

Effectiveness Evaluation of Behavioural Training and Development Programmes

Shefali Sachdeva*

*Phd Scholar, Department of Commerce, Delhi School of Economics, Delhi University, Delhi, INDIA.
E-Mail: Shesach19{at}gmail{dot}com

Abstract—The objective of this paper is to advance the understanding of the evaluation of training and development programmes, particularly behavioural training and development programmes. The paper explains trends and issues in evaluating the impact of such programmes, as mediated by HR outcome (i.e. behaviour) of programmes by reviewing the results of previous studies that have investigated the relationship between behavioural training and development programmes and their effectiveness and impact on the individual and the organisation. The review highlights that behavioural training and development is an area which calls for focus on a more comprehensive approach towards evaluation of effectiveness of programmes conducted with a purpose to impact the behaviour of people. An attempt has been made to provide a brief analysis of various approaches and methodologies developed for such evaluation, scope and developments already made in the field, gaps in literature to provide ways for measurement of Return on Investment of such programmes and directions for future research. This endeavor is expected to stimulate and encourage debate about the challenges in behavioural ability and behavioural outcome evaluation.

Keywords—Assessment Methodologies; Behavioural Training; Employee Behaviour; Return on Investment; Training and Development Evaluation Models.

Abbreviations—Return on Investment (ROI).

I. INTRODUCTION

TODAY, organisations are increasingly pressured by technological, economic, social, political and cultural dynamics. New technology, globalization, drive for quality, cost containment, market volatility, workforce diversity, the importance of knowledge capital, and the speed of change pose both challenge and opportunity for organisations to earn and sustain competitive advantage through developing multi-skilled, flexible, and committed workforce. These dynamics drive a need for continuous improvement and adaptive capabilities across all levels of the organisation. It has thus become necessary in view of advancement in modern world to invest in training and development of employees to gain mutual understanding, co operation, stimulate innovation and to motivate and develop employees to contribute to the organisational success. This need further poses certain questions before the organisations-

- Are the resources invested by the organisations for the purpose, utilized effectively?
- Are we doing enough to evaluate the effectiveness of such an endeavor?
- What can be done to ensure that such evaluation is meaningful to both employees and the organisations?

There are various approaches available to answer these questions in reference to technical or sales skill development

training programme. However the case is entirely different when the training and development programme in question is behavioural. Most of the organisations evaluating such programmes restrict the evaluation process to the reaction of employees, feedback from their peers and superiors regarding application of the behavioural abilities development focused by the programme and customer satisfaction survey etc. Though, none of these methods of evaluation help evaluating the programme itself precisely and objectively. Thus the aim of this paper is to highlight the need to focus on the evaluation of effectiveness of behavioural training and development programmes not only qualitatively but quantitatively as well in the form of ROI calculation of such programmes which is seldom done by the organisations so far due to lack of availability of an objective framework designed for the purpose. The paper throws light on the reasons for lack of effort in this direction, findings and results of studies in the field and emphasizes the need to ensure that the cost incurred in providing such programmes by the organisations is justified. Any behavioural training and development program is not complete until results are evaluated. A key to obtaining consistent success with such programmes is to have a systematic approach to measurement and evaluation.

II. OBJECTIVES OF THE STUDY

The study aims to throw light on:

- Challenges in the area of training and development of employees
- Need for evaluation and effectiveness assessment
- Evaluation of behaviour modification training and development programmes
- Reasons for lack of initiative in the field
- Issues in evaluation addressed in previous studies
- How do employee behaviour modification, motivation and belief impact individual performance
- Behavioural training and development assessment models and methodologies

III. TRAINING AND DEVELOPMENT

Training and development is a process dealing primarily with transferring or obtaining knowledge, attitudes, and skills. In the field of human resource management, training and development is the field concerned with organisational activity aimed at bettering the performance of individuals and groups in organisational settings.

3.1. Role of Training and Development Programmes

- Improving the quality of employees directly and affecting firm's performance through HR outcomes.
- To bridge the gap between the actual and expected performance of trainees.
- Interface with the organisational system and thereby impact its financial and non-financial performance.
- To improve trainee's knowledge, skills and individual capability.

3.2. Challenges in the Field

- To find the best way to go about training and developing employees.
- Organisation's improvement and development requires enhancing the knowledge, skills, and attitudes (KSAs) or abilities of the workforce. Of all these areas Behaviour modification is drawing attention increasingly in shaping behaviour of people in the organisation.
- If behaviour of employees is not positive, productive and supportive, the attainment of organisational goal will suffer.
- Behaviour modification involves encouraging others to behave in a desired way, while discouraging the undesirable behaviour.
- Behaviour modification has a prominent role to play in all workplace interactions, to produce more satisfied workers and increase employer's profitability.
- The evaluation process is not carried out with a sense of purpose, pride, and direction.

