THEORETICAL FRAMEWORK ON THE EFFECTIVENESS OF TRAINING & DEVELOPMENT - “REVIEW OF LITERATURE”

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ABSTRACT
The paper intends to review the literature on Training & development. It proposes to explore the importance & effectiveness of Training & development in IT companies. The paper proposes an empirical study on importance & effectiveness of Training & development through a survey on Heads who in turn evaluate the Staffs at work. Training and development plays an important role in the effectiveness of organizations and to make experience people to do work effectively. It is said that training has implications for productivity, commitment to the work and personal development. All corporate / companies must train people and develop their staff. Most of the organization are aware of this requirement and make invest and do many things for training and development. The training which we give to the staffs may be technical training or soft skills / behavioral training. It is also said making investment in training and development in companies in generally said to be as good management practice and to maintain appropriate expertise in the particular field and in future too. The objective of the research paper is to collect and analyze data regarding the importance and effectiveness of training and development. The research will enable us to identify the training importance & effectiveness.

Keywords: Training & development and IT companies

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1. INTRODUCTION
Training is said to be the acquisition of knowledge of skills, and the competencies. It has specific goals of improving one’s knowledge, skills and their capacity, capability, performance and their productivity. It is said that observers of labour market has clearly mentioned, more than initial qualifications for a work, to upgrade and update skills. Vigorous training and development should be three in the organization. Thus the training and development is the branch of human resource function. It is said that only training & development is much important because it leads to a maximum utilization of all the sum of firm. Thus the skills which were utilized by the human resource of firm can increase in output, quality improvement at the company. Training & development increase in efficiency, increase of morale of employees, better human relatives, reduction in supervision, increased in organizational liability & flexibility. Training is said that both physically, socially, intellectually and mentally are very essential in facilitating the level of productivity, it also increase the development of personal in any organizations with that training is a systematic development of the knowledge, skills which is being required by employees to perform adequately on a given task or a job. Training can take place by number of ways, on the job on the job. Many researchers observed and said that staff training & development is a work or an activity that makes a significant contribution to the overall effectiveness & profitability to the organization. Training should provide a systematic approach to human being. It clearly focuses on the importance and effectiveness of training and development which play a vital role in effectiveness of organization, to enhance the working atmosphere with the positive attitude; Ensuring the effectiveness of training session with the updated techniques in soft skills behavioral approach. To Update and check the overall development of the organization and the staff as well.

In summary, this importance and effectiveness of training and development is significant because it will be greatly impact the university. Moreover high quality performance is demanded by university; hence we should go with the rapid changes the terms of knowledge, technology and academic assignments. The objective of the training of effectiveness is important because it sheds lights on many aspects. However, unfortunately in today’s organization, this mechanism of training evaluation should be taken into consideration. We have to continuously adopt to suit our current needs this is how possible our training leads to effective training.

Hence after identification of the important and effectiveness of training the next steps is to concentrate overall objective of the research paper is to fill the gap between existing training and get the important and effective of training at IT companies. Developing an effective employee training program is vital to the long-term success of the university. Training programs will be providing multiple benefits for employees and the company, but only if they are carefully planned and properly implemented. Clear understanding of policies, job functions, goals and company philosophy lead to increased motivation, morale and productivity for employees, and higher profits for university. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of your training program will assist in creating a clearly defined and effective program.

2. REVIEW OF LITERATURE

The purpose of this study is to extend previous findings and examine various organisational factors, which have not been studied sufficiently, that influence training
transfer. A conceptual model based on previous research work is hypothesised and tested. The sample included 123 full-time employees working at one of the major public sector organisations operating in India.

The result suggested that training transfer climate; training awareness, participation and involvement in training decision and training assessment mechanism were found to be positively and significantly related to perceived training transfer.

Typical limitations consistent with self-report measures (e.g. social desirability) apply to this study as well. Another limitation was the small sample size. Future studies should assess a large sample size. Future research may assess the extent to which not only trainees but also other training stakeholders, such as trainers and supervisors, feel accountable and responsible for training and its transfer. This would provide a stronger test of the accountability hypothesis. It would also be worthwhile to study the type of evaluation/assessment mechanism that would be more appropriate for training transfer.

Organisations should take care of these organisational factors for increasing the transfer of training at the workplace. Organisations can have better control over these factors compared to individual-related variables. Future research studies may also look at the role of evaluation/assessment feedback in training transfer. Finally, the mediating or moderating role of some of the organisational factors can also be considered for future research work. This study is an attempt to add value to the present literature on training transfer by focusing on organisational factors. Most factors studied were neglected by previous research studies. Hence, this is a moderate attempt to add to the transfer of training literature.


