

## **IMPACT OF TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PERFORMANCE**

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### **ABSTRACT**

*Training is the process of assisting a person in enhancing his efficiency and effectiveness at work by improving and updating his professional knowledge developing his personal skills relevant to his work and cultivating in him appropriate behaviour and attitude towards his work and people he is working with. Development takes place as a result of training and essentially implies growth plus change. Thus, training and development go hand in hand. My endeavour has been to gain an in-depth insight into the process of discovering, harnessing and developing of the human capital to the benefit of both the individual and the organization into days highly dynamic and competitive business world through a comprehensive study and analysis of the impact of training and development on organizational performance.*

### **Keywords**

*Training, Development, evaluation of training programme.*

### **I. INTRODUCTION**

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R J. Human Resource Management, 2002). Now a day's training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills & competencies because of more on the job experience (Fakhar Ul Afaq, Anwar Khan). Training also has impact on the return on investment (Richard Chang Associates, INC.). The organizational performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization. Thus the purpose of this study is to show the impact of training and the design of training on the employee performance.

Training & development increase the employee performance like the researcher said in his research that training & development is an important activity to increase the performance of health sector organization (Iftikhar Ahmad and Siraj-ud-din, 2009). Another researcher said that employee performance is the important factor and the building block which increases the performance of overall organization (Qaiser Abbas and

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Sara Yaqoob).Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris Amisano,2010).This shows that employee performance is important for the performance of the organization and the and the training & and development is beneficial for the employee to improve its performance. A researcher said that training increase or develop the managerial skills (Robart T.Rosti Jr, Frank shipper, 1998).despite focusing on efficiency and cost control the spending on training should increase because organization get more efficiency, effectiveness out of the training and development (workforce special report, 2006).

The procedure of identifying training and development needs is crucial for the success of the training function and requires to be carried out systematically on a regular basis, preferably every year.

Many organizations have their own system to identifying training needs every year. However, need identification exercise can do real harm if the needs are not met by conducting suitable programs. Managers must perceive that their recommendations are grown due consideration and suitable actions are initiated to satisfy the felt needs. Only then, they will take this exercise seriously. Hence, formulation of suitable and need based training programs and their timely implementation is very important for the success of any training program.

## **II. EVALUATION OF TRAINING PROGRAMS**

Evaluation means literally, the assessment of value or worth. Strictly speaking the act of evaluating training is the act of judging whether or not it was worthwhile in terms of some criterion of value, in the light of the information available. Evaluation is the tool whereby information about the result of trainees, interaction with the learning experiences systematically collected and analyzed. Thus, evaluation can provide useful data both for improvement of training and enhancement of learning. In brief it is important in 3 ways.

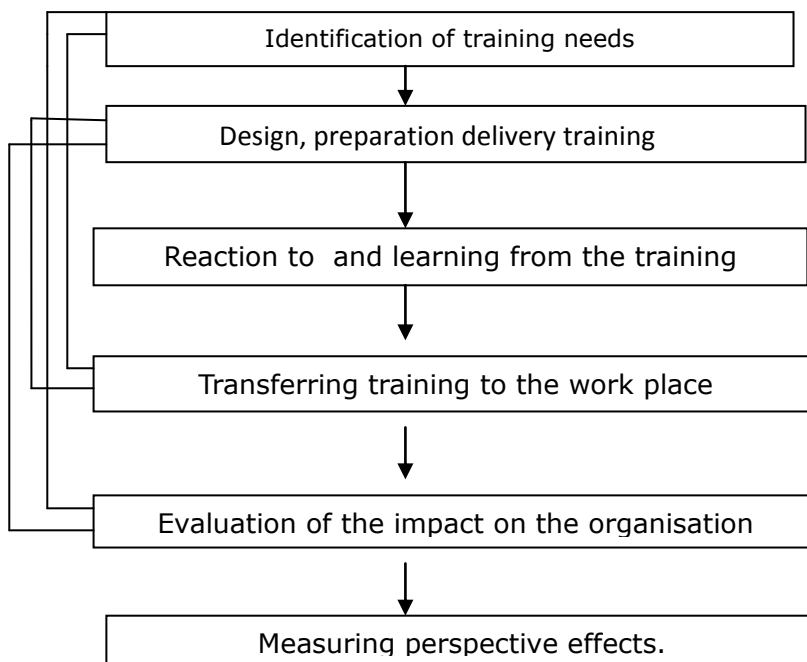
- It indicates whether appropriate monetary investment is made on the implementation of training programs.
- It determines the degree of effectiveness and success of the training programs.
- It provides a basis for introductory the necessary corrective measures.