- The bases or criteria for evaluation are unclear or inappropriate.

3.3. Need for Evaluation and Effectiveness Assessment

Stake (1975) pointed out that the major obstacle to success of any evaluation model was a federal directive which prevented any federal office to spend its funds to evaluate its own work and allowed only a higher up to do the evaluation and partly because managers were unwilling to examine their own operations. Though the scenario has changed a little and evaluation is done to some extent by organisations but a rigorous approach is not yet followed for evaluation of behavioural training and development programmes.

When training is not evaluated, the investment and its effects cannot be tested and resources get wasted in inadequate activities [Foot & Hook, 1996]. The availability of limited capital resources necessitates quantitative evaluation of such programmes to see if the programme has positive utility.

Today, training programmes have to respond to clearer expectations concerning their organisational impact and ROI [Wang et al., 2002].

Just because employees completed the training programme does not guarantee a positive return; some training programmes can have negative utility [Morrow et al., 1997]. Thus there emerges a need to calculate utility of every such programme including behavioural training and development programmes.

Organisational decision-makers and stakeholders want to ensure that programmes are accomplishing their intended purpose. They are interested in assessing the effects of programmes as to understand, "What changes occurred?" or "Are we satisfied with the results?" [French et al., 2000]. Merely telling them that we observed that the trainees were satisfied with the training and development programme, they liked it and found it useful does not serve their purpose to ensure that the resources spent on providing such programmes have been utilized efficiently and could not have been put to a better use.

Hunter & Schmidt (1983) point out, "to assess the impact of findings, one must translate such arcane psychological jargon as $p < .01$ into economically meaningful statements such as '10% increase in output' or 'a reduction of \$100 million in labour costs'." This can be done by devising a way to calculate utility of such programmes and thereby converting it into ROI (Return on Investment) terms. This method though is quite popular in assessing the impact of many HR interventions, its application to behavioural training and development programmes is still in question.

Organisations in developed countries like United States invest a remarkable \$55.3 billion annually in training and development activities [Bassi & Van Buren, 1998] and developing countries need to show a similar pattern to compete with them.

IV. BEHAVIOUR MODIFICATION

4.1. Concept and Types

Behaviour modification is the use of empirically demonstrated behaviour change techniques to increase or decrease the frequency of behaviours, such as altering an individual's behaviours and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and/or the reduction of behaviour through its extinction, punishment.

Training people in the workplace for a desired behaviour can take many forms as below:

Table 1: Types of Behavioural Training and Development Programmes

Cultural Sensitivity	Presentation skills
Business ethics	Body Language
Brand image training	Team Building
Violence in the workplace	Decision Making
Performance coaching	Positive Thinking
Time Management	Personal effectiveness
Communication	Creative problem solving
Change Management	Goal setting
Personality Development	Assertiveness skills
Corporate Etiquettes	Negotiation skills
Motivational	Influencing skills

Behavioural training and development programme evaluation is a powerful tool for demonstrating the value of behavioural ability and perception change of employees to stakeholders. As programmes increasingly depend on client registration fees, it becomes essential to demonstrate to clients that they will receive return on their investment. There is a decreasing willingness to spend money on faith and an increasing pressure to justify training and development costs.

Most of the approaches used for this purpose end with a level four assessment which is discussed under behavioural models section of the paper. Many organisations even ignore evaluation of such programmes on the ground that such behavioural changes are non quantifiable. Thus there is a strong need to devise ways to quantify the impact of these programmes as objectively as possible to do justification with the resources spent on such programmes.

4.2. Purpose of Evaluation of Behavioural Training and Development Programmes

The major purpose of evaluation is to determine the effectiveness of various components of a behavioural training and development programme and to ensure:

- The employees are able to learn the desired behaviour; they understand how to successfully implement such behaviour, the reason why such behaviour is desired.
- The training programme has a positive impact on employees own behaviour ability perception and ability change.

- It helps achieve positive outcomes in the form of work performance, co-operation, discipline and employee satisfaction.
- It has a favourable impact on return on investment, employee turnover and absenteeism rate.

