

ANALYSING THE EFFECTIVENESS OF TRAINING PROGRAMS FOR IT PERSONNEL AND IDENTIFYING OPPORTUNITIES FOR SKILLS, KNOWLEDGE & PERFORMANCE

Submitted in partial fulfilment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

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**DEPARTMENT OF BUSINESS
ADMINISTRATION SCHOOL OF MANAGEMENT
STUDIES**

SATHYABAMA

**INSTITUTE OF SCIENCE AND TECHNOLOGY
(DEEMED TO BE UNIVERSITY)**

**Accredited with Grade "A++" by NAAC | 12B Status by UGC |
CATEGORY - 1 UNIVERSITY BY UGC | Approved by AICTE
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SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **PADMANABH BHASKAR (42410115)** who carried out the Project Training “**ANALYSING THE EFFECTIVENESS OF TRAINING PROGRAMS FOR IT PERSONNEL AND IDENTIFYING OPPORTUNITIES FOR SKILLS, KNOWLEDGE AND PERFORMANCE**” under my supervision from January 2023 to March 2023.

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DECLARATION

I, **Padmanabh Bhaskar (42410115)** hereby declare that the Project Report entitled “**ANALYSING THE EFFECTIVENESS OF TRAINING PROGRAMS FOR IT PERSONNEL AND IDENTIFYING OPPORTUNITIES FOR SKILLS, KNOWLEDGE AND PERFORMANCE**” done by me under the guidance of **Dr. C. Lakshmi** is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

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Signature of the Candidate

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ABSTRACT

Employees who are actively engaged in their job and committed to their organizations provide significant competitive advantages to their organizations, such as increased productivity and fewer employee turnover. The research focused on the practices used in the organization to engage employees. The objective of this research was to determine the amount of dedication, employee perception of their job, and top management support in the business. In order to investigate employee engagement, this study used a descriptive survey approach. The sample was drawn from the organization using a random sampling procedure. Primary and secondary data were used in the course of the study. According to the findings of the study, employer assistance and recognition would contribute to the development of trust between employees and management. The organization promoted information sharing. The organization supported the exchange of information, knowledge, and resources, as well as chances for employees to develop and grow, influencing employee engagement. Employee commitment is proven by good reward programs and techniques that show an interest in employee career development. It can be concluded that allowing people to make their own work decisions, control their work, and attain their goals may help employees become more involved in their careers. Furthermore, it is suggested that managers inside organizations include employees more in goal setting. In order to increase commitment levels, organizations must also develop methods for recognizing employee contributions that help clarify what it means to be an employee engagement.

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CHAPTER 1

INTRODUCTION

In the contemporary digital landscape, the proficiency and adaptability of Information Technology (IT) personnel are crucial to the success of an organization. In the relentless pursuit of excellence and adaptability in the digital age, organizations are increasingly reliant on the proficiency and innovation of their Information Technology (IT) personnel. The dynamic nature of the IT landscape demands not only a commitment to staying at the cutting edge but also a strategic investment in nurturing the skills, knowledge, and performance of IT professionals. It is within this context that this study, titled "Analyzing the Effectiveness of Training Programs for IT Personnel and Identifying Opportunities for Skills, Knowledge, and Performance," emerges as a critical exploration of an organization's approach to IT personnel development.

In an era characterized by rapid technological advancements, cyber security threats, and the ever-growing complexity of IT systems, the importance of continuous training and development cannot be overstated. This study endeavors to assess the current state of an organization's training programs for IT personnel, dissecting their effectiveness and pinpointing areas where opportunities lie for growth and improvement. It aims to answer fundamental questions: Are the training programs aligned with the evolving demands of the IT industry? Do they effectively equip our IT professionals with the skills required to excel in their roles? Are these programs contributing measurably to enhanced performance and, by extension, organizational success?

In an age where technological advancements are the driving force behind innovation and efficiency, a skilled and competent IT workforce is not merely an asset, but a strategic necessity. To remain competitive, agile, and secure in an ever-evolving digital landscape, organizations must prioritize investment in their IT personnel. In the United States, businesses collectively allocate over \$80 billion annually towards employee training, while global spending on training and development has increased by 400% over the past 11 years. However, the efficacy of such training is of greater significance than the number of financial resources expended. Consequently, the measurement of training effectiveness is imperative for companies and organizations of all sizes.

Evaluating training effectiveness enables organizations to determine the usefulness of their current training offerings and identify areas for improvement in the future. Effective training leads to higher employee performance and satisfaction, boosts team morale, and increases return on investment (ROI). As a business, investing valuable resources in training programs, it is imperative to regularly identify what is working, what is not, why, and how to keep improving.

Hence, the study is designed to provide a comprehensive understanding of our organization's IT training landscape, starting with an in-depth evaluation of existing programs, including their content, delivery mechanisms, and outcomes. By scrutinizing our training initiatives, we aim to uncover specific skills and knowledge gaps that may exist among our IT personnel. These gaps may range from emerging technology trends to crucial areas like cyber security, project management, and customer engagement.

Crucially, this study incorporates the voices of our IT personnel themselves, soliciting their feedback and insights into the training programs they have undertaken. Their perspectives offer invaluable input into the perceived value and effectiveness of our training efforts, helping us better tailor future initiatives to their needs and preferences. In a world where performance and adaptability are defining factors for organizational success, the ability to nurture a skilled, knowledgeable, and motivated IT workforce emerges as a strategic imperative. Through this study, we aim to provide actionable insights and recommendations that will not only address existing challenges but also pave the way for a more agile, innovative, and resilient IT department. As we embark on this journey to analyze and optimize our training programs, we stand at the threshold of a brighter future, one where our IT personnel are empowered to thrive, our organization is primed for growth, and our competitive edge is sharpened in the ever-evolving landscape of technology.

1.1 Need and Significance of the study

The need and significance of a study analyzing the effectiveness of training programs for IT Personnel and identifying opportunities for skills, knowledge, and performance improvement are multifaceted and critical for organizations operating in the technology-driven landscape of today. Here are several key points highlighting the importance of such a study:

1. Rapid Technological Advancements: Technology is evolving at an unprecedented pace. New programming languages, tools, and frameworks emerge regularly. To remain competitive and relevant, IT personnel must continuously update their skills and knowledge. A study on training effectiveness ensures that the workforce keeps up with the latest advancements.

2. Cyber security and Data Protection: The increasing frequency and sophistication of cyber threats necessitate specialized training in cyber security. An effective training program can equip IT personnel with the knowledge and skills to safeguard the organization's data and systems, reducing the risk of security breaches.

3. Efficient Problem Solving: Skilled IT personnel are crucial for efficient problem-solving and troubleshooting. Effective training programs can equip them with the skills needed to diagnose and resolve issues promptly, minimizing downtime and productivity losses.

4. Enhanced Performance: A well-trained IT workforce can significantly improve operational performance. Projects are completed more efficiently, systems run smoother, and customer satisfaction increases. The study helps identify areas where training can directly impact performance.

5. Talent Attraction and Retention: In a competitive job market, offering robust training and development opportunities can attract top IT talent. Moreover, it can also retain existing employees by demonstrating a commitment to their professional growth and career advancement.

6. Compliance and Regulatory Requirements: Many industries have specific regulations and compliance standards that IT personnel must adhere to. Effective training programs can ensure that employees are well-versed in these requirements, reducing the risk of non-compliance and associated penalties.

7. Strategic Alignment: Training programs can be aligned with an organization's strategic objectives. A study helps identify whether training initiatives are effectively supporting the organization's broader goals and whether adjustments are needed to ensure alignment.

8. Adaptation to Market Trends: A study on training effectiveness can identify where skills and knowledge gaps exist in IT personnel. This insight allows organizations to pivot quickly and adapt to changing market trends and customer demands.

9. Cost Savings: Well-trained IT personnel are more efficient in their work, reducing the likelihood of costly errors, system downtime, and the need for external expertise. This can result in significant cost savings over time.

10. Innovation and Competitiveness: A highly skilled IT workforce is more likely to drive innovation within the organization. Training programs can expose employees to new ideas and technologies, fostering a culture of innovation that can give the organization a competitive advantage.

11. Employee Morale and Engagement: Offering opportunities for skills development and career advancement through training programs can boost employee morale and engagement. This, in turn, can lead to a more committed and productive workforce.

In conclusion, the need to analyze the effectiveness of training programs for IT Personnel and identify opportunities for skills, knowledge, and performance improvement is paramount in today's fast-paced, technology-driven world. Such a study not only ensures that IT personnel are equipped to meet the challenges of their roles but also contributes to organizational success, competitiveness, and long-term sustainability. It is an investment in the organization's most valuable asset—its people—and a strategic imperative for any forward-thinking organization.

1.2 PROBLEM STATEMENT

In an era defined by rapid technological advancements and evolving industry standards, organizations face a critical challenge in ensuring the continual growth, effectiveness and adaptability of their Information Technology (IT) personnel. While training programs are widely recognized as a vital tool for equipping IT professionals with the skills and knowledge required to excel in their roles, the efficacy of these programs often remains unexamined. The problem at hand is the lack of a comprehensive understanding of the effectiveness of training programs for IT Personnel within our organization, and the consequent failure to identify and seize opportunities for skills enhancement, knowledge enrichment, and performance optimization.

This study acknowledges that the ever-evolving IT landscape demands constant learning and adaptation from IT personnel. However, it is imperative to ascertain whether the existing training initiatives within our organization adequately address the dynamic challenges faced by our IT workforce. The problem statement can be distilled into several key questions:

1. Effectiveness of Current Training Programs: Do our existing training programs equip IT personnel with the skills and knowledge necessary to meet the evolving demands of their roles in the ever-changing IT environment?

2. Skills and Knowledge Gaps: What specific skills and knowledge gaps exist among our IT personnel that hinder their optimal performance, particularly in emerging technologies, cybersecurity, project management, and other critical domains?

3. Employee Feedback and Perception: How do IT personnel perceive the value and relevance of the training programs they have undergone? Are these programs meeting their expectations, and what improvements can be made to better align with their needs and preferences?

4. Impact on Performance: Is there a demonstrable correlation between participation in training programs and improved job performance, including faster issue resolution, reduced system downtime, and increased project success rates?

5. Resource Allocation: Are resources, including budget and personnel, allocated optimally to support effective training programs, and is the return on investment (ROI) being maximized to its fullest potential?

The problem statement acknowledges that without a comprehensive assessment of the effectiveness of our training programs for IT Personnel, we risk potential inefficiencies, missed opportunities, and a workforce ill-equipped to navigate the complexities of modern IT. Addressing this problem is not only pivotal for our organization's continued success but also essential for the professional growth and satisfaction of our IT personnel. The study aims to provide evidence-based insights and recommendations to tackle these challenges, thereby aligning our IT workforce more closely with organizational goals and industry best practice.

1.3 OBJECTIVE OF THE STUDY

Training is a structured activity designed to enhance the technical abilities of employees, enabling them to perform their assigned tasks with greater efficiency.

Today's corporate environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training which is a performance improvement tool is needed when employees are not performing up to a certain standard or at an expected level of performance. Its primary function is to equip workers with the necessary technical knowledge and skills required to perform specific job functions. Training is equally essential for both new and existing employees, as it facilitates the acquisition of job-related knowledge and skills, and helps new employees become familiar with their roles.

The ultimate goal of training is to improve employee performance in their current position or prepare them for future roles. Training objectives are established with the company's goals and objectives in mind. As Edwin D. Flippo stated,

"The purpose of training is to effect a change in the behavior of those trained and to enable them to perform their jobs more effectively."

The following are the general objectives of training:

Objective #1: To Enhance Employee Knowledge

Organizations have a responsibility to ensure that their employees remain up-to-date with current trends, particularly in light of the rapid advancements and innovations in science and technology. To combat obsolescence, organizations must provide their personnel with access to refresher courses and developmental programs aimed at improving their overall utility to the organization.

Objective # 2: To Enhance Job-Related Skills

Certain employees may exhibit subpar job performance due to inadequate skills and knowledge of their assignments. This can result in poor quality and quantity of output, wastage of resources, damage to equipment and tools, and inadequate response to supervisor instructions. To address these deficiencies, a training course is necessary to equip employees with the necessary skills and knowledge to perform their jobs effectively.

Objective # 3: To Foster Appropriate Job-Related Attitudes Employees must be trained to cultivate positive and constructive attitudes towards their jobs, superiors, colleagues, subordinates, organizational goals, policies, procedures, and work environment. In some cases, employees may display ignorance, indifference, or hostility towards their jobs and work culture, which can negatively impact interpersonal relations and teamwork. Therefore, attitude development and socialization of personnel are crucial for maintaining discipline, consistent behavior, and a positive work environment.

