

An Empirical Analysis on Training & Development Evaluation Across Organizations



MANAGEMENT

KEYWORDS : Training Evaluation, Modification, Decision Making, Continuous Improvement.

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ABSTRACT

Training evaluation is a continual and systematic process of assessing the value or potential value of a training program, course, activity or event. Results of the evaluation are used to guide decision-making around various components of the training (e.g. instructional design, delivery, results) and its overall continuation, modification, or elimination. The Training Evaluation is designed to assist training representatives such as training managers and supervisors, training coordinators, training facilitators and others who have a significant role in training effectiveness in evaluating training effectiveness and in demonstrating training value to decision makers. Data and information were gathered from sixty employees in Low (Operational) level, Middle level Manager (Tactical) and Top level Managers (Strategic) who volunteered their time to participate in individual interviews and take part in survey conducted through Questionnaires and analysis was done through cluster sampling technique to achieve effective training outcome.

INTRODUCTION:

Training and Development evaluation explains training evaluation becomes truly effective, when personal development and evaluation extend beyond the obvious skills and knowledge required for the job or organisation or qualification. Effective personal development must also consider individual potential such as natural abilities often hidden or suppressed, individual learning styles and whole person development such as life skills. Where training seeks to develop people rather than merely being focused on a specific qualification or skill, the development must be approached on a more flexible and individual basis than in traditional or prescribed methods of design, delivery and testing. These principles apply to train and develop young people too which interestingly provides some useful lessons for workplace training, development and evaluation.

OBJECTIVES OF THE STUDY:

- ✓ To assess needs, set priorities, direct allocation of resources and guide policy making.
- ✓ To determine achievement of objective, identify strengths and weaknesses of a program/course, determine the cost-effectiveness of a program/course and assess causes of success or failure.
- ✓ To improve effectiveness, identify and facilitate needed change, and continue, expand or eliminate a program/course which is not required.
- ✓ To assess how much of the knowledge and skills learned during training transferred to on-the-job behaviours.

LITERATURE REVIEW:

1. Thomas N. Garavan, Joe Deegan, (1995) "Discontinuous change in organizations. Using training and development interventions to develop creativity", Industrial and Commercial Training, Vol. 27 Iss: 11, pp.18 – 25

Considers the availability of objective criteria for creativity enhancement from relevant applied research. Uses research to address the problem of creativity within the framework of artificial intelligence. Compares thinking to using a map and discusses creativity in terms of making our own maps rather than just following existing maps. Suggests that creativity includes the individual's mastering of existing rules, enabling him or her to see when these rules might be broken. It thus follows that basic heuristic competences underlie the creative act. A strategy for stimulating creativity should include a more systematic basis for the development of creative resources, in the concept of heuristic competence.

2. Charlie Cadman, (2013) "Training is now more than simply ticking the right boxes: Organizations build the right skills through targeted employee development", Human Resource Management International Digest, Vol. 21 Iss: 1, pp.34 - 37

The paper argues that ensuring that employees have the right

skills goes far beyond meeting regulatory obligations, and there is now a real opportunity to build strong, long-term employee competency, minimize accidents and create the skills that reflect business needs. The paper reveals that, in times of austerity, by investing in effective Human Resources and leadership training, organizations can not only achieve greater competencies to meet client and service delivery requirements, but can also transform the effectiveness of internal business functions by harnessing the talents of existing employees.

RESEARCH METHODOLOGY:

The data's are collected through Cluster Sampling where the nature of respondents are low level, middle level and top level managers with a sample of sixty in number through questionnaires and Interviews using Correlation analysis in SPSS.

DATA ANALYSIS & INTERPRETATION:

Correlation Analysis:

Factors	Training design	training objective
Training design	1	.657**
Training objective	.657**	1

Correlation Co efficient:

Variables	Correlation Co efficient	training objective
Training design & Training objective	0.657	<0.001**

Inference:

The correlation co efficient between training design & training objective is 0.657 which indicates 65.7% positive relationship between training design & training objective and is significant at 1% level, since P value is less than 0.01.

Suggestions and Recommendations:

Evaluation of training within work settings can assist you in learning more about your organization. It is important to understand the purpose of your evaluation before planning it and choosing methods to do it. Some advantages of using evaluations are difficult to directly witness, but when done correctly they can impact organizations in positive ways. Evaluation feedback assists in improving efficiency and effectiveness of training content and methods, use of organization dollars, personnel and other resources, employee performance and organizational productivity.

Conclusion:

Through evaluation, trainers should recognize the need for improvement in their training skills, suggestions should be gained from trainees for improving future training, evaluation can be determined if training matches workplace needs. The

goal of training is to increase education and awareness as well as change workplace culture, attitudes, and behaviors. Training evaluation can take place through the use of a post-training feedback, which asks respondents questions to gauge whether the training improved their knowledge and increased their ability to respond where training objectives are achieved through training design.

REFERENCE

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