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Impact of internship programs on the employability skills of engineering students pertaining to nagpur city

BY PROF DR KISHOR V GHORMADE & PALLAVI DONGRE

**CRITICAL STUDY OF "PAY STRUCTURE OF TELECOMMUNICATION SERVICE INDUSTRY –PRIVATE
AND PUBLIC SECTORS" WITH REFERENCE TO NAGPUR REGION**

BY PROF. NEHA GAIKWAD

A CRITICAL REVIEW OF MANAGEMENT OF TRAINING & TALENT DEVELOPMENT

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IMPACT OF INTERNSHIP PROGRAMS ON THE EMPLOYABILITY SKILLS OF ENGINEERING STUDENTS PERTAINING TO NAGPUR CITY

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ABSTRACT:

In today's competitive global market, there are many job aspirants with diverse qualifications but scanty with potential and job requisite skills. World today requires highly skilled human capital with different types and levels of skills, as well as adaptive and transferable skills. Internships are intended to introduce students to the practical implications of their classroom theoretical knowledge. It paves a way for understanding the professional know how and gives them an opportunity to have on job training gaining real-world experience of working in an organization. There are many parameters which make a student employable, of which candidate's core knowledge is analysed and evaluated if the candidate is suitable for current job scenario. In this research work, the impact of Internship program is analysed to understand how it helps student to nurture his/her skills and make them professional and employable enough to get recruited and selected as well as retained by the industry. The study aims at finding the effectiveness of internship programs for engineering graduates and their chances of selection.

Keywords: employability skills, recruitment, selection, industry ready, internship, on job training

Employers today seek multidisciplinary and inter disciplinary skills and are very selective about whom they hire. Industry expectations are to hire a candidate who is an adaptive blend of technical knowledge and human relation skills. Workers who demonstrate this highly skilled ability are recognized by employers as their primary competitive edge. Job-specific technical skills in a given field are no longer sufficient as employers scramble to fill an increasing number of interdependent jobs (Askov and Gordon 1999; Murnane and Levy 1996).

The dual challenges of competing in a world market and rapid technological advancements have necessitated a redesign of the workplace into an innovative work environment known as the *high-performance workplace*. This environment requires a behavior and orientation toward work that go beyond step-by-step task performance. It expects workers at all levels to solve problems, create ways to improve the methods they use, and engage effectively with their coworkers as stated by Bailey 1997 and Packer 1998. Many authors point out the importance of constantly building skills beyond those necessary for a specific job, and they identify these skills that enable individuals to

prove their value to an organization as the key to sustainability.

Engineering scenario in Nagpur

IT sector is booming in Nagpur with many IT companies setting up offices there are plenty of opportunities for computer engineers as well as for those who switch to jobs in IT sector as their pay is great, hiring demand for their skills is through the roof, and working conditions have never been better.

Also in Nagpur's surrounding region, power sector has plenty of opportunities for engineers of power engineering, mechanical engineering, industrial engineering, civil engineering, chemical engineering and electrical engineering providing jobs in power plants.

With MIHAN starting to speed up its operations, there is a golden scope of opportunities for engineering graduates.

With many engineering institutes in the city, there is a mass of engineers passing out each year and aspiring jobs in their respective fields.

Lack of skilled professionals

Software Engineers have the nation's overall best job, according to the CareerCast.com Jobs Rated report.

"The problem is that we are not producing enough computer science graduates to meet the growing global demand," says Michael Buryk, Business Development Manager at the Institute of Electrical and Electronics Engineers (IEEE). "Even electrical engineers, especially those who work as power engineers, are in short supply, especially given the growth in the fields of alternative energy and Smart Grid."

While the number of new computer science graduates from the nation's colleges remained stable in recent years, overall the number of bachelor's, masters and doctorate degrees awarded in engineering fields has steadily increased. But even this growing supply of new graduates cannot keep up with demand because of lack of skilled professionals.

"There is currently a dearth of quality applicants in many technical fields, in addition to computer science," says Lee. "Corporate recruiters are scouring the nation's universities in search of smart engineering and IT students, and they simply can't find enough to fulfill their hiring needs. And that typically translates into those jobs being highly ranked in our report."

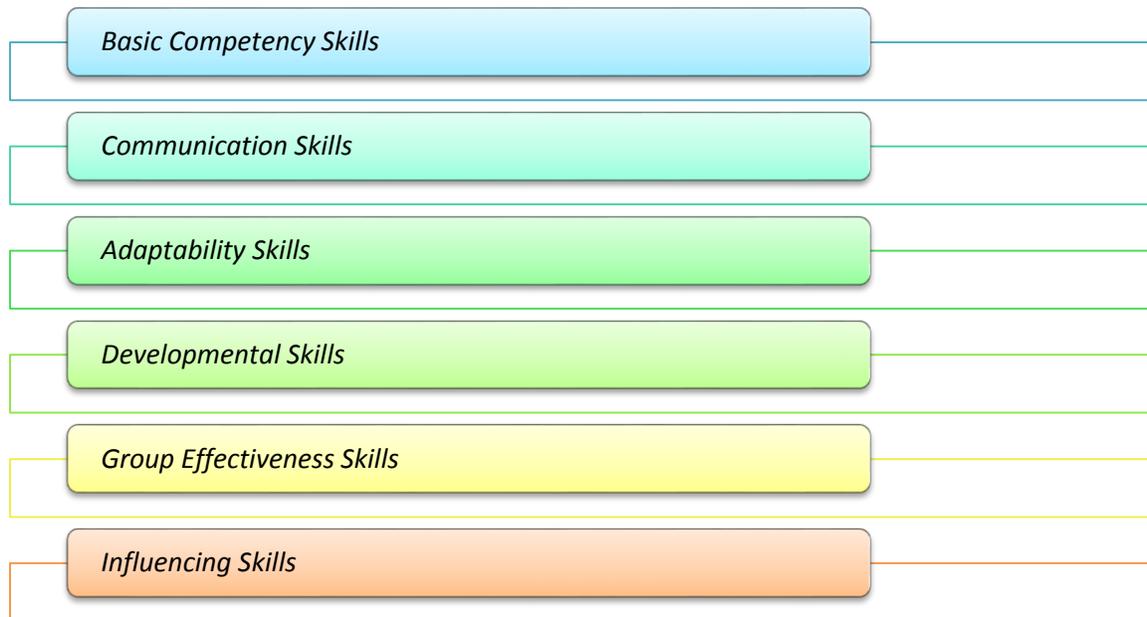
The Jobs Rated report measures a range of criteria to determine the top-ranked jobs, including the work environment, current hiring demand, average compensation, stress levels, the long-term career outlook and the physical effort required on the job. When measured together, they provide a clear picture of those jobs that rank higher than others in the field.

A degree alone may just not be enough to fetch a dream job. With growing number of colleges of all streams, there is a stiff competition to fetch employment. Employment is to be earned by the knowledge and skills possessed by the individual. These skills which gain a candidate employment are termed as employability skills.

Industry requisite Employability skills

Employability skills are transferable core skill groups that represent essential functional and enabling knowledge, skills, and attitudes required by the 21st century workplace. They are necessary for career success at all levels of employment and for all levels of education.

Association for Talent Development formerly known as American Society for Training and Development carried out a study with Carnevale, Gainer, and Meltzer in 1990, identified and emphasized 16 skill groups across all job families:



Many job aspirants are unknown to what exactly are the basic skills required to do a job. Reading , writing and basic computation can be done by all but rarely few of the job aspirants know what are the basic Competency Skills are the skills required by the industry. Like report writing and presentation skills are not to the mark in most of the job aspirants who are fresh out of college.

Communication Skill is the ability to make others understand ones point by speaking and understanding what the others want to communicate via listening. Both speaking and listening qualities are required to be a good leader and are required for decision making.

Adaptability Skills are the problem solving skills. These are the skills related to creative thinking. Innovation is today's industry need and these are the skills which make most of the candidates employable and sustain and grow in industry.

Developmental Skills are the skills related to personal development of an individual which helps the industry grow along with. Self-esteem and motivation level of candidate directly relates to the work performance as it results in goal achievement both of the person as well as the company.

While working in an organization, individual needs to work in team and coordinate for efficient

and effective outcome. Group Effectiveness Skills are one of the highly required employability skills required by employers today. Interpersonal skills, teamwork and negotiation skills make the group work effective.

