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A Study on “Impact of Training on Organizational Efficacy and Human Potential”

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Abstract: - Training as an intervention is primarily aimed at Manpower. This intervention is necessitated to fulfil the learning requirements of the organization. The prime focus and epicentre of concern is the employee is expected to imbibe those learning that are essential for organizational growth, meeting future challenges, solving task and skill related problems, enhancing his own knowledge and self-development. An effective organization is, therefore the one which can develop its employees and help in gaining those values and corners, which are of utmost importance for an organization. The entire learning process, therefore, is an unending process of self-improvement and continuous up gradation. The process of training therefore helps an employee to sharpen his skills, knowledge, attitudes etc. that are required for his own self-development proper execution of work and discharge of duties and alternately leading to development of the organization by fulfilling its needs.

Keywords: Motivator, Working skills, Regulation, Manpower.

I. INTRODUCTION

When we speak of training effectiveness, we essentially mean the positive contribution of the training, **whether directly or indirectly**, towards the organizational parameters and individual requirements. The training becomes effective if it is able to achieve its desired goals and objective. The evaluation process is the process through which we try to assess the training activity viz-a-viz it achievement of objectives. Thus the obvious relevant questions are:

- Whether training can help in increasing profitability of the organization?

- Whether through training process we can improve our financial turnover?
- Whether training can help in value addition?
- Whether through training we can contribute towards customer satisfaction?
- Whether through training we can enhance productivity?
- Whether through training we can optimize product quality?
- Whether through training we can reduce wastage?
- Whether through training we can motivate people?
- Whether through training we can enhance team working?
- Whether through training we can involve people to perform better?
- Whether through training we can improve employee efficiency and effectiveness?

The impact of the training is an outcome of a comprehensive approach and is not a result of a single parameter. The combined energy of all elements and the activity that are involved in the training process contribute towards the broader impact on the organization and the potential of the individual. The comprehensive strategy is capable of capturing the various processes and is able to provide solution through multi pronged approach. The activities that are crucial to the training process are outlined and linked to the results and final outcomes. Each activity and training process is capable to generate impact in its own way and as such the sum impact can be experienced on organization and the individuals. The broad parameters/components that are considered as crucial for training effectiveness are outlined below.

II. The Training Leadership

The training leadership essentially means the inner will and the initiative to take a lead in the process. It usually starts with the visualization of the training process and its requirements and setting the training objectives and goals. Based on the goals and objective training plans are prepared. Thus it is the process of:

Visualization - Taking vision about what can be the future expectations from the training? What solutions the training can provide as a part of long-term strategy? Anticipating the technological and environmental requirements of future and then developing a training strategy accordingly. Thus visualizing training as a resource that continuously analyzes the long and short-term requirements for the organization. This approach has an element of pro-activity that forms the basic premise and assumption.

Determining training goals and objectives and preparing plans- Based on the vision that the training has forecasted, provides a blue print for determining training plans and objectives of departments, functions and individuals. These serve as a guide maps for providing training

solutions. **A well-drafted requirement based on effective visualization is capable of impacting the training process.**

II. The Training Process

The training process encompasses the training activities that are essential for fulfilment of the training vision. They also have an element of continuous up gradation and updating of these activities. These activities are essential for the purpose of proper alignment of the training efforts and interventions. Without these sets of activities the training per-se will not be able to achieve the desired goals. The activities also have inbuilt mechanisms of self-evaluation and improvement on a continuous scale. The activities can be many; however few important ad essential activities are outlined below:

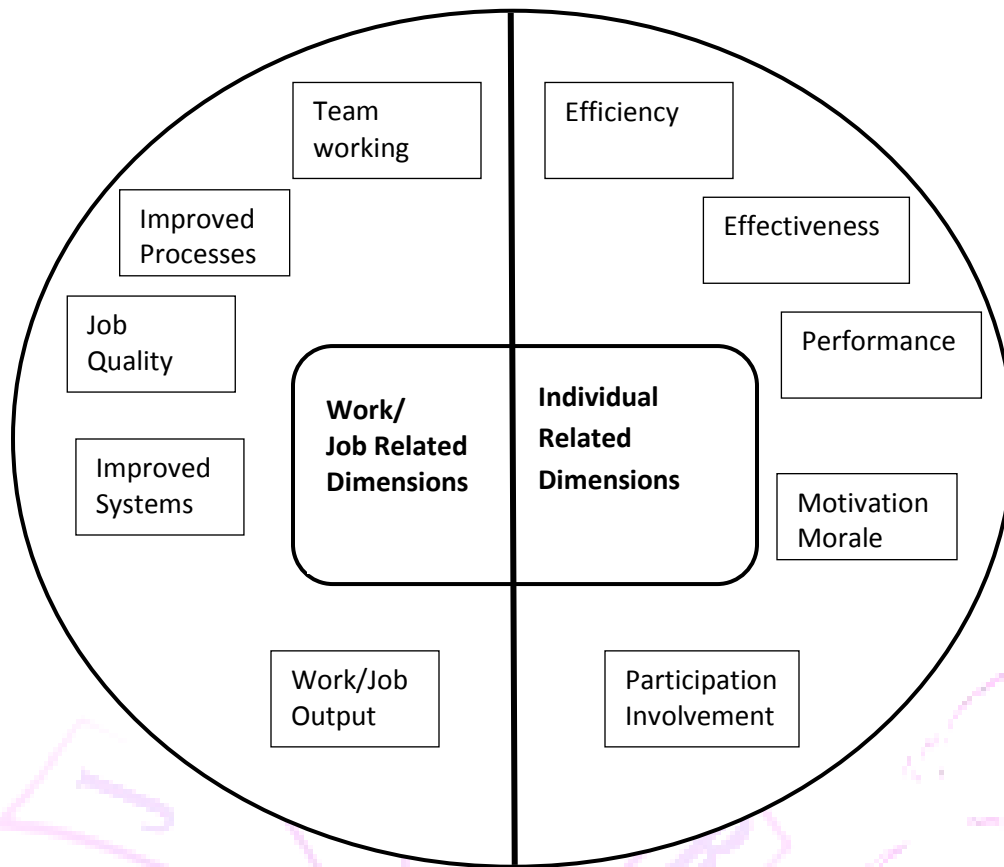
- Training Need Identification
- Selection of Trainers
- Development and Preparation of Course and Inputs
- Identification and Selection of Venue
- Pre- Training Counselling to Participants

These activities, if carried out in an effective manner, can contribute towards the positive impact of training since they form the basic premise for any training program and initiative. These activities are discussed in detail in the forthcoming chapters.

III. Resultants & Outcomes of Training

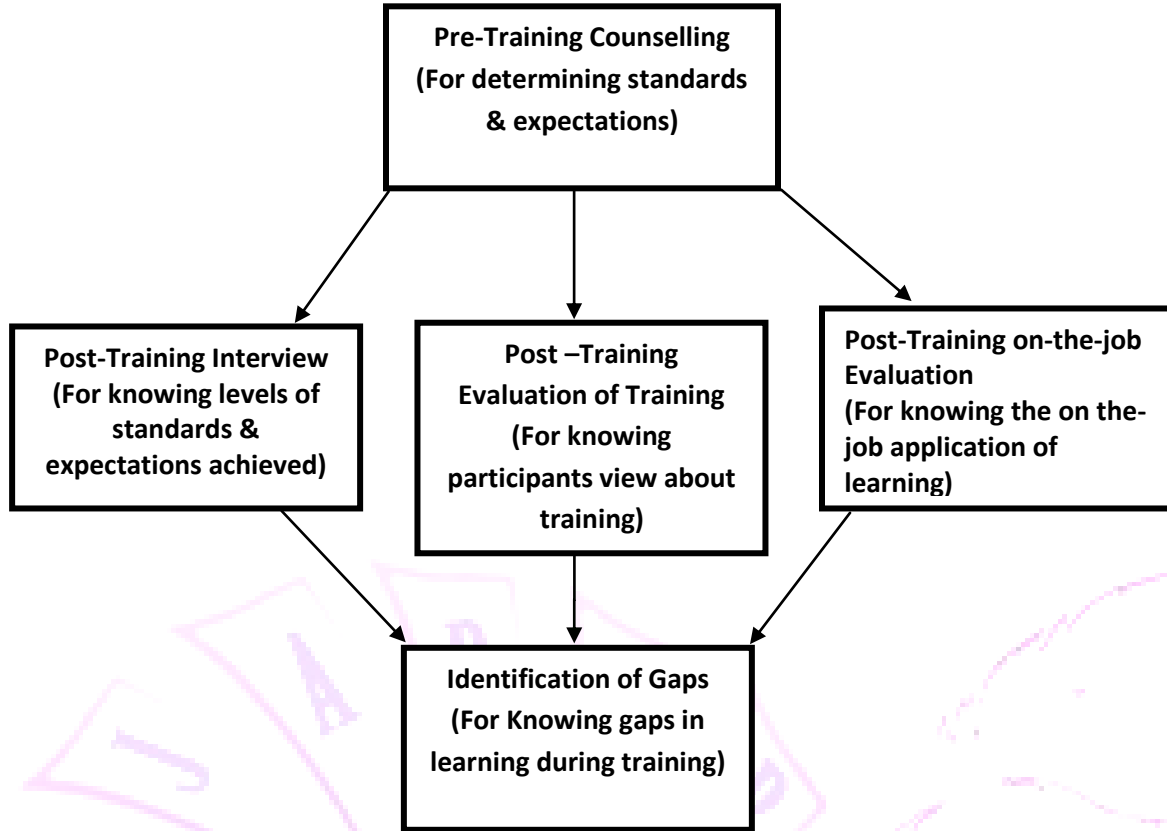
The training leadership of visualization and goal setting together with -the training process contribute towards the impact. This impact is evident on the organizational parameters as well as the individual and work related parameters if the leadership and the processes are carried out in effective way. The evident areas can have their sub parameters or dimensions that are diagrammatically represented below. These parameters are not comprehensive but are suggestive and as such there can be more parameters. Thus the indices of these parameters for certain years can indicate the direction of impact and serve as an analytical tool for trainers.





