

Evaluation of Training Program-me



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Abstract:

This paper tell us about the how to evaluate training, and little bit about what is training, development, induction, on the job training and off the training .This paper increases our knowledge about what are the method used in evaluation of different training program and if the training program are less effective then how to increase the effectiveness of training program.

Keywords: – Training, Development, Induction Training, on the job training, Off the Job Training Evaluation.

Objective of Paper

- To study what is training, Development, Induction Training, on the job and off the job Training.
- To study of various method of evaluation of Training.
- How to increase the effectiveness of training program me?

Methodology

The analysis of this paper is totally depend upon secondary data like journal, books and various website from internet.

Introduction

In this present scenario no organization will run without training. Training is very necessary for all organization gone are the days when organization thought that training is only wastage of money now a days every organization think it as investment not wastage of money. This paper studies what are the different methods of training and how this method is evaluated .If training methods is not evaluated then how we came to know that it is effective or not and what measure should to used to make it effective.

Review of literature

Carr Wendy F. (2002)says that training is very necessary for every organization .In traditional evaluation is only done for the training programme but now a days it is done for both evaluation of training programme as well as what employee learn from training transfer their knowledge to their performance.

According to **Kevin McManus (2006)** training cannot retain only by lecture or by CBT. It can be retained by repetition and practice. AURA is an acronym for Awareness-Understanding-Retention-Application; he says that we can improve our training session through Awareness-Understanding-Retention-Application.

AL-Ajlouni Mahmoud M, Athamneh Salah M H, Jaradat Abdunaser A, “Methods of Evaluation: Training Techniques ”(2010)says that evaluation of any training program must inform us whether the training program me has been able to deliver the goals and objectives in terms of cost incurred and benefits achieved. The analysis of data should be summarized and then compared with the data of other training programmes similar nature. On the basis of these comparisons, problems and strength should be identified which would help the trainer in this future training programmes.

A. Indira in her research paper wrote that evaluation of training conducted using Kirkpatrick method. This study used questionnaire of trainee who attended training programs. The survey had a response of 87% from men when compared to 13% from women. The survey showed that the majority of the participants trained were those having experience for about 10 years or more in the rural sector. Another very interesting fact emerged from the study that nearly 70% of those trained remained in the same position after receiving the training.

Dr. Subrahmanian Mu. (2010) evaluated training program-me in India post. He evaluated employee Indian Post, Tamil Nadu. The total no of employee are 2160 out of which 513 trainees responded the questionnaire. For the final processing of data, 513 employees’ opinions were taken into consideration. Out of 513 trainees who attended the training program-me. 81.49% of the trainees agree that the training is given adequate importance in India Post. It shows that there is a difference between the opinions of the respondent towards the purpose of training.. Each respondent perceived the purpose of training in different.

Dahiya Sunita and Jha Ajeya (2011) says that the evaluation of any training system helps measure the ‘knowledge gap’, the gap between what the trainer teaches and what the trainee learns’ (defined by Riech). Evaluation of training systems, programmes or courses tends to be a demand of a social, institutional or economic nature. A training program is not complete until you have evaluated methods and results.

Johnson Debra Wilcox wrote that Evaluation of training addresses both learning and the quality of training. During the evaluation process, information on desired training or future learning needs also can be collected. This needs assessment component adds value to the evaluation process. It is, unfortunately, too easy to concentrate on the design and marketing of training and ignore evaluation. Nevertheless, in the business of training, organizers and instructors also need to keep learning. By focusing on the most important information needed and designing an efficient process, a continuous learning model can be applied to training activities.

Michael Scriven proposed a checklist for evaluation of training. He proposed 12 points checklist 1) Need 2) Design 3) Recruitment 4) Delivery 5) Reaction 6) Learning 7) Retention 8) Application 9) Extension 10) Value 11) Alternatives 12) Return on investment he says that these checklist is use when there is any serious evaluation, proposal for a training program me, reviewing an evaluation, it is particularly aim at finding or planning to avoid situation where training programmer failed.

