

## Understanding the Anatomy of Training Effectiveness

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**Abstract:** In this era of intense global competition and changing economy, organizations of all shapes and size are more concerned to make the best use of Human Resource capital. In today's environment, the importance of training increased where change is inevitable and jobs are complex. As organizations strive to compete in the global economy, differentiation based on the Knowledge and skills of work force takes an increasing importance. Training in today's organisation is a systematic approach to learning and development to improve individual, team, and organizational effectiveness. Learning and development activities will have a positive impact on the performance of individuals and teams by change in their attitudes. The aim of this study is to examine the factors affecting training effectiveness and its implications. The importance of training effectiveness is also discussed in the paper which is revealed through literature review.

**Key Words:** Training, Training Effectiveness, Performance, Measurement of effectiveness of Training

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### 1. Introduction

The impact of training on workplace performance and its contribution to organizational success is a matter of great concern for management in all types of organizations. Because of change in economic conditions, business leaders are becoming more cost conscious and they are more sensitive about the return on training investment. In the current economic downturn, such pressures have further increased. Learning and development managers and training professionals must justify training expenses by providing some evidence about the positive impact of training dollars upon business results. The issue of measuring training effectiveness has gained a lot of importance over the last few years. Area of evaluating training effectiveness in workplace is gaining a lot of importance among L&D professionals in past four decades. Kirkpatrick (1976) did some pioneering work in this field and introduced the well-known five level evaluation models which are still widely used in training industry. Experts also made contribution in this direction and made modification in the existing models.

In the current scenario training is increasingly viewed as a mean of fostering the growth of the individual employee as well as of the organization. Training basically focuses on learning a sequence of programmed behaviour. It gives people an awareness of rules and procedure to guide their behaviour. The degree to which the training attains the desired objectives or expected results is called Training Effectiveness. The models of measuring training effectiveness explained by many researchers and various studies help the managers in measuring the training effectiveness in their organizations. It also helps in solving training problems and implementing training programmes successfully. Training is an integral part of any organization the best way to determine that training has been effective is to fully understand the reason why the training has been conducted. To conduct and implement training is a key factor in determining that a training course or programme will be effective in achieving desired outcomes. Defining a valid need for training is the foundation upon which an organization can determine training effectiveness. This is an important part of human resource function but more than that it is the way in which training has been conducted so that it can be more effective. For example, Training "motivation of employees" represents an important factor in improving the effectiveness of training outcomes (Tai, 2006). Training is expensive if it does not serve the purpose for which it is being given. The training should be able to increase the capabilities of employee and the organization. If the training is not successful in making employee and organization more capable then it will be a loss of money and loss of reputation of organization. Training effectiveness usually is determined by assessing some combination of the criteria presented in Kirkpatrick's (1967) hierarchical model of training outcomes. Four levels of training outcomes: (a) Reaction- trainees' reactions to the programme content and training process ; (b) Learning - knowledge or skill acquisition (c) Behaviour - behaviour change and (d)Results- improvements in tangible individual or organizational outcomes such as turn-over, accidents, or productivity.

The investment in people, both in developing and maintaining the appropriate skills, becomes a vital part of the organization's strategy for the future. Like any investment, training should produce an effective and measurable payback. Training must be therefore managed as a frontline business activity.

## **2. Literature Review**

In the competitive world, any organization to become successful should have employees who are willing to learn and develop continuously. Willing to learn and developing are the characteristics of learning organizations and open culture, which in turn helps in developing skilled and well behaved employees. At the same time, effective management and maintenance of a skilled workforce training human capital is very important. It is one of the ways of improving organization's effectiveness.

Training can be described as providing the environment and conditions in which people can learn effectively. To learn is to increase KSA. Knowledge refers to the information we acquire and place into memory, how it is organized into the structure of what we already know and to our understanding of how and when it is used. Thus, knowledge be three distinct types; declarative, procedural and strategic (Kraiger and Salas, 1993). Declarative Knowledge is a person's store of information about a subject matter. The person's understandings about how and when to apply the facts that have been learned is procedural knowledge.

Skill is the ability needed to perform a set of tasks that are developed because of training and experience (Dunette, 1976). A skill is a proficiency at doing something beyond just knowing what something is about. Abilities have been defined as general capacities related to performing a set of tasks that are developed over time because of heredity and experience (Flesihman, 1972). Training is an opportunity for the employees to learn, which helps them to work more effectively by preparing them for any changes in their job. It focuses on the acquisition of knowledge, skills and attitudes needed to perform the job more effectively and efficiently.

Role of training may be "ensuring that the organization has the people with the correct mix of attributes, through providing appropriate learning opportunities and motivating people to learn, and thus enabling them to perform to the highest levels of quality and service" (Bentley, 1990)

Effective training program helps organizations to achieve their objectives. The main objectives of training activities are; orienting new employees to the workplace and their work, helping employees perform their jobs well, helping employees to increase their potential for the future jobs, keeping them informed of changes within the organization, providing opportunities for personal growth (Drummond, 1989).

### **Training Effectiveness: Not very far**

Very rarely organisations assess the true effects of their training and development programs, although almost everyone knows the importance of it and the vision it must measure training effectiveness. But this falls short of a meaningful business performance indicator because liking a training/trainer, environment and eventually individual's training experience, after all, can not necessarily lead to learning. With continuous economic turmoil, corporates spend billions on employee development and formal training while making no effort to invest in measuring the efficacy. Hence the need is to evaluate various aspects of the training programs. These aspects are: Training project, Training program, Training Delivery and Training Curriculum.

