Evaluation And Effectiveness Of Training System In Industries

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Introduction

HRD basically aims at improving the performance of employees through systematic training, career development and thereby organizational development. It is evident that if HRD issues are not properly handled, then organization may face decreased performance and may start a slow decaying. Productivity may suffer and cultural clashes may increase. Employees may suffer from low skills and low knowledge. Attracting and retaining talent becomes difficult task for the organization. It is also true that successful outcomes are possible only with the quality of the training provided to the employees. It is equally important to assess the need of the training, the nature of the training provided, the methods and the selection of the training programs and ultimately evaluation of the training programmes are important for the sound health of the organization.

Training and Development as an HRD intervention plays an important role in the success of the organization. The purpose of Training and development is to increase the skills of the employees, therefore it is increasingly believed that the training expenditures are not the costs but an investment.

According to Jacobs and Washington   fast growing companies have dedicated substantial amount of time to the professional development of their employees. In the context of globalization, human resource development with proper training to the workforce is required to meet the challenges in future and to win the global competitive advantage. The organizations spend huge amounts of money on imparting training to its employees. So it is very important to evaluate the efficacy of the training programmes conducted so far, and to find out whether the executives are able to implement the skills that they learned in the training and development process

Limitation Of The Study

The survey which was presently conducted had its share of limitations. The limitations occurred because of scope of study and samples chosen, and the research methodology adopted. Hence it is a study specific to Greater Pune and we must not make the error of generalizing for the rest of the country there from.

1. Scope and the samples selected for the study

2. The analysis is within the frame work of the selected organizations

3. Research Methodology – The information on Training and Development activities conducted was obtained

from the discussion with HR managers of the respective organizations However, the limitations were tried not to be restricted   by attempting the following.

a) HR managers were met personally and were interviewed.

b) The study was limited to the organization in Pune City only. If we consider the geographical limitations, it is most likely that the finding may be drastically different in the other parts of the country as the generalization of the result may be more or less same in any part of the country. The industries around Pune are considered well developed and are fully aware of the Training and Development concept. Hence the HRD interventions that were mooted can be understood.

c) Information Technology Sector and Chemical Sector have not been taken into consideration for this survey.

Statement of the Problem

Literature on Training and Development is very rich in the form of many books and the subject is mentioned in many journals. But after going through literature the authors were not very sure if HRD Managers had evaluated the impact of the interventions. It was also essential to note the training as process efficiency. There are number of organizations where this kind of support is not provided to the employees in spite of National Policy that training has to be provided to the employees to increase their skill sets and to gain through the training strategies. The organizations now have understood the importance of providing the training to their employees so as to get the edge in the area of competition. There is now growing recognition that training has a significant role to play in the firm gaining competitive advantage. Extensive research undertaken within the human resource area has found that majority of the organizations engaging in innovative practices include training and development as key elements to attaining best practices.

The Study

This study was conducted between 2009 and 2010 over a period of fifteen months. The region selected was Greater Pune. A pilot survey conducted in March-May 2009 showed that although HRD interventions had been generally mooted there was not systematic evaluation of training impact as a result of which HRD was playing "a blind man's buff". To confirm this initial prognosis we undertook a systematic investigation and selected 50 companies, ten from each sector as will be explained in the section on methodology. No doubt training offers many benefits to employees and to the organization as a whole. Employees become more confident, open to change and supportive of each other. Production and productivity increase and at the level of the person, the process and the product. In addition, employees are motivated to achieve improved performance as a result of training. The benefits employees' gains are personal, career oriented and job related knowledge. The availability of training to the employees make them committed for achieving performance and develop strong relations with the organization and stay longer in the organization. Therefore the purpose of this study is to analyze the Training and Development efforts within selected organizations, identifying T & D activities, its evaluation methods. To achieve this objective, the study identified what was presented by the literature and published studies as best practices in the area of training and development.