Sivakumar B. N., Navaneethakumar V “Evaluating the Training Effectiveness among Managers in Manufacturing Industry with Reference to Krishnagiri District” In this study Training effectiveness evaluation is done under four phases such as training need analysis, pre training preparations required by managers, the trainer and trainee involvement during the training and the post training program experience of the managers. Likert five point scaling technique was used for opinion collection from 500 managers with the help of convenience sampling method and a structured questionnaire was used for collecting the primary data. Percentage analysis and Chi square test was used for training need analysis, pre preparation required by managers and gender bias in selecting manager for training respectively. Results of the analysis stated that training need analysis is an important process for identifying trainings for managers, pre training preparations are essential for increasing the participation level, there is no gender bias incurred in selecting the managers for training and it is purely done on requirement bases

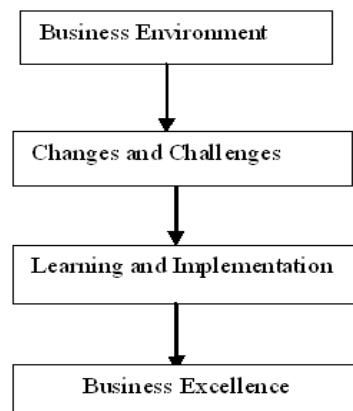
Training and Development

According to V.S.P Rao “Training is a planned program- me designed to improve performance and to bring about measurable changes in knowledge, skills, attitude and social behavior of employee”. It is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the **performance of employees**. Training make employee more valuable, more competitive and capable to cope with new environment. After training the efficiency of employees are increases and they become asset for an organization. Development is an education process as it tries to enhance one’s ability to

understand and interpret knowledge in a useful way. It is a systematic, continuous and planned process of learning process by which managers develops their conceptual and analytical abilities to manage.

$$\text{Training \& Development need} = \text{Standard performance} - \text{Actual performance}$$

In this changing environment, with changing technologies it is very necessary for organization to provide training to their employees. The present business environment has various changes and challenges through training employee learn various thing and implement effectively an efficiently and able to give their best performance and from training organization reach to excellence.

