
THE CRITICAL ANALYSIS ON EFFICACY OF TRAINING PROGRAMME IN MANUFACTURING COMPANY

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ABSTRACT

To meet the challenges of business environment and to be competitive in the market organization should train employees. Training is about the acquisition of knowledge, skills, and abilities (KSA) through professional development. It helps measure the performance of the employees by evaluating the training given and comparing the individual and group's latest output with the output given before training programme. Following training, its evaluation ensures whether employees are able to implement their learning in their respective workplace. "Training value should be quite more than that of its cost", (P. Subba Rao).

KEYWORDS: *Training, Training effectiveness, Training Evaluation.*

INTRODUCTION

"Training, Education, & Development are three terms frequently used. On the face of it, there might not appear any difference between them, but when a deep thought is given, there appears some difference between them. In all 'Training' there is some 'education' and in all 'education' there is some 'training'. And the two process cannot be separated from 'development'", (C.B. Mamoria & S.V. Gankar). Training is about knowing where you stand (no matter how good or bad the current situation looks) at present, and where you will be after some point of time. The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. Development of the employee comes handy with training activities, making them much more capable in outperforming various activities with high professions and accuracy by using advance technical/mechanical tools and equipment's.

"Training evaluation refers to the process of collecting the outcomes needed to determine whether training is effective" (Raymond Neo). It also ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routine.

"Training effectiveness refers to the benefits that the company and the trainees receive from training. Benefits for trainees may include learning skills or behavior. Benefits for the company may

include increased sale & more satisfied customers” (**Raymond Neo**). It can justify the expenditure incurred in giving training and help the organization to determine to what extent, objectives have been achieved, whether the results are far away from the target or are nearby the target. Evaluation helps to improve quality of training activities, ability of the trainers to relate inputs to outputs.

Perspective of training efficacy dimension

The evaluation model of **Dr. Donald Kirk Patrick** measures training outcome at four levels.

1. Participants reactions to the training program
2. Changes in attitude, knowledge or skill levels
3. Changes in work behaviors
4. Changes in organizationally desired outcomes

Although it is useful to know that participants have absorbed the new skills and knowledge, a positive outcome here does not mean that the participants will use the new learning when they are back to the job.(Jack Philips,2005). To make the training effective, implementation of the skills, tools and techniques is the key. Managers are responsible to ensure that the implementation happens at the right time with the right intensity and commitment. Only this will ensure a change in work behavior. According to Jack Philips, when a training program is implemented, it should create a chain of impact at several levels beginning at satisfaction/planned action and ending in ROI. When business results and ROI are to be measured it is also important to evaluate the other levels. A chain of impact should occur through the levels as skills and knowledge learned and or applied on the job to produce business impact. If measurements are not taken at each level, it is difficult in the end to conclude that the business results achieved were actually caused by the program.

OBJECTIVE OF THE STUDY

- ¥ To identify how training assists the employees to acquire skills, knowledge and attitude and also enhance the same.
- ¥ To study the effectiveness of the training and its resultant in the performance of the employees.

LITERATURE REVIEW

According to **Dr. B.K. Punia & Saurabh Kant (2013)**, the purpose of the paper is to study the factors affecting the training effectiveness and how it can be measured. In order to be training more effective, it has to be associated with organizational strategy, so it would be easy to check whether training programme is effective. Motivation, attitude & emotional intelligence proved to be the dominant on other factors while training. Managers are responsible to motivate the employee to learn new abilities & skills, and even support them to practice the same.

According to **Rama Devi V & Nagurvali Shaik (2012)**, the study was endeavor to measure the training effectiveness and to propose a new model. Training need, training design, trainer performance, and trainees' performance helps to evaluate the training effectiveness. Training helps organization to achieve the strategy objective and to be competitive. Organization should evaluate whether training programme are effective and produce desired result, as there is casual relation between training & performance of employees.

According to **AlYahya Mohammed Saad & Dr. Norsiah Binti Mat**, the study is to review the model of training effectiveness to execute the planning, designing & implementing training programme. There are many barriers and obstacles in training effectiveness, for instance, inadequate & poorly executed appraisal system, unreliable job description etc. So to overcome the barrier Training need & objective must be properly defined.

According to **P.K. Rajeev**, "The paper first highlights the importance of training and then moves on to the critical factors in various stages of training intervention including planning stage, understanding-training-need stage, pre-training stage and training stage. A well trained employee becomes an asset".