Organizations must evaluate all the above aspects in isolation to appreciate their inherent differences for a 360-degree understanding of the impact of the training. Most of the time researchers develop their own scales for measuring variables for different attributes. While developing the scales, it is taken into consideration that scale should be reliable, valid, sensitive, generalizable, and relevant. Possibly an independent review of the training repository might be beneficial to assess what is relevant for the 80% of the mass population. Evaluation of training programs that are not utilized over a period and resources are spent to update and maintain the above mentioned four training aspects hence there is a need for observing the effectiveness pattern over period. Also in the training curriculum, there is a knowledge point to be checked, or a 30 to 90 days' observation period to map the progressive exhibited change the traditional way of measuring learning often overlooks the softer, intangible aspects of measuring effectiveness.

The hard benefits are quantifiable, example; increase in the quality of work, measuring error percentage, however, overall behavioural change resulting in increased ownership of the job often does not get measured. Training is not complete unless and until its effectiveness is being measured. Effectiveness is generally thought of as 1) the degree to which the training achieved the stated behavioural objective and 2) the ROI of the training (i.e., savings, increased production, etc.), also known as return on investment. Once the objectives of a training program have been validated, the purest measure of training effectiveness is simply a test of whether participants use the training and understand different behavioural patterns because of attending training

### **Way Forward: Training Measurement**

There are many factors that influence the effectiveness of training and development in an organization. One similar factor i.e. the human resource policy of training and development has been identified by Haywood (1992). He mentioned that too many training programmes place emphasis on ease and the purpose behind the design of programs namely learning, skill development and behavioral change, has defeat the original purpose and goals of training are lost. Birdi (2005) found that poor managerial support or an unfavourable departmental climate could limit the impact of creativity training about influencing idea implementation. The environment affects the training effectiveness. Fischer & Ronald (2011) stated that open-mindedness is also a significant moderator of training effectiveness. If the participants and trainer work with open-mind it has been found that training becomes more successful. Driskell (2011) concluded in his study that type of training implemented, training content and trainee expertise majorly affect the training outcomes. Success of a training programme always depends on trainer, how it was given and what was the content. Haslinda & Mahyuddin (2009) found that effectiveness of training programme is affected by lack of support from top management and peers, employees' individual attitudes, job related factors and the deficiencies in training.

### **3. Objectives of the Study**

- To acknowledge the importance of “Effectively Training” in the Organization for its employee.
- To examine the effect of training on the employee in their work.
- To find out what kind of trainings are being given to the employees and what interest do employees show towards training, since behaviour contributes to effectiveness.

### **4. Research Methodology**

The Research is Descriptive Research in nature. This could be different at different geographical, economic regions.

#### **SAMPLE DESIGN**

The method used for sample technique was convenience sampling method. This method was used because it was not known previously as to whether a person will be asked to fill the questionnaire. Convenient sampling is used because only those people were asked to fill the questionnaires that were easily accessible and available to the researcher.

#### **SAMPLE SIZE**

30(Infosys)

30(RBI)

30(CTS)

#### **TIME OF MEASUREMENT**

After Training

#### **DATA COLLECTION:**

##### **PRIMARY DATA SOURCES**

- Through interaction with employees with the help of questionnaire.

##### **SECONDARY DATA SOURCES:**

- Through internet, various official site of the company.
- Through pamphlets and brochures of the company.
- Journals & Magazine

### **5. Data Analysis & Interpretation**

**Infosys Technologies** spends Rs. 750 crore a year on training fresh recruits. The company added 3,192 staff in the first quarter of 2008-09.

“This comes to Rs. 2.50 lakh spent on each potential new employee during a 16-week training period. They don't have a choice because existing engineering college curriculum does not turn out candidates with skills they need. Apart from containing attrition at around 13.7 per cent against the industry average of 17 per cent, the training turned out young men and women with additional ‘soft skills’, including the ability to communicate clearly, learn efficient team work and decision-making. Close to five per cent of trainees did not match the job skills required and had to return home.

The cost of training might seem high but in the West, it worked out to \$50,000 per trainee as compared to \$6,000 here. “If universities upgraded and made the teaching methods more industry and employment-oriented,

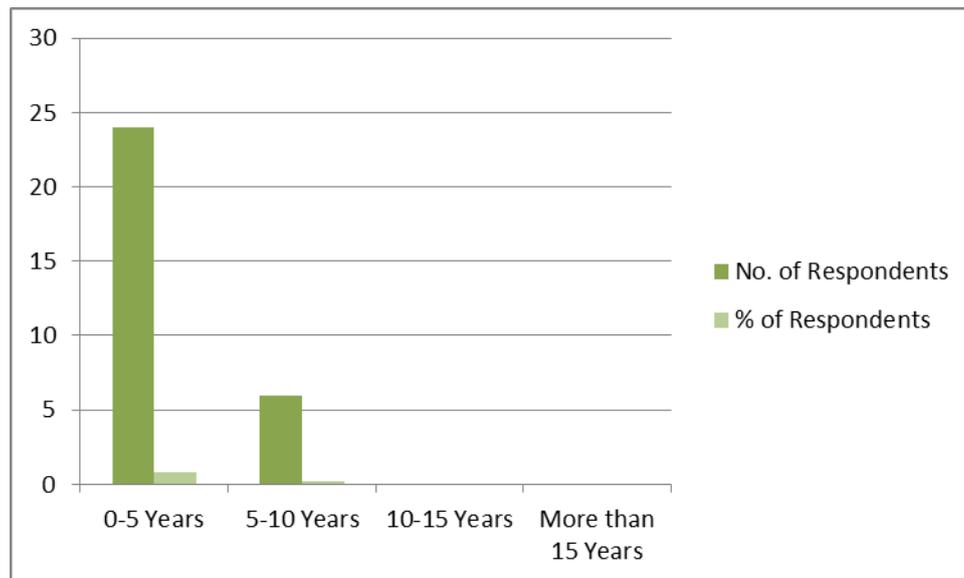
the IT sector need not spend that much for training. On other part, they can claim having contributed 50,000 trained persons so far to the workforce.