Understanding organizational culture, what, where, when and how things are happening and who is doing what is very essential to understand. It is required to know who is doing what and understanding the potential and capabilities of peers and superiors and getting work done as per the required need of time. Influencing Skills thus are highly vital employability skills.

Impact of Internships

Curriculum for students is designed in a manner to cover and clear all the concepts and knowledge required to execute a project or job. But the knowledge imparted is theoretical; and for a clear understanding practical knowledge is required. Theory can explain the notion about the subject, but implication part can be learned better on actual work station. Academics can provide black and white concepts and knowledge but practical experience can be gained by on job training and working and carrying out projects in live work station platforms.

This is achievable by the means of internship programs. After completion of half the syllabus, student gets a feel of the subject as well as sound understanding about the content of the core area. At this phase, when the student opts for internship, gets an outlet for industry experience which is viable for his practical knowledge enhancement. For understanding the subject better and for better chance of employability, internship programs are designed to give actual on job experience to students. Virtually all hiring managers prefer to hire graduates who bring real–world experience to their organization. Internships do more than just look good on resume. Internship give a chance to test–drive the career path of interest. It helps to build a network of professional and personal contacts; develop the skills employers are seeking; and build confidence, motivation and professional work habits needed to excel and sustain. Ultimately, an internship can set one’s foot in the door with major companies or influential organizations. More employers each year hire their interns as full–time employees after graduation.

As per the research conducted by José Alfredo GalvánGalván after examining the effect of the skills developed by internships on the professional performance, innovation capability and employability of students found that better innovators are more likely to get employment.

The mandatory internship program has the ability to improve employability. Internships prepare students for the workplace by giving them opportunities to develop relevant skills. The Committee on the Assessment of 21st Century Skills of the U.S. National Research Council (NRC), identified three categories of workplace skills enabling individuals to face 21st Century challenges: *cognitive, interpersonal, and intrapersonal skills*.

The research confirmed that

- (1) Cognitive intelligence or technical skills are necessary but not sufficient for success in executing professional tasks and
- (2) Certain interpersonal and intrapersonal skills were also significantly associated with better professional performance as an intern.

(3) The ability to innovate is one of the most important and desired meta-skills for individuals, firms, and economies.

It is believed that nurturing students' innovation capability will improve their employability and their ability to deal with a rapidly changing future.

Research Methodology

This research work aims at analyzing the impact of Internship program as how it helps student to nurture his/her skills and be professional and employable enough to get recruited and selected as well as retained by the industry.

The primary data for the study is collected via filling questionnaires from engineering graduates of Nagpur city. The questionnaire designed to understand the effectiveness of internship has questions 1-10 to get the internship details of respondents. Questions 11-14 are designed to understand the undergone activities during internship. Questions 15 covering 15 sub questions are designed to analyze the effectiveness of internship program. Questions 16 with 3 sub questions give idea about the constraints at the time of internship. Question 17 with 13 sub questions was to analyze the outcome of internship program. Question 18-27 were general questions about the college support related to internship, placements and campus drives.

Research articles, books, magazines, news papers, referred journals have also been studied for formation of questionnaire and for collection of data.

The universe of research is engineering students of which the sample is taken from engineering students of Nagpur city colleges and the sample size is 30.

Objective:

To study effectiveness of internship programs for engineering graduates and their chances of selection.

To study impact of internship programs on engineering graduate's employability skills.

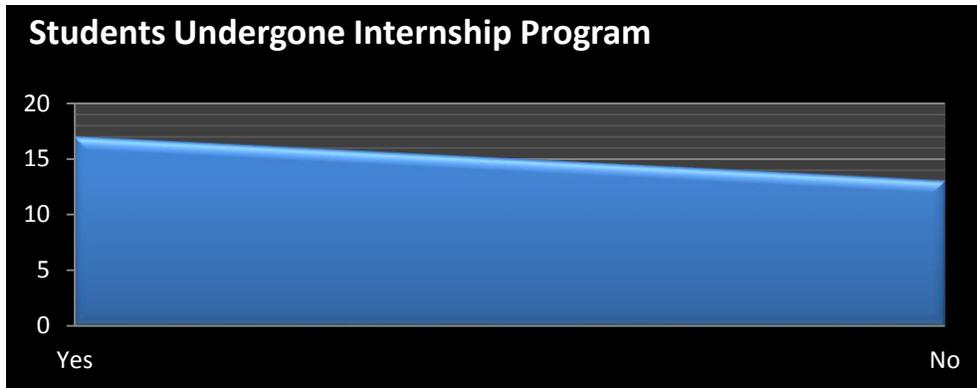
Analysis and Interpretations

The impact of Internships can be analyzed from 3 prospects:

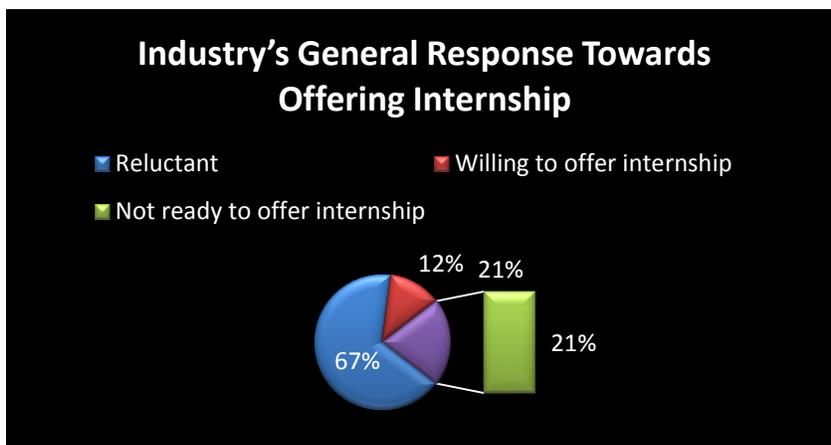
- *Institute /College*
- *Student*
- *Company/Industry*

As per the response of respondents, the Internship program is not included in the syllabus of engineering syllabus; the general response was that it is not included as a mandatory part of the curriculum. Though it is a practice that students opt for internship programs at the end of 6th or

7th semester. And also found that nearly 53 % of the crowd opts for internship program and a very large part avoids it as it is not credit based.

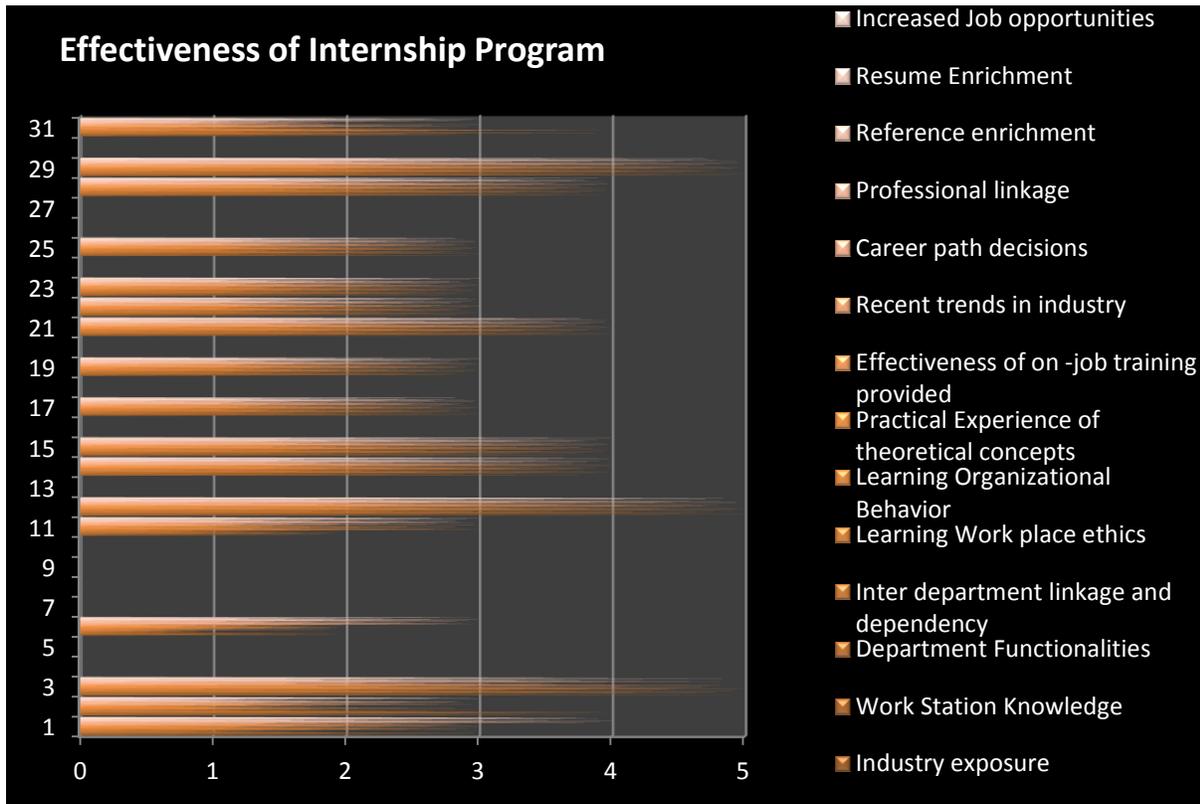


When asked about Industry's general response towards offering internship it was found that most of the companies are reluctant to offer internship programs due to company policy or even they think it is a hindrance in their routine work which might lead to loss or hazard of any sort as interns are raw and may not adjust to the work station.