"Reaction" measures aren't good substitutes for measuring learning or results. Unfortunately, only about 10% to 35% of trainees are transferring what they learned to their jobs a year after training. Managers can improve this. Prior to training, get trainee & supervisor input in designing the program, institute a training attendance policy, and encourage employees to participate. During training, provide trainees with training experience and conditions (surroundings, equipment) that resemble the actual work environment. After training reinforce what trainees learned, for instance, by appraising and

rewarding employees for using new skills, and by ensuring they have the tools and materials they need to use their new skills”, (Gary Dessler).

RESEARCH METHODOLOGY

“There are actually two basic issues to address when evaluating training programs. The first is the design of the evaluation study & the second issue is: What should we measure?” (Gary Dessler).

Questionnaire was prepared for the evaluation of the performance to check the effectiveness of training imparted. The questionnaire is framed and analyzed on Kirkpatrick Evaluation Model which includes Reaction, Learning, Behavior and Results (Dr. Donald Kirkpatrick). The parameters were measured using 5 point Likert scale. Research was carried out by taking a sample of 40 employees who have undergone the training programme in last 6 months.

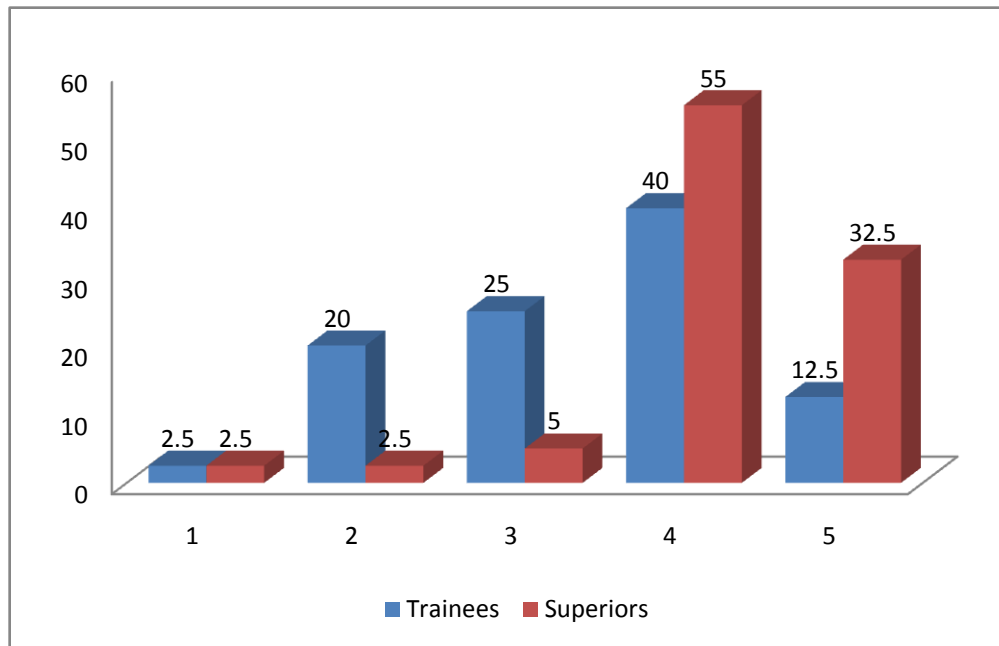
Parameters for evaluation

Training would be evaluated on following 6 parameters:

- ¥ Objectives of training.
- ¥ Understanding and skill of subject.
- ¥ On the job application.
- ¥ Performance improvement.
- ¥ Behavior impact.
- ¥ Business decision.