Situational judgment tests (SJTs) are widely used in personnel selection but have not been empirically explored as methods of training design. The purpose of this paper is to evaluate SJT-based training as a workplace training design method which utilizes active learning and structured feedback to enhance learning of both procedural and declarative knowledge. Volunteers (n=416) were randomly assigned to full-length lecture-based training or abbreviated lecture-based training followed by 15 minutes of SJT-based training. Knowledge of training content was assessed at pre-test and three weeks after training.

SJT-based trainees showed greater improvement on declarative and procedural knowledge than those in traditional training. The results indicate that integrating the SJT methodology into training delivery may lead to greater mastery of declarative and procedural knowledge relative to exclusive use of lecture-based training methods. Findings suggest that the relatively inexpensive, low-fidelity scenario-based training methodology the authors detail may increase retention of training material compared to more traditional training methods. This is the first study to incorporate SJT methodology into the design of training content and to demonstrate that such content can produce greater retention of both declarative and procedural content.


This study aims to explore the phenomenon of training engagement from the trainers’ perspective. Specifically, two questions guided this inquiry. First, how do trainers define engagement in the training context? And what strategies do trainers use to engage trainees? The collective case study approach was adopted for this qualitative study. Seven cases were selected for in-depth analyses. Data were collected through individual, face-to-face interviews and analyzed using the constant comparative analysis method. Major
findings suggest that engaging training practices take various forms. They include being trainee-centred, maximizing learning through entertaining and interesting instruction, accommodating different learning styles, eliciting trainee participation by creating an encouraging learning environment and connecting with trainees by building rapport early in a training session.

The small sample limits the generalizability of the findings. However, this study expands training literature by focusing on an under-explored research area, the role of engaging trainees in maximizing learning outcomes. For trainers, this study offered some specific strategies they can use to engage learners in the training context to achieve desired learning outcomes. In addition, the seven cases selected for this study may be used as a benchmark against which both experienced and novice trainers compared their own practices. This is one of very few qualitative studies with a focus on emotional aspects involved in training. The rich data from this study shed light on areas for future improvement, particularly regarding how to effectively engage trainees to maximize learning outcomes.


As an alternative way of tourism, disabled tourism has its own characteristics due to the fact that disabled tourists are likely to have different needs and expectations throughout their vacations at a destination. Therefore, this chapter aims to provide a generic overview of disabled tourism and identify if there would be any requirements for developing training programs and examine their contexts. The discussion of results is based on undertaking an interview survey among the executive managers of travel agencies and hotel businesses operating in a resort town of Turkey. Although the respondents emphasize the importance of training programs, unfortunately there is much less improvement in terms of facilities for disabled visitors.


The purpose of this paper is to discover trainer variables that act as driving forces on training effectiveness. This can be a catalyst for improving the quality of training outcomes thereby making training firms more competitive as well as bridge the gap in literature. This qualitative research study used the grounded theory methodology. Data analysis was performed using open, axial and selective coding with a discursive set of theoretical propositions emerging. Qualitative data were collected through a focus group, one-on-one interviews and secondary sources. The subjects comprised primarily 26 past participants to the researcher’s firm’s training programs.

Seven major trainer attributes – facilitator disposition, real life examples, group work, interaction, participant involvement, stories/illustrations and demonstrations were recognized by trainees whose post-training appraisals confirm that the training was effective. This trainer attributes combine with environmental factors to trigger trainee characteristics leading to behaviour change and performance improvement. The paper makes a significant contribution to training evaluation literature. Researchers can take up any of the discovered attributes to further refine training evaluation theories or models. New knowledge can be utilized to improve quality training presentations to improve learning outcomes. Organizational performance improvement, which is the desired return on investment of training, can better be achieved.

This paper aims to contribute to a general understanding of mental practice by investigating the utility of and participant reaction to a virtual reality maintenance training among underground coal mine first responders. Researchers at the National Institute for Occupational Safety and Health’s Office of Mine Safety and Health Research (OMSHR) developed software to provide opportunities for mine rescue team members to learn to inspect, assemble and test their closed-circuit breathing apparatus and to practice those skills. In total, 31 mine rescue team members utilized OMSHR’s BG 4 Benching Trainer software and provided feedback to the development team. After training, participants completed a brief post-training questionnaire, which included demographics, perceived training climate and general training evaluation items.

