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The impact of training effectiveness: A review

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Abstract

Training is an essential activity in all professions. It plays a very important role in the effectiveness and efficiency of the human resource. The main aim of this study is to examine the role of training and the factors affecting training effectiveness. Training is an organised procedure by which people learn to perform their duties with more competency. The objective of the training is to achieve perfection in their work. This paper deals with different aspects of training and factors affecting the training effectiveness. Training is required for managers to enable them work towards taking the organisation to its expected skilfulness. This research paper also determines importance of training effectiveness in the ever changing business scenario.

Keywords: Training effectiveness, skills, organisations, behaviour, factors.

Introduction

Training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work. According to CIPD "Training is an instructor-led and content based intervention leading to desired changes in behaviour and which, unless it is on-the job training, involves time away from the workplace in a classroom or equivalent". Training is an integral part of Human resource development. In the present scenario training increasingly viewed as a mean of fostering the growth of the individual employee as well as the organization also. Training is a process of learning a sequence of programmed behaviour. Training is the application of gained knowledge and experience. It gives people an awareness of rules and procedure to guide their behaviour. According to Flippo (1971) ^[1] "training is an act of increasing the knowledge and skill of an employee for doing a particular job". The contemporary selling arena is enveloped by heightened dynamism. Sales personnel and their managers are constantly being buffeted by a confluence of seemingly novel influences that can tax even the most adroit sales professionals. For instance, today's sales position is increasingly multifarious and the demands on it increasing. Also, technology (e.g., the Internet, sales force automation) has led to the altering of relationships between buyers and sellers and between salespeople and their organizations. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform well. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform.

Objective of Study

To find out the main factors affecting the training.

To identify different factors affecting training effectiveness and to determine the impact of training and development on employee performance and effectiveness.

To determine the influence of training environment on employee's training effectiveness.

To determine the work environment on employee's training effectiveness.

Literature Review

Defines training as a systematic acquisition of skills, rules, concepts or attitudes that results in improved performance in another environment. Flippo (1976) ^[31], defines training as the

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act of increasing the knowledge and skills of an employee for doing a particular job. He further states that “no firm has a choice of whether to train or not; the only choice in that of method. Training is focus on the current job, the scope of training is on individual employees. It is also job specific and addresses particular performance deficits or problems. Training tends to focus on immediate organizational needs and fairly quick improvement in workers’ performance. It strongly influences present performance levels. A fundamental objective of training is the elimination or improvement of performance problems. To be successful, a training program must have clear stated and realistic goals. These goals will guide the program’s content and determine the criteria by which its effectiveness will be judged. For example, management cannot easily realistically expect that one training session will make everyone an accounting expert. Such an expectation guarantees failure because the goal is unattainable. If the goal is to improve specific skills, the training needs to be targeted to those skill areas. In contrast, the company’s training goal may be to provide employees with a broader understanding of the organization. Training is a learning experience in that it seeks a relatively permanent change in an individual that will improve the ability to perform on the job. Decenzo and Robbins typically say training can involve the changing of skills, knowledge, attitudes, or behaviour. To them, it may mean changing what employees know, how they work, their attitudes toward their work, or their interaction with their coworkers or supervisor. Decenzo and Robbins see training as more present-day oriented, its focus is on individuals’ current jobs, enhancing those specific skills and abilities to immediately perform their jobs. Training is to be conducted when there is need to improve performance and effective use of human resources and building employees ability to manipulate tools of work or when there are new comers or new employees in the organization, and we want to induce them with the environment of the organization. Again, training is done when there are indicators for training needs as indicated by the production records, number of accidents, mistakes, expansion of operation, new technology, labour or employees turnover, cases of promotion or advancements and transfers or secondments, Graham and Benett (1991) [30]. Sambrook, (2002) [23] suggests that training in work is influenced by many factors, and the same factors can be expressed in both a positive and negative manner. According to him, the following are factors that influence training: Motivation to Training; A distinction can be made between a lack of motivation on the part of managers for supporting employees, training, and a lack of motivation for training or a sense of responsibility for their own development among employees. The limited involvement of managers and employees in training issues are linked to their lack of motivation for training. Studies have confirmed that training is the main source of achieving employee development and expertise, with first class training that fulfils its aim to develop a first class service or product as a result of the developed performance. Therefore, the organization can maintain an insuperable position in the community the main aim of training is the improvement or correction of any performance deficiencies. Training like anything else needs to have clearly indicated logical goals to be successful. Porras and Hargis, reported that there is a negative correlation between training skills used and the factors of overload, and job-generated stress. Decker and Nathan, found the trainee’s workload is an

important factor influencing training success. Several research studies suggest that work environment factors can create success or failure of the transfer of training and employees’ decisions to apply their newly learned skills in real workplace (Baldwin and Ford 1988 [15]. Work environment has been referred to as the transfer climate or those work environment factors perceived by trainees can encourage or discourage their use of knowledge, skills and abilities learned in training in the real work environment. Organizations can no longer afford to provide training that has not been evaluated for its contribution to the organization’s strategic goals and mission and its effectiveness and use on the job to achieve those goals. Training Effectiveness is defined as a measurement of observable changes in knowledge, skills, and attitude after training has been conducted.