4.3. Reasons for Lack of Initiative in Evaluating Behaviour Modification Training and Development Programmes

- The impact of training and development programmes for different types of employees (e.g., worker, supervisor, office staff, and manager) and their performance might vary according to job characteristics and locations.
- Methodological limitations involved in the evaluation process:
 - Subjective method: Measuring impact on non financial performance by a subjective method (e.g., worker's reactions to the training, impact of training on worker's behaviour), may not give accurate results.
 - Low response rates in terms of questionnaires or lack of reliable data for estimation.

V. EFFECTIVENESS AND IMPACT OF BEHAVIOURAL TRAINING AND DEVELOPMENT PROGRAMMES

Training and development is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to organisational effectiveness [Jackson & Schuler, 1990].

However many researchers have questioned the feasibility of behavioural training and development programmes effectiveness assessment on various grounds as under:

5.1. Feasibility of Behavioural Training and Development Programmes Effectiveness and Impact: Issues in Evaluation Addressed in Previous Studies

Quantitative analysis is rarely done in organisations to ensure that training is effective [Carnevale & Schultz, 1990; Stephen et al., 1988]. Most of the organisations do qualitative analysis of such programmes through trainees or their immediate bosses in the form of their feedback.

Quantitative analyses of management behaviour in the past, has focused on the frequency of managerial behaviours and not the skill of those behaviours [Velsor & Leslie, 1991]. Organisations seldom proceed beyond measuring how repeatedly the desired behaviour was exhibited by the trainee, to see the extent to which he has modified or improved his own behaviour.

The lack of required information to evaluate such programmes makes it impossible either to prove training value or to find reasons for its existence [Davidove & Schroeder, 1992].

Generally it is claimed that pre training assessment of learners is not always possible for a variety of reasons, but as rightly quoted this can't be an excuse for doing nothing at all. If evaluation is to be possible two measures must be available- the knowledge, skill or attitude immediately at the start of the training programme, and the level at the end of the programme [Rae, 2002].

Sometimes, training evaluation is avoided because it is considered an expensive and time-consuming process. At other times, the reason is lack of measurement systems for determining the changes arisen from training [Aragon-Sanchez et al., 2003].

Organisations do not conduct comprehensive training evaluations [Ling, 2007].

5.2. Individual Effectiveness and Impact

The review highlights how and in what ways employee behaviour modification, motivation and belief impacts individual performance.

Human behaviour is extensively motivated and regulated by cognitive self-influence. Unless people believe that they can produce desired effects and forestall undesired ones by their actions, they have little incentive to act [Bandura, 2009]. Programme outcomes awareness motivates them to apply their behavioural ability.

Efficacy beliefs play an important role in letting people choose what goal challenges to undertake, how much effort to invest in the endeavor, and how long to be persistent in the face of difficulties [Bandura, 1997].

In theories of motivation founded on the incentives of cognized outcomes, such as expectancy-value theories, motivation is governed by the expectation that a given behaviour will produce certain outcomes and the value placed on those outcomes [Bandura, 2009]. Learning a behaviour in no way ensures that individuals will execute the behavioural ability successfully, and stick to it in the face of difficulties.

5.3. Organisational Effectiveness and Impact

Training and development is very important for an organisation to compete in this challenging and changing world. Training and development is basically directly related to employee but its ultimate effect goes to organisation because the end user is organisation itself [Ghafoor Khan et al., 2011].

There is no one acceptable definition of organisational effectiveness, and relevant aspects of effectiveness have to be found from the various models on offer as have been discussed in detail under the section explaining the models for assessment of behavioural training and development programmes effectiveness.

Huselid (1995) divided training and development programmes outcomes into two categories:

- Immediate outcomes - Turnover and productivity (Over which employees have direct control)
- Corporate financial performance- ROI
 - Turnover - The perceptions, job security, job satisfaction, organisational tenure, organisational

commitment, whether a job meets an individual's expectations, organisational culture influence turnover.

- Productivity- Highly effective industrial relations systems, fewer grievances and disciplinary actions, lower absenteeism, increased product quality, goal setting, and employee turnover influence organisational productivity.
- Corporate financial performance- Extensiveness of recruiting, selection test validation, use of formal selection procedures, firm's profits, and performance appraisals influence firm's financial performance.

VI. RELATIONSHIP BETWEEN BEHAVIOURAL TRAINING AND DEVELOPMENT PROGRAMMES AND ORGANISATIONAL PERFORMANCE

“Training” refers to a systematic approach to learning and development to improve individual, team, and organisational effectiveness [Goldstein & Ford, 2002].

“Development” refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth [Aguinis & Kraiger, 2009].