IV. Measuring and Evaluating Initiatives

The training leadership initiative and the training processes are not in themselves sufficient to determine the effectiveness unless these are measured and evaluated against the set standards of goals and objectives. The impact evaluation thus forms an important set of dimension in the entire training effort. To make this continuous process it is pertinent that all possible means and initiatives are deployed for accurate assessment of the outcomes. Multi pronged approach is therefore essential. These measuring and evaluating initiatives can be introduced at various stages of the training process. The pre-training interview is incorporated as a part of the training process. Subsequently in the following phases the evaluation can be done for a training input, application of learning on-the-job. Thus the entire measuring and evaluating initiatives comprise of various stage from where the evaluation can proceed and forming a complete loot of continuous improvement.



The entire gamut of measuring and evaluating initiatives comprise of multifarious activities and can be taken up in stages which are in logical sequence as given above. Number of concepts and approaches has been discussed in the research pertaining to evaluation/measuring training effectiveness. However, we have basically taken up a "stage-based" approach for evaluation of training keeping in view the objective and goals of each of the stages. This has helped in focusing broadly taking into account the sequence of each stage. This is depicted in the diagram above; this concept of stage is useful in a way that it sees the entire training as a process having various stages and helps in identifying the further requirements. This also helps in identifying interventions required for bringing about improvement at each and every stage. Thus, each stage has its own relevance.

Post-Training Interview

When the participant has attended the training program and returns back to the shop/department, he comes back in a different mood and expectations. By this time his knowledge also is enhanced. During this session of interviewing the interviewer can find whether the expectations from the training have been achieved or not. The line officer or training manager can come to know about the quality and standards of knowledge or skills that have been imparted to the participants and how the participant feels about the same. The training officer can also

know about the resources that are required to implement the learning and knowledge acquired. The post-training interview requires a cordial atmosphere in so that free and frank exchange of dialogue takes place.

Post –Training Evaluation of training

This activity of taking feedback and evaluation can be done immediately after the program in over. In this activity set of questions pertaining to the training per-se can be asked. This is usually done to know the reaction of participant about the program, Kirk Patrick has termed as “reaction” evaluation.

In this feedback a questionnaire can be devised where the participant’s opinion towards various elements of the training can be gathered. The satisfaction level of the participant can be known towards the quality of the training inputs, training design, faculty – its knowledge, approach and command over the subject, communication skills, environment and atmosphere of training – both physical and conceptual/learning, knowledge gathered. On the subject, how effective the training was? Level of skills gained, quality of training material provided during the training etc.

The aforesaid feedback is helpful in evaluating the training per-se and to know the extent of the delivery in terms of the expectation. However this feedback in itself is not sufficient because the prime focus of this stage is the quality of training ingredients and inputs and has to be integrated with another stage in order to know the impact of learning while the participant is actually working on the job. However based on this feedback, decision pertaining to continue such training in future or continuing training with such an organization can be taken. Thus this stage has to be further integrated with another stage in order to know the actual impact of the training.

V. CONCLUSION

From the foregoing analysis it is brought to lime light that training is a path that leads towards increasing productivity, satisfaction, turnover, workforce employee’s identification. The training programmes should be organized by the management to increase employee’s ability. These programmes should be according to the need of employees. The study found that training attempts to increase employee satisfaction which increases turnover of the factory.

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