Students undergo internship in private companies as the public sector companies have formalities which are lengthy procedures and also have intake for internship issues while many companies do not have internship programs in company policy. Private companies which allow interns are mostly international, national as well as local companies. While most of the companies where students carry their internship programs are from IT sector or manufacturing sector. The companies gave on job training to most of the interns and helped them to understand the functionalities of all the departments as well as their interdependency on each other. Students know are aware of what is the function of each department and how coordination is required amongst all for smooth functioning of each department. Internship as a preliminary step gave proper exposure to work culture. It was also found that most of the work or projects allotted to interns were executed sternly

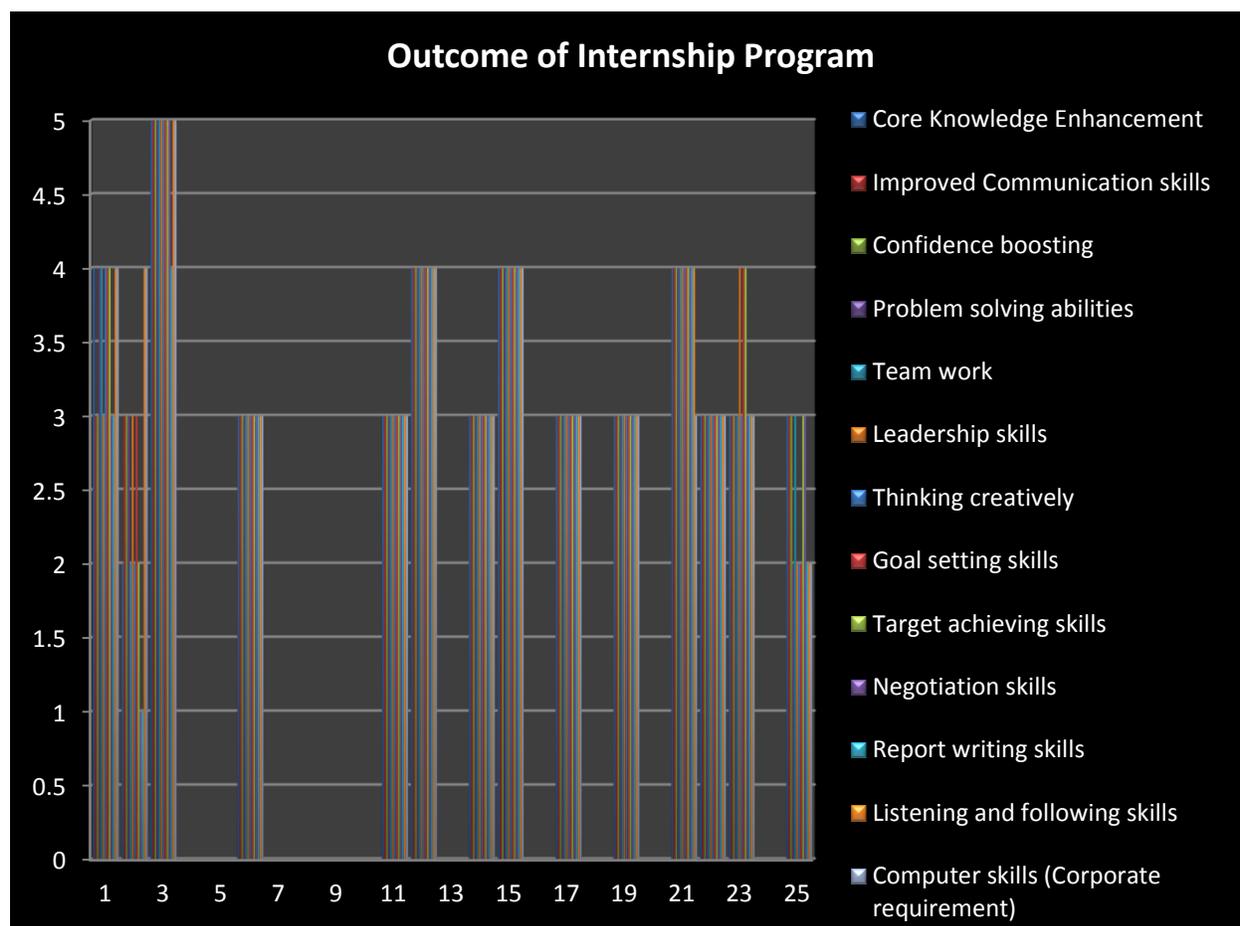
which helped them to understand the theoretical aspects well. The internship seemed to be effective for more than half the candidates who have undergone it. The industry exposure proved beneficial for work station knowledge and to understand work place ethics. Internship helped for choosing the proper career path and sector. Few of the interns got absorbed by the internship offering company. It helps as a career guiding path.



There were few constraints like working in shifts and time adjustment as per the company personnel or work allotted. However adjustment required in batch timings and shift duties were done in some of the companies. Considering the resource structure most of the companies were flexible with shift and time issues. Few students had constraint with the tenure of internship. The part time tenure was not that effective due to the limited time frame and learning was not that effective. Due to confidentiality policies, most of the company's employee were hesitant about the information to be shared. This leads to limited knowledge of strategies and functionalities. Another constraint faced by students is that, the companies generally do not pay stipend to interns in Nagpur city. This leads to added expenses of travelling and distance which acts as burden for students and sometimes act as a demotivating factor for internship aspirants

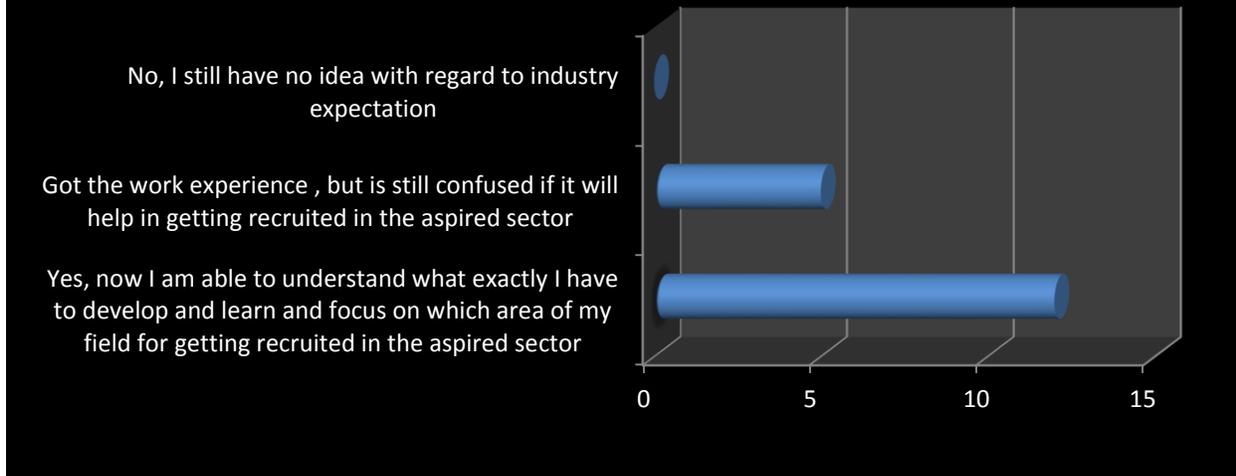
Internship helped to enhance the core knowledge of the students. In interviews most of the candidates cannot answer questions asked in tricky way as the core concepts of subject are not clear. It also helped the interns to polish their problem solving skills and to achieve target in the given timeframe as well as goal setting skills. It also helped students to grasp the technical skills

like understanding the workable computer knowledge required for working in the industry as it is expected of an employee that to an engineering graduate to have sound understanding of all the functionalities of computers and skills essential for writing reports and generating and presenting proper results as per the analysis . Data maintenance and record keeping, report generating skills are not that effectively taught in the classrooms and are very essential part for the companies to have sound knowledgeable employees. Communication skills are improvised and confidence is boosted of an intern after undergoing internship. Basic corporate communication is very essential part to learn right from how to greet and how to meet amongst your peers or seniors is very crucial. It also helps in understanding and behaving in corporate. Thus, enhanced employability skills are the most effective outcome of internship programs