Infosys has its on-campus job skills programme, Campus Connect, covering 510 engineering colleges in several regions. So far, 2,300 faculties have been trained on industry needs like better understanding of concepts involved in work such as software engineering. The Mysore campus has two software development centres and a special economic zone (SEZ) facility, both being expanded now. The SEZ recorded Rs. 800 crore exports last year.

The study has been made on 30 employees in INFOSYS and their reactions to training. Effectiveness has been found out by asking them few questions after training. What problems they faced and what important knowledge have they received, through which the researchers tried to find out the effectiveness of the training in the company.

Q1. How many years have you been working for the company?

Options	No. of Respondents	% of Respondents
0-5 Years	24	80%
5-10 Years	6	20%
10-15 Years	0	0%
More than 15 Years	0	0%

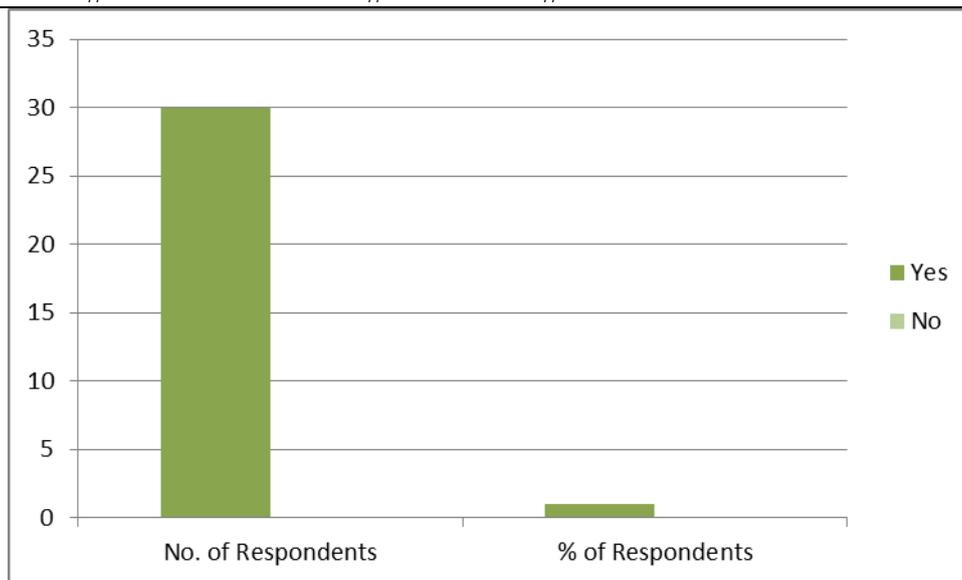


**Interpretation:**

80% of the Infosys respondents to the survey are the starters to the company i.e., have been working with the company for less than 5 years.

Q2. Do you like to attend the training program?

Options	No. of Respondents	% of Respondents
Yes	30	100%
No	0	0

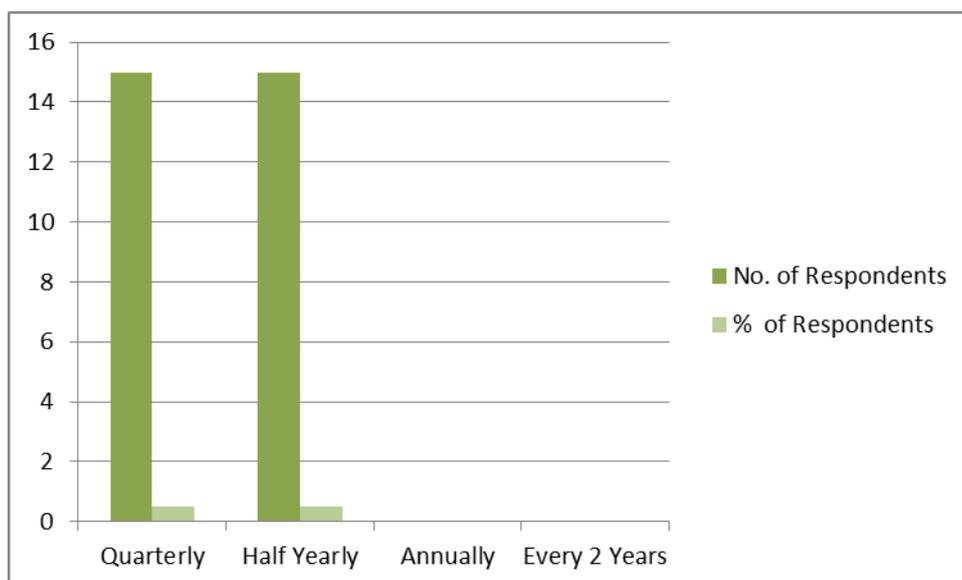


**Interpretation:**

100% of the respondents say that they do like attending the training programs, which means that there has been an interest in the employees to improve their knowledge. This provides a positive sign towards effectiveness.

Q3 How frequently is the Training organized?

