

Leadership and Effective Training and Development Evaluation of Training and Development Program Roi

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Abstract: It is impossible for a business to grow in today's highly competitive market without constantly teaching and developing its workers. It's possible to measure the value to the person by how much he knows, how well he can do something, etc. It's not easy to judge how useful training is because we often deal with things that are hard to quantify, which makes them hard to measure. The first step is to clearly define the educational goals and make sure that the effects of those goals can be controlled. The point of this piece is to look into the things that affect how successful training and growth for employees is judged.

Companies have known for a long time that their most important product is their employees, and many are willing to spend a lot of money on training and growth for their workers. An successful training program meets the needs of its participants and provides training in a way that meets its goals. A lot of different things have come from research in the Training and Development role.

This paper tries to help people understand what problems can arise when trying to do a ROI review and how these problems can be fixed so that measuring ROI in training and development programs is easier.

Keywords: Leadership, Training, Development, ROI.

INTRODUCTION

Employers utilize employee training as a method to mold employees' competencies and cultivate their potential. It is a methodical process that involves the modification of work behavior and the level of competencies (knowledge, abilities, and skills), as well as employee motivation [1,2]. This process is designed to reduce the discrepancy between subjective qualifications (the capacity to act and utilize the competencies to achieve the organization's objectives) and objective qualifications (the highest level of education completed and the requirements imposed on employees) and to enhance labor productivity [3]. Organizations have the option of conducting training activities in the workplace or in alternative environments. Organizations that prioritize employee training and development.

Nevertheless, there may be varying perspectives on the efficacy of training and development within branches. The knowledge base of the entire organization is subsequently impacted by the increasing level of knowledge, skills, and abilities of employees (competencies) as a result of investments [4]. A substantial correlation between organizational performance and training costs has been demonstrated in certain studies [5]. The authors of a study address the professional approach to training that is consistent with practice. The authors of another study assert that the evaluation of training in numerous companies is either nonexistent or not conducted professionally due to a lack of funds, time, and measuring systems to ascertain the changes that arise from training. The relationship between the effects of training, resources, and employee efforts associated with attaining it is the essence of the effectiveness of training and development[1]. The establishment of human resource management as a distinct function in the majority of prestigious organizations imposes a responsibility on it to assess its value in order to justify its existence in response to stakeholder demands. The training and development department is garnering an increasing amount of attention from stakeholders as a result of the substantial resource allocation to this function within the human resource department. The training and development department is increasingly confronted with the critical issue of ROI evaluation. Rohs found that the majority of professionals in the field are concerned about the necessity of

eventually demonstrating a return on their investment in order to substantiate the upward trend in training and development expenditures. This formula can be employed to determine the return on investment (ROI) of a training and development program:

$$ROI = (Benefits - Cost) / Cost * 100$$

The assessment of ROI is a method to assess the efficacy of a training and development program. The literature on the assessment of training and development programs is mostly influenced by Kirkpatrick's model. Nonetheless, his method does not directly address the issue of whether the training and development program justifies the expenses involved in its execution. In 1991, Jack Phillips proposed a fifth level to the Kirkpatrick model, termed ROI or Return on Investment, which emphasized the need for organizations to use quantitative and statistical methods to assess the costs and benefits of HR interventions [Sachdeva, 2014][6].

Without a thorough method to assess ROI in training and development activities, even large established organizations have challenges in making decisions when they need to reduce their training budgets. This is due to their inability to identify whether training and development programs are very beneficial, entirely ineffective, or need revision [Phillips, 2011].

The assessment of ROI for training and development programs offers a method to achieve this goal while simultaneously validating the decisions of the training and development department based on accurate data. This establishes the value of a specific program, providing justification for its continuation or discontinuation, as well as outlining the expected outcomes following the incurred expenditures[7].

The world is undergoing a technological and informational revolution that alters the essence of business. To address these fluctuations and surpass competitors in a dynamic business environment, firms use human capital as a critical asset. Modern management theory posits that human capital may serve as a competitive advantage for firms. This competitive advantage can be sustained only when human capital is both informed and skilled[8]. The Training and Development role guarantees that human capital acquires the necessary knowledge and skills. Consequently, the Training and Development role is seen as a crucial component of every firm. In India, more emphasis is placed on implementing training programs to develop the human capital of organizations.