Factors affecting training effectiveness

Training environment that includes: training facilities, site layout, sound lighting, hardware environment, classroom climate, student involvement of the soft environment. Therefore, only the training of managers and trainers work together to create a better learning atmosphere and environment. Training environment have an effect on training effectiveness on human resource practices among employees. Haslinda & M.Y, 6 (2009) [3,25] concluded that absence of top management and peers co-operation, employees attitude and training practice scarcity impact the effectiveness of training, these are essential factors should positively be exercised, which then collectively causes for successful training. Tai, (2006) [2,24] stated that investment on human resource plays a key role to make successful organization by keeping its employees potential and worthwhile because the purpose and execution of training is a key factor to evaluate the desired consequences as planned otherwise training is costly. Dr. B.K & kant, (2013) [26] according him many factor devaluing training effectiveness but three factors are considered to be stronger i.e. motivation, attitude and emotional intelligence. Manager encourage employees to be adapted in new skills and abilities, next to assure better training effectiveness by encouraging individuals to practice such skills in workplace, attitude determines the learning importance from the training, while emotional leader ever found to be successful in aspiring the workers. According Elangovan & Karakowsky, (1999) [27] that training effectiveness is enormously affected by work environment, which presenting directly the training outcomes. Wehrmeyer & Chenoweth, (2006) [28] reported that Individual behaviour is also affected by the organizational culture i.e. values, belief and adopted coping techniques, a positive and comfortable environment and culture have a big role in managing consistent organization success. Like Steers & Porter (1975) found that motivation is the strength that influences enthusiasm about the programme, a stimulus that directs participants to learn and attempt to master the content of the programme and a force that influences the use of newly acquired knowledge in a training situation. Same thing was concluded by Tabassi, *et al.* (2012) [5] about the relationship between training and motivation that training and motivation can sustain or increase employees’ current productivity. Motivation can influence the willingness of an employee to follow the training programme, to exert more energy toward the programme and to transfer what they learn onto the job. Bumpass (1990) [6] also stated that employees’ attitude and motivation are one of the factors that might influence the effectiveness of training and development. If the employees

are fully motivated towards training programme they pay full attention and there will be more chances for success of training programme. Tracey, *et al.* (1995) ^[7] in their study found that motivation, attitude, and basic ability affect a training programme's potential success. On the other hand Colquitt, *et al.* (2000) ^[8] explained that the locus of control, conscientiousness, anxiety, age, cognitive ability, self-efficacy, valence, job involvement as the predictors of training motivation. Sahinidis & Bouris (2008) ^[9] found that there is strong relationship between employee perceived training effectiveness and motivation, job satisfaction and commitment. Torrington and Chapman (2008) ^[21] explain that training has been given good attention in recent years because of rapid technological advances that have phased out unskilled jobs ushering in jobs demanding knowledge about the new technology. There are external and internal organizational factors that influence training. Internal factors are controllable and external factors are uncontrollable. Harrison, (1988) ^[22] suggests the following factors that influence training; Organizational Environment; The environment of the organization, the opportunities and constraints, threats and challenges that engulf the organization within the contemporary competitive environment influence training for the survival of the concerned organization. Also political environment may pressurize training through government policies. Organizational goals and tasks; Organizational goals and tasks and its levels of achievement are crucial determinants of training needs and activities.

Sambrook, (2002) ^[23] suggests that training in work is influenced by many factors, and the same factors can be expressed in both a positive and negative manner. According to him, the following are factors that influence training: Motivation to Training; A distinction can be made between a lack of motivation on the part of managers for supporting employees, training, and a lack of motivation for training or a sense of responsibility for their own development among employees. The limited involvement of managers and employees in training issues are linked to their lack of motivation for training.

Clarity; Lack of clarity concerns both the changing role of Human Resource Development Professionals, and new approaches to working. It includes lack of understanding regarding Human Resource Development goals, tasks, responsibilities and objectives and even distance between managers and the Human Resource Development function. Another reason here is the lack of practical information regarding the need for training, training progresses and training opportunities. Other factors are lack of clear communication, clear training systems, procedures or policy and a widely shared understanding of the importance of training and personal development. When all these issues are clear, they tend to support training in the organization.