Options	No. of Respondents	% of Respondents
Quarterly	15	50%
Half Yearly	15	50%
Annually	0	0%
Every 2 Years	0	0%

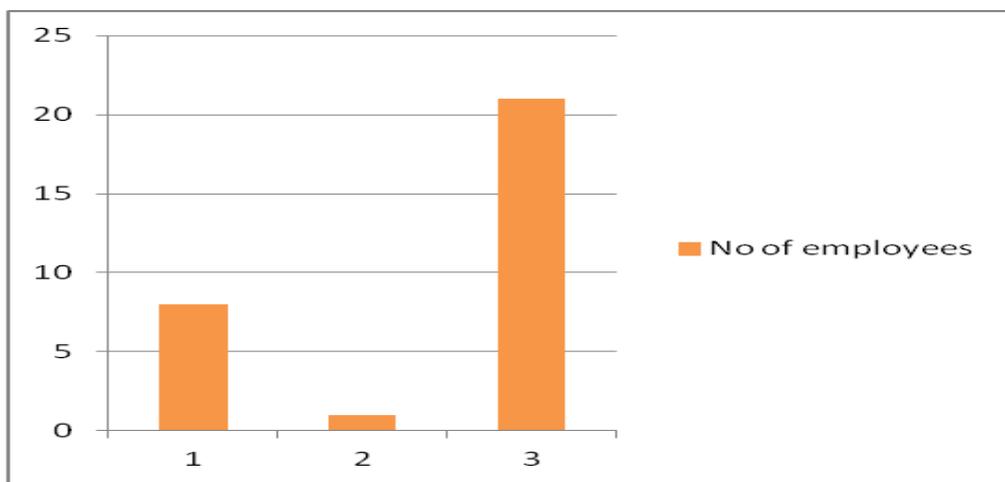


**Interpretation:**

50% of Infoscians say that the training is being organized quarterly and 50% say that the training is being organized half yearly. This shows that the training varies depending on the departments. But most of them agree that training does happen frequently, as people find value in it and they do appreciate it

Q4 Which technique is most suitable for training?

Options	No. of Respondents	% of Respondents
On the job	8	26.6%
Off the Job	1	3.3%
Depends on the need	21	70%

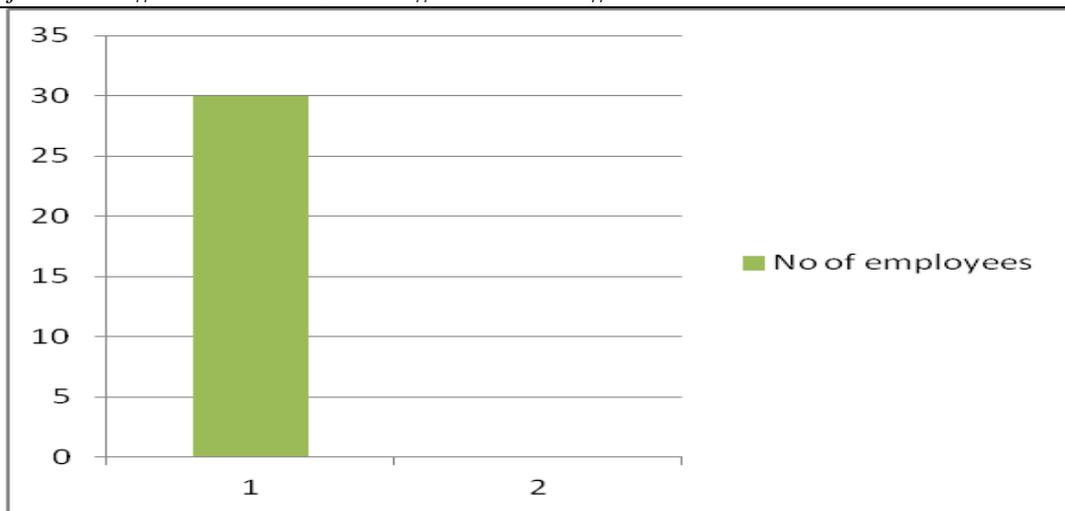


**Interpretation:**

70% of the respondents feel that the type of training depends on the situation whether it is on the job or off the job. Most of the situations decide the type of training and it depends on company's choice.

Q5. Does training improve performance and productivity?

Options	No. of Respondents	% of Respondents
Yes	30	100%
No	0	0%



**Interpretation:**

100% of the employees say that there has been a lot of improvement in performance and productivity. Performance improvement provides growth and instils confidence in them. The performance growth shows the effectiveness of training.

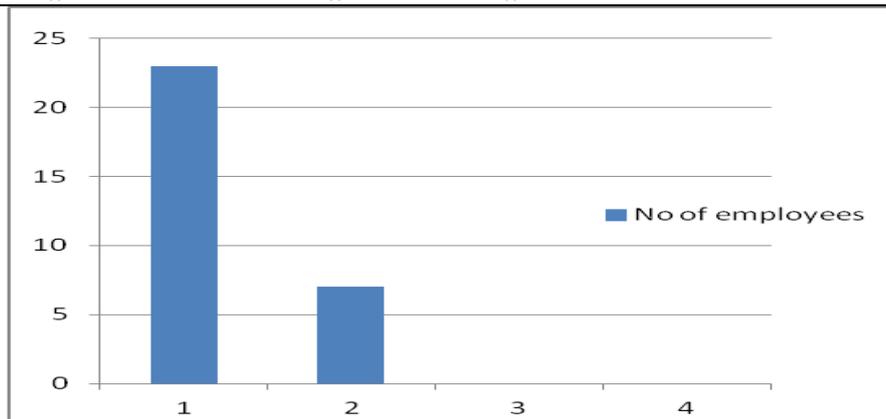
Zonal Training Centre, or ZTC as it is commonly known, is the training centre of **Reserve Bank of India (RBI)** for its officers and staff. RBI has four such training centres, the biggest and most prominent of them being at CBD Belapur. The other three are at New Delhi, Kolkata and Chennai. ZTC functions under the overall policy framework and administrative control of the Human Resources Management Department (HRMD) of RBI Central Office at Fort, Mumbai.