Objective # 4: To Prepare for Higher Responsibilities Organizations must provide personnel with opportunities for career advancement and the ability to assume

higher responsibilities and perform more complex tasks with competence. To achieve this, a system can be designed to offer personnel opportunities for career advancement while simultaneously providing training to prepare them for higher positions.

Objective #5: To Facilitate Organizational Changes

In order to effectively cope with and adapt to changes in technology and other environmental forces, organizations must maintain a dynamic approach. This requires personnel to be conditioned to learn new skills and capabilities, enabling them to be receptive to necessary changes and assimilate them accordingly. To achieve this objective, it is imperative that personnel receive proper training. The training of personnel is a crucial approach for organizations to overcome resistance to change, which is often caused by fear, anxiety, and unfamiliarity.

Given its significance, training plays a pivotal role in bridging the gap between the job requirements and the current competence of an employee. It facilitates changes and molds the employees' knowledge, skills, behavior, aptitude, and attitudes towards the job and organization. These factors, in turn, enhance organizational stability by creating a reservoir of knowledgeable and skilled workforce capable of sustaining the competitive edge and advantages of the organization.

By conducting a comprehensive review of various studies, reports, periodicals, and books pertaining to the subject matter at hand, the following objectives have been established:

- To examine the definition and significance of training.
- To ascertain the importance of employee performance.
- To investigate the correlation between training and employee performance.
- To formulate a set of guidelines for evaluating employee performance.

1.4 Limitations of the Study

Regrettably, the desire to assess the efficacy of training program implementations does not necessarily translate into tangible and measurable success in determining training effectiveness. This is not due to any inherent flaw in these aspirations, but rather to the organizational challenges that impede their realization. Leaders in Learning and Development (L&D) face several critical challenges when attempting to evaluate training effectiveness. These include:

1. Inability to Connect Training with Talent Development, Performance, and Outcomes

Organizations that lack employee performance metrics are unable to determine with certainty whether training enhances or hinders employee performance. For example, how can specific training outcomes be linked to specific performance objectives? How can it be determined whether training is contributing to the development of in-house talent pools or whether employees are successfully applying newly acquired skills learned through training as performance aids on the job?

2. Lack of Appropriate Framework and Methodology

When preparing to evaluate the effectiveness of training program results, most evaluators begin with a training outcomes measurement approach. However, this strategy is often inadequate because it fails to consider what occurred before or after training.

What is required is a methodology that examines the training framework across the organization, starting with a Training Needs Analysis (TNA) and concluding with an assessment of whether training meets all Key Performance Indicators (KPIs) and delivers a justifiable Return on Investment (ROI).

3. Insufficient Tools and Technology for Data Collection

Training technology, such as Learning Management Systems (LMSs) and Learning Content Management Systems (LCMSs), are equipped with embedded tools that offer extensive analytical data for assessing the effectiveness of training. Regrettably, numerous organizations either lack the appropriate tools and technologies to gather such data or are unable to utilize the available tools to collect and objectively analyze the data.

4. Inadequate In-House Capacity

Numerous organizations lack the capability or capacity to establish a connection between organizational performance and specific training-related outcomes. This deficiency in abilities is evident in the ineffective evaluation of training.

Recognizing these limitations is essential for researchers and organizations to interpret the study's findings accurately and make informed decisions about training program improvements. Mitigating these limitations through careful study design and data collection methods is crucial for achieving more robust results.

1.5 Rationale of the Study

The rationale for conducting a study on "Analyzing the Effectiveness of Training Programs for IT Personnel and Identifying Opportunities for Skills, Knowledge, and Performance" is multifaceted and involves several compelling reasons:

1. Rapid Technological Advancements:

The field of information technology is characterized by continuous and rapid technological advancements. New programming languages, software tools, and hardware technologies emerge regularly. IT professionals must constantly update their skills and knowledge to remain effective in their roles. Failure to do so can lead to skills gaps that hinder productivity and innovation.

2. Impact on Organizational Performance:

The effectiveness of IT personnel directly influences an organization's performance. Well-trained IT staff are better equipped to implement and manage cutting-edge technologies, streamline processes, and solve complex technical challenges. Conversely, inadequately trained IT personnel can lead to system failures, security breaches, and reduced operational efficiency.

3. Competitive Advantage:

In today's highly competitive business environment, organizations that invest in the continuous development of their IT workforce gain a competitive advantage. Skilled IT personnel can develop and implement innovative solutions, enhance customer experiences, and adapt to changing market demands. A well-trained IT team is crucial for staying ahead of competitors.

4. Mitigating Skills Gaps:

The IT industry faces persistent skills gaps, particularly in emerging technologies such as cybersecurity, cloud computing, and artificial intelligence. A study can help identify specific skills and knowledge gaps among IT personnel, enabling targeted training efforts to address these gaps.

5. Resource Optimization:

By investing in targeted training programs, organizations can optimize their resources and avoid wasteful spending on ineffective or unnecessary training initiatives.

6. Enhanced Problem Solving:

Well-trained IT personnel are better equipped to address technical challenges and solve complex problems, reducing downtime and service disruptions.

In summary, the rationale for analyzing the effectiveness of training programs for IT personnel and identifying opportunities for skills, knowledge, and performance improvement is rooted in the need for organizations to adapt and thrive in a dynamic and technology-driven environment. By addressing this rationale, organizations can ensure that their IT workforce remains competitive, capable, and aligned with organizational objectives.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. Journal of the American Society for Training Directors

In his seminal 1959 paper, "Techniques for Evaluating Training Programs," Donald L. Kirkpatrick laid the foundation for modern approaches to assessing the effectiveness of training initiatives.

Published in the Journal of the American Society for Training Directors, Kirkpatrick's work remains a cornerstone in the field of instructional design and performance evaluation.

Kirkpatrick introduced a groundbreaking four-level model for evaluating training programs, which has since become a standard framework in the training and development industry. The levels include Reaction, Learning, Behaviour, and Results, providing a comprehensive structure for assessing the impact of training across various dimensions.

The first level, Reaction, emphasizes the importance of gauging participants' immediate response to training. Kirkpatrick argues that understanding learners' reactions can offer valuable insights into the effectiveness of the training delivery and its relevance to participants. Moving beyond initial reactions, the Learning level focuses on measuring the extent to which participants have acquired new knowledge and skills. Kirkpatrick recognized the significance of assessing what participants have learned during the training process, acknowledging that knowledge acquisition is a critical component of effective training.

The third level, Behaviour, delves into the application of newly acquired skills in the workplace. Kirkpatrick highlights the importance of evaluating whether participants are transferring their training into on-the-job performance, emphasizing the practical impact of training on real-world tasks.

Lastly, the Results level underscores the ultimate goal of training programs: achieving positive organizational outcomes. Kirkpatrick advocates for assessing the broader impact of training on business metrics, such as increased productivity, improved quality, or enhanced customer satisfaction.

In conclusion, Kirkpatrick's model has endured the test of time due to its practicality and adaptability. It provides a systematic approach for trainers and evaluators to assess training programs comprehensively, aligning them with organizational goals and objectives. While the field has evolved since 1959, Kirkpatrick's four levels remain a relevant and influential framework, shaping how we evaluate training programs today.

2.2 Goldstein, I. L., & Ford, J. K. (2002). Training in organizations: Needs assessment, development, and evaluation

Goldstein and Ford's "Training in Organizations: Needs Assessment, Development, and Evaluation" (2002) stands as a comprehensive and influential resource in the field of organizational training. With a focus on needs assessment, development, and evaluation, the book provides a thorough exploration of the entire training process. The authors begin by emphasizing the critical role of needs assessment in designing effective training programs. They argue that a careful and systematic analysis of organizational needs is fundamental to crafting training initiatives that align with specific goals and objectives. The book then delves into the development phase, offering practical insights into designing and implementing training programs. Goldstein and Ford provide a wealth of strategies for creating engaging and impactful training experiences, recognizing the importance of tailoring content to the unique requirements of the organization and its workforce. A notable strength of the book lies in its attention to evaluation. Goldstein and Ford go beyond traditional models, incorporating a broader perspective on assessing training effectiveness. They stress the importance of not only measuring participant reactions and learning outcomes but also evaluating the transfer of skills to the workplace and the ultimate impact on organizational performance. Additionally, the book addresses the evolving nature of training in the context of modern organizations. It considers the influence of technology on training delivery and explores the role of e-learning and other innovative approaches in meeting the diverse needs of today's workforce. In conclusion, Goldstein and Ford's work is highly regarded for its practicality, combining theoretical insights with actionable strategies. The book serves as a valuable resource for trainers, human resource professionals, and organizational leaders seeking a comprehensive guide to designing, implementing, and evaluating effective training programs. With its emphasis on aligning training initiatives with organizational objectives, the book remains a relevant and essential reference in the ever-evolving landscape of organizational development and training.

2.3: Noe, R. A. (2010). Employee training and development

Richard A. Noe's "Employee Training and Development" (2010) stands as a definitive resource in the field. The book adeptly combines theoretical foundations with practical applications, offering a comprehensive overview of training and development processes. Noe provides valuable insights into the strategic role of training in enhancing organizational performance and employee growth. The reader is guided through key concepts, from needs assessment to program design and evaluation. With its accessible style and relevance to contemporary workforce challenges, Noe's work remains an essential read for HR professionals, trainers, and anyone interested in fostering employee development within organizations.

2.4: Agarwal, R., & Green, R. (2007). Determinants of success for online communities: An empirical study.

Agarwal and Green's 2007 paper, "Determinants of Success for Online Communities: An Empirical Study," provides a valuable contribution to the understanding of factors influencing the success of online communities. Through empirical research, the authors identify key determinants that impact the effectiveness and sustainability of virtual communities. Their findings, grounded in data-driven analysis, offer practical insights for community managers and researchers alike. By examining factors such as member participation, system design, and social interaction, Agarwal and Green provide a nuanced perspective that remains relevant for those interested in the dynamics of online communities and their success factors.

2.5: Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice.

Salas, Tannenbaum, Kraiger, and Smith-Jentsch's collaborative work, "The Science of Training and Development in Organizations: What Matters in Practice" (2012), is a compelling exploration of evidence-based practices in the realm of training and development. Grounded in scientific research, the authors bridge the gap between theory and application, offering practical insights for organizational practitioners.

By delving into key topics such as training design, delivery, and transfer, the authors provide a comprehensive guide that aligns with the dynamic needs of modern workplaces. This resource is a valuable asset for professionals seeking to enhance the effectiveness of training initiatives based on a solid foundation of scientific understanding and practical application.

2.6: Honey, P., & Mumford, A. (1986). The Manual of Learning Styles.

Honey and Mumford's "The Manual of Learning Styles" (1986) is a seminal work that significantly contributes to the understanding and application of learning styles. The manual introduces the Honey and Mumford Learning Styles Questionnaire, a widely used tool designed to identify individuals' preferred learning styles. The authors categorize learners into four styles: Activist, Reflector, Theorist, and Pragmatist, each with distinctive characteristics and approaches to learning. This practical guide not only facilitates self-awareness but also provides educators and trainers with valuable insights into tailoring instructional methods to meet diverse learning preferences. With its enduring influence on education and training, this manual remains a foundational resource for those interested in optimizing learning experiences.

Learning Style	Attributes	Activities
Activist	Learn by doing, and happy to jump in Enjoy the challenge of new experiences, without bias Often guilty of acting before they think	Puzzles Competitions Role-play Brainstorming Problem- solving
	Do not learn well from teaching, theory, reading or analyzing data	
Theorist	Like to understand the theory behind actions Enjoy models, concepts and facts Analyze and synthesize testable hypotheses Not suited to learning without instruction Not good in situations that involve 'feelings' or when objectives or instructions are ambiguous	Models Statistics Stories Quotes Applying theories
Pragmatist	Need to be able to see how they apply their learning to the real-world Abstract concepts are useless if they cannot see how, it is applicable Enjoy trying new theories and techniques Do not happily engage when objectives and instructions are unclear, or when it is heavy in theory	Thinking about how to apply theories to reality Case studies Problem- solving Discussion

Reflector	Learn through observation and reflecting on results Prefer to watch from the sidelines Take information in from multiple perspectives and work to a conclusion Reflectors are not good at leading activities or being rushed, with no preparation	Observing activities Feedback from others Coaching Interviews Paired discussions
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Table No. 2.1- Honey and Mumford's Learning Style

The fundamental principle of the Honey and Mumford Learning Styles is to encourage learners to comprehend diverse learning styles. By acknowledging their individual learning style, learners can determine the most efficacious learning strategies for themselves. Furthermore, it also promotes effective communication and collaboration, facilitating improved interaction with others and creating more inclusive learning environments.

