of computer aided designs and quick exchange of information has made paradigm shift in the business being conducted. Segmented markets, greatly diversified customers have had great impact on the customer's choice. Therefore to remain in the competition, it is assumed that the people in the organization play the essential role to build the organization. And to build the world-class organization, the HRD intervention, in the form of continuous training & development is required.

HRD essentially aims at improving the performance of employees through systematic training, career development and thereby organizational development. It is evident that if HRD issues are not properly handled, then organization may face decreased performance and may start a slow decaying. Productivity may suffer and cultural clashes may increase. Employees may suffer low skills and low knowledge. Attracting and retaining talent becomes difficult task for the organization. It is also true that successful outcomes are possible only with the quality of the training provided to the employees. It is equally important to assess the need of the training, the nature of the training provided, the methods and the selection of the training programmes and ultimately evaluation of the training programmes are important for the sound health of the organization.

Training & Development (T & D) as an HRD intervention plays an important role in the success of the organization. The purpose of training and development is to increase the skills of the employees; therefore it is increasingly believed that the training expenditures are not the costs but an investment. According to Jacobs & Washington¹ fast growing companies have dedicated substantial amount of time to the professional development of their employees.

1.1 STATEMENT OF THE PROBLEM

Literature on Training & Development is very rich in the form of many books and many journals. But after going through many books and articles it is worth investigating whether the result of the efforts of the training and development practices have been undertaken. It is also essential to note the training as process efficiency. There are number of organizations where this kind of support is not provided to the employees in spite of National Policy that training has to be provided to the employees to increase their skill sets and to gain through the training strategies. The organizations now have understood the importance of providing the training to their employees so as to get the edge in the area of competition. There is now growing recognition that training has significant role in gaining competitive advantage. Extensive research undertaken within human resource area has found that majority of the organizations engaging in innovative practices include training and development as key elements to attaining best practices.

It is worthwhile to note that training offers many benefits to employees and to the organization as a whole. Employees become more confident, open to change and supportive of each other. In addition, employees are motivated to achieve improved performance as a result of training. The benefits employees gain is personal, career oriented and job related knowledge. The availability of training to the employees make them committed for achieving performance and develop strong relations with the organization and stay longer in the organization.

The automobile sector is people based industry where the end product is often produced by a number of employees together delivering the end product for organization and customers. Management of labor intensive industries face daunting task to measure the potential variability in the performance of the staff involved in the end product. Therefore the significance of appropriate training activities for all business within the auto sector is of considerable importance. As training and development practices have the potential to increase the service levels in the industry, organizations want to work out cost and benefits of training and development.

Therefore the purpose of this study is to analyze the Training & Development activities within Force Motors Ltd., one of the leading automobile companies, located in Pune identifying training and development systems, its evaluation and its impact on employees and organizations effectiveness and their performance. To achieve this objective, the study has identified the literature and published studies as best practices in the area of training and development.

1.2 RESEARCH QUESTION

The main research question dealt in the present investigation is –

What is the feature of Training & Development in the organization being studied and what is the level of influence that training activities have on the performance of the employees and performance of the organization as a whole and the methods of evaluation of the training system.

In response to the above focal question, the following sub-questions have come out which have been examined in this research.

1. What type of training is conducted and what are their characteristics?
2. Whether the employees have indeed benefitted due to the training and development?
3. Whether the level of effectiveness differs based on the methods of the programme and place of the programme?
4. Whether there is change in the effectiveness due to the course objectives and plans informed to the employees?
- . Whether the method of evaluation used by the organization is other than the Kirkpatrick method which is being used by majority of the organization?

1.3 STRUCTURE OF THE STUDY

This thesis has 9 Chapters. The 1st Chapter gives Introduction to the subject of thesis and gist of the thesis. The 2nd Chapter deals with the Evolution and growth of automobile sector in India. The 3rd Chapter explains about the concept of Training, training policies and training and development scene in India in detail. The 4th Chapter talks about the Evaluation and Effectiveness of Training. Chapter 5th gives Review on various literatures on evaluation

of training. The 6th Chapter is Research Methodology adopted for present investigation. The 7th Chapter is introduction to Force Motors Ltd., where the research activities for this thesis are conducted. Chapter 8 deals with analysis and interpretation of the data collected for the present study. 9th Chapter is the final chapter which summarizes this study and gives recommendations and also suggests scope for further research.

1.4 RESEARCH OBJECTIVE & HYPOTHESES

OBJECTIVES

- 1) To review and analyze training activities conducted by selected automobile company.
- 2) To check the effectiveness of training activities from the view point of trainees.

HYPOTHESES

- 1) Selected automobile company adopts systematic approach towards its training activities
- 2) Training activities conducted by the selected automobile company prove beneficial to the trainees and help in increasing their effectiveness.

1.5 RESEARCH METHODOLOGY

Post Facto Research methodology is used in this research. This consists of mainly a descriptive style investigation to find out effectiveness of training and development system. The present research study is descriptive by nature and therefore, data were collected from both primary and secondary sources. Secondary data were collected through comprehensive literature review and internet. Other secondary sources included previous studies, journals, reports, magazines, newspapers and books. The primary data were collected from field visits and the various units carrying out Training & Development programmes.

1.5.1 RESEARCH POPULATION AND SAMPLE SELECTED

The organization selected for the study is FORCE MOTORS LTD, Akurdi, Pune. This organization was previously known as Bajaj Tempo Ltd having almost a monopoly in

tempo business few years ago similar to monopoly in the scooter sector by Bajaj Auto Ltd. This organization is considered to be the reputed one in the automobile sector having large presence and market share. This is selected as representative of all the automobile industries where more or less similar training & development system is practiced with no more than a bit of varying degree exists. The result obtained also becomes indicative for all the automobile sector companies with no drastic difference. The population for the study was the employees working in the organization under study, and those who have undergone Training & Development activities as participants. The HRD department of this organization was visited number of times to obtain the information. 282 (40%) managerial employees were surveyed in FORCE MOTORS Ltd.

The period under research is between January 2008 till December 2009. The training activities and the overall training system in this period are analyzed.

1.5.2 IDENTIFICATION AND DEVELOPMENT OF PARAMETERS AND VARIABLES FOR RESEARCH

The independent variables were measured with reference to main T & D activities. The stages of programme are planning, delivery of training and evaluation and the effectiveness of these all. The variables included many sub variables such as number and frequency of training programmes, methods of training, place of training and need assessment, training objectives materials and equipments, content of the course and trainer qualification.

The dependent variables developed were having impact on individual performance, which included several questions. It asked participants to evaluate own performance after attending training, such as increase in the skills, change in behavior and attitude, increase in enthusiasm and motivation in the job, improvement in communication and teamwork among the employees as well as in the departments, increase in the employee satisfaction and sense of belongingness.

1.5.3 RESEARCH INSTRUMENTS

The research instrument contained questionnaire (Appendix B) and structured open ended interview (Annexure C).

The instruments were developed by the researcher after going through the literatures on T & D and HRD.

1. The questionnaire contained employee background as well as training process, employee perception and reaction to training programmes.
2. In addition to the above, structured open ended interviews were conducted to get qualitative data on T & D activities to understand their experience and contribution to the organization after going through the training programmes.
3. To measure the effectiveness of training activities, the researcher used the summative rating scale. This is known as Likert scale. Numbers of the questions were having 5 point rating scale from 1 to 5 in which 1 meant strongly disagree where 5 meant strongly agree although it was not mentioned in figures. The multiple response questions were also utilized to find out the viability of the questionnaire.

While gathering the data, structured open ended interviews were conducted. It was explained to them that the participation in the interview is purely voluntary and the response would be used purely for academic and research purpose. It was therefore, agreeable for the participants to come out with suitable answers. A twenty minutes interview with each employee was undertaken to find out their perception about training activities carried out in their companies. The interviews were conducted considering convenient time for the participants.

1.5.3(a) Instrument validity

Instrument is valid only when it measures what is intended to be measured. Therefore, the instrument was developed based on extensive literature references and referring HRD/OD instruments by TV Rao & Uday Parik. The instrument validity was also checked with the human resource experts in the industry and the consultants. It was reviewed by them for the content and the validity. These experts were asked to discover the clarity and appropriateness of the items contained in it. They were also requested to provide any suggestions, improvement and possible changes.

1.5.3(b) Instrument reliability

It refers to the concept that the instrument measures consistently across samples what it should measure. To ensure the instrument reliability, the consistency was tested through pilot study.

The questionnaire which was designed was piloted to assess time required to complete, simplicity, clarity, wide-ranging questions and sequence of the questions. The participants were asked to review the appropriateness of the questions, and if anything was incomprehensible, they were told to mark them. After the pilot study, some amendments were made. To reduce the research bias, the participants in the pilot study were not included in the main survey.

1.5.4 RESEARCH PROCEDURE

1.5.4(a) Data Collection

The present research study is descriptive by nature and therefore, data are collected from both primary and secondary sources. Secondary data were collected through comprehensive literature review and internet. Other secondary sources included previous studies, journals, reports, magazines, newspapers and books. The primary data were collected from field visits and the various units carrying out training and development programmes.

1.5.4 (b) Data Analysis

The data collected were analyzed using the statistical package for the social science (SPSS) version 17.0 to determine frequencies, percentage, means and standard deviation, coefficient alpha, correlation statistics and other techniques.

1.6 PREVIOUS STUDIES / LITERATURE REVIEWS

Saks² studied the relationship between training and outcomes for newcomers. A sample of 152 newly recruited entry level professionals completed a questionnaire after the 1st six m months of socialization. Supervisor rating of job performance were obtained four

months later. The result indicated that the amount of training received by newcomers was positively related to job satisfaction, commitment, ability to cope and several measures of the job performance, Newcomers perceptions of training were positively related to job satisfaction.

Huselid³ studied the impact of high performance work practice by using survey data on 968 firms. The survey was completed in 1992 by senior human resource executive in the firm and solicited information about the firm's 1991 human resource policies, including the average number of hours of training received by the typical employee for the last 12 months. Huselid grouped the companies HR policies in two categories, the employee skills and organizational structure with employee motivation. It was found that organizational structure and employee skills were important for the rate of return on capital. High performance of work practices increased cash flow and raised the company's market value.

Manpower requirement in tourism sector indicates that the training programme needs modification to suit the requirement of operational skills. The need for infrastructure to created trained manpower requires finding out how to upgrade existing hotel management institutes and whether to set up new hotel management institutes or food craft institutes. Need for suggestions of measures to upgrade training courses that provide higher level of skills is required.⁴

Colligan & Cohen⁵ have reported the benefits of the training showing how training objectives are met such as increased hazard awareness among the worker who are at risk of health hazards. Knowledge of safe working practices reduces the work related accidents and improves workplace safety. Lack of safety training may result into workplace hazards which may cost the company even more in terms of lost man-hours. In their reports the authors conclude how training resulted into reduced injury, reduced time for work, and reduction in the medical costs. Training outcomes were successful which were supported by management decision in supporting the safety training, whatever may be the job site. The issue is not so much whether training is worthwhile but the factors beyond the training process which can make great impact.

Jacobs & Washington⁶ have studied the effects of formal training courses. While conducting this study he has examined the work setting characteristics and the work

outcomes. He used questionnaires to be completed anonymously by large sample of managerial and professional categories. All were the employees of one large single firm. Study findings indicated that training courses have tangible benefits in several important areas of perception and job satisfaction. The participation in both external and internal training programmes was beneficial to the organization as well as individually. Employees who had a perception of greater value in their formal courses were more satisfied with their present jobs and felt comfortable about the firm as compared to other places where they could work. Thus these employees were less likely to leave the firm. Interestingly enough, the work setting also showed positive result as employees described the firms cultural value more positively, they rated the competence of their colleagues more highly, they indicated greater opportunities for on the job development and continuous learning, said that they participated in more training courses and found it very valuable for gaining skills and knowledge.

Perdue et al⁷ assessed the relative effectiveness of alternative training methods in private clubs across US. He used an e mail questionnaire and collected data from random sample of 123 private club mangers from across USA. The result indicated that one to one training method is considered the preferred method for all the objectives of training except for the objective of interpersonal skill development. The use of video ranked fifth best training method. Audio conferencing, paper and pencil, programme instruction, audio tapes, computer conferencing, self assessments were considered least effective training methods.

Harris⁸ examined the opinions of a sample of American directors of human resource as well as of training about their training methods and the quality of these methods. The result indicated that classroom training method was most used and useful. One on one and on the job training method was mostly preferred by smaller firms. The most preferred method was videotapes regardless of company size. The main barrier for using computer technology was high cost and obsolescence of computer technology. The author concluded by suggesting that computer based technology and multi media should be used for saving time and money.

Klink & Streumer⁹ examined the effectiveness of on the job training and some possible factors that clarify effectiveness of two samples taken from two Dutch companies. The first sample was from 36 sales staff working in a telephone company. They were being trained to improve the quality of telephone sale call so as to increase the telephone sales. The 2nd sample consisted of 45 new counter clerks of post offices, who were trained on how to

behave and function independently at the post office counter. The results indicated higher level of effectiveness for telephone sales staff than counter clerks. The perception of telephone sales staff about the managerial support and their own experience as sales staff added to the high level of effectiveness. In case of counter clerks the work place atmosphere and their own efficiency was the main variable to determine the effectiveness of the training.

Mann & Robertson¹⁰ studied trainees reaction and knowledge acquired in order to find out the effectiveness of the training programme. Sample of about 29 trainees who were part of 3 day email and internet training programme held in Switzerland. Each participant was asked to fill up a questionnaire before training, at the end of the programme and after a month of the programme. The results showed that trainees increased their knowledge. The positive attitude shown during training is not the indicator of actual work performance. Attitude and reaction measures were not linked to later performance. Therefore the authors advocate that such measures should be used with care for evaluating training programmes.

Hashim¹¹ observed 262 training institutes in Malaysia to identify training evaluation practices. The result indicated that training institutes used different methods including trainees' feedback, observation, interviews, performance analysis and training reaction forms. Most used form of evaluation was trainee reaction.

A study made by Kunaviktikul¹² found that the training outcomes were of immense help for trainees, clients and organization. Trainees enhanced their knowledge, practical skill and attitude. Training did achieve its objectives. In this case outcomes were measured immediately after the training programme. The follow up evaluation were few. It was found out that the communication skill increased as well as there was considerable decrease in the stress level. Willingness to work as well as sustainability of the knowledge and skills was also achieved.

The observation made by Currie¹³ regarding effectiveness of training, indicated that the learning was more effective when the trainees applied the concepts and the techniques in suitable ways. The learning cycle used in structured sessions brings good results. Trainer should use different ways and techniques, encourage learning, use self assessment methods, encourage group activities, and use case methods to promote analysis skills. Learning becomes effective when learners feel that they are not criticized and can apply the skills

learned back at their workplace. Trainer should guide, direct, lead, coach and encourage become facilitator and not instructor. Mistakes should be considered as learning steps and adult to adult relationships should be developed. It was suggested that induction programme should take place where trainees, trainer and participants' managers take part in order to solve the difficulties about the confidence and promises.

Putra¹⁴ investigated service training programme at four big hotels in Sydney, Australia. He advocated the importance of linking training activities with the organizations' bottom line connecting with strategic HRM objectives. The major part of the research is concerned with the usefulness of Kirkpatrick model of evaluation, which identifies evaluation at the reaction of training, learning of the trainees, behavior of the trainees and the final results. A participants' reaction was requested to ensure whether training provided was in line with the workplace, the course contents were applicable to the job specifications, whether it helped to do the job better, and whether the trainer was able to motivate to learn. The findings showed that trainees perceived the training programme as relevant to the hotel work environment. The trainees confirmed that they were benefitted by the training as they applied the knowledge back at the workplace. There was an interesting finding that some of the junior level trainees stated that lack of managerial support was a hindrance in transferring the learning at the workplace. Thus the research suggested that after training, the more encouragement the trainees receive, the more successful it becomes in achieving the bottom line results.

1.7 LIMITATION OF THE STUDY

The research which is presently conducted has its share of limitations. The limitations occur because of scope of study and samples chosen, and the research methodology adopted.

1. Samples selected for the study

a)The analysis is within the frame work of the selected organization and its employees. In the present case the large automobile organization has been selected.

b)Sample selection was decided after the pilot testing and visits to the organization.

- c)The sample size is 282 managerial level employees of the organization under study. These employees are from various functional departments. The data gathered was through survey and interview method.

2. Research Methodology

The information on Training & Development activities conducted was obtained from the records available from this organization and from those who had attended training programmes.

Taking above discussions with the HR managers of various companies as a base, the questionnaire for Opinion Survey was designed. The opinion survey was conducted where the respondents were HODs of HR department. of companies in and around Pune. The sample size was 50. This opinion survey gave lot of insight to researcher about the management's perception about training activities in their organizations and its effectiveness. The researcher thereafter made a point to have few more discussions based on the opinion survey which proved to be groundwork for designing main questionnaire. The pilot study was done with about 40 respondents in the company under research. Researcher had opportunities to attend few conferences on HRD, titled, HRD Challenges, HRD Issues, HRD Interventions, Changing Paradigm in HRD, Perspectives in People Management, etc. held in various institutions in and around Pune during the course of research. This was instrumental in bringing improvement in the main questionnaire.

3. Scope and Limitation of the Study

The study is limited to the organizations in Pune City only. If we consider the geographical limitations, it is most unlikely that the finding may be drastically different in the Automobile Sector, in the other parts of the country as the generalization of the result may be more or less same in any part of the country. Within India, the labour force is highly mobile and they move from one place to another place with ease and may move in auto sector only in search of greener pastures. This feature makes us draw the implication that the sample of the employees selected for research represents the group well beyond the geographical limits and therefore, they are indicative of the general traits.

1.8 CONCLUSION

The present chapter is a gist of the research done in the selected organization under study. The chapter has shown what has been done in the area of effectiveness of training and development activities in the organization under investigation. Since, the automobile sector is chosen for the research in the area of training and development, the next chapter throws light on the evolution and growth of automobile sector in India in general and Pune area in particular.

A single conversation with a wise man is better than ten years of study. ~Chinese Proverb

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CHAPTER 2 - EVOLUTION & GROWTH OF AUTOMOBILE
SECTOR IN INDIA

You learn something every day if you pay attention. ~ Ray LeBlond

2.1 INTRODUCTION

India is emerging as a source of high value and advanced quality engineering products and services for multinational companies. India is set to emerge not only as a large domestic market for automotive manufacturers, but also as a crucial link in the global automotive chain. Among other industries, the automotive industry in India is understood to be the most dynamic. It has been experiencing strong growth rates after delicensing of the industry in 1991, when major economic reforms took place in India. The automotive industry in India produces a wide range of vehicles like passenger cars, utility vehicles, commercial vehicles, two-wheelers, three-wheelers and tractors. Currently, there are approximately 15 manufacturers of passenger cars and utility vehicles, 9 manufacturers of commercial vehicles, 16 manufacturers of two-wheelers and three-wheelers and 14 manufacturers of tractors. The Indian automotive industry is one of the world's fastest growing automotive industries growing at a Compounded Annual Growth Rate (CAGR) of approximately 7 per cent over the last five years. It is now the eleventh largest manufacturer of passenger cars, fourth largest manufacturer of commercial vehicles and the second largest manufacturer of two-wheelers in the world.

2.1.1 THE LARGEST INDIAN PASSENGER CAR MANUFACTURERS

The largest Indian passenger car manufacturers include Tata Motors, Maruti Suzuki, Mahindra & Mahindra and Hindustan Motors. Presence of foreign players such as Mercedes-Benz, Fiat, General Motors and Toyota is also growing in this segment. Recently, the passenger car segment has also seen the entry of other global majors such as BMW, Audi, Volkswagen and Volvo. Major Indian manufacturers of commercial vehicles are Tata Motors, Ashok Leyland, Eicher Motors, Mahindra & Mahindra and Force Motors. Like the passenger car segment, this segment has also seen foreign companies such as MAN, ITEC, Mercedes-Benz, Scania and Hyundai entering the market. Two-wheeler manufacturing is dominated by Indian companies like Hero Honda, Bajaj Auto and TVS. Foreign players in

this segment include Honda, Yamaha and Piaggio. Three-wheeler manufacturing is also led by Indian companies that include Bajaj Auto, Force Motors and Mahindra & Mahindra.

2.2 EVOLUTION OF THE AUTOMOTIVE INDUSTRY

While the automotive industry in India started developing in the 1940s, distinct growth rates started only in the 1970s. Cars were considered ultra luxury products, manufacturing was strictly licensed, expansion was limited and there was a restrictive tariff structure. The decade 1985 to 1995 saw the entry of Maruti Udyog in the passenger car segment in collaboration with Suzuki of Japan, and Japanese manufacturers in the two-wheeler and commercial vehicle segments. After economic reforms took place in India in 1991, it is only in the mid-1990s, that the automotive industry started opening up. Thus, the mid-1990s are characterized by the entry of global automotive manufacturers through joint ventures in India. Till the 1990s, the automotive industry in India was primarily dominated by Maruti Suzuki, Tata Motors, Hindustan Motors and Premier Padmini in the passenger car segment. Ashok Leyland, Tata Motors and Mahindra & Mahindra dominated the commercial vehicle segment while Bajaj Auto dominated the two-wheeler segment. After the year 2000, further policy changes were introduced and focus on exports in the industry started increasing. Following that, the Core Group on Automotive Research & Development (CAR) was set up in the year 2003 to identify priority areas for Research and Development (R&D) in India. Contribution of the automotive industry to GDP and employment in the 1990s

Turnover of the automotive industry in the year 1998–1999 was Rs. 360 billion and the industry provided employment to over 10 million people directly and indirectly. The contribution of the automotive industry to the GDP during the same period was 4 per cent rising from 2.77 per cent recorded in the year 1992–1993.³ Surge in road freight and passenger traffic generated demand for automobiles in 1990s. The average rate of growth of freight and passenger transport on the road was the highest compared to other means of transport such as rail, air and sea throughout the 1990s. Even in terms of absolute volume, traffic handled by roads was the maximum among the other means. This partly explains the rise in growth of the automotive industry especially since the 1990s.

2.3 GROWTH OF THE INDUSTRY

Growth of the industry is taking place in clusters. The automotive industry is developing in clusters. There are four major clusters in the automotive industry in India. They are in and around New Delhi, Gurgaon and Manesar in North India, Pune, Nasik, Halol and Aurangabad in West India, Chennai, Bangalore and Hosur in South India and Jamshedpur and Kolkata in East India. Of course there are several manufacturing units in many other parts of India but these four clusters are expected to become the main hubs for manufacturing in the automotive industry. The Government of India (GOI) is taking initiatives to develop the automotive clusters. For example, the GOI, in its 11th Five Year Plan (2007–2012), is planning to create the Specialized Education and Training Institute for the automotive industry. It is also taking measures to enhance transportation, communication, and infrastructure facilities in these clusters.

2.3.1 BRIEF PROFILE OF AUTO CLUSTERS

Given below is a brief profile of these clusters in states where major automotive manufacturers are present and where more automotive companies are expected to setup manufacturing facilities.

MAHARASHTRA – This state is in the western part of India and has a well developed automotive industry that employs more than 40 per cent of the total manpower employed in the automotive industry in India. In fact the state of Maharashtra was once called the Detroit of India. The cluster in the state is located in and around the cities of Nasik, Pune, Aurangabad and Nagpur. The state is attracting both domestic and foreign manufacturers. Some of the major companies present in the state are Skoda, Tata Motors, Mahindra & Mahindra, Bajaj Auto and Mercedes-Benz among others.

TAMILNADU – The state is located in the south-eastern part of India along the coastline. It is home to many large automotive companies and the automotive cluster is located around the capital city of the state, Chennai. After Maharashtra, industry experts now refer to Tamilnadu as the new Detroit of India. The state government intends to transform the

area into one of the top three automotive hubs in Asia. The state is seeing big investments from companies like Ford, Nissan, Renault, Ashok Leyland and Hyundai among others.

HARYANA – This state is located in the northern part of India. The automotive industry is probably the biggest industry in the state and Haryana ranks first in India in the production of passenger cars, motorcycles and tractors. Haryana accounts for 50 per cent of total passenger cars and two-wheelers production in India. Market leader Maruti Suzuki is based out of Gurgaon and Manesar in Haryana. The largest two-wheeler manufacturer in India, Hero Honda along with the other large two wheeler manufacturers, Yamaha and Escorts are also present in the state.

KARNATAKA – Karnataka is located in the southern part of India. According to the Confederation of Indian Industry (CII), the automotive industry is one of the key industries in Karnataka. The automotive manufacturers in the state are present mainly around the capital city of the state Bangalore, Hosur and Dharwar. Big automotive manufacturing companies like Toyota, Volvo and Tata Motors have established themselves in the state.

From the geographical distribution of some of the largest automotive manufacturers in India, it can be observed that the eastern cluster is the smallest of the four clusters. However, there may be several financial reforms that are expected to lead to the development of a big automotive hub there as well. For instance, Tata Motors, one of India's largest automotive manufacturers had set up a plant near Kolkata in the state of West Bengal, from where it was to produce the Tata Nano, which was expected to be a large volume and highly successful car. However due to political turmoil there the plant is now shifted to Sanand, in Gujarat. The success of the car alone is expected to lead to the development of the area as a cluster for automotive manufacturing.

2.4 MEDIUM AND HEAVY COMMERCIAL VEHICLES

The medium and heavy commercial vehicles sub-segment consists of rigid trucks, tractor trailers, semi-trailers, bulkers and tippers. These vehicles may have a range of two to twelve axles and they mostly run on diesel. Manufacturing in this sub-segment is dominated by Indian companies, Ashok Leyland, Eicher Motors and Tata Motors. In India, there are certain regulations for entry and exit of trucks and for operation of trucks in certain areas

depending on the time. It can be possible, that to beat the regulation, large consignments are broken up so that smaller commercial vehicles can be used that may not have as many applicable regulations as there are on heavy commercial vehicles. The two largest manufacturers of buses in India are Tata Motors and Ashok Leyland. Due to an increasing focus on environmental issues and emission norms, buses in some cities run on Compressed Natural Gas (CNG). In the capital city of New Delhi for example, it is mandatory for public transport buses to run on CNG. Another vehicle included as part of medium and heavy sized commercial vehicles is the tempo. Tempos are smaller than full sized trucks that cater to the rural and urban areas where big trucks cannot travel.

2.4.1 AUTO MANUFACTURING

Manufacturing in this sub-segment is taking place between Indian companies and global companies through joint ventures as well. Eicher Motors of India has recently tied-up with Volvo to manufacture trucks, Force Motors has tied up with MAN of Germany to manufacture tempos, Nissan and Ashok Leyland announced plans of manufacturing commercial vehicles, Mercedes-Benz and Hero Group have also tied up to manufacture commercial vehicles. The commercial vehicles segment is expected to grow at a strong rate. Increasing competition in the commercial vehicle segment is expected to boost its growth further, the same way increasing competition had a positive impact on the passenger car segment. The fastest growth though is expected in the heavy trucks sub segment.

2.5 LIGHT COMMERCIAL VEHICLES

In India, apart from the medium and heavy trucks, there is growing popularity of light commercial vehicles as well. The light commercial vehicles are popular in rural areas (which form the majority part of India) where due to infrastructural constraints like bad and narrow roads, only small trucks can operate. For example, Tata Motors produces India's first mini truck called Tata Ace. Tata Ace is a big hit both in the city as well as in the rural areas where it can travel easily carrying light weight products effectively, thus providing more penetration.

2.6 AUTOMOBILE INDUSTRY AND HUMAN RESOURCE DEVELOPMENT

Skill shortages and skill mismatches may emerge as a constraint to achieve the growth targets set in the AMP. Thus one of the main areas of focus cited by the Ministry of Heavy Industries and Public Enterprises is to develop advanced capabilities in the workforce. A large workforce consisting of both skilled and unskilled workers will be required to sustain the increased level of production. The challenge is to ensure that the demand–supply gap does not arise either in quantitative or in qualitative terms.

The employment generated can be divided into direct and indirect employment. While direct employment is employment by way of workers being engaged in the production of automobiles and automotive components, indirect employment is generated in feeder and supplier industries in the areas of finance, insurance, mechanics and after-sales personnel for semi-skilled and unskilled workers in rural and semi-urban areas. According to the AMP, it is estimated that the automotive industry would require the following:

- Management and General: 28 per cent or 7 million
- Skilled workers: 62 per cent or 15.5 million
- Unskilled workers: 10 per cent or 2.5 million

The need for top level engineering and managerial manpower is being met by the Indian Institutes of Technology and Indian Institutes of Management. However more such institutes are required to impart high quality technical education to the 40). This information has been obtained from National Manufacturing Competitiveness Council (2006) 30 workforce. Although there are several engineering institutes all over India, there is a growing need for more engineering institutes. The GOI has begun to take some initiatives in this regard. The National Automotive Institute is being set up that will serve as a knowledge bank for the automotive industry, conduct market research and analysis and develop training modules. The plan is to establish the institute in all the major clusters in India, so that the institute can benefit from active participation from automotive companies in those clusters.

2.7 AUTO INDUSTRIES AROUND PUNE

Pune is the leading center for the automotive sector in India; as well as one of the top automotive centers globally. In the past year alone, 3 massive new plants from General

Motors, Volkswagen and Mahindra & Mahindra were inaugurated here. The Chakan-Talegaon Belt is becoming one of the densest automotive clusters in the world.

Tata Motors

Tata Motors is the biggest automotive manufacturer in Pune, and the biggest one in India. The huge Pune campus consists of their corporate HQ, R&D Center and Manufacturing facility for their cars and trucks.

Bajaj Auto

Bajaj Auto is one of the early automotive players in Pune. They have big base in Akurdi, Pune (R&D, Corporate and Manufacturing). A large new plant has been recently opened at Chakan.

Force Motors (Formerly Bajaj Tempo)

Manufacturers of 3 Wheelers, Tractors, LCVs and Large Trucks and shortly coming out in passenger car segment.

Mahindra Two-Wheelers (Formerly Kinetic Motors)

Manufacturers of Scooters, Mopeds and Bikes. Kinetic Motors has been an important player in the Mopeds and Gearless 2 Wheeler space in India. Their famous models include the 'Luna' and 'Kinetic Honda'.

Mercedes-Benz

Mercedez-Benz entered the Indian Market in the 1990s, initially with a partnership with the Tatas. Later on, they setup an independent venture, Mercedez-Benz India. The Pune facility manufacturers and assembles a range of their well known luxury cars.

General Motors

General Motors entered the Indian market in the past decade. The Talegaon Plant is a massive facility that recently started production. Cars manufactured here include the new Chevy Beat.

Volkswagen

Volkswagen opened a massive new plant in Chakan Pune a few months back. This facility is presently geared towards manufacturing high-volume cars like the VW Polo and Skoda Fabia.

Mahindra & Mahindra

M&M inaugurated a huge plant this past week at Chakan. Spread over 700 acres and built with an investment of nearly Rs 5,000 Crores (1 Billion Dollars), this plant will manufacture various models of SUVs and Commercial Vehicles.

Premier Motors

Makers of that famous Indian car of 'The Premier Padmini'. Current models manufactured include Diesel Pickup Trucks and Vans.

Fiat

The new upcoming Fiat Ranjangaon Plant will manufacture the various models like Punto and Linea.

Bridgestone

Bridgestone is setting up a big new plant in Chakan Pune with a total investment of around Rs 2,600 Cr.

Research Institutes, Suppliers & Infrastructure Players relating to Automobile Industry

ARAI (Automotive Research Association of India)

ARAI is a premier research and certification institution for the automotive industry in India. It has a beautiful campus on top of a hill in central Pune (near 'Vetal Tekdi').

In addition to the Auto OEMs (Original Equipment Manufacturers), Pune has a wide range of Tier-1 Tier-2 and infrastructure suppliers. Prominent Industry Players include:

Bharat Forge

Bharat Forge is one of the top forging companies in the world. They manufacture a wide range of forged auto components. Their Pune facility includes their HQ, Design Center and Manufacturing Facility.

Sandvik

Sandvik is a world leader in cutting tools. Their Pune facility has been around for nearly 50 years.

PARI Robotics & Automation

PARI is one of the leading industrial automation companies and have setup factory automation systems at many global manufacturing facilities.

Software & Information Technology

Software and IT are increasingly playing an important role in the area of cars and automotive manufacturing. Many leading global CAD/CAM/CAE Software Leaders are based in Pune. These include: Siemens, PTC, Ansys. Important IT Outsourcing Players in this area in Pune include Geometric and KPIT Cummins.

2.8 FUTURE OUTLOOK

“To emerge as the destination of choice in the world for design and manufacture of automobiles and auto components with output reaching a level of USD 145 billion accounting for more than 10 per cent of GDP and providing additional employment to 25 million people by 2016” is the vision put forward by the Ministry of Heavy Industries and Public Enterprises. Going forward it is evident that the automotive industry in India offers immense potential in terms of sales and employment opportunities. Growth in the economy is expected to continue which is also going to help the automotive industry to expand. Rising

disposable incomes and the new wave of consumerism arising out of it are going to be key drivers. Foreign direct investments are pouring into India in large numbers and manufacturing companies including global majors are going to setup manufacturing facilities first and then develop R&D services, both on a large scale.

Companies are confident that productivity can be increased through low cost automation and management efficiency. After productivity, the major concern among manufacturers is the relatively poor infrastructure in the country. The slow pace of development of roads, railways and ports is a disadvantage, but continuous improvements are being made in this regard also. The automotive industry in India has been crossing record milestones and is one of the world's fastest growing markets. The strengths of the Indian economy – large pool of skilled human resources, high quality engineering skills, strategic position combined with the strong growth trends in the economy and vast investments by global companies, are expected to drive the automotive industry to great heights.

2010 proved to be a bumper year for the automotive industry as newer models were launched, making India one of the fastest-growing market for cars globally and raising hopes that it may be headed for a boom similar to that witnessed in China, which rode past a struggling US to become the world's biggest car market. Small is big in the Indian car market. With small cars accounting for over 70 per cent of the nearly two million units market, the year 2010 saw a slew of models like Chevrolet Beat, Volkswagen Polo, Ford Figo, Nissan Micra, Alto-K10, etc. making their debut here. In the export front, about 450,000 small cars, including Hyundai's i10, i20 & Santro and Maruti Suzuki's A-star did extremely well.

In a year when global corporate investments in R&D declined 3.5% for the first time in more than a decade, India Inc bucked the trend. According to a study by the ET Intelligence Group, the research division of The Economic Times, R&D expenditure of the top 100 Indian companies increased 8% to Rs 11,582 crore in 2009-10. Three sectors— pharmaceutical, automobiles and capital goods—dominated the country's R&D landscape. The automotive sector accounted for about 22%. As a result of its investments in developing the Nano, the cheapest car in the world, Tata Motors was India Inc's biggest R&D spender, with a tab of Rs 1,171 crore. The Electric Vehicle sales are to go up in 2011 with the Union Ministry of New and Renewable Energy's (MNRE) recent decision of 20% financial

incentive on ex-factory price of electric cars & scooters sold in India leading to boost green revolution in automotive sector.

2.9 CONCLUSION

This chapter provides an overview of the automotive industry in India with relevant facts regarding the structure and size, growth rates, as well as an indication of future outlook of the main segments in the automotive industry. India is becoming a base of high value and advanced quality engineering products and services for multinational companies. India is emerging as a large domestic market for automotive manufacturers and has become a crucial link in the global automotive industries. This industry in India has become most dynamic and experiencing strong growth. The automotive industry is one of the largest industries in India and is a key driver for growth in the economy. Owing to its deep forward and backward linkages with other sectors in the economy, the automotive industry has a strong multiplier effect on the economy. Since, this sector is adding huge amount in Gross National product, it is interesting to see how the work force is trained and developed to survive in the cut throat competition. Therefore, the next chapter speaks about various aspects of training and development.

The learning and knowledge that we have, is, at the most, but little compared with that of which we are ignorant. ~Plato

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CHAPTER 3- CONCEPT OF TRAINING

TRAINING & DEVELOPMENT

*The essence of teaching is to make learning contagious, to have one idea spark another. ~
Marva Collins*

3.1 INTRODUCTION

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications—from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses. "Create a corporate culture that supports continual learning," counseled Charlene Marmer Solomon¹⁵ in Workforce. "Employees today must have access to continual training of all types just to keep up.... If you don't actively stride against the momentum of skills deficiency, you lose ground. If your workers stand still, your firm will lose the competency race."

3.1.1 PHILOSOPHY OF TRAINING

According to S Chandra¹⁶, management of the organization firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure. Therefore training is regarded as investment and not a cost. Even long-term intangible gains such as attitude change, are to be considered as valuable returns. Training is considered as vehicle for effective communication and coordination. Training is catalytic in any man management matrix for cohesiveness, compatibility, and cooperation in every organizational endeavour.

Management proclaims Training & Development direction as permanent part & parcel of operational process and not some experiment in isolation.

Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

3.1.2 CONCEPT OF TRAINING

It is about developing employees as an individual to make them capable and confident in their jobs, and consequently in their life. Thus it is an organized process for increasing the knowledge and skill of the employees. Consequently it is a process aimed at changing the behavior in such a way that the consequence would be useful for the upliftment of the organization.

According to Wayne F Cascio¹⁷, “Training consists of planned programme designed to improve performance at the individual, group, and /or organizational levels. Improved performance, in turn, implies that there have been measurable changes in knowledge, skills attitude, and/or social behavior.”

Training is considered as a tool for HRD. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of HRD.

According to C B Memoria, “Training is a process of learning a sequence of programmed behavior. It is application of knowledge and it attempts to improve the performance of employee on the current job and prepares them for the intended job. Training is a short term process utilizing a systematic and organized procedure by which non managerial personnel acquire technical knowledge and skills for a definite purpose. Training refers to instructions in technical and mechanical operations, like operation of some machine/equipment. Training is for a specific job related purpose”¹⁸

Training is about developing people as an individual and helping them to become more confident and competent in their lives and in their jobs. The learning process is at the core of training and the ways of and opportunities for learning are numerous and varied.

3.1.3 CONCEPT OF DEVELOPMENT

Development is related to enhancing the conceptual skills of the employee, which helps individual towards achieving maturity and self actualization. In the words of Michael Armstrong¹⁹ “ Employee development, often referred to as human resource development (HRD) is about the provision of learning, development and training opportunities in order to improve individual, team and organizational performance.

Development is defined by Alan Mumford²⁰ as an attempt to improve managerial effectiveness through a planned and deliberate learning process. According to Bernard M Bass & James A. Vaughan²¹ Development implies the nature and change induced among employees through process of education and training. In the words of Harold Koontz and Cyril O. Donnel Managerial development concerns the means by which a person cultivates those skills whose application will improve the efficiency and effectiveness with which the anticipated results of a particular organizational segment are achieved.

“In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development and learning and development.” Rosemary Harrison²²

3.1.4 DISTINCTION BETWEEN TRAINING & DEVELOPMENT

According to Yoder²³ although the terms “training” and “development” appear synonymous, there is recognized difference between these concepts. Earlier training programmes stressed preparation for an improved performance in largely specific rank and file jobs. With growth of organizations several problems developed specifically at supervisory level. Accordingly supervisory training programmes were launched enabling them to deal with distinctive problems. During the training of the supervisors, the need for

training of their bosses appeared significant. Therefore, special developmental programmes for middle managers were organized. Later on, the development programmes were started for top management as well. These programmes indicated the significance of the concept of development, and thus training appeared to be an improper designation for learning a wide variety of complex, difficult and intangible functions of managerial personnel. Thus the concept training was degraded. As managers themselves remarked “training is for dogs, people are developed”. Today, the terms development and education are more suitable than the term training. It is not the training but the full development of personality that enables the human resources to exert their full potential. Accordingly training and development programmes are combined together for developing skills as well as basic attitudes, leading to continued personal growth.

Distinction between Training & Development

Training	Development
Vocationally oriented and on the job and so it is short term	A long term process for developing conceptual skills
It is generally for non managerial personnel	It is generally for managerial personnel
It is imparting of technical and mechanical knowledge	It is theoretical and conceptual idea implementation.
It is related with specific job	It is aimed at acquiring general knowledge
A mechanic who repairs generator better than engineer is only trained	An engineer may not be better mechanic but he has theoretical and conceptual skill as well as knowledge of principles of engineering

Another distinction can be understood from the term four Ws. Who is learning? What is learning? Why such learning does takes place? When does learning take place?

Distinctions between Training & Development

Learning Dimensions	Training	Development
Who	Non managerial Personnel	Managerial Personnel
What	Technical & Mechanical	Conceptual ideas
Why	For Specific jobs	For a variety of jobs
When	Short term	Long term

As Michael Armstrong²⁴ observes, “Employee development, often referred to as human resource development (HRD) is about the provision of learning, development and training opportunities in order to improve individual team and organizational performance” Efforts are made to develop employee so that they achieve their full potential for growth. Employee development programme include learning, education and training. Learning relates to a relatively enduring change in behavior taking place as a consequence of practice or experience. Education refers to development of the knowledge required for varied activities of life rather than for one particular activity. Training is planned and systematic change behavior through learning. Training enables employees to accomplish the level of knowledge, skills and competence to perform their job well.

3.2 NEED FOR TRAINING

As Price²⁵ has observed, a training need exists when there is a gap between the present performance of an employee or group of employees, and the desired performance. Growing business performance is a journey, not an end. The success of business operations depends upon the ups and downs of the employee performances. Hence, the HR managers started looking for the methods to boost the performance and efficiency of its workforce to carry out the work today, and to train them for meeting tomorrow's goals. Training programmes were developed many years ago, but now-a-days, it has become a crucial factor in companies with certain objectives in mind. Training and development practices should boost up performance and develop the skills, knowledge and expertise of the employees.

The vital objective of training is to build-up right ability and capability in the labor force so that they can perform to meet the needs, wants and expected returns of the employers.²⁶

The need for Training may generally arise for the following-

- ✓ To improve the efficiency of employees
- ✓ To reduce wastage of time and money,
- ✓ To have quality output,
- ✓ To bring down supervision,
- ✓ To have preventive maintenance,
- ✓ To achieve optimum performance,
- ✓ To boost morale of employees,
- ✓ To prepare workforce for future challenging work,
- ✓ To reduce absenteeism,
- ✓ To bring down the grievances,
- ✓ To build career by personal growth,

3.3 TRAINING OBJECTIVES

According to Saiyadain²⁷, the objectives of training differ according to the employees belonging to different level of organizations. The basic objective of training, however, is to establish a match between man and his job. This training is designated to improve the knowledge, skills and attitude and thus, equip the individual to be more effective in his present job or prepare him for future assignment. However individual's growth should not be taken as an end. From this point of view of an organization, individual's growth is a means to organizational effectiveness. The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives –

They help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

Organizational Objectives –

They assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives –

They maintain the department's contribution at a level suitable to the organization's needs.

Societal Objectives –

They ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

Following can be briefly summarized as training objectives.

- ✓ To create constant awareness in the minds of all sections of employees of the mission of the industry, its objective and goals.
- ✓ To encourage self-development to achieve organization goals with a sense of belonging and commitment to organization and thereby ensuring development of a proper work ethos in the Industry and fostering of team spirit.
- ✓ To identify the training needs of the entire personnel in industry in keeping with the corporate plans and in consultation with the user departments.
- ✓ To impart knowledge and skills necessary for performing the job efficiently and effectively and to keep the employees to acquire necessary conceptual, technical, human and managerial skills in the areas of decision-making and problem-solving.
- ✓ To make available in adequate number sufficiently trained manpower to meet the diverse needs of a rapidly growing industry.
- ✓ To organize special training programmes to improve employment opportunities as well as career prospects of persons belonging to SC/ST, minorities, handicapped, ex-servicemen, etc.
- ✓ To organize training activities as aids to:
 - Career Planning and growth
 - Succession planning.
- ✓ To educate and equip the employees to respond to the expectations of customers, and to accept responsibilities to attain a sense of achievement.
- ✓ To achieve effectiveness of training through tapping the in-house training facilities as well as sources available externally in a balanced manner so as to develop internal faculty support at all levels and disciplines.

- ✓To promote research and development activities and to establish linkages with the operational front.

3.4 IMPORTANCE OF TRAINING

3.4.1 LEARNING – INTRODUCTION

Characteristics of Learning

- 1.Learning has a purpose. Most people have a pretty definite idea of what they want to do and achieve.
- 2.Learning comes through experience. Learning is a very individual process and must be done by the participant himself - the instructor cannot do this for him.
- 3.Learning is multifaceted. A trainer who thinks his job is only to train a participant's memory is wasting his own and his trainee's time.
- 4.Learning is an active process. The more actively a participant is involved in the class, the greater his chances are for both learning and remembering.

Laws of Learning

The five laws of learning are suitable for most learning situations. Keeping these laws in mind when planning a session lets the trainer create a better learning atmosphere for the participants.

Law of Readiness –

A person learns best when he has the necessary background, a good attitude, and is ready to learn. He does not learn much if he sees no reason for learning.

Law of Exercise –

Those things most often repeated are the best learned. This is the basis for practice and drill.

Law of Primacy –

Primacy is being first, which often creates a strong impression. This means that the instructor must be right the first time. This helps to provide a stable foundation for all that follows.

Law of Intensity –

A sharp, clear, or exciting learning experience teaches more than a routine or boring one. This law implies that a student will learn more from the real thing than a substitute. Mockups, videotapes, interactive courseware, slides, charts, and any number of other training aids add sharpness and action to classroom instruction. Demonstrations, skits, and role playing do much to increase the leaning experience of students.

Law of Recency –

Other things being equal, the things learned last will be best remembered. The trainer must recognize the law of recency when planning a good summary. He should repeat, restate, or reemphasize the training objectives. He also repeats important information the participants need to remember.

3.4.2 ROLE OF TRAINEES

The trainee is a major stakeholder in a training programme. The whole training programme is developed for the trainees only. Each candidate plays an important role in the transfer of training because one participant's attitude regarding the training influence the other participants and also each participant can assist by advancing the learning process to realize the training objectives. Participant's willingness to invest in the programme is directly proportional to the benefits of the learning that the trainee could expect. Each participant forms their own perception towards training. Some perceptions remain the same during the programme, while some fade depending upon the assessment of a programme by the participant. Some personal factors that affect the trainee's learning are:

- ✓ Family Situation
- ✓ Personal Problems
- ✓ Relation between the training programme and personal objective
- ✓ Level of self esteem
- ✓ Benefits expected from training
- ✓ Comfort level with the trainer
- ✓ Learning style of trainee
- ✓ KSA of trainee
- ✓ Previous training experiences
- ✓ Desire for professional growth and development

Some environmental factors that affect the trainee's learning are:

- ✓ Relationship with colleagues and subordinates
- ✓ Training team
- ✓ Trainer team
- ✓ Training objective
- ✓ Content of training
- ✓ Training design i.e. methods, techniques, and strategies
- ✓ Environment in the programme
- ✓ Composition of training group
- ✓ Infrastructure i.e. eating facilities, tea/coffee breaks etc.

No matter how good the training programme is, in the end it is the participant only who decides whether to change his behavior or not. Trainees do not change their behavior merely because someone tells them to do. They change when they feel there is a need of it. They do it with their own learning style. The trainer and the organization can only try to remove the mental blocks of the trainee, rest depends on trainee itself.

3.5 IMPACT OF TRAINING

3.5.1 EXECUTION OF TRAINING

To put training programme into effect according to definite plan or procedure is called training implementation. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training programme. Even the best training programme will fail due to one wrong action.

Training implementation can be segregated into:

- ✓ Practical administrative arrangements
- ✓ Carrying out of the training

Implementing Training

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation phase requires continual adjusting, redesigning, and refining. Preparation is the most important factor to taste the success.

The Role of Trainer

When it comes to training, Trainers play a critical role before and after an employee is nominated for a course. The company's return on its training investment is the involvement a trainer in reviewing coursework.

1. A trainer has to be aware of his team's skills. He has to know each individual's strengths and weaknesses as well as those of the team as a whole. He has to cross-reference those skills with the needs of the organization and have a clear road map of what projects are in the pipeline for his team. By doing this, he can quickly decide what courses are valuable and which are unnecessary for his team to pursue.
2. A trainer should do some investigation into what training opportunities are available in the industry. He can enquire into human resources of reputable firms. With this list, he can make educated decisions when an employee asks for training.
3. He should suggest training to employees. Many times, a trainer waits until employees approach him before agreeing to training. Instead, a trainer should be proactive and study the business needs and employees skills to decide who needs to train in what areas. That way, when bad time comes for a project, he'll have the team better learned to face the technology.
4. A trainer should develop training benchmarks. When an employee wants to take several courses toward certification or a degree, a trainer should have points where he checks in on the person's progress. He should communicate those points clearly to the employee as well as the expectations of training. For instance, has the employee shown how the training benefitted the company? Has the employee received good remarks from the instructor? Or has the employee outlined a career path with the company? These are all tangible questions to ask during the checking of progress.
5. After an employee finishes training, the trainer should have a debriefing. Was the training on-track for the project? Will the employee need more training? Was the instructor good? Was the coursework appropriate for the situation? Should other team members take the course? How will the employee be using what has been learned to improve the network? Will employee be able to teach other members of the team what they learned? The trainer can get these answers through a report from the employee or a face-to-face meeting. He then should communicate the results to his upper management so that the training budget is kept intact or improved in the next fiscal year. He should also report back to human resources if the employee liked or disliked the training. This is valuable information for the whole company.