The results overall indicate a generally positive reaction to and high perceived utility of the BG 4 benching software. In addition, the perceived training climate appears to have an effect on the perceived utility of the mental practice virtual reality game, with bench men from mines with more positive training climates reporting greater perceived efficacy in the training’s ability to prepare trainees for real emergencies. This paper helps to broaden current applications of mental practice and is one of the few empirical investigations into a non-rehabilitation virtual reality extension of mental practice. This paper also contributes to the growing literature advocating for greater usage of accurate and well-informed mental practice techniques, tools and methodologies, especially for occupational populations with limitations on exposure to hands-on training.


Of the various factors directly or indirectly influencing transfer of training, supervisor support as a work environment variable is found to have diverse relationships with transfer, further complicated with the perspective of time. The purpose of this paper is to bring together findings from past research to have a better insight on the impact of supervisor support on training transfer. A qualitative approach has been adopted to review existing research on the selected constructs.

Literature reveals divergent influences of supervisor support on transfer: some researchers have established a direct-indirect relationship; some opine a positive-negative relationship and few show mixed results. Usually the relation is found to be indirect when trainee characteristics have been used as mediators. The authors may infer that the influence of supervisor support on transfer is contextual and nothing can be said affirmatively on their relation.

Supervisors can harness trainee characteristics by enhancing their motivation to learn and motivation to transfer. They can familiarize trainees with the programme, discuss how to apply newly learnt skills to jobs, set goals and provide timely feedback. Trainers should train supervisors about how to support trainees before, during and after training. Overall, organizations must structure the role of supervisors in a way that would ensure maximized training transfer and effective management of a training programme. This study provides a better understanding of the association between supervisor support and training transfer, taking into consideration all dimensions, namely positive or negative, direct or indirect and even mixed.

This paper aims to investigate barriers to employee participation in voluntary formal training and development opportunities from the perspective of employees in small engineering businesses. An exploratory qualitative methodology involving data collection via site visits and in-depth semi-structured interviews with 20 employees in five small engineering businesses was used. Interviews explored the role of developmental proactively and employees’ perceptions of conditions in the immediate work environment and industry sector that represent barriers to their participation in formal training and development. Interview transcripts were analysed using thematic analysis.

Three key findings are as follows. First, proactive behaviour regarding access to external training and development is muted in small business settings because of strong resource allocation norms. Second, factors in the internal work environment rather than the industry sector constitute the major barriers to training and development. Third, owner-managers and employees appear to have significantly differing perspectives of barriers to training and development. The findings suggest avenues for future research. These include examining how workplace norms influence employee behaviour with regard to accessing formal training and development and investigating the learning strategies that employees use to compensate for a lack of access to training and development.

Research into relatively low levels of employee participation in formal training and development in small businesses is deficient because it predominantly involves surveys of owner-managers’ opinions. This study is novel because it seeks to generate new insights not previously articulated by employees. The study yielded four propositions that have practical and research implications.


The purpose of this paper is to investigate workplace learning in the context of the rail industry, specifically for the type of learning required to become a train driver. It examines the impact of changes to the traditional learning model, and explores the potential of mentoring in the learning/training model. This paper uses a participative research approach to examine training experiences with trainee drivers and driver trainers (n = 61) in six Australian rail organisations. The data are synthesised based on an inductive thematic analysis from focus groups, interviews and cab-rides.

Current driver-learning approaches contain a number of haphazard elements that provide an unfavourable learning experience. Mentoring practices appear to be happening incidentally, despite train drivers wanting mentoring experiences. In the designing and planning of new driver-learning frameworks, it is important to identify the unintended consequences of implementing a condensed “classroom” curriculum. The condensed and accelerated driver-learning model currently used could be enhanced through the incorporation of a mentoring process. The article fills an important research gap in the space of workplace learning and mentoring in the rail industry. The themes and findings provide a basis for why mentoring should be integrated as part of the training process. It draws attention to the importance of the situational context, and contributes to communities of practice by outlining important considerations for a holistic model of mentoring in the rail industry.

The purpose of this paper is to explore the nature and extent of management development and training in Palestinian telecommunication organizations using a basic dichotomous (three-stage) model: needs assessment, training development, and evaluation. A survey questionnaires supported by semi-structured interviews was conducted to capture and corroborate the issues raised by middle and senior managers. Subsequently, the valid data were analysed using Statistical Package for the Social Sciences and was tabulated for the purpose of interpretation and comparison with the findings available from literature.