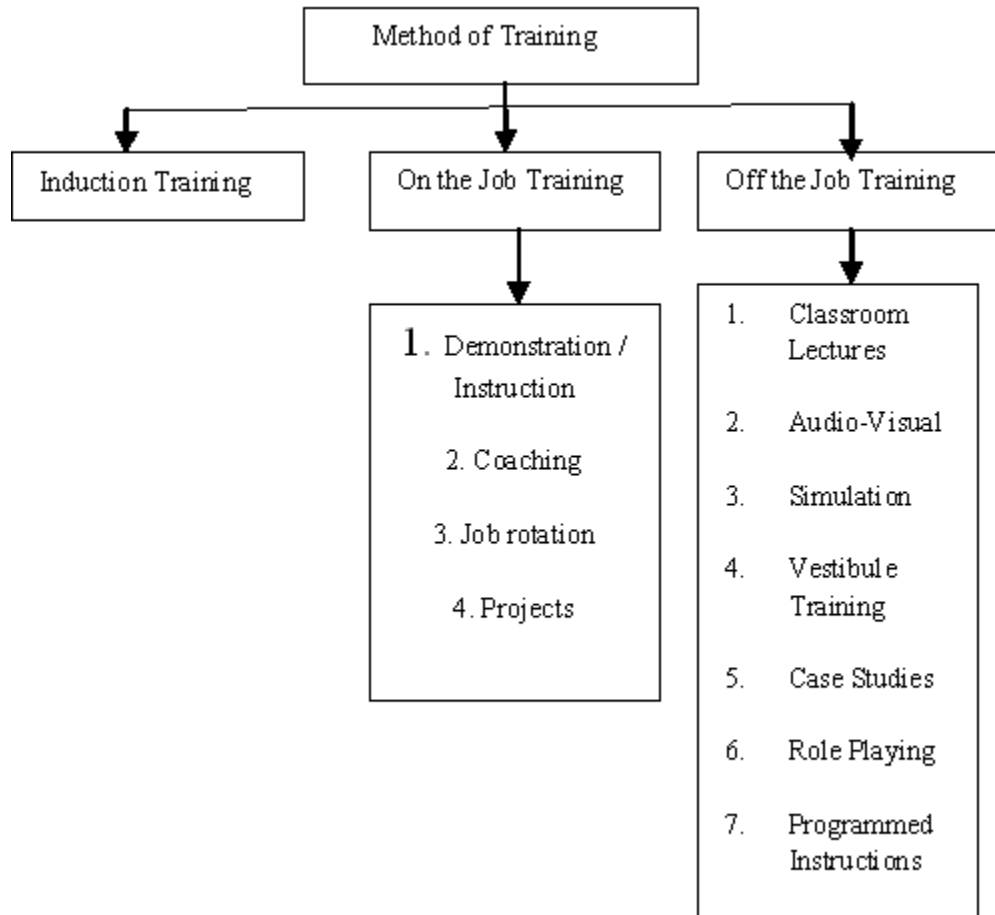


Role of Training

Advantages of training are as follows

- Improves morale of employees
- Less supervision
- Fewer accidents
- Chances of promotion.
- Increased productivity

Methods of Training



- **Induction Training** –Induction Training is for new recruit to make them know about organization. In Induction training employee know about policies, their duties, values and aims of business, layout of premises and employee can meet their colleagues.
- **On the job Training**-When the training given to the employee while remaining in workplace The main methods of one-the-job training include:
 - **Demonstration / instruction** – senior / Trainer shows the trainee how to do the job
 - **Coaching** – is a teaching or training process in which an individual gets support while learning to achieve a specific personal or professional result or goal. The individual getting coached may be referred to as the client, the mentee or coachee, or they may be in an intern or apprenticeship relationship with the person coaching them.

- **Job rotation** – This is a kind of training involves the movement of trainee from one job to another. The purpose of job rotation is to provide trainees with a larger organizational perspective and a greater understanding of different functional areas as well as a better sense of their own career objectives and interests.
- **Projects** - employees join a project team - which gives them exposure to other parts of the business and allow them to take part in new activities. Most successful project teams are "multi-disciplinary"
- **Off the job Training**
 - **Classroom Lectures:** In classroom lectures the instructor organizes the material and gives it to group of trainees in the form of talk one of the advantage of this method is cost per trainee is low. Its Disadvantages are low interest of employees; it is One-way communication and no authentic feedback mechanism.
 - **Audio-Visual:** It can be done using Films, Televisions, Video, and Presentations etc. Its Advantages are wide range of realistic examples, quality control possible. Its Disadvantages are one-way communication, no feedback mechanism and no flexibility for different audience.
 - **Simulation:** Creating a real life situation for decision-making and understanding the actual job conditions give it. Ensures active participation of all trainees. Can be very effective but needs good conductors.
 - **Vestibule Training:** - Employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. While expensive, Vestibule training allows employees to get a full feel for doing task without real world pressures. Additionally, it minimizes the problem of transferring learning to the job.
 - **Case Studies:** It is a written description of an actual situation in the past in same organization or somewhere else and trainees are supposed to analyze and give their conclusions in writing. This is another excellent method to ensure full and whole hearted participation of employees and generates good interest among them. Case is later discussed by instructor with all the pros and cons of each option. It is an ideal method to promote decision-making abilities within the constraints of limited data.
 - **Role Playing:** Here trainees act out a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. There are no written lines to be said and, naturally, no rehearsals. The role players have to quickly respond to the situation that is ever changing and to react to it as they would in the real one. It is a method of human interaction which involves realistic behavior in an imaginary or hypothetical situation. Role playing primarily involves employee-employer relationships, hiring, firing, discussing a grievance problem, conducting a post appraisal interview, disciplining a subordinate, or a salesman making presentation to a customer.