Reviewing the agenda

At the beginning of the training programme it is very important to review the programme objective. The trainer must tell the participants the goal of the programme, what is expected out of trainers to do at the end of the programme, and how the programme will run. The following information needs to be included:

- ✓Kinds of training activities
- ✓Schedule
- ✓Setting group norms
- ✓Housekeeping arrangements
- ✓Flow of the programme
- ✓Handling problematic situations

3.6 OUTCOME OF TRAINING

There are good reasons to mandate training and development in an organization, and there are bad reasons for authorization training. There are also good reasons for not training, in some circumstances, and bad reasons to refuse. Knowing what training can and cannot accomplish enables you to make the right decisions at the right time, ensuring that your limited training budget can be used effectively.

Training can accomplish many things. It can help people learn the new skills that are required to meet new expectations, both formal and informal. For example, a support staff person may have been recruited originally for his/her ability to type, to answer the phone etc. But now, with increased workloads, we want that person to be able to do much more...perhaps to solve client problems, to use desktop publishing processes, to handle more of the day-to-day issues, so we can use our time more effectively. Training can help people accept the challenge of their evolving jobs.

Training As A Tool

The best way of thinking about training is to think of it as a management tool, much like a carpenter's tool. Just like a carpenter picks the hammer and not a screwdriver to hammer a nail, the manager should be choosing training because it is the right tool for the job.

Also, to continue the analogy, if the supporting structure (the wood) is rotted, only the foolish carpenter would attempt to hammer the nail into the wood, and expect it to help. It is the same with the manager. If a manager expects things to improve as a result of training, he or she needs to ensure that the supports are there for the use of the tool, and that there are no other non-training related problems.

To conclude, training can be a valuable tool for the organization and the manager, provided it is the right tool to solve the problem or address the identified issues. Even then, there must be supports in the organization so the training can be effective.

3.7 FUTURE OF TRAINING

The use of new technologies for training delivery will increase:

- ✓ Demand for training for virtual work arrangements will rise.
- ✓ Emphasis on capture and storage and use of intellectual capital will increase.
- ✓ Companies will rely on learning management systems and integration with business processes.
- ✓ Technologies allow trainers to build into training many of the desirable features of a learning environment.
- ✓ Technology will allow training to be delivered to contingent, decentralized employees in a timely, effective manner.
- ✓ Virtual work arrangements.
- ✓ Work that is conducted in a remote location.
- ✓ Employee has limited contact with peers.
- ✓ Employee able to communicate electronically.

3.8 TRAINING & DEVELOPMENT POLICY

Training and Development Policy - Definitions

Training and development policies are the organization's demonstration of organizational quality. As such, an effective modern training and development (or learning and development) policy is an increasingly important part of any organization's visibility and image in the eyes of its customers, staff, potential new employees, and the market as a whole.

Training policies vary greatly because they are liable to be very specific for the organization. Broadly, a good training and development policy will cover the training aspects. There is no set or definitive order. Other people and organizations will have different ideas. The challenge in developing an effective training policy is including all the key issues but at the same time keeping it concise and compact, so employees will read and refer to it.

A training policy is a set of principles. A policy is more fixed and concise. A policy provides the principles and system on which the training methodology can be built. A policy reflects philosophy and values and fundamental aims. Based on training policy training manuals are prepared and they contain operating procedures, instructions and supporting notes that are specific to the training concerned. Most training manuals are more liable to change than a policy, and this flexibility for changing and updating content is an important aspect in deciding the overall system for producing and administering training manual documentation, which is best addressed and defined in the training policy.

According to Saxena & Kakkar,²⁸ the formulation of proper training policy becomes essential with the need for planning to suit the changing business environment. Absence of training policy results in low productivity and unhealthy results. In actual practice it is noticed that training managers are just interested in conducting training programmes as a routine exercise without specific goals required for organization. A general tendency is to conduct more and more training programmes in rapid succession without ensuring the validity, the up datedness, in formativeness and efficacy of training activities based on ground realities. Therefore it is right time for a suitably training policy be formulated by each organization which should be broad based and which should clearly identify the persons by level who should be selected for training in the larger interest of the organization who when and for which training programme. The policy should have the objectivity, fairness and detailed outlook. What types of personnel attend the right type of training programme then the dynamics of training is achieved. On the other hand if the staff is not suitably nominated they will find training irrelevant in spite of well researched input.

3.9 NATIONAL TRAINING POLICY

In the light of the development in the area of training, A National Training Policy has been developed in 1996 by Government of India. The Policy was necessitated because of the

lag between expectation from the society and orientation of civil service system. The change has occurred from civil service regulatory oriented to development oriented task and responsibilities in addition to regulatory functions it has traditionally performed. Apart from being an important component of HRD, training is most cost effective method of improving effectiveness of personnel in an organization. The NTP covers employees directly working under both Central and State Government.²⁹

The NTP Outlines a common thrust of training objectives that covers all the organization, service and functional groups. The NTP is firmly a declaration of training and spells out the objectives, strategy, contents and modality to be followed in the field of training. The NTP's emphasis on the position of training manager in each government department for training of the employees is expression of the practical situation of the recognition of the training needs to meet the specific goals and objectives of T&D in each department or organization. According to Saxena & Kakkar³⁰, the salient features of NTPs are-

1. Training for all – Training would be imparted to all range of civil services starting from lowest and cutting edge to highest in policy making.

2. Integrated Approach – If training is to improve organizational effectiveness, it is necessary that institutional departments are set up within each organization for overseeing the training function as an integral part of the personnel management system. For this purpose, each department can have an officer designated as training manager, whose job it will be to ensure an integrated approach to training. Training manager will be actively involved in various activities leading to organizing of training programmes such as analysis of training requirements, the design of training programme, the selection of training institution and evaluation of training.

3. Once a trainer, always a trainer – The expertise of such person should be available even after he leaves the training institutions and goes back to his line department. He can be used as resource person in a network of training institutions.

4. National Training Council – A National Training Council headed by the minister in charge of personnel, public grievance is set up for advising the government on training policy as well as issues concerning implementation.

5. Coordination Committee of Directions – A high powered committee headed by secretary (Personnel) will assist the national training council. The committee will generally oversee operation of training policies.

6. Earmarking of Budget – Each department attached office as well as other organizations, funded by public exchequer, to set apart minimum suitable percentage of budgetary provision for training purpose.

7. Human Resource Development – Members of the civil services shall be encouraged to undertake research and consultancy activities by availing study leave.

3.10 TRAINING NEED IDENTIFICATION

It is widely believed that need assessment is one of the key phases in training and development design process to enhance training effectiveness. It assists in identifying a gap between an ideal level of performance and current level of performance and to prioritize current resource to reduce those gaps. According to Anjali Ghanekar³¹ training needs can be defined as the gap between knowledge, skills and attitudes that the job demands and already possessed by trainee. It is an ongoing process to gather information to identify training needs so that training can be developed to assist organizations to meet their objectives. As per Keith Davis³² assessing training needs is one of the most significant parts of developing training programmes. It diagnoses present problems and future challenges to be met through training & development. It exists at all levels of the organization and it is emphasis of one or the other aspect with changes.

The process of identifying training needs depends on the gap between existing performance ability and desired performance, various employee evaluations and performance appraisal is helpful. W R Mahler and W.H. Monroe³³ have found that generally the training

needs of an organization are determined by the request from the top management, but largely such needs have been identified from requests from line managers.

(a) Organizational Analysis –

Just like any other resources, employees and their competencies have to be managed and controlled. This implies that management of the human factor must be consistent with general requirements of the organization such as quality and efficiency. Huselid³⁴ has said that “the effectiveness of the organization depends upon the extent to which human resource strategies and business strategies fit together.”

(b) Operation Analysis –

Operational analysis includes tasks which have to be performed as the part of the given job, at the level of which they have to be performed and of the knowledge, skills and attitudes required to achieve that level. As per Junaid Siddiqui³⁵, the methods for such analysis are task analysis, job expectation technique, core analysis, key task analysis questionnaires, interviews, reports, tests, observation, performance standards, job description and other methods.

(c) Individual Analysis –

Individual analysis is very crucial; if the training is to be supported as closely as possible to fill gaps in the competence profile of employees and if it is to be matched with the level of maturity of the participants. An important plan of personal analysis is to find out performance gaps (i.e. expected performance Vs actual performance). Personal analysis makes it possible to measure the expectations and learning requirements of trainees. According to Luc Sels³⁶ sources of information available for individual analysis include performance evaluation, performance problems (productivity, absenteeism or tardiness, accidents, grievances, waste, product quality, down time, repairs, equipment utilization, and customer complaints), observation, work samples, interviews, questionnaires, attitude surveys, and check lists or training progress charts. All the three levels of needs analysis are interrelated and the data collected from each level is critical to a thorough and effective need assessment. As per Punia BK³⁷, the failure to analyse training needs within the organization will lead to lesser benefits and huge investment in the training programme. Hence it would be pertinent to analyze the training needs first and then imparting training accordingly.

3.11 TRAINING METHODS

Introduction

As per Bernardin and Russel³⁸, training methods can be divided into two categories:

- (1) Methods that are primarily informational or transmittal in nature. They use primarily one way communication in which information is transmitted to the learners. Some of the major methods are: lecture, audio visual, independent study, programmed instructions.
- (2) Methods that are experiential in nature, that is, the learner interacts with the instructor, a computer/ simulator, or other trainees to practice the skills. Some of the major methods are – on the job training, computer based training, simulation, games, case analysis, role playing behavior modeling and sensitivity training.

Training methods are tools which attempt to create learning climate for the participants. These methods are related to learning objectives for participants. Methods are the means enabling participants to learn what is expected of them in order to know their roles and functions in the organization. Methods depend upon three principle components of the objectives of training, i.e. knowledge, skills and attitude. In some cases of training, it may be pure information giving that is imparting knowledge. In other cases it may be social and technical skill development, and in some other it would be an attempt to bring attitudinal change in the participants. In some programmes these components may be found in varying degrees. In one the emphasis may be on imparting knowledge, in another knowledge plus skill development and in some other these two plus attitudinal change. Before selecting methods of a particular programme, one has to look into the content that is to be delivered, the learning that is to take place and objectives of the training. Once the content of the modules are clear, choosing the appropriate methods becomes uncomplicated. The following is a brief overview of typical methods of training.

3.11.1 ORIENTATIONS

Orientation training is vital in ensuring the success of new employees. Whether the training is conducted through an employee handbook, a lecture, or a one-on-one meeting with a supervisor, newcomers should receive information on the company's history and strategic

position, the key people in authority at the company, the structure of their department and how it contributes to the mission of the company, and the company's employment policies, rules, and regulations.

3.11.2 LECTURES

A verbal method of presenting information, lectures are particularly useful in situations when the goal is to impart the same information to a large number of people at one time. Since they eliminate the need for individual training, lectures are among the most cost-effective training methods. But the lecture method does have some drawbacks. Since lectures primarily involve one-way communication, they may not provide the most interesting or effective training. In addition, it may be difficult for the trainer to gauge the level of understanding of the material within a large group.

3.11.3 CASE STUDY

The case method is a non-directed method of study whereby students are provided with practical case reports to analyze. The case report includes a thorough description of a simulated or real-life situation. By analyzing the problems presented in the case report and developing possible solutions, students can be encouraged to think independently as opposed to relying upon the direction of an instructor. Independent case analysis can be supplemented with open discussion with a group. The main benefit of the case method is its use of real-life situations.

3.11.4 ROLE PLAYING

In role playing, students assume a role outside of them and play out that role within a group. A facilitator creates a scenario that is to be acted out by the participants under the guidance of the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself, allowing better understanding of their own behavior. This training method is cost effective and is often applied to marketing and management training.

3.11.5 SIMULATIONS

Games and simulations are structured competitions and operational models that emulate real-life scenarios. The benefits of games and simulations include the improvement of problem-solving and decision-making skills, a greater understanding of the organizational whole, the ability to study actual problems, and the power to capture the student's interest.

3.11.6 COMPUTER-BASED TRAINING

Computer-based training (CBT) involves the use of computers and computer-based instructional materials as the primary medium of instruction. Computer-based training programmes are designed to structure and present instructional materials and to facilitate the learning process for the student. A main benefit of CBT is that it allows employees to learn at their own pace, during convenient times. Primary uses of CBT include instruction in computer hardware, software, and operational equipment. The last is of particular importance because CBT can provide the student with a simulated experience of operating a particular piece of equipment or machinery while eliminating the risk of damage to costly equipment by a trainee or even a novice user.

3.11.7 WEB-BASED TRAINING

(WBT) is an increasingly popular form of CBT. The greatly expanding number of organizations with Internet access through high-speed connections has made this form of CBT possible. By providing the training material on a Web page that is accessible through any Internet browser, CBT is within reach of any company with access to the Web. The terms "online courses" and "web-based instruction" are sometimes used interchangeably with WBT.

3.11.8 SELF-INSTRUCTION

Self-instruction describes a training method in which the students assume primary responsibility for their own learning. Unlike instructor- or facilitator-led instruction, students retain a greater degree of control regarding topics, the sequence of learning, and the pace of learning. Depending on the structure of the instructional materials, students can achieve a higher degree of customized learning. Forms of self-instruction include programmed learning, individualized instruction, personalized systems of instruction, learner-controlled

instruction, and correspondence study. Benefits include a strong support system, immediate feedback, and systematization.

3.11.9 AUDIOVISUAL TRAINING

Audiovisual training methods include television, films, and videotapes. Like case studies, role playing, and simulations, they can be used to expose employees to "real world" situations in a time-and cost-effective manner. The main drawback of audiovisual training methods is that they cannot be customized for a particular audience, and they do not allow participants to ask questions or interact during the presentation of material.

3.11.10 TEAM-BUILDING EXERCISES

Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal process of building work teams and formulating their objectives and goals, usually facilitated by a third-party consultant. Team building is commonly initiated to combat poor group dynamics, labor-management relations, quality, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members.

3.11.11 APPRENTICESHIPS AND INTERNSHIPS

Apprenticeships are a form of on-the-job training in which the trainee works with a more experienced employee for a period of time, learning a group of related skills that will eventually qualify the trainee to perform a new job or function. Apprenticeships are often used in production-oriented positions. Internships are a form of apprenticeship that combines on-the-job training under a more experienced employee with classroom learning.

3.11.12 JOB ROTATION

Another type of experience-based training is job rotation, in which employees move through a series of jobs in order to gain a broad understanding of the requirements of each.

Job rotation may be particularly useful in small businesses, which may feature less role specialization than is typically seen in larger organizations

3.11.13 COUNSELLING

The latest trend catching up in the corporate HR across the world is 'Employee Counselling at Workplace'. In the world of ever increasing complexity and the stress in the lives, especially the workplaces of the employees, employee counselling has emerged as the latest HR tool to attract and retain its best employees and also to increase the quality of the workforce. Employee counselling can be explained as providing help and support to the employees to face and sail through the difficult times in life. At many points of time in life or career people come across some problems either in their work or personal life when it starts influencing and affecting their performance and, increasing the stress levels of the individual. Counselling is guiding, consoling, advising and sharing and helping to resolve their problems whenever the need arises. Technically, Psychological Counselling, a form of counselling is used by the experts to analyze the work related performance and behaviour of the employees to help them cope with it, resolve the conflicts and tribulations and re-enforce the desired results.

3.11.14 MENTORING

Mentoring is a relationship in which a senior manager in an organization assumes the responsibility for grooming a junior person. Technical, interpersonal and political skills are generally conveyed in such a relationship from the more experienced person. A mentor is a teacher, spouse, counselor, developer of skills and intellect, host, guide, exemplar, and most importantly, supporter and facilitator in the realization of the vision the young person has about the kind of life he wants as an adult. The main objective of mentoring is to help an employee attain psychological maturity and effectiveness and get integrated with the organization. In a work situation, such mentoring can take place at both formal and informal levels, depending on the prevailing work culture and the commitment from the top management. Formal mentoring can be very fruitful, if management invests time and money in such relationship building exercises.

3.12 ESSENTIALS OF TRAINING

Training is essential because technology is developing continuously and at a fast rate. Employees have to adapt to technological changes, improve product and service quality and boost productivity to stay in competition. The importance of training is means of improving productivity is readily recognized. Skills required for one job can be transferred to another job; it can be modified and supplemented. Training plays large part in determining the effectiveness and efficiency of the establishment. Training & Development efforts are essential because they benefit the organization in different ways: which lead them to improved profitability, improve the job knowledge and skills at all levels of the organization , improve the morale of the workforce, foster authenticity, openness and trust, improve relationship between boss and subordinate, aid in the organizational development help prepare guidelines for, aids in understanding and carrying out the organizational policies, provide information for the future needs in all areas of the organizations, organization gets more effective decision making and problem solving skills, aid in development leadership skills motivation, loyalty, better attitudes, and other aspects that successful workers and managers display; aid in increasing productivity and quality of work, help keep cost down in many areas, reduce outside consulting costs by utilizing competent internal consultation, create an appropriate climate for growth, aid in improving organizational communication, help employee adjust to change and aid in handling conflict, thereby helping to prevent stress and tension.

3.13 TRAINING & DEVELOPMENT SCENARIO IN INDIA

3.13.1 TRAINING & DEVELOPMENT IN INDIA

The business environment in India has gone through many rapid changes in the recent past. The Government of India has brought about these changes in the form of globalization liberalization and privatization. Organizations not willing to change may not survive in the fierce competition.

Imparting training to the employees is important to organizational development In India, attention has been given by the industry, government as well as training institutes towards a systematic development of their employees. As a consequence of the awareness of

management training in the country, there has been growing need to find ways and means to determine the efficiency and effectiveness of training activity, from the point of view of organizational improvement.

Indian Industry is presently on a fast development track. Improved technology and techniques are being imported from developed countries. In the context of globalization, human resource development with proper training to the workforce is required to meet the challenges in future and to win the global competitive advantage.

Khanna S³⁹ describes that the Indian Corporation for the first time realized the importance of people in their new paradigm of business. Indian corporate can achieve the competitive edge over rivals through innovation in the market and in depth understanding of customers' needs. The quality of service component, and instrument to generate customer value, is naturally determined by the people delivering it.

Indian companies have become innovative not only in how they recruit but also in whom they recruit and where they look for talent. Most of them have developed a recruitment philosophy to hire for overall skill and aptitude rather than specialized domain and technical skills. They rely on training and development to bridge skill gaps. Instead of hiring only from top engineering universities, technology companies recruit from second- and third-tier colleges all across the country and also in arts and science schools. Similarly, companies in the banking and hospitality industries hire from call-centers and the information technology sector. Diversity programmes are also being implemented, both out of necessity and social purpose. Women and older workers in particular are being targeted by technology companies and call centers, which are also reaching out to rural and disadvantaged communities.

In the technology sector, new-recruit training programmes typically span two to four months. In other industries programmes range from two to four weeks. The training curricula are generally highly sophisticated and teach not only the required technical skills but also the basics of topics like industry operations, customer management, communications, and team building. Formal induction training is typically followed by on-the-job training programmes in which employees are assigned specific tasks under the supervision of trainers and managers.

3.13.2 VOCATIONAL TRAINING IN INDIA

Ever since India achieved liberty, the country has been busy in a progression of planned industrialization. In order to bridge the gap of more than 200 years of stagnation, the nation decided to achieve industrial development through five-year plans. But industrial development does not happen by itself. A multitude of other socio-economic problems have to be solved before any concrete results are achieved. The most far-reaching of these problems is that of human resources development. Process of education and training is both time-consuming and arduous.

With the changing needs of industry, the skills developed by trainees in the Industrial Training Institutes (ITI) were not adequate and a great need was felt for on-the-job training. The Apprentices Act was therefore adopted in 1961 with a view to meeting the requirement for skilled workers in industry. The Act makes it obligatory for employers in both the public and private sectors to engage a prescribed proportion of apprentices. The duration of training for apprentices varies from six months to four years, depending on the trade. In the case of trade apprentices, training consists of basic training followed by “on-the-job” or shop-floor training with related instruction throughout the period of training.

During the whole period of training, apprentices are paid prescribed stipends. Enterprises employing more than 500 employees cover all the expenditure for apprenticeship training, including the stipend. For enterprises with fewer than 500 employees, expenditure for apprentices is shared between the concerned government and the enterprise. The cost of instruction is reimbursed to enterprises which provide it themselves, or is covered by the relevant government at its own cost. An apprenticeship contract is registered containing the obligations of the employers and apprentices. After the completion of training, a trade test is conducted for trade apprentices and the National Apprenticeship Certificate is issued to all apprentices who pass the test.

The basic training is the same as the training provided in ITIs. Enterprises which do not wish to recruit trainees educated in ITIs take on “fresher” apprentices and set up their own basic training centers (BTCs).

Education is the foundation of a civil society. It is an instrument for providing access to opportunity as well as for maintaining that competitive edge which makes a nation prosperous. Whether it is industrial development, health care or emergence of a knowledgeable society, education is an essential input. Further, for sharing of information

and creating awareness of their rights and responsibilities for an effective participation in the socio-economic development of the country, a scheme for workers' education was conceptualized. Accordingly, the Central Board for Workers' Education (CBWE), Nagpur, in the Ministry of Labour, Government of India, was established in 1958 to implement the scheme at national, regional and at village levels. This massive task is being ensured since then through a tripartite mechanism which the CBWE has adopted for its functioning.

3.13.3 ROLE OF THE GOVERNMENT

Training delivery is totally by the enterprise under the Apprentices Act, 1961. However, the following functions are performed by the state or the central government in the implementation of the apprenticeship training scheme:

- Development of legislation and policy under the Apprentices Act, 1961;
- Provision of loans by state governments, for the setting up of training centers, where so required by the enterprise;
- The expenditure incurred by the enterprise in the training of apprentices is 100 per cent exempted under the Income Tax Act;
- The central government also reimburses 50 per cent of the cost of training for graduates, diploma holders and technician (vocational) apprentices; in addition, 50 per cent of the cost of training for fresher trade apprentices is also reimbursed by the concerned government
- In the case of enterprises with fewer than 500 employees in total; curricula for the different trades under craftsmen and apprenticeship training schemes are developed by trade committees appointed by the Directorate General of Employment and Training;
- Refresher training/retraining for instructors at training centers is carried out at the advanced training institutes of the Directorate General of Employment and Training;
- Courses for officers are provided at the Central Staff Training and Research Institute, Kolkata.
- Quantitative and qualitative inspection/monitoring of the training programmes conducted by the enterprises are carried out by the respective governments.
- After completion of training in enterprises, all apprentices are trade tested by the Directorate General of Employment and Training and National Apprentice Certificates are issued to all apprentices who pass the test.

The cost of theoretical/related instruction carried out by the enterprise is reimbursed by the respective governments and exemption of customs duty for training equipment is granted on the recommendation of the Directorate General of Employment and Training.

3.13.4 ROLE OF ENTERPRISES

Apprenticeship training programmes in industry were made statutory by the Apprentices Act, 1961, under the terms of which each enterprise is required to train a certain number of apprentices. This involves the following:

The delivery of basic training and practical training for apprentices in the industry by the enterprise, with the whole cost borne by the enterprise;

Appointment of experts from these training centers as members of the curriculum committee at the national level to draft the curricula for the Craftsmen and Apprenticeship Training Programme.

The appointment of experts from these training centers as examiners and paper setters for the Craftsmen, Apprenticeship and Instructor Training Programmes;

The appointment of the experts from the training centers as members of advisory committees, such as the Central Apprenticeship Council, the National Council for Vocational Training, the State Apprenticeship Council and the State Council for Vocational Training, as well as advisory committees of ITIs and Advanced Training Institutes and the syllabus prescribed under the Apprenticeship Programme constitutes a minimum and the enterprise can train apprentices in higher skills.

3.13.5 MANAGEMENT TRAINING IN INDIA

Three different classes of managers existed in India. In the old enterprise of India, business man was believed to be born and so was a manager. This gave birth to high priests of management who controlled most of the entrepreneurship and industries. Later on with the advent of management institutes catering to the degree and diploma in business administration, another class of managers emerged who we call professional managers. The third group is the bureaucrats who take charge of the public enterprise by passing the civil services or Indian Administrative Services (IAS) examination.

Although management is regarded as a profession, formal training is needed. Until recently managers acquired this professionalism by experience in their job by job rotation. But the trend is changing and more and more managers are being sent to training programmes to acquire new skills and knowledge to prove themselves useful in the organizations they are working.

Training existed in India in the companies owned by foreigners by around 1930. University system did not offer any management training and the training was scattered. There were few subjects related to management like accounting, finance, economics and it was a part of commerce stream.

The beginning of management education in India was when Indian Institute of Social Welfare and Business Management was established in 1945. This institute started diploma in Social Work (Labour Welfare). It was pioneering institute to start management courses in personnel as well as industrial management. . In 1950s with the recommendations of ILO and the Urwick Orr Mission to India, the government founded a Productivity center in Bombay which since then runs training courses in management. Then number of universities in India started part time and full time courses in management.

Universities including Calcutta, Bombay, Delhi and Andhra, started three year part-time diploma courses in industrial management. Now several universities run 2 years masters course. Calcutta University has recently introduced MBM and Burdwan University has come up with DIRPM. Indira Gandhi Nation Open University (IGNOU) is way ahead in offering number of management courses through correspondence.

National Productivity Council established by Ministry of Industrial Development, runs number of management courses with the help of local councils.

IIMs- When IIMs were established, the management education took new turn and these institutes became hall mark in the management education.. IIM Calcutta had a tie up with MIT of USA where as IIM Ahmedabad had with Harvard University. These institutes also conduct short term management development programmes which is useful for the industries and corporate. Later on IIM Bangalore was established in 1972. It caters to management education for public sector. At present there are 9 IIMs as follows- Ahmedabad, Bangalore, Kolkata, Indore, Lucknow, Kozhikode, Shillong, Rohtak, and Ranchi.

NITIE – National Institute for Training in Industrial Engineering was established in 1963. Though catering to the studies in Industrial engineering, it caters to management courses as well.

Banks- in 1960s NIBM was established to train bank personnel. It has carried considerable research in banking sector and banking services. The Institute of Financial Management was established in the then Madras mainly to cater to the training in the developmental banking. Later on all the nationalized banks established their own training centers to cater to the training needs of their personnel. The RBI has two training centers, one at Mumbai and other at Chennai.

Defence – The Defence Institute of Work Study was established in 1960 at Mussorie. It has short term programmes for defence personnel. The institute of Defence Management was established in 1960 at Hyderabad. Over the last few years, management courses are taught in the College of Military Engineering in Pune and Defence Staff College at Wellington, in Nilgiris.

IIPA - Indian Institute of Public Administration at Delhi runs number of short term management courses in addition to its main course of Public Administration.

SIETI- The Small Industries Extension Training Institute was established in 1950 at Hyderabad. It conducts large number of short management courses useful for small industries.

Sectoral Institutes- In numbers of sectors, the institutes run number of specialized management courses. To name a few (1) Ahmedabad Textile and Industrial Research Association (ATIRA), (2) Sri Ram Center of Industrial Relations, Delhi, (3) Vaikuntha Mehta National Institute of Cooperative Management, Pune, (4) National Institute of Labour Management, Mumbai.

Industrial Enterprises- Short term courses in management come from industrial sector. Many industrial houses have their own staff colleges. HAL at Bangalore, Hindustan Steel Staff College at Ranchi, HLL Staff College at Mumbai, BHEL Staff College at Tiruchirappally, Tata Management Training Centre (TMTC) at Mumbai, etc.

Number of private organizations like Bharatiya Vidya Bhavan, Davar's College and Datamatix Corp. cater to evening classes in management. Professional bodies also offer such management courses. They are- The Indian Institute of Industrial Engineers, National Association of Material Engineering, The Computer Society of India, The Institute of Production Engineers, The Indian Institute of Personnel Management etc.

3.13.6 TRAINING AND DEVELOPMENT IN RETAIL-FMCG SECTOR

Retail/FMCG Sector is the most booming sector in the Indian economy and is expected to reach US\$ 175-200 billion by 2016. With this rapid expansion and coming up of major players in the sector, the need of human resource development has increased. Lack of skilled workers is the major factor that is holding back the retail sector for high growth. The sector is facing the severe shortage of trainers. Also, the current education system is not sufficiently prepared to address the new processes, according to the industry majors.

Training Programmes in retail/FMCG Sector

Some of the training programmes that are given in the retail sector are:

- ✓Sales Training
- ✓On-the-Job Training
- ✓Seminars/Workshops
- ✓Customer Relationship Management
- ✓Online Course
- ✓Group Study
- ✓Computer-Based Training
- ✓Self-Directed Training

3.13.7 TRAINING & DEVELOPMENT IN BANKING AND INSURANCE SECTOR

Favorable economic climate and number of other factors such as, growing urbanization, increasing consumerism, rise in the standard of living, increase in financial services for people living in rural areas, etc has increased the demand for wide range of financial products that has led to mutually beneficial growth to the banking sector and economic growth process. This was coincided by technology development in the banking

operations. Today most of the Indian cities have networked banking facility as well as Internet banking facility.

In the Insurance sector also, rapid expansion has created about 5 lakh job opportunities approximately in the past five years. These openings are mainly in the field of insurance advisors or marketing agents. The eligibility criteria for these jobs are graduation with some experience in marketing or become insurance agents after completing school but this needs some training.

Earlier there were no training programmes as such for insurance agents but on-the-job training only that was given once the new agent was appointed. But now the scenario has changed, with the coming up of big players like ICICI Life Insurance, ICICI Lombard, HDFC Life Insurance, Tata AIG General Insurance etc in this sector, people who have had some formal training are preferred while recruiting because it can be helpful in the insurance field. However, only the insurance degree in this field does not guarantee success. To be successful an agent must have strong interpersonal, networking, and communication skills.

3.13.8 TRAINING AND DEVELOPMENT IN AUTOMOBILE SECTOR

The Indian automobile sector is growing at a rate of about 16% per annum and is now going to be a second fastest growing automobile market in the world. The sector is going through a phase of rapid change and high growth. With the coming up of new projects, the industry is undergoing technological change. The major players such as, Honda, Toyota, Bajaj, Maruti are now focusing on mass customization, mass production, etc. and are expanding their plants.

According to National Development and Reform Commission (NDRC), India's auto making capacity is expected to become 20 million units by the end of the year 2011 exceeding the yearly demand of about 8 million units.

This rapid expansion is because of growing urbanization, rise in the standard of living of consumers, easy availability of finance, liberalization, privatization, and globalization of Indian Industry. This rapid expansion has created lots of job opportunities. Interested one in this sector has to specialize in automobile/mechanical engineering.

Currently, Automobile in India is retaining around 10 million employees and is expected to employ more people in near future. Unorganized sector is employing 67% people while, organized sector is employing only 33% people, which is a major drawback for automobile-sector.

With this rapid expansion and coming up of major players in the sector, the focus is more on the skilled employees and the need of human resource development has increased. The companies are looking for skilled and hard working people who can give their best to the organization. Various companies are opening training institutes to train interested ones in this sector, like Toyota has recently opened Toyota Technical Training Institute (TTTI) near Bangalore that will offer 4 courses in automobile assembly, mechatronics (a combination of mechanical and industrial electronics), automobile weld and automobile paint. TTTI will provide both a high standard of education and training in automotive technology as well as employment opportunities.

3.13.9 TRAINING AND DEVELOPMENT IN TELECOM SECTOR

Telecom is one of the fastest growing sectors in India with a growth of 21% and revenue of Rs 86,720 crore in the year 2006. The sector is expected to grow over 150% by 2012. With increase in competition between the major players like BSNL, MTNL, Hutchison Essar, BPL, Idea, Bharti Tele services, Tata, etc, the requirement for mobile analysts, software engineers, and hardware engineers for mobile handsets has increased. However, holding an engineering degree is not enough to survive in the Telecom Sector. There is constant need of updating of knowledge, skills and attitudes. With this rapid growth in Telecom Sector, the need for trained professionals is bound to rise and so is the training need. The total training market in Telecom Sector is estimated to be Rs 400 crore.

Many top players are spending a huge amount on training and development, for example BSNL alone spends more than 100 crore on training and development of its employees through the Advanced Level Telecommunications Training Centre (ALTTC) and 43 other regional training institutes. Reliance has also established Dhirubhai Ambani Institute of Information and Communication Technology. In addition to that, Bharti has also tied-up with IIT Delhi for the Bharti School of Telecommunication Technology and Management.

With the increase in competition, availability of huge amount of information through internet, magazines, newspapers, TV, etc, and increased awareness among customers, the demand to impart proper training in non-technological areas like customer care and marketing has increased too. Rapid technological changes, network security threat, mobile application development, growing IP deployment in the sector have brought back the training and development in the priority catalog.

3.13.10 TRAINING AND DEVELOPMENT IN PHARMACEUTICAL SECTOR

India Pharmaceutical market is valued at about US \$8 billion and is expected to reach to US \$12 billion by 2010. Indian pharmaceutical market is 2% of world's pharmaceutical market. In the last two years, 3900 new generic products have been launched because of which its market value has been increased to about US \$355 million.

This rapid growth has also increased the training need of the sector.

- ✓ Training Areas
- ✓ Brand Protection
- ✓ Contamination Control
- ✓ Drug Verification
- ✓ Supply Chain Visibility
- ✓ Recall Management
- ✓ Shrinkage Reductions

Preferred Training Methods

Some of the preferred training methods are:

- ✓ Web based training
- ✓ Class room training
- ✓ Workshops
- ✓ On-the-job training

3.13.11 TRAINING AND DEVELOPMENT IN HOSPITALITY SECTOR

Hospitality sector is growing at a very fast rate in India. The sector is growing at a rate of approximately 8%. This sector can be classified into hotel industry, travel and tourism, restaurants, pubs, clubs and bars, contract catering, and aviation. Other than that,

opportunities also exist in universities, sporting venues, exhibition centers and smaller events management companies.

The major challenge of this sector is shortage of skilled employees along with the challenge of attrition rate. Skilled chefs and managers are in great demand. Managers require huge range of competencies such as, people management, viable skills, business insights, analytic skills, succession planning, and resource development in order to get success in this sector. In addition to that, employees are not enough trained on Business Etiquettes, Courtesy, and Business Communication. Hospitality is all about handling people. So an employee must have right attitude, tolerance, and listening skills in order to move up the hierarchy. There is still a long way to go to inculcate good public relation, interpersonal skills.

With the increase in competition due to the coming up of major players like Four Seasons, Shangri-La, Aman Resorts, etc the need to train employees has increased more than ever before. The major players are now strategizing to increase the turnover of the customers by training their employees on Communication, Dining and Business etiquettes, etc. Some of the essentials required by this sector are:

- ✓ Good infrastructure
- ✓ Trained trainer
- ✓ Quality of content
- ✓ Certification of training course
- ✓ Effective Training evaluation

Training & Development programmes are available for the following areas:

- ✓ Food Production
- ✓ Food and Beverage Service
- ✓ Front Office
- ✓ House Keeping

3.13.12 TRAINING AND DEVELOPMENT IN I.T. INDUSTRY

The Indian IT sector is growing at a very fast pace and is expected to earn a revenue of US \$97 billion by 2010. In 2006, it has earned revenue of about US \$ 40 billion with a growth rate of 30%. IT sector is expected to generate 2.3 million jobs by 2010, according to

NASSCOM (National Association of Software and Service Companies). With this rapid expansion of IT sector and coming up of major players and new technologies like SAP, the need of human resource development has increased.

There is a direct link between training investment of the companies and the market capitalization. Those companies with higher training investment had higher market capitalization. It clearly indicates that the companies which have successfully implemented training programmes have been able to deliver customer goals with effective results. It shows that good training results in enhancement of individual performance, which in turn, helps the organization in achieving its business goals. Training is a tool that can help in gaining competitive advantage in terms of human resource.

With the growing investment by IT companies in the development of their employees many companies have now started their own learning centers. As an example, Sun has its own training department. Accenture has Internet based tool by the name of “My Learning” that offers access to its vast learning resources to its employees. Companies are investing in both the technical training, which has always been an essential part in IT industry, as well as in managerial skills development. Companies now keep aside 3-5% of revenue for training programmes. As an example, some of the major players like Tata Elexi and Accenture are allocating 7% and 3% respectively of the company’s overall revenue.

3.13.13 TRAINING AND DEVELOPMENT IN BPO INDUSTRY

The various reasons behind the increasing training need in the BPO SECTOR are:

- (1) BPO industry is expected to generate 1.10 million jobs by 2010, and 6 million jobs by 2015, which is why training need has increased more than ever before.
- (2) High attrition rate in this sector reason being unsatisfied employee, monotonous work, neglected talent, inadequate know-how etc.
- (3) Coming up of high profile BPOs.

People working in BPO sector face the problem of night shift, job stress that results in de motivation. Well designed training programme with clear career path increases the job satisfaction among the young professionals and help them in becoming efficient and effective at the work place. Therefore, organizations have to handle such challenges of meeting

training needs, although, the sector is taking a lot of initiatives in conducting training for new joiners. Companies are now aligning business goals with training costs. But what is more important is, is the development of the skills of middle management. Various BPO's have an elaborate training infrastructure that includes computer-based Training rooms, and specially trained and qualified in-house trainers.

The companies are now busy designing training programmes for their employees. These companies try identifying the strengths and weaknesses and are emphasizing more on their personalities, problem-solving.

With constant change in processes, technologies, techniques, methods etc, there is a constant need of updating T&D for the BPO employees to consistently deliver customer goals.

3.14 CONCLUSION

People want value for money that they spend and want great service. If they do not get it, they will not give second chance as they have wide scope. A high quality service depends upon how human resource is trained and developed to handle the competition in the emerging market. It is, therefore imperative to have different methods of training in corporate sectors. This helps employee socialize into their profession via formal and informal process that shapes how they see themselves and how their employers, peers and customers see them. The various corporate sectors in India could shed light on the training & Development atmosphere prevalent in their areas. Training is essential because technology is developing continuously and at a fast rate. Employees have to adapt to technological changes, improve product and service quality and boost productivity to stay in competition. The importance of training as means of improving productivity is readily recognized. Skills required for one job can be transferred to another job; it can be modified and supplemented. Training plays large part in determining the effectiveness and efficiency of the establishment.

The role of training is going to be very different from what it was in the past. Intellectual capital is becoming main generator of wealth both for individuals and for the organization, as the economy is shifting towards knowledge economy. Training has become a

major tool to retain employees. Well designed training programme with clear career path increases the job satisfaction among the young professionals and help them in becoming efficient and effective at the work place. Companies are now aligning business goals with training costs. But what is more important is, is the development of the skills of middle management. The objective of the organizational policies process and programmes for the delivery of training is to achieve its HRD strategies by ensuring the availability of skilled and competent employees to meet its present and future requirements. Training & Development is essential to remove performance deficiencies. There are two ways in which T & D influences performance. First, they improve the skills of the people for specific job requirement and secondly they add to the job satisfaction. Employees have to adapt to technological changes, improve product and service quality and boost productivity to stay in competition. Therefore it is more imperative for the organizations which are adopting proactive HRM approach, to display a culture of right attitude and behavior in order to achieving desired goal. Training policies are becoming more sophisticated and comprehensive containing all the ingredients that go in making the organizations world class.

The present chapter has given the detailed view of complete aspects of training and development, the scene in India and sector-wise training and development efforts. Here, it is but imperative that the evaluation and effectiveness of training activities takes place since huge amount is invested in these areas. Therefore, the next chapter throws light on evaluation and effectiveness of training activities.

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence. ~Abigail Adams

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CHAPTER 4 – EVALUATION AND EFFECTIVENESS OF
TRAINING

Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding. ~William Arthur Ward

4.1 INTRODUCTION

Training is essential because technology is developing at a fast rate. The objective of the organizational policies process and programmes for the delivery of training is to achieve its HRD strategies by ensuring the availability of skilled and competent employees to meet its present and future requirements. Training & Development is essential to remove performance deficiencies. There are two ways in which T&D influences performance. First, they improve the skills of the people for specific job requirement and secondly they add to the job satisfaction. According to Burke J M and Day R R⁴⁰ training positively influences the performance of the managers. As per Bartel⁴¹ the investment in training increases the productivity. McIvor⁴² says that it influences organizational commitment, participant knowledge and organizational based self esteem.

From the standpoint of employee training serves as an important means for the development of effective and productive work habits, methods of work, and in consequence it improves job performance, it prepares individual for modified jobs, avoids unnecessary absenteeism reduces turnover arising out of faulty selection and placements, it reduces chances of accidents. It also, increases employees' loyalty to the organization and enables them to develop and rise within the organization with full confidence.

4.2 EVALUATION OF TRAINING

Evaluation literally means the assessment of value or worth. It would simply mean the act of judging whether or not the activity to be evaluated is worthwhile in terms of set Criteria.

Hamblin⁴³ defined evaluation of training as-

“Any attempt to obtain information (feedback) on the effects of training programme and to assess the value of training in the light of that information for improving further

training”.

Validation, as against evaluation, applies directly to the programme and its, immediate results. Validation is defined in terms of internal and external validation. It deals with a series of tests and assessments designed to ascertain whether training met with its objective. In internal validation the focus is on the immediacy of the training and learning resulting in the improvement of the trainee.

External Validation involves a series of tests designed to ascertain whether the objectives of an internally valid programme are based on an accurate identification of training needs relation to the criteria of effectiveness adopted by the organization. This is to ensure that:

- a) Training is carried out in the most efficient and effective manner,
- b) At the lowest cost;
- c) With the high implementation value.

Formative Evaluation:

Evaluators often talk about two different types of evaluations: "formative" and "summative." A formative evaluation is usually conducted in the early stages of a programme and addresses questions about implementation and ongoing planning. This is used in the classroom with some planning. Formative evaluations are useful for various purposes. For example:

- a) They may help find problems early, while they can still be corrected.
- b) They provide an opportunity to collect basic data for future summative (or "impact") evaluations.

Summative Evaluation:

Summative evaluations assess programme outcomes or impacts. To determine the relationship of different factors to outcomes, similar to formative evaluations, some information used in summative evaluations is collected early in the programme (e.g., basic data, test scores).

Some advantages of summative evaluations include:

- a) They can, if designed properly, provide evidence for a cause-and-effect relationship.
- b) They assess long-term effects.
- c) They provide data on impacts.
- d) They can provide data on change across time.

4.2.1 OBJECTIVES OF THE EVALUATION OF TRAINING

Reasons why training should be evaluated:

- ✓ To find out where the desired expectations (goal) are and are not being met.
- ✓ To make the training environment more supportive of learning.
- ✓ To revise and redefine the course to make it more effective.
- ✓ To identify and reduce workplace constraints that inhibits transfer of training.
- ✓ To prove that training is investment and not cost.
- ✓ To get commitment and support of training by management.
- ✓ To give instructors and course developers feed back to help them improve.
- ✓ To justify and perhaps increase the training budget.
- ✓ To influence future decisions like on what kind of programmes to be included.
- ✓ To manage the training function more professionally

4.2.2 VARIOUS THEORIES OF EVALUATION OF TRAINING.

Goldstein⁴⁴ defines evaluation asThe systematic collection of descriptive and judgemental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities.

Hamblin⁴⁵ defined evaluation of training as any attempt to obtain information on the effects of training programme and to assess the value of the training in the light of that information. He described evaluation as a training aid and identified FIVE levels of evaluation. They are-

- 1) Reaction level
- 2) Learning level
- 3) Job behaviour level
- 4) Organization and
- 5) Ultimate value

Reaction level – The trainees’ reaction to training are important, particularly to the trainees. However from the training managers perspective they are not as important as whether learning and job behavior effects have taken place. Each trainee’s reactions, attitudes etc. are complex and are a result of many factors such as training content and methods, the training context, location etc. and the trainee’s perceived success at achieving some of the goals of training. These reactions will vary throughout the training, some of which are transitory in the nature. Therefore it has to be given special consideration as what aspects of reactions are important. A questionnaire, using rating scales is preferable method and is supplemented by interview and informal discussion.

Learning level – The most important aspect is whether the trainees learned the required skill sets through the training for which it was intended. If trainees have failed to learn the required skill sets and knowledge, then it can be inferred that the training system has failed rather than the trainees. Thus the modification in the training system is required.

Any evaluation of learning has to be done very carefully as it has to assess the skills and knowledge that should have been acquired. Evaluation of skill acquisition must ensure that assessment is both reliable and valid. It is important to be aware of the distinction between learning and the performance. Only the performance can be measured and learning can be inferred through the observable performance. That is why the care has to be taken to find out that the performance is a true reflection of the learning and not due to some unrelated reason. The important question here crops up is that when this evaluation should take place. Hamblin says that it should be immediately after the training programme is over, using some post test scores. The training itself should be designed in such a way that the retention of knowledge and skill is for a fairly long period. The training objectives should specify this as to when these skills are to assessed or reassessed and in that case whether the trainees require refresher training .Some skills and knowledge can deteriorate rapidly as compared to

some other skills and knowledge and therefore the factors responsible for such skill loss also must be accounted for.

Job Behaviour - For training in the organization, it is critical that skill and knowledge acquisition has to be translated into appropriate changes in the job behavior. This transfer of training on the job must be exhibition of the skill acquired after learning. At this level three, it should be now without the support of trainer. The objective of level three is maximum transfer of training and ability to perform task and largely depends on the task analysis which is basis for designing of training programme. Training policy should be such that sufficient opportunity is given to the trainee to exhibit the transfer of training received. Practical difficulty which may arise at level three is trainee may disappear after training received. May be transfer at a remote location, or may go on long leave and under such circumstances, it becomes difficult to locate trainees and proper assessment is done. Therefore, an evaluator must ensure that sufficient opportunity is available for trainees to demonstrate the skill and knowledge acquired.

Organization- It is believed that the training effects on job behavior will be translated into beneficial effects upon the organization within which the trainee works. Hamblin at this level (4) distinguishes the immediate effect on the organization to the Ultimate (level 5) effect on the organization. The objective of ultimate level could be overall profit of the organization. The immediate effect includes improvement in-

- ✓ Quality and quantity of production
- ✓ Safety
- ✓ Damage to equipments
- ✓ Absenteeism
- ✓ Labour turnover
- ✓ Attitude to work
- ✓ Job satisfaction
- ✓ Improvement to work methods, etc.

Ultimate level- The ultimate value of training to the organization is judged mainly in terms of financial improvement. This may be the cost effectiveness study but gathering all the data for cost and the effectiveness is difficult because of different assumptions made to collect data. But the overall improvement in the financial condition of the organization could be attributed to the training effectively transferred on the job.

Williams⁴⁶ defines evaluation as the assessment of value or worth. He observes, value is a rather vague concept, and this has contributed to the different interpretations of the term evaluation.

Rackham⁴⁷ offers perhaps the most amusing and least academic definition of evaluation, referring to it as a form of training archaeology where one is obsessively digging up the past in a manner unrelated to the future.

Stufflebeam⁴⁸ defined evaluation as a study designed and conducted to assist some audience to assess an object's merit and worth. He came out with a method of evaluation known as CIPP which is Context, Input, Process, and Product Evaluation, which he presented at the 2003 Annual Conference of the Oregon Program Evaluators Network (OPEN).

He says, “The model’s core concepts are denoted by the acronym CIPP, which stands for evaluations of an entity’s context, inputs, processes, and products. Context evaluations assess needs, problems assets, and opportunities to help decision makers define goals and priorities and help the broader group of users judge goals, priorities, and outcomes. Input evaluations assess alternative approaches, competing action plans, staffing plans, and budgets for their feasibility and potential cost-effectiveness to meet targeted needs and achieve goals. Decision makers use input evaluations in choosing among competing plans, writing funding proposals, allocating resources, assigning staff, scheduling work, and ultimately in helping others judge an effort’s plans and budget. (I see input evaluation as the most neglected, yet critically important type of evaluation.) Process evaluation assess the implementation of plans to help staff carry out activities and later help the broad group of users judge programme performance and interpret outcomes. Product evaluations identify and assess outcomes—intended and unintended, short term and long term—both to help a staff keep an enterprise focused on achieving important outcomes and

ultimately to help the broader group of users gauge the effort's success in meeting targeted needs.”