2.7: Phillips, J. J., & Phillips, P. P. (2007). Handbook of training evaluation and measurement methods

Phillips and Phillips' "Handbook of Training Evaluation and Measurement Methods" (2007) stands as an indispensable resource for professionals engaged in the critical task of assessing training effectiveness. The handbook provides a comprehensive and practical guide to a wide array of evaluation and measurement methods, offering insights into the design and implementation of robust training assessment strategies. Covering topics from traditional metrics to cutting-edge approaches, the authors equip practitioners with the tools to align training initiatives with organizational goals. With its emphasis on evidence-based practices, this handbook remains a valuable reference for those seeking to enhance the impact and efficiency of training programs through rigorous evaluation and measurement methodologies.

2.8: Makhdoom, M. M., & Husain, M. A. (2011). Determinants of employee retention in the telecom sector of Pakistan.

Makhdoom and Husain's study, "Determinants of Employee Retention in the Telecom Sector of Pakistan" (2011), contributes valuable insights into the complex issue of employee retention within a specific industry context. The research explores factors influencing retention in the telecom sector, shedding light on challenges and opportunities faced by organizations in Pakistan. Through empirical analysis, the authors identify and analyze determinants, providing a nuanced understanding of the dynamics at play. This study proves to be a relevant resource for human resource professionals and industry practitioners seeking evidence-based strategies to enhance employee retention in the specific context of the Pakistani telecom sector.

2.9: Colvin, C. M., & Meister, D. B. (2018). Learning and development: The CEO's guide to building a better workplace.

Colvin and Meister's "Learning and Development: The CEO's Guide to Building a Better Workplace" (2018) offers a succinct yet insightful resource for organizational leaders aiming to cultivate a more effective and dynamic workplace through learning and development initiatives. The authors provide strategic guidance, emphasizing the pivotal role of continuous learning in fostering employee engagement and organizational success. Grounded in practical advice, the book serves as a valuable roadmap for CEOs and executives seeking to build a culture that prioritizes ongoing development as a cornerstone for a thriving workplace. With its focus on leadership's pivotal role in shaping organizational learning, this guide is a relevant and practical asset for those driving workplace improvements.

2.10 Cheng, M. Y., & Ho, J. H. (2001). A review of transfer of training studies in the past decade.

Cheng and Ho's "A Review of Transfer of Training Studies in the Past Decade" (2001) provides a comprehensive and insightful examination of research conducted over the preceding ten years on the crucial topic of transfer of training. The authors synthesize a range of studies, offering a valuable overview of the factors influencing the transfer of learned skills and knowledge from training settings to real-world applications. Their review contributes to a deeper understanding of the challenges and opportunities associated with effective training transfer. This work is a valuable resource for researchers and practitioners alike, offering a consolidated perspective on the state of transfer of training studies during a significant period.

2.11 Masa'Deh, R., Obeidat, B. Y., & Tarhini, A. (2016). Factors influencing employees' adoption of e-learning: A structural equation modeling approach.

Masa'Deh, Obeidat, and Tarhini's research paper, "Factors Influencing Employees' Adoption of E-Learning: A Structural Equation Modeling Approach" (2016), makes a significant contribution to the understanding of the complex dynamics surrounding e-learning adoption in organizational contexts. Using structural equation modeling, the authors methodically analyze the factors that influence employees' decisions to adopt e-learning. Their research sheds light on the multifaceted interplay of variables, offering valuable insights for organizations seeking to implement or enhance e-learning initiatives. By combining theoretical foundations with empirical evidence, Masa'Deh, Obeidat, and Tarhini provide a nuanced perspective that contributes to both academic discourse and practical considerations in the rapidly evolving landscape of workplace learning technologies.

In conclusion, "Factors Influencing Employees' Adoption of E-Learning: A Structural Equation Modeling Approach" by Masa'Deh, Obeidat, and Tarhini (2016) is a valuable contribution to the field of e-learning adoption. Its methodological rigor, comprehensive literature review, and clear conceptual framework make it a useful resource for researchers and organizations interested in understanding the factors that influence the successful implementation of e-learning initiatives.

2.12 Saks, A. M., & Belcourt, M. (2006). An investigation of training activities and transfer of training in organizations.

Saks and Belcourt's study, "An Investigation of Training Activities and Transfer of Training in Organizations" (2006), provides a rigorous exploration of the relationship between training activities and the transfer of acquired skills in organizational settings. Through systematic investigation, the authors delve into the factors that influence the effectiveness of training programs and their subsequent impact on employee performance. This research is particularly valuable for its empirical approach, shedding light on practical considerations for organizations seeking to optimize the transfer of training. Saks and Belcourt offer valuable insights that bridge the gap between theoretical concepts and real-world application, making their study a pertinent resource for both scholars and practitioners in the field of organizational training.

2.13 Vasilopoulos, G., Bousiou-Makridou, D., & Kriemadis, T. (2016). E-learning readiness and perceived learning performance: The moderating role of prior knowledge.

Vasilopoulos, Bousiou-Makridou, and Kriemadis' study, "E-learning Readiness and Perceived Learning Performance: The Moderating Role of Prior Knowledge" (2016), makes a valuable contribution to the understanding of e-learning dynamics by investigating the interplay between e-learning readiness, perceived learning performance, and the moderating influence of prior knowledge. The research employs a nuanced approach, examining the factors that influence learners' success in e-learning environments.

The study's focus on the moderating role of prior knowledge adds depth to our understanding of individual differences in e-learning outcomes. As the landscape of education continues to evolve, this research serves as a relevant resource for educators and policymakers interested in enhancing the effectiveness of e-learning initiatives, particularly by considering learners' prior knowledge as a key factor.

2.14 Ford, J. K., & Weissbein, D. A. (1997). Transfer of training: An updated review and analysis. *Performance Improvement Quarterly*.

Ford, J. K., & Weissbein, D. A.'s (1997) article, "Transfer of Training: An Updated Review and Analysis," provides a comprehensive overview of the transfer of training phenomenon. The authors delve into the complexities of ensuring that skills learned in training programs are effectively applied in the workplace. They update and refine existing theories, offering insights into factors influencing transfer, such as trainee characteristics, training design, and work environment.

The article is a valuable resource for training and human resource professionals, offering a nuanced understanding of the challenges associated with translating learning into real-world performance. Ford and Weissbein's work contribute significantly to the field of performance improvement by emphasizing the importance of a holistic approach that considers not only the training itself but also the broader organizational context. While the review may be somewhat dated, its foundational insights continue to be relevant for those interested in optimizing the impact of training initiatives on workplace performance.

2.15 Vora, J. (2014). Training and development in software companies: The current scenario. *International Journal of Information Technology and Business Management*.

In the current economic climate, the ability of the organization to find and keep quality people will determine its success or failure. The lifeblood of any firm is its workforce. The performance of the firm's employees determines whether it succeeds or fails. The basis of such success is thought to be employees who have received substantial training and development. The focus of the research was to identify this connection amidst employee performance, productivity along with instruction, and advancement. Numerous research studies have acknowledged this essential function. For example, they have emphasized the importance of maximizing employees' contributions to the business's aims and goals in order to maintain effective performance. Employees are a costly and precious resource. Companies that place a high priority on shareholders and customer satisfaction value employee development because they acknowledge the significance of training initiatives. The productivity is increased by the numerous training and development programmes offered by IT companies to their employees. The goal the current study seeks to look at the various theoretical models together with frameworks connected to workforce development through training and development programmes and their effects on employee performance. The current paper provides a succinct assessment of the research on the value of training and how it boosts worker performance.

2.16 Holton, E. F., III. (1996). The flawed four-level evaluation model.

Holton's article, "The Flawed Four-Level Evaluation Model" (1996), challenges the traditional Kirkpatrick Model of training evaluation, which categorizes evaluation into four levels: reaction, learning, behavior, and results. Holton argues that this model is flawed and insufficient for capturing the complexities of training outcomes.

Holton proposes a more dynamic and comprehensive approach to evaluation that considers contextual factors, individual differences, and the dynamic nature of organizational environments. He criticizes the linear progression implied by the traditional model and emphasizes the need for a more iterative and interactive evaluation process. Holton contends that the traditional model oversimplifies the relationship between training inputs and organizational outcomes and doesn't adequately address the various factors influencing the effectiveness of training programs.

Overall, Holton's critique encourages a re-evaluation of how training programs are assessed and highlights the importance of adopting a more nuanced and adaptable evaluation framework that aligns with the dynamic nature of organizational learning and development.

2.17 Rossett, A. (2009). First things fast: A handbook for performance analysis.

"First Things Fast: A Handbook for Performance Analysis" by Allison Rossett (2009) is a practical guide that focuses on the essential aspects of performance analysis. Rossett provides insights into the process of quickly and effectively identifying performance problems and developing solutions.

The book is well-structured and offers a step-by-step approach to performance analysis, emphasizing the importance of addressing the most critical issues first. Rossett's emphasis on efficiency and prioritization is particularly valuable for practitioners in the field. She provides tools, techniques, and case studies to illustrate the application of performance analysis in various contexts.

Rossett's handbook is accessible and geared towards professionals who need to navigate the complexities of performance improvement swiftly. It serves as a valuable resource for those involved in training, human resources, and organizational development, offering practical strategies to enhance performance in a targeted and efficient manner.

2.18 Brown, D. (2002). Employability and career development: Themes and issues in the Asia Pacific.

This paper focuses on graduate work-readiness challenges in Asia Pacific economies, and the roles of three main stakeholders (government, employers and industry) in the process. The intention of the paper is to design a stakeholder- oriented HRM model to address the identified graduate work-readiness challenges.

Design/methodology/approach A qualitative triangulation method comprising interviews and focus groups was used with participant samples for each country. Stakeholder-oriented HRM theory underpins the conceptual framework for the paper. **Findings** All three countries are currently experiencing difficulties attracting graduates with the required portfolio of qualifications, skills and personal capabilities. The reported effects include: constraints on national economic growth, future production structures, and long-term socio-economic development.

Based on a review of the work-readiness and stakeholder-oriented HR theory literature, it is posited that graduate work-readiness challenges can be effectively addressed by HR professionals in partnership with other key stakeholders. **Research limitations/implications** the study sought the input of only three stakeholder groups for ascertaining graduate work readiness challenges, there is a strong case to include other groups including students/parents and secondary schools.

Originality/value This study makes a contribution to the extant literature as it explores the role of HR professionals in relation to a multiple stakeholder strategy to address these challenges in the less-explored Asia Pacific region.

2.19 Salas, E., & Cannon-Bowers, J. A. (2001). The science of training: A decade of progress. Annual Review of Psychology.

Salas and Cannon-Bowers' article, "The Science of Training: A Decade of Progress" (2001), published in the Annual Review of Psychology, offers a comprehensive overview of advancements in the field of training over the preceding decade. The authors review and synthesize research findings, theoretical developments, and practical applications related to training in various contexts. The article is a valuable resource for scholars, practitioners, and policymakers interested in understanding the state of the science of training. Salas and Cannon-Bowers discuss key themes such as the impact of technology on training, the importance of individual differences in learning, and the role of simulation in training effectiveness. They also highlight the evolution of training methods and the increasing recognition of the importance of transferring training to real-world settings.

Overall, the article provides a nuanced and informative analysis of the progress made in the science of training, offering insights that are relevant for both researchers and professionals involved in designing and implementing training programs.

2.20 Holton, E. F., III, Bates, R. A., Seyler, D. L., & Carvalho, M. B. (1997). Toward construct validation of a transfer climate instrument.

Holton, Bates, Seyler, and Carvalho's (1997) article, "Toward Construct Validation of a Transfer Climate Instrument," contributes to the field of organizational training by addressing the need for a reliable and valid tool to measure the transfer climate within an organization. The transfer climate refers to the organizational environment that either facilitates or hinders the application of knowledge and skills acquired in training to the workplace. The authors discuss the development and validation of an instrument designed to assess the transfer climate. They delve into the importance of creating an environment that supports the transfer of learning and provide insights into the factors that influence the effectiveness of training initiatives within an organizational context.

This work is valuable for researchers and practitioners interested in understanding and improving the transfer of training in organizations. By focusing on the development and validation of an instrument, Holton et al. contribute to the methodological rigor of assessing transfer climates, thereby enhancing the potential for meaningful insights and improvements in organizational training practices.

2.21 Huang, J., Jin, Q., Su, C., Yang, X., & Huang, X. (2017). An empirical study on factors affecting training transfer in the context of China.

Huang, Jin, Su, Yang, and Huang's (2017) empirical study on factors affecting training transfer in the context of China provides valuable insights into the challenges and determinants of transferring training into practical workplace application. The study contributes to the understanding of the cultural and contextual factors that influence the effectiveness of training initiatives in the Chinese context. The authors employ empirical methods to investigate various factors that may impact training transfer, shedding light on issues such as organizational support, supervisor support, and trainee characteristics. By grounding their research in the Chinese business environment, the study offers practical implications for organizations operating in this context.