- **Programmed Instructions:** This involves two essential elements: (a) a step-by-step series of bits of knowledge, each building upon what has gone before, and (b) a mechanism for presenting the series and checking on the trainee's knowledge. Questions are asked in proper sequence and indication given promptly whether the answers are correct. This programme may be carried out with a book, a manual or a teaching machine. It is primarily used for teaching factual knowledge such as Mathematics, Physics, etc.
- **Management Games:** With computerized management games trainees divide into five- or six-person groups, each of which competes with the others in a simulated marketplace. Each group typically must decide, for example:
 1. How much to spend on advertising?
 2. How much to produce?
 3. How much inventory to maintain?
 4. How many of which product to produce?

They help trainees develop their problem-solving skills, as well as to focus attention on planning rather than just putting out fires. The groups also usually elect their own officers and organize themselves. This can develop leadership skills and foster cooperation and teamwork.

Evaluation of training program me-

“The systematic analysis of training to demonstrate whether it has met its objectives in an effective and efficient manner”. Evaluation is the process of collecting information from trainees about the training through the various method like questionnaire, Tests, Interviews etc and then this collected information is analysis and the we come to the result that this training is effective or not. Its tells us about what is the impact of training on individual is he/ she doing differently from they doing in past. It also gives answer that how much training knowledge is used by trainer at the work place after this training. Evaluation of training can be done through Kirkpatrick's 4 level of evaluation for Training Programs. The model was defined in 1959 by **Donald L. Kirkpatrick** in a series of articles that appeared in the US Training and Development Journal. Kirkpatrick redefined the evaluation model with his 1998 book "Evaluating Training Programs: The Four Levels

The four levels of the model are:

- Level 1: Reaction
- Level 2: Learning
- Level 3: Behavior
- Level 4: Results

Level I: Reaction – How did the trainer feel and what did they think about the training?



Kirkpatrick's 4 level of evaluation for Training

Level II: Learning – How much did the trainer learn?

Level III: Behavior –What is the extent of behavior and capability improvement in trainer after training program ?

Level IV: Results – What impact on the business did the training have as a result of the trainee performance?

Reaction-trainee reaction is noted regarding training usefulness, topics studied in training, trainer's presentation way, techniques used in training session, training is effective or not through a feedback form Happy sheet or Smile sheet . It is distributed immediately after the training session. Kirkpatrick suggest that it should be filled by 100% trainee so get the correct reaction of trainee . The following questions could be asked in trainee reaction questionnaire:

- (i) What you expect from this training session?
- (ii) Did you achieve them?
- (iii) Would you like to recommend this training session to others?
- (iv) Do you have any suggestion to improve it?

Learning –

In this level how much trainee learn from this training session, is trainee knowledge is increased or not, any change in attitude of trainee is assessed. This assessment can be done through pre test and post test. Pre Test taken before training session begin and post test taken after training session from this process you come to know about what trainee learn from trainee session . You can take these test on paper or online. You can include multiple choice/fill-in the blank type questions, and/or may include work-related exercise for the trainee.

Behavior-

In this level what is the change in job behavior of trainee after the completion training session is assessed. if the change in the behavior of trainee does not occur then we also have to find out what is the reason behind it why change did not occur. The level three question is, Did the training have a positive effect on job performance? Level three evaluation specifically involves measuring the transfer of knowledge, skills, and attitudes from the training context to the workplace. This can be measured via post training interviews, monitoring progress and meeting with managers of the learners to determine if the training has allowed the learner to excel in his/her job It can be measured via post training interviews, monitoring progress and meeting with managers of the learners to determine if the training has allowed the learner to excel in his/her job.

Result-

This level tells us about what is the impact of training in organization. The measure key performance of trainee and what is change in the organization after training like staff turnover rate, employee retention, quality ratings and other types of quantifiable aspects of the performance of the organization. This can take the form of a return on investment (ROI) evaluation. The costs, benefits and payback period are fully evaluated in relation to the training deliverables.

Methods of Training evaluation

Evaluation methods and the data they produce are grouped into two basic categories – **quantitative and qualitative**. In general, quantitative methods produce “hard numbers” while qualitative methods capture more descriptive data. In practice, most researchers and evaluators agree that combining quantitative and qualitative techniques produces a richer and more comprehensive understanding of a project’s accomplishments and learnings.