### **The Training Cycle**

- A training cycle consists of a series of steps which lead to a training event being undertaken. Evaluation provides feedback which links back to the initial stages of training design. Indeed, it is the evaluation/ feedback process which makes this a cyclical event without it training would be a linear process leading from initiating training through to its implementation. The steps in the cycle are:-

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- **Stage1:** Identification of training needs. Examining what skills and attributes are necessary for the job to be undertaken, the skills and attributes of the job holder and the extent of the gap.
- **Stage2:** Design, preparation and delivery of training.
- **Stage 3:** Discovering the trainees attitude to training (reaction) and whether the training has been useful from the point of view of training. Reaction involves the participants feelings towards the training process, including the training content, the trainer and the training methods used. Learning is the extent to which the trainee has actually absorbed the content of the learning event.
- **Stage 4:** Discovering whether the lessons learnt during training have been transferred to the job and are being used effectively in doing the job.
- **Stage5:** Evaluating the effects of the training on the organization. Thus is the area on which there is perhaps most confusion, subsequently little real action to clear it.
- **Stage 6:** Reinforcement of positive behavior. It is optimal that positive outcomes are maintained for as long as possible. It is not rare event for changes in behavior to be temporary, with a gentle slide back to previous ways of working. It is important to note the feedback loops. Feedback on the process of actually delivering the training can come from the reaction and learning stage, the transfer of the training to the work place and the evaluation of the impact of the training. The main, feedback for the identification of training needs comes from an assessment of the transfer of work to the training and the evaluation of the impact on the organization.



*Fig- 1- Training Cycle*

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- To determine the worth of training to the organization- a process best done by quantitative methods and with hard, numerical data.
- Allowing insights into the method of learning, where the experience of those involved are the main focus, thus using mainly softer, qualitative information.

### III. EVALUATING THE EFFECTIVENESS OF TRAINING

An Investor in People evaluates the investment in training and development to assess achievement and improve future effectiveness.

**Kearns** (1994) suggests that there are four groups of ‘measures’ of training effectiveness, which are used by organization. The groups are as follows:

- No Measurement
- Subjective Measures
- Qualitative Measures
- Objective Measures

The first group, in which no real measurement occurs, includes activities undertaken as an “Act of Faith”, where no form of measurement is attempted, such as initiatives to improve communications in organization, which seem to make people feel good and appear to have worked in some intangible manner.

The second group includes subjective responses from trainees/course delegates, as exemplified by the “Happy Sheet”. The main question asked is about how individuals feel after the training. Organizations often make the assumption that positive responses indicate training success and therefore value to the organization. However, course delegates may well give strong positive response scores for a number of reasons, including the presentational skills of the trainer, the quality of the venue, and the “feel good” factor of indulging in a creative work group, and so on

Quality measures appear to be more objective than the previous group, but are often flawed by subjectivity as well. They are typified by questionnaires asking delegates to “put a value on” the likely benefits of a

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training programme.

Objective measures are the only really meaningful ones. However, they challenge the provider of training to demonstrate how their training activities feed through to the “bottom line”: in terms of return on investment and return on the capital employed. There has often been an assumption, in times past, that training somehow “justifies itself”, because it is all about developing people. However, it is incumbent on organizations to look critically at the ways in which they evaluate their training activities, lest they fall prey to the subject approach and are badly caught out when a rigorous analysis of all the functions of the organization’s business is called for.

A desirable, if not essential, characteristic of all training programmes is a built-in provision for evaluation. The four main dimensions of evaluation are:

➤ **Evaluation of contextual factors**

Training effectiveness depends not only on what happens during training, but also on what happens before the actual training and what happens after the training has formally ended. Evaluation should, therefore, be done of both the pre-training and post-training work. Pre- training work includes proper identification of training needs, developing criteria of who should be sent for training, how many at a time and in what sequence, helping people to volunteer for training, building expectations of prospective participants from training etc. Post- training work includes helping the concerned managers to plan to utilize the participant’s training, and provide the needed support to them, building linkages between the training section and the line departments and so on.

➤ **Evaluation of training inputs**

This involves the evaluation of the training curriculum and its sequencing.