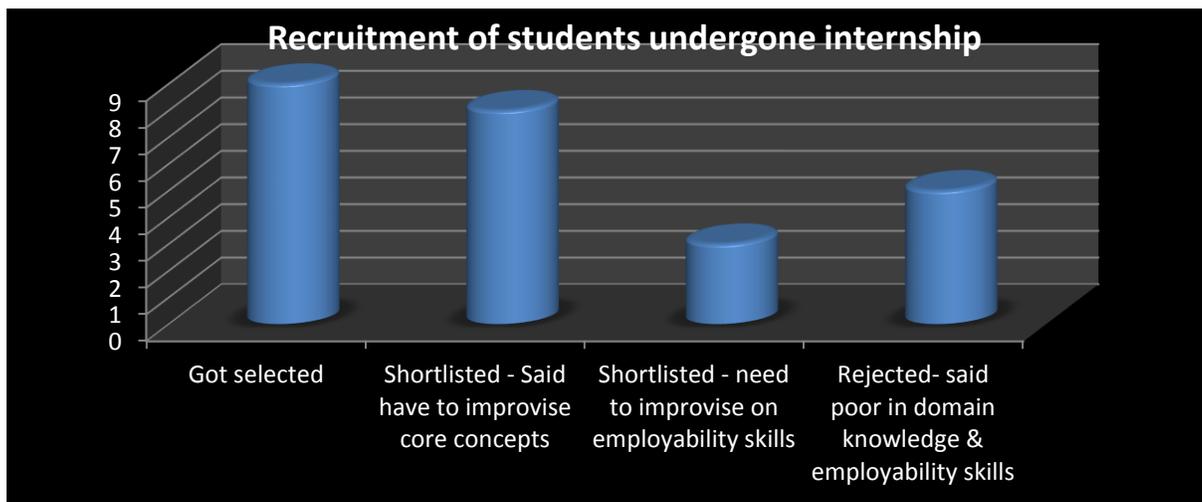


Students undergoing internship programs think that they are able to understand what the industry expectations from the related field are and it helps them to mold them as per industry needs. It helps them to understand on what ground they stand and what preparations are required. Thus internship can be considered as a career guiding activity.

Student Awareness of Industry Expectations



The impact of internship can also be judged if it enhances the skills of students giving them industry exposure as well as helping them get selected in companies. Majority of the crowd appears for recruitment drives of the companies for technical vacancies and it is found that students undergoing internship are employable enough to get selected in the process of recruitment or have enough knowledge and skills to get selected or shortlisted by the companies. It was found that most of the candidates undergoing internship program were employable enough to get selected in the companies. Students are of the opinion that doing internship helped them to enhance their employability skills and also thought that these skills help them to get placed in aspired industry.



As it is not mandatory in the syllabus, most of the colleges do not go for mandatory internship programs. However most of the colleges provide Internship assistance to students who are willing to undergo internship while some gave list of companies to students and asked to find internship on their own. Most of the chunk who is willing to undergo internship gets assistance from the institute for searching internship positions in the companies. However there is a screening process for interns as well, because of which many students fail to clear internship in desirable

companies. Sometimes the companies provided by the college are not as per students expectation. In this case, many of the students opt for searching for internship on their own so as to get internship as per their desired area or industry.

Findings and Recommendations:

Engineering students of Nagpur city of RashtrasantTukdojiMaharaj Nagpur University opt for internship programs after their 6th semester. Till 6th semester almost all the necessary knowledge and concepts of core areas are taught to the student based on which on job training would give face to the theoretical concepts of the students.

Students undergoing internship have a lot to gain of Internships.

Gain work experience and transferable skills: Students all have their educational experience in common. What stands out to employers is those students who ALSO have work experiences by the time they graduate. This automatically makes them more marketable; as they may require less training and are assumed to be able to handle more responsibilities. In addition to the specialized skills of your field, transferable skills are generally required at any job, e.g. communication/interpersonal skills, computer proficiency, and team work.

Possibility to earn money : Few of the companies offer to pay stipend or allowances to bear the minimum expenses

Be able to experience a prospective career path: Most students enter college with an idea of a major or career path... and most students end up changing their minds. Exploring is a very important part of the academic process, and gaining a work experience is a great way for students to acquaint themselves with a field they are looking to learn about. By the time of graduation, the students have confidence that the degrees they are receiving are the right ones for them.

Gain practical experience, by applying methods and theories learned in classes

Many people learn best by being hands on. But everyone can benefit from seeing the things that they have been learning in class, put to action; whether it's in a chemistry research lab, a marketing development meeting, or a substance abuse counseling session.

Network with professionals for references and future job opportunities

As a student intern, new to the industry, student is surrounded by professionals in the aspired industry. It's more than just about getting a grade, earning credit, or making money. It gives an opportunity to learn from everyone around, ask questions, and make an impression. These people can be future colleagues or can be the connection to first job or can help as references.

Develop new skills and refine others

Internship helps to learn strengths and weaknesses by creating learning objectives and receiving feedback from supervisor. This is a unique learning opportunity that may rarely come again as a working adult.

Gain confidence in abilities

Practice makes perfect. Learning about a specific technique in the classroom, helps to test it out in the world of work so as to be much more equipped with the technique.



RTMNU does not have credit based Internship program for engineering students. Students are guided and are assisted by the training and placement departments for Internship programs.

But the effectiveness of Internship is not availed by all as it is not mandatory program which leads to student disorientation towards its impact. As well, many of the engineering institutes being set up newly and many of the establishments are yet to complete even ten years of tenure which makes the institutes to focus more on increasing the intake of students sometimes compromising on quality of students

Limited number of industries for internships in the region as many of the companies do not have internship offers in their company policy which leads to a very few vacancies for interns. Because of reluctance of company and negligence of students and institutes only few of the candidates get the opportunity to undergo internship and get the industry exposure which could be a path break in their career leading to good job opportunities or absorption in the company as they build good reference and enrich their resume and knowledge and skills imparted by on job training.

Industries should come forward and amend their company policy and procedures which will help them get better skilled employees as the industry would be the one training the students which solve the problem of totally unskilled labour which the industry always complains of. Also they get to have free or cheap human resource which they can utilize for research or work which is of less importance to them but later proves beneficial to the company. The on-job training cost of the hired employees on probation is also reduced if the candidate is offered internship, he understands the work culture and company policy and procedures and actual nature of work while on project. The company though giving training but does not have to give salary to the intern. This intern if found efficient can be absorbed by the company. Which is a win-win situation for both the company as well as the student.

This will also help colleges having strong alumni linkage which can be utilized for better placements, internships, projects as well as for attracting quality students.

Its very important for colleges to focus on internship programs and make it mandatory for students to undergo it

as it paves the way for industry exposure for the students as well as opens the door of the colleges for final placements of students in the companies. Quality students are attracted to colleges offering quality education, having excellent educational procedures, academia and lucrative placements. Industry tie ups for internship will get the colleges suggestions from the industry to make students industry ready i.e. employable which will enhance the level of educational procedures and enrichment in the content of syllabus as per industry needs as well as enrich students knowledge even if the changes in syllabus are not possible to be rushed in the near future. Industry institute interface will serve the enrichment in contents by making students aware of the recent industry trends making them understand what is to be learned for getting selected in company's recruitment procedures.

Thus internship programs are highly effective for engineering graduates making them employable enough with increased chances of selection in aspired industry.

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CRITICAL STUDY OF “PAY STRUCTURE OF TELECOMMUNICATION SERVICE INDUSTRY –PRIVATE AND PUBLIC SECTORS” WITH REFERENCE TO NAGPUR REGION.