Organisational structures like Cross functional teams, job rotation and quality circles which encourage participation among employees and allow them to improve how their jobs are performed can influence firm's performance [Huselid, 1995]. Such organisational structures and their acceptance by employees are facilitated by these behavioural training and development programmes in question.

The theoretical literature clearly suggests that the behaviour of employees of a firm has important implications for organisational performance and that human resource management practices like training and development of employees can affect individual employee performance through their influence on employee's attitude and thereby organisational performance [Huselid, 1995].

Thus, it is important to establish the link between training, training evaluation and training effectiveness which is interpreted in the figure below:



Figure 1: Theoretical Model Linking Behavioural Training and Development Programmes to Financial Outcomes

The training is positively related to human resource outcomes and organisational performance but is only very weakly related to financial outcomes. The relationship between training and firm performance may be mediated by employee attitudes and human capital [Tharenou et al., 2007].

Most of the models in the field of training and development end with individual level outcomes of the intervention. There is little work done on how these individual level outcomes translate into organisational level outcomes. Some of the models developed by key contributors to the field of training and development have been discussed in this review as under:

6.1. Models in Literature

The literature on evaluation of training and development of human resources is dominated by Kirkpatrick's approach. In 1959, he introduced a four level evaluation model stemmed from goal based approach. His work inspired many theorists to work in the direction [for example, Hamblin, 1974; Phillips, 1997]. Era of 1950 was primarily focusing goal based and system based approaches to evaluation. There have been many improvements made by various theorists in the field to add to these approaches.

6.1.1. Donald L Kirkpatrick's Evaluation Model [Kirkpatrick & Kirkpatrick, 2006]

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

- Reaction of learner : What they thought and felt about the education and training
- Learning : The resulting increase in knowledge or capability
- Behaviour : Extent of behaviour and capability improvement and implementation
- Results : The effects on the business or environment resulting from the learner's performance

Kirkpatrick model's simplicity and basic approach has led it to be the most widely used methods in the field of evaluating training programmes. Other theorists and infact Kirkpatrick himself have however referred to a possible fifth level, namely ROI (Return on Investment). ROI though seems to be a part of Kirkpatrick's fourth level (i.e. Results), it is significant enough to be viewed as a different and higher order evaluation level than what 'the general influence a programme has on the business environment' indicates, to give way to develop a precise and specific methodology to calculate ROI using the relevant approach, method and path to address the issue.

Other authors also recommend the evaluation of the impact of training on business results and suggest that the company must check that the expected return surpasses the minimum necessary to justify training investment [Cascio, 1989].

6.1.2. Kaufman's Five Levels of Evaluation

Some researchers, recognizing some shortcomings of Kirkpatrick's four level approach, have attempted to modify and add to this basic framework. Kaufman offers one of such models which has expanded the definition of Level 1 and added a fifth level addressing societal issues [Phillips, 1997].

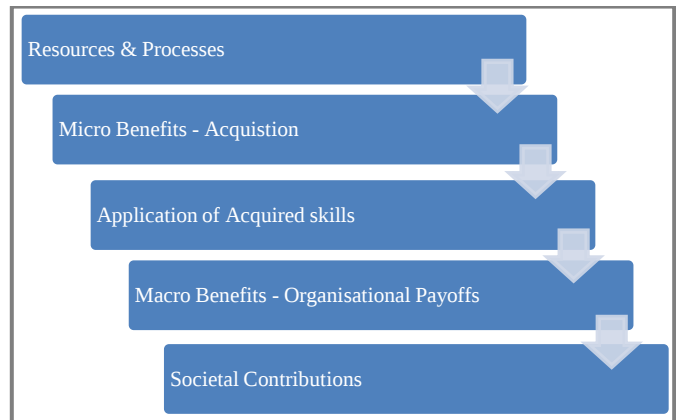


Figure 2: Kaufman's Five Levels of Evaluation

This takes evaluation beyond the organisation, and examines the extent to which the performance improvement programme has enhanced society and environment surrounding the organisation.

6.1.3. Jack Phillips ROI Model

As argued by many theorists, Kirkpatrick's Level 4 doesn't readily address the question of whether the training and development programme was worth the cost incurred to design, execute and administer the programme. In 1991, Jack Phillips thus added a 5th level to the Kirkpatrick approach, called ROI or Return on Investment which introduced for the first time the need for an organisation to use mathematical and statistical techniques in determining costs and benefits of an HR intervention. Phillips addressed this need and developed a readily recognizable and repeatable methodology which can be easily taught and deployed across many organisations.