Definitional Premise:

There is a lot of ambiguity about training and development in published literature and so for purpose of this investigation we adopted the following position. By no means are the two terms synonymous and are seen as follows.

> *Training is a process of learning through a sequence of planned and programmed behavior. It tries to improve present job performance and prepare employees for*

> *future or intended performance. It is therefore a short term process, an activity based concept, wherein skills are learned, unlearned or relearned. The aim is to enhance individual effectiveness on the job and it involves practical application of programmed knowledge.*
>
> *Development is a wider term than training that has job specific as well as culture specific improvement methods. Therefore it involves Personality development, is essentially a thought based concept, involves a long run intervention and relates individuals to the organization in terms of goals, skills, attitudes, behaviors and values. In a way, therefore training is a part of development.*

Research Question

Based on a survey of literature we formulated the research question that can be succinctly stated as

> *What are Training and Development objectives and what are methods of evaluation of the training programs?. It was also decided to find out whether these organizations extend permission to carry out research activities about their training and development programmes.*

Research Objective

Born out of the question posed was the objective of this study. This was verified through personal interaction with managers and HRD personnel in companies. The authors wanted: (i) To know and understand the role and importance given to training and development activities in the organization under survey. This was to augment our knowledge and understanding of the problem at hand. (ii) To find out factors responsible for evaluation and effectiveness of training activities. This would imply that a comprehensive review of training activities had to be undertaken. (iii) To suggest ways and methods, if any to improve the training and Development activities in the organization, if permission were to be given to carry out research into their training and development programmes. This would lead us to come up with the findings of our investigation and posit a set of recommendations.

Based on the pilot survey conducted, the following Hypotheses were formulated and they had to be tested.

1. Evaluation of training is an essential requirement to understand the effectiveness of any HRD intervention.

#.2. Evaluation is not based on a one single method but on a variety of methods.

Research Methodology

Method is the manner in which the investigation is conducted whereas methodology is the science of that method. This basic epistemological clarification was needed.

Sample Selection:

We stratified the companies and selected only those organizations that employed 100 or more workers in a permanent capacity. Further only those organizations that conducted training and development were selected for the investigation. Information was gathered through questionnaires and followed up by focused interviews.

Research Instruments:

The research instrument contained questionnaire which was developed by researcher after going through various

literatures on T & D and HRD. The questionnaire contained 3 parts A, B and C. The questionnaire was validated through consultation with experts in the field rather than using the Cronbach Alpha.

Research Method

While gathering the data, standardized open ended interviews were conducted. It was explained to the HR managers that the participation in the interview was purely voluntary and the response would be used purely for academic and research purpose. It was therefore, satisfying for the HR managers to come out with suitable answers..

Previous Studies / Literature Reviewed

Saks studied the relationship between training and outcomes for newcomers. A sample of 152 newly recruited entry level professionals completed a questionnaire after the 1st six months of socialization. Supervisor rating of job performance were obtained four months later. The result indicated that the amount of training received by newcomers was positively related to job satisfaction, commitment, ability to cope and several measures of the job performance, Newcomers perceptions of training were positively related to job satisfaction.

Huselid studied the impact of high performance work practice by using survey data on 968 firms. The survey was completed in 1992 by senior human resource executive in the firm and solicited information about the firm's 1991 human resource policies, including the average number of hours of training received by the typical employee for the last 12 months. Huselid grouped the companies HR policies in two categories, the employee skills and organizational structure with employee motivation. It was found that organizational structure and employee skills were important for the rate of return on capital. Each one standard deviation increase in high performance work practices increased cash flow and raised the company's market value tenfold.

Manpower requirement in tourism sector, for instance, indicates that the training programme needs modification to suit the requirement of operational skills. The need for infrastructure to create trained manpower requires finding out how to upgrade existing hotel management institutes and whether to set up new hotel management institutes or food craft institutes. Need for suggestions of measures to upgrade training courses that provide higher level of skills is required.