Quantitative methods:

Quantitative data collection methods consist of counts or frequencies, rates or percentages, or other statistics that document the actual existence or absence of problems, behaviors, or occurrences. These methods are usually easier to summarize and compare than qualitative methods. There are some Quantitative Method

- Questionnaires-Questionnaire is used to obtain opinions, reaction, views of trainees. Open ended questionnaire are used to collect quantitative information.
- Pre/ Post Test- In this method a test of trainee taken before the training session and after the training session to see what is impact of training on trainee, is there is any change in performance of employee or not.
- Statistical Analysis-. We can use various test, mean, median, mode to evaluate training.

Qualitative methods: Qualitative data collection methods result in descriptions of problems, behaviors or events, can provide narrative descriptions of people's thoughts and opinions about their experiences, attitudes, and beliefs. These measures provide the "stories" that illustrate the nature of the problem addressed. There are some Qualitative Method

- Observations- Trainees are observed by senior that there is any change in the performance While doing there job. For example, a trainee has attended a time management training program me, the manager may observe the way he or she priorities the work, to see if there is a change.
- Interviews- After the completion of a training program me, the trainees can be interviewed. If the training event was an external event, the departmental manager can conduct the interview. The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program. In an unstructured interview, the manager may ask an open question, "Tell me about the recent training programme you have attended" and listen to the responses. Supplementary questions may be asked when required. The answers should be recorded
- Focus Groups- A group of 8-12 trainee interview together about trainee session usually last about one and the half hour. This time allow the trainee to discuss 8 to 10 question about training session. Focus group is a very effective method of evaluation of training. A skilled facilitator can guide group dynamics so that trainee stay on topic and person who are shy are encouraged to speak.

Benefits of Training Evaluation are

- Evaluation involves the assessment of the effectiveness of the training programs.
- Training evaluation ensures that training programs comply with the competency gaps and that the deliverables are not compromised upon.
- Evaluation ensures that the training programs are effective in improving the work quality, employee behavior, attitude and development of new skills within the employee within a certain budget.
- Evaluation also acts as a feedback to the trainer or the facilitator and the entire training process. Since evaluation accesses individuals at the level of their work, it gets easier to understand the loopholes of the training and the changes required in the training methodology.

How to increase the effectiveness of training?

1. Environment of office should be stress free so that trainee learns enthusiastically.
2. Time management training should be given to trainee so that he/she completes their work in time and they do not feel training as responsibility.
3. Group discussion should be encouraged in training process.
4. Active participation of trainee in training session should encourage.
5. Chance to speak should be given to every trainee so that shyness and hesitation of trainee should removed and they do not hesitated while asking anything from trainer
6. Trainer should teach slowly so that trainee grasps the knowledge quickly.
7. Trainer should not teach too much in a day that trainee feel boredom and they are not interested to learn anything.
8. Trainer should give time to practice, question should be asked in training session so that trainee practice more and more.
9. Trainer should praise, encourage trainee so that trainee enthusiast and learn rapidly.
10. Trainer should not regard the entire trainee as same, some trainee learn fast some learn slowly so trainer should keep this point in mind.
11. Management games, Role playing, Case studies also are included in training this makes training interesting, trainee do not feel boredom and he/she learn quickly.

Result –

Training is the prior need of every organization .Now every organization think training as a investment not wastage of money. To survive in this changing environment where there are lot of changes like technological changes, mechanical changes training is the need of every organization. Evaluation of training is very necessary to know is training is effective or not? Is there is any change in the performance of employee or not? While doing the need assessment of training we should plan our training according to organizational need if it is not planned then it is only wastage of money not investment. we should also make training interesting so that trainee take great interest in it and learn quickly . Role playing, case studies, group discussion must be include in training session so that training session looks interesting and trainee takes active participation in it.

Conclusion-

It is to be concluded that training is an investment for a every organization. To cope with this changing environment training is necessary. Evaluation of training is necessary because from evaluation we come to know training session effective or not, is there is any change in the performance of employee or not. If it is not effective then we should use various techniques like games, role-playing, case studies to make it effective.

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