LITERATURE REVIEW

Organizations can diminish the disparity between subjective qualifications (the capacity to act and utilize competencies to achieve organizational objectives) and objective qualifications (the highest level of education attained and the requirements imposed on employees) through employee training and development. A diverse array of tools assesses the effects of education on employee performance or feedback to adjust job requirements. The need for re-modelling job requirements, informed by the assessment of staff efficiency, is a tangible advantage of evaluation instruments [9]. Organizations use several training methodologies, with a growing emphasis on internet and digital technologies, including e-learning and self-directed education, as well as improved educational techniques inside virtual reality environments. Their advantages primarily lie in accessibility and temporal flexibility [10]. The self-education approach, integral to the learning process and foundational for information transmission, is widely used [11]. The accurate application and understanding of fundamental ideas determine the significance of staff training inside the organization. Their study has identified four organizational approaches to training methodologies and two evaluation methods for the training process. The authors of [14] assert that organizations need to see training as a means of cultivating intellectual capital, including both requisite professional skills and advanced competencies.

In conjunction with other human resource activities, training is increasingly tasked with assisting firms in attaining their strategic goals (Martocchio & Baldwin, 1997; Noe, 2002; Robinson & Robinson, 1989). Training programs aim to enhance employee performance in the workplace. (Hall, L. Michael & Nania, Sharon, 1997). A meticulously planned and executed training program is anticipated to provide favorable responses from trainees, facilitate the acquisition of essential knowledge, induce behavioral modifications in the workplace, and enhance performance outcomes. Ostroff, Cheri. 1991. Training may be seen as a change intervention aimed at affecting learning and behavioral modification. (Huse, 1975). According to Manju.S and Dr. Suresh B.H (2011), training serves as an intervention to enhance the quality of an organization's goods and services amidst intense competition by advancing workers' technical abilities.

A study conducted by Yadapadithaya and Jim Stewart (2003) on corporate training and development policies and practices in India (N=252 Indian firms) and Britain (N=174 British companies) offers an overview of the training and development functions in both countries[12]. The study examined the international aspects of training and development, including essential responsibilities, corporate dedication to training and development, primary motivators, and critical result areas of T&D; objectives, tiers, methodologies, timing, and evaluation designs; significant perceived shortcomings and challenges within the T&D function. The comparative analysis of the two countries indicated that some results on corporate training and development policies and practices demonstrated disparities, while others showed similarities. In over 71% of Indian organizations, the training function is managed by HR or training specialists. Additionally, 55% of employees receive training, with an investment of Rs. 253.3 allocated per employee. Furthermore, 78.6% of Indian companies offer training aimed at enhancing productivity, quality, and innovation among staff. Lastly, 89.3% of organizations perform training evaluations to assess the effectiveness of training and development initiatives. Training must be structured and administered to address the requirements of all workers, who should feel that they are being treated justly and equally about the training provided. Schmidt, Steven W. (2009)[13].

Schmidt Steven W. (2009) conducted study that yielded insights about the demographic variables of trainees. Ferdman (1995, 37) characterized variety as consisting of variances in color, gender, ethnicity, nationality, physical ability, social status, age, and other socially significant classifications. Additional demographic aspects within the organizational setting include educational background, employment status, tenure, geographic location, income, marital status, military experience, parenting status, religious beliefs, and professional experience. Schmidt, Steven W. (2009).

Manju.S & Dr. Suresh B.H. (2011) assert that training assessment is widely recognized as beneficial and instrumental; it enables training and development personnel to pinpoint areas for improvement in specific courses or training programs. Assessing the efficacy of training programs is essential (Goldstein, 1986; Hinrichs, 1976; Kirkpatrick, 1978; Wexley & Latham, 1981). In the absence of documentation on the efficacy of training, organizations lack a reliable method to ascertain the judicious use of training funds (Grove & Ostroff, 1991)[15].

Hamblin posits that training may be assessed across four levels: Reaction, Learning, Job Behavior, and Functioning. Peter Warr advocated the C.I.P.O (Context evaluation, Input evaluation, Process evaluation, Outcome evaluation) framework for assessing organizational training. Virmani and Premila's assessment methodology has three stages: Pre-training evaluation, Context and Input evaluation, and Post-training evaluation. Peter Bramely's assessment approach has three phases: pre-design assessment, evaluation during the event, and post-event evaluation. David Reay has categorized assessment into three stages: the trial phase, the continuing phase, and the final phase[16-18].