Colligan and Cohen have reported the benefits of the training showing how training objectives are met such as increased hazard awareness among the worker who are at risk of health hazards. Knowledge of safe working practices reduces the work related accidents and improves workplace safety. Lack of safety training may result into workplace hazards which may cost the company even more in terms of lost man-hours. In their reports the authors conclude how training resulted into reduced injury, reduced time for work, and reduction in the medical costs. Training outcomes were successful which were supported by management decision in supporting the safety training, whatever may be the job site. The issue is not so much whether training is worthwhile but the factors beyond the training process which can make great impact.

Jacobs and Washington has studied the effects of formal training courses. While conducting this study he has examined the work setting characteristics and the work outcomes. He used questionnaires to be completed anonymously by large sample of managerial and professional categories. All were the employees of one large single firm. Study findings indicated that training courses have tangible benefits in several important areas of perception and job satisfaction. The participation in both external and internal training programs were beneficial to the organization as well as individually. Employees who had a perception of greater value in their formal cources were more satisfied with their present jobs and felt comfortable about the firm as compared to other places where they could work. Thus these employees were less likely to leave the firm. Interestingly enough, the work setting also showed positive result as employees described the firms cultural value more positively, they rated the competence of their colleagues more highly, they indicated greater opportunities for on the job development and continuous learning, said that they participated in more training courses and found it very valuable for gaining skills and knowledge.

Perdue et al assessed the relative effectiveness of alternative training methods in private clubs across US. They used an e mail questionnaire and collected data from random sample of 123 private club mangers from across USA. The result indicated that one to one training method is considered the preferred method for all the objectives of training except for the objective of interpersonal skill development. The use of video ranked fifth best training method. Audio conferencing, paper and pencil, program instruction, audio tapes, computer conferencing, self assessments were considered least effective training methods.

Harris examined the opinions of a sample of American directors of human resource as well as of training about their training methods and the quality of these methods. The result indicated that classroom training method was most used and useful. One on one and on the job training method was mostly preferred by smaller firms. The most preferred method was videotapes regardless of company size. The main barrier for using computer technology was high cost and obsolescence of computer technology. The author concluded by suggesting that computer based technology and multi media should be used for saving time and money.

Klink and Streumer examined the effectiveness of on the job training and some possible factors that clarify effectiveness of two samples taken from two Dutch companies. The first sample was from 36 sales staff working in a telephone company. They were being trained to improve the quality of telephone sale call so as to increase the telephone sales. The 2nd sample consisted of 45 new counter clerks of post offices, who were trained on how to behave and function independently at the post office counter. The results indicated higher level of effectiveness for telephone sales staff than counter clerks. The perception of telephone sales staff about the managerial support and their own experience as sales staff added to the high level of effectiveness. In case of counter clerks the work place atmosphere and their own efficiency was the main variable to determine the effectiveness of the training.

Mann and Robertson studied trainees reaction and knowledge acquired in order to find out the effectiveness of the training programme. Sample of about 29 trainees who were part of 3 day email and internet training programme held in Switzerland. Each participant was asked to fill up a questionnaire before training, at the end of the programme and after a month of the programme. The result s showed that trainees increased their knowledge. The positive attitudes shown during training are not the indicator of actual work performance. Attitude and reaction measures were not linked to later performance. Therefore the authors advocate that such measures should be used with care for evaluating training programs.

Some Evaluation Models

Donald Kirkpatrick's 1975 book Evaluating Training Programs defined his originally published ideas of 1959, thereby further increasing awareness of them, so that his theory has now become the most widely used and popular model for the evaluation of training and learning. Kirkpatrick's four-level model is now considered an industry standard across the HR and training communities. The four levels of training evaluation model was later redefined and updated in Kirkpatrick's 1998 book, called 'Evaluating Training Programs: The Four Levels'.