DATA ANALYSIS & INTERPRETATION

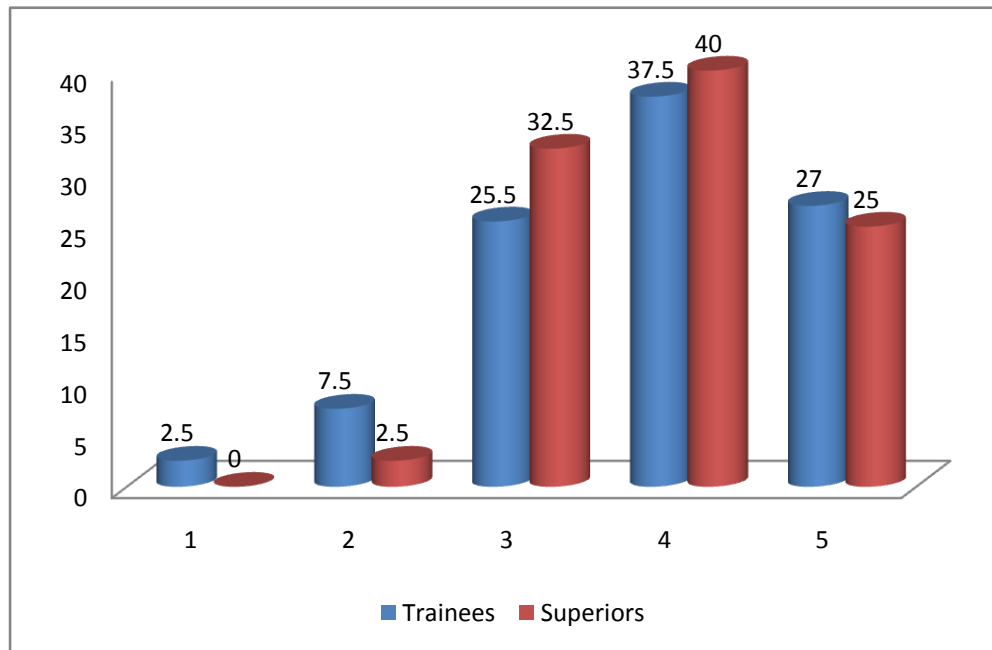
Evaluation is done on the basis of 6 parameters, so let's see the graphical representation on it.

ANALYSIS AND COMPARISON OF TRAINEES AND SUPERIOR**I. OBJECTIVE OF THE TRAINING**

1	2	3	4	5
Totally disagree	Partial disagree	Uncertain	Partial Agree	Totally Agree

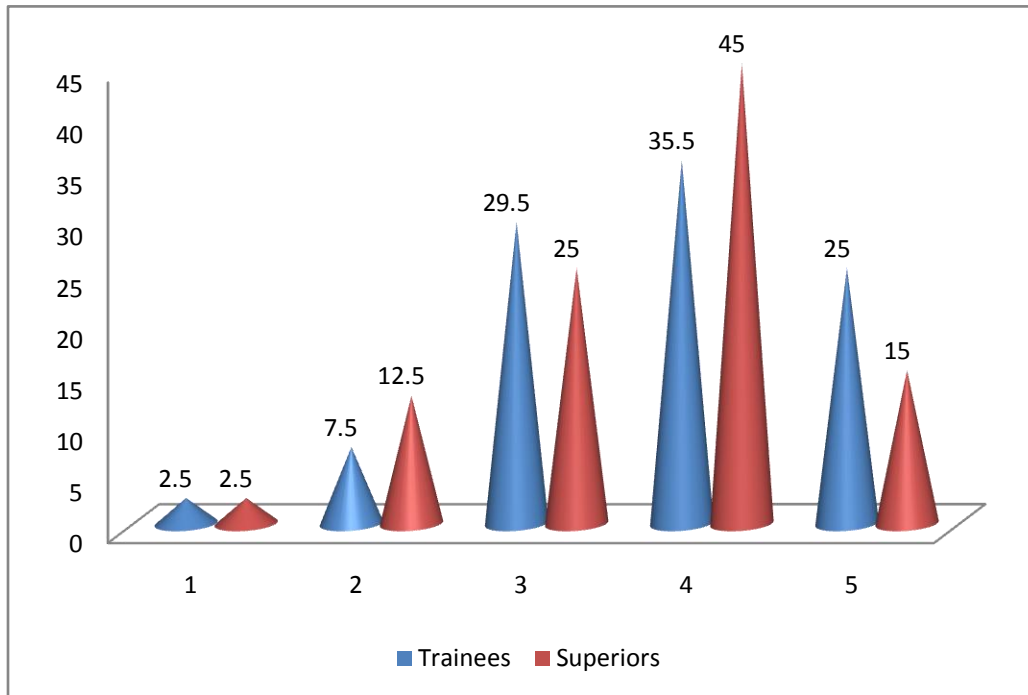
The above graph shows the comparison of trainee and supervisor with respect to objective of the training. The dual colour graphs on X axis are of trainee and supervisor rated on scale of 1 to 5 from totally disagree to totally agree while Y axis represent percentage of score on the questionnaire.