ZTC conducts about 110 training programmes during a calendar year - fifty from January to June, and another sixty from July to December - May being a shut period. The academic calendar of ZTC follows the RBI accounting year of July to June. Training programmes are conducted for officers, Class-III employees, and Class-IV staff.

The most important and comprehensive training programme at ZTC is the Basic Management Programme (BMP), which was earlier known as the "Integrated Officers' Development Programme". This is a programme for newly promoted officers, in which the trainees are imparted inputs on basic knowledge about central banking, Indian economy, and emerging issues in international finance, computers, noting and drafting, customer service, basic accountancy and staff regulation, besides various HR-related topics such as change management, time management, yoga, health awareness and self-motivation etc.

Q1. How many years have you been working for the company?

Options	No. of Respondents	% of Respondents
0-5 Years	23	76.66%
5-10 Years	7	23.33%
10-15 Years	0	0%
More than 15 Years	0	0%

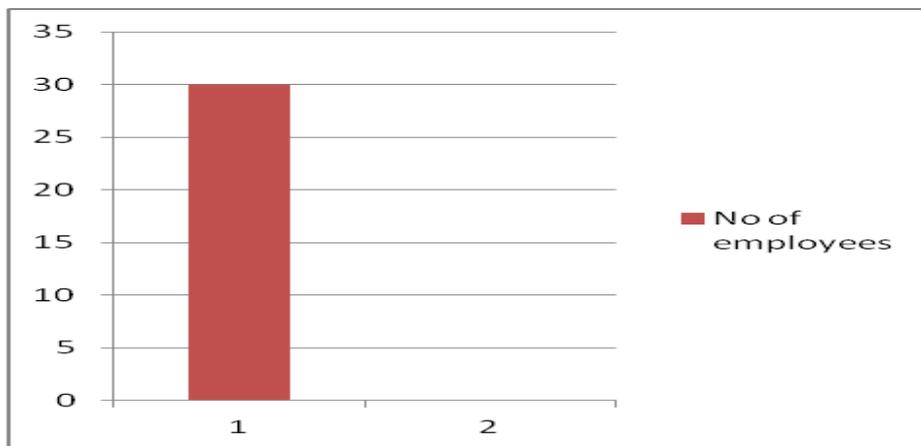


**Interpretation:**

76.66% of the RBI respondents to the survey are the starters to the company i.e., have been working with the company for less than 5 years.

Q2. Do you like to attend the training program?

Options	No. of Respondents	% of Respondents
Yes	30	100%
No	0	0%

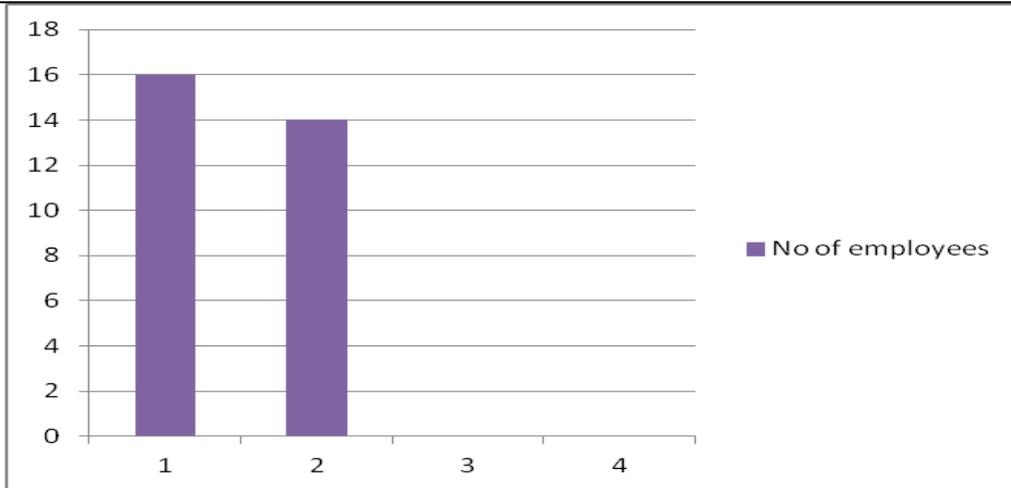


**Interpretation:**

100% of the respondents say that they do like attending the training programs. This means that their interest is positive and has an urge to learn.

Q3 How frequently is the Training organized?

Options	No. of Respondents	% of Respondents
Quarterly	16	53.33%
Half Yearly	14	46.66%
Annually	0	0%
Every 2 Years	0	0%