The four levels of Kirkpatrick's evaluation model essentially measure:

- **reaction of trainees -** what they thought and felt about the training

- **learning -** the resulting increase in knowledge or capability

- **behaviour -** extent of behaviour and capability improvement and implementation/application

- **results -** the effects on the business or environment resulting from the trainee's performance

All these measures are recommended for full and meaningful evaluation of learning in organizations, although their application broadly increases in complexity, and usually cost, through the levels from level 1-4. In his 1994 book "Evaluating Training Programs: the Four Levels", Kirkpatrick suggests that the effort and overheads required to evaluate at successively higher levels requires a growing amount of effort and resource, so it is perhaps easier and cheaper to evaluate at Level 1 but this is unlikely to be the case at Level 4. This is the argument (made by Kirkpatrick himself) for evaluating some 95% of training at Level 1 but perhaps only 5-10% of training at Level 4.

Evaluation approach suggested by Warr, Bird and Rackham(1970) have four levels the first letter of each level forms an acronym CIRO= that is

1) Context evaluation,

2) Input evaluation,

3) Reaction evaluation,

4)Outcome evaluation.

Reaction evaluation has the same meaning in both Kirkpatrick and CIRO. Outcome evaluation is further subdivided into 3 levels, corresponding to Kirkpatricks last three levels. Context evaluation is obtaining information on the operational aspects. This will be used to decide training needs and objectives. Objectives are set at three levels i.e immediate, intermediate and ultimate. Immediate is concerned with Knowledge, Skill and Attitude (KSAs) desired at the end of training; intermediate is related to changes in job performance, and ultimate are the desired changes in the organization.

A.C.Hamblin (1974) defined evaluation of training as any attempt to obtain information on the effects of training programme and to assess the value of the training in the light of that information. He described evaluation as a training aid and identified four levels of evaluation. They are- the reaction level-the learning level-the job behaviour level and the functioninglevel[1]

Peter Bramley (1996) defines evaluation as process of establishing the worth of something. The worth which means the value, merit or excellence of the thing, is actually someone's opinion. Evaluation of training is a process of gathering information with which to make decisions about training activities. It is important that it is done carefully so that decisions can be based upon sound evidence. Good decisions to introduce, retain or discard particular training activities can make a major contribution to the well being of the organization. He suggested the following methods of evaluation. [2]

Impact analysis

At the pre-training stage the stakeholders conduct a workshop to arrive at the ultimate outcome of training intervention. Evaluation after a year showed the results such as – positive movement in the profitability, reduction in the recruitment of technical staff, introduction of new training programmes.

Ii)Aspects of organizational effectiveness. Here Peter Bramley uses following criteria- (a)Achieving organizational targets, (b)Attracting resources, (c)Satisfying interested parties (d) streamlining internal processes.

FINDINGS: The Investigators selected 10 companies from each of the five sectors mentioned below. These were companies that satisfied the condition (i) of having more than 100 employees on any particular day during the year and (ii) regular training and development activities were initiated by HRD. The 10 companies were from Construction sector, Manufacturing sector, Hospitality sector (Hotels), Banking sector and Service Sector each totaling 50 in number. Selection of the companies for this investigation, after the two requirements were met, was based on convenience.

As the data given below will demonstrate, all the companies in the investigation had mooted training and development programmes for enhancement of skill, knowledge and attitude as a part of their HRD intervention. Programmes were conducted, experts were invited and participants attended. However, there was an acute paucity of evidence to show that the training programmes that were conducted were actually and scientifically evaluated. There also existed a kind of opaqueness in respect of evaluation and all we found was a simple feedback on a

single sheet taken at the end of the programme and which had every chance of being biased as maangers were afraid to criticize HRD efforts. This fact was evident when the companies refused to permit the investigators to see the feedback report or even discuss the feedback mechanism.

Part A, which contained following 8 close ended questions, were answered as below.

	PART A	Yes	No
1	Training need identification is considered primary task before designing training programme.		
2	Performance appraisal is used as basis to identify training needs.		
3	There is a well defined mechanism for evaluation of training programmes		
4	Evaluation is based on well defined objectives of training programmes.		
5	Sufficient follow up on learning outcomes are made after the training		
6	Evaluation data is properly preserved for future use.		
7	Staff of the training department are properly trained in the evaluation methodology.		
8	Evaluation is an integral part of training process.		