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Pay Structure represents pay rates differences for jobs of unequal worth and the framework for recognizing differences in employee contribution. It defines Boundaries for recognizing employees contribution and therefore helps to potential employee.

The Purpose of Pay Structure is to recognize and demonstrate organizations compensation philosophy and to reflect and support the advancement of company’s culture.

Study of Pay Structure of an organization is very important because it helps to know whether the employees are rightly compensated for their work. It also helps to know whether the employees are satisfied with their wages and salaries. It is also important to know whether the company is following the right pay scale.

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Pay Structures or Salary Structures

Pay structures, also known as salary structures, set out the different levels of pay for jobs, or groups of their relative internal value, as established by job evaluation external relativities, via market rate surveys where appropriate, negotiated rates for the job

Main characteristics of Pay Structures

- Indicate rates of pay for different jobs
- Provide scope for pay progression via performance, competence, contribution, skill or service.
- Contain pay ranges for jobs grouped into grades, individual jobs or job families.

Organizations need Pay structures

- ✓ Establish a logically-designed framework within which equitable, fair and consistent reward
- ✓ Policies can be implemented
- ✓ Determine levels of pay for jobs and people
- ✓ Basis for the effective management of relativities
- ✓ Help monitor and control the implementation of pay practices
- ✓ Communicate the pay opportunities available to employees.

The most important types of pay structure, or salary structure, are:

Graded structures – a sequence of overlapping job grades into which jobs of broadly equivalent size are allocated. Each grade has a range, the maximum of which is usually 20 to 50% above the minimum.

Broadband – similar to conventional graded structures, but with far fewer and far wider bands. The maximum of the band can be 100% or more above the minimum.

Job Family Structures – Each job family has a different graded structure. Jobs are allocated to a job family based on activities carried out; skills and competencies e.g. Information Technology is a perfect example of a job family for which there is usually a separate grade structure.

As you can see each position on the scale and therefore each salary within the scale, can now be referred to as a percentage. Some companies call this percentage a compa-ratio (comparative ratio) and it is a term widely used in Reward Management. It is the salary expressed as a percentage of the reference point, and therefore when it is calculated for one job or as an average for many jobs how far from the market you are paying people.

Pay Progression

100% is usually the reference point or the market rate for the job i.e. the rate of pay for a fully competent individual performing all aspects of the job well.

Generally, there are two main ways to progress through the range:

Old type – fixed incremental system

67%

100%

MIN-----MAX

Inexperienced New

Developing

Experienced Fully competent

In this type there are usually annual increments, with perhaps some element of performance appraisal, so that the better you perform the greater the increment you receive and the faster you progress to the maximum of the scale. An employee starts at the bottom of the scale i.e. 67% compa ratio if they are new into the job and no previous experience. An experienced recruit would start at a position on the scale which was in line with existing staff of similar experience.

➤ New

Inexperienced Developing Steep Learning Curve -80% Minimum

An experienced, fully competent employee fulfilling all aspects of the job description should be paid around the maximum of the scale .

➤ Experienced

Fully developed to do all aspects of the job and competent in all aspects of the job.

100%- Mid point

➤ Exceptional Performers.

Additional responsibilities. Project work, Coaching, - 120% Maximum

As in the previous type of pay range, an employee would start at the bottom of the scale (in this case 80% compa ratio) if they were new to the job or had no previous experience. Likewise an experienced recruit would start at a position on the scale which is in line with existing staff of similar experience. A fully experienced employee, competent in all aspects of the job should be paid around the mid point which is .

This type of pay range differs from the previous one now as it extends beyond 100%. Usually, organizations with this type of pay progression have some sort of paying for performance system, where people who continually exceed their performance targets could earn, in this example, 20% above the . Differing rates of progression through the scale can depend on performance, contribution, stage of development, and the demonstration of skills and competencies. Some companies only allow progression through the scale at the time of the annual salary review. Others also have mid-year review or review 6 months after recruitment or promotion.

There is a most interesting fact relating to the two examples of pay progression: if they were applied to two companies which use the same market rate for a particular job then the job holder in the company with performance pay has the potential to earn 20% more basic salary than the job holder in the company with annual increments. This is worth remembering when looking at the whole issue of market data and the ability to recruit and retain staff. Although both companies pay the same basic salary to a fully competent employee, the company with performance pay is more attractive to employees because they can potentially earn more with that company than with the company using annual increments.

Minimum wages act 1948

Minimum wages act is based on skill, unskilled, semi-skill, super-skill. State government will issue the notification of wages what a company should pay for the employees. Even for contract basis employees are also comes under unskilled labour. According to this act, employees whose wages average is more than Rs.16000/- in a month are covered under the act.

The payment of bonus Act 1965

In the earlier days bonus may be called as “Bhakhshish”. This act shall apply to every factory and every establishment in which 20 or more persons are employed on any day during an accounting year. A person or

employee who is getting less than Rs.3500 is eligible to take the bonus. A temporary workmen also a eligible person to take the bonus. Even a probationary employee is also eligible to take bonus or a piece rate worker is paying 8.33% minimum bonus every year, weather the company is in loss or Profit.

Equal Remuneration Act

According to this act there is no discrimination of male and female. For both men and women employees are paid equal remuneration. In this Act there will be no sex differentiation.

Wages

Wages are payments made by the employer for the efforts put in by the workers in production, there are payments made for the service rendered by labor or if he/she paid by the hourly or day he/she is stated to be in receipt of wages.

Salary

Salaries are remunerations paid to the classical and managerial, personnel employed on monthly or annual basis or if a worker is paid by the year, he/she is considers being in receipt of a salary.

Research Methodology

Scope of the Study

The scope of the study is vast. The study has covered the employees and employers' wages and salaries of different groups and grades.

Objectives of the Study:-

- To Study the factors and policies involve in designing Pay Structure in Telecommunication Industry.
- To examine the various rating scales.
- To study the various wage groups.
- To study the employee opinion for wage and salary.
- To know the different allowances.

Methods of Data Collection

Primary data

Direct interview with department officials, Face-to-face discussion with the employer and employee. Question Schedule is used to collect the data for field work.

Secondary data

Collecting data through old reports, manuals and other relevant documents, books, journals etc.

Sampling

Sample Unit

The sample unit consists of the Employer and Employee.

Sample Size

The sample size of this study consists of 100 respondents, which 10 respondents are Employer and Employee 90 respondents are employees.

Sample Type

Non-probability of convenient sampling method has been adopted to choose the sample units for data collection.

Age wise distribution of sample Respondents

The total number of respondent age are divided in to four categories

- ✓ 25-35
- ✓ 35-45
- ✓ 45-55
- ✓ 55 and above

The total number of respondents experience are divided in to five categories:

- Less than one year
- One year to five years
- Five years to ten years
- Ten years to fifteen years
- Fifteen and above

Sr.no	Year of Experience	No.ofRespondants	Percentage
1	Less than one year	14	14
2	1-5 year	10	10
3	5 – 10 year	35	35
4	10 -15 year	19	19
5	15 and above	22	22
	Total	100	100

Table shows that the 35 Percent of the respondents have the experience ranging from five to ten years followed by 22 percent of the respondents have the experience of fifteen years and above. Next is the 19 percent of the respondents have got the experience of the ten to fifteen years. 14 percent of the respondents have got the experience of less than a year and 10 percent of the respondents have got the experience of less then five years.

Category of Respondents

	Category of Respondents	No. of Respondants	%
1	Temporary Basis	20	20
2	Contract	18	18
3	Permamnt	62	62
	Total	100	

The table shows that 62 percent of the respondents are working as permanent where as 20 percent of the respondents are working on temporary basis followed by 18 percent of the respondents on contract basis.

Inference

From the above it shows that the maximum number of respondents are working as permanent Followed by temporary basis.

Wage and Salary Grade wise distribution of sample respondents

The total number of respondents occupation are divided in to 3 categories

- Wage group 'A' to 'E'
- Selection G grade 1 to 3
- Office Grade I to X

Sr.no	Variables	No. of Respondents	%
1	Wage group 'A' to 'E'	71	71
2	Selection G grade 1 to 3	19	19
3	Office Grade I to X	10	10
	Total	100	100

Table shows that 71 percent of the respondents are belonging to wage group 'A' – 'E', 19 percent of the respondents are belonging to selection grade I – III and 10 percent of the respondents are at officer grade I – X.

Inference

From the above it shows that the maximum number of respondents comes under wage group 'A – 'E' followed by selection grade I – III.