Holli and Calabrese⁴⁹ defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. Evaluation is the process of forming value judgments about the quality of programmes, products, and goals.

Boulmetis and Dutwin defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved.⁵⁰

Saks studied the relationship between training and outcomes for newcomers. A sample of 152 newly recruited entry level professionals completed a questionnaire after the 1st six months of socialization. Supervisor rating of job performance were obtained four months later. The result indicated that the amount of training received by newcomers was positively related to job satisfaction, commitment, ability to cope and several measures of the job performance, Newcomers perceptions of training were positively related to job satisfaction.⁵¹

Burke in an attempt to determine the impact of 33 hours of human relations training on the managerial attitudes and beliefs of 57 students of School of Business Administration (Midwestern State University), used social reaction inventory, Machiavellian scale and semantic differential scale. The concepts covered in semantic differential scale were listening, creativity, openness, conflict, trust etc.⁵²

Thorley published a report on using microscopic measurement when he evaluated in-company management training programme in Britain. He gathered responses from 234 managers by asking a question, *In what way do you expect the course to improve your job performance?* The areas of application answered were, new techniques, financial control, cooperation, decision making, staff development, attitude towards job etc. To assess the usefulness of the course, the managers were interviewed after six months to find out their subordinates' (who had attended the training course) reflected changes in job behavior. Fifty percent replied that there were positive changes and none reported any adverse effect of the training course on the job.⁵³

Huselid studied the impact of high performance work practice by using survey data on 968 firms. The survey was completed in 1992 by senior human resource executive in the firm and solicited information about the firm's 1991 human resource policies, including the average number of hours of training received by the typical employee for the last 12 months. Huselid grouped the companies HR policies in two categories, the employee skills and organizational structure with employee motivation. It was found that organizational structure and employee skills were important for the rate of return on capital. High performance of work practices increased cash flow and raised the company's market value.⁵⁴

Fast worked out an evaluation form for quantitatively measuring the programme effectiveness. The form contained a list of objectives defined by a participant in the beginning of course. At the end of the programme, degree of importance was attached by the participant on each objective by spreading 100 points between them. Likewise degree of fulfillment of these objectives was to be indicated by considering the numerical scale – 0-satisfactory, 1-2= poor, 3-4=below average, 5-average, 6-above average, 7-good, 8-very good, 9-10=excellent. By multiplying both the indices the indicator of objective fulfilled is derived. Sum total of these indices would reveal overall programme effectiveness. It was found out that using such procedure in combination with written evaluation worked very well. This measurement was done in about 19 training programmes participating around 300 people in the industry.⁵⁵

Swanson & Sleezer developed and pilot tested a practical Training effectiveness evaluation (TEE) system that could be applied to any training programme in industry. TEE consisted of three major elements – (1) An effective evaluation plan to assess whether the training programme produced the desired results, (2) Tools for measuring training effectiveness in terms of satisfaction, learning and performance. (3) Evaluation report containing organization performance need, performance goals, narrative summarizing effectiveness of training, an evaluation summary and an improvement proposal.⁵⁶

TEE provided tools for planning evaluations, gathering the effectiveness information and reporting the information. Through systematic analysis and reporting of effective evaluations, training managers can ensure that their programmes contribute to their organizations bottom line.

Colligan & Cohen have reported the benefits of the training showing how training objectives are met such as increased hazard awareness among the worker who are at risk of health hazards. Knowledge of safe working practices reduces the work related accidents and improves workplace safety. Lack of safety training may result into workplace hazards which may cost the company even more in terms of lost man-hours. In their reports the authors conclude how training resulted into reduced injury, reduced time for work, and reduction in the medical costs. Training outcomes were successful which were supported by management decision in supporting the safety training, whatever may be the job site. The issue is not so much whether training is worthwhile but the factors beyond the training process which can make great impact.⁵⁷

Ray & Dolke attempted a study to evaluate a supervisory training programme in textile technology conducted in Ahmedabad to progress and revive the technical knowledge and problem solving skills of supervisors. Open ended interview schedules were used. At the same time structured interviews were held to evaluate the effect of training. The subject matter tests were conducted. Post test experimental design was also used. First the experience of the trainees was gathered and then secondly when they actually started performing the job, after the training. This was to know the retention of the training. It was concluded that the experimental trainee group performed better in all the aspects.⁵⁸

Veermani and Premila Seth defined evaluation as an attempt to obtain information on the planning of training, the conduct of the training and feedback on the application of learning after the training so as to assess the value of the training. This evaluation finding may be used for a variety of purposes.⁵⁹

Eitington⁶⁰ advocated that the participants' reaction might be obtained by various group in action devices including self appraisal, circular whip, fish bowl. Movement, individual critique and group critique. Observation, review of proposed action plans, and attitude surveys may be employed for judging learning. Transfer of learning can be found out by observing implemented action plans and supervisory reports. Reports on productivity, sales, costs, and turnover are indications of impact of learning on organizational effectiveness.

Sullivan et al. ⁶¹ believes the use of performance tests for either process or product or both type of assessments. In the process assessment the evaluation will be based on –

- Whether the correct steps were followed?
- Were the steps performed in right order?
- Whether the learner completed the task in-time?
- Was the learner conscious of safety norms?

In case of product measurement, the evaluator can check the final outcomes.

Erikson ⁶² has developed certain criteria for evaluating the training results-

- Whether trainees retain information given in the course,
- Whether course objectives are achieved,
- Whether trainees' level of knowledge has increased,
- Whether trainees' retention of knowledge taught in the course varies, depending on the ability of the instructor.

Peter Bramley defines evaluation as process of establishing the worth of something. The worth which means the value, merit or excellence of the thing, is actually someone's opinion. Evaluation of training is a process of gathering information with which to make decisions about training activities. It is important that it is done carefully so that decisions can be based upon sound evidence. Good decisions to introduce, retain or discard particular training activities can make a major contribution to the well being of the organization. He suggested the following methods of evaluation.⁶³

I) Impact analysis – At the pre-training stage the stakeholders conduct a workshop to arrive at the ultimate outcome of training intervention. Evaluation after a year showed the results such as, positive movement in the profitability, reduction in the recruitment of technical staff, introduction of new training programmes.

II) For organizational effectiveness, Peter Bramley uses following criteria-

- (a) Achieving organizational targets,
- (b) Attracting resources,
- (c) Satisfying interested parties
- (d) Streamlining internal processes.

Researches by American Society of Training & Development (ASTD) disclosed that the actual practice of evaluation did not often follow the strict recommendations of evaluation literature. Most of the training managers who participated in ASTD research efforts believed that the concerned efforts should be made to increase the practice of employee training evaluation.

Other theorists have also suggested models which are similar to Donald Kirkpatrick's but rather different approach was suggested by Warr, Bird & Rackham. They also suggested four levels the first letter of each level forms an acronym CIRO= that is

1) Context evaluation, 2) Input evaluation, 3) Reaction evaluation, 4) Outcome evaluation.⁶⁴

Reaction evaluation has the same meaning in both Kirkpatrick and CIRO. Outcome evaluation is further subdivided into 3 levels, corresponding to Kirkpatrick's last three levels. Context evaluation is obtaining information on the operational aspects. This will be used to decide training needs and objectives. Objectives are set at three levels i.e. immediate, intermediate and ultimate. Immediate is concerned with Knowledge, Skill and Attitude (KSAs) desired at the end of training; intermediate is related to changes in job performance, and ultimate are the desired changes in the organization.

This view of evaluation is much broader than Kirkpatrick. It sees evaluation as a continuous process, starting with identifying training needs and closely interlaced with training process. Based on the various literature reviews on training evaluation and definition of evaluation, the Kirkpatrick Model was the most frequently reported model of evaluation.

In 1952, Donald Kirkpatrick⁶⁵ conducted doctoral research to evaluate as supervisory training programme. Kirkpatrick's goal was to measure the participants' reaction to the programme, the amount of learning that took place, the extent of behavior change after participants returned to their jobs, and any final results from a change in behavior achieved by participants after they returned to work. From Kirkpatrick's doctoral research, the concept of the four Kirkpatrick measurement levels of evaluation emerged. While writing an article about training in 1959, Kirkpatrick referred to these four measurement levels as the four steps of a training evaluation. It is unclear even to Kirkpatrick how these four steps became known as the Kirkpatrick Model, but this description persists today (Kirkpatrick, 1998). As reported

in the literature, this model is most frequently applied to either educational or technical training. Donald L. Kirkpatrick, Professor Emeritus, University Of Wisconsin (where he achieved his BBA, MBA and PhD), first published his ideas in 1959, in a series of articles in the US Training and Development Journal. The articles were subsequently included in Kirkpatrick's book *Evaluating Training Programs* (1975 and since revised), published by the American Society for Training and Development (ASTD), for whom Kirkpatrick previously served as president and with whom he maintained strong connections. Donald Kirkpatrick has written several other significant books about training and evaluation.

Donald Kirkpatrick's 1975 book *Evaluating Training Programs* defined his originally published ideas of 1959, thereby further increasing awareness of them, so that his theory has now become the most widely used and popular model for the evaluation of training and learning. Kirkpatrick's four-level model is now considered an industry standard across the HR and training communities. The four levels of training evaluation model was later redefined and updated in Kirkpatrick's 1998 book, called '*Evaluating Training Programs: The Four Levels*'.

The four levels of Kirkpatrick's evaluation model essentially measure:

- ✓ Reaction of trainees - what they thought and felt about the training
 - ✓ Learning - the resulting increase in knowledge or capability
 - ✓ Behavior - extent of behavior and capability improvement and implementation/application
 - ✓ Results - the effects on the business or environment resulting from the trainee's performance
- All these measures are recommended for full and meaningful evaluation of learning in organizations, although their application broadly increases in complexity, and usually cost, through the levels from level 1-4. In his 1994 book "*Evaluating Training Programs: the Four Levels*", Kirkpatrick suggests that the effort and overheads required to evaluate at successively higher levels requires a growing amount of effort and resource, so it is perhaps easier and cheaper to evaluate at Level 1 but this is unlikely to be the case at Level 4. This is the argument (made by Kirkpatrick himself) for evaluating some 95% of training at Level 1 but perhaps only 5-10% of training at Level 4.

- Phillips⁶⁶ stated the Kirkpatrick Model was probably the most well known framework for classification of areas of evaluation. This was confirmed in 1997 when the American Society for Training and Development (ASTD) assessed the nationwide prevalence of the importance of measurement and evaluation to human resources department (HRD) executives by surveying a panel of 300 HRD executives from a variety of types of U.S. organizations. Survey results indicated the majority (81%) of HRD executives attached some level of importance to evaluation and over half (67%) used the Kirkpatrick Model. The most frequently reported challenge was determining the impact of the training (ASTD, 1997). Lookatch⁶⁷ and ASTD reported that only one in ten organizations attempted to gather any results-based evaluation.

Percentage of the Kirkpatrick Model Used

Bassi et al.⁶⁸ discovered that 96% of companies surveyed used some form of the Kirkpatrick framework to evaluate training and development programmes. McMurrer et al.⁶⁹ surveyed the American Society for Training and Development Benchmarking Forum to determine what percentage each of Kirkpatrick's four levels is used in organizations:

- Level 1: 95% Level 2: 37% Level 3: 13% Level 4: 3%

They performed a meta-analysis of studies performed in the last 40 years. Their research indicates the following ranges for the use of Kirkpatrick's four levels:

- Level 1: 86-100% Level 2: 71-90% Level 3: 43-83% Level 4: 21-49%

Kirkpatrick's first level of measurement, reaction, is defined as how well the trainees liked the training programme. The second measurement level, learning, is designated as the determination of what knowledge, attitudes, and skills were learned in the training.

The third measurement level is defined as behavior. Behavior outlines a relationship of learning (the previous measurement level) to the actualization of doing. Kirkpatrick recognized a big difference between knowing principles and techniques and using those principles and techniques on the job. The fourth measurement level, results, is the expected outcomes of most educational training programmes such as reduced costs, reduced turnover

and absenteeism, reduced grievances, improved profits or morale, and increased quality and quantity of production.

Numerous studies reported use of components of the Kirkpatrick Model; however, no study was found that applied all four levels of the model. Although level one is the least complex of the measures of evaluation developed by Kirkpatrick, no studies were found that reported use of level one as a sole measure of training.

One application of the second level of evaluation, knowledge, was reported by Alliger and Horowitz⁷⁰ In this study the IBM Corporation incorporated knowledge tests into internally developed training. To ensure the best design, IBM conducted a study to identify the optimal test for internally developed courses.

Four separate tests composed of 25 questions each were developed based on ten key learning components.

Four scoring methods were evaluated including one that used a unique measure of confidence. The confidence measurement assessed how confident the trainee was with answers given. Tests were administered both before and after training. Indices from the study assisted the organization to evaluate the course design, effectiveness of the training, and effectiveness of the course instructors. The development of the confidence index was the most valuable aspect of the study. Alliger and Horowitz stated that behavior in the workplace was not only a function of knowledge, but also of how certain the employee was of that knowledge.

Two studies were found that measured job application and changes in behavior (level three of the Kirkpatrick Model). British Airways assessed the effectiveness of the Managing People First (MPF) training by measuring the value shift, commitment, and empowerment of the trainees (Paulet & Moulton)⁷¹. An in-depth interview was used to measure the action potential (energy generated in the participants by the course) and level of action as a result of the course. A want level was used to measure the action potential and a do level for the action. Each measurement was assigned a value of high, medium, or low. However, high, medium, and low were not defined. The study showed that 27% of all participants (high want level and high do level) were committed to MPF values and pursued the programmes

aims/philosophy. Nearly 30% of participants were fully committed to the aims/philosophy of MPF although they did not fully convert commitment to action (high want level and medium and low do level). Approximately one-third of the participants (29%) moderately converted enthusiasm into committed action (medium and low want level and medium and low do level). But 13% remained truly uncommitted (low want level and low do level).

Behavioral changes (level three of the Kirkpatrick Model) were measured following low impact Outdoor-Based Experiential Training with the goal of team building (OBERT) (Wagner & Roland)⁷². Over 20 organizations and 5,000 participants were studied. Three measures were used to determine behavioral changes. Measure one was a questionnaire completed by participants both before and after training. The second measure was supervisory reports completed on the functioning of work groups before and after training. The third measure was interviews with managers, other than the immediate supervisor, to obtain reactions to individual and work-group performance after an OBERT programme. Results reported showed no significant changes in behavior.

After forty years of using the classic Kirkpatrick Model, several authors have suggested that adaptations should be made to the model. Warr, Allan and Birdie⁷³ evaluated a two-day technical training course involving 123 motor-vehicle technicians over a seven-month period in a longitudinal study using a variation of the Kirkpatrick Model. The main objective of this study was to demonstrate that training improved performance, thereby justifying the investment in the training as appropriate. Warr et al. suggested that the levels in the Kirkpatrick Model may be interrelated. They investigated six trainee features and one organizational characteristic that might predict outcomes at each measurement level. The six trainee features studied were learning motivation, confidence about the learning task, learning strategies, technical qualifications, tenure, and age. The one organizational feature evaluated was transfer climate which was defined as the extent to which the learning from the training was actually applied on the job.

Warr et al. examined associations between three of the four measurement levels in a modified Kirkpatrick framework. Warr et al. combined the two higher Kirkpatrick measurement levels, behavior and results, into one measurement level called job behavior. The three levels of measurement included were reactions, learning, and job behavior. Trainees completed a knowledge test and a questionnaire on arrival at the course prior to

training. A questionnaire was also completed after the training. A third questionnaire was mailed one month later. All questionnaire data were converted into a measurement level score. The reaction level was assessed using the data gathered after the training that asked about enjoyment of the training, perceptions of the usefulness of the training, and the perceptions of the difficulty of the training. The learning level was assessed using all three questionnaires. Since a training objective was to improve trainee attitude towards the new electronic equipment, the perception of the value of the equipment was measured at the second level of learning. Because experience or the passage of time impacts performance, these researchers measured the amount of learning that occurred during the course. Change scores were examined between before training and after training data. Warr et al. derived a correlation between change scores and six individual trainee features such as motivation. Individual trainee features appeared correlated with both pretest and posttest scores and could predict change in training. Job behavior, the third measurement level, was evaluated using the before training questionnaire results as compared to the data gathered one-month after training. Multiple regression analyses of the different level scores were used to identify unique relationships. Warr et al. reported the relationship of the six individual trainee features and one organizational feature as predictors of each evaluation level. At level one, all reaction measures were strongly predicted by motivation of the participants prior to training. At level two, motivation, confidence, and strategy significantly predicted measures of learning change. Learning level scores that reflected changes were strongly predicted by reaction level scores. Findings suggested a possible link between reactions and learning that could be identified with the use of more differentiated indicators at the reaction level. At level three, trainee confidence and transfer support significantly predicted job behavior. Transfer support was a part of the organizational feature of transfer climate. Transfer support was the amount of support given by supervisors and colleagues for the application of the training material. Warr et al. suggested that an investigation into the pretest scores might explain reasons for the behavior and generate organizational improvements.

Abernathy⁷⁴ admitted quantifying the value of training was no easy task and mentions about Donald J. Kirkpatrick's Level 4 model. He first published a series of articles in 1959, describing a four-stage evaluation model—reaction, learning, behavior, and results—and he and others have been refining it ever since. Abernathy quotes Kevin Oakes of Asymetrix Learning Systems who sums up the Kirkpatrick levels this way:

Level 1: Smile-sheet evaluation. *Did you like the training?*

Level 2: Testing. *Did you understand the information and score well on the test?*

Level 3: Job improvement. *Did the training help you do your job better and increase performance?*

Level 4: Organizational improvement. *Did the company or department increase profits, customer satisfaction, and so forth as a result of the training?*

Another adaptation of the Kirkpatrick Model was developed by Marshall and Schriver⁷⁵ in work with Martin Marietta Energy Systems. Marshall and Schriver suggested that many trainers misinterpreted the Kirkpatrick Model and believed that an evaluation for knowledge was the same as testing for skills. Because skills and knowledge were both included in level two of the Kirkpatrick Model, evaluators assumed skills were tested when only knowledge was tested. As a result, Marshall and Schriver recommended a five-step model that separated level two of the Kirkpatrick Model into two steps. The five-step model included the following:

Measures of attitudes and feelings, Paper and pencil measures of knowledge, Performance demonstration measures of skills and knowledge, Skills transfer, behavior modification measured by job observation, Organizational impact measurement of cost savings, problems corrected, and other outcome measures.

Only the theory of the model was presented in the article; no application of this model was found.

Bushnell⁷⁶ also created a modification to the Kirkpatrick Model by identifying a four-step process of evaluation. Bushnell's model included evaluation of training from the development through the delivery and impact.

Step one- This involved the analysis of the System Performance Indicators that included the trainee's qualifications, instructor abilities, instructional materials, facilities, and training dollars.

Step two-This involved the evaluation of the development process that included the plan, design, development, and delivery.

Step three -Was defined as output which equated to the first three levels of the Kirkpatrick Model. Step three involves trainees' reactions, knowledge and skills gained, and improved job performance.

Step Four-Bushnell separated outcomes or results of the training into the fourth step. Outcomes were defined as profits, customer satisfaction, and productivity.

This model was applied by IBM's global education network, although specific results were not found in the literature. With the advancement of training into the electronic age and the presentation of training programmes electronically, evaluation of these types of programmes is also necessary. However, much of the literature described evaluation of electronic based training programmes formation rather than evaluation of the training effectiveness. Two applications of effectiveness evaluation were found.

Evaluation of the training deals broadly with four questions

(a) Whether a training programme has actually brought about the desired modification in behavior or not?

(b) Whether training has demonstrable effect on the performance of the task or achievement of organizational goals?

(c) Whether present methods of training are the superior one to achieve the desired results?

(d) Whether the cost of training is proportionate with achievements in the performance.

Evaluation also refers to reaction of the participants as to how they found the training programme. This is usually done at the end of the last session where participants are asked to fill out the form. The form contains information on the objectives of the programme and how well they were achieved during the training period. It also seeks information on the content material presentations, trainers' qualities and relationship with other participants.

Evaluation of training effectiveness is most critical phase. It aims at assessing the quality of training imparted and based on the findings the future changes in the training programmes is also foreseen. The effect of training on the performance of the people to

achieve organizational goals and objective is difficult to measure because performance is a function of complex forces and motives (Mirza A Saiyadain).⁷⁷

The training effectiveness deals with the issue that whether formal training programmes contribute to the development of job related skills which ultimately lead to greater effectiveness. Mehta⁷⁸ points out that the training effectiveness is dependent on two considerations. Firstly trainers are fully responsible for training activities. If the employees do not show the result, the trainer shall be accountable. Secondly training per se is not an answer to the problem. Training effectiveness depends on the kind of atmosphere and culture prevalent in the organization.

It may be pointed out here that the qualitative and quantitative improvement in the output is difficult indicator. Changes in the output depend on numerous variables, some known and others unknown. At a given time evaluating the effectiveness of training is a very slippery proposition. Because of this some researchers' have tried to test the effect of the training on performance by the use of control group where two matched groups are identified and their performance is measured before and after training. Of these two group one group takes training and the other does not. Changes in the performance in the post training are taken as indicators of learning.

Jain⁷⁹ collected data on 119 managers in the steel industry who had attended in company training programmes. A questionnaire was administered and their responses were tallied. A majority of the respondents were found to be satisfied with the instructors, the size of the training group, the training material, and training equipments. All but one felt that training contributed to a large extent in developing their knowledge, skills and attitudes.

Yet, two studies suggest some opposite findings. Bannerji⁸⁰ collected data on supervisors who underwent training in an Indian engineering company. They were given a checklist. The responses indicated that the inputs on industrial relations had little impact on their effectiveness. However, most of them felt that training improved their self confidence, motivation, identification with the management goals and communication ability. In another study Maheshwari⁸¹ collected data on 999 respondents from banking institutions. Though managers found the training programme less effective with respect to their contributions to job performance, they agreed that the formal training is useful.

In a supervisory development programme, Sinha⁸² asked the participants before the commencement of training programme to write what qualities, in their opinion, should supervisor must have, and rate them on a scale of one to ten. The results of the study suggest that training can show visible and effective results and that depending upon the nature of the training participants could be helped upon improving existing qualities and develop new ones.

Sikka⁸³ suggests two models to evaluate training effectiveness. First is the expectations achievements model consisting of matching post training achievements with pre-training expectations of the boss, peers, the subordinates and trainee himself. The second is the experimental control group model wherein a group of employees who have gone through training is compared in terms of their performance with those who have not. The models are useful in generating comparative data to judge if training has really made an impression.

4.2.3 NEED FOR EVALUATION

Evaluation is needed to achieve the following purposes:

- To know increase in productivity and company profit through human perfection by training.
- To know whether improvement in quality of a company product or service has taken place.
- Whether exiting employees are ready for higher level jobs.
- Whether there is enhancement in personal growth of the employees and motivation towards their work-area has taken place.
- Whether improvement in organizational climate has taken place.
- Existing employees require refresher training so as to keep abreast of the latest development in job- operations.
- To make employees mobile and versatile. They can be placed on various jobs depending on organizational needs.

- To raise the morale of the employees and maintain the validity of an organization and maintain the employees.
- Need for enabling employees to do the work in a more effective way to reduce learning time, reduce waste and spoilage of raw material and product quality service and develop their potential.

4.3 EFFECTIVENESS OF TRAINING

Training is effective only if it produces desired result. When the organization is executing a training programme, there should be an ideal evaluation scheme, to measure the effectiveness of training and development activities. To find out the effectiveness of the training & development programmes the evaluation of training programmes has to be done. Training evaluation is carried out by participants expressing their feedback regarding effectiveness of training programmes through questionnaires completed at the end of the training programmes. Participants' reaction to the training can give opinions about the effectiveness of training programmes. This feedback can also be extremely useful in predicting performance after the programme. Training evaluation questions on the importance and relevance of the training to the job have been shown to have a correlation to actual use of skills and knowledge learned on the job.

Mani⁸⁴ makes several suggestions to improve the effectiveness of training. As he points out, after liberalization, there is utmost emphasis on training programmes in Indian organization. He suggests following steps to maximize the effectiveness of training

Training need identification – Employee must get the training in the area where he needs.

Pre-training activities – Every superior is expected to explain to his subordinate the rationale for nominating him for training.

Planning and organizing the programme- Factors such as location and venue and duration are significant.

The training module must be discussed with either internal or external faculty to suit the participants.

Feedback on faculty- The feedback forms must be got filled from the participants.

Feedback from the external faculty- They must give feedback on:

- i) Participation level of the trainees.
- ii) Training infrastructure existing in the company and
- iii) Training support received from the company.

Training is conceived as an effort to bring about constant progress in the quality of person's work. Two aspect of training are building up inherent skills and update the existing skills and knowledge. The idea of training is not to make manager knowledgeable but behave differently. It is qualitative and works as change agent. It aims at bridging the quality gap. Training is a vital factor and a firm business strategy, but firms do not evaluate the impact of training over the employees all the time.

Evaluation of training is undertaken for several purposes. Generally they fall into two categories:

- (i) To improve the process or
- (ii) To decide whether or not to continue it.

Philips⁸⁵ gives following reasons for evaluation.

- To determine whether a programme is accomplishing its objective.
- To identify strength and weakness in HRD processes.
- To determine cost/benefit ratio of HRD programmes.
- To decide who should participate in the future programmes.
- To reinforce major points made to participant.
- To identify which participants benefitted the most or the least from the programme
- To gather data to assist in marketing future programmes.
- To determine if the programme was appropriate.

4.4 A SYSTEMATIC APPROACH TO TRAINING & DEVELOPMENT

*“Where the vision is one year, cultivate flowers; Where the vision is ten years, cultivate trees.
Where the vision is eternity, cultivate people” Oriental Saying.*

Training and Development

Systematic training is the most effective and tested tool for performance enhancement and up – gradation of knowledge and skills. Systematic training is also considered as a significant part of any organizational strategy for revitalization. Systematic training is a part of an integrated system in which performance is measured against criteria i.e. best practices benchmarks that are tied to strategic objectives. Systematic training helps in providing employees with knowledge and skills to perform more effectively, preparing them to meet the inevitable changes that occur in their jobs. However, systematic training is only an “opportunity for learning”. These learning processes depends upon many factors such as the design and implementation of systematic training, the motivation and learning style of the trainees and the learning environment of the organization.

Whether it be the systematic training for the new candidates placed on the jobs or it be for the workers also including the supervisors, managers and executives, it is required to perform their duties in an effective order.

“Systematic training is the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience.”

Development is training people to acquire new horizons, technologies or viewpoints. It enables leaders to guide their organizations onto new expectations by being proactive rather than reactive. It enables workers to create better products, faster services and more competitive organizations. It is learning for the growth of the individual, but not related to specific present or future job. Development can be considered as the forefront of the learning organization. Development involves changes in the organization that are systematic, organized and successive, which are there to serve an adaptive function. Upgrading the

existing qualities of an individual or an organization by using various techniques towards an effective mode is development.

A systematic and planned organization structure and manpower analysis is undertaken periodically so that an organization changes are effectively incorporated. For this purpose diagnostic survey are carried out by external change agents from the premier management institute of the country. Additionally internal change agents in the form of task force are associated closely with the outside bodies for the effective implementation of the organization pattern. The emphasis utilization of the human resources is to give better efficiency and productivity. The personal policies are also reviewed and updated from time to time with view of enhancing the career progression and aspirations of its personnel.

OBJECTIVES OF TRAINING AND DEVELOPMENT

The main objectives of the systematic T & D programme is to keep an organization at the front of its industry maximize performance and energize every level of the organization. It also helps in strengthening the tie between employee development and strategic operation objectives. The objectives of Systematic training and development are to perform efficiency in the working conditions; accidents, scrap and damage to machinery and equipment can be avoided or minimized through systematic training. It helps in providing the future needs of the employees giving an effective source of recruitment. The quality of products or services will definitely increase by the better – informed workers. The T&D programme helps in dealing with the personality development of the employees through setting goals, motivational activities, leadership skills, etc. Systematic T&D programme helps to prevent the manpower obsolescence, which may be due to age, temperament or the inability of the person to adapt to technological changes. Systematic training makes the employees versatile and flexible in operations of the organizational works. Systematic training brings efficiency in the employees who contribute to the growth of the organization. This growth gives the employee stability which helps the organization. The purpose of systematic training and development can be explained as below.

1. Improving quality of work force :-

Training and development help companies to improve the quality of work done by their employees. Training programmes concentrate on specific areas,

thereby improving the quality of work in that area.

2. Enhance employee growth :-

Every employee who takes development programme becomes better at his job. Training provides perfection and required practice; therefore employees are able to develop themselves professionally.

3. Prevents obsolescence :-

Through training and development the employee is up to date with new technology and the fear of being thrown out of the job is reduced.

4. Assisting new employees :-

Training and development programmes greatly help new employees to get accustomed to new methods of working, new technology, the work culture of the company etc.

5. Bridging the gap between planning and implementation :-

Plans made by companies expect people to achieve certain targets within certain time limit with certain quality for this employee performance has to be accurate and perfect. Training helps in achieving accuracy and perfection.

6. Health and safety measures :-

Training and development programme clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company.

THE FIVE STEPS IN THE SYSTEMATIC TRAINING PROCESS

(1) NEED ANALYSIS

Need Analysis is partially concerned with defining the gap between what is happening and what should happen, that is, the difference between what people should know and be able to do.

(2) INSTRUCTIONAL DESIGN

Following steps are decided in advance:

- Training objectives/outcomes of training.
- Training techniques to be used (on-the-job/off-the-job).
- Training programme content
- Cost of training
- Period of training
- Training materials, aids, equipments.

(3) VALIDATION

Introduce and validate the training before a representative audience. Base final revisions on pilot result to ensure programme effectiveness. The errors/mistakes are worked out from the training programme by presenting it to a small representative group for further evaluation.

(4) IMPLEMENTATION

The training programme is implemented and is provided to the selected participants.

(5) EVALUATION AND FOLLOW UP

It is an assessment of the total value of the training programme/course in social and financial terms. It is needed in order to improve future programmes and to eliminate those programmes which are ineffective. It is done on the basis of some factors like

- **REACTION:** - Document the learners' immediate reactions to the training.
- **LEARNING:** - Use feedback devices or pre and post tests to measure what learners have actually learned.

- **BEHAVIOUR:** - Note supervisor's reaction to learner's performance following completion of the training. This is one way to measure the degree to which learners apply new skills and knowledge to their jobs.
- **RESULTS:** - Determine the level of improvement in job performance and assess needed maintenance.

TRAINING SUCCESS DEPENDS UPON:

1. Motivation on level of the trainee to learn.
2. Match between ability requirements of a training programme and capabilities of trainee.

CONTINUOUS REVIEW OF TRAINING NEEDS

Training is a continuous process. Training programmes therefore, should not be used as a gimmick. Efficient business operations can only be maintained by training capable workers. Training needs must be continuously reviewed for following reasons:

- Experienced workers may leave during the course of employment.
- Workloads may fluctuate.
- New workers may be recruited.
- Company may improve the present product line or may introduce a new one.
- Job procedures may change.
- New technology may be introduced.

FOLLOW-UP TRAINING

The supervisor should regularly observe and record the performance of all the workers under his supervision. Any required follow-up training should be provided. Such training can be lived according to the normal ongoing operations. Slack period of work maybe effectively used for providing training.

CONDITIONS INDICATING A NEED FOR A TRAINING PROGRAMME

- High accident rates.
- Excessive errors and rejects.
- Low level of efficiency and production.
- Change in procedures.
- New employees.
- Technological changes.
- Introduction of new products or services.
- Large number of complaints or grievances.

METHODS

There are various methods which are used in the training process. They may be as follows.

1. On the job training
2. Off the job training
3. Apprenticeship
4. Lectures and Conferences
5. Technical and Professional training programmes
6. Management and supervisory training schemes.
7. Demonstration
8. Coaching
9. Job Rotation ETC.

The trainer's involvement with technical, professional, management and supervisory programmes may include the design, investigating funding, negotiating funding, administration, recruitment, monitoring, acting as counselor to the trainees, acting as "placement officer", evaluating the programmes, etc.

Training and development programmes are most likely to be effective when they incorporate the employee motivation, recognizes the individual differences and makes proper schedule of the learning process.

(1) TRAINING NEEDS IDENTIFICATION

Training needs Identification (TNI) system is the integral part of any organization's Human Resource Development policy. TNI is a tool utilized to identify what educational courses or activities to be provided to employees to improve their work productivity. A training need exists when there is a gap between what is required to an employee to perform their work competently and what they accurately know. Therefore the main purpose of conducting needs identification is to prevent a quick fix approach towards various business problems. Here the focus should be placed on needs as opposed to desires of the employees for a constructive outcome. The most important reason for doing Training Needs Identification is to assume that the training address the appropriate situation. It is both costly and embarrassing to recommend a direction that has no impact on the issue. Even informal need identification saves a lot of time, money, etc. In order to emphasis the importance of TNI, we can focus on the following areas: -

1. To pinpoint if training will make a difference in productivity and bottom line.
2. To decide what specific training each employee needs and what will improve their job performance.
3. To differentiate between the need for training and organizational issues and bring about a match between individual aspirations and organizational goals.

The findings of the study comprise the ultimate objective to initiate a more systematic technique and methodology to improve the capacities of enterprises through dynamic training system

Employee development is the process whereby people learn the skills, knowledge, attitude and behaviour, needed in order to perform their job effectively.

Training is an act of increasing knowledge, skills and attitude of the employee for improving his performance on his job.

Training is concerned with imparting specific skill doing particular job.

Training needs can be assessed by analyzing three major Human Resource areas. They are: -

1. ORGANISATIONAL NEEDS

These concern the performance of the organization as a whole. Here TNI is done to find out whether the organization is meeting its current performance standards and objectives and if not, exploring ways in which training or learning might help it to do so. Sometimes organizational training needs are also identified when the organization decides that it has to adopt a major new strategy, create a new product or service, undergo a large – scale change programme, or develop a significant new relationships such as joining with others to form new partnerships.

2. GROUP NEEDS

Since working in groups and teams have become very much prevalent in today's corporate world that is why now a day there is increased emphasis given on team effectiveness and performance, so training needs are also being identified at the group level. Training Needs here are concerned basically with the performance of a particular group, which may be a team, department, function, sub – unit and so on. Information about this group's performance may identify areas of need which, again, may be for training or other interventions. It is used to find out how efficiently a particular team of group goes about its business and meets its current objectives.

3. INDIVIDUAL NEEDS

These concern the performance of one or more individuals (as individuals, rather than a member of a group). Here identification of training need is about finding out to what extent individuals need to learn or be trained in order to bring their current performance up to the required level as a result of changes in methods and processes that call for new competencies and skills. It helps to find out whether individuals are comfortable in working across boundaries, with people from different backgrounds and perspectives.

SOURCES FOR IDENTIFYING TRAINING NEEDS

Although the sources are independent for gathering the necessary data but it is usually beneficial if they are considered complementary to one another as the objectives of the exercise is to prepare as consolidated data of training needs as possible. The sources are: -

1. Job profile
2. Experiences of the Training Agency
3. Pre – training survey of the participant’s needs

TNI ANALYSIS WILL PROVIDE ANSWERS TO THE FOLLOWING QUESTIONS

- Where is training needed?
- What specifically must an employee learn in order to be more productive?
- Who needs to be trained?

Training Needs Identification begins by assessing the current status of the organization how it does, what it does best and the abilities of the employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of the training programme can be evaluated. The firm should know where it wants to be in 5 years from its long – range strategic plan. What is needed is a training programme to take the firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt, to develop a solid training programme will fail.

Next, determine exactly where training is needed. It is foolish to implement a company-wide training effort without concentrating resources where they are needed most. An internal audit will help point out the areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will also help the organization to determine what skills are available, how and what skills are needed for future development.

Also, in today's market – driven economy it would be a remiss not to consider the feedback of customers what they like about the business and what areas they think should be improved. In summary the analysis should focus on the total organization and should reveal the following facts: -

- Where training is needed?
- Where it will work within the organization?

Once it is determined where training is needed, concentrate on the content of the programme. Analyze the characteristics of the job based on its description and the written narrative of what the employees actually do. Training based on job descriptions should go into detail about how the job is performed on a task – by task basis. Actually proper in depth analysis of the job enables into getting a better feel for what is done.

Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identify a training need.

Using the six (6) steps of the Training Needs Identification process:

The needs identification process summarizes the actions necessary to compete the first phase of training process. Like training process, the need identifying process has six actions to create six related products. The steps are: -

1. Assess the current situation.
2. Envision the future.
3. Gathering the information
4. Sorting out the gathered information.
5. Sharing of results.
6. Deciding the next step.

Training Needs Assessment:

TNA is basically a data gathering process used to identify and compare an organization's level of actual level of performance to the desire level of performance.

Defining Training Needs:

Current desired level of performance and its discrepancy reveals immediate training need.

Actual level of performance and its discrepancy reveals long range training needs.

Steps in Need Identification Process:

Step – 1: - Identify problem needs

Determine Organizational context:

Organizational context is important in the determination of attitudes and behaviours before and after the training. It is important to find employees job satisfaction, organizational commitment, job involvement and political inclusion and higher levels of role conflict and role ambiguity.

Perform gap analysis:

Identify where employees are and then plan where employees want to be and how to get there. This analysis needs to be conducted by the managers who notes down the shortcomings and weak areas of the employees. Managers compare the actual performance and the desired performance of the employees.

Set objectives:

As the managers see the clear indications of the gap, they set recommendations for the training of the employees.

Step – 2: - Determine design of Needs Identification

Methods selection criteria:

After the identification of the problem areas, managers establish criteria to select the method to improve things. They plan for the training modules and mode of training.

Step – 3: - Collect data

Conduct interviews:

Departmental heads start taking interviews of the concerned persons to get each and every thing. With the help of this managers get what are the shortfalls for employees

Questionnaires and Surveys:

Questionnaires and surveys also enable managers to get the employees input, because they can formulate training courses with the help of these results.

Observe people at work:

When employees are working on site then managers can easily scrutinize all working and give their suggestions and recommendations.

Step – 4: - Data Analysis

Initial Analysis:

The assessment can be as detailed and involved as needed. Factors to consider when considering the level of detail are time, money, number of people involved, criticality of skill, anticipated return on investment, resources available, etc.

Determine solution/ recommendation:

Finalize the plan after finding all the possible solutions.

Step – 5: - Provide feedback

Write report and make overall presentation:

The Head of the department makes a report and presentation and delivers it to the management of the organization.

Determine next step – training needs:

After thorough evaluation of report and the presentations, management finally decides whether to conduct training or not. That is whether it will be fruitful or not.

Step – 6: - Develop action plan

Once this formal Needs Identification process is completed the information is used as the basis for training design, development and evaluation. However managers continue to assess the attitudes, knowledge and skill level of participants prior to each session. Different employees may have different requirements. This can be done both through a basic questionnaire sent just prior to a specific training event and also during the welcome time of each session.

Kirkpatrick's Four-Level Training Evaluation Model

Perhaps the best known evaluation methodology for judging training programmes is Donald Kirkpatrick's Four Level Evaluation Model that was first published in a series of articles in 1959 in the Journal of American Society of Training Directors (now known as T+D Magazine). The series was later compiled and published in a book, Evaluating Training Programs in 1975. While Kirkpatrick has written a number of books on the subject, his best known work is the 1994 edition of Evaluating Training Programs.

The four-levels of evaluation consist of (Kirkpatrick, 1994):

- Reaction - how the learners react to the learning process
- Learning - the extent to which the learners gain knowledge and skills
- Behavior - capability to perform the learned skills while on the job
- Results - includes such items as monetary, efficiency, moral, etc.

Notes: “Performance” is often the preferred word for “behavior” .Performance has two aspects: behavior being the means and its consequence being the end. In addition, some use the term “transfer” in lieu of “behavior” to identify the transfer of learning to the workplace. And “impact” is often used for “results,” such as impact on the business unit.

Level One - Reaction

As the word implies, evaluation at this level measures how the learners react to the training. This level is often measured with attitude questionnaires that are passed out after most training classes. This level measures one thing: the learner's perception (reaction) of the course. Learners are often keenly aware of what they need to know to accomplish a task. If the training programme fails to satisfy their needs, a determination should be made as to whether it is the fault of the programme design or delivery.

This level is not indicative of the training's performance potential as it does not measure what new skills the learners have acquired or what they have learned that will transfer back to the working environment. This has caused some evaluators to down play its value. However, the interest, attention and motivation of the participants are often critical to the success of any training process — people often learn better when they react positively to the learning environment by seeing the importance of it.

Kirkpatrick writes, “Reaction may best be considered as how well the trainees liked a particular training programme.” However, the less relevance the learning package is to a learner, then the more effort that has to be put into the design and presentation of the learning package. That is, if it is not relevant to the learner, then the learning package has to hook the learner through slick design, humor, games, etc. This is not to say that design, humor, or games are unimportant; however, their use in a learning package should be to promote or aid the learning process rather than the learning package itself. And if a learning package is built of sound purpose and design, then it should support the learners in bridging a performance gap. Hence, they should be motivated to learn! If not, something went wrong during the planning and building processes! If you find yourself having to hook the learners through slick design, then you probably need to reevaluate the purpose of the learning programme.

Level Two - Learning

This is the extent to which participants change attitudes, improve knowledge, and increase skill as a result of participating in the learning process. It addresses the question: Did the participants learn anything? The learning evaluation requires some type of post-testing to ascertain what skills were learned during the training. In addition, the post-testing is only valid when combined with pre-testing, so that you can differentiate between what they already knew prior to training and what they actually learned during the training programme.

Measuring the learning that takes place in a training programme is important in order to validate the learning objectives. Evaluating the learning that has taken place focuses on such questions as:

- What knowledge was acquired?
- What skills were developed or enhanced?
- What attitudes were changed?

Learner assessments are created to allow a judgment to be made about the learner's capability for performance. There are two parts to this process: the gathering of information or evidence (testing the learner) and the judging of the information (what does the data represent?). This assessment should not be confused with evaluation. Assessment is about the progress and achievements of the individual learners, while evaluation is about the learning programme as a whole. Evaluation in this process comes through the learning assessment that

was built in the design phase. Note that the assessment instrument normally has more benefits to the designer than to the learner. Why? For the designer, the building of the assessment helps to define what the learning must produce. For the learner, assessments are statistical instruments that often poorly correlate with the realities of performance on the job and they rate learners low on the “assumed” correlatives of the job requirements (Gilbert). Thus, the next level, performance, is the preferred method of assuring that the learning transfers to the job, but sadly, it is quite rarely performed.

Level Three - Performance (behavior)

This evaluation involves testing the trainees’ capabilities to perform learned skills while on the job, rather than in the classroom. Level three evaluations can be performed formally (testing) or informally (observation). It determines if the correct performance is now occurring by answering the question, “Do people use their newly acquired learnings on the job?”

In Kirkpatrick's original four-levels of evaluation, he names this level as behavior. However, behavior is the action that is performed, while the final result of the behavior is the performance. If we were only worried about the behavioral aspect, then this could be done in the training environment. However, the consequence of the behavior (performance) is what we are really after — can the learner now perform and produce the needed results in the working environment?

It is important to measure performance because the primary purpose of training is to improve results by having the trainees learn new skills and knowledge and then actually applying them to the job. Learning new skills and knowledge is no good to an organization unless the participants actually use them in their work activities. Since level-three measurements must take place after the learners have returned to their jobs, the actual Level three measurements will involve someone closely involved with the learner, such as a supervisor.

Although it takes a greater effort to collect this data than it does to collect data during training, its value is important to the training department and organization as the data provides insight into the transfer of learning from the classroom to the work environment and

the barriers encountered when attempting to implement the new techniques learned in the programme.

Level Four - Results

This is the final results that occur. It measures the training programme's effectiveness, that is, “What impact has the training achieved?” These impacts can include such items as monetary, efficiency, moral, teamwork, etc.

As we move from level one to level four, the evaluation process becomes more difficult and time-consuming; however, the higher levels provide information that is of increasingly significant value. Perhaps the most frequently type of measurement is Level-one because it is the easiest to measure, yet it provides the least valuable data. Measuring results that affect the organization is often considerably more difficult, thus it is conducted less frequently, although it yields the most valuable information.

The first three-levels of Kirkpatrick's evaluation — Reaction, Learning, and Performance are largely soft measurements; however, decision-makers who approve such training programmes, prefer results (returns or impacts). That does not mean the first three are useless, indeed, their use is in tracking problems within the learning package:

- Reaction informs how relevant the training is to the work the learners perform (it measures how well the training requirement analysis processes worked).
- Learning informs the degree of relevance that the training package worked to transfer KSAs from the training material to the learners (it measures how well the design and development processes worked).
- The performance level informs of the degree that the learning can actually be applied to the learner's job (it measures how well the performance analysis process worked).
- Impact informs of the return the organization receives from the training. Decision-makers prefer this harder result, although not necessarily in monetary sense. For example, a recent study of financial and information technology executives found that they consider both hard and soft returns when it comes to customer-centric technologies, but give more weight to non-financial metrics (soft), such as customer satisfaction and loyalty (Hayes).

There is a difference in “information” and “returns.” That is, the first three-levels give information for improving the learning package. While the fourth-level gives the returns for investing in the learning process. A hard result is generally given in monetary terms, while soft results are more informational in nature. There are exceptions. For example, if the organizational vision is to provide learning opportunities (perhaps to increase retention), then a level-two or level-three evaluation could be used to provide a soft return.

Jack Phillips, who probably knows Kirkpatrick's four-levels, better than anyone, writes that the value of information becomes greater as we go up these levels of information (from reaction to results/impacts). For example, the evaluation of results has the highest value of information to the organization, while reaction provides the least information (although like any information, it can be useful). And like most levels of information, the ones that provide the best value are often more difficult to obtain. Thus we readily do the easy ones (levels one and two) and obtain a little information about our training efforts, while bypassing the more difficult ones (three and four) that would provide the most valuable information for the organization.

4.5 CONCLUSION

Evaluation, in simple terms, may be defined as the assessment of value or worth of an activity in terms of some criterion of value in the light of the available information. In the field of training, the meaning of evaluation has been broadened to cover not only the measurement of value of a training programme but also the collection and analysis of the information facilitating the assessment. Learning is basically a process of subjective improvement which has to be expressed through consistent objective parameters to substantiate that learning has taken place in a person. This suggests that the worth of training can be assessed provided information on the total situation like the learning programme and its logistics, learning process, its conduct and application of learning in real life situations, is available. Evaluation of training therefore, includes appraisal, investigation, review or measurement of all such activities and efforts to ensure its effectiveness and it is conducted before, during and after training. These three types of information disclose three situations of training and help in finding its effect. In summary, evaluation can be defined as an analytical process involving the collection of data of all (or some) phases of the training programme and finishing in the combination of a report containing recommendations about the training

programme being evaluated. The overall aim of evaluation is to influence decisions about the need for the programme in the future; the need for modifications to the programme; and the need to provide cost/benefit data about the programme. Therefore, evaluation can be said to have at least seven purposes:

1. To confirm needs assessment tools and methods.
2. To confirm or revise answer alternative.
3. To confirm or revise training strategies.
4. To determine trainee/trainer reactions.
5. To assess trainee acquisition of knowledge and attitudes.
6. To assess trainee performance.
7. To determine if organizational goals are met.

Training is about changing the people. The process of setting objectives defines what changes we intend to make, and make possible the assessment of those changes. Determining whether or not the training has been effective and worthwhile is difficult, but number of methods have been developed to make this exercise possible and to find out evaluation strategies. The strategies and usefulness of training evaluation was demonstrated in the studies made by many authors. The Kirkpatrick Model was assessed as a valuable framework designed with four levels of measure to evaluate the effectiveness of training.

The popularity of the Kirkpatrick Model was demonstrated by the 1997 ASTD survey results; however, few studies showing the full use of the model were found. Kirkpatrick recommended that as many as possible the four levels of evaluation be conducted. In order to make the best use of organizational resources of time, money, materials, space, equipment, and manpower, continuous efforts are needed to assess all levels of effectiveness of training programmes. Trainers from all disciplines should develop evaluation plans for training and share the results of these methods.

The researcher, after making an extensive survey of the method of the training evaluation in various industries in and around Pune in different sectors, also found that all the industries used Kirkpatrick Model for training evaluation. Therefore, it can be safely assumed that the Kirkpatrick Model is the popular model as demonstrated by the 1997 ASTD survey results. In light of this, the next chapter deals with the Literature Review.