Answers were as below:-

Construction Sector Companies	Manufacturing Sector Companies	Hospitality Sector	Banking Sector	Service Sector Companies
Yes to all 8 questions	Yes to all 8 questions	Yes to all 8 questions	Yes to all 8 questions	Yes to all 8 questions

Part B Consisted of the following questions.

1	Which of the following model is used in your organization for evaluation of training	(Pl.tick)	Because
	(a) Kirkpatrick Model		
	(b) CIRO model		
	(c) AC Hamblin Model		
	(d) Peter Bramley Model		
	(e) Any other.		
2	As per YOUR opinion which model could be the best for evaluation of training (Pl.tick)		
	(a) Kirkpatrick Model		
	(b) CIRO model		
	(c) AC Hamblin Model		
	(d) Peter Bramley Model		
	(e) Any other.		
3	What is the frequency of evaluation exercise? Once in a year................nce in two years		

4	Following are some of the objectives of training evaluation. Please tick them in order of preference from number 1 to 5 (1 being the highest)		
	a) To evaluate the achievement of training objectives.		
	b) To determine the extent of acquisition of knowledge, skills and changes in attitudes because of training.		
	c) To make required improvements in training.		
	d) To determine the effectiveness of training staff.		
	e) To establish guidelines for future programmes.		

The responses were as follows:-

Q no.1	Construction	Manufacturing	Hospitality	Banking	Service
A	Kirkpatrick	Kirkpatrick	Kirkpatrick	Kirkpatrick	Kirkpatrick
b,c,d, and e	Not ticked	Not ticked	Not ticked	Not ticked	Not ticked
Q.No.2 a	Kirkpatrick	Kirkpatrick	Kirkpatrick	Kirkpatrick	Kirkpatrick
b,c,d and e	Not ticked	Not ticked	Not ticked	Not ticked	Not ticked
Q.no.3	Company no.	Company no.	Company no.	Company no.	Company no.
a,b and c	1 a	1 a	1 a	1 b	1 a
	2 a	2 a	2 a	2 a	2 a
	3 a	3 a	3 a	3 a	3 a
	4 a	4 a	4 a	4 a	4 b
	5 b	5 a	5 a	5 a	5 a
	6 a	6 a	6 a	6 a	6 b
	7 a	7 a	7 a	7 a	7 a
	8 a	8 a	8 a	8 a	8 a
	9 b	9 a	9 a	9 a	9 a
	10 a	10 a	10 b	10 b	10 a
Option c	Not ticked	Not ticked	Not ticked	Not ticked	Not ticked

Q no.4 Part B:

Following are some of the objectives of training evaluation. Please tick them in order of preference from number 1 to 5 (1 being the highest)

a) To evaluate the achievement of training objectives.

b) To determine the extent of acquisition of knowledge, skills and changes in attitudes because of training

c) To make required improvements in training.

d) To determine the effectiveness of training staff.

e) To establish guidelines for future programmes.

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The answer to the above question was answered as below:-

Construction Sector Companies

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
a	2	3	2	3	2	3	2	2	2	3
b	1	2	1	1	1	1	1	1	1	1
c	3	1	4	3	3	2	3	4	3	2
d	5	4	5	5	4	5	4	5	4	4
e	4	5	4	4	5	4	5	4	5	5

Manufacturing Companies.