Some critics to the approach have reacted against this additional 5th level. They claim that ROI is a term from the world of finance and thus ROI calculation suggests that training must pay for itself or it shouldn't happen at all. This may discourage conducting a programme based on its low ROI though the same may be fundamental and critical to an organisations survival, growth and success in the competitive world. It is also argued that many of the training outcomes are difficult to be quantified to produce an ROI figure though the same may be important for the organisation. One of these kinds of training is behavioural training which is difficult to be quantified in financial terms.

None of the approaches deals with the issue of training having to be done first, before the evaluation can be done with any certainty. The 5th level goes some way to addressing the needs of the shareholders and managers.

Table 2: Five Level ROI Framework

Level	Evaluation	Focus
1	Reaction & Planned Action	Measures participant's reaction to the programme, their satisfaction with the programme and outlines specific plans for implementation
2	Learning	Measures skills, knowledge, or attitude changes
3	Job Applications	Measure change in behaviour on the job and specific application of the training material and behavioural ability as modified by the programme
4	Business Results	Measures business impact of the programme and may include higher productivity, low absenteeism and turnover rate
5	Return on Investment	Measures the utility of the programme and cost for the programme, usually expressed as a percentage

6.1.4. *Stufflebeam's CIPP Model*

It is known as a systems model. Its primary components include:

- Context - identify target audience and determine needs to be met.
- Input - determine available resources, possible alternative strategies, and how best to meet needs identified
- Process - examine how well plan was executed
- Product - examine outcome obtained, whether needs were met, plan for future in view of the needs and outcomes.

This model explicitly looks at both process and product. According to this model, training is conducted to provide solution to a problem or a need which determines if it is to be conducted and so long as the objectives are achieved, it is appropriate to conduct the programme. Thus this model talks about the validation and not the evaluation of a programme. [Kellaghan & Stufflebeam, 2003].

Further, the CIPP approach is based on the view that the most important purpose of evaluation is not to prove but to improve. It criticizes the view that evaluations should be instruments of accountability. Instead it sees evaluation as a tool by which to make the programmes work better for the people they are intended to serve [Madaus et al., 1983].

However, we need to rethink on this and discover if the organisations running programmes with consistent negative returns would be even in a position to attract funds from investors which are becoming increasingly cautious of their investing decisions. Further, conducting programmes with positive returns in no way overrides the possibility of it being able to achieve the objectives it was intended to serve. In the present scenario, thus it has become important for the organisations to recognize that they need to serve the needs of both the employees and the investor to effectively serve its own needs of survival and growth.

6.1.5. *CIRO Model*

The four letters indicate (Context, Input, Reaction, Outcome) [Phillips, 1997].

- Context evaluation includes doing training needs analysis in the context of the organisational conditions or context.
- Input evaluation includes gathering information about alternative training resources to choose between them.
- Reaction evaluation includes obtaining information about the trainee's reactions to programme's content, approach and value added to improve the training process.
- Outcome evaluation includes gathering information about the results of training. This can be done successfully only when a careful preparation is done before training programme begins [Phillips, 1997].

It is worth mentioning here that both the CIPP and CIRO approaches follow Kirkpatrick and Phillips in using control groups and estimates of improvement by subject matter experts.

6.1.6. *CIPD Partnership Model (Chartered Institute of Personnel and Development (Great Britain)) [Anderson, 2007]*

The CIPD Partnership model emphasizes assessing the value of learning by the receivers of the learning and training contribution and not by the trainers who deliver or facilitate it. CIPD identified following approaches to assessing the learning value contribution:

- Learning function measures focus on assessing efficiency and effectiveness of the learning function.
- Return on expectation measures focus on assessing the extent to which anticipated benefits of the learning investment have been realised.
- Return on investment measures focus on an assessment of the benefits of learning and training interventions compared with the costs incurred. This may also involve an assessment of the payback period.
- Benchmark and capacity measures focus on the evaluation of HR processes and performance through a comparison with internal or external standards of 'good practice' or 'excellence'.

6.1.7. *Kunder (1998)*

He identified six indicators of ineffective training and development systems:

- Lack of top management support
- No clear link between training and organisational goals
- Inadequate or incorrect accounting of the costs of training
- Limited or inadequate training needs assessment
- Lack of support for applying new skills and knowledge on the job
- Lack of meaningful evaluation of training.

His analysis is restricted to identifying what suggests that a training and development system is ineffective and considers lack of meaningful evaluation a part of it than suggesting ways to establish if the training and development system is effective in the sense that it is able to deliver positive ROI in various training and development programmes.