Despite the systematic approach to training and development, the findings revealed inadequacy deriving from heavy emphasis on conventional methods throughout the three stages particularly the formal in-house training; the current system does not offer a holistic approach to meet the challenging needs for management development. The study adopts an exploratory in depth empirical investigation in Palestinian telecommunication organizations; it provides insight into management training and development in the private sector in Palestine. It has profound theoretical and practical implications for the increased effectiveness of management in the region and beyond.

The use of dichotomous approach explores the entire process, rather than implementation alone, thus the findings will have practical implications for the researcher and practitioners to design, implement, and systematically appraise the effectiveness of training development initiatives. This paper offers both professionals and academics a fresh perspective on training and development in Palestinian telecommunication organizations; it highlights the importance of such activity, and stresses on the need for the design of programmes that can adequately incorporate the individual and corporate needs for development.


This study aims to develop the scale for perception of training comprehensiveness and attempts to examine the influence of perception of training comprehensiveness on role behaviour: teachers’ efficacy as a mediator and job autonomy as a moderator. Through the steps for a generation, refinement, purification and validation of the scale, the measures of training comprehensiveness are defined, followed by an exploratory factor analysis. In all, 961 primary school teachers and 323 principals participated in the study. Teachers rated their perception of training comprehensiveness, self-efficacy and job autonomy, while principals rated the role behaviour of teachers, to avoid self-reporting biases.

Regression analysis showed that training comprehensiveness affects teachers’ self-efficacy, higher teachers’ efficacy increases the teachers’ role behaviour, training comprehensiveness indirectly influences role behaviour and job autonomy moderated the channel of teachers’ efficacy and role behaviour. These results indicated that in primary schools specifically in rural areas of India, individual perception of training, skill development and human resource development practice induces teachers’ role behaviour via raising their efficacy to combat with adverse situations. Job autonomy on an independent basis moderates the positive relationship between self-efficacy and role behaviour.


In this study of 815 military personnel, the purpose of this paper is to examine how perceived leader behaviours are related to trainee perceptions of leader training priorities and to trainee priority for training, and whether trainee motivation to transfer of training moderated the relationship between trainee perceptions and trainee priority for training.
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Participants who were experienced job incumbents responded to a survey related to foreign language usage, training, and policy.

When leaders showed support for training through their actions, trainees were more likely to perceive their leaders as placing a higher priority on training. Leader behaviours predicted trainee priority to train, because trainees believed their leaders set a higher priority for training. The leader behaviours that were important for trainees’ priority to train were discretionary behaviours, not those leader behaviours mandated by the organization. Trainee perceptions of leader priority were more positively predictive of trainees’ priority to train for trainees with less motivation to transfer of training.

Supervisor support is an important predictor of training outcomes. The authors expand this literature by focussing on the signals that leaders send to their subordinates regarding training priority. Leaders who exhibited discretionary behaviours in support of training appeared to create an environment in which trainees placed greater importance on training. Organizations need to be aware that mandating training activities might not be as important as encouraging leaders to place value on discretionary activities.


The purpose of this study is to highlight the importance of selected environmental, situational and individual factors in the training transfer process. This study proposes and tests a framework via structural equation modelling by including supervisor and peer support, instrumentality and learner readiness on 503 Malaysian bank employees. It proposes a modified and improved scale for learner readiness previously developed by Holton et al.

As hypothesized, supervisor and peer support increase the motivation level of the trainee to transfer the learned skills. The findings of this study will help researchers to resolve the conflict among past researchers about the role of peer and supervisor support in training transfer process. In addition, an improved scale of learner readiness is used and the result indicates a significant relationship between learner readiness and transfer motivation. Furthermore, this study explains the importance of intrinsic rewards and finds that intrinsic rewards make trainees retain more skills and learned skills are transferred to the work place. The findings of this research would be helpful for human resource development professionals to develop effective strategies in order to maximize the training transfer and effectively manage the training program. The findings of this research explained the role of stakeholders – trainers, trainees, supervisors, peers and top management – which will maximize the training transfer at the work place.


The purpose of this paper is to elaborate how an adult development perspective can further the understanding of developmental networks as holding environments for developing leaders confronted with challenging experiences. The article utilizes constructive developmental theory (C-D theory) to explore and address the implications of an adult development lens for leader development, especially as they confront complex leadership challenges that trigger anxiety. Theoretical propositions suggest different kinds of holding behaviours (e.g. confirmation, contradiction, and continuity) necessary
for enabling growth and effectiveness for leaders located in different developmental orders.