➤ **Evaluation of the training process**

The climate of the training organization, the relationship between participants and trainers, the general attitude, and approaches of the trainers, training methods, etc are some of the important elements of the training process which also needs to be evaluated.

➤ **Evaluation of training outcomes**

Measuring the carry-home value of a training programme in terms of what has been achieved and how much is the main task of evaluation. This, however, is a complex technical and professional task. Benefits of a

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training programme are not obvious and they are not readily measurable. Payoffs from training are intangible and rather slow to become apparent. A central problem is the absence of objective criteria and specific definitions of relevant variables by which to measure the effectiveness either of specific programmes or changes in employee behaviour. Nevertheless, the good personnel managers do make an effort to systematically appraise the benefits and results of their programmes.

In job-related training, the objective is to train people for specific job skills so that their productivity may increase. Evaluation can be done either to the direct criterion of increase in output or to the indirect criteria of decrease in cost, breakage or rejects. Even more indirect are measures that point out changes in absenteeism or turnover. The most difficult problems of evaluation lie in the area of human relations skill training, which is given to the supervisors and middle- level managers. Supervisory and managerial training programmes are, for this reason, less amenable to objective review procedures. Much subjectivity enters into evaluations of these programmes, since exact standards and criteria are hard to devise.

#### **IV. THE EVALUATION MODELS**

The process of evaluating the training effectiveness involves the consideration of various constraints. Many researchers have developed various methods and models in order to facilitate this process. Some of the models are described as below: -

##### **CIRO Model of Evaluation**

Developed originally by WARR (1978), this theoretical model is based on evaluation being carried out at four different levels:

**Context Evaluation:** Obtaining and using information about the current operational context i.e. about individual difficulties, organizational deficiencies etc. in practice, this mainly implies the assessment of training needs as a basis for decision. This involves:

- Examining the expectations and perceptions of the people.
- Examining whether the training needs were accurately identified.
- Putting the specific training event in the wider context of other training activities.
- Establishing whether the trainers enjoyed the confidence of the trainees and whether the latter are comfortable with the level and focus of the training.

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**Input Evaluation:** Determine using factor and opinion about the available human and material training resources in order to choose between alternative training methods. This involves:

- Establishing the adequacy of the resource base and its cost.
- Considering the choice and effectiveness of the training methods and techniques.
- Identifying the numbers who successfully completed the program compared with those who started and draw appropriate inferences.
- Establishing whether the trainers were perceived to be credible as far as the trainees are concerned.
- Establishing whether the psychological and emotional climate of learning was appropriate.

**Reaction Evaluation:** Monitoring the training as it is in progress. This involves continuous examination of administrative arrangements and feedback from trainees. This involves:

- Looking at the reactions of trainees to the content and method of training.
- Establishing the reaction of other people, particularly line managers to the early results of the training program.
- Discussing the views and observations of the trainers.

**Outcomes:** It implies the measuring of the consequences of training. This involves:

- Establishing whether expectations of results were met.
- Identifying whether all or some of the learning objectives were met.
- Finding out what were the end course views about the training.

The three levels of outcome evaluation may be distinguished:

- **Immediate Outcomes:** The changes in the trainee's knowledge, skills and attitude that can be identified immediately after the completion of training. The aim here is to find out the extent to which positive transfer of learning has taken place from the training to the workplace. This type of evaluation may be done in several ways such as behaviourally anchored rating scales or self reports supplemented by reports of subordinates, peers and supervisors or critical incidents etc.



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- **Intermediate Outcomes:** These are the changes in trainee's actual work behaviour, which result from training. The assumption here is that effective training should be reflected in the trainee's increased job-proficiency.
- **Ultimate Outcomes:** These are the changes in the functioning of part or the entire organization, which have resulted from changes in work behaviour. For this purpose, indexes of productivity, labour turnover etc, studies of organizational climate and human resource accounting are taken as the ultimate results achieved by the trainee.