We learn by example and by direct experience because there are real limits to the adequacy of verbal instruction. ~ Malcolm Gladwell

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CHAPTER 5 – REVIEW OF LITERATURE

*A good teacher must be able to put himself in the place of those who find learning hard. ~
Eliphas Levi*

5.1 INTRODUCTION

A review of literature on various aspects of training was made to identify methods of evaluation of effectiveness of training programmes. Following explanations of evaluation were identified in the literature.

Why evaluate training?

Training costs can be significant in any business. Most employers are prepared to incur these costs because they expect their business to benefit from employees' development and progress.

The extent to which business has benefited can be assessed by evaluating training. There are also other reasons for evaluating training. It helps to:

- track the development of staff knowledge and skills
- find out if the learning is being applied in the workplace
- identify training gaps and future training needs
- establish if the investment was worthwhile
- inform future training plans and strategy
- ensure training continuously improves

The problem for many businesses is not so much why training should be evaluated, but how. They often overlook evaluation, perhaps because the benefits - particularly financial ones - can be hard to describe in concrete terms.

It is generally possible to attach the benefits, enabling organization to make a business case for training, by choosing what to measure or compare before and after training. Organizations need to set objectives for training, e.g. increase in skills, reduction in errors or accidents, increase in workloads and decide how to check that they have been met.

Evaluation of Training programmes are actually assessment of various methods and techniques used for imparting training. It identifies weakness of training programmes and thus helps to accomplish closest possible correlation between the training and the job. The question basically arises as to why to evaluate training programme?

The answer provided by evaluation is very much vital for the organizations plan to chalk out strategy in the competitive environment. The criteria could be enhanced output, minimized production time, reduced scrap & wastage, improved quality of output, improved morale, and decline in absenteeism, turnover and accidents, and reduction in overhead. Of all these, productivity forms a crucial aspect for measurement of training for effectiveness. Experimentally a control group which has not acquired the training may be compared with the one which has been trained with a view to determine the impact of training. These can be evaluated by using checklists, employing attitude and rating scale, using cost accounting and administering tests and plotting learning curves.

Accountability and decision making are the most cited reasons for evaluating training. Feedback evaluations (or formative evaluations) help monitor the quality of design and delivery of training. They provide information on the effectiveness of the methods used, the achievement of the training objectives, or the appropriateness of management and training design. Decision making evaluations focus instead on the value and contribution of the training for an organization or a project. These evaluations assist managers, team leaders, and donors in making informed decisions regarding training activities. Other types of evaluations are input evaluations and process evaluations. An input evaluation shows how resources were employed and whether they were adequate for achieving the goals of the programme. A process evaluation examines why certain objectives were achieved and others were not, and where improvements are needed. There are several evaluation “levels,” ranging from simply providing information on participants’ reactions to the training—the effectiveness of the instructor, the relevance of the content, the quality of the materials—to measuring the outcomes or results of the training programme. Several tools can be used to evaluate training. These include evaluation sheets, questionnaires, and interviews, as well as direct observation of training results in the workplace.

5.2 BOOK REVIEW

1	Title / Author	How to Measure Training Results: A Practical Guide to Tracking the Six Key Indicators / Jack Philips and Ron D Stone
	Publisher/Pages	Tata-McGraw Hill. 2002 / 300

In today's environment of fixed budgets and accountability, stakeholders increasingly want to know the end results of training in organizations. What did a training programme add to the organizations performance and the bottom line? Did it work? If so, why? And if not, what could have been done differently?

"How to Measure Training Results gives the tools to answer these questions and many others. Built around the authors' ROI Process--a proven, systematic methodology for measuring and assessing the organizational impact of training programmes--this hands-on resource will help : Develop evaluation and measurement processes for specific training programmes Isolate the effects of training from other performance-improvement factors Analyze results and identify changes in behavior and business impact Identify the costs of a training programme, and calculate its return on investment Use data-based feedback to improve effective training programmes--and discontinue or improve ineffective programmes Validate training programmes by linking them to business performance measures

While training has too often been viewed as unimportant by both employers and employees, today's stakeholders are demanding better linkage to business needs. Let "How to Measure Training Results detail how can specifically and accurately measure the results of any training programme, then use that knowledge to construct a training programme that provides proven value to concerned stakeholders--and long-term value to organization.

"This book is written for training practitioners and for anyone who is interested in using practical evaluation techniques to assess, improve, and report on training programmes and results. It provides techniques, tools, worksheets, and examples that can use to follow a systematic process to plan and conduct credible evaluations of r training programmes."--From the Introduction

Corporate training and performance improvement programmes have become standard corporate fare in today's ultra-competitive business arena. But decision-makers, who try to determine which programmes are effective, and how to increase their overall effectiveness, generally find that methods for credible evaluation and improvement are understandable.

How to Measure Training Results addresses this problem head-on. Well-documented and timely, it outlines a five-level framework for scrutinizing the efficacy and success or training programmes from every angle, in the process determining which portions of the programme should be enhanced, which should be downplayed or scrapped, and why. Jack Phillips has contributed to How to Measure Training Results: A Practical Guide to Tracking the Six Key Indicators as an author. Phillips founded Performance Resources Organization, an international consulting firm specializing in accountability issues.

Learning from the book

"How to Measure Training Results" presents practical tools for collecting and measuring six types of data critical to an overall evaluation of training. This timely resource includes dozens of reproducible tools and processes for training evaluation shows how to measure both financial and intangible/non-financial results. Training today is too costly and the results of ineffective training too far-reaching--to be left to chance. Use the real-world-proven tools, worksheets, and processes in "How to Measure Training Results to take a dramatic leap forward in measuring the success of training programmes, and move to a new level of accountability, effectiveness, and measurable impact on organization's ROI.

2	Title / Author	Evaluating Employee Performance / Paul J Jerome
	Publisher/Pages	A H Wheeler-2004 /120

This book deals on the evaluation of employees' performance. Evaluation of performance is always looked in the negative manner in the organizations and some consider it as a very dreadful exercise or some consider it as usual ritual. But if an organization has a positive outlook then the evaluation can be done to recognize and reward the performance. It

can be done with ease through good planning and with involvement of team members. The book is useful in documenting individual and team performance. The techniques described in this help to prepare annual performance evaluation as well as periodical evaluations.

Most people feel uncomfortable at the prospect of a work evaluation, regardless of whether they are giving or receiving the evaluation. But, through good planning and involvement, performance evaluations can be used effectively to recognize, reward, develop, redirect, and document the performance of your employees.

Whether it is an annual performance evaluation or ongoing progress reports, the time-tested tools and techniques found in this guidebook will prove invaluable for those who document individual and team performance. Learn how to objectively describe performance, business impacts, and on-the-job examples while supporting your decisions with substantive documentation. Develop the skills to shift performance evaluations from a painful endeavor to a valuable and participative process within your organization.

Learning from the book

Evaluation, in terms of new or improved skills, knowledge and attitudes, is the primary aim of a training event. Learning can be measured objectively using a test or exam or some form of assessed exercise. If an employee has to achieve a certain level of learning to obtain a ‘pass mark’, then the number of passes may be used as an evaluation measure. Another important aspect of learning is the degree of retention – how much of the learning has stuck after the course is over. If an employee has learned something from a course, you hope that this will be reflected in their behavior on the job. If an employee employs what they have learned appropriately, then their work behaviour will meet desired criteria.

3	Title / Editor	Human Resource Management & Accounting /P.P. Arya and R.P. Gupta.
	Publisher/Pages	Deep & Deep Publications Pvt. Ltd. New Delhi. 1999 / 436

This book is a part of the proceeding of the National Seminar on Human Capital and its Accounting organized by the Business School, Punjab University on March 1998,

through Special Academic Programme of UGC. The seminar was organized to honour Prof. BB Tandon of University Business School on his retirement after 30 years of service.

The book is divided into four parts.

- 1 Conceptual frame work of Human Resource Accounting,
- 2 Effectiveness of Training – On the job and Off the job,
- 3 Optimum Utilization of Manpower and Liberalization Process,
- 4 The Indian Work Culture and Measures to improve its Competitiveness.

Learning from the book

Human capital structure is gaining significant grounds for growth of corporate sector worldwide. Countries like Japan, which are competitive and have gained edge over others basically, rely upon their quality of people. Optimum utilization of manpower therefore is very vital for survival and growth of an organization. Hence for such utilization development of people is of core value to achieve better equilibrium. Almost all large size organization have separate HRD department and therefore Training & Development is a natural intervention. Since India is emerging as a global giant, it must acquire competence in preparing an army of trained and skilled manpower. This book focuses on the development of methodology of preparing such manpower and utilizing them efficiently for growth potential.

4	Title / Author	Improving Training Effectiveness in Work Organizations/ J Kevin Ford
	Publisher/Pages	Deep & Deep Publications Pvt. Ltd. New Delhi. 1999 / 436

This compelling volume presents the work of innovative researchers dealing with current issues in training and training effectiveness in work organizations. Each chapter provides an integrative summary of a research area with the goal of developing a specific research agenda that will not only stimulate thinking in the training field but also direct future research. By concentrating on new ideas and critical methodological and measurement issues

rather than summarizing existing literature, the volume offers definitive suggestions for advancing the effectiveness of the training field.

Its chapters focus on emerging issues in training that have important implications for improving both training design and efficacy. They discuss various levels of analysis-- intra-individual, inter-individual, team, and organizational issues--and the factors relevant to achieving a better understanding of training effectiveness from these different perspectives. This type of coverage provides a theoretically driven scientist/practitioner orientation to the book.

Efficiency is a measure of the amount of learning achieved relative to the amount of effort put in. In practical terms this means the amount of time it takes to complete a piece of training. Efficiency has a direct relation to cost – the more efficient a training method is, the less it will cost.

Reactions are what one measures with the ‘happy sheet’. Reactions are important because, if employees react negatively to the courses, they are less likely to transfer what they learned to their work and more likely to give bad reports to their peers, leading in turn to lower employees numbers.

If, as a result of training, employees are using appropriate behaviors on the job, then one would expect that to have a positive impact on performance. A wide variety of indicators can be employed to measure the impact of training on performance – numbers of complaints, sales made, output per hour and so on. It is hard to be sure that it is training that has made the difference without making comparisons to a control group – a group of employees who have not been through the training.

Learning from the book

Training effectiveness strategy provides a framework for comprehensive staff development opportunities for all staff who work for the organization, to support the organization's mission, and to enable the organization to achieve the corporate objectives and become a true learning institution for all who work Staff development is relevant to all staff and the whole person It is embedded in all working practice, throughout an individual's career

Reflection, review, feedback and opportunities for learning should form an integral part of everyone's work experience

5	Title/Author	Training For Development - Rolf P Lynton & Udai Pareek
	Publisher/Pages	Vistaar Publications New Delhi .2006 / 323.

This book was first published in 1967 when training scene was totally different than when it is now published in 2006 where there is a paradigm shift in the training world over. The sheer escalation in the scale of training itself is huge. The escalation is huge is a proof that training activity has become vital in order to improve the performance. Training has become indispensable, justifying the expenditure and its entry into the future.

The next part has dealt with the evaluation aspect of the training programmes. The evaluation has not been done in an honest sense. Better evaluation can definitely prove a check for perversions and excessive cost incurred on training.

The most essential evaluation required is only when trainees have returned from the training which is lacking in most of the organization and ascertain the total cost involved in the training instead of ascertaining only training fees.

The next part of the book throws light on the action part of the training. Training has not been really helpful in translating into action. Training continues to be unreliable and ineffective to improve work performance. Where organizational readiness and support is lacking training makes no sense and adds to the frustration of the participants. Here the role of the trainer becomes immensely important. He must before delivering training hold consultation with the organization and must get their support in order to make the training a mission. The inclusion of the administrators, line managers and field staff as training faculties can facilitate to bridge the widening gap of incompetency.

The book really focuses on training as a means of making lasting impression on the organization which helps in building institutions.

Learning from the book

The book has dealt with broad views on training strategy. The refined training with lots of paraphernalia is some time not really required as people have trained themselves in whatever activity they thought was of essential nature without resorting to the modern methods and techniques. Trainers have gone much deeper into designing the programmes and curriculum content but the premature and misplaced exercise is of no use unless organizational and social requirements must first support the developmental characteristics. The cosmetics of training have become more visible rather than the actual outcome out of it. One or two day workshops at the huge cost are held in various organizations have become only ostensible showpieces without going into details whether the programmes have made any dent or effect on the participants in a real sense.

6	Title / Author	A Practical Handbook on Training / ED Setty
	Publisher/Pages	Anmol Publications Pvt.Ltd. New Delhi-2003/315

Chapter 1 – It deals with training courses for personal growth. A course for interpersonal relations and managerial skills as well as some technical educations has also been dealt with. These courses meet with development expectations on the part of the organizations.

Chapter 2 – It highlights assessment of training needs. It spells out in details learning objectives related to the performance objectives for the employees. The assessment includes job analysis, organizational analysis and manpower analysis.

Chapter 3 – Most vital phase in the training activity is designing the right and appropriate type of training programme. In this chapter how to go about designing training programme is discussed. Designing training programme keeping in mind the learning objectives which in end can be offered to employees.

Chapter 4 – It looks into psychology of Adult learning countered by learning of children. It discusses the dimensions of adult learning and limitations of adult learning.

Chapter 5 – It deals with significance of communication in the are of training. Whichever may be the training method, effective communication plays very important role. Each method must bring the clarity of concept. It must reflect intended outcome in terms of training objectives.

Chapter 6 – It talks about training methods. Almost all the methods are discussed and which method is suitable according to the need of the employees is also discussed. Methods relevant to three types of training, those on the job, off the job and in the classroom are explained elaborately.

Chapter 7 - looks into the way in which audio visuals are to be used complimentary to the lecture method.

Chapter 8 - has been instrumental in discussing the role of the course director which speaks of the significance of the navigation part of the director.

Chapter 9- throws light on the part of the other faculty who play the role of the trainer. How they should build the rapport with the participants and the way in which there trainer creates the learning environment has been explained.

Chapter 10 - looks about the contribution by the guest faculty and how their expertise could be utilized by the institute is the matter of discussion. At the same time it discusses about the limitations posed by the guest faculties.

Chapter 11- talks about the reading material provision. It is normal practice to provide reading material to the participants. In terms of the quality and the form in which it has to be provided varies in great deal depending upon the programmes.

Chapter 12 -focuses on the issues in Adult learning. The reflection on the trainer, the participants, training technology and the training institute has been discussed thoroughly in this chapter.

Learning from the book

The book is a practical guide covering the whole course of the training activities right from assessing the training need, designing the training. The critical side of the books spells out the pitfalls and lacunae being found in various phases of training programmes of the organizations or in the institutes..Training in a broad sense is a continuous process in life, equipping oneself with knowledge, skills and a desired pattern of behavior to be effective as an individual and a member of the society. Training is a job aimed at making employees knowledgeable and skillful and inculcating of values and attitudes in order to make employees effective and efficient in their job, through systematic instructions and repeated practice.

7	Title / Author	The HRD Missionary –Role and Functions of HRD Managers and HRDDepartment. / T V Rao
	Publisher/Pages	Oxford & IBH Publishing Co. Pvt. Ltd.1990 / 87

One of the doyens in the field of HRD, TV Rao, has written this beautiful book which is indeed a bible for the practicing HRD managers although the number of pages is less than 100. The organizational effectiveness is achieved through the missionary zeal displayed by the HRD manager. The role of HRD manager is still opaque and it is not clear as to what they can give and how they can add to the effectiveness. In many cases therefore, HRD department are functioning routinely doing traditional personnel management jobs and coming to the rescue only after damage has been done. Blissfully some of the organizations have set forth the example of clearly demarking the functions and well defined policies which are complementary to the strategies for organizational growth. Numbers of such organizations is increasing. This book is valuable for both type of organizations, one which are eager to make HRD functions well defined and to those who already have refined system of HRD, but need further fine tuning. The second part of this book deals with various questionnaires and instruments. These are tools to be used to know the pulse of the people, the result of which enables the HRD manager to manage the human resource in a better way. The book is, as has been said earlier, is a must for every HRD practitioners.

Learning from the book

The title itself is very apt as it speaks about the role and functions of HRD manager and HRD department. The role and functions are not merely that of executor but the achieving the effectiveness by way of mission is the central theme of this book. The attention to the people in the organization is extremely vital as it is a two way process as people look towards HRD department as a savior for their ills. Under such circumstances it becomes mission for HRD manager to be a beacon when times are turbulent. This ultimately leads to increasing expectations from all functional managers, workmen and unions from the HRD department and the person who is heading it.

8	Title / Author	Synergizing HRD Interventions- Challenges and Initiatives. Edited by Ajay Singh
	Publisher/Pages	Excel Books, New Delhi-2001/169

The publication of this book is a compilation of the papers presented at the major HRD conference held at New Delhi in 2001. The conference was titled “Synergizing HRD Interventions for Growth” organized by Standing Conference of Public Enterprises and ONGC Ltd. The Resource persons contributing in this book are drawn from a galaxy of Chief Executives, Management Consultants, Academics and Sr. HR Practitioners from public as well as private sectors. The changing business environment has put pressure on the HR function to justify its existence and redefine and reorient its role. Both the private and public enterprises are being affected by the change. The challenges are greater for PSUs as they are under tremendous pressure to restructure, de-invest, redeploy and downsize the surplus workforce.

While, both private as well as public enterprises have been trying different strategies to meet the challenges, as they are emerging, it is essential to learn from each other’s experience and review the HR strategies being adopted by different organizations to meet the challenges. The book is a compilation of the positive efforts made by the private and public enterprises in the area of HR.

Training is one of the most important interventions for developing human resource. Identification of training competency profiles, in terms of vision statement is essential and follow up is essential as it would reveal whether training programmes are deviating from the vision and mission statements. If they are deviating then corrective measures can be adopted and structured programmes can be initiated. The basic aim of such programmes is increasing the productivity and makes organization, in terms of productivity and quality, globally competitive.

Learning from the book

It is this human resource which is of supreme importance, preferably because most troubles and tight spots in the organizations are human and social rather than material and mechanical. And if this is not recognized, then the loss is immense and irreparable. No business organization can afford to overlook this precious wealth of resource. Thus managing this resource with utmost care consists of work philosophy. It includes organizational essentials such as authority lines, relationships, lines of command, communication channels, set of rules and regulations, organizational policies, vision and mission, work content and culture.

9	Title / Author	Training For Development – A Handbook / S Truelove
	Publisher/Pages	Infinity Books, New Delhi-2000/ 330

This book is divided into three sections.

Section 1-Diagnosis

It deals with Techniques of investigation or identification of training needs. What are the learning blockages and how to remove such blockages are dealt in this section. The various techniques used are Critical incident technique, Listening and questioning technique, Repertory grid technique, Survey questionnaire technique, Delphi Technique, Structured observation technique are some of the techniques used to generate as much information as possible for identification of training needs.

The techniques for analysis deal with providing direction as where organization is now and where it is heading. The techniques include job analysis, task analysis, AET (German word abbreviation) analysis that is ergonomics, the study of human movement, Skill analysis; abilities analysis, Systems approach analysis etc. are the various methods of analysis.

Analysis of organizational training needs deals with training needs in all the functional areas. Identification of such needs is done through mission statements and policies as well as through corporate objectives.

Learning to Learn deals with the idea that the learning never stops. The number of people at different levels can become still better learners; they can still actively get involved in the process of thinking and apply the learning for betterment. Learners feel that they are familiar with the subject but often that is not the case and so learning should be ongoing process.

Section 2-Implementation

Objectives and Evaluation enquires about the purpose of training. It deals with needs, objectives, training design and evaluation. In case of objectives, Robert Mager, who pioneered the training objectives is discussed. In case of evaluation, the model suggested by Kirkpatrick is used who has suggested four levels of criteria, i.e. Reaction, Learning, Behavior and Results.

Learning & Training Design talks about learning unit model. Here the first stage is learning objective. The second stage is entry behavior. It finds out what the learner already knows. The third stage is learning event. The fourth stage is assessment. Here the measurement takes place as whether learning objectives have been achieved.

Section 3- Strategy

Administration of Training talks about the formulation of training policies and the important contents of policies. It also includes the budget and records and resources. It also deals with whether the training be in-house or external source.

Developing employees tells us about individual needs vis-à-vis organizational needs. Further it includes the importance of job design and outdoor training. Topics on self development and Peter Principle are also included.

Learning from the book

To match the continuous metamorphosis in the environment, management education needs to bring about an equally rapid evaluation in managerial understanding and invention. The organization of the training function and its responsibility depends very much on the size, the nature and the modus operandi of the enterprise, and training services provided. In large number of firms training is linked with personnel department, but separating training from it and putting a separate development departments, leads a good results for investments on training. Leading organizations take enormous efforts for developing human resources by making training and development an integral part of organization development.

10	Title / Author	Every Trainer’s Handbook / Devendra Agochiya
	Publisher/Pages	Sage Publications, New Delhi. 2003/334

The book is useful for trainers for organizing and delivering training to wide range of groups. The methods set out in the book are applicable to every organization. It gives thrust on step by step approach to planning, organizing and delivering training sessions with adequate guidelines and specific task. This makes it useful for the people just entering training field or to the people who are professional trainers. It covers the importance of learning in the training, the vital steps in designing training sessions, actual delivery of training, the diverse methods of training, the role of trainer, dynamics of participants and finally the evaluation. In large number of firms training is linked with personnel department, but separating training from it and putting a separate development departments, leads a good results for investments on training. Leading organizations take enormous efforts for developing human resources by making training and development an integral part of organization development. Compared to the world average, Indian organizations do not reach even 2-3 day/s training per year per employee. Whenever there is a conflict between the production and development, training is sacrificed to add to the production hours. Now Indian organizations are trying to achieve ten man day training per year per employee. It was

noted that the demand for skilled labour is growing and called for higher investment and greater flexibility to bridge mismatch between acquired and required skills.

Learning from the book

Training is considered as a tool for HRD. Training has immense potential in transfer and utilization of latest technical know-how, leadership development, organization of people, formation of self-help-groups, mobilization of people as well as resources, empowerment of resource-poor rural mass, entrepreneurship development, etc., which are considered essential components of HRD. With the background of potent challenges, management has to reorient with fresh outlook, approach and attitude. The management training must keep pace with the changing times. This calls for systematic, logical and up to date training for continued growth, an insurance against obsolescence and decompose.

11	Title / Author	Handbook of Effective Management Training / R BK Mittal
	Publisher/Pages	Rajat Publications, New Delhi - 2000/311

The book tells us that the training is continuous process and hence it should be imparted with some goals to achieve desired result. It is often misunderstood that training activity is not significant. Training is a profession and the responsibility lies with the trainer to make it professional. The practical employers understand this and they provide various tools to the trainers to make the employees perform. It is up to the trainers how to utilize these tools in order to make the training professional, to create bond between incumbent and organizational environment. As new employees enter an organization, they find themselves thrown into a new environment and a confused state. This is where effective training can help familiarize them with the organization’s ways and culture. There is always a first time and it's never easy. This is so true to new employees who set foot into a new organization with expectations and hopes. It is up to the management to make them feel at home as soon as possible. The tool that the management uses to achieve this is the effective training. An effective programme is more than merely introducing new employees to their roles and co-workers. It is a strategy that is implemented by a company to help the new employee fit into

their new organization, team and position. Importance of effective programme- “It inculcates in the employee, more confidence to progress, which in turn helps the company.”

Learning from the book

An effective training helps a new employee feel assured and comfortable in the new environment, which is critical for early uptake in the new role. A new entrant should culturally fit in an organization and interaction at this stage shapes an individual's disposition and outlook for work and motivation levels. It is during effective training that a new employee gets to know about the organization’s employment philosophy, culture and values along with key business processes and his responsibilities. The importance of effective cannot be underestimated, especially in the knowledge intensive sector, where technical knowledge is critical to the survival of an employee. Such programmes are all the more important because employees have to get accustomed not just to the key processes but also to the quality philosophy in terms of compliance and quality management systems.

12	Title / Author	Readings in Human Resource Development / TV Rao
	Publisher/Pages	Oxford & IBH Publishing Co. Pvt. Ltd.2003 / 433.

HRD seeks at developing number of capabilities of employees and development of sound culture in order to utilize these abilities. Various methods are accessible to develop such capabilities. It is therefore important to use these methods on continuous basis as aids.

The book is divided into four parts as below.

- 1) HRD Concepts,
- 2) HRD Mechanism
- 3) HRD Implementation
- 4) HRD in Government Systems.

HRD CONCEPTS –

The first part has four readings and discusses about the conceptual framework on development and integrated HRD and ends with some details about research in this area. The

1st chapter outlines the functions of the manager to understand the kind of activities managers at various levels get involved if their capabilities are to be developed. It also highlights the competency requirement and qualities contributing to their effectiveness. The 2nd chapter defines HRD and talks about system approach for HRD. The 3rd chapter discusses about the HRD climate and explains its importance in managing and motivating the people. The part ends with the chapter on research trends in HRD highlighting present trends and future directions in the field.

HRD MECHANISM –

A number of mechanisms are used by Indian organizations to develop human resources. Some of the mechanisms are used at developing employee competencies to perform their roles with ease. Other are used to provide high level of motivation. This part focuses on some basics on performance appraisal, potential appraisal, Training and rewards and some instruments to find out HRD climate in an organization. Other mechanisms used are job rotation, career planning and development, organization development and communication etc.

HRD IMPLEMENTATION -

The third part sheds light on implementation issues where experiences of different organizations are explained. The various people like line managers, chief executives are most important ingredients in implementing HRD concepts and programmes. The in basket exercise given in chapter 14 is a classic example which give glimpse on the role to be played by HRD managers.

HRD IN GOVERNMENT SYSTEMS -

Unfortunately HRD in government sector is most neglected. It is complex because of sheer number of tasks. They all are complex and often not measurable. The results are less visible and are influenced by whole lot of factors beyond the control of one single individual. To improve the task analysis is needed and education to the government employees is essential. The chapters are illustrative of the kind of thinking needed in the direction of improvement in the HRD sector in government.

Learning from the book

It is an accepted fact that besides money, material and machines the success of any organization depends upon the quality of its human resources. Success of any organization crucially depends on their ability to attract, develop and retain people who are competitive, innovative and who can build and steer the global organization that is responsive to its customer needs technology development and also environmental changes. In this context, the entire training and development effort is to align human effort with the corporate and business strategy.

Development of high quality in managerial manpower in the country is considered essential for coping with the rapidly changing industrial scene. This has led to expansion in the number of training activities and institutions

The world is undergoing quick transitional changes in society, government, industry, organization, management and employee attitudes. Rapid extension in the frontiers of knowledge, the counting need for developing high quality managerial manpower, and the fear of managerial obsolescence have led to diversion of sizable economic and human resources to the strategic area of management training and development.

13	Title/ Author	A Handbook for Training Strategy / Martyn Sloman
	Publisher/Pages	Jaico Publishing House, New Delhi. 1996 / 223.

What makes a company superior to its competitor? The technology, access to information, knowledge, raw material and other things are equally available to all the companies. It is said that 80 percent of what a company does can be done by another company in a similar business. The ability to utilize the other 20 percent is what gives the company an edge over the competitors. The other 20 percent is all people. The efficiency of the staff can make or break the company. Globalization, increasing customer sophistication, ready access to technology and growing emphasis on quality has all transformed the structure of organizations.

Training the staff has become an essential function of any organization. The role of the trainer has become more demanding as more complex management and interpersonal skills are required in less rigid and less hierarchical organizational structure.. Every trainer therefore needs to develop new skills to deliver effectively in the new changed atmosphere. This book therefore becomes handy for the modern day trainer.

The book is an answer to the need for new model of training that reflects the complexity of organizational life and changes in HR function. The author was head of training & development function in a large investment bank and hence the book has tried and tested methods of training. It concerns itself with the principles laid down in the book. It offers multiple models of the training to suit the needs of the particular organizations.

Learning from the book

Sloman has given numerous questionnaires, survey instruments and specimen documents. The book also contains the findings of survey of best training practices carried out among UK National Training Award winner. As opined by the author himself, the primary beneficiaries of the book are those responsible for managing training activities in the organization.. The book outlines the new context of training and the changes in the position of the training function within human resource. It defines shifts to more practical approach as what the training manager has to do in the organization to promote the training. Much of the emphasis is laid on the recognition that training is the joint responsibility of management, human resource and training specialists. The role of the training and place of the trainer is discussed in detail. The author is not suggesting a single all embracing model. He allows the trainer to select the model according to the situation.

14	Title / Author	Training Needs Assessment: Methods, Tools, and Techniques (Skilled Trainer)/ Jean Barbazatte
	Publisher/Pages	Pfeiffer. 2006 / 192

The book talks about different analysis as below:

Feasibility Analysis- The cost of doing something verses the cost of doing nothing to correct a deficiency.

Performance Analysis- Also known as a gap analysis, a look at where your employees are and where you would like them to be.

Goal Analysis - Includes how to write a goal statement. Breaking down vague statements into specific behaviors desired by a company for success

Task Analysis - The book will guide you in breaking down tasks within a job.

Needs versus Wants Analysis - Why should training be done? Is the deficiency tied to a need or a want? For these questions, it is looking at finding the proper solution.

Target Population - How to develop an effective training programme for the audience? How to identify the audience?

Contextual Analysis - How and when to deliver training successfully? One very interesting point covered is to always deal with the decision maker during every processes. This will save time and money .Overall, a complete guide to successful analyses.

Learning from the book

The methods introduced in this book are simply put, easy to follow and a complete guide to perform a Training Needs Assessment. The book begins with breaking down who, what, when, why and how of an assessment. It introduces the issue that training is not always the solution to a deficiency and how to identify if there is a need for training or a need for another solution. There are seven different analyses broken down into separate chapters to guide assessor in conducting successful analyses.

15	Title/ Author	Practical Guide to Needs Assessment (Essential Knowledge A Resource) / Kavita Gupta
	Publisher/Pages	Pfeiffer. 2007/ 352

Author wrote a book that is a must-have for anyone desiring an overview of the multiple ways in which needs assessment can occur. Author begins by setting the context of needs assessment, attending first to what needs assessment is and where it fits into the

training or performance improvement scheme. The author creates a very usable comparison. Persons trying to decide what type of needs assessments are best for their situation can quickly narrow their focuses. (Not all needs analyses are alike, and they start from somewhat different places.) A review of data gathering fundamentals is concise but helpful.

In "Part II, Getting Down to Brass Tacks" author examines and provides very helpful models for conducting four types of needs analyses: Strategic Needs Assessment, Competency-Based Assessment, Job and Task Analysis, and Training Needs Assessment.

The Toolkit in Part III is invaluable--samples of 21 different forms. By itself, this section makes the book worth reading.

Learning from the book

There is great value in this book--enough description of the models that one can begin using them, references to go deep into the models if desired, and charts, tables, and job aids that makes good effort for an effective needs analysis.

16	Title/Edited by	2000 Tips for Trainers & Staff Development / Phil Race
	Publisher/Pages	Kogan Page/281

This book contains tips for employee training. Unlike other books on training, it does not contain too much theory but practical tips on conducting training. The book is divided into 5 chapters and the contents are as follows:

Chapter 1 – Face to Face Training-

This chapter deals with planning and preparation of training. It talks about preparation of presentation of training and creating training environment. Once the ambience of training is set, then actual delivery of training session is discussed. The chapter also includes how to keep the training session alive as well as managing time and workload of training.

Chapter 2 – Group Based Training-

It includes how to set the groups taking into consideration the size and skill sets of the participants. Once the groups are prepared, how to make them unite is also discussed. It also talks about learning by doing methods to absorb the skills. It also sheds light on the behaviour of members and how negative behaviour may damage the group work. The chapter ends with tips on trouble shooting encountered in the group learning.

Chapter 3 – Resource Based Training-

This chapter deals with the system of making the trainees learn by themselves. It includes how the open and flexible based learning helps trainees to become more skillful. The chapter deals about how to make use of already existing materials for flexible learning as well as to develop new material, all for benefit of trainees.

Chapter 4 – Computer Based Training-

Information and communication technology has made great impact on trainers and trainees and has helped change the traditional training methods. It includes tips for trainers who come across trainees who work on computers.

Chapter 5 – Evaluating Training –

The chapter stresses needs of gathering feedback during training events as well as after the training sessions. Feedback gathered by questionnaire method is useful as it is a solid evidence of the thought process of trainees and what do they understand about the training programme.

Learning from the book

One of the more generally used training model used in developing training programmes which can achieve these objectives is a training model known as the “ADDIE” training system which consist of the following five element making up the ADDIE model: Assess, Design, Develop, Implement and Evaluate. One can use these five planning elements in the model when in the developmental and planning stages of a new training programme to

develop a very effective training programme, and once all of the individual phases making up the model have been implemented. The model then closes the loop in the training developmental cycle by validating the effectiveness of the training programme. The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training development process.. The evaluation and validation data (testing results) shows us where and/or what is needs to be changed in training programme to improve it.

5.3 REVIEW OF ARTICLES

Review from News Papers.

(1)

Darwin's notion of survival of the fittest applies not only to the biological world but to the industrial organizations as well. In the absence of the proper training culture, it will not be possible for the organizations to survive and stay in the competition. Therefore constant training is very much necessary and to all levels. The minus point of the industrial training is the restricted budgets and training is provided to some chosen few whereas as it should be provided to all. Therefore what is necessary is serious top management commitment to training activities with the realization that training is a strategic tool to evolve sustainable competitive advantage for the creation of the positive thinking employee team. Well focused and planned training interventions produce multiple benefits to an organization.

Indian industry has been lacking in providing training to the labor force in the areas of soft skills. Only technical training is provided to labor force. If total employee effectiveness is to be ensured then overall attitudinal training has to be provided to all across the organizations, instead of to only managerial personnel. It is also observed that in the lesser known regions of the country, training is not yet known as a tool, to produce the results and effectiveness. Even the reputed trainers are not known to market themselves to such remote areas, which is very much essential so as to make the workforce knowledgeable.

Training may not be the medicine for the ills of the organization but in the changing world where companies are interested in using the whole person, instead of his

numerical abilities and technical skills, it is becoming increasingly relevant that the whole person has to be trained especially in the areas where he is lacking and in the areas where he is able to showcase his talent. It is also crucial that even when the training is given, the opportunity to translate the training on the job is of equally importance. The trained employees must be supported and encouraged to apply their skills.

(Times of India. ASCENT - 7th March 1993. By K Jayshankar.)

(2)

Employee commitment is a function of mutual trust established between the organization and the employees. Proactive measures have positive effects. Establishing internal credibility is very crucial in evolving conducive work culture. Building organizations as learning institutions would be absolutely essential. A learning organization is the one which is skilled in all respects.

Human resource is one function which has a high degree of interlink with the environment. Change in the environment directly affects people in the organization. This invariably calls for the continuous, timely and conscious up gradation and reorientation of people management practices. If the appropriate actions are not initiated in this regard, HRM will remain reactive process and the organization shall not be able to get the best out of their employees.

The HR management therefore has to emerge to meet the new challenges thrown by the changing environment in the form of liberalization, new technology, competition and globalization, new techniques and new methods. Therefore in order to meet the new challenges, the HR functionaries have to start looking at HRM as a strategic function. As per OECD study made, the successful organizations are those which recognize HRM as a key corporate strategic issue, rather than simply an outcome of the corporate decisions. STRATEGIC HUMAN RESOURCE MANAGEMENT (SHRM) deals with reorienting push oriented HRM (Reactive) to much more needed Pull oriented HRM(Proactive), where HRM policies and practices get pulled up to meet the growing challenges emerging from the internal and external challenges

(From Times of India ASCENT, 3rd July 1994. By Jacob Mankidy.)

5.4 REVIEWS FROM WEB SITES

March 10, 2009

(1) **Training is a Major Focus of the U.S. Stimulus Package**

The massive \$787 billion dollar stimulus legislation, called the American Recovery and Reinvestment Act of 2009 (HR 1), was signed on February 17th by President Obama. The bill is designed, in part, to stimulate the economy and to create millions of jobs across the United States.

The stimulus package includes more than \$5 billion in training for a variety of programmes across a number of U.S. federal agencies. The bill will invest heavily in new technologies, infrastructure projects, and health care. It also calls for investments to help laid off workers get back to work. An important part of the legislation allocates \$3.9 billion to the Department of Labor. \$2.95 billion will be used for training and employment services through FY09. The Department of Labor has 30 days from Feb. 17th to allocate funding to the states.

As a learning professional, what should you know about this bill, and what can you do to help your organization take advantage of these opportunities? The majority of the training funds will be allocated through the publicly-funded workforce system.

A significant portion of training funding – \$750 million – is being devoted to competitive grants for high growth industries, and \$500 million of these funds will invest in projects as part of the new Green Jobs Act.

With billions devoted to training, it is clear that U.S. lawmakers understand the important connection between learning, job creation, and economic recovery. This increased focus on training means that everyone in the workplace learning and performance profession has a huge opportunity to engage in the economic recovery efforts.

(Source-<http://www.astd.org/LC/2009/news.htm>)

(2) **Training Is Taking a Beating in Recession, Studies Find**

Workforce Management reports that the recession is leading organizations to slash spending on training, two recent studies show. Average training expenditures per employee fell 11 percent in the past year, from \$1,202 per learner in 2007 to \$1,075 per learner in 2008, according to a report issued January 23, by research firm Bersin & Associates.

Bersin said its figures include training budgets and payroll. Bersin also said the U.S. corporate training market shrank from \$58.5 billion in 2007 to \$56.2 billion in 2008, the greatest decline in more than 10 years. The survey of 84 corporate and government training professionals found that more than twice as many respondents expect training budget decreases rather than increases for 2009.

Forty-eight percent expect their budgets to decrease in 2009, up from 41 percent in 2008. Only 17 percent expect their budgets to increase in 2009. In addition, since 2008 budgets were first approved, far more saw decreases (38 percent) than increases (11 percent). Bersin president Josh Bersin said organizations funneled money and staff into traditional and “often nonstrategic” training programmes in good years.

“When budgets became tight, organizations with a traditional training focus suffered most,” Bersin said in a statement. “Today’s business world demands a combination of formal and informal learning with an emphasis on collaboration, knowledge sharing, social networking, coaching and mentoring.”

The new reports confirm the old theory that training is among the first things cut during hard times, which today include a U.S. economy estimated to have contracted by more than 5 percent in the fourth quarter, an unemployment rate that rose to 7.2 percent in December and thousands of job cuts announced daily. Trimmed training budgets also come amid a broader reassessment of employee development. In recent years, experts have argued that workers increasingly see career development as vital in an employer. At the same time, traditional, formal training in classrooms or through computer coursework has come under fire as less effective compared to less-formal modes of training, including on-the-job learning and the use of social networking tools such as corporate wikis.

Peter Cappelli, management professor at the Wharton School of the University of Pennsylvania, has suggested that employees share in the cost of training. In particular, he

argues for tuition assistance programmes, in which employees invest their time and effort on classes and class work.

In its *2009 Corporate Learning Factbook*, Bersin said it found that companies have changed training programme priorities; moved to coaching, informal learning, collaborative activities and other less-costly training methods; and increased reliance on outsourcing.

(Source - <http://www.astd.org/LC/2009/news.htm>)

(3) **Techno Craze**

The February 2009 issue of *T+D* of ASTD reports that an overwhelming majority of U.S. workers value technology in the workplace so much that almost 40 percent would consider changing jobs to work for an organization that is more committed to providing access and training in the latest technology, according to a survey commissioned by the Fairfax County Economic Development Authority.

- Americans working in professional services are more likely (90 percent) to say that technology is critical to their individual productivity at work, when compared with those working in manufacturing/construction (80 percent), direct services (77 percent), health (77 percent), or education (72 percent).
- Men (43 percent) are significantly more likely than women (31 percent) to suggest that they would work for another employer that provided more in-depth training on the latest technology.
- Americans working in the manufacturing sector (52 percent) are significantly more likely than those working in direct services (43 percent), healthcare (39 percent), other sectors (39 percent), professional services (37 percent), or education (22 percent) to say that they would consider leaving their employer for another company that makes better use of available technology.
- Hispanic workers are more likely to consider changing jobs for greater access to or training in technology. Sixty-five percent of Hispanic respondents said they would consider switching jobs for better access, and 63 percent said they would consider switching for more technology training.

(Source - <http://www.astd.org/LC/2009/news.htm>)

(4)

Training Measurement.

To measure training is one of the key components on how a business will succeed. If a training programme is proven to be effective, it will definitely yield to positive results, perhaps more than what is desired by the company. However, measuring the effectiveness of training is one of the biggest challenges of firms today. Training in itself is expensive and adding more components to it may not be a good idea in terms of financial capacity.

What may help to reduce cost is to develop several tools which may be classified under business intelligence. These tools will help the company evaluate training and consistently improve its methodologies. This is critical since business needs change. The environment and the type of people who get in the company also change. So how does one person measure the effectiveness of training in a systematic way?

Once the trainees go live on production on the floor or operations, their performance will significantly impact the overall achievement of the programme. Lack of training or poor training methodology always ends up with employees not able to fulfill their jobs. Metrics should be used to see how effective the training was. It will not be wise to say that a training curriculum is good simply because the students or trainees passed the exam. What needs to be done is to check the metrics of these employees and see if they are at par with the expectations of the company.

Significantly, an in-depth analysis should be done here. Data per employee should be available and this should not be very difficult to obtain with the kind of technology we have right now. These data will then validate if the training was effective. Findings in the analysis may say that there is a gap in the training system and that there is a need to revamp the process or the curriculum.

Performance will significantly tell a lot about training. This does not only concern product training but also job orientation. Many employees out there do not know how they should perform because they do not know what is expected of them. Many employees break the rules because they are not also aware of them. It is therefore wise to train employees about the existing policies of the company so they know what is acceptable and not.

Another thing used to measure the effectiveness of training is a performance alignment programme. What is needed here is to set the expectations of each employee in each department how they will be measured. This sets precedence and makes each employee aware why and what the training was for. It is also generally advised to have a weekly or monthly product knowledge check balance. This may also be done through examinations to see if the employees retained what they have learned. This may also be done through actual applications and see if what have been taught is still being applied. To measure training is going to be challenging, precisely because we deal with knowledge retention and behavior.

(Article Source: [http://EzineArticles.com/?expert=Sam Miller](http://EzineArticles.com/?expert=Sam_Miller))

(5) **Training Evaluation - 10 Top Tips For a Strategy**

1. Have a systematic evaluation tool that is easy for others to learn - either a paper-based system or electronic. It is important that any evaluation of training has a clear set of procedures and logical sequence to follow. Evaluating training isn't always obvious to people.

2. Training evaluation should be simple. Make sure the system is easy to explain to others. In order to use the system people need to learn it. This means it needs to be taught and explained. Complicated systems can affect engagement with it and its overall efficacy.

3. Decide what 'training' it is you are evaluating exactly. Is it a practical skill, an intellectual one, a behavioral one? Also, training in what? Leadership? If so, what level of leadership, in what context and under what circumstances? There is no single skill called leadership so the context and circumstances should be clear.

4. Evaluating training can require a range of methods. Decide how you are going to 'evaluate'. Are you going to use quantitative methods or qualitative ones? Or both. If so, how are you going to use them? Again, make sure these are explainable.

5. Training evaluation needs to be transparent. See that trainees who engage with the system understand that their training is being evaluated. This is necessary both for practical reasons of genuine engagement and involvement, as well as for ethical reasons.

6. Make sure the system can record before, during, and after training so that improvements can be measured. There is no way of knowing how 'good' you become at something, or how better you get, if you have no idea what you're comparing.

7. Have a way of calibrating the system from time to time so that it can be tweaked and refined. You can do this by asking trainees who use it for feedback on the system itself.

8. Make sure you can measure the ROI of your training evaluation. This is the whole point of an evaluation system for training. If you can't measure the return on investment then there is no way you can if training works. It becomes performative function with no reflection - literally a mindless activity.

9. See that the system itself is cost-effective to run. Inexpensive and easy access to a system that is automated and online can save time, energy and money.

10. If you are evaluating training in a large organization it can pay to have someone who understands the system to be a dedicated manager of it. Championing its value and helping people to get it working for them and their careers. Some organizations get external providers to run systems for them.

Article Source: [http://EzineArticles.com/?expert=Michael Anthony Paul Anderson](http://EzineArticles.com/?expert=Michael_Anthony_Paul_Anderson)

(5) **New Study Shows Training Evaluation Efforts Need Help**

When it comes to evaluating the effectiveness of training, most organizations admit they could do a better job, according to a new study released by the American Society for Training & Development (ASTD). The study, Value of Evaluation: Making Training Evaluations More Effective, found that only about one-quarter of respondents agree their organizations get a “solid bang for the buck” from their training evaluation efforts.

The study, conducted in partnership with the Institute for Corporate Productivity (i4cp), is based on responses from 704 individuals in high-level positions in business, human resources, and learning. Eighty two percent of respondents worked for companies headquartered in North America, and 40.5 percent were employed by multinational or global organizations.

The study found that the five-level Kirkpatrick/Phillips model of learning evaluation is the most commonly used evaluation tool. Findings show that almost all organizations (92 percent of respondents) use the first level of evaluation which measures participant reaction. The use of the model drops off dramatically with each subsequent level, with very few organizations (17.9 percent of respondents) using Level 5 evaluation—return-on-investment for training. Findings also show that for organizations that effectively evaluate at Level 4, which measures business results, there is a positive correlation with marketplace performance.

Other key findings

- The Brinkerhoff Success Case Method is the second most widely used evaluation method. About half of respondents used some version of this method, which highlights individual training success stories to communicate the value of learning.
- There are several barriers to the evaluation of learning including metrics that are seen as too difficult to calculate, isolating training as a factor that affects behaviors and results, and lack of leadership interest in training evaluation information.
- An average of 5.5 percent of training budgets is spent on evaluation, and organizations tend to spend the largest share of their evaluation budgets on Level 1 (reaction) evaluations.

Also included in the report are recommended actions for learning professionals:

- Don't abandon evaluation. Learn to use metrics well as they are associated with evaluation success and overall organization success.
- Establish clear objectives and goals to be measured from the outset of a training programme. For example, if measuring at Level 3 (behavior change) identify and measure the behaviors that should change before and after training.
- Collect data that is meaningful to leaders. Recognize that this type of data is not primarily found in participant reaction (Level 1) evaluations.
- Identify the key performance indicators to be measured. When evaluating results, focus on metrics such as proficiency and competency levels, customer satisfaction, employee perceptions of training impact, business outcomes, and productivity measures.
- When choosing a learning management system, investigate the evaluation tools available with the system.

The report, Value of Evaluation: Making Training Evaluations More Effective, shows conclusively that organizations struggle with evaluating whether their programmes meet the business needs of their organizations and whether they are meaningful to employees and business leaders. By delineating what organizations are currently doing, and identifying best practices and recommendations for improvement, ASTD hopes this report will help learning professionals and their organizations become more proficient and strategic when evaluating learning.

(Source - <http://www.astd.org/LC/2009/news.htm>)

5.5 COMPANY LITERATURE ON TRAINING

The literature available about the automobile sector was scanned in detail. The Volkswagen Group inaugurated its first training academy in India on October 2010. Hosted at Volkswagen plant in Chakan, Pune, the academy provides training for employees and from all the Volkswagen Group brands and production plants in India. . According to the Chairman of the Board of Management of Volkswagen AG, Prof. Dr. Martin Winterkorn, the Volkswagen Group is seeking to become a top employer at all of its sites worldwide. They do not make a distinction between established home markets and emerging growth regions because the same applies everywhere: Top products can only be manufactured by a top team. Volkswagen was bringing first-class vocational training and professional development to the site with its jobs. “That strengthens the company, the employees and the region. Thus Volkswagen is creating a livelihood for many Indian families and is not only investing in production halls and machinery, but – more importantly – also in people. Training is one of the key challenges in India today, not only for the employees themselves, but also for continued economic development and for the country as a whole

The other literature available about the automobile sector was studied. The training interventions and their focus on the strengths and weaknesses of the organization, how can they be used to create competitive edge over others, where can it leave the company vulnerable (share company experiences), focus on the overall economic and industry environment in which the company competes with special reference to company experience, focus on the market and customers (attitude, behaviors, changing customer demands), what is the nature of competition, what competitive edge competitors have, what are their unique strengths and strategies, analysis of suppliers and buyers, supporting all this with experiences.

Strategic thinking in training areas and its alignment to HR could be understood through scanning of these literatures. Focus on introduction, concept and objectives of training and the role of top management in introducing training strategies and its alignment for their organization was the issue which was discussed in detail in these literatures.

In the new era of speedy change and unmatched opportunity, the lucrative and sustainable growth will go to the companies whose training strategies can see possibilities beyond their traditional served markets. The future cannot be foreseen in any meaningful way but to think strategically and make plans for the realization of a detailed long term strategy with training and development interventions.