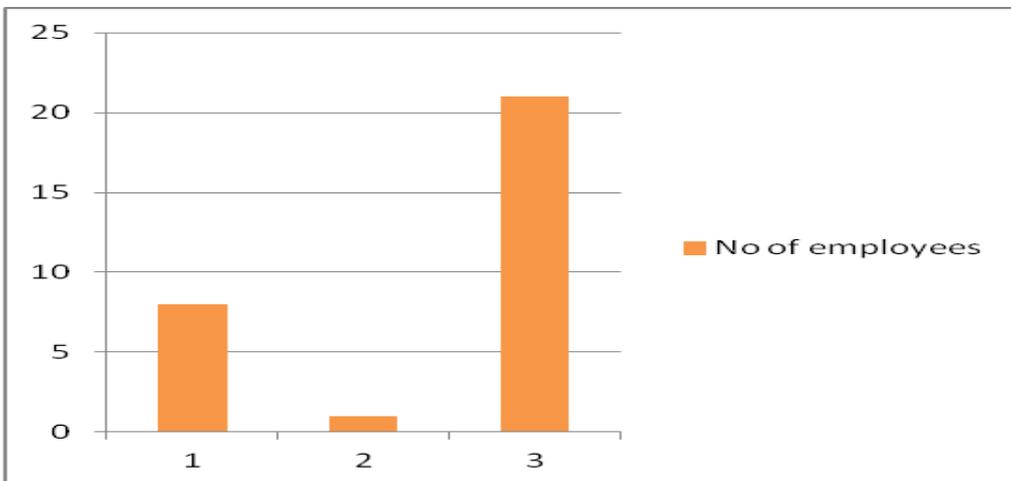


**Interpretation:**

53.33% of them say that the training is being organized quarterly and 46.66% say that it's half yearly. This shows that the training varies depending on the departments.

Q4. Which technique is most suitable for training?

Options	No. of Respondents	% of Respondents
On the job	8	26.66%
Off the Job	1	3.33%
Depends on the need	21	70%

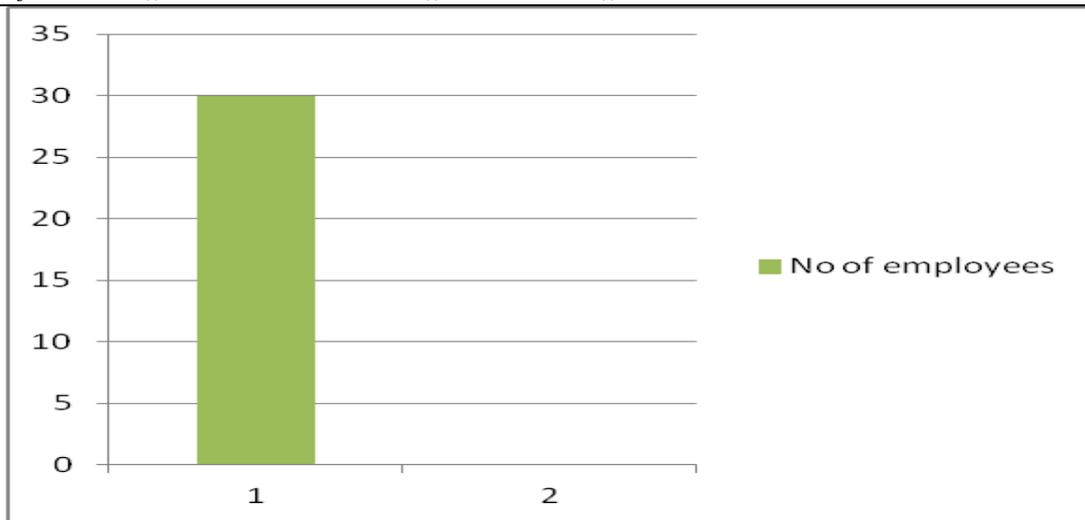


**Interpretation:**

70% of the respondents feel that the type of training depends on the situation whether it is on the job and Off the job, that is called as Need based training.

Q5. Does training improve performance and productivity?

Options	No. of Respondents	% of Respondents
Yes	30	100%
No	0	0%



**Interpretation:**

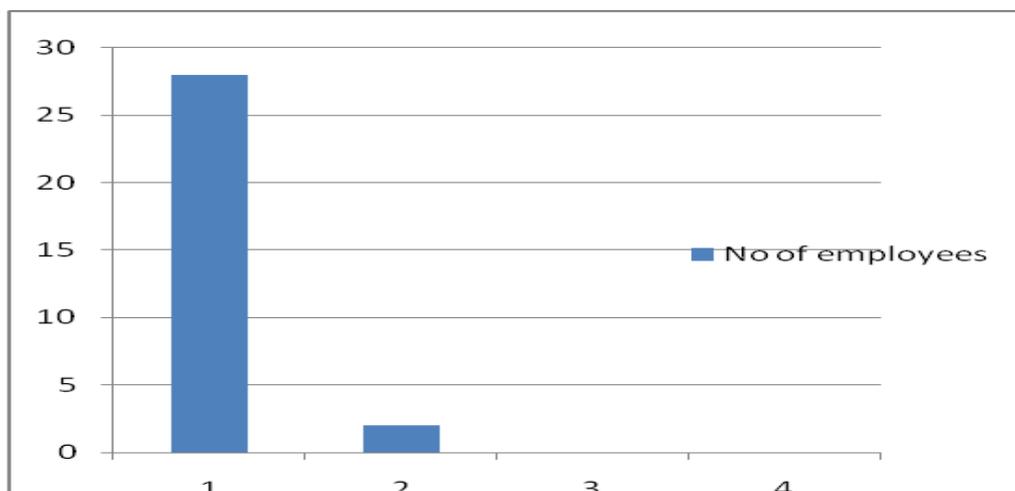
100% of the respondents say that there has been a lot of improvement in performance and productivity.

**The Cognizant Academy** is very much concerned for the training of their employees.

All learning programs are conducted through Cognizant Academy, the in-house training centre, using both classroom-based and online programs. This dedicated centre offers many conventional and leading-edge educational programs for employees at all levels .Continuing Education, Role-based Training, Executive training and Certification are four key educational initiatives taken by Cognizant Academy. In addition to internal training programs, the company sends their software professionals around the world for technology or management-specific training at prominent universities and colleges, including Harvard University, Indian Institute of Management, and the Indian Institute of Technology. Cognizant has also partnerships and alliances with premier institutions to help associates improve their skill sets and obtain higher level degrees

Q1. How many years have you been working for the company?