This research is particularly beneficial for training and human resource professionals seeking to design and implement effective training programs in China or similar cultural contexts. The findings contribute to the broader literature on training transfer by highlighting the importance of considering cultural and organizational nuances in maximizing the impact of training efforts.

2.22 Ajzen, I. (1991). The theory of planned Behaviour. Organizational Behaviour and Human Decision Processes.

Ajzen's (1991) "The Theory of Planned Behaviour" is a seminal work that has significantly influenced the field of psychology and behavioral science. The theory provides a comprehensive framework for understanding and predicting human behaviour by considering the role of individual attitudes, subjective norms, and perceived behavioral control. In the article, Ajzen meticulously outlines the components of the theory, emphasizing the importance of psychological factors in shaping intentions and, subsequently, behaviour. The theory has been widely applied in various domains, including organizational behaviour and decision-making.

Ajzen's work has had a lasting impact on research and practical applications, serving as a foundation for numerous studies exploring the factors that influence human behaviour. The clarity and applicability of the Theory of Planned Behaviour make it an enduring and influential contribution to the understanding of human decision processes, with implications for fields ranging from psychology to organizational behaviour.

2.23 Noe, R. A., Tews, M. J., & Dachner, A. M. (2010). Learner engagement: A new perspective for enhancing our understanding of learner motivation and workplace learning.

Noe, Tews, and Dachner's (2010) article on "Learner Engagement: A New Perspective for Enhancing Our Understanding of Learner Motivation and Workplace Learning" provides a fresh and insightful perspective on the concept of learner engagement in the context of workplace learning. The authors highlight the significance of moving beyond traditional measures of learner motivation and delve into the multifaceted nature of engagement. The article emphasizes the dynamic and interactive aspects of engagement, considering the role of both the learner and the learning environment. Noe, Tews, and Dachner propose a model that incorporates behavioural, emotional, and cognitive dimensions of engagement, providing a more comprehensive framework for understanding and enhancing workplace learning outcomes.

This work is valuable for researchers and practitioners interested in optimizing learning in organizational settings. By broadening the perspective on learner engagement, the article contributes to a deeper understanding of the factors that influence motivation and participation in workplace learning initiatives.

2.24 Rossett, A., & Schafer, L. (2007). Job aids and performance support: Moving from knowledge in the classroom to knowledge everywhere.

Rossett and Schafer's (2007) book, "Job Aids and Performance Support: Moving from Knowledge in the Classroom to Knowledge Everywhere," is a practical and insightful guide that addresses the challenges of transitioning knowledge acquired in training to real-world application.

The authors advocate for a shift from a traditional classroom-centered approach to a more holistic and continuous model of learning that extends into the workplace. The book emphasizes the importance of job aids and performance support tools as critical components of a successful learning strategy. Rossett and Schafer provide practical examples and case studies to illustrate how these tools can enhance on-the-job performance by providing accessible and context-specific assistance.

This resource is valuable for learning and development professionals, offering a strategic perspective on improving workplace performance through the integration of job aids and performance support. The emphasis on practical application and real-world examples makes it a useful guide for those seeking to bridge the gap between training and actual job performance.

2.25 Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science.

John Sweller's (1988) article, "Cognitive Load During Problem Solving: Effects on Learning," published in *Cognitive Science*, is a seminal work that significantly influenced the fields of cognitive psychology and instructional design. Sweller introduces the concept of cognitive load and investigates its impact on learning during problem-solving tasks. The article outlines the cognitive load theory, emphasizing the limited capacity of working memory and how the design of instructional materials can either facilitate or hinder learning based on cognitive load. Sweller discusses the implications of cognitive load on problem-solving efficiency and the importance of aligning instructional strategies with the cognitive architecture of learners.

This influential work has had a profound impact on educational practices, informing instructional designers on how to optimize learning by managing cognitive load effectively. Sweller's research has enduring relevance in the design of instructional materials and has significantly contributed to the understanding of cognitive processes in learning.

2.26 Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). Principles of instructional design.

Gagné, Wager, Golas, and Keller's (2005) "Principles of Instructional Design" is a comprehensive and influential work in the field of instructional design. The authors, led by Robert Gagné, present a systematic framework that encompasses nine instructional events, providing a structured approach to creating effective learning experiences. The book covers essential principles such as gaining attention, informing learners of objectives, stimulating recall of prior learning, presenting the content, providing guidance for learning, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. Each principle is

explained in detail, with practical applications and examples.

This work is a valuable resource for educators, instructional designers, and anyone involved in creating instructional materials. The principles outlined by Gagné et al. provide a solid foundation for designing engaging and effective learning experiences, making the book a seminal reference in the field of instructional design.

2.27 Lohman, M. C. (2007). Motivated training: A review of the literature.

Motivation to transfer is essential for the transfer of training. Without motivation, newly acquired knowledge and skills will not be applied at work. The purpose of this integrative literature review is to summarize, critique, and synthesize past transfer motivation research and to offer directions for future investigations. First, seven contributions of past research are presented in an attempt to understand antecedents, correlates, and consequences of motivation to transfer. Second, an alternative view that complements and extends current approaches is discussed, and its implications for future studies investigating employees' motivation for training application on the job are outlined.

The purpose of this article has been to provide an overview of past transfer motivation research and to guide future directions exploring motivation to apply learning at work. The discussion of antecedents, correlates, and consequences of transfer motivation with an integrative model of motivation to transfer has revealed seven contributions that help us understand intentions in the transfer process. We have proposed an alternative view on transfer motivation that complements and extends current approaches, and we have outlined how its implications can encourage future investigations. In concluding this article, we believe that HRD research analyzing transfer motivation will benefit if it adopts a multidisciplinary and multilevel perspective. Research on work motivation, organizational behavior, educational technology, and adult education offers many theories and models, some of them considered in this review, which can inspire further examination of employee motivation to transfer training.

2.28 Lee, C. K., & Lan, Y. J. (2007). Exploring the relationships between e-learning, online learners' self-regulatory efficacy, and task value in an organization's e-learning environment.

The increasing use of an internet improved internet technologies as well as web-based applications. Also, increasing effectiveness of the e-Learning has become one of the most practically and theoretically important issues in both educational engineering and information system fields. This study suggests a research model which is based on an e-Learning success model as well as the relationship of the e-Learner's self-regulatory efficacy, and the quality perception of the e-Learning environment. The presented research model focuses on the learning environment and on the learners' self-efficacy. The learning environment consists of learning management system (LMS), learning contents and interaction that are provided by e-Learning system. The learners' self-efficacy, however, refers to the learners' self-regulatory efficacy. Group research has been conducted to sensitively analyse the relationship between the quality factors and the satisfaction of the e-Learning environment. As a result, this paper shows the validity of the model empirically. As

the results demonstrate, most of the hypotheses suggested in this model were proved to be accepted. The title suggests that the article explores the relationships between e-learning, learners' self-regulatory efficacy, and task value within an organizational e-learning environment. This topic is relevant and significant as organizations increasingly rely on e-learning platforms for training and development. Presumably, the study may investigate how the effectiveness of e-learning is influenced by learners' perceptions of their ability to regulate their learning (self-regulatory efficacy) and their perceived value of the tasks involved. Understanding these relationships is crucial for designing effective e-learning interventions in organizational settings.

2.29 Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. Annual Review of Psychology.

Tannenbaum and Yukl's (1992) article, "Training and Development in Work Organizations," published in the Annual Review of Psychology, provides a comprehensive overview of the state of training and development practices within organizational settings during that time. The authors delve into various aspects of training and development, discussing the goals, methods, and challenges faced by organizations in enhancing the skills and knowledge of their workforce. The article likely covers topics such as the design and delivery of training programs, the role of leadership in fostering a learning culture, and the evaluation of training effectiveness.

As an article published in the Annual Review of Psychology, it likely provides a valuable synthesis of existing research, offering insights into the trends and advancements in the field of organizational training and development during the early 1990s. While the specific content may be dated, the foundational principles discussed in the article may still have relevance for understanding the broader context of training within work organizations.

2.30 Beard, L. A., & Wilson, J. P. (2006). The power of experiential learning.

This paper details the background to a research programme that presents new theorising concerning the pedagogy of experiential learning (EL). The paper shows how a milieu of practical 'themes' are developed from case material published predominantly within journals, and through a reflective and transformational process of writing textbooks (Beard and Wilson, 2002, 2006). The result is a configuration of emergent themes into significant categories to form a new theoretical framework that informs the pedagogy of EL. This research is firstly contextually located (Heron, 1981) within a broad church of existing theories found in the mainstream, predominantly Western, literature on EL. This exploration is from four perspectives: the significance of lineage, the limitations of practical teaching models, a critical review of the most widely used pedagogic EL model from the work of David Kolb (1984) and finally the principal debates that identify areas for further development (Murray, 2006) as 'sensitizing concepts' (Blumer, 1954) that simultaneously destabilise the hegemonic constructivist paradigm and signpost fieldwork directions. By addressing a number of neglected areas and responding to a unifying call to provide a richer, more integrative conception of EL, this paper outlines the extensive fieldwork that results in an interpretation of EL that extends 'beyond the usual definitions and arguments' (Rickards, 2007: 430) and attempts to bring theory and

practice closer together. The paper presents illustrative case material, as 'snapshots' of fieldwork across a number of disciplines. It is from this illustrative material that themes and categories are tracked in the paper: they are drawn out, coded, developed and located within an overarching framework. The paper also highlights the problems inherent in publishing such a compact representation of a lengthy journey of applied research, in both depth and breadth of fieldwork, as part of a PhD by publication.

2.31 : Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review.

Burke and Hutchins' (2007) article, "Training Transfer: An Integrative Literature Review," contributes to the field of organizational training by providing a comprehensive examination of existing research on the transfer of training. The authors synthesize and analyze various studies to offer insights into the factors influencing the successful application of learned skills and knowledge in the workplace. The integrative literature review likely covers key themes such as individual factors, organizational support, and the design of training programs that impact the transfer of training. The work is likely to provide a holistic perspective on the challenges and facilitators of training transfer, offering practical implications for both researchers and practitioners involved in training and development.

Reviews of this nature are valuable for consolidating knowledge, identifying gaps in the existing literature, and guiding future research and practice. Burke and Hutchins' article likely serves as a foundational resource for those interested in understanding and enhancing the effectiveness of training transfer in organizational contexts.

2.32 : Noe, R. A., & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model.

Noe and Schmitt's (1986) article, "The Influence of Trainee Attitudes on Training Effectiveness: Test of a Model," is a significant contribution to the field of organizational training. The study likely explores the relationships between trainee attitudes, various factors influencing these attitudes, and the overall effectiveness of training programs. The article is likely to present a model that outlines how trainee attitudes, such as motivation and satisfaction, can impact the learning process and subsequent application of knowledge and skills in the workplace. By testing this model, Noe and Schmitt contribute to our understanding of the psychological factors that play a role in training outcomes.

This work is likely to be valuable for training and human resource professionals, offering insights into the importance of considering trainee attitudes when designing and implementing training programs. By empirically testing a theoretical model, the article likely provides practical implications for improving the effectiveness of training initiatives within organizations.

2.33 : Tannenbaum, S. I., Mathieu, J. E., Salas, E., & Cannon- Bowers, J. A. (1991). Meeting trainees' expectations: The influence of training fulfilment on the development of commitment, self-efficacy, and motivation.

Tannenbaum, Mathieu, Salas, and Cannon-Bowers (1991) explore the impact of training fulfilment on the development of commitment, self- efficacy, and motivation among trainees. The study emphasizes the importance of meeting trainees' expectations during training programs and how this fulfilment influences key psychological factors.

The authors employ a comprehensive approach, investigating the interconnected relationships between training fulfilment and commitment, self-efficacy, and motivation. By doing so, they contribute valuable insights into the complex dynamics that shape individuals' attitudes and behaviors during training. The findings suggest that when training programs align with trainees' expectations, it positively influences their commitment to the training, enhances self-efficacy, and boosts motivation. This underscores the significance of tailoring training experiences to meet individual expectations, thereby fostering a more positive and productive learning environment. While the study provides valuable insights into the psychological aspects of training, it's essential to consider the context and potential limitations of the research, such as the specific industries or types of training programs examined. Additionally, advancements in research since 1991 may offer new perspectives on this topic.

In summary, Tannenbaum et al.'s study offers a meaningful exploration of the relationship between training fulfilment and psychological outcomes, shedding light on the importance of aligning training programs with individual expectations for fostering commitment, self- efficacy, and motivation among trainees.

2.34 : Rossett, A. (2002). Content management for mobile and e-learning.

The field of mobile and e-learning has undergone significant developments since 2002, and content management remains a crucial aspect of designing effective educational experiences. Rossett, a respected figure in the field, likely provides insights into strategies for organizing, delivering, and updating content in the dynamic landscape of digital learning.