Propositions offered can guide future researchers to explore how leaders confronted with different kinds of leadership challenges sustain responsive developmental networks over time and how the developers in the leader's network coordinate to provide confirmation, contradiction, and continuity needed for leader development. Leaders and their developers should reflect on how developmental orders may determine which types of holding behaviours are necessary for producing leader effectiveness amidst challenging leadership experiences. Organizations should provide assessment centres and appropriate training and development interventions to facilitate this reflection.

This paper demonstrates the important role that developmental relationships play in leadership effectiveness and growth over time. Individuals and organizations are urged to attend to the quality and availability of high quality developmental relationships for purposes of continuous learning and development. This article re-conceptualizes developmental network as holding environments that can enable leader's growth as an adult and, hence, increase their effectiveness as leaders amidst complex leadership challenges.


The purpose of this paper is to explore and present a higher education initiative towards the training and development of Eastern European citizens, who migrate to Greece, in pursuit of bettering their economic conditions and, simultaneously, become evolving social entities, adaptable to heterogeneous environments. Motivated by the motto “education for all”, the initiative is based on data drawn from local and public authorities and interviews that were carried out with immigrants, mainly from Albania and Ukraine.

This paper proposes a learning policy and training mechanism for foreigners and the establishment of a Mediator Office providing educational services. Further efforts are necessary to improve the teaching content in order to be in full conformity with the characteristics and requirements of non-native learners. Some of the constraints hampering the implementation of this initiative are the lack of the necessary financial resources, the absence of legal framework, as well as the shortage of bilingual adult training and education instructors. There have been limited autonomous educational programmes concerning immigrants’ lifelong learning provided by the Greek Ministry of Education, focused mainly on the Greek language and history learning. This work introduces a novel educational structure, which may be established in any higher education institution and which will involve anyone in any kind of subject, anytime and anywhere.


The purpose of the study is to develop a framework to evaluate employee satisfaction with the training program by capturing its key indicators. An instrument was devised through an extensive literature review. Data from the respondents were subjected to analysis using the statistical software SPSS. Four subscales were found to have a significant contribution towards establishment of an effective training program. The study identified potential enablers of a successful training program. The research highlighted the needs of business to concentrate on building employee capacity and focusing on employee development to attain job satisfaction. Where much of the research is focused on training effects, little research had been focused on development of an integrated scale for the measurement of training effectiveness. The study
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fills this gap and also undertakes the formulation of a scale measuring satisfaction with employee development interventions.


The paper aims to ascertain the predictors of training effectiveness with special reference to the characteristics of trainers. Characteristics of trainers as obtained from the extant literature served as seven independent variables to predict training effectiveness, measured in terms of trainee satisfaction with the training programme. Data were collected by administering a structured questionnaire on employees selected through simple random sampling. A total of 80 responses were obtained and subjected to multiple regression analysis. Of the seven independent variables, only two, namely trainer's comfort level with the subject matter and trainer's rapport with trainees, were found to be the significant predictors of trainee satisfaction. Hence, the hypothesis that all seven independent variables are significant predictors of trainee satisfaction was partially proved. Training programmes should be designed keeping in mind the knowledge level of trainers and their interpersonal skills. The paper suggests some measures that a trainer may adopt for a better learning experience of the participants.

3. CONCLUSION

The above literature lucidly states the importance of training and development in improving the employee performance. Training and development programs play a vital role in every organization. These programs improve Employee Performance at workplace, it updates Employee Knowledge and enhances their personal Skills and it helps in avoiding Managerial Obsolescence. With the use of these programs, it is easier for the management to evaluate the job performance and accordingly take decisions like employee Promotion, rewards, compensations, welfare facilities, etc. These training programs also help the managers in succession planning, employee retention and motivation. It creates Efficient and Effective employees in the Organization. The need for training & development is determined by the employee’s performance deficiency, computed as follows:

Training & Development need = Standard performance – Actual performance

Training enhances the overall performance of an organization in various ways. The major areas where employees are normally trained in an organization are Soft- skill Development, Personality Development, Interpersonal Relationship, Problem solving techniques, Managerial and Supervisory Training Program, quality improvement programs, technical processes, quality circle programs, Time management skills, employee efficiency development programs, violence prevention programs, regulatory compliances, goal setting and implementation of programs, workplace safety management, workplace communication, and so on. Training enables the employees to develop their skills within the organization and hence naturally helps to increase the organization’s market value, earning power of the employees and job security of the employees. Training moulds the employee’s attitude and helps them to achieve a better cooperation within the organization. Training and Development programs improve the quality of work-life by creating an employee supportive workplace.
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