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
a	2	3	2	3	2	3	2	2	2	3
b	1	1	1	1	1	1	1	1	1	1
c	3	2	4	3	3	2	3	3	3	2
d	4	4	5	5	4	5	4	4	4	4
e	5	5	4	4	5	4	5	5	5	5

Hospitality Sector

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
a	2	3	2	3	2	3	2	2	1	3
b	1	1	1	1	1	1	1	1	2	1
c	3	2	4	3	3	2	3	3	3	2
d	4	4	5	5	4	5	4	4	4	4
e	5	5	4	4	5	4	5	5	5	5

Banking Sector

Q.	Bank1	Bank2	Bank3	Bank4	Bank5	Bank6	Bank7	Bank8	Bank9	Bank10
a	2	3	2	3	2	3	2	2	2	3
b	1	1	1	1	1	1	1	1	1	1
c	3	2	4	3	3	2	3	3	3	2
d	4	4	5	5	4	5	4	4	4	4
e	5	5	4	4	5	4	5	5	5	5

Service Sector

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
a	2	3	2	3	2	3	2	2	2	3
b	1	1	1	1	1	1	1	1	1	1
c	3	2	4	3	3	2	3	3	3	2
d	4	4	5	5	4	5	4	4	4	4
e	5	5	4	4	5	4	5	5	5	5

Part C of the Question

1	In your organization measurement of effectiveness of training is determined by comparing pretest scores with post test scores .	YES ☐	No ☐
2	For measuring the effectiveness of training, which of the following formulae is used in your organization?	**(Please tick.)**	
a)	$\dfrac{\text{Number of trainees Operating equipment to required standard}}{\text{Total number of people trained}} \text{X } 100\%$		
b)	$\dfrac{\text{Number of training courses achieving the required outcomes}}{\text{Total number of training courses delivered}} \text{X } 100\%$		
c)	$\dfrac{\text{Total benefits}}{\text{Total Costs}} \text{X } 100\%$		
d)	Any other method		
3	Would you give permission to undertake detailed research on training and development activities in your organization ?	YES ☐	No ☐

The answer to the above questions were answered in variety of ways as below:-

Construction Sector

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
1	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes

Manufacturing Companies.

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
2	a	a	a	a	a	a	a	a	a	a

Hospitality Sector

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
2	b	b	b	b	b	b	b	b	b	b

Banking Sector

Q.	Bank1	Bank2	Bank3	Bank4	Bank5	Bank6	Bank7	Bank8	Bank9	Bank10
2	b	c	c	c	c	c	c	c	c	c

Service Sector

Q.	Co.1	Co.2	Co.3	Co.4	Co.5	Co.6	Co.7	Co.8	Co.9	Co.10
2	b	b	b	b	b	b	b	c	c	b

Conclusion

On the basis of responses obtained from Part A of the questionnaire we can say that all 5 sector companies :-

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1. Consider training need identification as primary task before designing training programme.

2. Use performance appraisal as basis for training need identification.

3. Agree to well defined mechanism for evaluation of training programme.

4. Have well defined evaluation objectives.

5. Make follow up for outcome after training programmes

6. Preserve evaluation data for future use.

7. Have trained their staff for evaluation methods.

8. Consider evaluation of training as an integral part .

Responses from Part B of the questionnaire demonstrated

• It is evident that all the companies follow Kirkpatrick model of evaluation. The reason for following this model is because it is easy   to use.

• All the companies have suggested that Kirkpatrick model of evaluation is the best model. The reason for this is again easy to use.

• It is evident from the answers that almost all the companies evaluate their training programmes once in year.

• 90% of the companies in the Construction sector,100% of the companies in   the manufacturing sector,90% of the companies in the hospitality sector and 100% of Banks in the Banking Sector and 100% Service Sector companies have similar objective of training evaluation and that is "To determine the extent of knowledge, skills and changes in the attitude because of training"

Part C of the questionnaire

1. All the construction sector companies measure the effectiveness of training programmes by comparing pretest scores of trainees with post test scores and the difference is considered as knowledge and skills gained.

2. Manufacturing sector, on the other hand does not take into consideration the number of training programmes delivered. It takes into consideration the number of people in the organization trained till they acquire the required standard of skill sets to perform as per standards laid down. Thus for example if the number of people trained were 250 for operating CNC machine to the correct standard and out of these 250, say 188 trainees displayed the correct standard, then the effectiveness of training is said to have achieved 75%.