Options	No. of Respondents	% of Respondents
0-5 Years	28	93.33%
5-10 Years	2	6.66%
10-15 Years	0	0%
More than 15 Years	0	0%

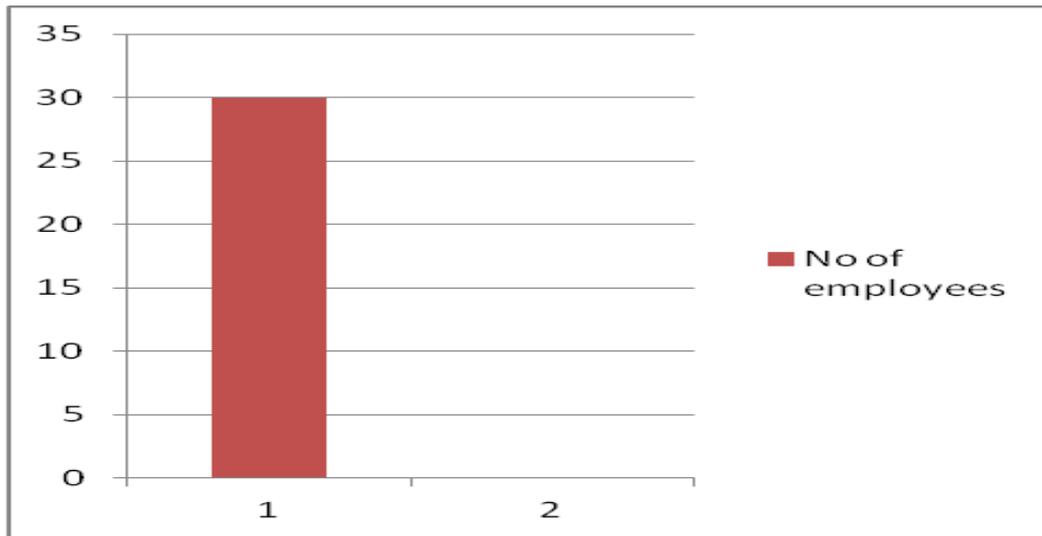


**Interpretation:**

93.33% (major) of the CTS respondents to the survey are the starters to the company i.e., have been working with the company for less than 5 years

Q2. Do you like to attend the training program?

Options	No. of Respondents	% of Respondents
Yes	30	100%
No	0	0%

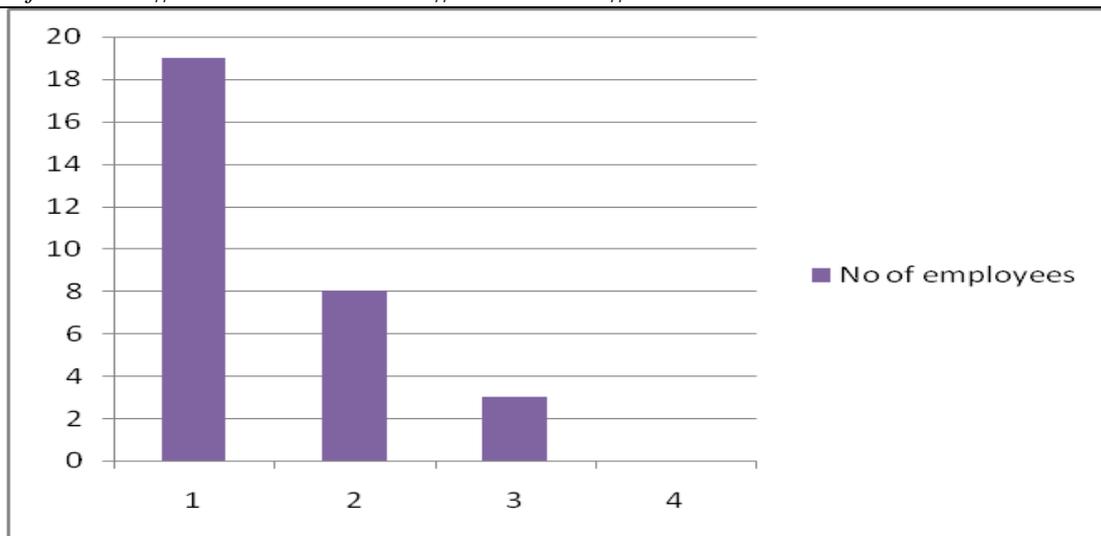


**Interpretation:**

100% of the respondents say that they do like attending the training programs. This means that their interest is positive and has an urge to learn.

Q3. How frequently is the Training organized?