### **Hamblin's Model**

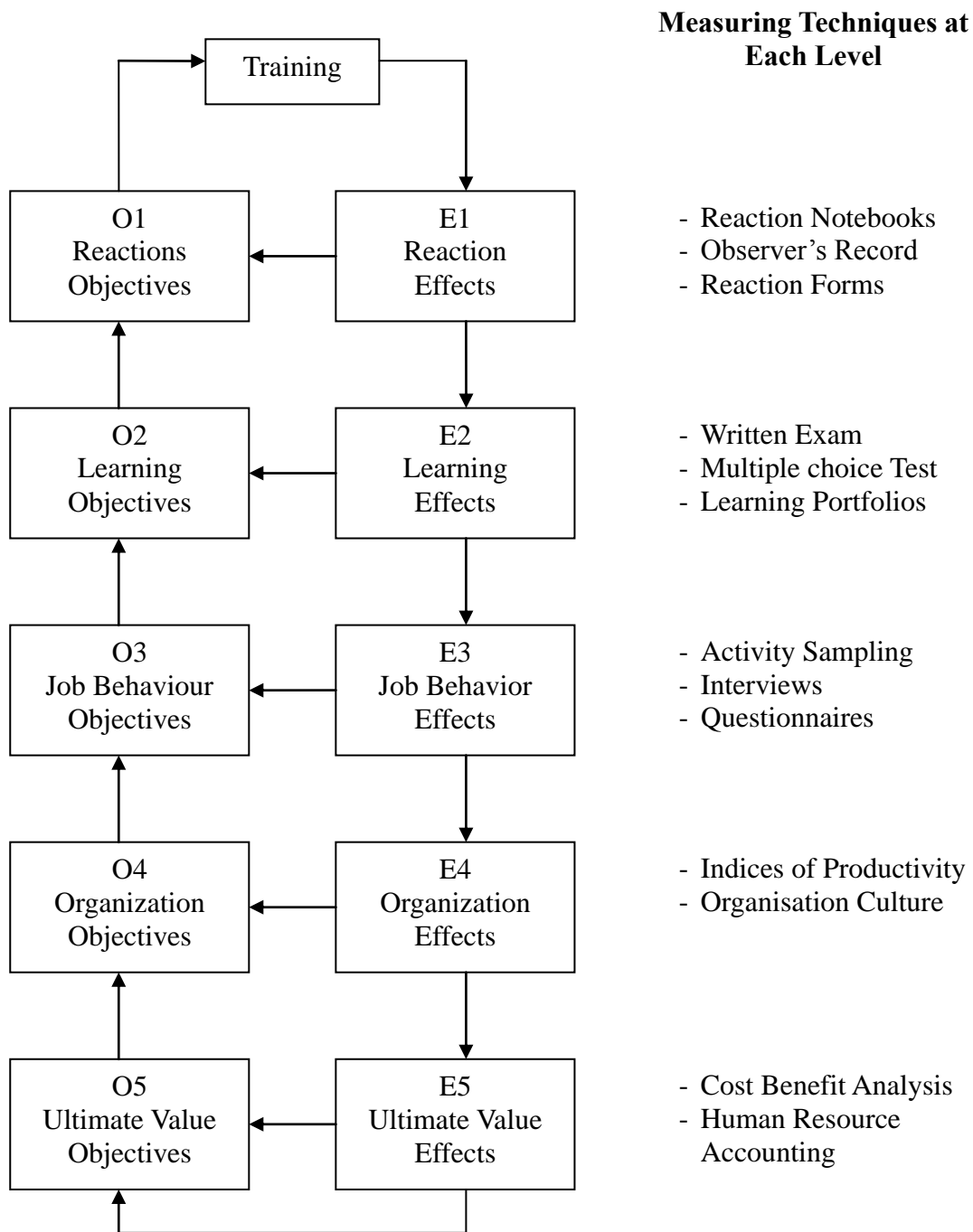
Hamblin (1974) said, "The purpose of evaluation is control". A well controlled training program is one in which the weakness and failures are identified and corrected by means of the negative feedback and strengths and successes and corrected by means of the positive feedback.

The processes, which occur as a result of a successful training programme, can be divided into 4 levels. The evaluation can be carried out at any of the following levels:

- **Reaction Level:** It measures the reactions of the trainees to the content and methods of the training, not the trainer, and to any other factors perceived as relevant. It determines what the trainee thought about the training.
- **Learning Level:** It measures the learning attitude of the trainees during the learning period. It collects information that did the trainees learn what was intended.
- **Job Behaviour Level:** The job behaviour of the trainees in the work environment at the end of the training period i.e. did the training got transferred to the job?
- **Effect on the Department:** Has the training helped the trainees in improving the department's performance?
- **The Ultimate Level:** It measures that has the training affected the ultimate well being of the organization in terms of the business objectives.