	Inference of Respondants	No. of Respondents	%
1	Satisfied	31	31
2	Dissatisfied	39	39
3	Highly dissatisfied	30	30
4	Highly Satisfied	0	0
	Total	100	100

The table shows that the 39 percent of the respondents are dissatisfied and 30 percent of the respondents are highly dissatisfied where as 31 percent of the respondents are satisfied and no respondents is highly satisfied.

Inference

From the above it shows that the maximum number of respondents are dissatisfied followed by highly dissatisfied and no respondents is highly satisfied with the wage and salary.

Respondents inference on incentives paid

	Inference of Respondents	No. of Respondents	Percentage
1	Satisfied	37	37

2	Dissatisfied	63	63
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The table shows that the 63 percent of the respondents are dissatisfied with the incentives paid in the company where as 37 percent of the respondents are satisfied with the incentives paid.

Inference

From the above it shows that the maximum number of respondents are not satisfied with the Incentives paid.

Respondents opinion on increase in incentives increases the productivity

	Respondent Opinion	No. of Respodents	%
1	yes	67	67
2	no	13	13
3	Somewhat	20	20

The above table shows that 67 percent of the respondents are saying that increase in incentives helps in increase in the productivity. Where as 13 percent of the respondents are saying it wont increase in productivity and 20 percent of the respondents feels it increases the productivity some what.

Inference

From the above it shows that the maximum number of respondents feel increase in incentives will increase in productivity.

Respondents opinion whether monetary or non-monetary incentives increases the productivity

	Respondent Opinion	No. of Respondents	%
1	Monetary Incentives	53	53
2	Non- Monetary Incentives	27	27
3	Both	20	20

The table shows that the 53 percent of the respondents opinion is monetary incentives increases the productivity, 27 percent of the respondents feel non-monetary incentives increases the productivity and 20 percent of the respondents opinion is that both will increase the productivity

Inference

From the above it shows that the maximum number of respondents feel monetary incentives increases the productivity.

Summary of findings & Suggestions

- It is found that the 35 percent of the respondents have the experience ranging from five to ten years.
- It is understood that 62 percent of the respondents are working as permanent
- It is find that 71 percent of the respondents are belonging to the wage group 'A' to 'E'.
- 39 percent of the respondents are belonging and 30 percent of the respondents are highlydissatisfied and salaries.
- It is found that the 57 percent of the respondents opinion is to change the scale
- to a large extent where as 32 percent of the respondents opinion is to change the pay scale to some extent.
- It is undererstood that 63 percent of the respondents are dissatisfied with incentives
- paid in the company.
- It is found that the 67 percent of therespondents are saying that increases in incentives help in the productivity.

Conclusion

“ Pay Structure, Wage and Salary is a practical study performance of a company practically adopted among the four most important M's, Men play a dominant role. The only way by which men can be gained, retained and satisfied is through wages and salaries. This study is made to know how the employees are graded, how they are paid wage and salaries and to know the employees opinion about the reward system of a company, wages are paid by hourly or daily where as salaries are paid by monthly basis. However the company has adopted to the wage legislation of our country of to reward their employees. So this research study also helps me to gain a new knowledge and the opinion of selected employees about their rewards system.

Suggestions

- As 69 percent of the respondents are dissatisfied with the present wage and salaries it is advised to revise the pay scale.
- 89 percent of the respondents feel the percent pay structure should be changed to a extent, so it is better to implement the new pay scale.
- 63 percent of the respondents are dissatisfied with the percent incentives and67 percent of the respondents feel increase in incentives increases the productivity the company should consider increasing the incentives.

- 53 percent of the respondent's opinion is that monetary incentive increases the productivity. So, company should consider monetary from in giving incentives.

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A CRITICAL REVIEW OF MANAGEMENT OF TRAINING & TALENT DEVELOPMENT.

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ABSTRACT

Training and Talent Development provides many learning opportunities for employees in organization. It is about coordinating, designing and delivering training programs for employees, as well as putting forward organizational development. Learning and talent development is an organizational strategy that articulates the workforce capabilities, skills or competencies required to make sure a sustainable, booming organization and that sets out the means of developing these capabilities to support organizational effectiveness. The paper focuses on the identification of learning and talent development needs is based on the conduct of a formal or informal assessment of prevailing levels of skills, attitudes and knowledge, and to inform decisions about the learning provisions required at individual, team or at organizational level.

Keywords: Training & Development, Learning, Talent Management

1 INTRODUCTION

In this age of concentrated worldwide struggle and speedy change, most of the organizations are more fretful to make the proper utilization of Human Resource capital. Training has not only increased its importance in today's complex and changed world but also have taken the best use of Human resource. Most of the organizations are focusing on providing training to the employees. Measuring the impact of training on workplace performance and its contribution to organizational results is a matter of great concern for management. Because of rising economic pressures, business leaders are becoming more cost conscious and they are more sensitive about the return on training investment. In the current economic slump, such pressures have further increased. Human resource managers and training professionals have to justify training expenses by providing some evidence about the positive impact of training dollars upon business results. Consequently, the issue of measuring training effectiveness has gained lot of importance over the last few years. During the past four decades workplace learning and development professionals have done lot of work in the area of evaluating training effectiveness.

2 TRAINING NEEDS ANALYSIS

A training needs analysis is basically a data gathering process used to identify and compare an organization's level of actual level performance to the projected level of performance. The difference will identify the immediate

and long range training need. The performance can be interpreted to new managerial skills or technical skills required to do a job. Given figure Illustrates the interrelationship of these two dimensions.

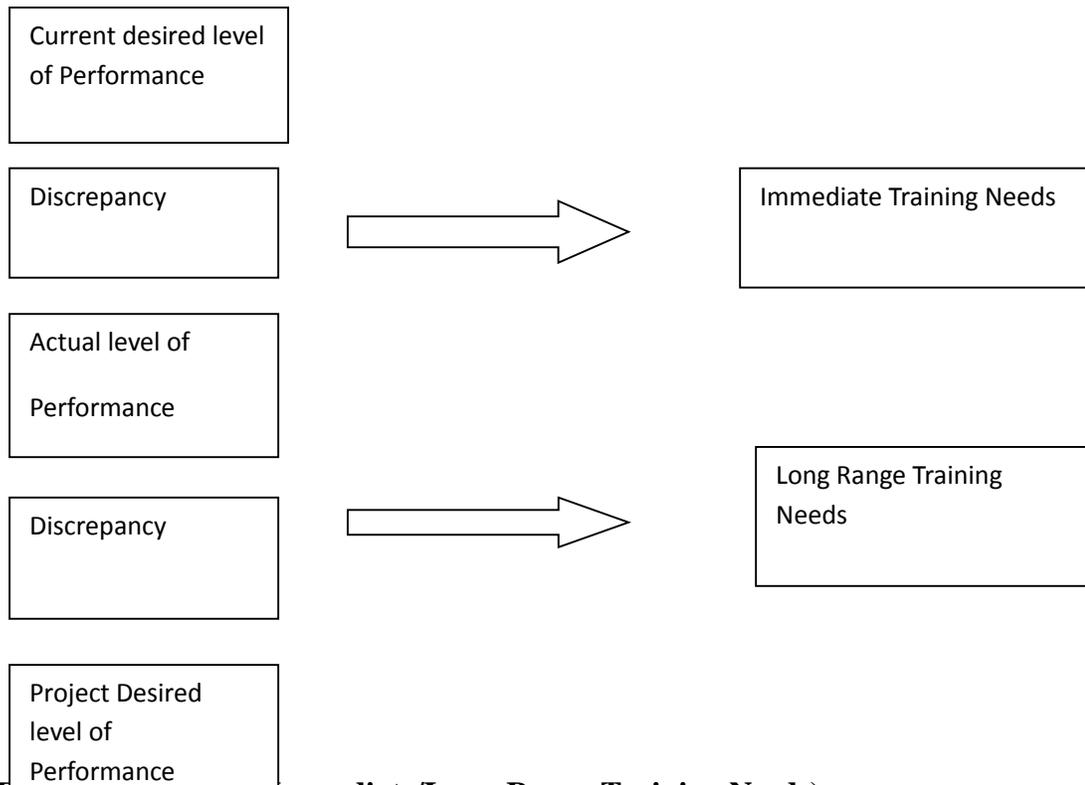


Figure 2.1 (Continued) (Immediate/Long-Range Training Needs)

3 IMPLEMENTING THE THE KIRKPATRICK- PHILLIPS MODEL

Donald Kirkpatrick (1976) has introduced the well known “four level evaluation model”, which is still widely used in training industry. He has developed a four level model to measure the effectiveness of the training programs in 1959. The following table shows the four levels proposed by him. The present study found out many factors which affects training effectiveness in both ways positively and negatively. It describes the models of measuring training effectiveness explained by many researchers and thus the study will help the managers in measuring the training effectiveness in their organizations. It will also help in solving training problems and implementing training programmes successfully. The study also highlights the value of training and development in organizational improvement and summarizes previous investigations in order to enlighten the researchers to the state of current research and find out the gap between existing researches. So as a whole the study gives emphasis on factors affecting training effectiveness and how training can be made more effective for which the authors collected reviews on training effectiveness, its implication and its importance on the basis of which the

future research directions have been endeavored.