II. UNDERSTANDING AND SKILL OF SUBJECT.



1	2	3	4	5
Totally disagree	Partial disagree	Uncertain	Partial Agree	Totally Agree

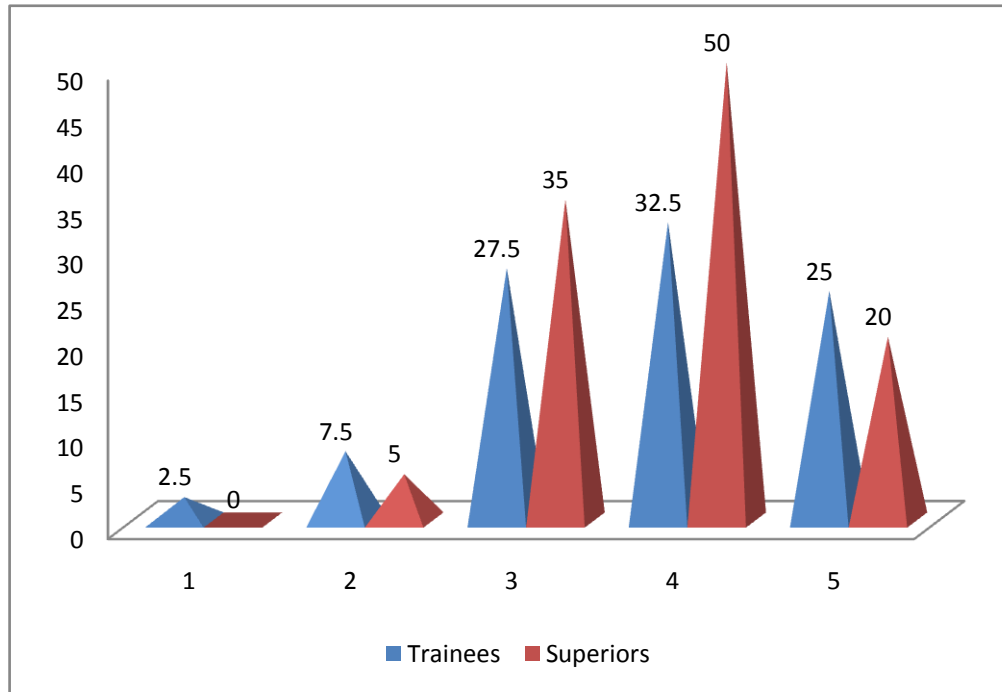
The above graph shows the comparison of trainee and supervisor with respect to understanding and skill of subject. The dual colour graphs on X axis are of trainee and supervisor rated on scale of 1 to 5 from totally disagree to totally agree while Y axis represent percentage of score on the questionnaire.

III. ON THE JOB APPLICATION.

1	2	3	4	5
Totally disagree	Partial disagree	Uncertain	Partial Agree	Totally Agree

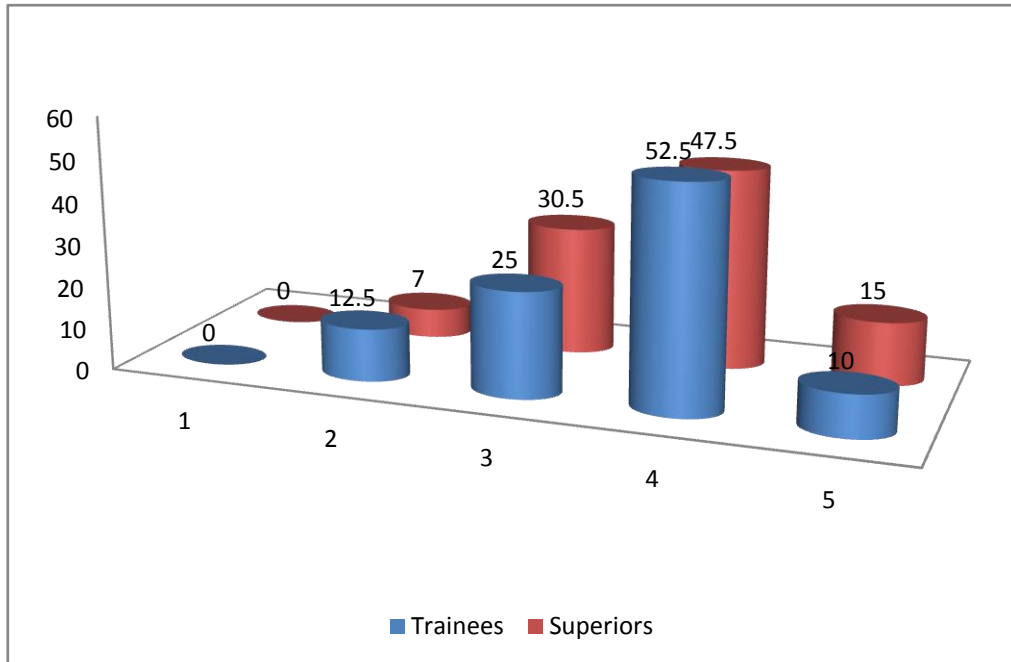
The above graph shows the comparison of trainee and supervisor with respect to on job application. The dual colour graphs on X axis are of trainee and supervisor rated on scale of 1 to 5 from totally disagree to totally agree while Y axis represent percentage of score on the questionnaire.