The use of network technology to deliver training is the latest trend in the training and development industry and has been heralded as the 'e-learning revolution.' In an effort to separate hype from reality, this paper reviews practitioner and research literature on e- learning, incorporating unpublished information from interviews with managers and consultants directly involved in e-learning initiatives.

Specific attention is given to why organizations use e-learning, what the potential drawbacks to e-learning are, what we know from research about e-learning and what the future of e-learning may hold.

2.35 : Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research.

Baldwin and Ford's seminal work, "Transfer of Training: A Review and Directions for Future Research" (1988), is a comprehensive examination of the transfer of training, a critical concept in organizational learning.

The authors systematically review existing literature on transfer of training, aiming to distil key insights and identify avenues for future research. The review encompasses various factors influencing the transfer process, such as the characteristics of the trainee, the training design, and the work environment. Baldwin and Ford emphasize the complexity of transfer, acknowledging the multitude of variables that can impact the successful application of learned skills to the job.

One notable contribution is the identification of factors that facilitate or inhibit transfer, providing a framework for understanding the intricate interplay between training experiences and on-the-job performance. By delving into both individual and organizational elements, the authors lay the groundwork for a more nuanced understanding of transfer dynamics.

The paper serves as a valuable resource for scholars and practitioners interested in optimizing the effectiveness of training programs. However, it's essential to recognize that the field has evolved since 1988, and subsequent research may have built upon or refined some of the concepts presented in this foundational work. As such, readers should supplement this review with more recent literature to stay abreast of advancements in the transfer of training research.

2.36 : Gegenfurtner, A., & Ebner, C. (2019). Web-based training in work organizations. In Proceedings of Ed Media+ Innovate Learning.

Web-based training (WBT) has become increasingly prevalent in organizational settings, offering a flexible and accessible approach to employee learning and development. Gegenfurtner and Ebner likely explore the applications, challenges, and outcomes of web-based training within work organizations. This may include discussions on the design of effective web-based training programs, the integration of technology in learning, and the impact of such training on individual and organizational performance.

The proceedings of Ed Media+ Innovate Learning often showcase cutting-edge research and innovative practices in educational technology, so this paper is likely to contribute insights into the intersection of web-based training and work environments. Topics may encompass e-learning platforms, instructional design strategies, and the use of technology to enhance learning experiences within professional contexts.

2.37 : Goldstein, I. L., & Ford, J. K. (2002). Training in organizations: Needs assessment, development, and evaluation.

Goldstein and Ford's "Training in Organizations: Needs Assessment, Development, and Evaluation" (2002) is a comprehensive resource that addresses key aspects of training within organizational contexts. The book covers the entire training process, from identifying the training needs to developing and evaluating training programs. One strength of the book lies in its systematic approach to needs assessment. Goldstein and Ford provide practical guidance on how organizations can effectively identify the knowledge and skill gaps that training programs should address. This emphasis on needs assessment ensures that training initiatives are targeted and aligned with organizational goals.

The book also delves into the development of training programs, offering insights into instructional design and delivery methods. By combining theory with practical applications, it caters to both academics and practitioners in the field of organizational training. The authors recognize the dynamic nature of organizations and acknowledge the importance of adapting training programs to changing circumstances.

Furthermore, Goldstein and Ford provide a robust framework for evaluating the effectiveness of training initiatives. They discuss various evaluation methods and emphasize the importance of assessing both the process and the outcomes of training programs.

2.38 : Stone, D. L., & Deadrick, D. L. (2015). Challenges and opportunities affecting the future of human resource development: An exploratory analysis.

Stone and Deadrick's paper, "Challenges and Opportunities Affecting the Future of Human Resource Development: An Exploratory Analysis" (2015), provides a forward-looking examination of the field of Human Resource Development (HRD). The authors explore the dynamic landscape of HRD, identifying both challenges and opportunities that are likely to shape its future. One strength of the paper lies in its exploratory nature, acknowledging the evolving nature of the HRD field. By highlighting challenges, such as adapting to technological advancements, globalization, and changing demographics, the authors provide a realistic assessment of the complexities faced by HRD professionals.

Simultaneously, Stone and Deadrick shed light on opportunities for HRD, emphasizing areas where innovation and strategic initiatives can lead to positive outcomes. This forward-thinking approach aims to guide HRD practitioners, policymakers, and researchers in navigating the changing landscape and proactively addressing emerging issues.

Given the rapid pace of change in the business environment, this exploratory analysis likely encourages readers to think critically about the future of HRD. It may serve as a catalyst for discussions within the HRD community and prompt further research into emerging trends.

As with any analysis of the future, the relevance of the paper may be influenced by subsequent developments in the HRD field. Therefore, readers are encouraged to supplement this work with more recent literature to ensure a comprehensive understanding of the current challenges and opportunities in Human Resource Development.

2.39 : Alliger, G. M., Tannenbaum, S. I., Bennett, W., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria.

Alliger, Tannenbaum, Bennett, Traver, and Shotland's (1997) meta-analysis on the relations among training criteria is a significant contribution to the field of organizational training and development. The study employs a meta-analytic approach, synthesizing existing research to examine the relationships between various training criteria. One of the notable strengths of the meta-analysis is its systematic review of the literature, allowing for a comprehensive examination of the factors influencing training outcomes. The authors likely explore key training criteria such as learning outcomes, skill acquisition, and performance improvement.

The findings from a meta-analysis offer valuable insights into the general trends and patterns across different studies. This approach allows for a more robust understanding of the factors that contribute to successful training interventions. The study likely addresses questions related to the effectiveness of training programs in achieving their intended goals and the factors that moderate or mediate these outcomes.

Given the publication date in 1997, it's important to consider the historical context and subsequent advancements in the field. While the meta-analysis provides a foundational understanding of training criteria relations, readers should be aware that new research and developments may have emerged since then.

In summary, Alliger et al.'s meta-analysis likely serves as a valuable resource for researchers and practitioners in the field of training and development, offering insights into the complex relationships among training criteria. However, for the most up-to-date information, readers are encouraged to supplement this work with more recent literature.

2.40 : Nankervis, A. R., Compton, R. L., & Baird, M. (2011). Human resource management: Strategies and processes. Nankervis, Compton, and Baird's "Human Resource Management:

Strategies and Processes" (2011) provides a comprehensive overview of human resource management. The book likely covers key strategies and processes involved in HRM, offering a practical and theoretical foundation for students, practitioners, and scholars. Its strength lies in its balanced approach, combining strategic perspectives with the operational aspects of managing human resources. However, given the publication date, readers may benefit from supplementing the text with more recent literature to ensure currency in HRM practices and theories.

2.41 : Ford, J. K., & Weissbein, D. A. (1997). Transfer of training: An updated review and analysis.

Ford and Weissbein's "Transfer of Training: An Updated Review and Analysis" (1997) is a significant contribution to the field of training and development. Building upon earlier work, this paper likely provides an updated examination of the transfer of training, exploring the factors that influence the successful application of learned skills to the workplace.

As with any review, the strength of this work lies in its ability to synthesize existing research, providing a comprehensive overview of the state of knowledge in the field at the time of publication. However, given the publication date in 1997, readers are advised to consider more recent literature to understand any advancements or changes in perspectives related to the transfer of training. Overall, this review likely serves as a valuable resource for scholars, practitioners, and educators interested in the ongoing challenge of maximizing the transfer of training in various organizational contexts.

2.42 : Agarwal, R., & Karahanna, E. (2000). Time flies when you're having fun: Cognitive absorption and beliefs about information technology usage.

Agarwal and Karahanna's "Time Flies When You're Having Fun: Cognitive Absorption and Beliefs about Information Technology Usage" (2000) is a notable study exploring the concept of cognitive absorption and its relationship with individuals' beliefs about using information technology. The paper likely investigates how engagement and absorption in IT activities influence users' perceptions and attitudes. A key takeaway is the potential impact of enjoyable experiences on shaping positive beliefs about technology use. Given the publication date, readers may want to explore more recent research for evolving perspectives on this intersection of cognitive absorption and IT beliefs.

2.43 : Sweller, J., & Chandler, P. (1994). Why some material is difficult to learn.

Sweller and Chandler's "Why Some Material Is Difficult to Learn" (1994) likely offers a concise yet insightful exploration into cognitive factors that contribute to the difficulty of learning certain materials. The paper likely delves into cognitive load theory, shedding light on the challenges learners face with information processing and how instructional design can mitigate these difficulties. As a foundational work, it provides valuable considerations for educators and instructional designers. However, for the latest advancements in cognitive load theory and related research, readers should consult more recent literature.

2.44 : Cascio, W. F., & Boudreau, J. W. (2016). The search for global competence: From international HR to talent management.

Cascio and Boudreau's "The Search for Global Competence: From International HR to Talent Management" (2016) likely offers a concise yet impactful exploration of the evolution from international human resources to a broader focus on talent management in a global context.

The paper probably highlights the imperative for organizations to develop global competence and adapt HR practices accordingly. As a work by two respected scholars in the field, it likely provides valuable insights into the contemporary challenges and strategies associated with managing talent on a global scale.

2.45 : Stone, D. L., & Deadrick, D. L. (2015). Challenges and opportunities affecting the future of human resource development: An exploratory analysis.

Stone and Deadrick's "Challenges and Opportunities Affecting the Future of Human Resource Development: An Exploratory Analysis" (2015) is likely a concise yet insightful exploration of the evolving landscape of Human Resource Development (HRD). The paper likely identifies key challenges and opportunities shaping the future of HRD, providing a valuable resource for practitioners and researchers in the field. As an exploratory analysis, it prompts consideration of emerging trends and strategic responses within the dynamic HRD environment.

2.46 : Tippins, N. T., & Sohi, R. S. (2003). IT competency and firm performance: Is organizational learning a missing link?

Tippins and Sohi's "IT Competency and Firm Performance: Is Organizational Learning a Missing Link?" (2003) likely investigates the relationship between Information Technology (IT) competency, organizational learning, and firm performance. The paper probably explores how IT capabilities contribute to organizational success and considers the role of continuous learning in this context. As an intersection of IT and organizational dynamics, it likely provides insights into the strategic importance of IT competency for firms. For the latest perspectives, readers may want to explore more recent literature on this subject.

2.47 : Sweller, J. (1988). Cognitive load during problem solving: Effects on learning

Sweller's "Cognitive Load During Problem Solving: Effects on Learning" (1988) is a seminal work investigating the impact of cognitive load on learning during problem-solving tasks. The paper likely outlines the cognitive load theory, highlighting how the mental burden imposed during problem-solving can influence the learning process. As a foundational contribution, it underscores the importance of instructional design in managing cognitive load for effective learning outcomes.

2.48 : Lim, D. H., & Morris, M. L. (2009). Learner and instructional factors influencing learning outcomes within a blended learning environment

Lim and Morris's "Learner and Instructional Factors Influencing Learning Outcomes Within a Blended Learning Environment" (2009) likely provides a succinct yet insightful exploration of factors impacting learning outcomes in blended learning settings. The paper probably addresses the dynamic interplay between learner characteristics and instructional methods, offering valuable insights for designing effective blended learning experiences. As a contribution to the evolving field of blended learning, it likely serves as a resource for educators and instructional designers.

2.49 : Rossett, A., & Schafer, L. (2007). Job aids and performance support: Moving from knowledge in the classroom to knowledge everywhere.

Rossett and Schafer's "Job Aids and Performance Support: Moving from Knowledge in the Classroom to Knowledge Everywhere" (2007) likely presents a concise and impactful argument for the integration of job aids and performance support in learning strategies. The paper probably advocates for a shift from traditional classroom-based knowledge delivery to more accessible and on-the-job resources. As a forward-thinking perspective, it likely emphasizes the practical application of knowledge in various contexts. For those interested in modern instructional approaches, this work likely serves as a valuable guide.

2.50 : Vasilopoulos, G., Bousiou-Makridou, D., & Kriemadis, T. (2016). E-learning readiness and perceived learning performance: The moderating role of prior knowledge.

Vasilopoulos, Bousiou-Makridou, and Kriemadis's study (2016) likely investigates the relationship between e-learning readiness, perceived learning performance, and the moderating influence of prior knowledge. The paper probably explores how individual preparedness for e-learning, combined with existing knowledge, impacts the effectiveness of online learning experiences. As a contribution to the understanding of factors influencing e-learning outcomes, this work likely highlights the nuanced interplay between readiness, prior knowledge, and perceived performance.