LEVEL I: What's the reaction of participants towards the training program?

LEVEL II: How much change in attitude and improvement in knowledge and skill is due to Learning Training?

LEVEL III: How much change in the behavior of the participants (in their workplace) is due to Behavioral training?

LEVEL IV(Result): What kind of benefits to the organization were due to training?

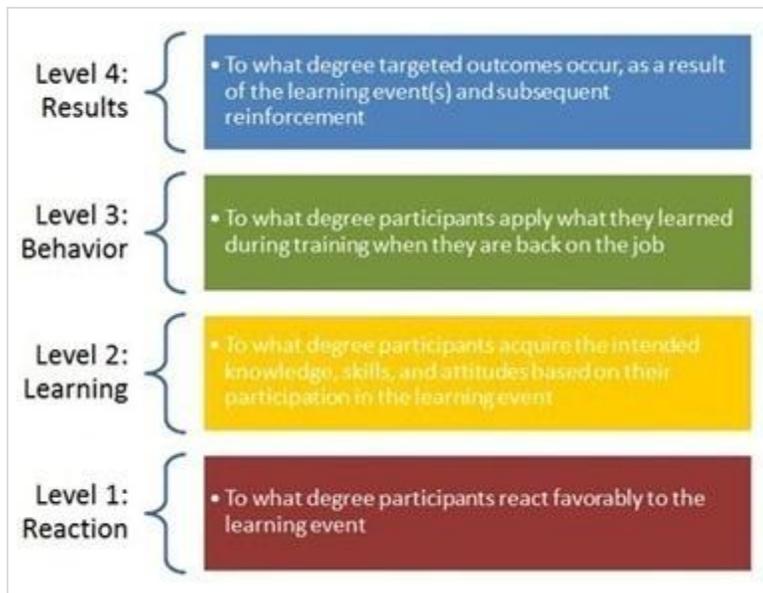


Figure 2: Source(Effective Human Resource Training and Development Strategy)

4 TRAINING AND DEVELOPMENT

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace.

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work.

Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors.

Organizational Development is a process that “strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them.” (from the Organizational Development Network website) OD work implies creating and sustaining change.

An OD perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything “wrong” at the present time; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the OD process aims to find ideas and solutions that can effectively return the group to a state of high performance.

These two processes, Training and Organizational Development, are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Organizational Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem.

5 NEED OF TRAINING

All employees will need some basic skills. You may need to carry out essential training to enable employees to fulfil their roles.

It is important that the training manager is clear about the answers to these questions and is open to any other possible benefits which the team might suggest. These responses should help shape the design of any subsequent training interventions and send out a message to management and employees that investment in training can result in real and tangible benefits to all stakeholders. The following are a number of such benefits which can emerge from effective training:-

5.1 Benefits to the Company:

- Improves productivity and adherence to quality standards.
- Employees develop skill sets that allow them undertake a greater variety of work.
- Improved ability to implement and realise specific goals outlined in a company's business plan.

- Increased ability to respond effectively to change.
- Training also makes a company more attractive to potential new recruits who seek to improve their skills and the opportunities associated with those new skills
- The lack of a training strategy to a potential top candidate suggests that the company will fail to meet his or her own aspirations, leading to a lack of ambitious candidates.
- A training strategy involves the systematic training and improvement of people within the organisation so that they, and the company, can achieve their objectives and both personal and corporate goals.

Training your staff, keeping them motivated and up-to-date with industry trends and new technologies is essential to achieving that goal.

5.2 Benefits to Staff:

- increased employee motivation
- increased morale and staff retention
- attracting more skilled employees
- customer satisfaction
- Increased job satisfaction and morale among employees.
- This has an added benefit of making your company more attractive to prospective employees.
- More motivated workers, which in turn tends to increase productivity and spur profits.
- More effective and efficient use of workers' time as a result of higher skill levels, combined with a better understanding of the job function.



Figure 3: Source(Training & Development Toolkit)

According to Asare-Bediako (2002) employees must be trained, and where possible developed to meet their own career needs and the need of the organization. Training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career oriented rather than job-oriented. It aims at preparing people for higher responsibilities in the future (Asare-Bediako, 2002). Organizations must therefore have the responsibility to develop and implement training and development systems and programmes that best help them to achieve their objectives.

Noe et al. (2000) viewed training generally as a planned effort by a company to facilitate employees learning of the job-related competencies. These competencies include knowledge, skill, or behaviours that are critical for successful job performance. Whilst some human resource professionals consider training and development an after recruitment programme, Asare-Bediako (2002) believes that it must be incorporated into orientation programmes for newly recruited staff. According to him, the training and development (T&D) unit should explain to new employees what training and development means and what programmes and facilities are available to employees. At this stage, training and development explains internal training programmes available and how they could participate. T&D should emphasize the area of corporate culture. As the unit changed with facilitating change and maintaining the organization's culture, training and development should reinforce the importance of training and development through continuous efforts such as frequent reminders, meeting, etc.

Training is an integral part of Human resource development. In the present scenario training increasingly viewed

as a mean of fostering the growth of the individual employee as well as of the organization also. Training is a process of learning a sequence of programmed behavior. Training is the application of gained knowledge and experience. It gives people an awareness of rules and procedure to guide their behavior. According to Flippo (1971) “training is an act of increasing the knowledge and skill of an employee for doing a particular job”. Similarly Beach (1980) viewed that "training is an organized procedure by which people learn knowledge and/or skills for a definite purpose”. In fact it is the training that bridges the gap between job requirement and employee present specifications. A training programme is not complete until you have evaluated methods and results. A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation. Recognition of the training methods and measurement techniques are crucial for the organization’s training success (Kalemci, 2005)”. The degree to which the training attains the desired objectives or immediately expected results, which was presumed earlier from the training called “Training Effectiveness”. The best way to determine that training has been effective is to fully understand the reason why the training has been conducted. The reason to conduct and implement training is a key factor in determining that a training course or programme will be effective in achieving desired outcomes. If the training purpose was not clearly defined before the training, it could not lead to training at as it is planned. Defining a valid need for training is the foundation upon which an organization can determine training effectiveness. Of course the training is an important part of human resource function but more than that is the way in which training has been conducted so that it can be more effective. Training is expensive if does not serve the purpose for which it is given. The training must be able to increase the capabilities of employee and as well as the organization also. If the training is not successful in making employee and organization more capable then it will be loss of money and loss of reputation of organization. Training motivation of employees represents an important factor in improving the effectiveness of training outcomes (Tai, 2006).

6 APPROACHES TO TRAINING AND DEVELOPMENT WITHIN OUR ORGANIZATIONS AND NEED FOR TRANSFORMATION

Unfortunately, the procedures of employee training and development within our organizations are undeveloped. They are mainly performed occasionally, and not connected with organizational strategy, nor do they have some strategic significance. They are mostly enforced when such business problems occur or are perceived that are considered relievable or solvable by organizing a training, course or seminar for some of the employees. Employees view the training as an imposed obligation, rather than a way to maximize their potential and they do not realize that by improving their performances and innovation of their knowledge they may contribute to better business results of the organization they belong to. Unfortunately, top managers do not realize this as well. From their relationship with the employees it is plain to see that the employees are still treated as an expense, rather

than an investment worthy of investing. In our organizations there is no culture of obtaining and sharing of knowledge.