IV. PERFORMANCE IMPROVEMENT.



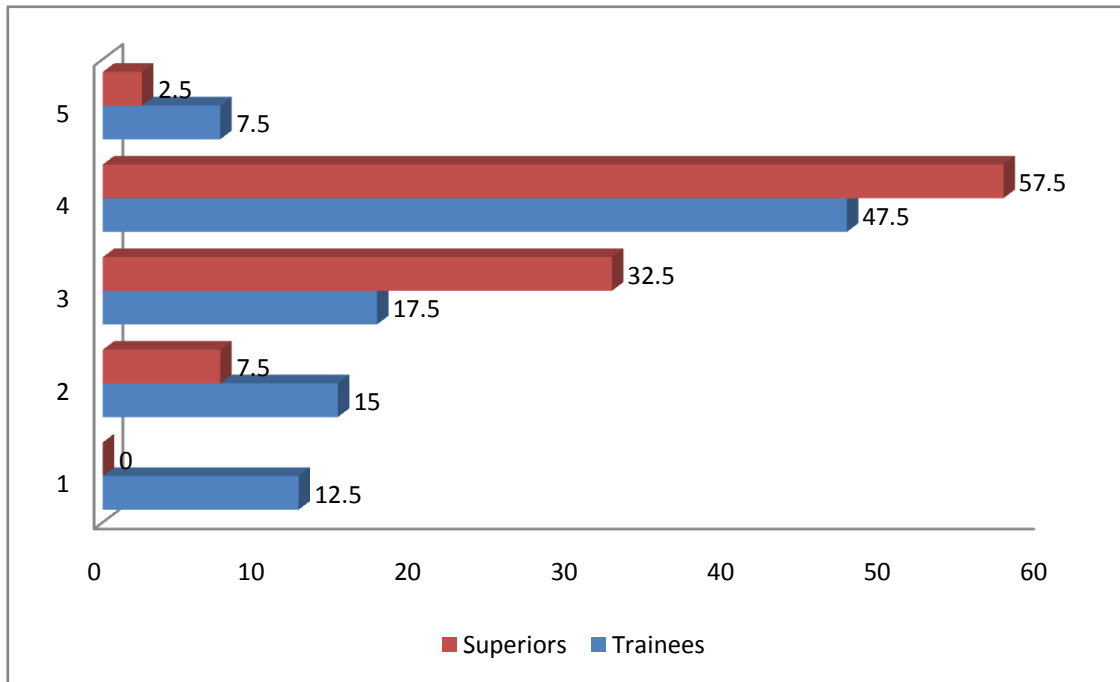
1	2	3	4	5
Totally disagree	Partial disagree	Uncertain	Partial Agree	Totally Agree

The above graph shows the comparison of trainee and supervisor with respect to improvement in performance. The dual colour graphs on X axis are of trainee and supervisor rated on scale of 1 to 5 from totally disagree to totally agree while Y axis represent percentage of score on the questionnaire.