CHAPTER 3

THEORETICAL FRAMEWORK

3.1 Background of the Study

Training is an essential aspect of human resources management, serving as a fundamental function. It involves the systematic implementation of formal processes to equip individuals with the necessary knowledge and skills to effectively carry out their job responsibilities (Armstrong, Citation2020). These practices have become widely adopted in organizations worldwide as part of their human resource management strategies (Hughes et al., Citation2019). In the contemporary business landscape, training plays a pivotal role in achieving institutional objectives by enhancing both employee and employer performance (R. A. G. Khan et al., Citation2011; Rutledge & Cathcart, Citation2019). Recognizing that employees are a valuable asset, capable of either building or undermining an organization's reputation and profitability (Elnaga & Imran, Citation2013), several factors influence their performance, including employee training, organizational policies, working conditions, job satisfaction, and internal interactions (Aktar et al., Citation2012). Consequently, training emerges as a highly effective tool for enhancing employee performance and effectively and efficiently attaining organizational objectives and goals (Afroz, Citation2018; Garavan et al., Citation2020).

3.2 Conceptual Framework Model

There are two primary theoretical approaches to employee training: the human capital approach and the technology-based approach. The human capital approach, as described by Luo (Citation2000), views training as an investment in human capital. Therefore, training is only provided when the benefits from productivity gains outweigh the costs of training.

According to Armstrong (Citation2020), human capital theory considers people as assets and emphasizes that investing in people will yield worthwhile returns. Human capital encompasses the knowledge, skills, and abilities of an organization's workforce and is associated with intellectual, social, and organizational capital. Intellectual capital, as defined by Mathis & Jackson (Citation2016), refers to the intangible asset associated with people and includes the collective value of an organization's workforce's capabilities, knowledge, skills, life experiences, and motivation. Intellectual capital reflects the thinking, knowledge, creativity, and decision-making that people in organizations contribute.

In contrast, the technology-based approach views training as a process of skill formation. This approach recognizes that the constantly evolving technologies and work reorganization necessitate expanded training in the contemporary period. Therefore, training is provided to meet the functional needs of an organization and to contribute to the accumulation of human capital or skill formation. However, these approaches tend to overlook the content of employee training, which may be a result of training design and delivery style. (Luo, Citation2000)

According to Raja and Mohammed (Citation2011), it has been stated that training has a significant and positive impact on the level of performance. This suggests that if the training is well-designed, the trainees will be able to achieve the desired level of performance. A well- designed training program can be identified by having clearly defined objectives, relevant and up-to-date content, as well as an effective selection of

training methods and trainers.

As mentioned in Young (Citation2009), a conceptual framework (Figure 1) refers to a diagram that illustrates the relationship between a dependent variable and an independent variable. In this particular study, a conceptual framework is utilized to explain the interrelationship between the variables, specifically, employee performance as the dependent variable and employee training as the independent variable.

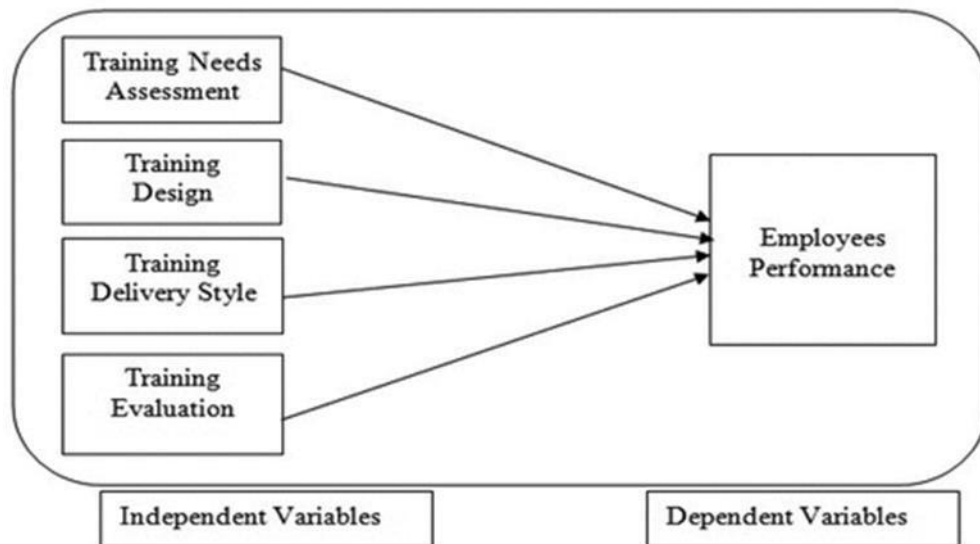


Fig 3.1: Conceptual Framework Model

3.3 Process of Training

The importance of training cannot be overstated when it comes to keeping employees up-to-date with the latest knowledge, skills, and attitudes. By investing in training, organizations can ensure that their employees are equipped to achieve organizational goals. On the other hand, failing to provide proper training can result in employees not reaching their full potential. The training process involves identifying the needs of both employees and the organization, planning the training accordingly, implementing the plan, and evaluating the effectiveness of the training. When done effectively, training and development programs can lead to the acquisition of top-performing employees. As Afsana et al. (2016) noted, training is all about enhancing an individual's skills, knowledge, exposure, and abilities.

According to Fig. 1, the training process includes four key steps: training needs assessment, training planning, training implementation, and training evaluation.

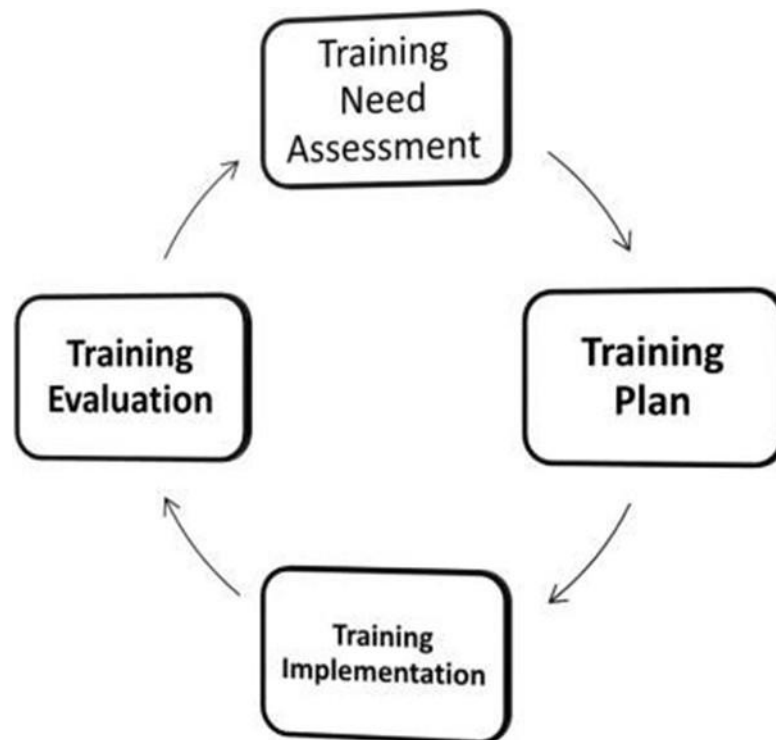


Fig. 3.2. The process of training.

Training Need Assessment and Analysis: The process of training needs assessment involves identifying the requirements of both the government institution and its employees. It is crucial for the employer institution to evaluate its internal strengths and weaknesses either at the beginning of the academic year or towards the end of the previous year. This evaluation encompasses human resource planning and the current status of implementation. In order to align with the organizational goals and achievements, the institution must determine the skills, knowledge, and attitude that the employees should possess. Additionally, there is a need to assess the training requirements of individual employees, which should be in line with the aforementioned goals. Employees should be encouraged to evaluate themselves and select the training areas they wish to pursue during the academic year. Subsequently, human resource managers should analyze the demands of both the employees and the organization, and develop a training plan that prioritizes these needs.

According to Gaspard and Yang (2016), conducting a needs assessment for continuing education helps to ensure efficiency. There are three types of training needs assessments: organizational analysis, task analysis, and person analysis (Ebenso, 2012).

Training Plan: Once the needs have been analysed, the next step is to develop a training action plan as part of the annual plan. Typically, the areas of training that are chosen by a majority of employees, taking into consideration resource and time availability, as well as the potential impact, are given priority. The plan should clearly outline the trainees and trainers involved, the specific training content to be covered, the schedule for the training programs, the allocation of financial and non- financial resources and their sources, as well as the responsible bodies for each program.

Training Implementation: Following the preparation of the training plan, the third step involves executing the plan that has been previously developed.

Training Evaluation: Lastly, but certainly not least, the training program must be evaluated. The evaluation process focuses on assessing the proper implementation of the program and determining the return on investment (ROI) in relation to the resources invested in the operation. The results of this analysis will serve as valuable input for future needs assessment activities in the coming year.

Employee Performance: The performance of an employee refers to their ability to achieve, execute, and fulfil tasks. In any company or organization, it is anticipated that employees will deliver their best performance. Employee performance serves as an indicator of how effectively employees carry out their job responsibilities and meet deadlines or requirements. Various factors such as demographics, resource availability, training requirements, and employee perception can influence the level of employee performance.

3.4 Suggested Framework incorporating Key Elements

Certainly! Building a theoretical framework for analysing the effectiveness of training programs for IT personnel and identifying opportunities for skills, knowledge, and performance involves integrating various models and theories. Below is a detailed explanation of the components of such a framework:

1) Kirkpatrick's Four-Level Training Evaluation Model:

- **Reaction Level:** Measure the initial reactions of IT personnel to the training. Use surveys and feedback mechanisms to assess their satisfaction, engagement, and perceived relevance of the training content.
- **Learning Level:** Evaluate the acquisition of new knowledge and skills. This could involve pre- and post-assessments, skills demonstrations, and quizzes to measure the extent of learning.
- **Behavior Level:** Examine changes in behavior or performance on the job. This could involve performance appraisals, direct observations, or self-assessments to understand how the training has translated into actions on the job.
- **Results Level:** Assess the overall impact of the training on organizational outcomes and IT effectiveness. This could include metrics related to project success, problem-solving, and the achievement of IT-related objectives.

2) ADDIE Model:

- **Analysis Phase:** Identify specific skill gaps, knowledge deficiencies, and performance issues within the IT department. Conduct a thorough needs assessment through surveys, interviews, and performance evaluations.
- **Design Phase:** Develop a targeted training program based on the analysis. Specify learning objectives, choose appropriate instructional methods, and design content that aligns with IT personnel's needs and organizational goals.
- **Development Phase:** Create training materials, modules, and resources. Leverage a variety of formats such as e-learning modules, hands-on workshops, and simulations to cater to diverse learning styles.
- **Implementation Phase:** Roll out the training program. Ensure effective communication, provide necessary resources, and monitor participation. Utilize a learning management system (LMS) for tracking progress and engagement.

- Evaluation Phase: Continuously assess the training's effectiveness. Gather feedback from participants, measure learning outcomes, and identify areas for improvement. Use both formative evaluation during the training process and summative evaluation after its completion.

3) Bloom's Taxonomy of Learning:

- Cognitive Domain: Assess the IT personnel's understanding of theoretical concepts, problem-solving abilities, and critical thinking skills.
- Affective Domain: Measure changes in attitudes, motivation, and perception towards their work and learning. This could involve surveys or reflective exercises.
- Psychomotor Domain: Evaluate hands-on skills and practical application of knowledge. Use simulations, on-the-job assessments, or real-world projects to gauge the application of learned skills.

4) Social Learning Theory (Bandura):

- Emphasize the importance of social interactions and collaborative learning. Implement peer mentoring programs, encourage knowledge-sharing within teams, and facilitate communities of practice to enhance learning and skill development.
- Utilize online forums, social media groups, or collaborative platforms to foster a culture of shared learning and expertise.

5) Technology Acceptance Model (TAM):

- Investigate IT personnel's attitudes and perceptions towards the training technologies used. Assess their ease of use, perceived usefulness, and overall satisfaction with the training tools.
- Identify any resistance to adopting new technologies and address concerns through targeted communication and training.

6) Human Performance Improvement (HPI) Model:

- Conduct a thorough analysis of performance gaps within the IT department. Identify root causes of inefficiencies, errors, or delays in project delivery.
- Explore opportunities for process improvement, system enhancements, and organizational support to boost overall IT performance. This could involve changes in workflow, access to resources, or collaboration structures.

7) Continuous Improvement Models (e.g., PDCA - Plan, Do, Check, Act):

- Establish a culture of continuous improvement within the IT department. Encourage ongoing feedback from IT personnel regarding the training programs.
- Regularly review and refine training programs based on feedback, performance metrics, and evolving technological trends. This iterative approach ensures that training remains aligned with the dynamic needs of the IT landscape.

By integrating these theoretical frameworks, organizations can create a holistic approach to analysing the effectiveness of training programs for IT personnel. This comprehensive model addresses various dimensions, from initial reactions to on-the-job performance, and fosters a continuous learning and improvement culture within the IT department.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Objectives

The objectives of the research methodology for analyzing the effectiveness of training programs for IT personnel and identifying opportunities for skills, knowledge, and performance are crucial in guiding the study.