3. All the hospitality sector companies measure the effectiveness of training in a different way. For example, if the number of training courses were 50 in a calendar year and the required skill sets acquired by the trainees in 40 training programmes out of the 50, then the effectiveness achieved is 80%.

4. 90% of the banking sector organizations believed in total benefits gained out of the total cost incurred for the training programmes. For example, if the training programme for deposit mobilization incurred a cost of Rupees 1 lakh, and the trainees had mobilized deposit to the tune of Rupees 10 lakhs, the percentage of success could be said to be 90%.

5. The service sector companies were compatible with hospitality sector. 80% of the service sector companies measured the effectiveness by outcomes of the training programmes from the total number of training programmes undertaken.

6. All those companies did not have any other method of measuring the effectiveness of training programmes except for the above mentioned methods.

7. Question 3 of this part C was "Would you give permission to undertake detailed research on training and

development activities in your organization ? " Yes No

The answer to this question was an emphatic NO by all the companies except only one company in the manufacturing sector. This emphatic NO by other companies has really baffled the researcher and it is concluded that the training activities are kept classified from the academic researchers for number of reasons. Although evaluation is regarded as the integral part of the training system, the fact that there is no transparency in its disclosure led the investigators to conclude the possibility that the 50 companies or more specifically the HRD Departments possibly suffered from the following symptoms-

- The Avoidance Symptom- Evaluation is perceived as a painful process that exposes the training departments' problems and individuals' shortcomings. It is avoided unless absolutely necessary.

- The Anxiety Symptom   It induces anxiety in the minds of trainers.

- The immobilization Symptom- The lassitude and lack of interest are symptoms of sickness.

- Lack of Theory and Guideline Symptom: There is a lack of unified theory of evaluation.

- The above sickness generally breeds following abuses of training evaluation.

- Eye Wash – An attempt to justify a weak programme by deliberately selecting only those aspects that look impressive on the surface. (appearance replaces reality)

- White Wash –An attempt to cover programme failure or errors by avoiding any objective appraisal. (vindication replaces verification)

- Sabotage- An attempt to destroy programme regardless of its effectiveness. (politics replaces science)

- Posture – An attempt to use evaluation as a gesture of objectivity or professionalism. (ritual replaces research)

- Postponement- An attempt to delay needed action by pretending to search for the facts. (research replaces service).

Investigation's Impact

To recap, the investigators proceeded with the following hypotheses:

1. Evaluation of training is an essential requirement to understand the effectiveness of any HRD intervention.

#.2. Evaluation is not based on a one single method but on a variety of methods.

Every single company from the 50 studied agreed with H 1 in that evaluation of training is an essential requirement. This means that H # 1 stands proven.

Every single company moreover claimed to have used only the Kirkpatrick Model. This means that H # 2 is not proven.

However the lack of transparency precludes the investigators from making a conclusive remark on this issue.

Pune is often referred to as the "Oxford of the East". One would then assume that there was some symbiosis between the academia and industry reflecting what is taught with what is practiced. However, there seems to be little impact of what is taught in HRD upon what is practiced in the industry. This may be because many HRD Managers may have been educated outside Pune and/or maybe the prevailing corporate culture overshadows the HRD Manager's zeal to evaluate the training. In view of the opaqueness exhibited by the HRD Managers during the course of this investigation, it is hard for us to tell. But the fact remains that HRD cannot be an ongoing exercise unless evaluation of training is scientifically done. As S Sadri and S Jayashree[12] have argued unless evaluation takes place HRD interventions will remain a Pie in the Sky and that is what seems to be happening

most unfortunately. As an ancillary to this the feedback must be taken seriously to improve training deliverables and evidence on that front too was found wanting.

This definitely makes a strong case for promoting creativity and innovation on the one hand and generating trust, transparency and teamwork on the other. This being outside the scope of this paper a mere mention of it is enough.

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