The competitive pressures in the environment have radically altered the context in which Human Resource services are delivered in automobile sector. With the focus moving towards integrating HR into strategic planning of training the challenges before the HR profession have become even more intimidating and are in search of new tools and techniques in the area of systematic employee training and their development is sought.

5.6 CONCLUSION

The review of the literature done so far made the researcher to understand that training is about changing the people. The process of setting objectives defines what changes we intend to make, and make possible the assessment of those changes. Determining whether or not the training has been effective and worthwhile is difficult, but numbers of methods have to be developed to make this exercise possible and to find out evaluation strategies. The strategies and usefulness of training evaluation to find out its effectiveness was demonstrated in the studies made by many authors. The Kirkpatrick Model was assessed as a valuable framework designed with four levels of measure to evaluate the effectiveness of training. With this focus in mind the further chapters have been developed.

CHAPTER 6 - RESEARCH METHODOLOGY

The most useful piece of learning for the uses of life is to unlearn what is untrue.
~Antisthenes

6.1 INTRODUCTION

The present research study sheds light on the effectiveness of training and development activities in the reputed automobile company in Pune.

The chief objective of the study is to find out the effect on the employees who undergo training and development activities conducted by the organization under research and the present chapter deals with the methodology followed for discovering the objectives, collection of the data and analyzing the same for arriving at the conclusion.

6.2 TOPIC OF RESEARCH AND ITS IMPORTANCE

The topic of research is Evaluation and Effectiveness of Training Activities in Automobile Companies with special reference to FORCE Motors Ltd. The topic is approved by Tilak Maharashtra University.

HRD essentially aims at improving the performance of employees through systematic training, career development and thereby organizational development. It is evident that if HRD issues are not properly handled, then organization may face decreased performance and may start a slow decaying. Productivity may suffer and cultural clashes may increase. Employees may suffer low skills and low knowledge. Attracting and retaining talent becomes difficult task for the organization. It is also true that successful outcomes are possible only with the quality of the training provided to the employees. It is equally important to assess the need of the training, the nature of the training provided, the methods and the selection of the training programmes and ultimately evaluation of the training programmes are important for the sound health of the organization.

It is worthwhile to note that training offers many benefits to employees and to the organization as a whole. Employees become more confident, open to change and supportive of each other. In addition, employees are motivated to achieve improved performance as a

result of training. The benefits employees gain is personal, career oriented and job related knowledge. The availability of training to the employees make them committed for achieving performance and develop strong relations with the organization and stay longer in the organization.

The automobile sector is people based industry where the end product is often produced by a number of employees together delivering the end product for organization and customers. Management of labor intensive industries face daunting task to measure the potential variability in the performance of the staff involved in the end product. Therefore the significance of appropriate training activities for all business within the auto sector is of considerable importance. As training & development practices have the potential to increase the service levels in the industry, organizations want to work out cost and benefits of training and development.

Therefore the purpose of this study is to analyze the Training & Development activities within Force Motors, one of the leading automobile companies, located in Pune identifying T&D systems, its evaluation and its effectiveness on employees and organizations and their performance. To achieve this objective, the study has identified the literature and published studies as best practices in the area of training and development.

6.3 RELEVANCE OF STUDY

The share of automobile and service sector in the increasing of GDP of any country is noteworthy. It is important in a way that it is the sector providing maximum employment to the people, directly and indirectly. This sector has tremendous competition and faces challenges from the market. Advancement in the information technology, the increased use of computer aided designs and quick exchange information has made paradigm shift in the business being conducted. Segmented markets, greatly diversified customers have had great impact on the customer's choice. Therefore to remain in the competition, it is assumed that the people in the organization play the essential role to build the organization. And to build the world-class organization, the HRD intervention, in the form of continuous training & development is required.

Literature on training & development is very rich in the form of many books and many journals. But after going through many books and articles it was worth investigating whether the result of the efforts of the training and development practices have been undertaken. It is also essential to note the training as process efficiency. There are number of organizations where this kind of support is not provided to the employees in spite of National policy that training has to be provided to the employees to increase their skill sets and to gain through the training strategies. The organizations now have understood the importance of providing the training to their employees so as to get the edge in the area of competition. There is now growing recognition that training has significant role in gaining competitive advantage. Extensive research undertaken within human resource area has found that majority of the organizations engaging in innovative practices include training and development as key elements to attaining best practices.

6.4 OBJECTIVES OF THE RESEARCH

OBJECTIVES

The following objectives have been framed for the present research.

- 1) To review and analyze training activities conducted by selected automobile company.
- 2) To check the effectiveness of training activities from the view point of trainees.

6.5 HYPOTHESES

The study is intended to test following hypotheses:

- 1) Selected automobile company adopts systematic approach towards its training activities.
- 2) Training activities conducted by the selected automobile company prove beneficial to the trainees and help in increasing their effectiveness.

6.6 TYPE OF RESEARCH

Post Facto Research methodology is used in this research. This consists of mainly a descriptive style investigation to find out effectiveness_of Training & Development system. The present research study is descriptive by nature and therefore, data are collected from both

primary and secondary sources. Secondary data were collected through comprehensive literature review and internet. Other secondary sources included previous studies, journals, reports, magazines, newspapers and books. The primary data were collected from field visits of various units carrying out training and development programmes.

The present study is also empirical and analytical therefore it relies on observation, interviews and survey.

6.7 SOURCES OF DATA

Collection of data began when the research topic was finalized and research plan was chalked out. The subject being very important from the view point of Human Resource interventions in the organization it was essential to collect data very methodically. Data which was collected had a mix of primary data and secondary data. Primary data is very significant which decides the framework within which the research is to be carried out. The secondary data is to support the primary data. The primary data was collected through opinion survey and main survey. Opinion survey was through questionnaire where as main survey was through questionnaire, observation in the factory under research and through interviews with the participants as well as with the HR manager of the organization under study.

The research methodology followed was as below.

- 1) In order to check the relevance of the topic, detailed discussions were undertaken with the HR managers of the various companies.
- 2) Taking above discussions with the HR managers of various companies as a base, the questionnaire for Opinion Survey was designed. The opinion surveys were conducted where the respondents were HODs of HR department of companies in and around Pune. The sample size was 50 companies. This opinion survey gave lot of insight to researcher about the managements' perception about training activities in their organizations and its effectiveness.
- 3) The researcher thereafter made a point to have few more discussions based on the opinion survey which proved to be groundwork for designing main questionnaire.

- 4) The pilot study was done with about 40 respondents in the company under research.

- 5) Researcher had opportunities to attend few conferences on HRD, titled HRD Challenges, HRD Issues, HRD Interventions, Changing Paradigm in HRD, Perspectives in People Management, etc. held in various institutions in and around Pune during the course of research. This was instrumental in bringing improvement in the main questionnaire. What was understood from the deliberations of these conferences and seminar that sustainable organizational excellence is achieved through identifying, selecting and cultivating employee training strategies, which would be instrumental in superior performance. Excellent organizations reveal that the infrastructure of human resources systems and processes for the successful organizations is a consistent assessment, planning training and development tools and, methods. This means that performance appraisal, assessment of potential, competency evaluation, career planning, training and development, selection and, compensation must be linked and act in cohesion for effective use. Companies must therefore make training interventions for talent management a top priority - create and continuously refine their employee value proposition, and source and develop talent systematically by effective training methods.

- 6) The main survey was conducted in Force Motors Ltd. where in 300 respondents were given the main questionnaire to be filled in from which 282 were returned. The respondents were managerial categories of the company under research.

- 7)The data collected was analyzed and interpretation was sought.

6.7.1 PRIMARY DATA

6.7.1.1 Survey

The development of questionnaire was very crucial as it is an instrument on which the whole research study is based. While gathering the data, structured_open ended interviews were conducted. It was explained to them that the participation in the interview is purely

voluntary and the response would be used purely for academic and research purpose. It was therefore, agreeable for the participants to come out with suitable answers. This was a base for framing the questionnaire as few words and questions which would be ambiguous would make the research study without right results. A ten minutes interview with each employee was undertaken to find out their perception about training activities carried out in their companies. The interviews were conducted considering convenient time for the participants. To make the response easier and simple multiple choice questions were framed. Initially opinion survey questionnaire was prepared so as to prepare a base for main questionnaire.

a) Opinion Survey

Research Question: Based on a survey of literature we formulated the research question that can be succinctly stated as

What are Training and Development objectives and what are methods of evaluation of the training programmes? It was also decided to find out whether these organizations extend permission to carry out research activities about their training and development programmes.

Research Objective: Born out of the question posed was the objective of this study. This was verified through personal interaction with managers and HRD personnel in companies. The researcher wanted: (i) To know and understand the role and importance given to training and development activities in the organization under survey. This was to augment our knowledge and understanding of the problem at hand. (ii) To find out factors responsible for evaluation and effectiveness of training activities. This would imply that a comprehensive review of training activities had to be undertaken. (iii) To suggest ways and methods, if any to improve the training and development activities in the organization, if permission were to be given to carry out research into their training and development programmes. This would lead us to come up with the findings of investigation and posit a set of recommendations.

Based on the opinion survey conducted, the following Hypotheses were formulated.

1. Evaluation of training is an essential requirement to understand the effectiveness

of any HRD intervention.

#.2. Evaluation is not based on a one single method but on a variety of methods.

The opinion survey had 16 questions in 3 parts A B and C. The questions contained training need identification process, learning objectives frequency of evaluation, models used for evaluation, and objectives of the evaluation among others. The sample size for the opinion survey was 50 companies that satisfied the condition (i) of having more than 100 employees on any particular day during the year and (ii) regular training and development activities were initiated by HRD.

Findings

On the basis of responses obtained from the questionnaire all companies:-

- 1) Consider training need identification as primary task before designing training programme.
- 2) Use performance appraisal as basis for training need identification.
- 3) Agree to well defined mechanism for evaluation of training programme.
- 4) Have well defined evaluation objectives.
- 5) Make follow up for outcome after training programmes
- 6) Preserve evaluation data for future use.
- 7) Have trained their staff for evaluation methods.
- 8) Consider evaluation of training as an integral part.
- 9) Follow Kirkpatrick model of evaluation because it is easy to use.

- 10) Have suggested that Kirkpatrick model of evaluation is the best model because it is easy to use.
- 11) Evaluate their training programmes once in year.
- 12) Have similar objective of training evaluation and that is “To determine the extent of knowledge, skills and changes in the attitude because of training”

b) Main Survey

Based on the opinion survey the main questionnaire was formulated. The questionnaire was discussed with Research Guide number of times to give it a proper shape and make it simpler and lucid to get the maximum information. The questionnaire finally suggested by the research guide was discussed with the HR head of the company under research and but for a minor changes it was given green signal. A pilot testing of questionnaire was conducted in the organization to test the validity and reliability of the questionnaire.

The main questionnaire has 49 questions spread over 9 parts which contained broadly personal information, training and development characteristics, training need identification, training objectives, contents of the course, equipments & facilities, trainer qualities, Opportunities for application of training, benefits and effects of the training programme and some general comments. The 300 respondents were requested to fill up the questionnaires out of which 282 were returned. The respondents were managerial categories of the company under research.

This was quantitative data which was collected. The qualitative data which was collected was through discussions and interviews with the personnel of the company under research.

6.7.1.2 Discussions and Interviews

In this method, the discussion with the HR managers was fruitful where the researcher learned few things about the challenges and problems about the training interventions

conducted in the organizations. Interviews were conducted during the opinion survey and at the time of main survey. The information on training and development activities conducted was obtained from the records available from this organization and from those who had attended training programmes.

6.7.2 SECONDARY DATA

Secondary data was compiled from different books, and articles from magazines, newspapers, journals and periodicals, through seminar proceedings and websites to formulate the conceptual framework. Secondary data was helpful in defining objectives and formulating hypotheses. The abundant literature on training and development helped in understanding major issues and insight and was helpful in having in-depth understanding.

6.8 SCOPE OF RESEARCH

Scope of research is to analyze the Training & Development activities within Force Motors, one of the leading automobile companies, located in Pune identifying T&D systems, its evaluation and its effectiveness on employees and organizations and their performance. It is restricted to the employees of Force Motors Ltd. Pune and managerial categories have been included in this study.

6.9 UNIVERSE AND SAMPLE

Pune is one of the premier industrial centers of India. It is home to one of the world's three largest two-wheeler manufacturers, Bajaj Auto. Other global automobile names like Telco, Mercedes Benz and Bajaj Tempo also have huge manufacturing facilities here. Apart from the auto giants, a large number of engineering, electronic and electrical industries have setup base in the large, medium and small scale sectors. The industrial township of Pimpri Chinchwad, adjacent to the main city, is dotted with over 4,000 manufacturing units. This vast and well established industrial base has imbibed the city with a 'professional' ethos and work culture in the city. The research was carried out in Force Motors Ltd. as they have varied degree of manufacturing activity. They have three wheeler productions also along with four wheeler productions. Their range of production is from small commercial vehicles to

trucks and shortly they are entering into the field of passenger car and sports utility vehicle. The sample size for the main survey was 282 managers of Force Motors Ltd.

6.10 PRE-RESEARCH PROCESS

After defining objective of the present research, following process was adopted to carry out research.

1. Different libraries were visited namely YASHDA, British Library, Brihanmaharashtra College of Commerce (BMCC) of Pune.
2. Relevant documents, reports etc. were obtained.
3. Different HR heads were met personally and shared ideas with them.
4. Suitable research methodology was studied for adoption.

6.11 CONDUCTING THE SURVEY

To understand the research approaches and techniques as well as the subject of the research sufficient time was spent by the researcher. To get the best results, it was necessary to use more than one research technique. Therefore, adequate time had to be devoted to understanding the wide range of research methods and practices.

Sources like books, magazines, journals, periodicals, websites and published reports of conferences were studied for the collection, analysis and presentation of data. Research notebook was maintained for writing down progress and recording the insights during the research. The researcher relied mainly on books, magazines, journals, periodicals, websites and published reports of conferences for understanding the scope of the subject.

6.12 METHOD OF ANALYSIS OF THE DATA

Descriptive and analytical methods were used for analysis of the data. The data collected through questionnaire is analysed quantitatively. The data was first tabulated in a suitable format keeping in mind the responses. Percentages were worked out to draw the inferences. Cronbach alpha method and Pearson Correlation Coefficient method was mainly used for analysis of the data. There were four closed ended questions in which opinions were asked from the respondents. In case of the open ended questions, the answers were

categorized and inferences were drawn by considering percentages of common answers. There were 38 Likert scale questions for which Cronbach alpha method was used. The researcher had to use the judgement based on the percentages and the observations.

The qualitative data which was gathered through discussions and interviews was analyzed using the basis of researcher's judgement.

6.13 LIMITATIONS OF THE RESEARCH

The study is limited to:

- Different sector companies from Pune region for opinion survey.
- Force Motors Limited-A large scale automobile company for main survey.
- Representative sample of 282 of managerial categories.
- 300 questionnaires were distributed out of which 282 were returned duly filled.
- The study is based in the company in Pune region.

6.14 CONCLUSION

Based on the researcher's own experience, observation, discussion with the research guide, academicians and experts in the field, interviews and secondary data and the data gathered through questionnaires submitted by Force Motors employees, it is thought imperative to introduce the company under research. Therefore, the next chapter gives introduction to Force Motors Ltd., Akurdi, Pune. The chapter includes training and development policies and objectives of the company.

Learning without thought is labor lost. ~ Confucius

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CHAPTER 7- INTRODUCTION TO FORCE MOTORS LTD.

7.1 INTRODUCTION

FORCE MOTORS

Late Shri N.K.Firodia, a dedicated Gandhian and Visionary Industrialist, was the Founder-Managing Director of Force Motors. Having participated in the freedom struggle for India in 1932 and 1942 he was determined to achieve Industrial modernization for India. He established, starting in 1950, in Collaboration with Vidal & Sohn, Hamburg, Germany the import and later progressive manufacture in India of the Tempo 3-Wheeler.

On 15th August 1957, the 10th anniversary of Indian independence, Mr. N.K. Firodia signed a collaboration with Vidal & Sohn Tempo Werke GmbH for phased manufacturing of TEMPO 3-WHEELER & manufacturing was started in a small plant at Goregaon, Bombay. The initial licensed capacity granted by the government was 1000 vehicles per year and 80 vehicles per month.

Expanding the business in 1961, the Company acquired about 150 acres of land in Akurdi near Pune. The production was transferred to Pune by the end of 1964. Ambitious plans for producing Light Commercial Vehicles for the growing industrial economy of India were drawn up. The manufacture of TEMPO VIKING 4-Wheeled Trucks & Vans commenced in November 1964. The licensed capacity was increased to 6000 vehicles per year.

The VIKING vehicle subsequently was upgraded with a diesel engine and the MATADOR was born. The production of Matador commenced in 1969. In 1975, the manufacturing capacity of the company was increased to 12,000 vehicles per year, in addition to 6,000 diesel engines for other purposes.

The collaborator company in Germany, in the wave of mergers during the 70s merged eventually with Daimler-Benz. In July 1982, the company in a new collaboration - with the then Daimler Benz - produced the Mercedes Benz OM 616 engine under license for fitting on its line of vehicles.

The TRAX Vehicle, specifically designed for the rough roads of rural India was developed by the Company's Research & Development department, to cater to the growing mechanisation of passenger transport in rural India.

To further modernise its LCV product range, the Company took up the production of the TRAVELLER, under license from Daimler-Benz. A new Plant was set up in 1987, on a greenfield site in Central India at Pithampur in Madhya Pradesh. This modern facility was developed in close co-operation with Daimler-Benz. The plant is equipped with a modern conveyerised body welding and Electrophoretic dip painting shop. The Plant has been expanded to house a new Press Shop in 1997.

Today, Force Motors makes a full family of vehicles - the New Trump, Traveller Shaktiman, Trax and Citiline range of Buses & the Balwan and Orchard range of Tractors. These are products born out of Force Motor's own Research & Development activity. The Product designs for these ranges of most modern vehicles were created in our most capable Computer Engineering Environment.

The Force Motor's R & D centre is among the most advanced in the country with a 150 terminal (CAD) Computer Aided Design network. Over 90% of the vehicles currently manufactured and sold by Force Motors are the latest designs, where, introduction is less than 5 years old. Further these are the products of most modern Computer Aided Design efforts. The company spends over 5% of its annual turnover on new Product Development. It employs 850 people for its R & D, tooling & project activity - 450 of which are Engineers. Latest software such as IDEAS, CATIA, and ADAMS are used for design & validation. The engines designed by Force Motors are fully proven for emission and for fuel efficiency. The vehicles offer Green engines meeting BS III norms.

Force Motors Ltd., is a Company that has reinvented itself. Four decades ago, Force Motors started production of the HANSEAT 3- Wheelers. Today, Force Motors stands on the threshold of a new era in the automobile industry in India, with a stake in Five Product segments:

TRACTORS- OX and Balwan- Modern Tractors, sporting synchromesh transmission, Bosch hydraulics, excellent ergonomics and fuel efficient engines. Designed for demanding farmers of developing countries.

THREE WHEELERS- Minidor. A family of new engineered three- wheelers- Economical, rugged and environment friendly- very efficient transport for people and goods.

LIGHT COMMERCIAL VEHICLES- Traveller and Excel range of passenger and goods carriers. Powered by a family of DI and IDI engines including the legendary Mercedes derived OM 616 engines. A range of high reliability axles and transmissions add value.

MULTI UTILITY VEHICLES- Complete range of multi- utility vehicles including the Trax Judo, Trax GAMA, Trax Cruiser, Trax Kargo King, range of single cabin and double cabin pickups; and the 4 X 4 cross country vehicle- Trax Gurkha.

HEAVY COMMERCIAL VEHICLES- In technical collaboration with MAN AG, Germany, Force Motors will be introducing shortly, a range of heavy commercial vehicles with a payload capacity ranging from 16 to 50 tonnes. Five areas of excellence support the five market segments: Research and Development- Using a 150 terminal CAD installation and modern testing facilities, staffed by 400 young engineers and technicians.

Power Pack Manufacturing- State of art facilities, for in house manufacturing of engines and transmission components.

Vehicle Manufacturing - Complete, with in-house foundry, press shops, robotized body welding, electrophoretic dip painting and high quality assembly facilities.

SPORTS UTILITY VEHICLES- Force Motors wants to make a giant leap into the passenger vehicle segment. And for beginners, Force Motors want to manufacture sports utility vehicles. Force Motors, which will mark its entry into the passenger vehicle segment with its sports utility vehicle (SUV). In line with its passenger vehicle plans, the company is setting up a separate division called personalised vehicle division to cater to its plans in the segment. It has roped in people from various other automakers to steer the new division. "We have a new vertical formed called the personalised vehicle division, which, on the front end, is being headed by Sanjeev Garg, as president (SUV sales, service and marketing) of the company. He comes from General Motors," Prasan Firodia, managing director of the company told Financial Express.

Company chairman, AN Firodia, has quoted in a leading newspaper, "We will launch a sports utility vehicle (SUV) sometime this year. We do not have a product in this segment, but we have developed a new platform which will allow us to launch a stylish new vehicle in a segment which is very popular. We are in the rural market with the Trax, which is rural

multi-utility vehicle used as a rural taxi in those states that allow it. The SUV is a completely different segment from the Trax, though”.

So far, Force Motors has had three platforms, Trump, a small commercial vehicle, the Trax a multi-utility vehicle for rural markets and the Traveller, a city coach, which is mainly targeted at the rural, multi-utility or mass transport markets. Force Motors has its manufacturing plant in Akurdi near Pune and Pithampur, Madhya Pradesh.

The company is a low profile, commercial vehicle maker, but has the capacity to make its own engines, chassis, gear boxes, axles, etc for its entire product range. You would find it interesting to note that Force Motors is the sole supplier of engines to Mercedes Benz India for its passenger cars, and makes the cab and nine-speed gear boxes for its joint venture, MAN Force Trucks.

7.2 TRAINING & DEVELOPMENT POLICIES OF FORCE MOTORS

LTD.

7.2.1 MANAGEMENT PHILOSOPHY IN TRAINING & DEVELOPMENT OF HUMAN ASSETS

- 1) Management firmly believes that human assets unlike other asset cannot be depreciated and must necessarily be appreciated over entire tenure.
- 2) Training is regarded as investment and not a cost. Even long-term intangible gains such as attitude change, are to be considered as valuable returns.
- 3) Training is considered as vehicle for effective communication and coordination.
- 4) Training is catalytic in any man management matrix for cohesiveness, compatibility and cooperation in every organizational endeavor.
- 5) Management proclaims training and development direction as permanent part and parcel of operational process and not some experiment in isolation.

- 6) Management is fully committed to lend its total support to training tasks and is dedicated through intense involvement in every phase of this activity.

7.2.2. OBJECTIVES OF THE TRAINING FUNCTIONS

- 1) To enhance efficiency and effectiveness of individual in their professional fields and improve their productivity and performance in general through right and appropriate training inputs in the areas perceived.
- 2) To improve interrelations and interpersonal influences in intrapersonal relations by imbibing the due importance of team spirit; and situational leadership concepts.
- 3) To bridge the gap between the present level of competence, and immediate or future level of capability requirements through, Force Motors' systematic and structured reinforcements and relevant updating.
- 4) To increase awareness and appreciation of roles responsibilities and key result requirements of the contenders in the organizational array by broadening their overall business perspective.
- 5) To boost morale through provisions of deliberate yet informal forms such as seminars where by more free and frank, exchange of ideas and experience is made feasible and mutual understanding is enriched.
- 6) To provide means of motivation by opening avenues for self development and creative expression through guidance in analytical approach; and conceptual skill.
- 7) To link up training endeavor to personnel inventory and career planning, making career planning more significant.
- 8) Awareness and understanding of fuller potentials of personnel, at all levels.
- 9) To increase the organizational stability; and flexibility by creating versatility and mobility through the knowledge and skill enhancement training.
- 10) To emphasize the role of training as a change agent in reorganization and restructuring.

7.2.3 TRAINING POLICY TO MEET THE ABOVE OBJECTIVES

- 1) To identify the specific training requirements in need areas revealed by short comings in role performance vis-à-vis the expectations.
- 2) To reinforce in respect of acquisition of technical and operative knowledge development of specific skills towards efficiency improvement in performance modification of attitudes towards interpersonal effectiveness.
- 3) To evolved overall training and development strategy based on performance appraisal, proof of the needs and other integral inputs received from other units and establishments as well.
- 4) To involve administrative and functional authorities in initiating, improving and finalizing the modalities to include appropriate topics, techniques, teaching faculty in designing the course contents and programme schedules.
- 5) To draw support and active involvement of line supervisors in the assessment of training needs of their subordinates and also encourage active participation in programme evaluation and progress review of the projects.
- 6) To cover most of the practical aspects of training through extensive training workshops with intensive quantity of informative inputs apt in their applicability and adaptability to the actual work situations
- 7) To closely link training tasks to career plans and placements policies, so as to make the training policies more meaningful in themselves so that such sessions are not regarded as fanciful farce but careful consideration for all the concerned.
- 8) To elevate the position of the training set up in the organizational hierarchy by its own merit and demonstrable utility.
- 9) To strive to excel in this specialized service so that training will be no more regarded as necessary evil but necessarily the will of the superiors, sincerely concerned with improving the status and professional standing of their subordinates subject to such programme.
- 10) To create congenial conditions whereby training specialists will be entrusted with substantial say in HRD.

- 11) To create consultancy cell pertaining to HRD matters, maintaining close contacts and coordination with the concerned, acting as a counselor or even a mediator in personnel problems.
- 12) To encourage people with problems to utilize this forum as safety valve or a sounding board.

7.2.4 MODES & METHODOLOGIES OF IMPARTING TRAINING INPUTS

- 1) Operative personnel training-Intensive information on functional knowledge and skill to help accelerate learning without undue expenditure of time and money and efforts.
- 2) Induction Training – To form a lasting cementing bond between the incumbent and the organizational culture as a composite entity and not merely to the work or workplace where he is required to perform.
- 3) Orientation training – tactfully administered inputs to create total awareness about the organizational expectations, performance standards, channel of command and communications.
- 4) Perspective Training- Mainly for the deliberate development of management and supervisory staff. Crystallized knowledge and comprehensive from experts can best be exchanged through meaningful participation in development seminars, workshops and syndicate studies.
- 5) On the job training- guided opportunity to learn the ropes, tricks of the trade feel the pulse of the people and appreciate the network interlinks and intricacies of the job.
- 6) Technology update training-In fast developing technologies and equally the external environment in order to avoid technical and personnel obsolescence.
- 7) Management Training & Development Appropriate stress to be put in to make the executive cadre as managerial material and reinforcing managerial profile characteristics. Modern concepts from behavioral science and its effective application.

7.2.5 FRAMEWORK OF HRD TRAINING IN FORCE MOTORS LTD.

HRD Objective - Achieve company goals through satisfactory workforce and hence

HRD Concern

Timely availability of employees Requisite numbers
Right capability levels

With required Education
Experience
Personal ambition
Preferred characteristic

To fulfill Short term(tactical)
Long term (strategic)

Manpower plans on Employment
Deployment

Reason of being of HRD therefore is Coordination, conduction of

Continuous Training & Development of

Human resource towards enhanced operational efficiency
Interpersonal effectiveness
Personal enthusiasm

In Dynamic and diverse and difficult operating environment

TRAINING AND DEVELOPMENT

- **INDUCTION TRAINING** – Purpose – to create bond between incumbent and organizational environment. As new employees enter an organization, they find themselves thrown into a new environment and a confused state. This is where induction training can help familiarize them with the organization's ways and culture. There is always a first time and it is never easy. This is so true to new employees who set foot into a new organization with expectations and hopes. It is upto the management to make them feel at home as soon as possible. The tool that the management uses to achieve this is the induction training. An effective induction programme is more than merely introducing new employees to their roles and co-workers. It is a strategy that is implemented by a company to help the new employee fit into their new organization, team and position.

Induction Training - To make aware of the following

- Local departmental amenities, catering, washrooms, etc.
- Local security, time and attendance, sickness, absenteeism, holidays, etc.
- Local emergency procedures
- Local departmental structure
- Department tour
- Departmental functions and aims
- Team and management
- People and personalities
- Related departments and functions
- How the department actually works and relates to others
- The work-flow - what are we actually here to do?

- Customer service standards and service flow
- How the job role fits into the service or production process
- Reporting, communications and management structures
- Terminology, jargon, glossary, definitions of local terms
- Use and care of issued equipment
- Work space or workstation
- Local housekeeping
- Stationery and supplies
- Job description - duties, authority, scope, area/coverage/territory
- Expectations, standards, current priorities
- Use of job specific equipment, tools, etc.
- Use of job specific materials, substances, consumables
- Handling and storage

Duration about one month

Primary responsibility in imparting information with concerned Departmental Head

HRD manager to act as facilitator

ORIENTATION TRAINING-purpose- Awareness about roles and responsibilities, expectations, performance standards, channels of command and communication, network relations of people and places

CREATION OF STRUCTURED SYLLABI FOR STRESS ON KRAs of person in-charge, reason of existence of department, sense of purpose and belongingness, salient specifics of functions.

Follow up and evaluation process

Trainees to maintain diary

Short assignments

Systematize the process by

Periodic progress / performance review

Evaluation at the end of every major departmental training tenure

Perspective Training

7.2.6 TRAINING & DEVELOPMENT NEED ASSESSMENT

In the discussions the researcher had with the company officials, the following emerged as the areas where training needs are identified.

- 1) Identification of present pressing specific problems – The areas where training is needed could be productivity, quality, turnover, absenteeism, safety, behavior etc.
- 2) Visualizing anticipated needs – Problems arising out of drastic change in production schedule, product range, automation, and modernization.
- 3) Specific management initiative in thrust areas – Concerned superiors can identify the deficiencies in subordinates during performance appraisal and recommend specific training areas.
- 4) Personal observation – Each line manager is responsible for his subordinate in guiding and coaching where particular performance is not upto the mark.
- 5) Performance appraisal – Vital clues can be provided by assessor and incumbent from his own aspersions and aspirations based on which training needs, shorter as well as longer needs can be ascertained.

The Company has a systematic training programme which ensures the overall development of the employees.

The main objectives of the Force Motors' systematic approach to training and development programme is to keep an organization at the front of its industry maximize performance and energize every level of the organization. It also helps in strengthening the tie between employee development and strategic operation objectives. The other objectives of Force Motors' systematic approach to training and development are to perform efficiency in the working conditions; accidents, scrap and damage to machinery and equipment can be avoided or minimized. It helps in providing the future needs of the employees giving an effective source of recruitment. The quality of products or services will definitely increase by the better – informed workers. The T&D programme helps in dealing with the personality development of the employees through setting goals, motivational activities, leadership skills, etc. Force Motors' systematic T&D programme helps to prevent the manpower obsolescence, which may be due to age, temperament or the inability of the person to adapt to technological changes. Force Motors' systematic training makes the employees versatile and flexible in

operations of the organizational works. Force Motors' systematic training brings efficiency in the employees who contribute to the growth of the organization. This growth gives the employee stability which helps the organization. The purpose of their training and development can be explained as below.

1. Improving quality of work force:

Training and development help company to improve the quality of work done by their employees. Training programmes concentrate on specific area, thereby improving the quality of work in that area.

2. Enhance employee growth:

Every employee who takes development programme becomes better at his job. Training provides perfection and required practice; therefore employees are able to develop themselves professionally.

3. Prevents obsolescence:

Through training and development the employee is up to date with new technology and the fear of being thrown out of the job is reduced.

4. Assisting new employees:

Training and development programmes greatly help new employees to get accustomed to new methods of working, new technology, the work culture of the company etc.

5. Bridging the gap between planning and implementation:

Plans made by company expect people to achieve certain targets within certain time limit with certain quality. For this employee performance has to be accurate and perfect. Training helps in achieving accuracy and perfection.

6. Health and safety measures:

Training and development programme clearly identifies and teaches employees about the different risk involved in their job, the different problems that can arise and how to prevent such problems. This helps to improve the health and safety measures in the company.

The Company has a training programme throughout the year and the training man-days during the research period were as follows:

Year	2008	2009
Training Man Days	190	180

The training budget was a confidential matter which was not disclosed as per the policy of the organization but looking at the scale in which it was conducted it must have been a sizable amount. The allocation of the training budget was as below:

Training Areas	% in2008	%i n 2009
On the Job Training	05	05
Technical Training	40	40
Competency Enhancement	15	15
Work Culture	10	10
Leadership	10	10
Business Development	20	20

From the above it is clear that maximum percentage is spent on the technical training and it is a must because ultimately the company is manufacturing sector where majority of workforce is working on machineries. With technological advancement in the manufacturing sector, new machineries have to be installed when the old becomes obsolete because of the change in the techniques. The February 2009 issue of *T+D* of ASTD reports that an overwhelming majority of U.S. workers value technology in the workplace so much that almost 40 percent would consider changing jobs to work for an organization that is more committed to providing access and training in the latest technology.

7.3 CONCLUSION

Force Motors has done extremely well in the area of Systematic Training & Development and had made constant efforts to train their manpower in order to take up the challenges constantly being thrown in the automobile sector. That is why they are able to shift from commercial vehicle manufacturing to passenger cars and Sports Utility Vehicle

very easily. In light of this the next chapter deals with the analysis and interpretation of data available from Force Motors Ltd.

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. ~Alvin Toffler

CHAPTER 8 - ANALYSIS & INTERPRETATION

The purpose of learning is growth, and our minds, unlike our bodies, can continue growing as we continue to live. ~Mortimer Adler

8.1 OPINION SURVEY

8.1.1 INTRODUCTION

HRD basically aims at improving the performance of employees through systematic training, career development and thereby organizational development. It is evident that if HRD issues are not properly handled, then organization may face decreased performance and may start a slow decaying. Productivity may suffer and cultural clashes may increase. Employees may suffer from low skills and low knowledge. Attracting and retaining talent becomes difficult task for the organization. It is also true that successful outcomes are possible only with the quality of the training provided to the employees. It is equally important to assess the need of the training, the nature of the training provided, the methods and the selection of the training programmes and ultimately evaluation of the training programmes are important for the sound health of the organization.

Training and Development as an HRD intervention plays an important role in the success of the organization. The purpose of Training and development is to increase the skills of the employees; therefore it is increasingly believed that the training expenditures are not the costs but an investment.

According to Jacobs and Washington fast growing companies have dedicated substantial amount of time to the professional development of their employees. In the context of globalization, human resource development with proper training to the workforce is required to meet the challenges in future and to win the global competitive advantage. The organizations spend huge amounts of money on imparting training to its employees. So it is very important to evaluate the efficacy of the training programmes conducted so far, and to find out whether the executives are able to implement the skills that they learned in the training and development process

8.1.2 STATEMENT OF THE PROBLEM

Literature on Training and Development is very rich in the form of many books and the subject is mentioned in many journals. But after going through literature the researcher was not very sure if HRD Managers had evaluated the impact of the interventions. It was also essential to note the training as process efficiency. There are number of organizations where this kind of support is not provided to the employees in spite of National Policy that training has to be provided to the employees to increase their skill sets and to gain through the training strategies. The organizations now have understood the importance of providing the training to their employees so as to get the edge in the area of competition. There is now growing recognition that training has a significant role to play in the firm gaining competitive advantage. Extensive research undertaken within the human resource area has found that majority of the organizations engaging in innovative practices include training and development as key elements to attaining best practices.

8.1.3 DEFINITIONAL PREMISE

There is a lot of ambiguity about training and development in published literature and so for purpose of this investigation the researcher adopted the following position. By no means are the two terms synonymous and are seen as follows.

Training is a process of learning through a sequence of planned and programmed behavior. It tries to improve present job performance and prepare employees for future or intended performance. It is therefore a short term process, an activity based concept, wherein skills are learned, unlearned or relearned. The aim is to enhance individual effectiveness on the job and it involves practical application of programmed knowledge.

Development is a wider term than training that has job specific as well as culture specific improvement methods. Therefore it involves personality development, is essentially a thought based concept, involves a long run

intervention and relates individuals to the organization in terms of goals, skills, attitudes, behaviors and values. In a way, therefore training is a part of development.

8.1.4 RESEARCH QUESTION

Based on a survey of literature the researcher formulated the research question that can be succinctly stated as

What are Training and Development objectives and what are methods of evaluation of the training programmes?

8.1.5 RESEARCH OBJECTIVE

Born out of the question posed was the objective of this study. This was verified through personal interaction with managers and HRD personnel in companies. The researcher wanted: (i) To know and understand the role and importance given to training and development activities in the organization under survey. This was to augment our knowledge and understanding of the problem at hand. (ii) To find out factors responsible for evaluation and effectiveness of training activities. This would imply that a comprehensive review of training activities had to be undertaken. (iii) To suggest ways and methods, if any to improve the training and Development activities in the organization, if permission were to be given to carry out research into their training and development programmes. This would lead us to come up with the findings of our investigation and posit a set of recommendations.

Based on the pilot survey conducted, the following Hypotheses were formulated and they had to be tested.

1. Evaluation of training is an essential requirement to understand the effectiveness of any HRD intervention.

#.2. Evaluation is not based on a one single method but on a variety of methods.

8.1.6 RESEARCH METHODOLOGY

Method is the manner in which the investigation is conducted whereas methodology is the science of that method. This basic epistemological clarification was needed.

8.1.6 (a) SAMPLE SELECTION

We stratified the companies and selected only those organizations that employed 100 or more employees in a permanent capacity. Further only those organizations that conducted training and development were selected for the investigation. Information was gathered through questionnaires and followed up by focused interviews.

8.1.6 (b) RESEARCH INSTRUMENTS

The research instrument contained questionnaire which was developed by researcher after going through various literatures on T & D and HRD. The questionnaire contained 3 parts A, B and C. The questionnaire was validated through consultation with experts in the field.

8.1.7 RESEARCH METHOD

While gathering the data, standardized open ended interviews were conducted. It was explained to the HR managers that the participation in the interview was purely voluntary and the response would be used purely for academic and research purpose. It was therefore, satisfying for the HR managers to come out with suitable answers.

The Investigators selected 10 companies from each of the five sectors mentioned below. These were companies that satisfied the condition (i) of having more than 100 employees on any particular day during the year and (ii) regular training and development activities were initiated by HRD. The 10 companies were from Construction sector, Manufacturing sector, Hospitality sector (Hotels), Banking sector and Service Sector each totaling 50 in number. Selection of the companies for this investigation, after the two requirements were met, was based on convenience.

8.2 FINDINGS

On the basis of responses obtained from Part A of the questionnaire all the companies:

- 1) Consider training need identification as primary task before designing training programme.
- 2) Use performance appraisal as basis for training need identification.
- 3) Agree to well defined mechanism for evaluation of training programme.
- 4) Have well defined evaluation objectives.
- 5) Make follow up for outcome after training programmes
- 6) Preserve evaluation data for future use.
- 7) Have trained their staff for evaluation methods.
- 8) Consider evaluation of training as an integral part.

Responses from Part B of the questionnaire demonstrated:

- 1) that all the companies follow Kirkpatrick model of evaluation. The reason for following this model is because it is easy to use.
- 2) that all the companies have suggested that Kirkpatrick model of evaluation is the best model. The reason for this is again easy to use.
- 3) that almost all the companies evaluate their training programmes once in year.
- 4) that 90% of the companies in the Construction sector, 100% of the companies in the manufacturing sector, 90% of the companies in the hospitality sector and 100% of Banks in the Banking Sector and 100% Service Sector companies have similar objective of training evaluation and that is “To determine the extent of knowledge, skills and changes in the attitude because of training”

Part C of the questionnaire:

- 1- All the construction sector companies measure the effectiveness of training programmes by comparing pretest scores of trainees with post test scores and the difference is considered as knowledge and skills gained.
- 2- Manufacturing sector (which included few reputed automobile companies), on the other hand does not take into consideration the number of training programmes delivered. It takes into consideration the number of people in the organization trained till they acquire the required standard of skill sets to perform as per standards laid down. Thus for example if

the number of people trained were 250 for operating CNC machine to the correct standard and out of these 250, say 188 trainees displayed the correct standard, then the effectiveness of training is said to have achieved 75%.

- 3- All the hospitality sector companies measure the effectiveness of training in a different way. For example, if the number of training courses were 50 in a calendar year and the required skill sets acquired by the trainees in 60 training programmes out of the 50, then the effectiveness achieved is 80%.
- 4- 90% of the banking sector organizations believed in total benefits gained out of the total cost incurred for the training programmes. For example, if the training programme for deposit mobilization incurred a cost of Rupees 1 lakh, and the trainees had mobilized deposit to the tune of Rupees 10 lakhs, the percentage of success could be said to be 90%.
- 5- The service sector companies were compatible with hospitality sector. 80% of the service sector companies measured the effectiveness by outcomes of the training programmes from the total number of training programmes undertaken.
- 6- All those companies did not have any other method of measuring the effectiveness of training programmes except for the above mentioned methods.

8.3 INVESTIGATION'S IMPACT

To recap, the investigator proceeded with the following hypotheses:

1. Evaluation of training is an essential requirement to understand the effectiveness of any HRD intervention.

#.2. Evaluation is not based on one single method but on a variety of methods.

Every single company from the 50 studied agreed with H 1 in that evaluation of training is an essential requirement. This means that H # 1 stands proven.

Every single company moreover claimed to have used only the Kirkpatrick Model. This means that H # 2 is not proven.

8.4 ANALYSIS AND INTERPRETATION OF THE DATA COLLECTED FROM FORCE MOTORS LTD.

Part A consists of the description of the participants involved in the research

The demographic information collected from the participants included age, gender, department in which they were working, their qualification and years of service with the current organization

Table 8.1 Age Group of Employees

Age Group	Number of employees
Not answered	1
Less than 25	2
26-30	16
31-35	14
36-40	66
41-45	89
46 and above	94
Total	282

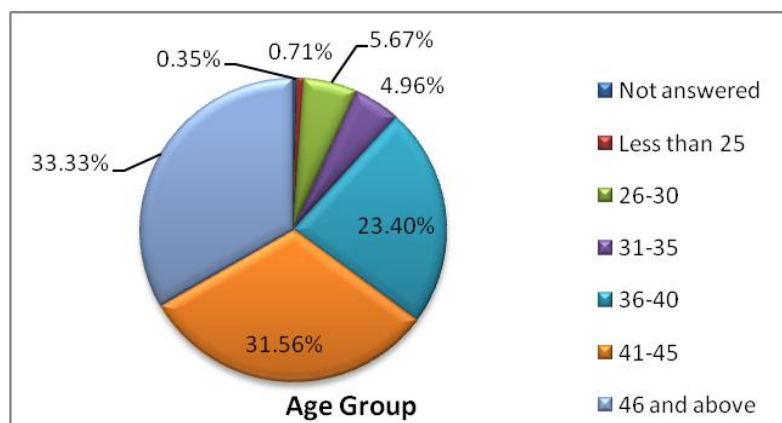


Fig 8.1 Age Group of Employees

From the above table it is clear that the least percentage is in the age group of less than 25 years (0.71%) and the maximum percentage is in the age group of 46 years and above

(33.33%). Therefore, it can be interpreted that the workforce of the organization consists of very experienced people whose experience is very valuable for the organization.

Table 8.2 Gender Distribution

Gender	Number of employees
Male	257
Female	25
Total	282

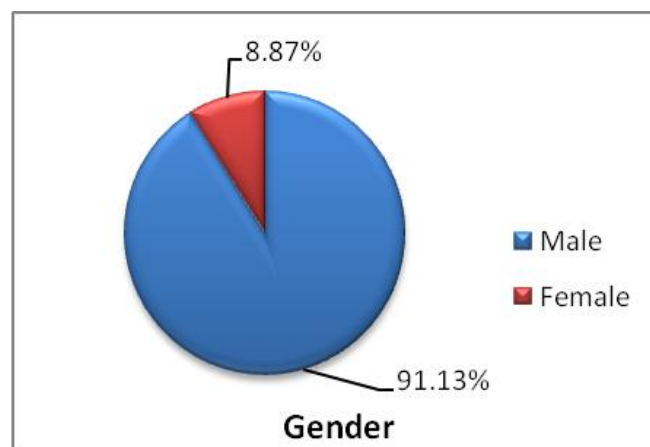


Fig. 8.2 Gender Distribution

From table 8.2, the percentage of male workforce in the organization is 91.13 whereas female workforce is 8.87%. Since this is a manufacturing company and majority of the work is being done on plant level, it is but obvious that the percentage of male workforce will be more.

Table 8.3 Departments

Department	No. of employees
3wheel gear	1
Accounts	12
Ancillary Development	1
Assembly	1
Audit	1
Business Process Reengineering	1
Cad Cam	1
Cam Shaft	1
Cast Iron	1
Civil	2
Component Testing	1
Central Excise	1
Components	1
Costing	1
Crown Wheel	1
Combustion	1
Cylinder Block	1
Deck Line	1
Despatch	2
Diffuse Hosing Line	1
Electronic	1
Electro Development	3
Engine Assembly	12
Engine Assembly Stores	1
Engineering And Grinding	1
Engineering Inspection	3
Engineering Maintenance	4
Engineering Material Group	2
Engineering Quality	2
Engineering Transmission	1
Excise	1
Export	1
Facility Design	1
Foundry	2
Gear Box	1
General Administration	1
Gear Shaft Line	1
Heavy Commercial Vehicle (HCV)	1
HCV Ancillary Development	1
HCV Bus	2
HCV Design	2
HCV Development	1
HCV Engineering	1
Heat Treatment	1
Heller Line	1
Human Resource Development	3
Heat Treatment	3
Heavy Commercial Division	1
Heavy Commercial Development	1
Import	1
Industrial Engineering	2
Information System	11
Light Commercial Vehicle (LCV)	1
Legal	1
Logistics	2
Maintenance	1
Matador Mini	1
Matador	1
MBI Axle Production	1
Machine Shop	1
Minidor Engineering Quality	1

Department	No. of employees
Minidor	26
Minidor Assembly	1
Minidor Front Panel	1
Minidor Inspection	1
Minidor Material Gauge	1
Minidor Maintenance	1
Minidor Presales	3
Minidor Store	1
Minidor Vehicle	1
Minidor Engine Testing	1
Marketing Division	3
Material Handling	2
Multi Cylinder	1
Pre Body Engineering	2
Pre Material	1
Plant Maintenance	4
Press Shop	3
Price Panel	4
Product Drawing	2
Prototype	1
Quality Shop	1
Quality Process	2
R&D Stores	1
Raw Material Logistics	1
Rear Axle	3
Reconditioning	1
Sales	2
Sales Admin	1
Sales Field	1
Shares	2
Sheet Metal	1
Spare Gear Box	1
Spare Marketing	1
Spare Parts	2
Speed Gear Box	1
Stores	1
Tool Room	9
Tool Room Shop	2
Tractor Head Line	4
Tractor	4
Tractor Head	5
Tractor Main	1
Tractor Sale	2
Tractor Service	2
Tractor Shaft	1
Transmission Quality	1
Transmission Plant	9
Transmission Gear Shaft Loading	2
Tractor Material Group	1
Tractor Head	1
Tractor Plant Maintenance	1
Vehicle Supervision	1
Vehicle Assembly	3
Vehicle Sale	15
Vehicle Service	13
Vehicle Service Field	2
Vehicle Division	1
Vehicle Projection	2
Vendor Servicing	1
Vendor Quality	4
Total	282

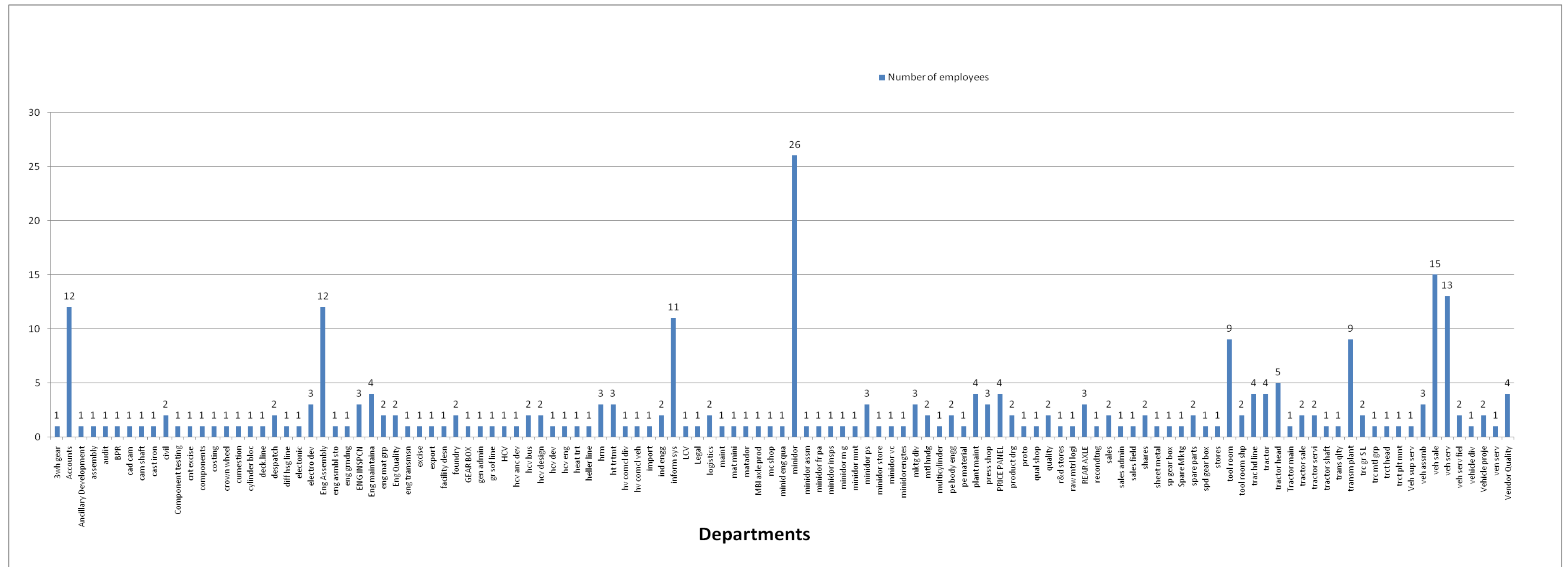


Fig 8.3 Departments

From the above table 8.3, we gather the information that there are 121 departments in Force Motors Ltd. in which Minidor Department has the maximum number of managers working. It is obvious because their Minidor brand of four wheeler is the most selling product in the market.