The main objective of the study was to determine the effectiveness of training and development on employee performance at JK Paper Ltd.' Songadh.

The study aims to achieve the following objectives in particular:

- To understand the perception of employees towards training and development activities carried out in the organization.
- To study the effectiveness of training in the organization.
- To study the factors leading to success or otherwise of training in the organization.

These objectives collectively guide the research methodology, ensuring a comprehensive analysis of the effectiveness of training programs for IT personnel while also pinpointing areas for improvement and development.

4.2 Hypothesis

HYPOTHESIS - 1

- ▶ H0: There is no significant difference between the age of the employees and their career growth and opportunities.
- ▶ H1: There is a significant difference between the age of the employees and their career growth and opportunities.

HYPOTHESIS - 2

- ▶ H0: There is no significant difference between role and employee perception towards job.
- ▶ H1: There is a significant difference between role and employee perception towards job.

4.3 Research Design

Descriptive Research Design

Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study.

4.4 Sources of Data

In this research, internal and external source of data are used. Collected raw materials through facts and figure of researcher's works. Collecting data from company records and document, these are all internal data and other data are external.

In data collection, there are 2 types

- **Primary Data**

It is a source of collecting data by first-hand information through observation, direct communication or personal interviews of respondent's customers. In this, questionnaire is used for conducting personal interviews and for collecting the data.

- **Secondary Data**

It is collected from standard books, internal sources, magazines and newspapers and also collecting data from external and internal sources from the company annual reports, company additional profile and company internal website.

4.5 Primary and Secondary Data

This study was guided by a descriptive research design. A sample size of 100 employees was selected from the target population of 1194 employees working in an organization using a simple random sampling technique. Both primary, as well as secondary data, are used for this research study. A self-structured questionnaire was designed into 2 sections. The 1st section comprises demographic questions and the 2nd section comprises subjective questions.

Likert-scale was framed for subjective questions to ensure the reliability of the study. Employees from different designation had filled the questionnaire for the purpose of this study. Secondary data was collected through online sources. Statistical tools such as standard deviation, mean, reliability test, frequency, coefficient of skewness have been applied. Data were analysed through the SPSS 16.0 version.

4.6 : Population

SAMPLE SIZE

The sample size for this research project is 100

4.7 : SAMPLE DESIGN

It is a particular definite plan formulation before collecting the data from population. The research should select a particular sample. In sampling, there are 2 types- probability sampling and non- probability sampling. In this research, only non- probability sampling is used.

- ☐ Sampling
- ☐ Sampling design : Non-probability sampling
- ☐ Sampling technique: convenience sampling
- ☐ Sample unit : Employees
- ☐ Sample size : 100 respondents

4.8 : Sampling Method

Convenience sampling method

A convenience sample is one of the main types of non-probability sampling methods. A convenience sample is made up of people who are easy to reach.

To analyze the effectiveness of training programs for IT personnel and identify opportunities for skills, knowledge, and performance, you can employ a mix of quantitative and qualitative data collection methods. Here are various methods you can use:

4.9 : Methods of Data Collection

1. Surveys and Questionnaires:

- Objective: Gather quantitative data on participants' perceptions and satisfaction with training programs.
- Implementation: Design structured surveys with Likert scale questions and open-ended sections.
- Target Audience: IT personnel who have undergone training.

4.10 : Drafting a Questionnaire

Questionnaire was divided into two sections. First part was designed to know the general information about EMPLOYEES and the second part contained the JK Paper Ltd.' Songadh.

- ☐ Basic

Introduction ☐

Personal Details

- ☐ Research related Questions
- ☐ Perception Questions
- ☐ Likert Scaling

Questions ☐ Suggestion

Question

4.11 : Pilot Survey(Reliability and Validity of instrument)

Certainly, here's a brief outline for a pilot survey to assess the reliability and validity of an instrument for analyzing the effectiveness of training programs for IT personnel and identifying opportunities for skills, knowledge, and performance:

Survey Objective: The objective of this pilot survey is to evaluate the clarity, relevance, and effectiveness of the survey instrument designed to analyze the effectiveness of training programs for IT personnel.

Survey Sections:

- 1. Demographic Information:**
 - Gather basic demographic data such as role, years of experience, and department.
- 2. Effectiveness of Training Programs:**
 - Evaluate participants' perceptions of the effectiveness of recent training programs.
 - Use Likert scale questions (e.g., 1-5) to rate the overall effectiveness, relevance of content, and appropriateness of delivery methods.
- 3. Knowledge and Skill Acquisition:**
 - Assess participants' self-reported knowledge and skill acquisition resulting from the training programs.
 - Utilize a mix of Likert scale questions and open-ended questions to capture qualitative insights.
- 4. Opportunities for Improvement:**
 - Explore participants' opinions on areas for improvement in the current training initiatives.
 - Include open-ended questions to allow participants to provide detailed feedback.
- 5. Training Impact on Job Performance:**
 - Investigate how participants perceive the impact of training on their job performance.
 - Use both quantitative and qualitative questions to gather insights.
- 6. Clarity and Relevance of Questions:**
 - Include a section asking participants to provide feedback on the clarity and relevance of survey questions.
 - Encourage suggestions for improvement.

7. Overall Satisfaction:

- Measure participants' overall satisfaction with the training programs and their impact on professional development.
- Use Likert scale questions for quantitative assessment.

8. Reliability Testing:

- Include sets of similar or identical questions throughout the survey to test for internal consistency.
- Use statistical measures such as Cronbach's alpha to assess reliability.

Implementation Steps: (i) Preparation:

- Clearly communicate the purpose of the pilot survey to participants.
- Provide instructions on how to complete the survey.

(ii) Data Collection:

- Administer the survey to the selected sample of IT personnel.
- Ensure participants have sufficient time to complete the survey.

(iii) Feedback Session:

- Schedule a feedback session or encourage participants to provide additional comments.
- Gather insights into any challenges faced during survey completion.

(iv) Data Analysis:

- Analyze quantitative data to identify patterns and trends.
- Review qualitative feedback for common themes and suggestions.

(v) Refinement:

- Make necessary revisions to the survey instrument based on feedback and data analysis.
- Clarify ambiguous questions, address concerns raised by participants.

This brief pilot survey is designed to systematically gather feedback from a small sample of IT personnel, allowing for refinement of the survey instrument before full-scale implementation. It aims to ensure that the survey is clear, relevant, and capable of providing reliable and valid insights.

4.12 : Data Analysis Techniques

Questionnaire was created in order to receive the necessary response required from the sample to achieve the research objective. The tools used for this are:

- **PERCENTAGE ANALYSIS**

Research questions are always answered with a descriptive statistic: generally, either percentage or mean. Percentage is appropriate when it is important to know how many of the participants gave a particular answer. Generally, percentage is reported when the responses have discrete categories.

- **ANALYTICAL TOOLS(SPSS)**
 - o Tool for testing the Hypothesis (SPSS)
- Anova
- Correlation

ANOVA TEST

One-Way ANOVA ("analysis of variance") compares the means of two or more independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different. One-Way ANOVA is a parametric test. This test is also known as: One-Factor ANOVA

CORRELATION

Correlation analysis in research is a statistical method used to measure the strength of the linear relationship between two variables and compute their association.

PEARSON CORRELATION

The Pearson correlation coefficient (r) is the most common way of measuring a linear correlation. It is a number between -1 and 1 that measures the strength and direction of the relationship between two variables.

5. Findings & Discussion

EMPIRICAL ANALYSIS OF DATA: Analysis was carried out to determine the reliability of the questionnaires and the result obtained.

Case processing summary:

Table No. 4.1 Case processing summary

	N	%
Valid	100	100.0
Excluded	0	.0
Total	100	100.0

Source: Various questionnaires from respondents

At JK Paper Ltd, Cronbach's alpha (a measure of reliability) has been measured for 15 items in a questionnaire used to assess the effectiveness of training and development on employee performance.

Reliability statistics

Table No. 4.2 Reliability statistics

Cronbach's alpha	N of items
.948	15

Cronbach's alpha N of items
.948 15

Source: Various questionnaires from respondents

Reliability analysis: The questionnaire reliability was verified through analysis, and the results were obtained. Cronbach's alpha (a measure of reliability) was calculated for the questionnaire. Since it matches the minimum acceptance level of 0.7, this coefficient (0.948 for 15 items) implies reliability.

DEMOGRAPHIC DETAILS OF RESPONDENTS: Demographic profiles of the employees help in identifying the type of people an organization comprises. So, study would not get fair justice without this data, keeping in mind this fact, an effort was made.

Table No. 4.3 Demographic profile

Demographic variable		Frequency	Percentage
Gender	Male	72	72.0
	Female	28	28.0
Age Group	21-30	46	46.0
	31-40	37	37.0
	41-50	16	16.0
	Above 50	1	1.0
Education	H.S.C	3	3.0
	Graduate	32	32.0
	Post Graduate	53	53.0
	Above Post Graduate	12	12.0

Marital Status	Married	42	42.0
	Unmarried	58	58.0
Salary	Below 15,000	23	23.0
	15,000-30,000	44	44.0
	30,000-45,000	28	28.0
	Above 45,000	5	5.0

Source: Various questionnaires from respondents.



Fig. 4.1 Frequencies

Source: Various questionnaires from respondents

Table No. 3 depicts the demographic information of respondents. Graphs are created on the basis of this table for a better understanding of the outcome. According to the study, it is found out that the majority of the employees working in an organization are male i.e., 72%, and females are in the minority i.e. 28%. This is due to JK Paper is a

manufacturing organization and males are physically more active than females. From the graphs, it is found out that, organizations have young employees in

the majority as employees whose age group fall under 21-30 and 31-40 are 46% and 37% respectively. It is beneficial for the organization since young employees are enthusiastic and sincere towards their job. Also, they come up with the most innovative ideas that would help the organization to grow and gain a competitive advantage. 53% of the employees are postgraduates which indicates that employees are well qualified and knowledgeable. When it comes to marital status 58% of the employees are unmarried. The organization has employees who work at different levels so salary also differentiates according to the designation. But the majority of respondents receive salaries between 15,000-30,000.

Table No. 4.4 How long have you been employed in JK Paper Ltd.?

	Frequency	Percentage
Less than 10 years	53	53.0
10-15 years	36	36.0
15-20 years	9	9.0
More than 20 years	2	2.0
Total	100	100.0

Source: Various questionnaires from respondents.

According to table no. 4, 53% of employees have worked for less than 10 years in the organization. It means they are quite new to the organization and highly need training. 36% of employees have worked for 10-15 years, which indicates that employees are retained and loyal to the organization.

Table No. 4.5 Does your organization conduct training?

	Frequency	Percentage
Yes	87	87.0
No	13	13.0
Total	100	100.0

Source: Various questionnaires from respondents.

From table no.5, it is proven that the organization conducts training. Since 87% of respondents agree with the above statement. So, it is advantageous for both employees and organizations to enhance their performance.

Table No.4.6 How often the training programs are conducted in your organization?

	Frequency	Percentage
Every month	21	21.0
Every quarter	47	47.0
Half-yearly	16	16.0
Once in a year	16	16.0
Total	100	100.0

Source: Various questionnaires from respondents.

By referring to table no.6., It is verified that the organization conducts training programs on a quarterly basis. Overall, the responses are mixed, so it can be assumed that the organization conducts training whenever it is found to be necessary.

Table No. 4.7 Who conducts the training?

	Frequency	Percentage
Internal	6	6.0
External	7	7.0
Both	87	87.0
Total	100	100.0

Source: Various questionnaires from respondents.

According to the above table, training in the organizations is generally conducted by both internal and external sources, as 87% of respondents replied in "both". Choosing who will conduct training depends on the requirement of training needs.

Table No. 4.8 From the following methods under which training method you have trained?

	Frequency	Percentage
On the job	21	21.0
Off the job	15	15.0
both	64	64.0
Total	100	100.0

Source: Various questionnaires from respondents.

Table No. 4.9 An analysis of the training and development program of JK Paper Ltd.