6.1.8. *Rehman et al., (2011)*

They used Kunder's (1998) indicators of training ineffectiveness and developed a framework for measuring effectiveness of training and diagnosing problems at various stages of training and development cycle. They employed a blend of descriptive and exploratory research methods to achieve its stated goal. They added lack of use of evaluation results as another indicator to ineffectiveness of training. The study assessed these indicators on different parameters like budgetary provision, internet access, frequency of training and training needs assessment, application of training, evaluation results documentation and thus allows for a detailed framework for assessing the ineffectiveness of training. The study however suffers from the similar shortcoming of not suggesting a way to assess how much effective is a particular training and development programme to enable an objective and comparable assessment of such programmes.

6.2. *Commonly used Effectiveness Measurement Methodologies Adapted in Behavioural Training and Development Programmes Assessment*

Depending on the nature, purpose, design and objective of the behavioural training and development programme various designs and methodologies may be practiced to evaluate its effectiveness.

- **Written evaluation:** This allows for more meaningful questions and responses (i.e., what part of the training have you used and how? or what language used in the training has become part of your regular vocabulary at work? or what part of training have you discussed with your peers, supervisors after the programme and why? Such questions suggest the application of the learning and its extent and thereby signify degree of effectiveness of the programme.
- **Self reporting of participants:** Participants may share their experiences to include the contents or address the needs and issues which remained uncovered by the programme they have undergone.
- **Enhanced individual performance:** When training is targeted at improving individual performance in some area, measuring individual performance post training relative to a baseline or pre training performance level will provide a good measure of effectiveness.
- **Increased organisational savings/production:** This process involves pre and post assessments of participants involved and/or the production levels or expenditures within the areas where participants work. A serious problem in using this approach is that the

enhanced saving can be a result of some other factor operating in the work environment. This again takes us to the unanswered question of isolating the impact of such programmes.

- **Reduced grievances:** This involves comparing post training grievance levels with baseline or pre training grievance levels.
- **Lowered legal costs pertaining to employee issues:** In a similar fashion to measuring reductions in grievances, legal costs associated with employee issues may also be compared with a baseline to post-training method. In both the cases however, sufficient time for impact should be considered.
- **Improved or new work procedures:** This is an outcome evaluated for assessing effectiveness of programmes conducted to encourage initiative or participation on the part of employees, co operation amongst employees, team work etc. Pre and post comparisons of productivity, initiatives, team performance may serve the purpose of evaluation here to some extent but are not absolute measures which recognize the impact of the programme quite objectively.
- **Attitude surveys:** Typical problems in this case involve poor question design and the lack of conclusive results leading to inability to develop specific responses or action plans. However, correctly designed surveys will provide good insight into the effectiveness of such training.
- **Fact Sheet:** Various success factors can be listed in fact sheets to define and assess desired behaviours and behaviour modification sought. A response to the same by the immediate supervisor as observed by him at the workplace may be used to measure the effectiveness of the programme.
- **Group Interviews (Focus Groups):** This may consist of people with similar characteristic, location, training need.
- **Organisational Continuous Improvement Assessment (OCIA) Tool:** This includes assessment of current state, desired state, critical gaps, root causes of the gaps, and key priorities for addressing those root causes to improve organisational performance. This assessment tool is designed to guide the user through continuous improvement process- linking improvement efforts, professional development, behavioural support and training to the organisations strategy and desired outcomes.

6.3. *Findings and Work Done by Researchers to Assess and Evaluate Behavioural Training and Development Programme*

6.3.1. *Bramley & Kitson, (1994)*

Bramley & Kitson (1994) also advocate evaluation based on a framework first published in 1959 by D.L. Kirkpatrick. They argue that, while most training events are evaluated at the reaction level, and some at the learning level, very few

are evaluated at the levels of behaviour and results, and thereby suggest fundamental changes to be made in existing assumptions about the purpose and design of training.

6.3.2. Ling, (2007)

Ling (2007) conducted a research using Solomon's 4-group experimental design as the basic research instrument to assess the extent of effectiveness of a conceptual skill training programme combined with a longitudinal assessment that extended over a period of three months. This design was used to reduce the possibility of the Hawthorne effect which is often present in simple pre post test designs. It was concluded that quasi-experimental design is better able to attribute changes in knowledge, skill, and behaviour to specific training interventions.

6.3.3. Scriven, (2013)

Scriven (2013) advocates appointment of an external evaluator, who is unaware of the programme's stated goals and objectives, to determine the value and worth of that programme based on the outcomes or effects and the quality of those effects. Scriven emphasizes that evaluator's expertise, careful reasoning and supporting evidence is what distinguishes such evaluation from a plain empirical evaluation. This method however has a limitation of individual bias and interpretation, and extent to which the evaluator is or can be briefed.