*Fig- 2 Flowchart of Hamblin's Model*



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**Model used in this report for Evaluation and recommendations**

The Kirkpatrick Model establishes the effectiveness in terms of assessing the extent to which the objectives are met. Combining the four levels of this model and an optimum cost benefit strategy would enable the management to ascertain the extent to which a programme is contributing to the effectiveness of the organization. Therefore, this technique is used to identify and recommend certain measures in order to improve the impact of training and development on organizational performance.

The details of Kirkpatrick Model are explained in the succeeding paragraph.

**The Kirkpatrick Model**

Perhaps the most influential approach to training evaluation was developed by D.L. Kirkpatrick (1975) which, according to Bornbrauer (1987), despite its age and common sense approach to the subject, remains valid: “because of its comprehensiveness, simplicity, and applicability to a variety of training situations.”

- **Level One-Reaction**

This level in the Kirkpatrick model is seen to offer some useful insights into the early experiences of trainees, but precisely because it is concerned with “feelings” and first reactions, the results need to be viewed with some caution.

Measurement can be done through:

**Reaction sheets:** Reaction sheets (often referred to as ‘happy sheets’) should ask questions about the achievement of the course objectives, about the course material, the presentation, the activities used, the venue and the pre-course material.

**Group discussion:** Build in time at the end of the course for how they will take the learning forward. Have them record the main points of the discussion for you to take away.

**Thumbs up, thumb down:** This is much focused on reaction. Ask closed questions about the training course directed to the whole group. If participants feel the answer to the question is ‘Yes’ they give a thumbs-up sign, if the answer is ‘No’, it’s a thumbs down. You need to record the number of responses, positive or negative, to each question.

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- **Level Two- Learning**

This is the level at which “new learning” is generated and which requires evaluators to try to establish individual’s progress towards the learning of specified skills and competencies.

Measurements can be done through:

**Reaction sheets:** Questions about what participants feel they have learnt during the course can be included on the reaction sheets.

**Post-courses review:** Delegates should meet with their line manager soon after the course to discuss what learning has taken place and how this will be applied. They should then meet at agreed intervals to review how much progress is being made.

**Action plans:** By requiring delegates to complete action plans at the end of course, we imply that we are expecting them to implement some learning from the course and make some changes in the way they work.

- **Level Three- Effects On Individual Performance**

Recognizing that the purpose of training is to create new job capabilities means that evaluation must be extended to the working environment. Above all, this level of evaluation draws attention to the fact that training does not end at the completion of the training programme, but has to embrace issues such as the transfer of training, support for the use of new skills and competences and the support provided by line managers.

**Post- course review with line manager:** Delegates should meet with their line manager soon after the course to discuss what learning has taken place and how this will be applied. They should then meet at agreed intervals to review how much progress is being made.

**Follow-up questionnaire:** The trainer circulates a questionnaire to all delegates and their managers asking questions about how the learning from the course is being applied.

**Follow-up calls:** The trainer, or a nominated person, chooses a random sample of delegates from a course and then contacts them and their line managers to ask a series of questions about the application of learning from the course.

**Re-testing:** If the training is very skills- based and has culminated with a test, it is possible (although time-consuming) to re-test delegates on regular basis and then to retrain if necessary.

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- **Level Four- Effects On Organizational Performance**

The ultimate level and one that represents an attempt to establish what is often described as the impact of training on the “bottom line” must be measured.

As with level three evaluations, in order to assess the effects of training on an organization, measures need to be taken prior to the training being carried out. Examples of such measures are:

- Staff attitude surveys
- Profit levels
- Wastage
- Levels of consumables used
- Accidents and damage rates
- Customer complaints
- Working rates
- Error rates
- Work outstanding
- Task completed per hour/day/week
- Self-assessment of performance by team members

**V. OBJECTIVE OF THE STUDY**

- The main objective of our study is how the Training increases the employee performance.
- To show the impact training & development on the employee performance.

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**VI. LITERATURE REVIEW**

Human resource is the very important and the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mite, 2000). As the Mite (2000) explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization (Kaiser Abbes and Sara Yahoo). There are many factors which improves the work of the employee such as flexible scheduling, training etc.

It is very necessary for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. a bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004).

On the job training helps employees to get the knowledge of their job in a better way (Deming, 1982).