Questions	SA	A	N	DA	SDA	Total	X	Std - de v	ske w - ness	Mea n ran k
Training needs identified are realistic, useful, and based on the organizational strategy	10	16	38	2	34	100	2.660	1.357	.050	1
	(10.0)	(16.0)	(38.0)	(2.0)	(34.0)	(100.0)				
There is a formal training program to teach new employees the skill they need.	12	46	16	18	8	100	3.360	1.150	-.583	6
	(12.0)	(46.0)	(16.0)	(18.0)	(8.0)	(100.0)				
There is a formal training evaluation method to assess the effectiveness of the training.	9	40	31	8	12	100	3.260	1.124	-.662	3
	(9.0)	(40.0)	(31.0)	(8.0)	(12.0)	(100.0)				

Training and development program is well planned	14	48	19	12	7	100	3.500	1.096	-.774	12
	(14.0)	(48.0)	(19.0)	(12.0)	(7.0)	(100.0)				
Training given to us helps us to cope with the constantly changing technology for performing the job	16	30	40	3	11	100	3.370	1.134	-.561	7
	(16.0)	(30.0)	(40.0)	(3.0)	(11.0)	(100.0)				
Instructor responses to trainee's doubt	12	38	32	9	9	100	3.350	1.095	-.596	5
	(12.0)	(38.0)	(32.0)	(9.0)	(9.0)	(100.0)				

Training and development	31	25	26	7	11	100	3.580	1.296	-.620	15
resulted in higher employee performance in the organization	(31.0)	(25.0)	(26.0)	(7.0)	(11.0)	(100.0)				
Training and development resulted in higher productivity and financial return for the organization	30	27	18	12	13	100	3.490	1.374	-.539	11
	(30.0)	(27.0)	(18.0)	(12.0)	(13.0)	(100.0)				
Training and development helped reduce employee turnover in our organization	27	20	27	15	11	100	3.370	1.323	-.287	7
	(27.0)	(20.0)	(27.0)	(15.0)	(11.0)	(100.0)				
Training helps in reducing absenteeism	7	48	29	11	5	100	3.410	.954	-.768	9
	(7.0)	(48.0)	(29.0)	(11.0)	(5.0)	(100.0)				
Training and development program is helpful in the long	24	28	32	9	7	100	3.530	1.158	-.472	13
	(24.0)	(28.0)	(32.0)	(9.0)	(7.0)	(100.0)				

run										
Salary increases after training	6	26	45	19	4	100	3.110	.919	-.063	2
	(6.0)	(26.0)	(45.0)	(19.0)	(4.0)	(100.0)				
Training helps us to understand the job clearly	13	31	39	10	7	100	3.330	1.054	-.383	4
	(13.0)	(31.0)	(39.0)	(10.0)	(7.0)	(100.0)				
Training and development program are helpful in personal growth	26	33	22	6	13	100	3.530	1.298	-.703	13
	(26.0)	(33.0)	(22.0)	(6.0)	(13.0)	(100.0)				

Questions	SA	A	N	DA	SDA	Total	X	Std-dev	skewness	Mean rank
Training needs identified are realistic, useful, and based on the organizational strategy	10	16	38	2	34	100	2.660	1.357	.050	1
	(10.0)	(16.0)	(38.0)	(2.0)	(34.0)	(100.0)				

There is a formal training program to teach new employees the skill they need.	12	46	16	18	8	100	3.360	1.150	-.583	6
	(12.0)	(46.0)	(16.0)	(18.0)	(8.0)	(100.0)				
There is a formal training evaluation method to assess the effectiveness of the training.	9	40	31	8	12	100	3.260	1.124	-.662	3
	(9.0)	(40.0)	(31.0)	(8.0)	(12.0)	(100.0)				
Training and development programs mold our attitude towards the job and encourage us to perform job enthusiastically	30	19	24	16	11	100	3.410	1.356	-.314	9
	(30.0)	(19.0)	(24.0)	(16.0)	(11.0)	(100.0)				

Source: Various questionnaires of respondents.

[Note: The numbers in brackets in ha above table are in percentage] The above table clearly depicts that if training and development programs are held in the organization effectively you will surely receive significant outcomes. These questions received maximum positive response from respondents which we can interpret from the above table. The majority of the respondent are agreed with the statement that “, there is a formal training program to teach new employee the

skill they need, there is formal training evaluation method to assess the effectiveness of the training, training, and development program are well planned, instructor responses to trainee's doubts, training and development has resulted in higher employee performance in the organization, training and development has resulted in higher production and financial return for the organization, training and development helped reduce employee turnover in the organization, training helps in reducing absenteeism, training and development program are helpful in the long run, training and development program are helpful in personal growth, training and development mould our attitude towards the job and encourage us to perform enthusiastically" the standard deviation for this statements are 1.150, 1.124, 1.096, 1.095, 1.296, 1.374, 1.323, 0.954, 1.158, 1.298 and 1.356 respectively. Our findings that instructor responses to trainee's doubt are consistent with the finding of Tarun Singh (2015). However as shown in the above table statement such as "training needs identified is realistic, useful and based on organizational strategy, training given to us helps us to cope up with the constantly changing technology for performing the job, salary increases after training and training helps us to understand the job clearly" depicts negative effects. The standard deviations for this statement are 1.357, 1.134, 0.919, and 1.054 respectively. Our findings that training given to us helps with changing technology for performing the job contradicts the finding of Philipina Ampomah (2016).

H0: The difference in opinion of the respondent is not significant but by change

H1: The difference in opinion of respondents is significant.

Table No. 4.10 Rank

	Gender	N	Mean Rank	Sum of Rank
Training need is realistic	1	72	43.83	3156.00
	2	28	67.64	1894.00
	Total	100		
Formal training program	1	72	46.92	3378.00
	2	28	59.71	1672.00
	Total	100		

Formal training	1	72	46.81	3370.00
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evaluation	2	28	60.00	1680.00
	Total	100		
Well planned program	1	72	48.03	3458.50

	2	28	56.84	1591.50
	Total	100		
Cope up	1	72	46.28	3332.00
with	2	28	61.36	1718.00
technolog				
y	Total	100		
Instructor helps	1	72	48.29	3477.00
	2	28	56.18	1573.00
	Total	100		
Higher	1	72	48.99	3527.00
employee	2	28	54.39	1523.00
performance				
	Total	100		
Higher	1	72	51.24	3689.00
productivity	2	28	48.61	1361.00
	Total	100		
Employee	1	72	49.62	3573.00
turnover	2	28	52.75	1477.00

Source: Various questionnaires from respondents

Table no.4.10, shows the proportion of agreement by male and female on statements related to the effectiveness of training and development, like to what extent they agree with the statements.

Table No. 4.11 Test statistic Mann- Whitney Z test, An analysis on training and development program

	Mann-Whitney U	WilcoxonW	Z	Asymp. Sig.(2-tailed)
Training need is realistic	528.000	3156.000	-3.882	.000
Formal training program	750.000	3378.000	-2.099	.036
Formal training evaluation	742.000	3370.000	-2.149	.032
Well planned program	830.500	3458.500	-1.454	.146
Cope up with technology	704.000	3332.000	-2.455	.014
Instructor helps	849.000	3477.000	-1.280	.201
Higher employee performance	899.000	3527.000	-.865	.387
Higher productivity	955.000	1361.000	-.419	.675
Employee turnover	945.000	3573.000	-.497	.619
Reduction in absenteeism	897.000	3525.000	-.917	.359
Helpful in long-run	924.500	3552.500	-.665	.506
Salary status	832.500	3460.500	-1.433	.152
Job understanding	879.000	3507.000	-1.040	.299
Personal growth	974.000	1380.000	-.270	.787
Effect on attitude	866.000	3494.000	-1.120	.263

Source: Various questionnaires from respondents.

The difference in responses of male and female employees for the statement “training need is realistic, formal training program, formal training evaluation, cope up with technology” is lesser than 0.05, which means this difference is significant and not by chance. Here, the alternative hypothesis is accepted. While the difference of male and female for the statement “well-planned program, the instructor helps, higher employee program, higher productivity, employee turnover, reduction in absenteeism, helpful in the long run, salary status, job understanding, personal growth, effect on attitude” is higher than 0.05, which means the difference is not significant. Here, the null hypothesis is accepted.

CHAPTER 5

FINDINGS, SUGGESTIONS AND CONCLUSION

5.1. Findings of the study

MAJOR FINDINGS

- The organization has young employees in the majority i.e., 46%, whose age group falls under 21-30. This is beneficial for organizations as young employees are more innovative, which helps organizations to grow.
- When it comes to qualification, the majority of employees are post graduated, so employees are well qualified and knowledgeable.
- There is a formal training program to teach new employees the skill they need, which provides more expertise.

5.2. Suggestions & recommendations

SUGGESTIONS

- Supervisors and Managers should meet at regular intervals with the employees to discuss about the improvement in the company, at work place.
- Gap between managers and the employees should be reduced by raising the level of engagement by conducting extra co-curricular activities like social and cultural programs.
- Create good and healthy environment at work place by increasing interactions, credibility, confidence etc.
- Encourage employees them to take part in the job rotation, job enrichment and other activities being carried out in the organization.
- Conduct more of employee engagement activities like mentorship programs, collaborations, cross trainings, fun work day etc.

RECOMMENDATION

1. Organizations should make efforts to see that the training program is realistic, helpful, and based on the organizational strategy. So, the organization should focus on identifying the area where training needs have actually generated. On the basis of organizational strategy training programs should be operated.

2. There needs to be improvisation in technology. Organizations need to update themselves with changing technology. Updating with technology is important to enhance productivity and performance.

3. Salary structure should be revised at regular intervals to satisfy employees.

4. As many employees do not understand their job, it is suggested to impart training to them in such a way that their understanding can be enhanced i.e.; training should be more realistic.

5.3. Conclusion

- Based on the thoughtful study of employee engagement at the company, also it is found that it is emerging as an important HR concept.
- Employee Engagement is a positive attitude held by the employees towards the organization and its values. It is rapidly gaining popularity and importance in the workplace and impacts organizations in many ways.
- An organization should thus recognize employees, more than any other variable, as powerful contributors to its competitive position.
- Engaged employees can help your organization achieve its mission, execute its strategy and generate important business results.
- Therefore, employee engagement should be a continuous process of learning, improvement, measurement and action.
- This research also states the focus on the various factors which influence employee engagement. It has been observed that organizations with higher levels of employee engagement outperform their competitors in terms of profitability.
- Would hence conclude saying that raising and maintaining employee engagement lies in the hands of an organization and requires a perfect blend of time, effort, commitment and investment to craft a successful endeavor.

CHAPTER 6 CONCLUSION

Training and development are important to enhance employee performance, as it creates a highly skilled workforce and helps employees in their personal growth. This research was performed to examine the effectiveness of training and development on employee performance at JK Paper Ltd, Songadh.

The study revealed that there is a significant effect of training and development on employee performance, as training and development programs held in JK Paper have resulted in higher performance, productivity, and financial return for the organization. Employees' perception towards training and development programs carried out in the organization is found positive either. They felt that training and development helped them in their personal growth and encouraged them to perform their job enthusiastically. Employee turnover and absenteeism have reduced after allocating the training to employees. Providing formal training programs to new employees as well as to existing employees and evaluating the outcome are the main factors leading to the success of the organization since the organization is taking care of their learning and correcting them at the right time.

Analysing the research finding leads us to the conclusion that there is a need for improvisation in identifying the area where training needs have actually generated and salary structure should be revised at a regular interval of time.

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NAMES OF SITES REFERRED

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ANNEXURE 1– QUESTIONNAIRE

Email-

1. Name
2. Gender
 - a. Male
 - b. Female
3. Age Groups
 - a) 20-25 b. 26-30 c.31-35 d.36-40 e. 41 and above
4. Marital status
 - a. Married b. Unmarried
5. Education Qualification
 - a. Diploma b. ITI c. Undergraduate d. Post graduate
6. Experience
 - a. 0-2 years b.3-5 years c. 6-8 years d. more than 8 years
7. What is your role in the company?
 - a. Trainee b. Officer/ executive c. Middle management d. Senior Management
8. In which department do you work?
 - a. Administration/Management b. Finance/Accounting c. Human Resources
 - d. Marketing/Advertising/Sales e. Maintenance/Operations /Production.
9. According to you which is the most effective way of engaging the employee?
 - a. Rewards and Recognition b. Training c. Medical insurance
 - d. Fringe benefits e. Other

S.no.	Satisfaction with the organization and working atmosphere	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10	Are you satisfied with the organization culture?					
11.	Does organization provide you with recognition for your accomplishment at work?					
12.	Does any recreational activity take place in the company for employees?					
13.	Is working Environment Motivating enough for the employees?					

14.	Are you satisfied with current compensation and benefits?					
S.no.	Satisfaction with learning and educational opportunities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15.	Whether your organization encourages you to develop professionally and acquire new skills					
16.	Employees are mutually helpful and share their knowledge with each other					
17.	Did you use the available opportunities to keep your working knowledge up to date?					
18.	Do you see a path for career advancement at the organization?					
S.no.	Satisfaction with Job	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19.	Do you feel that level of stress is manageable?					
20.	Does the organization provide required technology, equipment, and resources?					
21.	Is your work is valued by your organization?					
22.	Are you comfortable with the leave facilities offered by the company?					
23.	Are the working hours flexible enough for you?					
24.	Does your manager is open to new ideas and suggestions?					
25.	Do you get regular feedback from TL / Manager?					