Table 8.4 Designation

Designation	Number of employees
Admin Officer	2
Assistant Chief Engineer	1
Assistant Manager	31
Assistant Engineer	2
Assistant Officer	2
Deputy Chief Engineer	2
Deputy Divisional Manager	11
Divisional Manager	2
Deputy Manager	42
Engineer	6
Junior Officer	3
Junior Programmer	2
Manager	61
Officer	4
Programmer	2
Senior Divisional Manager	3
Senior Engineer	62
Senior Executive	6
Senior Manager	15
Senior Officer	17
Senior Deputy Manager	2
Senior Executive	2
Senior Sales Executive	2
Total	282

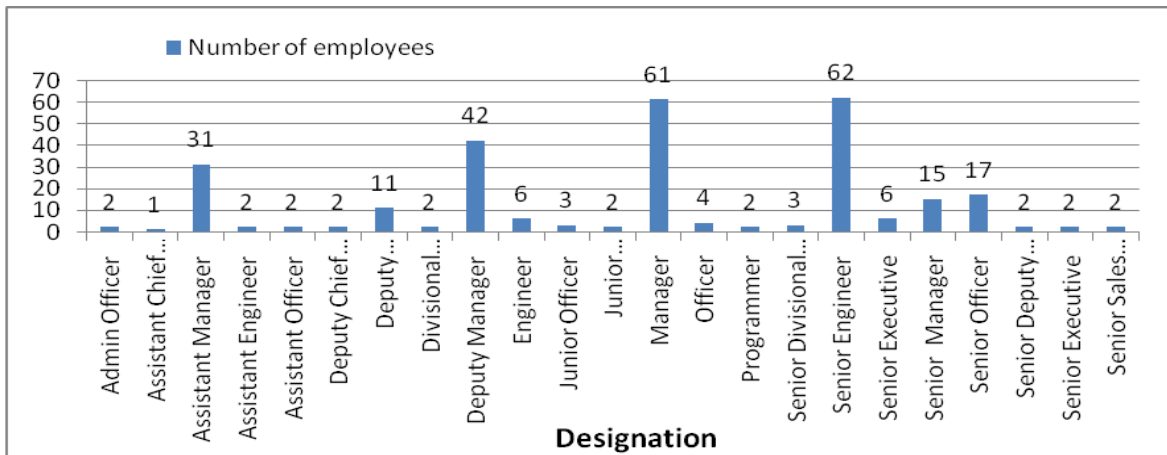


Fig 8.4 Designation

There are various designations as mentioned in column 1 of table 8.4. From this table we come to know that the maximum numbers of employees are working as Senior Engineers who are totalling to number 62.

Table 8.5 Education of the employees

Education	Number of employees
PG-Engineering	5
PG-Management	10
Diploma Engineering	164
PG(Arts/Science/Commerce)	8
Graduate(Engineering)	60
Graduate (Arts/Science/Commerce)	35
Total	282

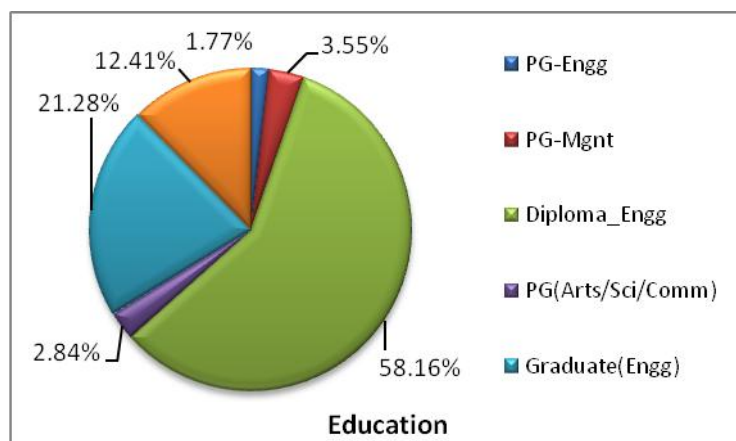


Fig 8.5 Education of the employees

Table 8.5 gives details about the educational qualifications of the employees. 58.16% employees have diploma in engineering whereas PG engineering consists of 1.77%.

Table 8.6 Years of Service

Years	Number of employees
Less Than 5	18
6-10	23
11-15	70
16-20	98
21-25	34
26 and more	39
Total	282

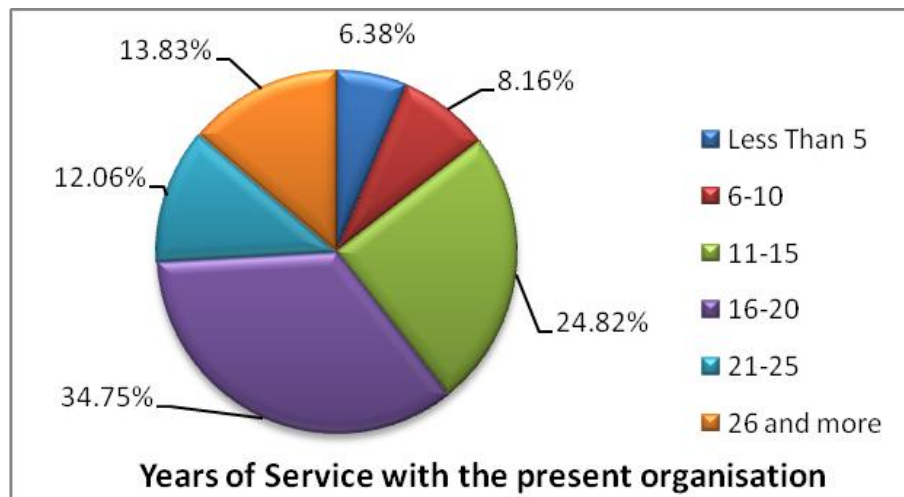


Fig 8.6 Years of Service

Table above gives details about years of service with the organization. Almost 35% of people are with the organization for more than 16 years whereas 25% are with more than 14 years these both combined to 60% of work force which with the organization for almost 15 years.

Part B here describes about Training & Development Characteristics

Table 8.7 Total number of training programmes (Yearwise)

Total Number of Training Programmes							
Year	Total Half Days	Total full Days	Total Training days	Total by internal faculty	Total by external faculty	Total in-house	Total out-house
2009	128	52	180	100	80	170	10
2008	138	52	190	90	100	165	25

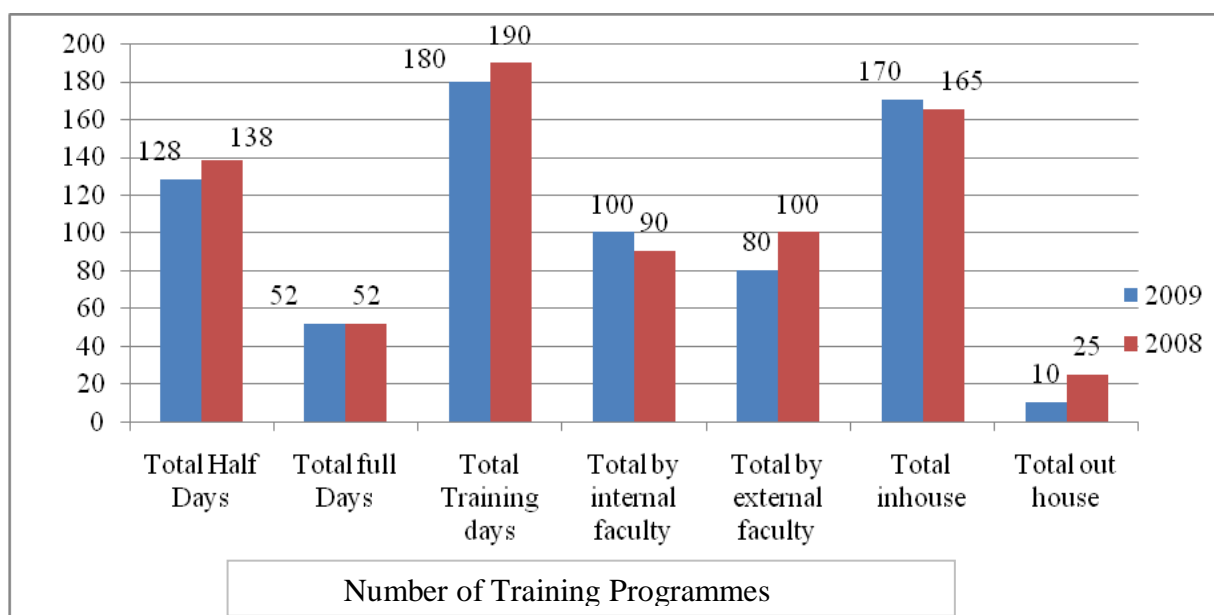


Fig 8.7 Total number of training programmes (Yearwise)

From the above table it is clear that in both the years under study around 50% of the programmes have been carried out by internal faculty and 50 % by external faculty. Thus there is a judicious mix of internal as well as external faculty for carrying out the training activities.

Table 8.8 Type of Training programme

Type of Training Programmes	
Training Programme	Number of Employees
On the job	4
Off the job	5
Both on and off the job	273
Total	282

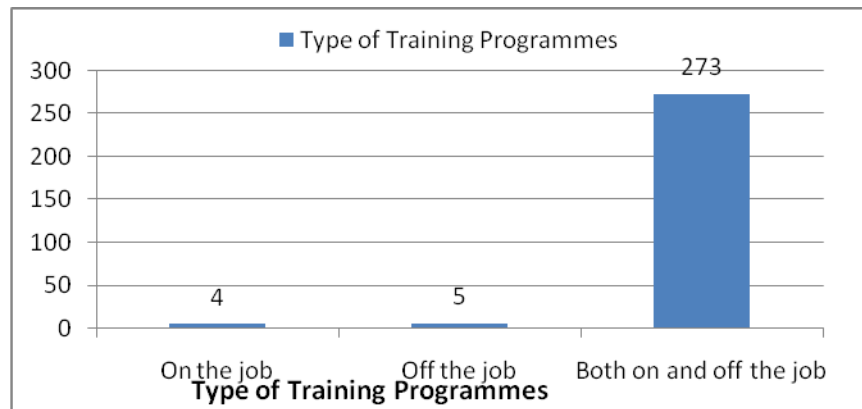


Fig 8.8 Type of training programmes

Almost all the employees have undergone both on the job and off the job training programmes which is clear from the above table no. 8.8

Table 8.8A On the Job training

On the job Training Methods	
Training Methods	Number of Employees
Job induction	282
Job Instruction	282
Coaching	282

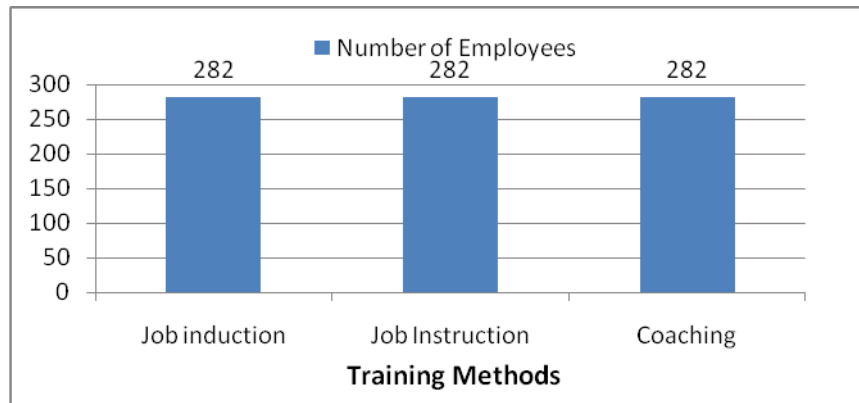


Fig 8.8A On the Job training

All the employees have undergone methods of on the job training such as job induction, job instruction and coaching in their respective fields according to table 8.8A.

Table 8.9 Off the Job training

Off the Job Training Methods	
Training Methods	Number of Employees
Lecture	261
Role Play	178
Case Study	264
Films	198
PPTs	143
Notes	264
Articles	240
Games	210

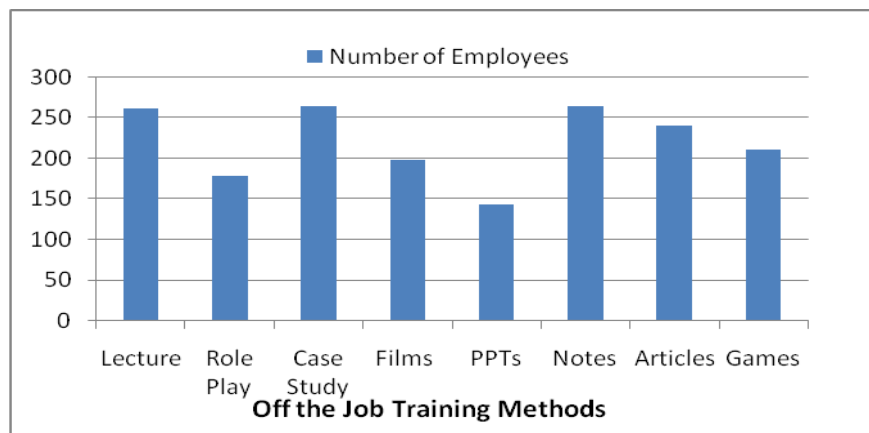


Fig 8.9 Off the Job training

From the above table 8.9 we can infer that various methods of off the job training have been undertaken as mentioned above. Case study methods seem to be very popular where as power point presentation is less in number.

Table 8.10 Impression about the training programme

Impression about the training programme	
Impression about the training programme	Number of employees
Outstanding	4
Very good	34
Good	238
satisfactory	6
Total	282

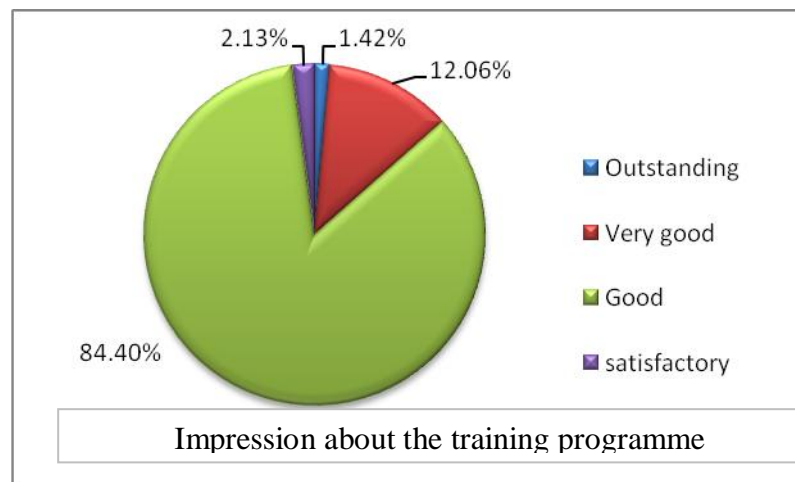


Fig 8.10 Impression about the training programme

Table 8.10 describes about the overall impression about the training programme. 84% of employees have agreed to the fact that training programmes are good and very negligible percentage of employees has said as satisfactory. The standard deviation is .412 and the mean is 2.880. Therefore the mean is within the acceptable limit.

Table 8.11 Learning Environment Employees prefer

Learning Environment Employees prefer	
Learning Environment	Number of Employees
In-house	271
Out-Bound	122
Resorts	116
Hotels	38
Training Centers	263
Adventure Sports	9

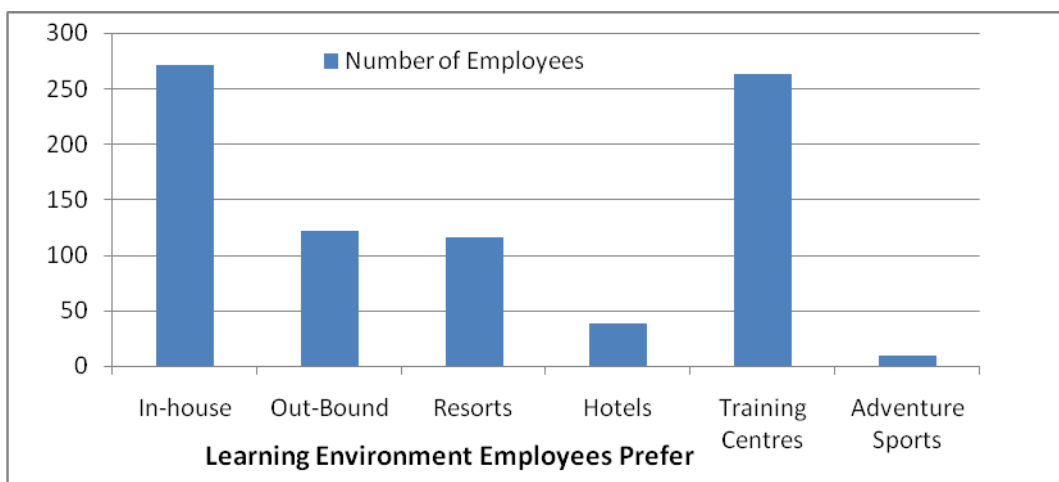


Fig 8.11 Learning Environment Employees prefer

Employees' preference about the learning environment is opined in the above table no. 8.11. Employees on majority prefer in house and in training centers whereas least preference is given to adventure sports. Looking to the age component of the employees this seems to be natural choice.

Table 8.12 Learning Environment given to Employees

Learning Environment Given to Employees	
Learning Environment	Number of Employees
In-house	282
Training Centers	282

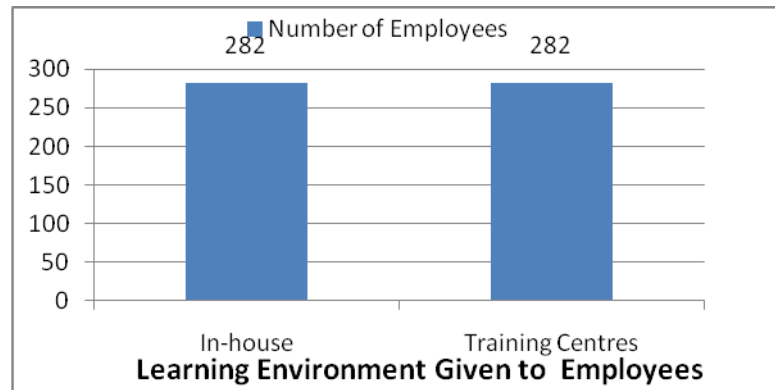


Fig. 8.12 Learning Environment given to Employees

The above question is an answer to the earlier question (Table no. 8.11) about the learning environment preference by the employees. Most of the employees wanted in house and training centers as learning environments and Force Motors has given the same as desired by the employees as per Table no. 8.12.

Table 8.13 Priority given by the organization for different training areas

Training Areas	Priority of Training
Technical Skills	Highest
Communication Skills	↓
People Skills	
Human Potential Development	Lowest

For the question regarding the priority in training areas, highest priority was given to technical skills training where as human potential received last preference.

Table 8.14A Priority of training area preferred by employees (Human Potential Development)

Human Potential Development	Number of employees	Percentage
Highest	112	39.72
Higher	25	8.87
Lower	44	15.60
Lowest	101	35.82

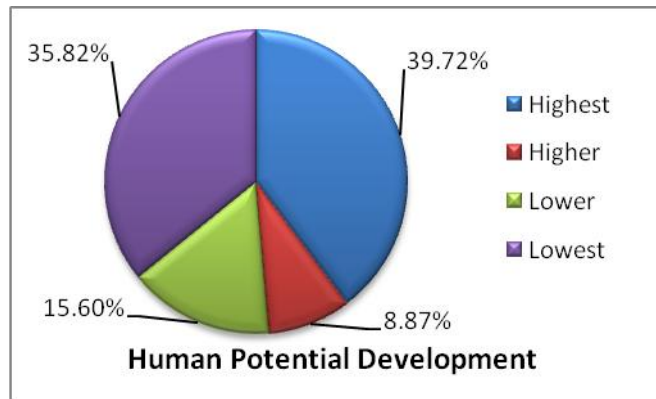


Fig 8.14A Priority of training area preferred by employees (Human Potential Development)

Almost 40% of employees said that human potential development should received top priority where as 35% of employees gave least priority to this area of management development programme.

Table 8.14B Priority of training area preferred by employees (Communication Skills)

Communication Skills	Number of employees	Percentage
Highest	23	8.16
Higher	38	13.48
Lower	132	46.81
Lowest	89	31.56

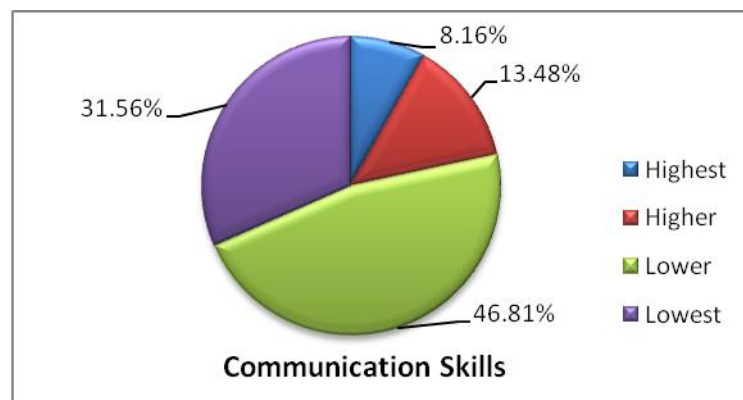


Fig 8.14B Priority of training area preferred by employees (Communication Skills)

For communicational skills only 8.16% of employees said that it should received highest priority where as 31.56% of employees preferred it least. Table 8.14B sheds light on that.

Table 8.14C Priority of training area preferred by employees (People Skills)

People Skills	Number of employees	Percentage
Highest	42	14.89
Higher	89	31.56
Lower	80	28.37
Lowest	71	25.18

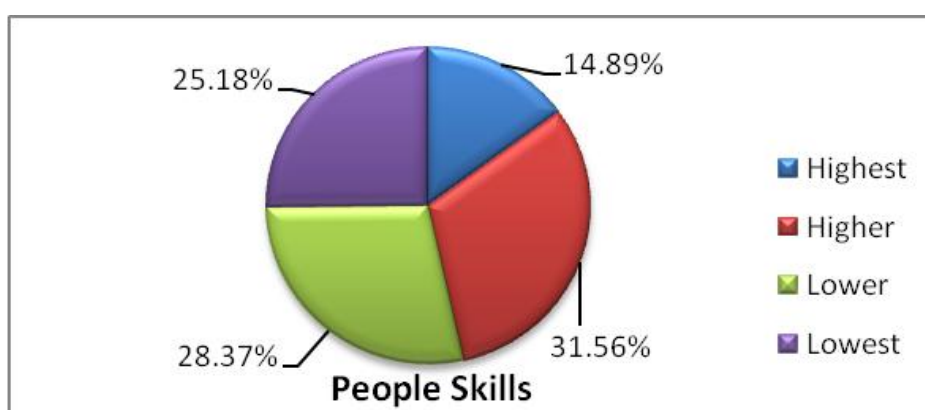


Fig 8.14C Priority of training area preferred by employees (People Skills)

About the People Skill Programme, around 15% of employees expressed that it should be given top priority whereas 25.18% of employees said that it should have least priority, according to table 8.14C.

Table 8.14D Priority of training area preferred by employees (Technical Skills)

Technical Skills	Number of employees	Percentage
Highest	105	37.23
Higher	133	47.16
Lower	24	8.51
Lowest	20	7.09

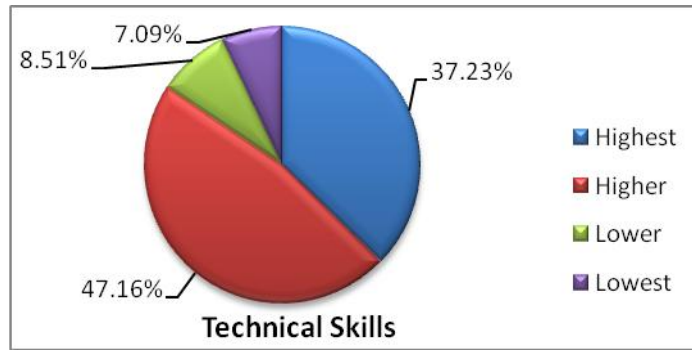


Fig 8.14D Priority of training area preferred by employees (Technical Skills)

Table 8.14D portrays that 37.23% of employees agree to have technical skill as the highest priority where as 7% of employees say it should have least priority.

Part C here gives description about Training Need Identification (TNI)

Table 8.15 Knowledge of Training Need Identification (TNI)

As a manager, you are well versed with the term Training Need Identification (TNI).	Number of Employees
Yes	282
No	0

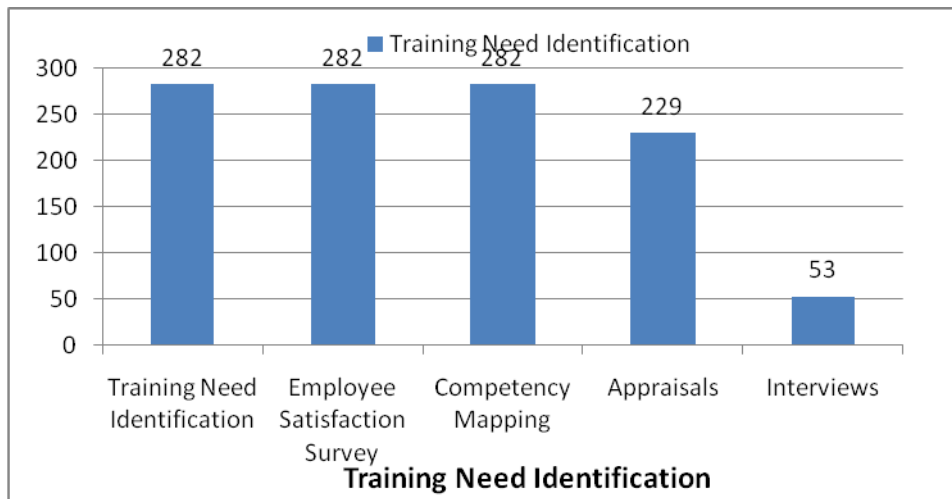


Fig. 8.15 Knowledge of Training Need Identification (TNI)

The above Table 8.15 explains that all the employees are well versed with the term training need identification (TNI).

Table 8.16A Different Surveys Conducted for TNI

Training Need Identification	Number of employees
Training Need Identification	282
Employee Satisfaction Survey	282
Competency Mapping	282
Appraisals	229
Interviews	53



8.16A Different Surveys Conducted for TNI

It is discovered from the above (table no. 8.16A) that all the employees conduct surveys such as employee satisfaction survey and competency mapping as methods for Training need identification (TNI). Appraisals are also conducted for TNI where as interview method is not so much in vogue.

Table 8.16B Managers' Participation in different TNI Surveys

Training Need Identification	Number of employees
Participation	282
Employee Satisfaction Survey	282
Competency Mapping	282
Appraisals	229
Interviews	53

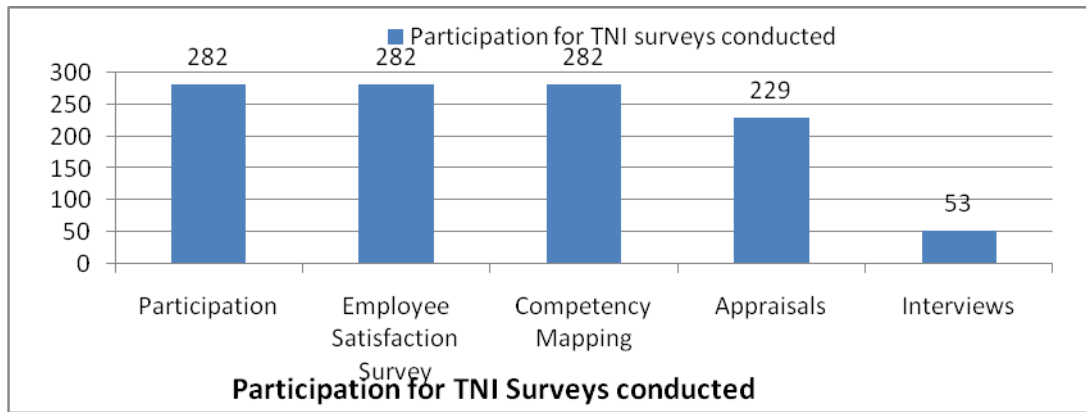


Fig 8.16B Managers' Participation in different TNI Surveys

It is revealed from the above (table no. 8.16B) that all the employees participated in conducting surveys such as employee satisfaction survey and competency mapping as methods for Training need identification(TNI). Appraisals were also conducted for TNI where as some preferred interview method for TNI.

Part D here sheds light on Training Objectives communicated

Table 8.17 Consulting before sponsoring

I am consulted before sponsoring me for training	Number of Employees
Strongly Agree	28
Agree	251
Neutral	3
Disagree	0
Strongly Disagree	0

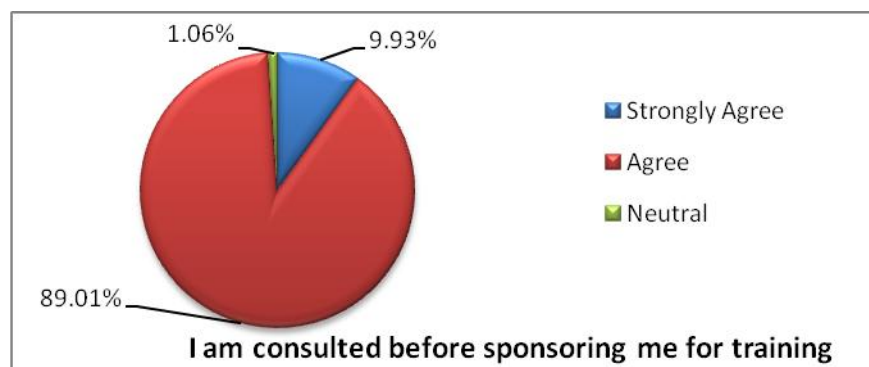


Fig 8.17 Consulting before sponsoring

89% of employees have shown agreement stating that they are consulted before they are sponsored for training as per above table and figure number 8.17. The mean is 1.91 and standard deviation is .310. The mean score is 1.91 and coefficient alpha is ,849 therefore it is significant.

Table 8.18 Conduction of briefing and debriefing sessions

My HRD dept. conducts briefing and debriefing sessions before sponsoring me for training.	Number of Employees
Strongly Agree	14
Agree	190
Neutral	78
Disagree	0
Strongly Disagree	0

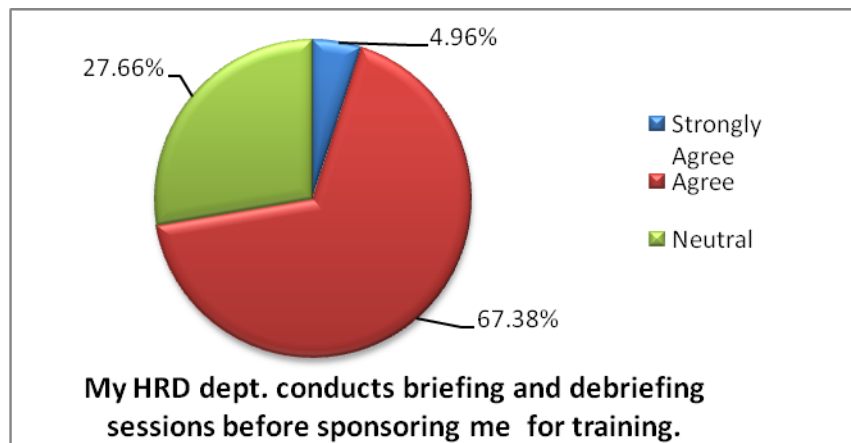


Fig 8.18 Conduction of briefing and debriefing sessions

67% of the employees agree to HRD dept conducting briefing and debriefing sessions before sponsoring them for training, where as 5% strongly agree to it according to table 8.18. The combined percentage comes to 72% and hence this is very positive communication .The SD is 0.537 and mean is 2.22. The alpha is 0.851. This is within the acceptable limit.

Table 8.19 Communication of training objectives

Training objectives are communicated to me before I am nominated for training.	Number of Employees
Strongly Agree	23
Agree	252
Neutral	7
Disagree	0
Strongly Disagree	0

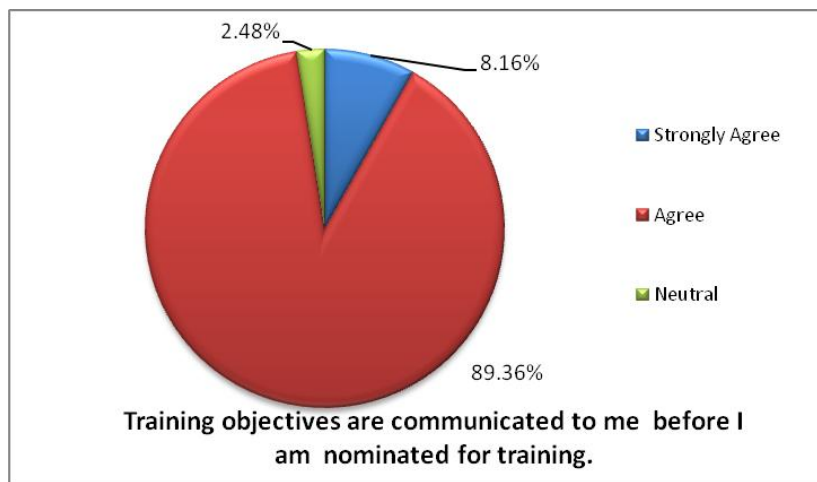


Fig 8.19 Communication of training objectives

As per table 8.19, 89.36% of employees agree to the information that training objectives are communicated to them. The SD is 0.313 and mean stands at 1.95. The alpha 0.848 and is significant.

Table 8.20 Communication between me and seniors

Communication between me and my seniors takes place regarding training objectives before I go for training.	Number of Employees
Strongly Agree	13
Agree	174
Neutral	95
Disagree	0
Strongly Disagree	0

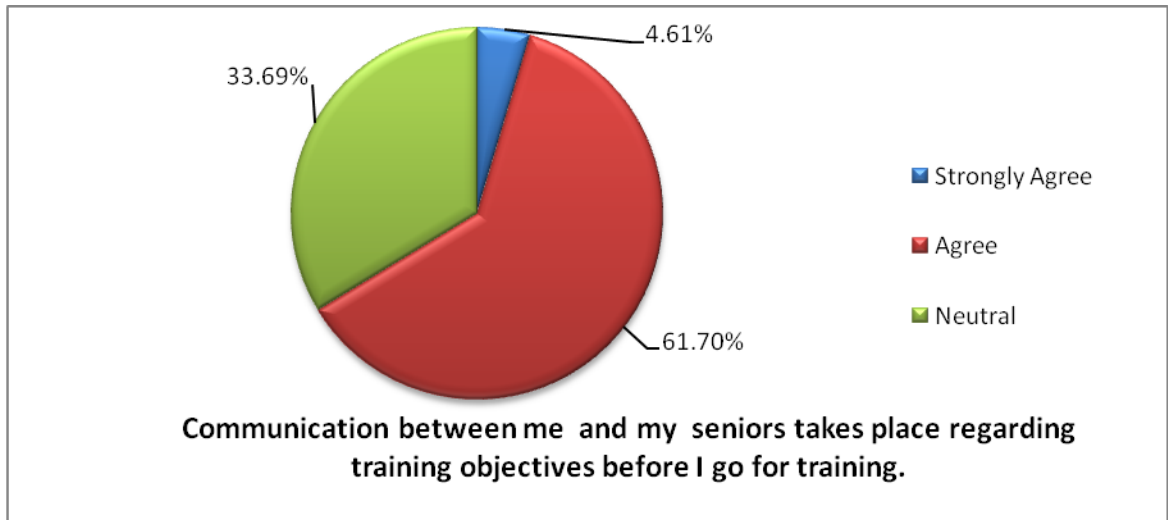


Fig 8.20 Communication between me and seniors

Almost 62% of employees have agreed that communications between them and their seniors takes place before they go for training. 4.61% of employees strongly agree to it. The mean is 2.30 and SD is 0.551. The alpha is 0.850. This is a healthy sign as this is an indication that communication channels are open.

Part E here explains about the Content of the Training Programmes

Table 8.21 Practical application of the content

Content of the training course has a practical application to my job.	Number of Employees
Strongly Agree	22
Agree	255
Neutral	5
Disagree	0
Strongly Disagree	0

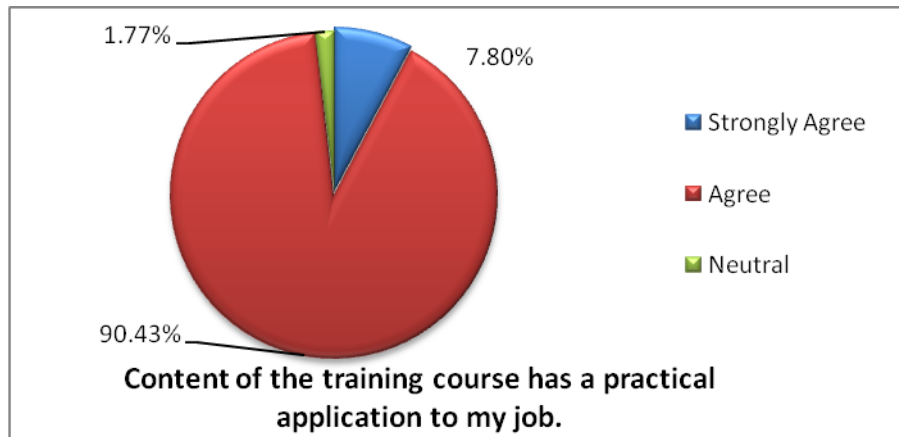


Fig 8.21 Practical application of the content

Table 8.21 goes on to explain that 90.43% of the employees agree to statement that training content is practical to their job. The SD stands at 0.300 and mean is 1.94 with alpha at 0.849.

Table 8.22 Content is valuable to career

Contents of the training course are valuable to my career	Number of Employees
Strongly Agree	22
Agree	255
Neutral	5
Disagree	0
Strongly Disagree	0

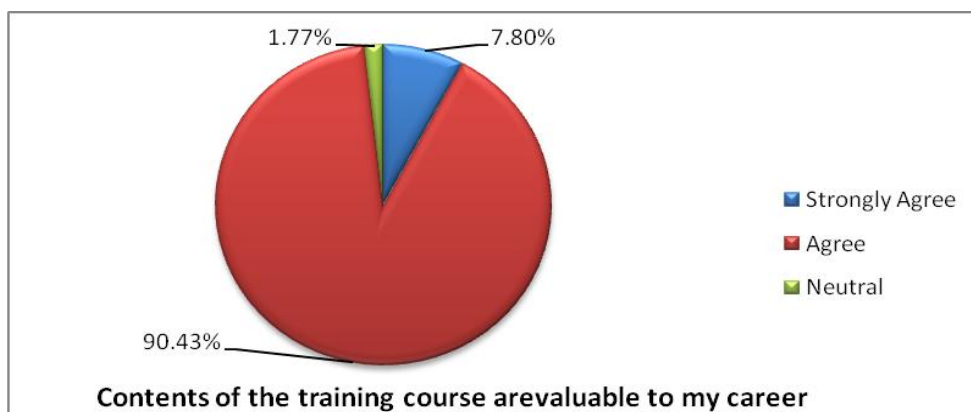


Fig 8.22 Content is valuable to career

90.43% of the employees agree to the verity that training programme contents are valuable for their career as per table 8.22. The SD is 0.285 and the mean is 1.93. The alpha stands at 0.850.

Table 8.23 Contribution towards value addition

Training course has contributed towards value addition to my functional abilities	Number of Employees
Strongly Agree	23
Agree	259
Neutral	0
Disagree	0
Strongly Disagree	0

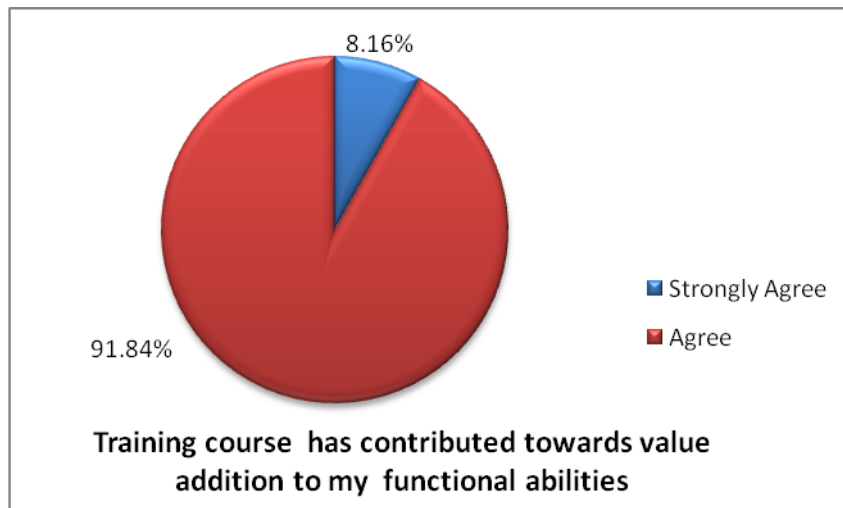


Fig 8.23 Contribution towards value addition

There is no disagreement to the statement that training contents have added value to the functional abilities of the employee, as 8.16% strongly agree to it whereas 91.84% agree to the same as per table no. 8.23. The SD is 0.276 with mean 1.92 and alpha is 0.849.

Table 8.24 Content is well organized

Training content was well organized	Number of Employees
Strongly Agree	16
Agree	259
Neutral	7
Disagree	0
Strongly Disagree	0

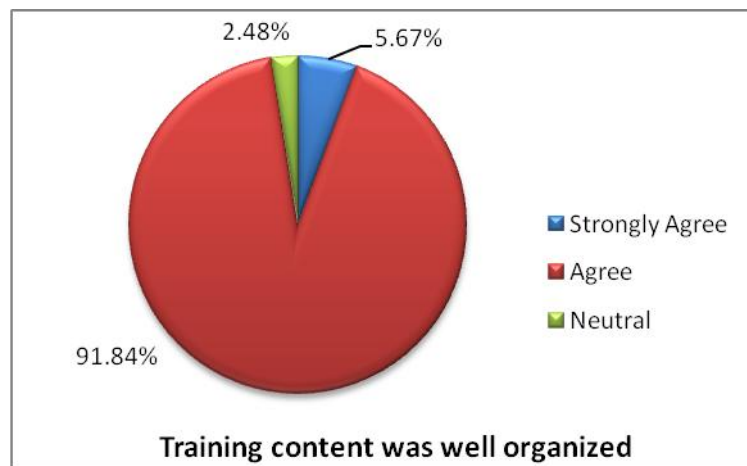


Fig 8.24 Content is well organized

Training content is well organized according to 91.84% of the employees as per table no. 8.24. The SD is 0.274 and mean is 1.97 and alpha is 0.849.

Table 8.25 Variety of methods

Training programmes contained variety of methods	Number of Employees
Strongly Agree	16
Agree	259
Neutral	7
Disagree	0
Strongly Disagree	0

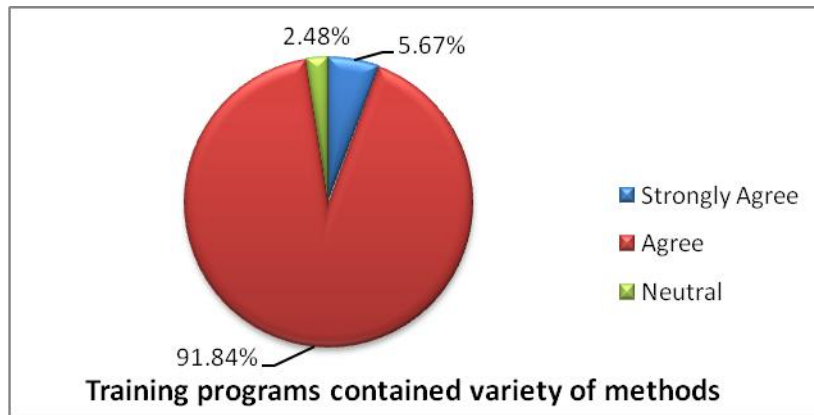


Fig 8.25 Variety of methods

Training contained variety of methods as per 91.84% of employees in table 8.25%. The SD is 0.328 and mean is 1.99 and alpha 0.849.

Table 8.26 Adequacy of training programmes

Number of training programmes were adequate	Number of Employees
Strongly Agree	16
Agree	251
Neutral	15
Disagree	0
Strongly Disagree	0

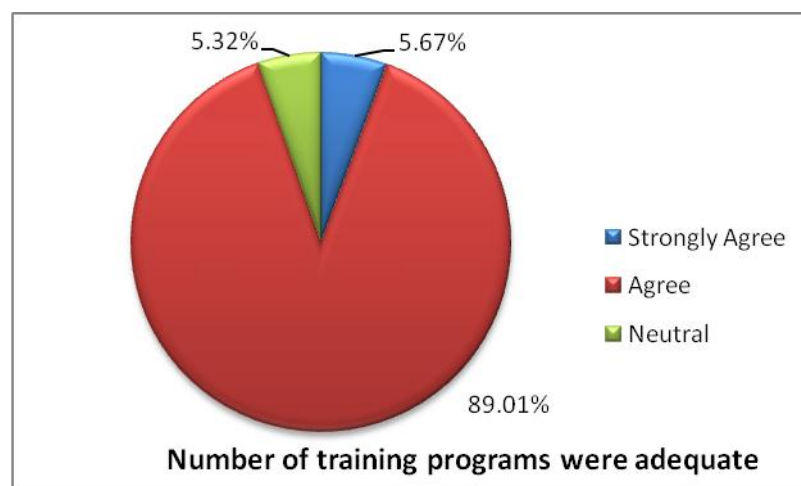


Fig 8.26 Adequacy of training programmes

5.67% strongly agree and 89% agree that training programmes were adequate for their learning, as per above table number 8.26. The SD is 0.323. The mean is 2.00 and alpha shows 0.850.

Table 8.27 Adequacy of duration of training programmes

Duration of the training programmes was adequate	Number of Employees
Strongly Agree	12
Agree	257
Neutral	13
Disagree	0
Strongly Disagree	0

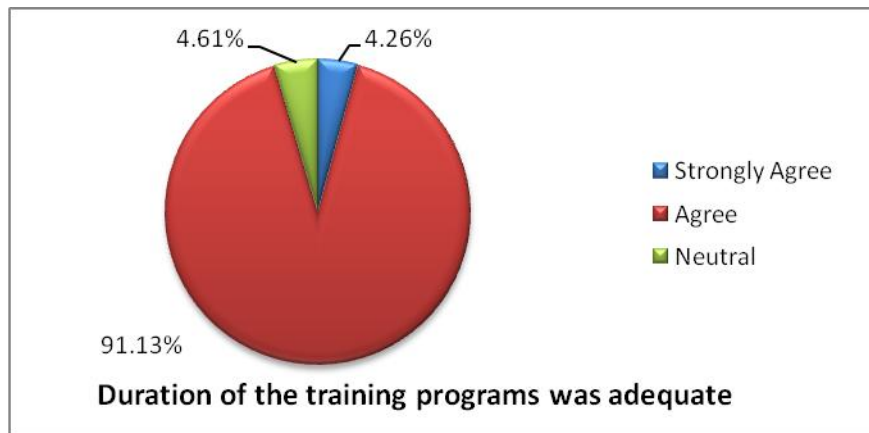


Fig 8.27 Adequacy of duration of training programmes

The table number 8.27 explains that 91.13% of the employees agree about the adequate duration of the training programmes. The SD shows 0.294 and mean is 2.01 and alpha is 0.850.