People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). It is better for the organizations to

give their employees on the job training because it is cost effective and time saving (Ruth Taylor et al., 2004). It is good for organization to give their employees on the job training so that their employees learnt in a practical way (Tom Baum et al., 2007).

Delivery style is a very important part of Training and Development (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style Michael Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it is means he is wasting the time (Mark A. Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session (Phillip seamen et al., 2005). It is very difficult for an employee to perform well at the job place without any pre-training (Thomas N. Garavan, 1997). Trained employees perform well as compared to untrained employees (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It is very necessary for any organization to give its employees training to get overall goals of the organization in a better way (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Training and development increase the overall performance of the organization (Shepard, Jon et al., 2003). Although it is costly to give training to the

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employees but in the long run it give back more than it took (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Carlos A. Primo Braga, 1995).

Chhopra, Bhanu (2015) Importance of training and development in an organization, In an ever changing and fast paced corporate world, training and development is an indispensable function. Training and development is one of the lowest things on the priority list of most companies. When it's organized, it is often at the persistence of the human resources department. There is, however, enormous value in organizing proper training and development sessions for employees. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since a company is the sum total of what employees achieve individually, organizations should do everything in their power to ensure that employees perform at their peak.

Ganesh, M., Indradevi R., (2015), Importance and Effectiveness of Training and Development, The paper intends to review the literature on Training & development. It proposes to explore the importance & effectiveness of Training & development at a Private University. The paper proposes an empirical study on importance & effectiveness of Training & development through a survey on Deans/Sec 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 & 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. The research will enable us to identify the training importance & effectiveness.

Khan, Abdul Ghafoor, Khan, Furqan Ahmed, Khan, Muhammad Aslam Khan (2011), Impact of Training and Development on Organizational Performance, Training and Development, On the Job Training, Training Design and Delivery style are four of the most important aspects in organizational studies. The focus of current study is to understand the affect of Training and Development, On the Job Training, Training Design and Delivery style on Organizational performance. The back bone of this study is the secondary data comprised of comprehensive literature review. Velmurugan P. S., (2009), Effectiveness of the Training and Development Programme in improving the HRD: Training is the periscope to see the future. It is intended to identify the future of the organization to develop and steer them to where they belong. Development creates generalists and helps people to think strategically, even when their present jobs do not call for such thinking. It pushes and stretches people beyond their present function. Hence this paper attempts to study the effectiveness of training and development programme taking the Chennai Petroleum Corporation Limited, Chennai as sample. The perceptions of the employees' performance before the training programmes and after the training programmes were measured. Apart from it, whether the company was really interested in

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providing training programmes to the employee's equip the trainers with latest technologies were also measured. The results depicted that due importance was given to the training and also the employees said that the trainers were well equipped. The majority of the employees suggested that the training programmes had helped them to do the job in a better way. Thus it had been concluded that the programmes had increased the level of satisfaction of the employees in discharging their duties, even though a small section of the employees differing with the majority.

Swaminathan, J. and Gowri Shankar, U., (2011) Perceived Effectiveness of Training and Development: Training is the act of increasing the knowledge and skill of an employee for doing particular job. The training is to acquire new skill, technical knowledge, problemsolving, etc. Training improves the performance of employees on present jobs and prepares them for taking up new assignments in the future. Training also helps in the development of the employees. The main objective of the study is to measure the effectiveness of the training in the organization and its impact on employee job performance in the organisation. For collecting the required primary data, a structured questionnaire, with multiple choice and close-ended questions was administered.

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. An organisation which aspires to grow must be in tune with the changing needs of the society. Training becomes relevant in the context since it is only through training that the gap between performance of the organisation and the felt need of a changing society can be neutralised. Training reduces the gap by increasing employees' knowledge, skill, ability and attitude. Employees are motivated to attend the training programmes by the management for self development as well as organization development. Employees realize the importance of training needs of training to achieve the organizational goals. Training and Development are terms which are sometimes used interchangeably. Development was seen as an activity associated with managers. In contrast training has a more immediate concern and has been associated with improving the knowledge and skill of non-managerial employees in the present job. In management education system, training system is a set of interdependent parts which together form a unitary whole that performs a well defined function. It essentially has an input, a processing or transforming unit, an output and a feedback. Every organisation needs the services of trained persons for performing the activities in a systematic way. The fast changing technological development makes the knowledge of employees obsolete. They require constant training to cope with the needs of jobs. After selecting the employees, the next task of management is to give them proper training.