VII. CONCLUSION

Evaluation being a process of establishing a worth of something, is a difficult and complex task in reference to behavioural training and development programmes. The purpose of evaluation is to ensure that a given programme is effective, to control the expenditure or provision of training and development activity and more importantly to recognize the areas of intervention into organisational processes to improve them further. Though there are many researches that have been done in the field, there are limited numbers of studies that focus on evaluation of behavioural training and development programmes due to its methodological limitations. Yet this does not eliminate the need to ensure that the resources employed in such programmes are used effectively. Evaluation of such programmes serves as an evidence of the contribution that the programme is making to employees development as well as to organisation's growth.

Thus on the basis of comprehensive review and analysis of relevant studies in individual psychology, organisational psychology, behavioural techniques and models, evaluation and financial control, the paper highlights a strong need for efforts to be made in the field of evaluation of behavioural training and development programmes to find an objective and effective way to evaluate such programmes. It concludes that restricting to merely finding that the programme was effective in general would lead the organisation to wrong conclusion about the modification, continuance or discontinuance of the programme.

We hereby attempt to highlight the gap in literature by proposing to measure degree of effectiveness of behavioural training and development programmes and thinking beyond a level 4 assessment to see how we can go about measuring ROI of these programmes as well, as is measured for other HR interventions and various other training and development programmes.

REFERENCES

- [1] D.L. Kirkpatrick (1959), "Techniques for Evaluating Training Programmes", *Journal of American Society of Training Directors*, Vol. 13, No. 3, Pp. 21–26.
- [2] A.C. Hamblin (1974), "Evaluation and Control of Training", *McGraw Hill*, London, New York.
- [3] R.E. Stake (1975), "Program Evaluation Particularly Responsive Evaluation", *Conference on New Trends in Evaluation*, Goteborg, Sweden.
- [4] G.F. Madaus, M.S. Scriven, D.L. Stufflebeam (1983), "Evaluation Models: Viewpoints on Educational and Human Services Evaluation, Series: Evaluation in Education and Human Services", Vol. 6, *Springer*, Netherlands.
- [5] J.E. Hunter & F.L. Schmidt (1983), "Quantifying the Effects of Psychological Interventions on Employee Job Performance and Workforce Productivity", *American Psychologist*, Vol. 38, No.4, Pp. 473–479.
- [6] E. Stephen, G.E. Mills, R.W. Pace, & L. Ralphs (1988), "HRD in the Fortune 500", *Training and Development Journal*, Vol. 42, No. 1, Pp. 26–32.
- [7] W.F. Cascio (1989), "Using Utility Analysis to Assess Training Outcomes", URL: [http://www.owlnet.rice.edu/~ajv2/courses/13c_psy630002/Cascio%20\(1989\).pdf](http://www.owlnet.rice.edu/~ajv2/courses/13c_psy630002/Cascio%20(1989).pdf).
- [8] A.P. Carnevale & E.R. Schulz (1990), "Return on Investment: Accounting for Training", *Training and Development Journal*, Vol. 44, No. 7, Pp. 1–32.
- [9] S.E. Jackson & R.S. Schuler (1990), "Human Resource Planning: Challenges for Industrial/Organisational Psychologists", *American Psychologist Association*, Vol. 45, No. 2, Pp. 223–239.
- [10] E.V. Velsor & J.B. Leslie (1991), "Feedback to Managers, Volume II: A Review and Comparison of Sixteen Multi-rater Feedback Instruments", *Center for Creative Leadership*, Greensboro, NC.
- [11] E.A. Davidove & P.A. Schroeder (1992), "Demonstrating ROI of Training", *Training and Development*, Vol. 46, No. 8, Pp. 70–71.
- [12] P. Bramley & B. Kiston (1994), "Evaluating Training against Business Criteria", *Journal of European Industrial Training*, Vol. 18, No.1, Pp. 10–14.
- [13] M.A. Huselid (1995), "The Impact of Human Resource Management Practices on Turnover, Productivity and Corporate Financial Performance", *Academy of Management Journal*, Vol. 38, No. 3, Pp. 635–872.
- [14] M. Foot & C. Hook (1996), "Introducing Human Resource Management", *Longman*, Singapore, Pp.183.
- [15] A. Bandura (1997), "Self-Efficacy: The Exercise of Control", *Freeman*, New York.