A Learning Culture; Absence of a learning culture is an inhibiting factor to training. It is difficult to develop a learning culture. It is very difficult to motivate employees to share knowledge or engage in learning process if they are not used to this or perhaps even reluctant to do so. However, if an organization has a culture open to learning, this makes easier to change Human Resource and Development practices, such as developing responsibility to managers and employees, and creating opportunities for learning within work activities. Resources; Financial resources, human resources and time are factors considered here. Lack of time to attend training on the part of employees due to work pressure; cancellation/

postponement of training opportunities on the part of management to ensure the work load is completed; and lack of time to develop new human resource development initiatives are inhibiting factors. Lack of money in the form of investment in the human resource development function and departmental budgets also inhibit training. On the other hand, sufficient human resource development resources such as time, financial and human resources play a big role in supporting/ encouraging training employee. Mathieu *et al.* (1992) ^[12] argued that the organization may remain unaware about these constraints to perform the trained skills, which may hinder the performance. Zhao *et al.* (2004) ^[13] provided similar view that the training program will lose its benefits when there is no opportunity to perform. Similarly, Clark (2002) ^[11] found that heavy workload and time pressure can be the main constraint against the opportunity to perform and can undermine the training effectiveness. Tracey and Tews (1995) ^[14] mentioned that, to ensure the training effectiveness, the trainees must have the opportunity to perform, which also will help them to refine their knowledge, otherwise the knowledge and skills from the training will be forgotten.

Transfer of Training

Transfer of training is the degree to which trainees effectively integrate the knowledge, skills and attitudes acquired during the training in their work (Baldwin and Ford, 1988) ^[15]. Furthermore, the obtained knowledge, skills and attitudes should be generalized in job content and preserved for some time in order to achieve the transfer of learning (Cascio, 1995). The generalization includes more than mere imitation. It requires the display of new behaviour to different people, environments and situations outside of the controlled area of the educational environment (Ford and Weissbein, 1997). If people use what they learned, then the importance of skills, the development of possibilities and the time invested confirm the value of the training (Olsen, 1998) ^[29]. Organizations do not often evaluate the training results either because they are not measurable, or because education is not incorporated in the workplace. In previous studies, results showed that while the level of satisfaction of trainees in relation to the provided training is high, there is little evidence of the effects on connecting training to work and within organizations (Brinia, 2008). Therefore, despite the funds which are spent in order to educate the workforce, organizations do not make their employees. Transfer of training is known to be good indicators of training effectiveness (Baldwin & Ford, 1988) ^[15]. Based on this, the behavioural changes that accompany training in work place could be a clear indication of training. According to Goldstein and Ford (2002) training is one of the most pervasive methods for improving job performance and enhancing employee's performance in a work environment. According to the transfer of training framework by Saks & Haccoun (2007) ^[4, 10], the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. The trainer should conduct follow-up or booster sessions following a training program.

Importance of Training Effectiveness

During 1980s, Japanese management practices clearly indicated that business success based on high standards of performance was dependent on a highly trained and developed workforce. (Brown and Read, 1984) ^[16]. Recent research also indicates a causal link between high commitment practices (including training and development) and improvements in an

establishment's performance and competitive advantage. (Patterson *et al.*, 1998) ^[17]. Training and development is most effective motivating and retaining high quality human resources within organization. (Kate Hutchings, Cherrie J. Zhu, Brain K, Cooper, Yiming Zhang and Sijun Shao, 2009) ^[18]. Lowry, Simon, and Kimberley (2002) concluded that training is a factor that enhances employee commitment and maximizes employee potential. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel. (Ekaterini Galanou, constantinos-Vasiliospriporas, 2009) ^[19]. Organizational training activities are recognized as being able to become sources of competitive advantage (Barney, 1995) through their impact on employees 'productivity. As the need for current and future effective managers increases in all types of organizations, training programmes and design tools for the evaluation process become more important (Eseryel *et al.*, 2001) ^[20]. T&D has the ability to contribute to the effectiveness and efficiency of an organisation, and can be regarded as essential for its long-term success. Ondari-Okemwa, as cited by states that in whatever way the activities of management are identified, and whatever the nature of the organisation, staff training is an essential part of the function of management. He further cites Mayo (1998), who emphasises the fact that the importance of the strategic imperative in adding value to the organisation lies in its ability to grow the intellectual capital, the people in the organisation, their capabilities and potential, and how they are led and organised. Altarawneh (2009) states that T&D is the most important subsystem or element of human resource development, as it involves increasing, improving, enhancing and modifying employees "and managers" skills, abilities, capabilities and knowledge, in order to enable current and future jobs to be more effectively performed. These desirable outcomes are likely to enhance both an individual's and an organisation's growth and performance.

Conclusion

It is concluded that trainee characteristics such as personality, trainee ability, and motivation effects were originally identified by training practitioners as factors affecting transfer of knowledge from training to the job. In a training situation, trainees with strong belief that they can control the provision of organizational outcomes are more likely to facilitate application of training content on their jobs. Such outcomes can be recognition, promotions, salary increase and job enlargement. It is clear that trainees with a high level of confidence in attaining anticipated performance and behavior change will be more likely to apply what they have learned from training on the jobs. Improvement in training effectiveness can directly be facilitated by the following, employee's awareness of objectives of training courses, continuity of training, and application of training in the work place and proper implementation of the program. 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 strategies. The study revealed many factors that affect training effectiveness but three factors i.e. motivation, attitude and emotional intelligence emerged to be stronger and more responsible in making training effective, These three factors were found dominant on other factors while a training programme is going on. 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.

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