Training makes a very important contribution to the development of the organisation human resource and hence to the achievement of its aims and objectives. To achieve its purpose training needs to be effectively managed so that right training is given to the right people in the right form at the right time and at the right cost. Training is different from college education since management is relating experience to learning going from experience and concept. Training is purely vocational in contrast to education. The main purpose of which is the development of general culture. The term training indicates the process involved in improving the



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aptitude, skills, and abilities of the employees to perform specific jobs. Training is a vital phase of management control .It helps in reducing accidents, eliminating wastages and increases the quality of work. The training programmes must focus on are soft skill ,such as interpersonal communication , team work, innovation and leadership .most importantly the training has to be comprehensive, systematic and strategy with which the company is planning to fight the competition . In the future it is training that will act as between people, between strategy and between customers and the organisation. The development of individual and teams through training is important for the achievement of long term goals of the organization. The existing favourable conditions and the rate at which it is expected to grow the BPO sector requires large number of trained and well groomed employees. Any attempt which undermine the importance of training could adversely affect the quality of service provided and in turn becomes detrimental to the outsourcing business itself. Hence it is significant not only to identify the training needs of this sector but also the appropriate mode of training. Importance of Training. The benefits of training like Better performance, Employee Development, Personal Growth, Less Supervision and High morale clearly shows its importance.

Though the effectiveness of training is more some suggestions are offered to improve the same. Training is essential for an employee who has just been promoted to a higher level job. Similarly the training increases the skill and knowledge of employees. This helps employee to perform his job much better and improve their personality and attitude and also increases their level of self-confidence and commitment to work. Training also helps in the development of employees

**Blackwood, Karmen, (2014), Essential Not Optional: Why Employee Training & Development Matters: Employee training and development is essential for your organization’s success. It is important to ensure your employees’ skills, abilities and knowledge levels are being regularly updated. There are a variety of reasons for employee training and development, including (but not limited to:**

- Onboarding new hires
- Individual employee development plans, where you are training to fill a skill or knowledge gap, address a performance issue, or prepare the employee to take on greater managerial and/or leadership responsibilities
- Succession planning, where you have identified high-potentials and are grooming the next generation of leaders
- Addressing technology changes and providing the skills and knowledge needed to leverage new and emerging technologies
- Addressing legal and/or regulatory issues and changes

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- Helping your team address a range of issues and opportunities around growth and change, including helping the team and organization respond and adapt to structural change in the economy

Chidambaram, Vijayabanu1, Ramachandran, Amudha (2012), A Study on Efficacy of Employee Training: The success of any organization depends on appropriate use of human assets available in the organization. All other assets could only be supplementary to human assets. Towards augmenting the human resources and to cope with changes – both internal and external, the organization has to concentrate necessarily on developing the ability, wisdom and skills of its workforce. For the development of human asset, ‘training’ becomes the base. Training is a tool to attain individual, organizational needs related to the jobs undertaken and is also intended to improve the work culture of the group involved in a group task. An ideal training programme can be expected to change the attitude, skills and develop forward vision of the participants towards the task. This paper summarizes the results of the literature review on the effectiveness of training programmes of employees from diverse perspective.

## **VII. CONCLUSION**

Training is one of management's most important strategies for reaching organizational goals. When used to produce or upgrade organizational skills needed to overcome gaps in performance, training can bring back savings to an organization that are many times more valuable than the cost of the training itself. To be effective, training decisions must be based on a consistent flow of reliable information about the quality of performance in various parts of an organization. Providing management with information of this kind is the reason why organizations undertake the assessment of training needs.

Effective training must be reinforced by reliable and continuous self-examination. For human settlements organizations, this self-examination is nothing more than the collection and analysis of existing organizational data to extract meaningful conclusions about the need for training. When a manager collects data about an organization and studies it with training in mind, he or she is engaging in “needs assessment.”

The results of the needs assessment allows the training manager to set the training objectives by answering two very basic questions: what needs to be done, and why is it not being done now? Then, it is more likely that an accurate identification of whom, if anyone, needs training and what training is needed. Sometimes training is not the best solution, and it is virtually never the only solution. Some performance gaps can be reduced or eliminated through other management solutions, such as communicating expectations, providing a supportive work environment, and checking job fit. These interventions also are needed if training is to result in sustained new behaviors needed to achieve new performance levels, for an individual, an occupation, or an entire organization.

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