Part F here explains about Equipment and facilities of the Training Programmes

Table 8.28 Classroom, boarding, lodging facilities

Classroom, boarding and lodging facilities	Number of Employees
Excellent	2
Very Good	23
Good	242
Fair	15
Poor	0

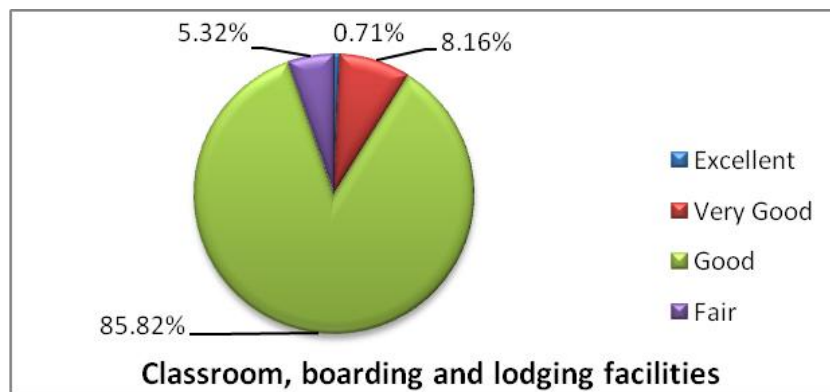


Fig 8.28 Classroom, boarding, lodging facilities

85.82% of the employees are satisfied with classroom, boarding and lodging facilities where training is held as per above table 8.28. The SD shows 0.369 and mean is 2,97 and alpha is 0.850.

Table 8.29 Quality of Training Material and Tools

Training Material & Tools	Number of Employees
Excellent	0
Very Good	17
Good	236
Fair	29
Poor	0

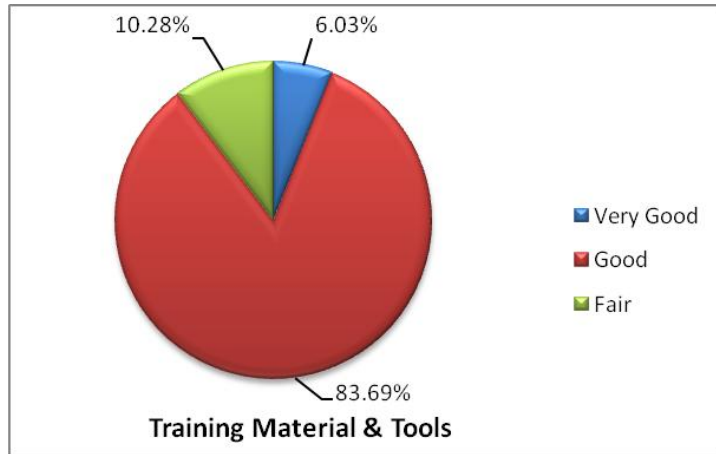


Fig 8.29 Quality of Training Material and Tools

6% employees say that training material and tools are very good and about 84% say that it is good as per above table 8.29. The SD shows 0.395 and mean is 3.05 and alpha is 0.850.

Table 8.30 Library facilities and Hand outs

Library facilities and handouts etc.	Number of Employees
Excellent	0
Very Good	18
Good	197
Fair	67
Poor	0

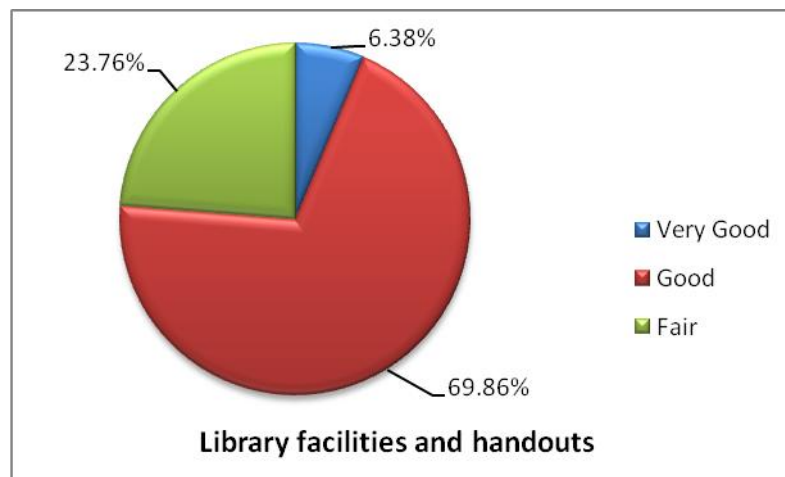


Fig 8.30 Library facilities and Hand outs

Library facilities and handouts are good according to 69.86% of the employees as per above table 8.30. The SD is 0.514 and mean is 3.19 and alpha is 0.851.

Part G here explains about the Trainer Quality

Table 8.31 Teach subject thoroughly

Teach the subject matter thoroughly	Number of Employees
Strongly Agree	15
Agree	259
Neutral	8
Disagree	0
Strongly Disagree	0

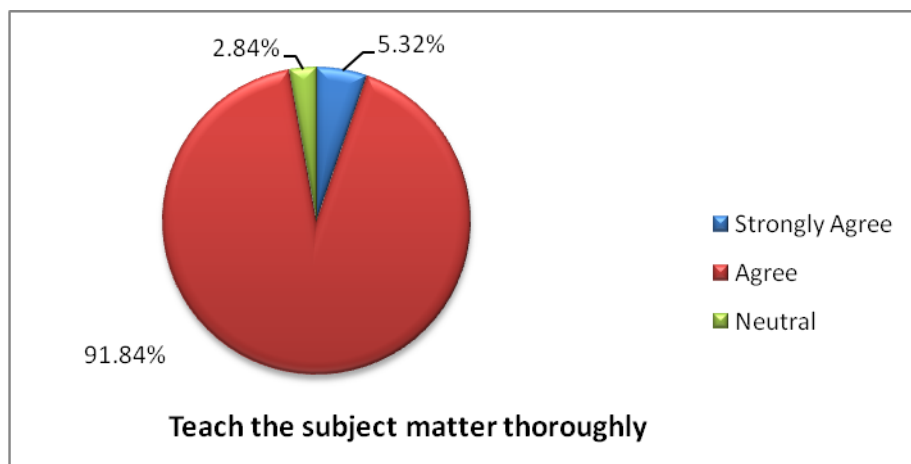


Fig 8.31 Teach subject thoroughly

As per the above table 8.31 above 91.84% of the employees agree that the trainer knows the subject matter thoroughly. The SD shows 0.280 and mean is 1.98 and alpha is 0.849.

Table 8.32 Encourage the interest on topic

Encourage the interest of the trainee on the topics	Number of Employees
Strongly Agree	12
Agree	262
Neutral	8
Disagree	0
Strongly Disagree	0

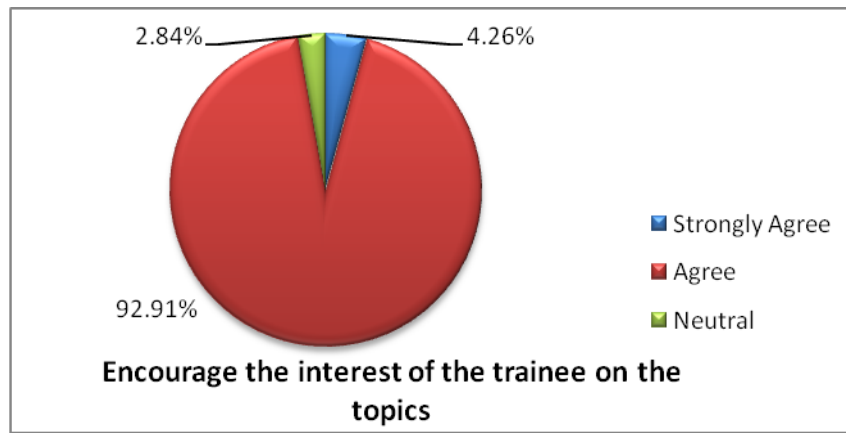


Fig 8.32 Encourage the interest on topic

As per table 8.32 91.92% of the employees agreed to trainer's encouragement of interest on the topic he covered. The SD shows 0.261 and mean is 1.99 and alpha is 0.850.

Table 8.33 Explain programme in detail

Explain the programme in details	Number of Employees
Strongly Agree	11
Agree	262
Neutral	9
Disagree	0
Strongly Disagree	0

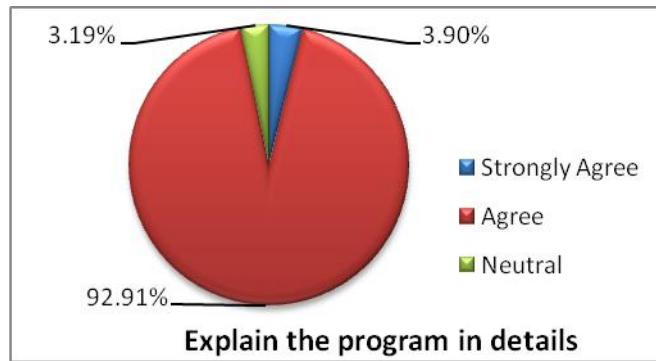


Fig 8.33 Explain programme in detail

Trainer explains the training programme in details is evident from the above table 8.33 where 92.91% of employees agree to it. The SD shows 0.261 and mean is 2.00 and alpha is 0.850.

Table 8.34 Help trainees with problems

Help me with my problems	Number of Employees
Strongly Agree	13
Agree	263
Neutral	6
Disagree	0
Strongly Disagree	0

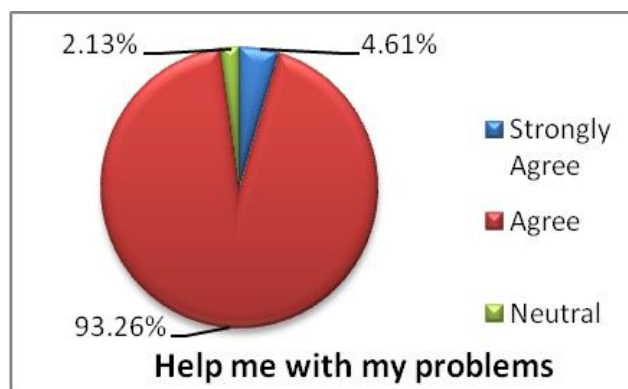


Fig 8.34 Help trainees with problems

93.26% of employees have vouched that Trainer helps with the problems encountered as per table 8.34. The SD shows 0.254 and mean is 1.98 and alpha is 0.850.

Table 8.35 Monitor trainee progress

Monitor my progress	Number of Employees
Strongly Agree	5
Agree	269
Neutral	8
Disagree	0
Strongly Disagree	0

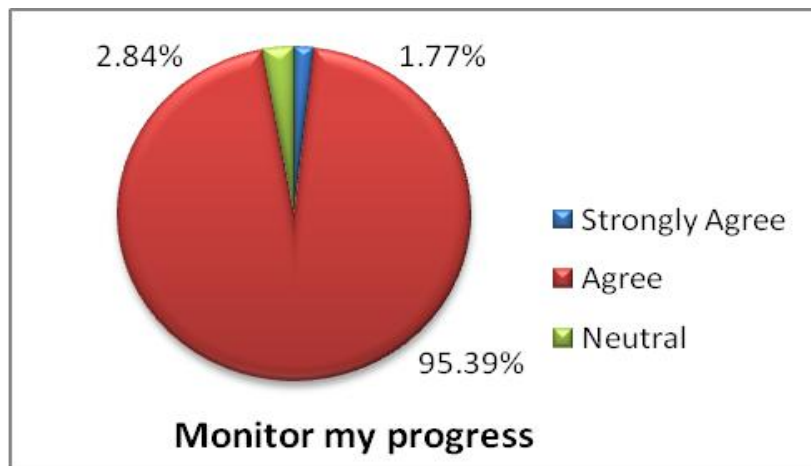


Fig 8.35 Monitor trainee progress

Table 8.35 goes on to explain about monitoring the progress of employees which 95.39% of trainees agree to it. The SD is 0.207 and mean is 2.01 and alpha is 0.852.

Table 8.36 Give practical example

Give practical examples to support the topic	Number of Employees
Strongly Agree	9
Agree	256
Neutral	17
Disagree	0
Strongly Disagree	0

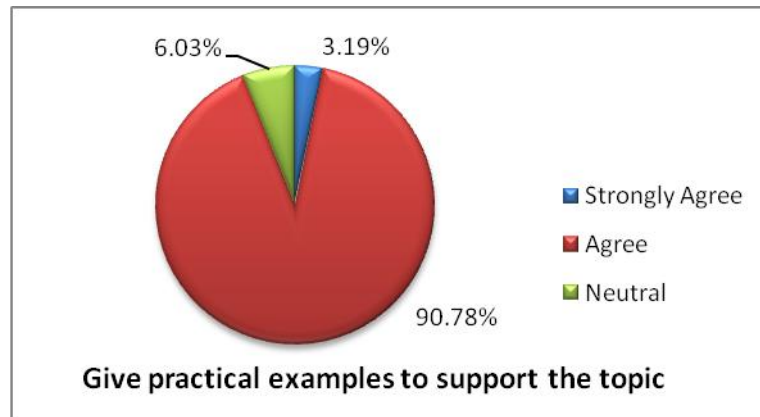


Fig 8.36 Give practical example

90.78% employees agree to the statement that trainer gives practical examples and it is shown in the table no. 8.36. The SD shows 0.298 and mean is 2.03 and alpha is 0.850.

Table 8.37 Give pre-test and post-test score

Give pretest score and post test score	Number of Employees
Strongly Agree	13
Agree	267
Neutral	2
Disagree	0
Strongly Disagree	0

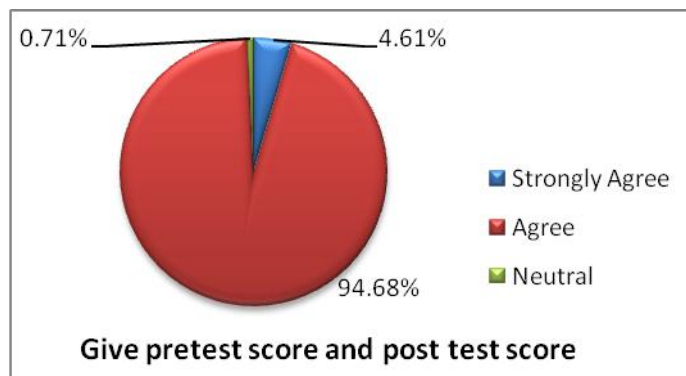


Fig 8.37 Give pre-test and post-test score

94.68% employees have agreed to trainer giving pretest and posttest scores as per table 8.37. The SD shows 0.220 and mean is 1.96 and alpha is 0.851.

Part H here explains about opportunity for application of training

Table 8.38 Adequate free time to plan improvement

When I return from the training I am given adequate/specific free time to reflect and plan the improvements in my area of work	Number of Employees
Strongly Agree	22
Agree	258
Neutral	2
Disagree	0
Strongly Disagree	0

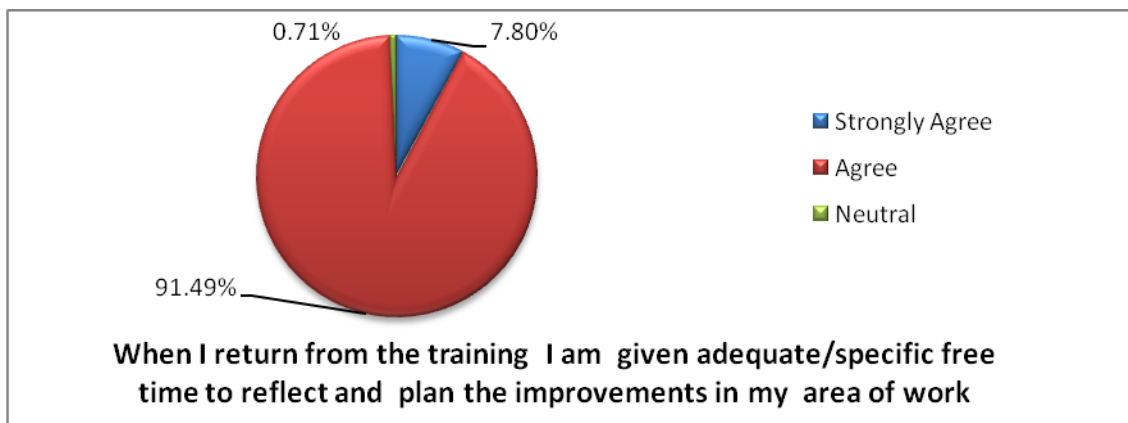


Fig 8.38 Adequate free time to plan improvement

As per above table 8.38, 91.49 % of employees agree that they are given adequate free time to plan their work after they return from training programmes. The SD is 0.264 and mean is 1.92 and alpha is 0.849.

Table 8.39 Right climate to implement new ideas

Right kind of climate to implement new ideas and methods acquired through training is provided to me	Number of Employees
Strongly Agree	13
Agree	262
Neutral	7
Disagree	0
Strongly Disagree	0

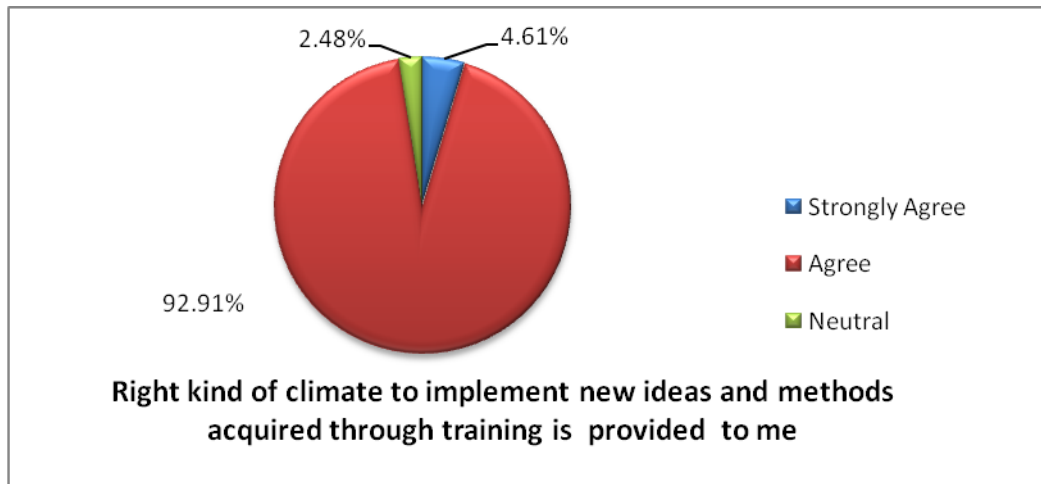


Fig 8.39 Right climate to implement new ideas

According to above table 8.39, the employees who say that right kind of climate is provided to implement new ideas acquired through training, are 92.91%. The SD shows 0.260 and mean is 1.97 and alpha is 0.850.

Table 8.40 Benefits from training programme

I feel that I am benefitted from the training programmes and its objectives.	Number of Employees
Strongly Agree	20
Agree	260
Neutral	2
Disagree	0
Strongly Disagree	0

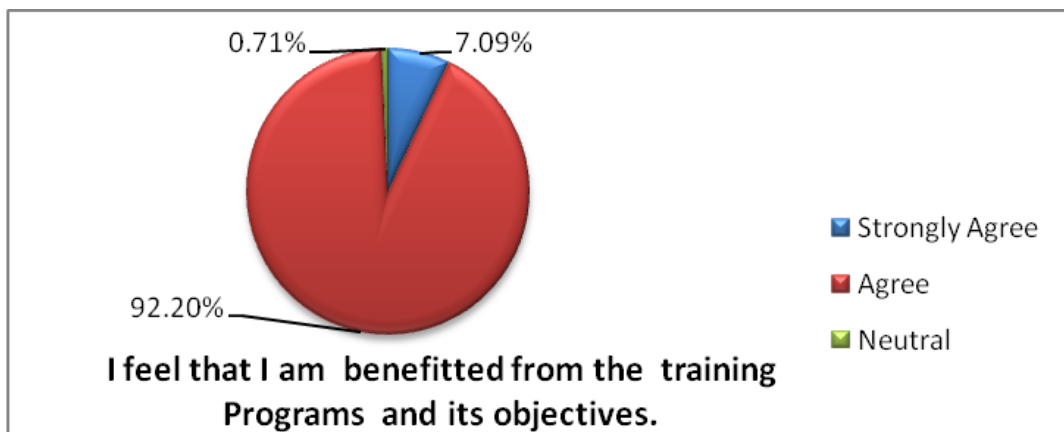


Fig 8.40 Benefits from training programme

92.20% of the employees agree to the testimonial that they are benefitted from the training programmes and its objectives as per above table no. 8.40. The SD shows 0.266 and mean is 1.93 and alpha is 0.848.

Table 8.41 Contribution towards functional abilities

Training has contributed towards value addition to my functional abilities.	Number of Employees
Strongly Agree	18
Agree	260
Neutral	4
Disagree	0
Strongly Disagree	0

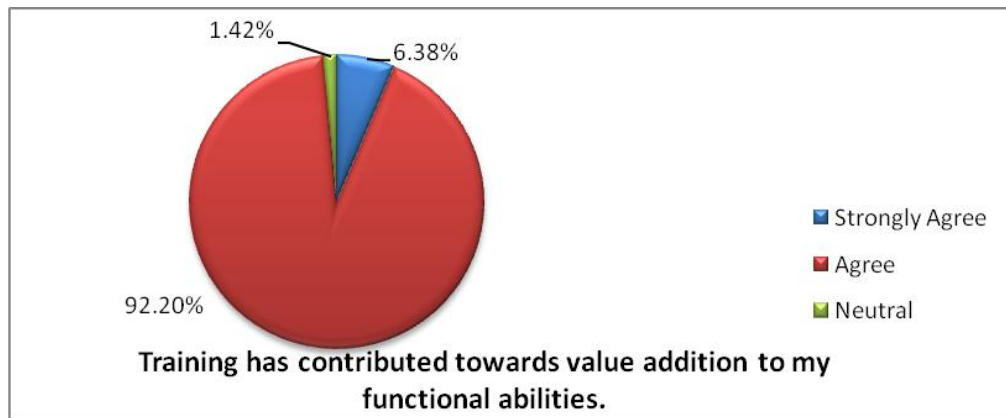


Fig 8.41 Contribution towards functional abilities

92.20% employees have the same opinion that training has contributed to their functional abilities as per table 8.41. The SD shows 0.277 and mean shows 1.95 and alpha is 0.849.

Table 8.42 Increase in efficiency

I am able to do my jobs more efficiently after attending the training.	Number of Employees
Strongly Agree	20
Agree	259
Neutral	3
Disagree	0
Strongly Disagree	0

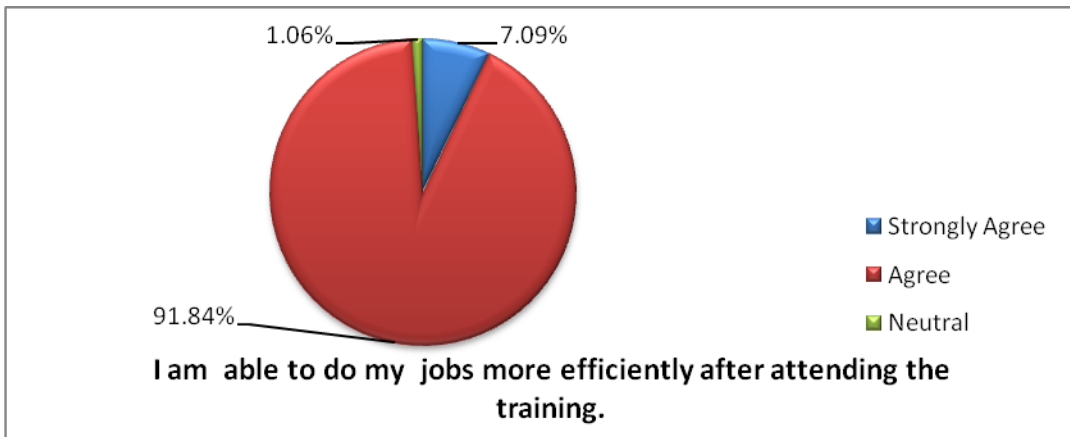


Fig 8.42 Increase in efficiency

91.84% employees are able to their jobs more efficiently after the training programme as per table 8.42. The SD shows 0.274 and mean is 1.94 and alpha is 0.848.

Table 8.43 Contribution due to training

I feel that I have made some contribution because of training.	Number of Employees
Strongly Agree	20
Agree	257
Neutral	4
Disagree	0
Strongly Disagree	0

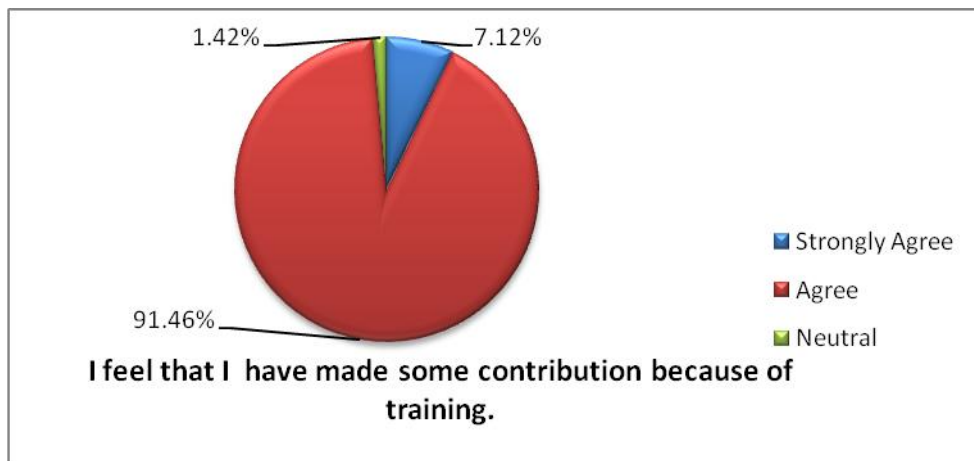


Fig 8.43 Contribution due to training

The percentage of the employees who have made some contribution because of training is 91.46% as per table 8.43. The SD shows 0.283 and mean is 1.95 and alpha is 0.849.

Table 8.44 Follow-up on learning objectives

Sufficient follow up on learning objectives are made after the training	Number of Employees
Strongly Agree	3
Agree	279
Neutral	0
Disagree	0
Strongly Disagree	0

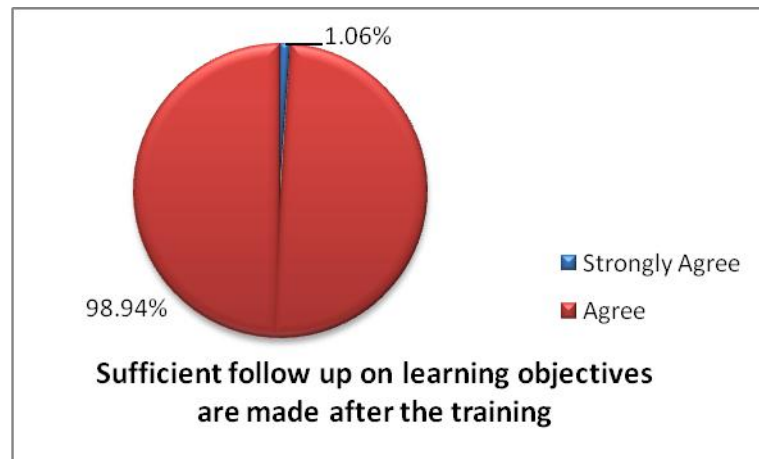


Fig 8.44 Follow-up on learning objectives

From the above table 8.44 we identify that 98.94% of employees agree that follow up of learning objectives are made after the training. The SD shows 0.333 and mean is 2.03 and alpha is 0.851.

Part I here clarifies benefits and effects of training courses

Table 8.45a Increase in work knowledge

Increased my work knowledge	Number of Employees
Strongly Agree	115
Agree	165
Neutral	2
Disagree	0
Strongly Disagree	0

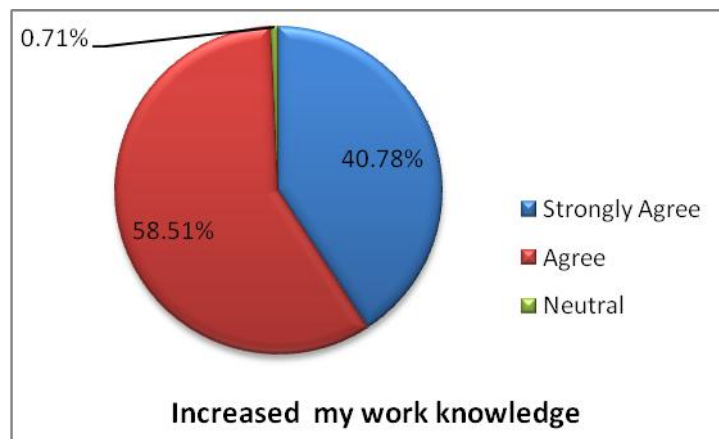


Fig 8.45a Increase in work knowledge

40.78% of employees strongly agree and 58.51% agree that training increased their work knowledge as per table 8.45a. The SD shows 1.261 and mean is 1.66 and alpha is 0.871.

Table 8.45b Increase in skills

Increased my skills	Number of Employees
Strongly Agree	68
Agree	212
Neutral	2
Disagree	0
Strongly Disagree	0

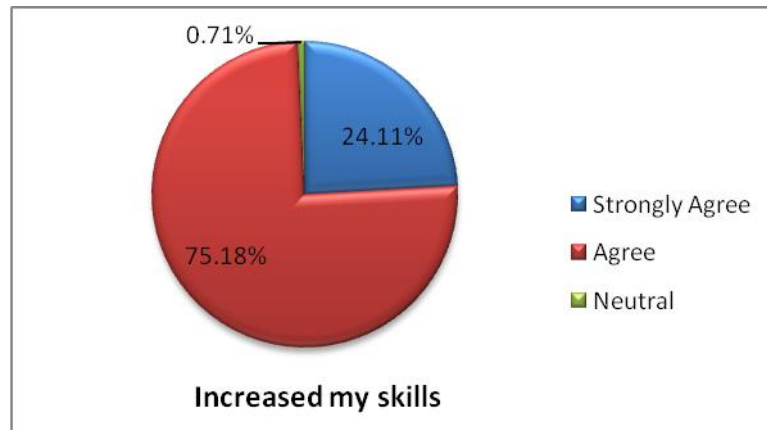


Fig 8.45b Increase in skills

As detailed in above table 8.45b the number of employees who admit that training increased their skills are 75.18%, strongly agreeing are 24.11%. The SD shows 0.436 and mean is 1.76 and alpha is 0.850.

Table 8.45c Improvement in behaviour and attitude

Improved my behavior and attitude	Number of Employees
Strongly Agree	85
Agree	194
Neutral	3
Disagree	0
Strongly Disagree	0

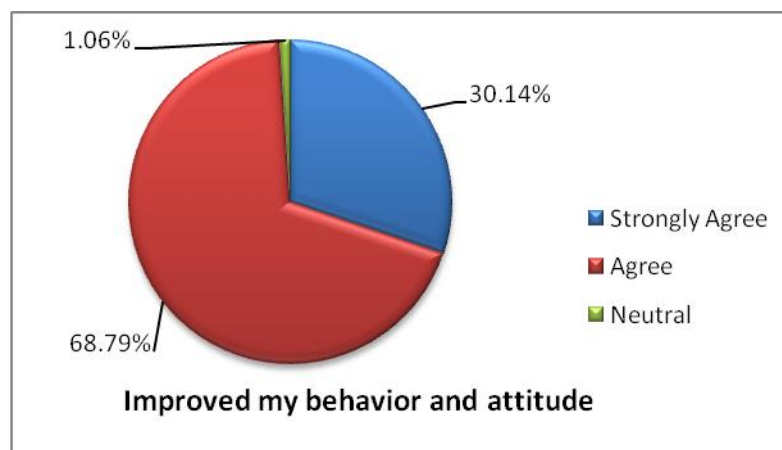


Fig 8.45c Improvement in behaviour and attitude

Table no. 8.45c above clarifies that 68.79% employees agree and 30.14% strongly agree that training improved their behavior and attitude. The SD shows 0.460 and mean is 1.70 and alpha is 0.849.

Table 8.45d Improvement in confidence

Improved my confidence	Number of Employees
Strongly Agree	93
Agree	187
Neutral	2
Disagree	0
Strongly Disagree	0



Fig 8.45d Improvement in confidence

The above table 8.45d explains about 66.31% employees agreeing and 32.98% employees strongly agreeing that training had improved their confidence. The SD shows 0.479 and mean is 1.67 and alpha is 0.852.

Table 8.45e Improvement in communication skills

Improved my communication skills	Number of Employees
Strongly Agree	85
Agree	193
Neutral	4
Disagree	0
Strongly Disagree	0

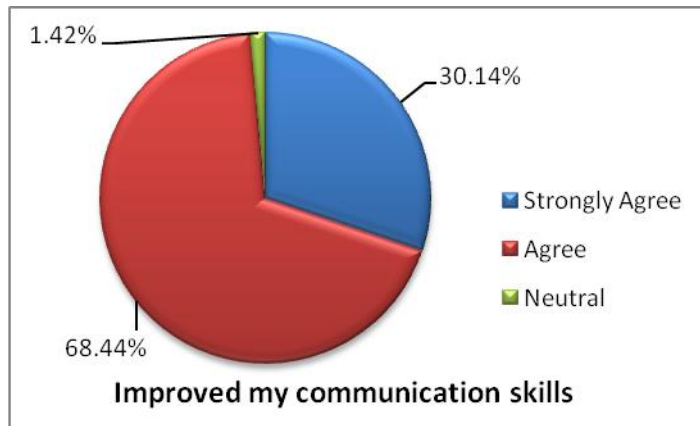


Fig 8.45e Improvement in communication skills

30.14% employees strongly agree and 68.44% strongly agree that training improved their communication skills. The SD shows 1.859 and mean is 1.85 and alpha is 0.897.

Table 8.45f Increase in motivation

Increased my motivation level	Number of Employees
Strongly Agree	79
Agree	198
Neutral	5
Disagree	0
Strongly Disagree	0



Fig 8.45f Increase in motivation

70.21% of employees agree that training has increased their motivational skill as per table 8.45f. The SD shows 0.481 and mean is 1.72 and alpha is 0.848.

Table 8.45g Improvement in teamwork between departments

Improved teamwork between departments	Number of Employees
Strongly Agree	21
Agree	116
Neutral	143
Disagree	2
Strongly Disagree	0

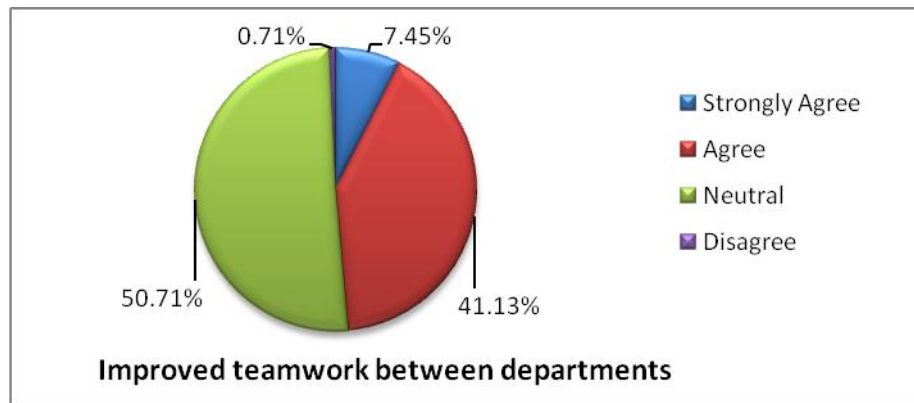


Fig 8.45g Improvement in teamwork between departments

Table 8.45g above clears that 41.13% of employees agree, and 7.45% strongly agree that training improved teamwork between the departments. The less percentage here is because of the perception of this particular question. The participants may have thought that the question is for teamwork between different departments and not *IN* their own department. The SD shows 0.638 and mean is 2.45 and alpha is 0.849.

Table 8.45h Increase in performance

Increased my performance	Number of Employees
Strongly Agree	58
Agree	221
Neutral	3
Disagree	0
Strongly Disagree	0

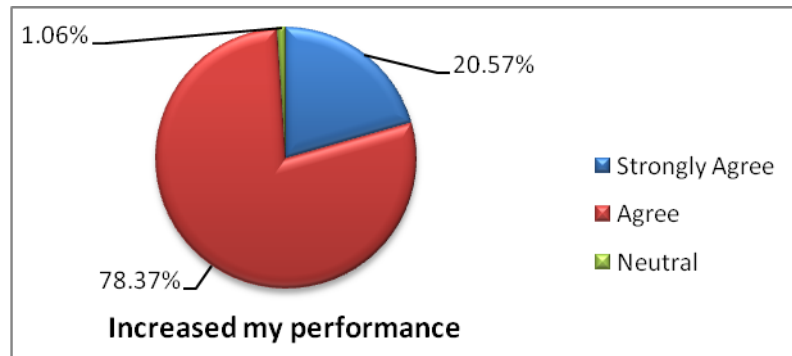


Fig 8.45h Increase in performance

78.37% of employees as per table 8.45h above agree that training increased their performance. The SD shows 0.419 and mean is 1.80 and alpha is 0.847.

Table 8.45i Increase in job involvement

Increased my involvement with the job	Number of Employees
Strongly Agree	55
Agree	223
Neutral	4
Disagree	0
Strongly Disagree	0

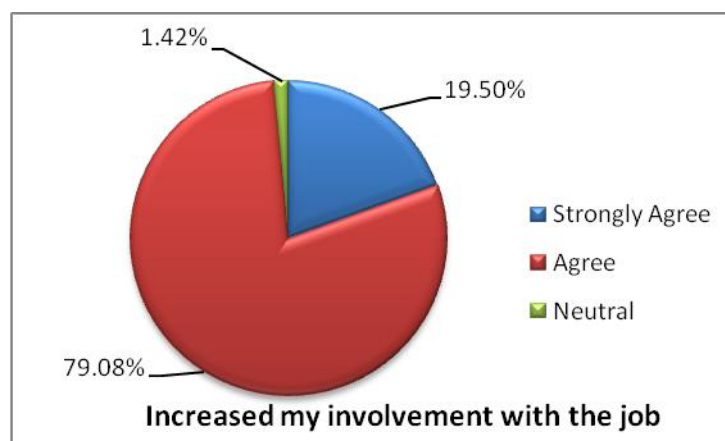


Fig 8.45i Increase in job involvement

As per above table, 79.08% of employees agree that training increased their involvement with the job, whereas 19.50% of the employee strongly agree to the same. The SD shows 0.428 and mean is 1.82 and alpha is 0.848.

Table 8.45j Increase in satisfaction levels

Increased employee satisfaction	Number of Employees
Strongly Agree	8
Agree	110
Neutral	164
Disagree	0
Strongly Disagree	0

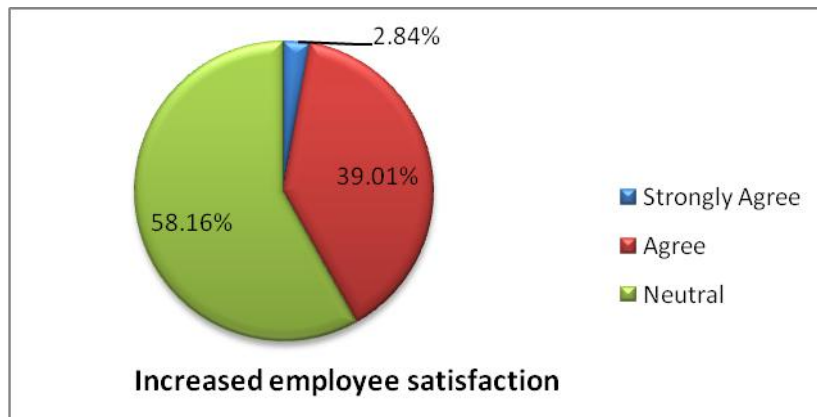


Fig 8.45j Increase in satisfaction levels

39% employees have agreed to the statement that training increased employee satisfaction. Again the lower percentage may be because the perception that it was meant for other employees satisfaction and not their own satisfaction and therefore they may have been apprehensive about someone else's satisfaction. The SD shows 0.542 and mean is 2.58 and alpha is 0.851.

Part J here explains about general comments

Table 8.46 View Training according to employees

Training, according to you is	Number of Employees
Investment	263
Entertainment	2
Expenditure	17

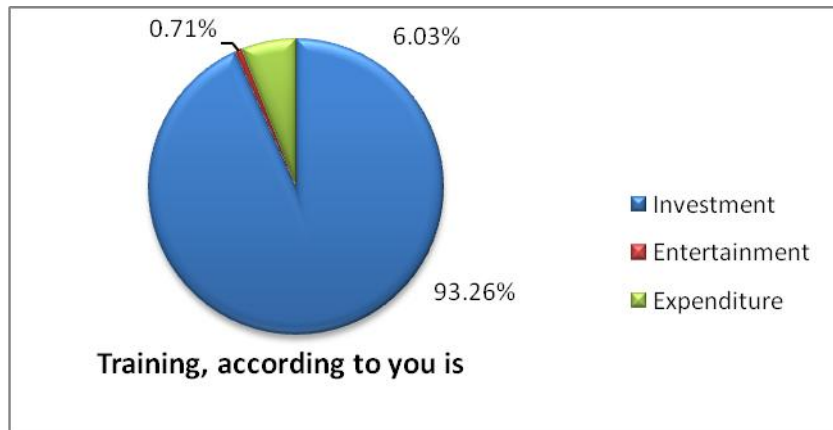


Fig 8.46 View Training according to employees

93.26% of employees say that training is investment and not expenditure or entertainment as per above table 8.46.

Table 8.47 Interest in becoming an internal trainer

Are you interested in becoming an internal Trainer in your organization	Number of Employees
Yes	81
No	129
Not Sure	72



Fig 8.47 Interest in becoming an internal trainer

Only 28% of the employees want to become internal trainer and 45.75% of employees are not interested to be trainer. That is explanatory as they may have thought that they may not possess trainer qualities.

Table 8.48 Are suggestions on training programmes accepted by HR/Training Dept.

Your suggestions on Training Programmes are accepted by your HR/Training Dept.	Number of Employees
Yes	279
No	3



Fig 8.48 Are suggestions on training programmes accepted by HR/Training Dept.

From the above table 8.48 it is clear that employees' suggestions are accepted by Training department and the percentage of affirming that is 98.94%.

8.5 CONCLUSION

The overall findings from the above analysis throws a light on the systematic training activities carried out in Force Motors Ltd. Majority of the employees have been benefitted from the training activities carried out by the organization and are ready to take up the issues in the competitive environment. In view of this the next chapter summarizes the systematic training activities and gives some recommendations.

CHAPTER 9 - FINDINGS AND RECOMMENDATIONS

FINDINGS AND RECOMMENDATIONS

In this chapter a summary of the findings is given as well as recommendations based on the same are also attempted. Later in the chapter, the scope for further research is also presented.

9.1 FINDINGS

As was said earlier the purpose of this study was to describe and analyze training and development activities and their effectiveness in the organization under research. The study was limited to only one industry which gave permission to carry out the research in their training activities. One point here needs mention again that the industry is big player in three and four wheeler segments and manufactures commercial vehicle on national and international scale. Therefore whatever the results have arrived can be taken as an indicative of the entire automobile sector in the country by assuming that Force Motors is representing the T&D activities across all the automobile sectors.

9.1.1 NATURE AND CHARACTERISTICS OF THE WORKFORCE

a) **Gender**- The result has shown that, the percentage of male workforce in the organization is 91.13 whereas female workforce is 8.87%. Since this is a manufacturing company and majority of the work is being done on plant level, it is but obvious that the percentage of male workforce will be more. The female workforce is working in the soft area such as accounts, costing, sales and HRM. The hard areas of engineering are dominated by the male employees. Barring some few countries like South Korea and Singapore, Malaysia, Indian companies have always shown that male workforce is more than the female in the manufacturing sector.

b) **Age**- Majority of workforce consists of the managers who are in the age bracket of 46 and above with maximum percentage of 33.33%. People have stuck to the organization and it indicates that there is an inclination among the people of that age

to stay focused with the current organization. The turnover is also less therefore the company can utilize the skill of the people back on the job after they are trained. The young age group of 26-30 is only 5% which indicates that the younger generation may be more interested in joining IT industry rather than manufacturing sector where salaries are lesser as compared to the IT sector.

c) **Education**- The graduate engineers show the percentage of 21.28 where as diploma holders consist of 58.16 %. The reason being the company had recruited diploma holders on a large scale and trained them to take the mantles of the manufacturing. This also indicates why training is an ongoing characteristic in the company. As technology changes the importance of training becomes critical to learn skills in modern technologically fast changing world, therefore these diploma holders have to be continuously trained to meet the modern technological demands.

d) **Experience**- Almost 35% of the people have more than 16 years of experience in the current organization. In other words they have stayed with this organization for more than 16 years and continue to do so. The reason may be the comfortable culture and the provision of the platform to showcase their utility. This is also an indication of the fact that they are given training to stay focused and avoid mobility, in order to find other greener pastures even though similar industries are abundant in the vicinity. This effort by Force Motors is indeed laudable and deserves accolades.

9.1.2 TRAINING AND DEVELOPMENT ACTIVITIES-CHARACTERISTICS AND EFFECTIVENESS

Some new employees come to the job capable for most of the skills and with most of the knowledge required to start the work. But some of the employees who are not endowed with the required skill sets and the knowledge need extensive training before they are able to make their contribution felt. While training and development maybe accomplished on an informal basis better results are achieved through systematic training efforts and activities which may contain variety of methods. Since systematic training contains each step in a planned way, they evaluation for effectiveness has also to be planned systematically.

Employees are most motivated to learn as they want to relate what they learned. It has also been made very clear that they have been trained in different places in different ways. It has been observed that on the job and off the job has also been an important component of the training programme carried in Force Motors. Training is an ongoing activity in the organization. For the educated employees, the training and development acts as capacity building efforts where as for new entrants it is developmental efforts. Most participants have fully agreed that the training was used to develop skills in various areas which ultimately focused on the success of the organization.

The result has shown that the systematic training is required to change the attitude and behavior of the employees whose age is below 40 years. But looking to the major components of the workforce in the age group of 46 and above changing the behavior and attitude does not hold true. The training and development is more used for honing the already acquired skill sets. The skill sets sharpened due to constant training and development activities and consequently of having a chance of utilizing the knowledge back at the job makes the employees perfect. The explicit knowledge turns out to be tacit. Such is an importance of the training that the competence be built for the individual employees.

The contents of the training programme are decided after determining what kinds of skills are required by the employees. Thereafter, the proper planning of the training programme is done through which the skills that are essential for developing the employees are decided. Additionally, it is also necessary to determine what skills will have impact on the organization positively and how the training programmes could be structured to accomplish these goals.

Majority of the employees have undergone on the job and off the job methods of training as is clear from the statistics. Both the methods are essential for all round development of skills and knowledge which is an essential ingredient in the automobiles sector. On -the -job methods such as job instruction and coaching have been extensively used. These two methods have proven record for successfully inculcating the skills and knowledge whenever the subject of training methods is broached in the available literature.

Off- the- job training methods include lecture, role play, case studies, films, games, notes, PowerPoint presentations etc. Almost all the employees have undergone these various

methods and once again proved that these methods are essential in the manufacturing sector to achieve high success rates.

The impression of the training programme is ranging from good to very good. No employee has quoted it as average. There is no scope of average type of training programme to be conducted as the best training is provided to the people in the highly competitive market.

The learning environment preferred by most of the employees ranged in the different sorts and management has also made extensive efforts to provide the employees the learning environment they preferred. Whether one takes training at Kathmandu or Kanyakumari, ultimately 6 hours of daily training is within the confines of the four walls and effect of the training is therefore same, irrespective of the venue. Management therefore must decide whether the employees are going to such for off places for being trained or for outing and picnic. It is always worthwhile to hold the training session in house so that huge cost on travelling and hotel arrangement is saved. The employees are also not away from their family and have an opportunity to transfer their acquired skill back at the job immediately. With this wise decision the company has on majority of occasion held their training activities in their training centers located within the premises.