V. BEHAVIOUR IMPACT.

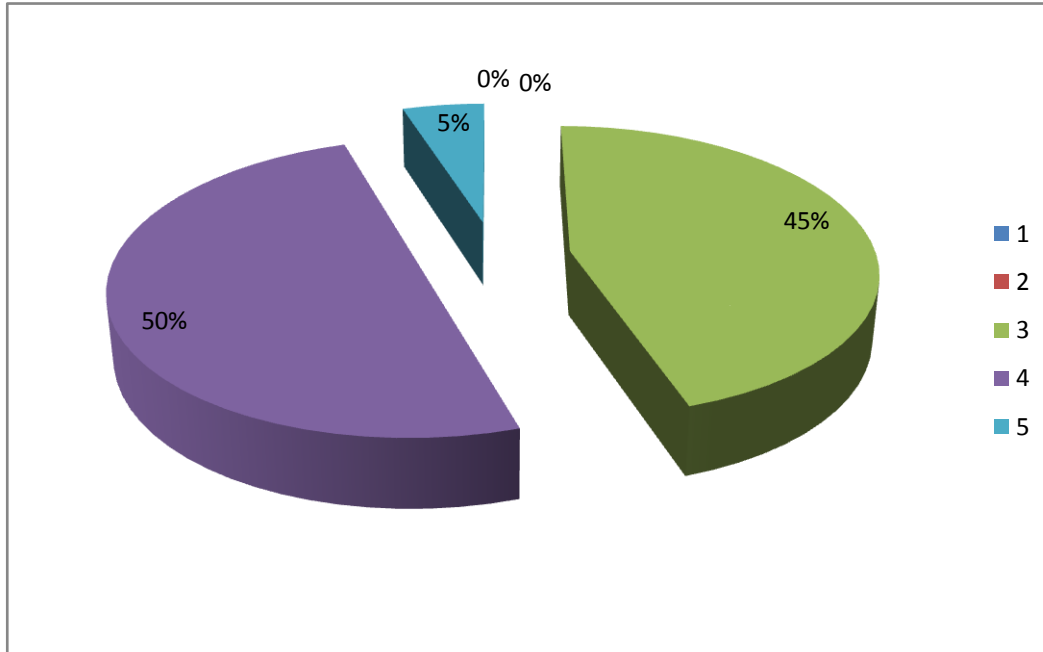
1	2	3	4	5
Totally disagree	Partial disagree	Uncertain	Partial Agree	Totally Agree

The above graph shows the comparison of trainee and supervisor with respect to behavior impact. The dual colour graphs on X axis are of trainee and supervisor rated on scale of 1 to 5 from minimum to maximum while Y axis represent percentage of score on the questionnaire.

VI. BUSINESS DECISION.

1	2	3	4	5
Never	Infrequently	Sometimes	Frequently	Majority of times

The above graph shows the comparison of trainee and supervisor with respect to business decision. The X axis represent percentage of score on the questionnaire while dual colour graphs on Y axis are of trainee and supervisor rated on scale of 1 to 5 from never to majority of times.

VII. OVERALL GRAPHICAL REPRESENTATION

1	2	3	4	5
1-2.99	3-4.99	5-6.99	7-8.99	9-10
BAD	AVERAGE	GOOD	VERY GOOD	EXCELLENT

The above pie diagram represents overall responses to training rated on above scale.

FINDINGS

- ✎ The findings from the data analysis from the questionnaire show a positive improvement, enhancing and overall rating about the training programmed.
- ✎ The cooperation between the colleagues and the level of support they share with each other binds them in an attachment towards the company. However progressive feedback relating to change in the behavioral pattern and scope for redesigning subsequent training programs need to be examined & explored in proper perspective.
- ✎ Though by and large, substantial number of employees are contented with the way the training is conducted, still there is a scope to analyze at micro level whether the negatives respondents were either non attentive confronted confused or otherwise. Based up on the data there is a scope to take corrective action.

LIMITATION TO STUDY

- ✎ Sample size is limited so the study is influenced accordingly.
- ✎ Personal biased between supervisor and trainee, if any, could affect the study results.

RECOMMENDATION

In today's competitive world, attitude is the factor which is the dividing line between failure and success. Thus recruitment of the employees must be made not only on skills and knowledge but also the attitude of the employee. If an employee has a positive attitude then training for him can be more effective, he has a positive effect on the climate.

- ✎ The training records must be maintained, preserved properly and updated timely.
- ✎ Proper care should be taken while selecting the trainers.

- ¥ New and different trainers should be invited so that the maximum impact can be obtained from the training programmes.

- ¥ Co-ordination and interaction of the employees of all levels must be encouraged to locate new talents among employees.

- ¥ Solution to some of the problems faced by the employees should be suggested by the employees themselves to make them feel valued at the organization.

- ¥ The DAP(Development Action Plans) must be prepared and given to the trainers as soon as possible for further follow up from the side of the trainers.

CONCLUSION

It becomes quite clear that there is no other alternative or short cut to the development of human resources. If we have to meet the challenges of technology, social and economic we have to train irrespective to their category at which they work in the organization. Employee's awareness of objectives of training courses, application of training in the work place and proper implementation of the program facilitates improvement in training. "A well designed and executed training will facilitates participant's involvement, attitudinal changes and this provides opportunity for application of new skills and knowledge in workplace, job commitment, employees' alignment to organizational visions and strategie's (Shahrooz, F. 2012).

As it is recognized fact that we cannot survive in tomorrow business's world with yesterday's method. And hence the continuous development of HR is prime need of today's organization.

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