Many of our managers are under the influence of prejudices such as: training is expensive, training is an expense burdening the current business, it is not rewarding, training is for the young, etc. Knowledge *is* expensive, but ignorance is even more expensive. Human possibilities to learn are unlimited, unless individuals do not limit their abilities within their minds. Many studies have shown that investing in employee training and development has larger business effects than investing in equipment and other material resources. Our organizations must harmonize their approach to employee development with the changes. Employee training and development has to be connected with the organizational goals and strategy, they need to fulfill the new requirements of the environment. Employee training and development needs to become a managerial function. It is a managerial challenge to consider the employees of the organization from a strategic perspective (future orientedness) and constantly monitor and encourage the development of new skills and knowledge as the foundation of organizational development.

This is not about assigning the employees to appropriate jobs, but rather about the constant dynamic of encouraging and discovering new possibilities. This is a new type of leadership, significantly different from the classical model of organizational management. The leaders are no longer expected to be all-knowing bosses and supervisors, but rather moderators and inspirators. Since people do not share the information which is the source of their power instinctively, the leaders need to recognize, attract and release knowledge in the organization. One of the main challenges of modern organizations therefore is how to manage the process of knowledge transfer. "The answer is that wisdom, just because it is the most important, doesn't need to be located inside a tall building where the chief executive and his main assistants hang their hats (and soon their heads as well – unless they join the revolution of the mind). [5] This picturesque answer of Tom Peters refers to decentralization and substantivity of employees (turning every workplace into business), which implies a high degree of employee competence and orientation toward the participative style of management.

The process of democratizations, transitions, opening towards the EU, privatizations and arrival of foreign companies and praxis contributed considerably to transformation of approach to employee training and development within our organizations, from the ad hoc processes that originate from the goals and strategies, to a modern approach where human resources and their knowledge are gaining more and more significance.

7 TALENT MANAGEMENT

Talent management implies that companies are strategic and deliberate in how they source, attract, select, train, develop, retain, promote, and move employees through the organization.

Research done on the value of talent management consistently uncovers benefits in these critical economic areas: revenue, customer satisfaction, quality, productivity, cost, cycle time, and market capitalization. The mindset of this more personal human resources approach seeks not only to hire the most qualified and valuable employees but also to put a strong emphasis on retention.

7.1 Evaluations

From a talent management standpoint, employee evaluations concern two major areas of measurement: **performance and potential**. Current employee performance within a specific job has always been a standard evaluation measurement tool of the profitability of an employee. However, talent management also seeks to focus on an employee’s potential, meaning an employee’s future performance, if given the proper development of skills and increased responsibility.

7.2 Managing Talent

Managing talent is about ensuring that the organization has an external talent pool available from which to draw, qualified candidates, while at the same time continuing to build on the existing talent that exists within the organization.

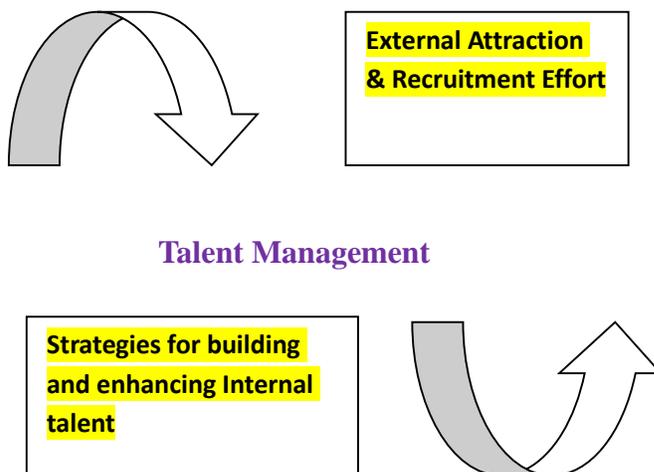


Figure 4: Talent Management

7.3 Benefits of a Talent Management Program

Talent management can be a discipline as big as the HR function itself or a small bunch of initiatives aimed at people and organization development. Different organizations utilize talent management for their benefits. This is as per the size of the organization and their belief in the practice. It could just include a simple interview of all employees conducted yearly, discussing their strengths and developmental needs. This could be utilized for mapping people against the future initiatives of the company and for succession planning. There are more benefits that are wide ranged than the ones discussed above. The benefits are:

- **Right Person in the right Job**
- **Retaining the top talent**
- **Better Hiring**
- **Understanding Employees Better**
- **Better professional development decisions**

Organizations that effectively manage their talent provide benefits to the employee and to the clients whom the organization serves. The outcomes associated with effective talent management are depicted in the figure below.

Figure 5 Outcomes of Effective Talent Management (source:Developing an Integrated talent Management Programme)

8 CHANGING FACETS OF TRAINING

The present time of rapid change has its influence on training also. Lynton and Pareek have identified the following salient changes, that have occurred in training :

1. Training has changed from training individuals to training teams of people, comprising of members across the hierarchies.
2. Training has acquired an inter-group learning character.
2. Training is finding itself linked with the organizational development process. It is a part of a higher-end corporate relearning exercise.
3. Socio-technical systems are influencing the training processes in organizations.

4. Target audience of audience is also undergoing a compositional change. There are more number of females and people from diverse ethnic groups and castes working in the organizations. This creates diversity in the training activity as well.
6. Technologies, government and markets are undergoing a rapid change.
7. Training extends beyond employees and includes clients, suppliers, and publics as well, making a learning organization into a learning system.

8.1 Evaluation Of Training:

Evaluation is the systematic appraisal by which we determine the worth, value or meaning of something to someone. In the case of training we are concerned with providing information on the effectiveness of the training activity to decision-makers who will make decisions based on the information

8.2 Training Styles:

Enhancing employees' knowledge is of utmost importance to organizations nowadays. If employees feel that they are receiving training and skills which both make them more knowledgeable and more able to perform their daily work at a higher level, they will feel more engaged and motivated. This reflects in their performance, and helps a firm achieve its goals while retaining its competitiveness.

Yet implementing the proper strategy for employee learning is not easy. Let's face it, just as children learn in different ways, so do adults in the office. That is, there is a diversity of learners, and different workers learn better through different learning styles. When you are planning training programs for your staff, keep in mind the characteristics of these learning styles in order to effectively tailor the training delivery methods.

One thing that needs to be made clear to all employees is the value of what they are learning. Prior to any course or lesson, it is best to outline what they will be learning, and how this will benefit them as individuals and as employees in their daily tasks. Also, employees need to be actively involved in the learning process. The environment where the lessons will be held needs to be seen to as well.

With that said, take a look at these specific tips for how managers can both accept the diversity of learners, and adapt accordingly.

8.4 Different Learning Models

The first thing is to recognize that people learn in various ways, which include:

- i) **Learning by experimenting** – Some employees will learn best if they are allowed to experiment, or do something in practice. Trial and error is often used in this type of approach.
- ii) **Learning by observing** – Some employees will manage to understand something better if they watch someone else doing this particular task, and then they will try to do it themselves afterwards. The more these employees are allowed to participate in the learning, the better.
- iii) **Learning by inquiring** – These types of employees will learn if they are allowed to comprehend the whole process. So, for instance, they will need to inquire about something, evaluate the various possibilities, look for alternatives, and see what others have to say as well. By spending time on these various facets, from inquiring to consulting, to evaluating and finalization, they will manage to learn.
- iv) **Learning by patterning** – These employees will learn if they are given a step-by-step overview of the task at hand. Thus they will form patterns and link them to each other until the process is finalized.

There is no one good style of learning, and it is important to value them all. Besides, they may be interlinked with one another as well. So it's not about *choosing* one learning style over another. Yet there are certain tips that I believe are universally successful in reaching out to learners of all types.

9 CONCLUSION

So it can be concluded that above the factors affecting training effectiveness and how the training effectiveness can be measured. Present Scenario of business world is characterized by a growing competitiveness, market globalization and technological advances in organization. The survival of an organization implies the prosecution of sustainable competitive advantages. The knowledge and skills of an organization's employees have become increasingly important to its performance, competitiveness and advancement to make training more effective, organizations requires to look at how the training and development system is associated with the strategy of the organization and at what is being done to check out that all training programme are effective. Managers should first motivate employees to learn new abilities and skills. Next, to ensure better training effectiveness, managers should support employee efforts to practice such skills at the workplace. Trainees' attitude decides that what would be learning ratio from training programme and emotionally intelligent leaders always found successful in inspiring the workers.

Evaluation of training is an important activity because it is the only way to justify the investments. Where there is heavy investment and expectation, so the evaluation should be sufficiently detailed and complete. Training managers should clarify measurement and evaluation expectations with senior management prior to embarking on substantial new training activities, so that appropriate evaluation process can be established when the programme itself is designed.

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