The current priority was first the technical skills such as six sigma, kaizan, Statistical Process Control and Statistical Quality Control techniques. Six sigma method of manufacturing is crucial for the manufacturing sector and is a must for the automobile sector because all the top automobile manufacturers all over the world have six sigma methods of manufacturing. The strict quality control in the form of SQC is another focal point where the company cannot compromise. The moment the car is sold and the customer puts into first gear and drives it is the quality which is going to give the long service. The vehicle which is driven at the fast speed has to meet the quality standards or otherwise it would prove fatal for the passenger inside. Therefore in any training programmes planned by the automotive sector, the technical skills concerning quality is priority. Communication skill stood at the second priority because it is this skill which makes drive forth the point. It is this soft skill which brings the employees nearer and makes it easier to make effective business communications, prepare them to make better presentation, and make good readable writing reports. People skills such as managerial leadership, resolving conflict and team building and possessing

emotional intelligence were the part of the next choice. Human potential including decision making and time management stood next.

When asked about the employees' choice, the unanimous decision was again for technical skills which stood at top priority in the choice of the employees. This is where Force Motors is praiseworthy because they also put the technical skills at the top priority. The people skills, Communication skills and human potential skills were the next priorities of the employees in varying degrees.

In case of the training need identification, every manager has agreed to know the term training need identification. For training need identification everyone has agreed that they carry out employee satisfaction surveys and do the competency mapping. Competency is an underlying characteristic required to perform a given task, activity, or role can be considered as competency. Competency has the forms: Knowledge, Skills and Attitude. These three factors are important for identifying competency in a person. Different individual requires different competency for e.g. a person working in a manufacturing unit may require different competency than a person working in an IT sector. Competency differs from industry to industry.

In competency mapping all details of the behaviors (observable, specific, measurable etc.) to be shown by the person occupying that role are specified. In the area of any other method for identifying TNI, the answers ranged from different methods such as Interview, Group work, Task Forces, Task Analysis workshops, Questionnaire, Use of Job descriptions, Performance Appraisal Formats are supportive of competency mapping. It is clear from the answers that the training need identification is done from all the sources available and not merely done on one or two methods. Majority of the employees had conducted all above methods for identifying training needs.

9.1.3 TRAINING OBJECTIVES COMMUNICATED TO EMPLOYEES

When asked whether they are consulted before sponsoring for training programme, all the employees have agreed that they are consulted. The training programme is then planned and custom made training activities are carried out.

All the employees have agreed to HRDs briefing and debriefing session as a part of training programme. These sessions are necessary as employees are not in the dark as to what type of programmes would be in the training sessions.

The training objectives are communicated to the employees before they are nominated. It makes easier to employees to know what is expected of them in the training and what the objectives to be achieved are. Over and above this the communication from immediate superior also takes place regarding the training objectives.

9.1.4 CONTENTS OF THE COURSE

All the employees have agreed to the fact that training course has a practical application to their job. If the training course does not have so, it will be futile to hold such courses and it is not affordable in the highly competitive market.

Almost all the employees have affirmed that training courses are valuable to their career. It is but natural that only performing employees will be ultimately promoted and therefore the training has to be valuable to their career.

The functional abilities are enhanced because of training and most of the employees agree to it.

According to the major number of employees the training content is well organized. To the next question all do agree that training programme contained variety of methods. Only few methods will bring in boredom for the employees and when boredom sets in the attention span is lowered and the training sessions become dreary and quite prosaic. Duration of the training programmes was also adequate according to the major number of employees. These positive aspects are evident of the fact that the training programme is systematically carried out for the employees of the Force Motors.

9.1.5 EQUIPMENTS AND FACILITIES

Class room boarding and lodging facilities are provided to the employees whenever they are sponsored for the training programmes either in the training centers or when they are sent to resorts or outside the organization. Majority of the employees have agreed to the information that they training material and tools as well as library facilities and handouts are good.

9.1.6 TRAINER QUALITIES

The research has come to describe the trainer's investigation. If the trainer was found to be effective in the sense that having in-depth knowledge of the content, being able to motivate employee by giving practical examples then it helps trainees learn quickly and this leads to the increased knowledge and skill on the part of the participants. This leads to more positive outlook and confidence building. In this study it was found that most of the participants agreed that the trainer taught the subject matter thoroughly. Therefore he encouraged the interest of the trainees. This specific point is very essential to understand that once the trainees take interest in the training session and learn they are most likely to go back at the work place and apply the skills learned. It is evident from the research that trainer helped the trainees with their problems and monitored the progress, gave practical examples on the topic. The trainer conducted a short examination of the trainees before the start of the training session and recorded the score and after training, once again recorded the post training score. The difference was the amount of learning done by the participants.

9.1.7 OPPORTUNITY FOR APPLICATION OF THE TRAINING

All the employees have agreed to the fact that they are given free time to reflect and plan the improvements in the area of the work. This indicates that the organization is very much progressive in taking training activities to the forefront. The application of skills learned during the training session are not put in use in a haphazard manner but rather in a planned way by giving adequate time for the learner to think, absorb and then plan.

Most of the employees agree to having right climate to put their ideas and methods acquired through training into practice. They further agree that they are benefitted by the training and its objectives. The functional abilities of the trainees have shown upward trend because of which the employees have contributed towards value addition is clear from the majority of the employees agreeing to it. They are able to do their job with more precision and efficiency after the training they have received. The statistics is indicative that the employees feel that they have made at least some contribution in their respective functional areas because of training. The Force Motors is a very progressive organization and the management is very visionary and futuristic as such they do follow up with the learning objectives of the training after the programme is completed.

9.1.8 BENEFITS AND EFFECTS OF THE TRAINING PROGRAMME

After attending the training programmes conducted by the organization, almost all the employees have agreed to the fact that the training programme has helped increase their knowledge. It has been instrumental in sharpening their skills and it has also changed their behavior and attitude in a positive way. The view point is changed for the betterment and because of which they have gained confidence in executing their engineering skills so essential in a manufacturing concern. In addition to the above, the employees have felt that the improvement in communication skills has an added advantage in convincing their subordinates to function in a positive manner. Since they themselves have been motivated to motivate others, the training has added to their overall personality. Majority of the employees however were neutral in deciding the teamwork improvement in the department. This may be because they must have thought that the question is addressed to the inter-departmental team work so they may not know what is the position in other departments than their own department. But when all other yardsticks were showing the positivity we take it that the answer could be yes to the improvement in the teamwork. All employees are in agreement with the statement that the training has increased their performance and they are reaping the benefits of the same. They also concur with the statement that their involvement with the job has increased after attending the training sessions.

9.1.9 GENERAL COMMENTS

All the employees are in accordance with the detail that training is an investment. It is but true that whatever budget is spent on the training is returned with the increase in the performance of the employees and this return is return on the investment in training. The amount spent on the training is certainly not expenditure nor is it an entertainment. It is an investment. Further all the suggestions have been accepted by the HR department. It shows the positive sign on the part of the management as they want to include the suggestions made by the employees in order to improve their training methods and programmes.

9.2 EFFECTIVENESS OF TRAINING AND DEVELOPMENT AND ORGANIZATIONAL PERFORMANCE

There is a belief that positive relationship exists between employee development and organizational performance. The study of this subject inside the organization has come to indicate that the training is used to take the organization on the higher status. In other words training contributes to promotion of services, increase in the quality, customer satisfaction and subsequently customer relations and customer retention, increasing market share, decreasing cost, lesser turnover of the employees, employee satisfaction, absence of worker militancy, and enhancement of organizational efficiency and increased productivity. Many companies fail these days as working in the stiff competition is just impossible, unless the company has core competence at its disposal or the trained manpower which is ready to take up the challenges. With the advent of globalization Indian economy is now open to the competition. That is in the form of reduced tariff, free flow of foreign investment and entry of multinational. Indian economy is no more a protected island of 1980 and is open to the global forces. The old success formula is no longer true. Old business logic has no takers at all. New strategies and new business structures have changed the business paradigms. Peter Drucker had said just before his death few years ago that companies those are 100 year old will not see next 25 years. In fact 39 companies of Forbes 100 of 1917 have died in 1987. Remaining have under-performed by 20%. Even so called good companies are struggling to survive. Good companies want to become better companies because good performance is the only mantra for survival. Perform or perish is the new saying in such turbulent times. Companies have to struggle to find out two fundamental but seemingly conflicting issues. One is how to make impact in such crowded competition and second how to meet the shareholders demand

for better returns on their investment? Is not then training for capacity building is fundamental for these organizations? Therefore reduction in the profit is not definitely directly connected with the failure of training and development activities. When organization is expected to grow and expand its activities it has to hire more manpower and therefore may affect the balance sheet in the increased bill of wages. The very first thing the organization does is to immediately train the employees as per their requirement and individual employee has no control over the financial result of the organization. Within the domain of employee development design and development of training systems do help to define organization's service strategy and play key role in its delivery. It must be clearly understood that while service quality depends upon the training, reward structure, career development team work etc., it also depends upon the constant supply of trained manpower. Hence organization that invests in the training can definitely predict an increase in the effectiveness of the employees. Thus customer satisfaction, lesser rejections, and improvement in the performance of organization serve as useful indicator of employee effectiveness. This supports the view that strategic training interventions are positively correlated to the organizational performance.

9.3 APPLICATION OF TRAINING AND DEVELOPMENT ON THE JOB

The need to train and develop employees to correctly respond to the customers' satisfaction is critical. Training and development activities need to be chalked out to impart knowledge and skills to employee so that they can ensure the accuracy in meeting the specific duties. Employees in the manufacturing sector are required to correctly represent their work so as to take right decision.

One aspect of this study is to evaluate whether employees transferred their newly acquired knowledge and skill to their work place and further used them. All the employees have stated that they have confidently applied course standards to their job. This makes us to say that learning acquired through the training and development activities is related to the performance by transfer of behavior to the job which can impact organizational performance. Employees have fully agreed to the statement that training has provided many benefits.

To validate these findings research sought to technical employee's appraisal in consultation with the HR manger.

The majority of the participants have perceived the training effectiveness as positive. This positive perception indicates that it has led to the success of the organizational performance. The positive reaction plays role in enhancing interest, attention and building motivation for the organization, it indicates that training has successfully helped in the transfer and has showed the effectiveness. When employees agreed to increase in the work performance after training it validates that the training was successful in its effectiveness.

9.4 TRAINING ASSESSMENT DONE BY HR DEPARTMENT OF FORCE MOTORS LTD.

An extensive discussion was undertaken with the HR head of the Force Motors Ltd. From the interview it was clear that the company has well defined HR policy, as well as well defined HR objectives. The company has clearly defined training policy and objectives and training need assessment is considered primary task in the organization.

In the discussion it was observed that training needs are identified by using different methods such as organizational analysis, operational analysis, employee analysis, identifying specific problems, performance appraisal, forecasting, questionnaires, checklists and exit interviews. Regular departmental feedback is also one of the methods for training need identification. While enquiring about the persons who design training curricula it was understood that departmental head, internal faculties, external faculties and consultants are involved. Even the technical expert personnel are also taken into account while forming the training design. The suggestions given by the trainees are also considered by the HR department.

The next natural question was how the selection of trainer is done. The various characteristics which are used to select the trainer were trainer qualifications, his reputation, his experience in the field, his knowledge of the subject and his teaching methodology.

It was further realized that objectives of each training programme is different and separately chalked out and it is kept on record. Once these objectives are finalized they are informed to the departmental head and copy is given to him. The copy is also given to the trainer and all the efforts are made to fulfill these objectives. On enquiring about how the

checking of completion of the objectives is made, it was understood that it was through written feedback, time bound targets after the programme and oral feedback.

To the question of the priority to the training area it was informed that technical training received the priority number one. Even the February 2009 issue of *T+D of ASTD* reports that an overwhelming majority of U.S. workers value technology in the workplace so much that almost 40 percent would consider changing jobs to work for an organization that is more committed to providing access and training in the latest technology. This was followed by business development, competency enhancement, on the job training, work culture in that order and then lastly, the leadership. The next question posed was whether the HR department observed any improvements in the area of work knowledge and skills after the training, the answer was emphatic yes. HR observed improvement not only in knowledge and skills, but in behavior, confidence, communication and motivational aspects as well.

On asking about the training budget, it was informed that company spends huge amount on training and no compromise is done. The budget allocation on various areas of training was found sufficient where it was understood that 40% of the budget is spent on the technical training, and remaining is spent on the various other areas.

The most significant question was what was the method of evaluation of the training and it was informed that Kirkpatrick model is being used in Force Motors Ltd. Kirkpatrick Model is popular across all industries and no other method is known or being used. On asking why this method is used it was understood that this method is easy to use. The frequency of evaluation was after each training programme. The next question was what were the objectives of the evaluation of the training activities. The first priority was to determine extent of knowledge gained, skills acquired and attitudinal changes. Next in the list was establishing guidelines for future programmes, to determine effectiveness of training staff, and make required improvements in the training.

9.5 TESTING OF HYPOTHESES

H#1- Selected automobile company adopts systematic approach towards its training activities.

The Company which is selected for the study is a giant in the automobile sector with almost about 5000 of workforce, among which 700 are the managerial category. If we look at the Training Policies and the Training Objectives of Force Motors Ltd., it is observed that the training activities have special importance. The machines which are installed in the plants are not more than 5 year old and therefore constant training on these latest machines are required and this training has to be systematic. A company which makes huge investment in their R&D cannot afford to have a disorganized training system. To make this statement more reliable, the researcher would like to draw the attention to the process of systematic approach to training. After identifying the training needs, the trainees are sent for training. The input of training actually begins when the trainer opens his mouth and starts delivering the training and whatever he says and does, enters in the minds of the trainees. Therefore researcher decided to find out the correlation between Part 7 (Trainer Qualities) with Part 9 (increase in the work knowledge, skill, behavior, attitude, confidence, communication, motivation, performance and satisfaction). The researcher also decided to find out the correlation of Part 8 (Opportunity for application of training) with Part 9 (increase in the work knowledge, skill, behavior, attitude, confidence, communication motivation, performance and satisfaction). This was done by using the statistical tools to make the hypothesis stand the test. The statistical analysis of correlation coefficient shows the positive relation of each part with the increase in Key Result Areas of the employee. This is an example of the systematic approach to training being given to the employees. Almost 40% of the training budget is spent on the technical training and this training just ***cannot be haphazard***. From the discussion with the HR heads and with few line managers it was clear that using various methods of training need identification, the training is imparted and constant follow up is also made on the outcomes of the training. Training and re-training has been the hallmark of Force Motors Ltd. Therefore the researcher has come to the conclusion that this company definitely adopts systematic approach towards its training activities. **Hence H#1 stands proved.**

H#2- Training activities conducted by the selected automobile company prove beneficial to the trainees and help in increasing their effectiveness.

It is very clear from the findings in the above as well as foregoing paragraphs, that the employees found the training activities carried out by Force Motors prove beneficial and helped increase their effectiveness back at their jobs. Researcher therefore, decided to find out the veracity of this statement by the method of correlation between Part 7 (Trainer Quality) with Part 9 (increase in the work knowledge, skill, behavior, attitude, confidence, communication, motivation, performance and satisfaction) and the correlation of Part 8 (Opportunity for application of training) with Part 9 (increase in the work knowledge, skill, behavior, attitude, confidence, communication motivation, performance and satisfaction). This was done using the statistical tools to make the hypothesis stand the test. The statistical analysis of correlation coefficient shows the positive relation of each part with the increase in Key Result Areas of the employee. Part 7 is correlated with Part 9 and Part 8 is also correlated with Part 9, by using Pearson Correlation Coefficient to describe the association between these variables. Even when all the parts of the questionnaire, important to test the hypothesis consisting of 38 questions which talk about employee perception of training and development right from Part 4 containing Training Objectives Communicated, Part 5- Contents of the Course, Part 6- Equipment and Library Facilities, Part 7- The Trainer Qualities, Part 8- Opportunity for Application of the Training, and part 9- Benefits and Effects of Training which contained Likert scale questions on 1 to 5 basis, where 5 meant strongly agree and 1 meant strongly disagree, the statistical tool of Cronbach's Coefficient Alpha is used, which is .855 and is well within the range of acceptance. . **Therefore H#2 also stands proved.**

9.6 RECOMMENDATIONS

- 1 Employees of the organization under study are experienced and well educated. In this area the researcher came to know that the turnover of the employee is less. Employees get involved in day to day activities of the organizations and take full interest in the business of the organization. Thus the talent gained through experience should be utilized to train the new employees.

- 2 The in-house training sessions are mostly held where as outside the organization programmes are negligible. Programmes in the area of conference and simulations, should be included.
- 3 Training outside the company environment where trainees are not engaged in day to day work and also can be away from various problems which could be in the in-house programmes, such outside programmes are essential.
- 4 Employees have shown more interest in the various types of learning environments. Occasionally they should be given opportunity to hold their training in resorts and hotels and some kind of adventure sports like climbing hills and crossing jungle, where leadership qualities can be learnt, should be included in the training atmosphere so that the boredom is reduced and more interest is created.
- 5 As far as training equipments and facilities are considered, the quality should be improved and the number of handouts given should be increased.
- 6 It was clear from the discussion with the HR department that although evaluation was a priority, the method which was used was not sufficient to give understanding into pre- programme activities. Kirkpatrick model essentially tries to establish the post programme scenario and this may be hindrance to know the overall cycle of the training programme. Therefore pre-training programmes are required to be measured.
- 7 It is important if the allocation of the budget is made to other different areas where it is needed. The sizable percentage of the budget is used for only technical aspects and remaining 60 % caters to work culture, business development, leadership and on the job training. This needs rethinking and areas other than technical training also must receive priority.
- 8 Organizational development programmes need to be included in the curricula. This is possible when the outside experts diagnose the company from third party point of view. The involvement of external consultants including problem solving, mentoring, capacity building and development of competencies are required to be done and are pre requisite. These ideas have to be brought so that successful adaptation to change, in order to perform future jobs is achieved.
- 9 Current automobile scenes, recent advancement in the auto manufacturing technology should be made part of curricula and knowledge of the rival organization to understand the threat and opportunities may be made known.

- 10 One of the contributions of this study is establishing relationship between training and development and organizational performance. It is crucial to develop, deliver and evaluate training activities based on the expectation of the organization. The fundamental intention of training is to develop and deliver training for the competence of the employees and therefore evaluating the training is but a basic necessity. By doing this exercise only the rationale of training is established and that is training is not the cost but is an investment. Therefore to prove this point evaluation is required. As a consequence this leads to finding out impact on the organizational performance.
- 11 Sustainable organizational excellence is achieved through identifying, selecting and cultivating employees who have demonstrated superior performance, who inspire others to achieve superior performance and, who embody the core competencies of the organization and such employees be utilized to train the others.
- 12 Companies in general should make it every day affair for employees to learn meditation, yoga, Tai-Chi, Pranayama, Vipashyana, auto-suggestions and other techniques. These techniques are beneficial to the employees. Meditation is a proven technique to improve upon general well being and bringing mind in a positive state.

9.7 SUGGESTIONS FOR FURTHER RESEARCH

Further research which can be investigated from the present study is described as follows.

- 1) Since objective of this study was not to find any relationship between perceived training effectiveness and the increase in the financial performance, it is crucial to investigate whether HR managers and Training managers are interested in finding out relationship between training effectiveness and financial performance of the organizations. This really needs for increased awareness on the part of Managers to investigate the effect of training activities on performance of the organization. The performance of the organization does not solely depend upon the training is true but still what was the percentage of the training department in the overall performance of the organization can be studied.

- 2) From the opinion survey it was found out that only Kirkpatrick model is used for the evaluation of the training programme. The research can be made to find out various other tools and techniques to find out the effectiveness of training interventions. It will be very much interesting to come out with the study on such methods which can gauge the effectiveness right from the planning and designing of the training sessions till they are delivered and finished.
- 3) From the study of various literatures, it is noted that the training needs identification has no direct relevance with the effectiveness of the training. Therefore rather than merely trying to identify training needs just to complete the exercise, how it can be related to make it more effective can be investigated further. Qualitative research method can be used to identify determining factors of quality. In addition to this the study on Training Need Identification should reflect upon the process of TNI, which may lead to the decision of TNI and the impact of such decision on the effectiveness of the training activities.
- 4) This study as well as some other parallel studies has indicated that the organizations prefer to get their training evaluated from their in house faculties rather than the third party evaluation. Therefore, there is need to study why organizations are reluctant to be transparent when organizations in their annual report talk about satisfying stake holders and of good corporate governance.
- 5) The present study has analyzed the effectiveness of training from the view point of the employees (from the filled in questionnaires) and employer (from the discussion with HR managers). The further research could be in the area of impact of training on the customer satisfaction. This is important as it is ultimately the customer who buys the product contributes to the profit of the organization and from this surplus only the employees' salary is being distributed. If customer does not buy your product, even the six sigma quality of training does not help for success of the organization.

9.8 CONCLUSIONS

The research on the whole provided valid empirical findings and demonstrated whether the employees and the organizations surveyed have benefitted due to training and developments programmes conducted and how employees transferred learning to their jobs.

From the findings it is clear that organizations in general are becoming more aware of the need to understand their employee's perception /reaction to the training programmes provided. While these are obvious advantage in understanding employees' perceptions and reaction to training and development, it is the linking of those reactions to learning and job performance in day to day activities contribute to organizational benefits and performance.

The workforce profile indicated that the organization has well educated and experienced employees. The number of male employees exceeds female. This is common phenomena in manufacturing sector.

It is also observed that training and development activities are conducted effectively and they deliver well for value addition in the organization.

As regards to effectiveness of training and development on enhancing employees' behavior and attitude all employees irrespective of their age group, agree that training programme changed their behavior and attitude, which indicates that to get best results in this area, training and development are conducted on regular basis. Moreover, T&D programmes did have positive effect on employees' involvement and satisfaction in this organization.

The results showed that the T&D programmes can be used to enhance overall organizational performance and productivity. This indicates that T&D outcomes benefitted employees and organization. It is worthwhile to mention that T&D activities carried out were significantly related to the effectiveness.

With the size of training budget, man days, training hours, and proportion of training coverage, all vary directly with the degree of management support which is crucial in achieving training effectiveness. An effective T&D programme well tailored to the needs of the employees of the organization in the auto sector could be critical factor in contributing to the future growth of the sector. In this view Force Motors Ltd. has shown balanced policy of HR.

Finally, there were limitations regarding such generalization of the results presented in this study. It is limited to organization in Pune. With regard to geographical limitations, it is unlikely that this geographical limitation will, to a large extent limit the generalization of

these results to automobile organizations in the rest of India. Within country, employees are highly mobile and move from city to city through various states. This characteristic alone means the sample of employees selected for this study is a representative of a group beyond the geographical limits implied by the location of the organization in the sample.

The automobile organizations have been showing increasing interest in employee development. That is because they have realized that human resource is the chief fountainhead of sustainable competitive advantage for organizations.

How an organizational training culture enables its employees to understand the mission and vision? How can an organization be able to integrate its strategies with the knowledge and skills of the employees? To be able to put the strategy into practice, how can an organization measure the value of its intangible assets? For some organizations, which value its overall culture, the worth of intangible assets is far more than the tangible assets. They believe in these intangible assets, and go that extra mile to nurture it, as they know that the culture, unlike tangible assets, cannot be imitated and that is the competitive advantage while deciding strategy to stay ahead in the business.

Since the value of intangible assets cannot be measured, the human capital has to be given prime importance. This is very difficult as the intangible assets cannot create its value by themselves, like tangible assets. The importance given to knowledge management therefore becomes crucial for the organization which believes in the strategic human resource management. They know that the knowledge is the sum of education and experience. People entering into a company already have some knowledge. They gain more knowledge as they perform their jobs. In the process not only people but the company also becomes competitive. The company with weak culture often fails to understand this and in the process lets out this intangible asset and when it realizes what it missed, it is too late. Hence, HR strategy has to be, build a culture which allows such assets to grow through constant, systematic training which proves beneficial to both, employees and the company. Force Motors is an example.

These findings add to the corpus of knowledge in the area of HR management in general and T&D in particular. In addition, the increasing awareness about T&D will help identify the roles for HR professionals, especially during the organizational development practices. Based on these findings, recognition for importance of HR intervention is sought which will help organization to eliminate various gaps, in work process, management

practices, and technological advancements, thereby progression towards core competence is possible.

This study also presents evidence that the organization which has achieved greater effectiveness in their T&D tend to have better equipped to manage the affairs of the organization. In general, organizations that have devised best training plans, have rightly designed training objectives, have accurately delivered it, and done right assessment, and coordinated these activities along with other HR practices, are more likely to achieve success. For this reason, a need for understanding the importance of these training exercises and make it all pervasive, in the automobile sector is strongly felt. It is therefore recommended that T&D specialists should devise such knowledge which may make T&D activities result oriented.

This thesis which talks about the effectiveness of training activities is a collection of the essays on efficacies and intricacies of training and development interventions which is an instrument for a turnaround of a company. While gathering the data for the present study, researcher's fascination about the four-wheeler made it possible to take a close look at the utility vehicle manufacturing industry. The information made it a possibility to make a statement that the training activities are almost same in the automobile sector, which is because the product is identical albeit with little difference. This information is very vital to know that an employee can be fitted in any organization so long he walks in the periphery of auto sector. In order to make a detailed research one organization was selected which proved to be a representative for the whole auto sector. The present study comes out with a suggestion that companies in general should make it every day affair for employees to learn meditation, Yoga, Tai-Chi, Pranayama, Vipashyana, auto-suggestions and other techniques. These techniques are beneficial not only to the employees but to the readers also and further researchers also. Meditation is a proven technique to improve upon general well being and bringing mind in a positive state. The research throws light on the training and development activities conducted in the organizations. It is heartening to know from the present research that this training provided in the auto sector is world class training meeting the requirement of six sigma and qualitative in that it can withstand the competition. The suggestions presented can make mediocre manager perform at the superior standards. Thus the manager who turns out be superior, could be rewarded in four dimensions of Economic: Their remuneration must be comparable Sociological: They must be given due recognition and

status both within the organization and projected as stars outside it. Political: They must given sufficient independence authority and leeway to envision, construct and pursue their designs. Psychological: Their self-esteem, pride and belongingness needs must be suitably addressed so that their level of satisfaction is in high order.

It was also found from the research that Top management needs to understand and learn from organizational performance and outcomes. New compulsions demand that new organizational competencies emerge and new strategies are harnessed. People Management must replace the term Human Resource Management since people are not inanimate resources like silica sand and cement bricks. The sense of belonging must be so enhanced that people start saying and acting as if (a) the organization belongs to me, and (b) I belong to the organization. These competencies are developed through systematic training inputs. The present study also talks about why evaluate the training. The contribution of this research is that it has touched almost all aspects of training and development and has suggested the ways to make it more uniform and more knowledgeable so as to bring new information in this field and help the knowledge corpus grow.

Anyone who stops learning is old, whether at twenty or eighty. ~ Henry Ford

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ANNEXURE A OPINION SURVEY QUESTIONNAIRE

Sr	PART A	Yes	No
1	Training need identification is considered primary task before designing a training programme.		
2	Performance appraisal is used as basis to identify training needs.		
3	There is a well defined mechanism for evaluation of training.		
4	Evaluation is based on well defined objectives of training.		
5	Sufficient follow up on learning outcomes are made after the training.		
6	Evaluation data is properly preserved for future use.		
7	Staff of the training department is properly trained in the evaluation methodology.		
8	Evaluation is an integral part of training process.		

PART B

1	<p>Which of the following model is used in your organization for evaluation of training (Pl.tick)</p> <p>Kirkpatrick Model <input type="checkbox"/> Because_____</p> <p>CIRO model <input type="checkbox"/> Because_____</p> <p>AC Hamblin Model <input type="checkbox"/> Because_____</p> <p>Peter Bramley Model <input type="checkbox"/> Because_____</p> <p>Any other. </p> <p>Because_____</p>
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2	<p>As per YOUR opinion which model could be the best for evaluation of training (Pl.tick)</p> <p>Kirkpatrick Model <input type="checkbox"/> Because_____</p> <p>CIRO model <input type="checkbox"/> Because_____</p> <p>AC Hamblin Model <input type="checkbox"/> Because_____</p> <p>Peter Bramley Model <input type="checkbox"/> Because_____</p> <p>Any other <input type="text"/></p> <p>Because_____</p>
3	<p>What is the frequency of evaluation exercise?</p> <p>Once in a year <input type="checkbox"/> Once in two years <input type="checkbox"/> Once in three years <input type="checkbox"/></p>
4	<p>Following are some of the objectives of training evaluation. Please tick them in order of preference from number 1 to 5 (1 being the highest)</p> <p>To evaluate the achievement of training objectives. <input type="checkbox"/></p> <p>To determine the extent of acquisition of knowledge, skills and changes in attitudes because of training. <input type="checkbox"/></p> <p>To make required improvements in training. <input type="checkbox"/></p> <p>To determine the effectiveness of training staff. <input type="checkbox"/></p> <p>To establish guidelines for future. <input type="checkbox"/></p>

PART C

In your organization measurement of effectiveness of training determined by comparing pretest scores with post test scores. Yes <input type="checkbox"/> No <input type="checkbox"/>	
For measuring the effectiveness of training, which of the following formulae is used in your organization? (Please tick.)	
$\frac{\text{Number of trainees Operating equipment to required standard}}{\text{Total number of people trained}} \times 100\%$	<input type="checkbox"/>
$\frac{\text{Number of training courses achieving the required outcomes}}{\text{Total number of training courses delivered}} \times 100\%$	<input type="checkbox"/>
$\frac{\text{Total benefits}}{\text{Total Costs}} \times 100\%$	<input type="checkbox"/>
Any other method	
Would you give permission to undertake detailed research on training and development activities in your organization?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>

ANNEXURE B

MAIN QUESTIONNAIRE

<i>Part One -Personal Information</i>									
1	Name (Optional)					Male <input type="checkbox"/>	Female <input type="checkbox"/>		
3	Age	Less than 25 <input type="checkbox"/>	26-30 <input type="checkbox"/>	31-35 <input type="checkbox"/>	36-40 <input type="checkbox"/>	41-45 <input type="checkbox"/>	46 and above <input type="checkbox"/>		
4	Department					Designation			
5	Education	PG (Engg)			PG(Arts/Science/Commerce)				
		PG (Management)			Graduate(Engg)				
		CA/ACS/ICWA			Graduate(Arts/Science/Commerce)				
		Diploma (Engg)			High school/SSC				
6	How long you have been working with the current organization?								
	Less than 5 <input type="checkbox"/>	6-10 <input type="checkbox"/>	11-15 <input type="checkbox"/>	16-20 <input type="checkbox"/>	21-25 <input type="checkbox"/>				
	26 & more <input type="checkbox"/>								
<i>Part Two – Training & Development Characteristics</i>									
7	Please mention the number of training program you have undergone during the following two years :								
	Year	Half Day	Full day	Training Days	By Internal Faculty	By External Faculty	Inside Organization	Outside Organization	
	2009								
	2008								
8	What type of training programs you have undergone On the job <input type="checkbox"/> off the job <input type="checkbox"/>								
	On the job methods include : Induction <input type="checkbox"/>				Job instruction <input type="checkbox"/>				
	job rotation <input type="checkbox"/>	Coaching <input type="checkbox"/>	Any other, please specify						

9	Off the job training methods include: Lecture <input type="checkbox"/> Role play <input type="checkbox"/> Case study <input type="checkbox"/> Conference <input type="checkbox"/> Simulation <input type="checkbox"/> Films <input type="checkbox"/> Laboratory training <input type="checkbox"/> Any other, please specify <input type="checkbox"/>				
10	What is your general impression about the training programmes you have attended? Pl. tick				
	Outstanding	Very Good	Good	Satisfactory	Average
11	What kind of learning environment <u>you prefer</u> for attending training programme? Pl. tick In house <input type="checkbox"/> Outbound <input type="checkbox"/> Resorts <input type="checkbox"/> Hotels <input type="checkbox"/> Training Centers <input type="checkbox"/> Adventures Sports. <input type="checkbox"/> Any other <input type="text"/>				
12	What kind of learning environment <u>Given to you</u> for attending training programme? Pl. tick In house <input type="checkbox"/> Outbound <input type="checkbox"/> Resorts <input type="checkbox"/> Hotels <input type="checkbox"/> Training Centers <input type="checkbox"/> Adventures Sports. <input type="checkbox"/> Any other <input type="text"/>				

13	<p>Following are some of the Management Development Training areas. What is the current priority of training areas in your organization? (Pl.rank A to D in order of priority)</p>
	<p>(A) HUMAN POTENTIAL DEVELOPMENT areas such as <input data-bbox="1360 506 1406 569" type="checkbox"/></p> <p>(i)PersonalityDevelopment(ii)DecisionMaking(iii)TimeManagement(iv) Managerial Effectiveness</p> <p>(B) COMMUNICATION SKILLS areas such as <input data-bbox="1360 722 1406 785" type="checkbox"/></p> <p>(i)Effective Business Communication (ii)Presentation Skills (iii) Readable Business Report</p> <p>(C) PEOPLE SKILLS areas Such as <input data-bbox="1360 989 1406 1052" type="checkbox"/></p> <p>(i) Managerial Leadership (ii) Conflict Resolving (iii) Building teams (iv) Leading and influencing with Emotional Intelligence</p> <p>(D) TECHNICAL SKILLS areas such as <input data-bbox="1354 1241 1406 1318" type="checkbox"/></p> <p>(i) Six Sigma (ii) Kaizan (iii) 5 “S” (iv) SPC & SQC Techniques</p>

14	<p>As per your Opinion what should be priority of some of the following management development areas?(Pl.rank A to D in order of priority)</p>
	<p>(A) HUMAN POTENTIAL DEVELOPMENT areas such as <input type="checkbox"/></p> <p>(i)PersonalityDevelopment(ii)DecisionMaking(iii)TimeManagement(iv) Managerial Effectiveness</p> <p>(B) COMMUNICATION SKILLS areas such as <input type="checkbox"/></p> <p>(i)Effective Business Communication (ii) Presentation Skills (iii) Readable Business Report</p> <p>(C) PEOPLE SKILLS areas Such as <input type="checkbox"/></p> <p>(i) Managerial Leadership (ii)conflict Resolving (iii) Building teams (iv) Leading and influencing with Emotional Intelligence</p> <p>(D) TECHNICAL SKILLS areas such as <input type="checkbox"/></p> <p>(i) Six Sigma (ii) Kaizan (iii) 5 “S” (iv) SPC & SQC Techniques</p>

<i>Part 3 Training Need Identification</i>	
15	<p>As a manager, you are well versed with the term Training Need Identification</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
16(a)	<p>For TNI, which of the following surveys are conducted in your organization?</p> <p style="text-align: right;">(i)Employee satisfaction surveys <input type="checkbox"/></p> <p style="text-align: right;">(ii)Competency mapping <input type="checkbox"/></p> <p style="text-align: right;">(iii)Motivation Index <input type="checkbox"/></p> <p style="text-align: center;">Any other method. Pl. mention.</p>
16(b)	<p>Were you one of the participants for above surveys conducted in your organization?</p> <p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, then pl. tick for which survey.</p> <p style="text-align: right;">(i)Employee satisfaction surveys <input type="checkbox"/></p> <p style="text-align: right;">(ii)Competency mapping <input type="checkbox"/></p> <p style="text-align: right;">(iii)Motivation Index <input type="checkbox"/></p> <p style="text-align: center;">Any other method. Pl. mention.</p>

<i>Part 4 - Training Objectives communicated to employees</i>		S	A	N	D	S
SA=Strongly Agree/A=Agree/N=Neutral/D=Disagree/ SD=Strongly Disagree		A				D
17	I am consulted before sponsoring me for training					
18	My HRD dept. conducts briefing and debriefing sessions before sponsoring me for training.					
19	Training objectives are communicated to me before I am nominated for training.					
20	Communication between me and my seniors takes place regarding training objectives before I go for training.					

<i>Part 5 - Contents of the Course</i>		S	A	N	D	S
		A				D
21	Content of the training course has a practical application to my job.					
22	Contents of the training course is valuable to my career					
23	Training course has contributed towards value addition to my functional abilities					
24	Training content was well organized					
25	Training programs contained variety of methods					
26	Number of training programs were adequate					
27	Duration of the training programs was adequate					

	<i>Part 6 – Equipments & Facilities</i>	E X	VG	V	F	P
	Ex-Excellent/VG-Very Good/G-Good/F-Fair/P-Poor					
28	Classroom, boarding and lodging facilities					
29	Training Material & Tools					
30	Library facilities and handouts etc					

	<i>Part 7 – The Trainer – My Trainer was able to</i> SA=Strongly Agree/A=Agree/N=Neutral/ D=Disagree/ SD=Strongly Disagree	S A	A	N	D	S D
31	Teach the subject matter thoroughly					
32	Encourage the interest of the trainee on the topics					
33	Explain the program in details					
34	Help me with my problems					
35	Monitor my progress					
36	Give practical examples to support the topic					
37	Give pretest score and post test score					

	<i>Part 8 - Opportunity for Application of Training.</i>	S A	A	N	D	S D
38	When I return from the training I am given adequate/specific free time to reflect and plan the improvements in my area of work					
39	Right kind of climate to implement new ideas and methods acquired through training is provided to me					
40	I feel that I am benefitted from the training Programs and its objectives					
41	Training has contributed towards value addition to my functional abilities.					
42	I am able to do my jobs more efficiently after attending the training.					
43	I feel that I have made some contribution because of training.					
44	Sufficient follow up on learning objectives are made after the training					

<i>Part 9 – Benefits and Effects of the training course</i>						
45	After attending the Training programmes, I can now confidently say that, it					
	<i>Qualities</i>	SA	A	N	D	SD
a)	Increased my work knowledge					
b)	Increased my skills					
c)	Improved my behavior and attitude					
d)	Improved my confidence					
e)	Improved my communication skills					
f)	Increased my motivation level					
g)	Improved teamwork between departments					
h)	Increased my performance					
i)	Increased my involvement with the job					
j)	Increased employee satisfaction					
k)	Any Other					

<i>Part 10 – General comments</i>	
46	Training, according to you is a)Investment <input type="checkbox"/> b) Entertainment <input type="checkbox"/> c) Expenditure <input type="checkbox"/>
47	Are you interested in becoming an internal Trainer in your organization? Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure <input type="checkbox"/>
48	Your suggestions on Training Programmes are accepted by your HR/Training Dept.? Yes <input type="checkbox"/> No <input type="checkbox"/>
49	Any Suggestion you would like to make-

ANNEXURE C

OPEN ENDED INTERVIEW WITH THE HR MANAGER

Q.1 What is your experience about your training and development activities?

Q.2 Your major focus is on which area of training?

Q.3 What is your opinion about duration of the programme?

Q.4 Would you give your views on usefulness of T& D?

Q.5 What evidence you have seen that knowledge and skill obtained through training is being used effectively on the job?

Q.6 What has been the most challenging for you as a head of training department?

Q.7 What has been the most rewarding for you in your role as head of training department?

Q.8 Can you comment upon the current training activities?

Q.9 Any other comments you would make for the effectiveness of training?

ANNEXURE D

STATISTICAL TABLES

Table 1 Cronbach's Coefficient Alpha for Main Survey Questionnaire				
Q. Nos.	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q10	78.02	59.212	.386	.855
Q17	76.11	56.528	.555	.849
Q18	75.80	56.019	.361	.851
Q19	76.07	56.330	.592	.848
Q20	75.72	55.864	.370	.850
Q21	76.08	56.617	.554	.849
Q22	76.09	56.916	.515	.850
Q23	76.10	56.767	.571	.849
Q24	76.04	56.847	.555	.849
Q25	76.03	56.571	.513	.849
Q26	76.01	56.892	.455	.850
Q27	76.01	56.924	.497	.850
Q28	75.05	56.714	.426	.850
Q29	74.97	56.722	.393	.850
Q30	74.82	56.167	.361	.851
Q31	76.04	56.786	.555	.849
Q32	76.03	57.064	.527	.850
Q33	76.02	57.086	.521	.850
Q34	76.04	57.016	.557	.850
Q35	76.00	57.917	.397	.852
Q36	75.99	57.014	.468	.850
Q37	76.06	57.503	.497	.851
Q38	76.09	56.711	.611	.849
Q39	76.04	56.955	.557	.850
Q40	76.09	56.547	.648	.848
Q41	76.07	56.574	.615	.849
Q42	76.08	56.565	.624	.848
Q43	76.07	56.642	.585	.849
Q44	75.99	57.036	.411	.851
Q45a	76.35	54.697	.157	.871
Q45b	76.26	56.386	.402	.850
Q45c	76.32	55.916	.449	.849

Q. Nos.	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q45d	76.35	56.767	.307	.852
Q45e	76.16	50.994	.179	.897
Q45f	76.30	55.498	.487	.848
Q45g	75.57	54.779	.426	.849
Q45h	76.22	55.402	.583	.847
Q45i	76.20	55.684	.523	.848
Q45j	75.43	56.153	.340	.851

Table 2 Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.858	.935	39

Table 3 Descriptive Statistics regarding Employees' Impression about Training Programme						
		Number	Mean	Standard Deviation	Minimum	Maximum
Q10	Impression about the training	282.000	2.880	.412	1	5

Table 4 Descriptive Statistics regarding Employees' perception about Training Objectives communicated to employees						
		Number	Mean	Standard Deviation	Minimum	Maximum
Q17	Consulting before sponsoring	282	1.91	.310	1	5
Q18	Conduction of briefing and debriefing sessions	282	2.22	.537	1	5
Q19	Communication of training objectives	282	1.95	.313	1	5
Q20	Communication between me and seniors	282	2.30	.551	1	5

Table 5 Descriptive Statistics regarding Employees' perception about Contents of the course						
		Number	Mean	Standard Deviation	Minimum	Maximum
Q21	Practical application of the content	282	1.94	.300	1	5
Q22	Content is valuable to career	282	1.93	.285	1	5
Q23	Contribution towards value addition	282	1.92	.276	1	5
Q24	Content is well organized	282	1.97	.274	1	5
Q25	Variety of methods	282	1.99	.328	1	5
Q26	Adequacy of training	282	2.00	.323	1	
Q27	Adequacy of duration of training	282	2.01	.294	1	5

Table 6 Descriptive Statistics regarding Employees' perception about Equipments and facilities						
		Number	Mean	Standard Deviation	Minimum	Maximum
Q28	Classroom, boarding, lodging facilities	282	2.97	.369	1	5
Q29	Quality of Training Material and Tools	282	3.05	.395	1	5
Q30	Library facilities and Hand outs	282	3.19	.514	1	5

Table 7 Descriptive Statistics regarding Employees' perception about the Trainers						
		Number	Mean	Standard Deviation	Minimum	Maximum
Q31	Teach subject thoroughly	282	1.98	.280	1	5
Q32	Encourage the interest on topic	282	1.99	.261	1	5
Q33	Explain programme in detail	282	2.00	.261	1	5
Q34	Help trainees with problems	282	1.98	.254	1	5
Q35	Monitor trainee progress	282	2.01	.207	1	5
Q36	Give practical example	282	2.03	.298	1	5
Q37	Give pre-test and post-test score	282	1.96	.220	1	5

		Number	Mean	Standard Deviation	Minimum	Maximum
Q38	Adequate free time to plan improvement	282	1.92	.264	1	5
Q39	Right climate to implement new ideas	282	1.97	.260	1	5
Q40	Benefits from training programme	282	1.93	.266	1	5
Q41	Contribution towards functional abilities	282	1.95	.277	1	5
Q42	Increase in efficiency	282	1.94	.274	1	5
Q43	Contribution due to training	282	1.95	.283	1	5
Q44	Follow-up on learning objectives	282	2.03	.333	1	5

		Number	Mean	Standard Deviation	Minimum	Maximum
Q45a	Increase in work knowledge	282	1.66	1.261	1	5
Q45b	Increase in skills	282	1.76	.436	1	5
Q45c	Improvement in behaviour and attitude	282	1.70	.460	1	5
Q45d	Improvement in confidence	282	1.67	.479	1	5
Q45e	Improvement in communication skills	282	1.85	1.859	1	5
Q45f	Increase in motivation	282	1.72	.481	1	5
Q45g	Improvement in teamwork between departments	282	2.45	.638	1	5
Q45h	Increase in performance	282	1.80	.419	1	5
Q45i	Increase in job involvement	282	1.82	.428	1	5
Q45j	Increase in satisfaction levels	282	2.58	.542	1	5

Table 10 Correlation of Part 7 with Part 9											N= 282
		Increase in work knowledge	Increase in skills	Improvement in behaviour and attitude	Improvement in confidence	Improvement in communication skills	Increase in motivation	Improvement in teamwork between departments	Increase in performance	Increase in job involvement	Increase in satisfaction levels
Teach subject thoroughly	Pearson Correlation	.101	.222**	.283**	.268**	.056	.249**	.212**	.361**	.324**	.153*
	Sig. (2-tailed)	.091	.000	.000	.000	.351	.000	.000	.000	.000	.010
Encourage the interest on topic	Pearson Correlation	.098	.230**	.271**	.259**	.056	.234**	.242**	.210**	.270**	.221**
	Sig. (2-tailed)	.102	.000	.000	.000	.350	.000	.000	.000	.000	.000
Explain programme in detail	Pearson Correlation	.083	.245**	.170**	.278**	.051	.221**	.159**	.256**	.345**	.116
	Sig. (2-tailed)	.163	.000	.004	.000	.397	.000	.008	.000	.000	.053
Help trainees with problems	Pearson Correlation	.101	.213**	.190**	.267**	.047	.216**	.301**	.230**	.260**	.247**
	Sig. (2-tailed)	.092	.000	.001	.000	.437	.000	.000	.000	.000	.000
Monitor trainee progress	Pearson Correlation	.046	.117*	.083	.156**	.034	.148*	.141*	.157**	.150*	.149*
	Sig. (2-tailed)	.440	.049	.165	.009	.575	.013	.018	.008	.012	.012
Give practical example	Pearson Correlation	.087	.197**	.123*	.225**	.035	.188**	.206**	.167**	.297**	.172**
	Sig. (2-tailed)	.147	.001	.039	.000	.563	.002	.001	.005	.000	.004
Give pre-test and post-test score	Pearson Correlation	.076	.230**	.261**	.241**	.054	.192**	.161**	.296**	.258**	.119*
	Sig. (2-tailed)	.202	.000	.000	.000	.363	.001	.007	.000	.000	.047
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											

Table 11 Correlation of Part 8 with Part 9											N= 282
		Increase in work knowledge	Increase in skills	Improvement in behaviour and attitude	Improvement in confidence	Improvement in communication skills	Increase in motivation	Improvement in teamwork between departments	Increase in performance	Increase in job involvement	Increase in satisfaction levels
Adequate free time to plan improvement	Pearson Correlation	.121*	.236**	.270**	.217**	.055	.246**	.244**	.337**	.278**	.141*
	Sig. (2-tailed)	.042	.000	.000	.000	.356	.000	.000	.000	.000	.018
Right climate to implement new ideas	Pearson Correlation	.072	.295**	.206**	.280**	.059	.231**	.217**	.317**	.312**	.255**
	Sig. (2-tailed)	.227	.000	.001	.000	.323	.000	.000	.000	.000	.000
Benefits from training programme	Pearson Correlation	.123*	.293**	.300**	.276**	.074	.301**	.261**	.394**	.393**	.174**
	Sig. (2-tailed)	.039	.000	.000	.000	.218	.000	.000	.000	.000	.003
Contribution towards functional abilities	Pearson Correlation	.105	.317**	.331**	.282**	.069	.219**	.186**	.379**	.436**	.194**
	Sig. (2-tailed)	.078	.000	.000	.000	.247	.000	.002	.000	.000	.001
Increase in efficiency	Pearson Correlation	.134*	.292**	.357**	.304**	.073	.328**	.265**	.358**	.418**	.204**
	Sig. (2-tailed)	.025	.000	.000	.000	.224	.000	.000	.000	.000	.001
Contribution due to training	Pearson Correlation	.104	.291**	.302**	.254**	.051	.222**	.196**	.352**	.379**	.190**
	Sig. (2-tailed)	.081	.000	.000	.000	.394	.000	.001	.000	.000	.001
Follow-up on learning objectives	Pearson Correlation	.072	.239**	.096	.187**	.029	.178**	.115	.113	.157**	.078
	Sig. (2-tailed)	.230	.000	.107	.002	.625	.003	.053	.058	.008	.192
**. Correlation is significant at the 0.01 level (2-tailed).											
*. Correlation is significant at the 0.05 level (2-tailed).											