- [16] B. Morrow, Q. Jarrett & M. Rupinski (1997), "An Investigation of the Effect and Economic Utility of Corporate-wide Training", *Personnel Psychology*, Vol. 50, No. 1, Pp. 91–117.
- [17] J. Phillips (1997), "Return on Investment in Training and Performance Improvement Programs", *Gulf Publishing Company*, Houston Gulf.
- [18] L.H. Kunder (1998), "Employees Perception of the Status and Effectiveness of the Training and Development System and of the Value of Training and Development", *Unpublished PHD Dissertation in Education, Virginia Polytechnic Institute and State University*, USA.
- [19] L.J. Bassi & M.E. Van Buren (1998), "State of the Industry Report", *Training and Development*, Vol. 52, No. 1, Pp. 21–43.
- [20] A. Bandura (2009), "Cultivate Self-efficacy for Personal and Organisational Effectiveness", Chapter No. 10, *Handbook of Principles of Organisation Behaviour*, In E.A. Locke (Ed.), 2nd Edition, New York: Wiley.
- [21] W.L. French, C.H. Bell & R.A. Zawacki (2000), "Organisational Development and Transformation: Manage Effective Change", *Irwin McGraw-Hill*, 5th ed., New York.
- [22] I.L. Goldstein & J.K. Ford (2002), "Training in Organisations", *Wadsworth*, 4th Edition, Belmont, CA.
- [23] L. Rae (2002), "Assessing the Value of Your Training: The Evaluation Process from Training Needs to the Report to the Board", *Gower Publishing Ltd.*, Pp. 63. URL: http://books.google.co.in/books?id=oA92gZfLsDIC&printsec=frontcover&source=gbg_summary_r&cad=0#v=snippet&q=pre&f=false.
- [24] G.G. Wang, Z. Dou & N. Li (2002), "A Systems Approach to Measuring Return on Investment for HRD Interventions", *Human Resource Development Quarterly*, Vol. 13, No. 2, Pp. 203–224.
- [25] A. Aragon-Sanchez, I. Barba-Aragon & R. Sanz-Valle (2003), "Effects of Training on Business Results", *International Journal of Human Resource Management*, Vol. 14, No. 6, Pp. 956–980.
- [26] T. Kellaghan & D.L. Stufflebeam (2003), "International Handbook of Educational Evaluation, Series: Kluwer International Handbooks of Education," Chapter No. 7, Vol. 9, *Springer*, Netherlands.
- [27] D.L. Kirkpatrick & J.D. Kirkpatrick (2006), "Evaluating Training Programmes: the Four Levels", *Berrett – Koehler Publishers Inc.*, San Francisco, CA.
- [28] L.K. Ling (2007), "Evaluating the Effectiveness of a Conceptual Skill Training: A Quasi- Experimental Approach", *School of Management*, URL: http://eprints.usm.my/8949/1/EVALUATING_THE_EFFECTIVENESS_OF_A_CONCEPTUAL_SKILL_TRAINING_A_QUASI-EXPERIMENTAL_APPROACH.pdf.
- [29] P. Tharenou, A.M. Saks, & C. Moore (2007), "A Review and Critique of Research on Training and Organisational-Level Outcomes", *Human Resource Management Review* 17, *Elsevier Inc*, Pp. 251–273.
- [30] Anderson (2007), "Change Agenda- The Value of Learning", *Chartered Institute of Personnel and Development 2007*, 151, *The Broadway*, London.
- [31] H. Aguinis & K. Kraiger (2009), "Benefits of Training and Development for Individuals and Teams, Organisations, and Society", *Annual Review Psychology*, Vol. 60, Pp. 451–474.
- [32] R.A. Ghafoor Khan, F.A. Khan & M.A. Khan (2011), "Impact of Training and Development on Organisational Performance", *Global Journal of Management and Business Research*, Vol. 11, No. 7, Pp. 63–68.
- [33] A.U. Rehman, A.M. Khan & R.A. Khan (2011), "Measuring Training Effectiveness: A Case Study of Public Sector Project Management in Pakistan", *Journal of Diversity Management*, Vol. 6, No. 1, Pp. 41–42.
- [34] Scriven (2013), "Draft- Key Evaluation Checklist", *Claremont Graduate University & the Evaluation Centre*, *Western Michigan University*.



Shefali Sachdeva is a research scholar pursuing her Phd from Department of Commerce, Delhi School of Economics, Delhi University. She has taught in Delhi University for 5 months and has corporate experience of more than 6 yrs. Her research interests include gaining and spreading knowledge about organisational behaviour, employee behaviour, training and development in organisations.