Options	No. of Respondents	% of Respondents
Quarterly	19	63.33%
Half Yearly	8	26.66%
Annually	3	10%
Every 2 Years	0	0%

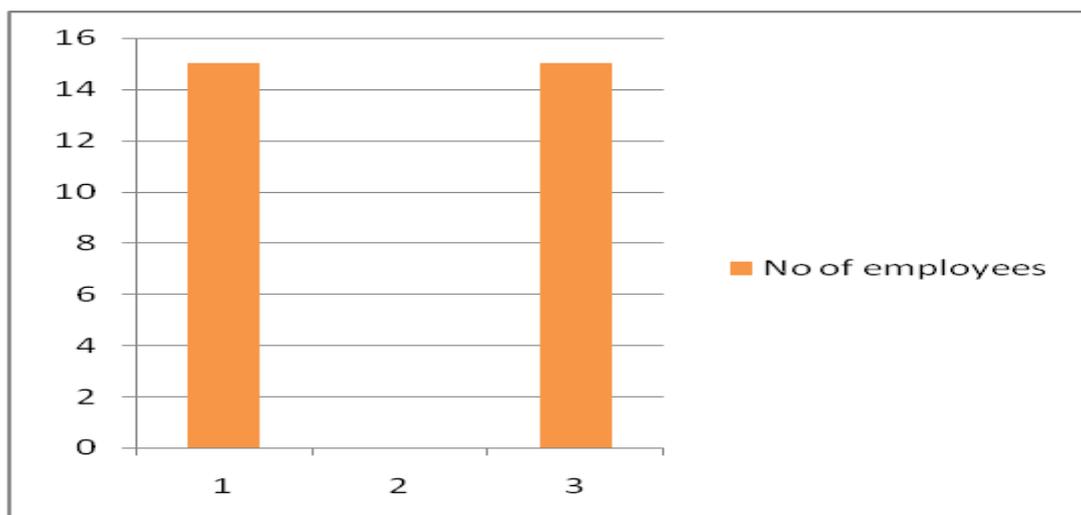


**Interpretation:**

63.33% of them say that the training is being organized quarterly. This shows that the training varies depending on the departments.

Q4. Which technique is most suitable for training?

Options	No. of Respondents	% of Respondents
On the job	15	50%
Off the Job	0	0%
Depends on the need	15	50%

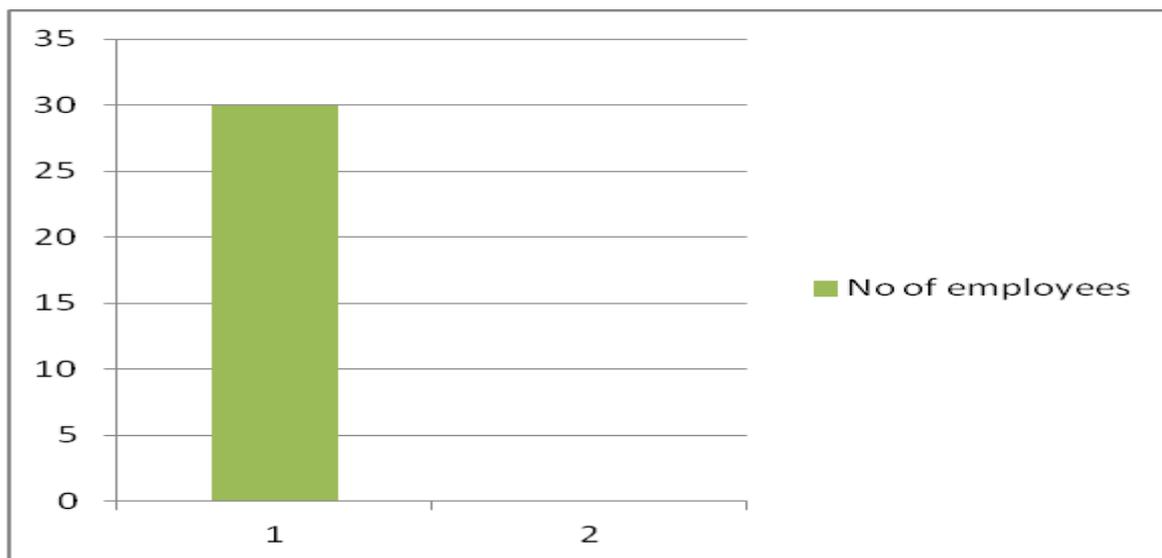


**Interpretation:**

50% of the respondents feel that the type of training depends on the situation whether it is on the job or off the job. And other half feels that on the job is more suitable.

Q5 Does training improve performance and productivity?

Options	No. of Respondents	% of Respondents
Yes	30	100%
No	0	0%



**Interpretation:**

100% of the respondents say that there has been a lot improvement in performance and productivity.

**6. Findings & Observation**

Now looking at the observations, the training effectiveness is good at Infosys. The reaction and behavior of the employees have been pointing towards the effectiveness of training. Infosys also has an evaluation system after the training. They have an online test to assess the knowledge employees have learnt in the training. Also, they have an online practical coding and testing through which they assess them. The training effectiveness is good at RBI. The reaction, behaviour and the ROI that they been receiving have been pointing towards the effectiveness of training. Now looking from the observations, the training effectiveness needs a lot improvement in CTS. The reaction, behavior and the ROI that they been receiving have been pointing less towards the effectiveness of training. The findings of this study suggest many factors which affects training effectiveness like motivation, attitude, emotional intelligence, support from top management and co-workers, training style and environment, open-mindedness of trainer, job related factors, self-efficacy and basic ability etc.

**7. Conclusion & Recommendations**

Jobs are often made in such a way that encourages specialization. Work is divided into specific tasks, with the employee assigned to each task becoming very skilled, accurate and efficient at performing it and every employee spends a significant amount of his time at the work place executing the tasks, activities and duties involved in jobs.

This research tries to identify the factors which affect training effectiveness and the importance of measuring effectiveness of training . The strategy of the organization plays a very important role in making training more effective for organizations and requires looking at how the training and development system is being done. Time and again check out that all training programme are effective. The study revealed many factors that affect training effectiveness. Managers should first motivate employees to learn new abilities and

skills. Next, to ensure better training effectiveness, managers should support employee efforts to practice such skills at the workplace. Trainees' attitude and feedback decides that what would be learning ratio from training programme.

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