An successful training program is one where the training outcomes align with its goals. The extent to which the result aligns with the aim defines training efficacy. Lina Vyas (2004) asserts that evaluation is the paramount method for assessing training effectiveness; however, additional factors—such as the transfer of learning, the trainer's delivery skills, the trainees' capacity to assimilate information, the institution's and trainers' ability to identify and address needs, and the appropriate alignment of the training package with trainees' requirements—also impact training effectiveness. Huque A.S and Vyas L (2008) assert that training success may be evaluated by examining the outcomes, trainee performance, and their capacity to apply approaches in their professional roles. The success of training may depend on learner characteristics, training design, and contextual variables (Scaduto Anne, Lindsay Douglas & Chiabur S. Dan, 2008). Assessing the efficacy of a training program is a crucial process to determine the extent to which the training goals have been achieved and if it represents the optimal approach for fulfilling those objectives (Niraj Kishore Chimote, 2010). The inconsistent results regarding the effectiveness of training, assessed through behavioral and performance rating criteria, can be ascribed to various factors, including training design deficiencies, trainee attributes, work environment characteristics, and criterion-related issues (Baldwin & Ford, 1988; Goldstein, 1986). To assess training efficacy using outcome criteria, the intrinsic challenges associated with gathering objective performance metrics of learners. Ostroff, Cheri (1991)[19-23].

METHODOLOGY

The significance of the Training and Development function within an organization can be comprehended by examining the commitment of senior managers, the investment and time dedicated to training, the significant responsibilities of HR or specialist trainers, and the involvement of line managers. The objective of training will be achieved when employees acquire the necessary skills and knowledge from the training program and implement them in their professional roles. Measurement of training efficacy is challenging due to the fact that trainee performance may not immediately reflect training results and the contribution of training knowledge to enhanced performance levels cannot be objectively assessed. The complexity of measuring results in terms of monetary value is what makes it more challenging to evaluate the efficacy of training. However, it is crucial to assess the efficacy of training, as it facilitates the formulation of decisions regarding the allocation of training resources, the enhancement of training, and the continuation of training.

A four-phase cycle approach to assess the efficacy of training

In this paper an attempt is made to develop a comprehensive model for training effectiveness which envisages concepts starting from training needs assessment to trainee performance[25]. The new model is called, Four stage cyclic model to measure Training Effectiveness'. The model considers evaluation of four stages of a training program to measure training effectiveness.

Phase1. Training needs

Phase2. Training design

Phase3. Trainer performance

Phase4. Trainee performance

It is suggested that evaluating each level for its excellence would enable effective measurement of training efficacy. Inputs from each phase are derived from the preceding phase.

ROI: A Leadership Example

The ROI model is used to compute the benefit-cost ratio and return on investment. The subsequent stages and their corresponding information are provided below[26].

OBSTACLES IN THE ROI ASSESSMENT

Inability to Measure ROI

- They are unaware of the information that is to be gathered.
- They encounter challenges in managing the numerous variables that influence the change.
- Trainers are unable to identify the business issues that their training and development programs are intended to resolve, resulting in the provision of inaccurate ROI metrics [Peak & Berge, 2006].
- The parameters pertinent to ROI measurement are challenging to identify due to the absence of or unstructured training requirements analysis.
- Even those who are inclined to measure ROI may be preoccupied with other activities, which leaves them with no time to conduct ROI measurement.

Unwillingness to Measure ROI

- The upper management fails to provide adequate support and motivation. • They tend to refrain from introducing and addressing excessive complications during the evaluation process.
- Attitudinal Issues: They typically maintain the belief that it is adequate to limit the evaluation of the program to Level 2 or Level 3, provided that the management mandates such evaluations. When it comes to ROI analysis, they are of the opinion that:
 - o There is no necessity to justify my existence
 - o This is not one of my responsibilities
- They are apprehensive that the training and development program may reflect a low or negative ROI, and they would rather generate criticism for their work than justify their efforts.
- The use of ROI methodology is further restricted by the absence of ROI policy, procedures, and the ROI model, as well as the absence of cooperative counterparts and administrative staff [Davis].

Requisites of Successful ROI Evaluation

The implementation of the ROI process in a cost-effective and methodical way requires meticulous planning within a validated framework, pragmatic assessment objectives, and collective accountability for key phases [Subramanian et al., 2012]. The duty for conducting ROI evaluations and addressing poor ROI figures should be collectively shared by trainees, trainers, supervisors, and senior management. An inadequate ROI number may stem from suboptimal performance by any of these entities. Focus should be directed on enhancing this ROI number rather than assigning blame for its inadequacy[27].

- HP (2004) suggests that the ROI process be incorporated into the initial phase of the program's planning cycle. This enables the connection between ROI measurement and training requirements analysis, which emphasizes the anticipated benefits and outcomes of the program.
- To facilitate the identification of the weak link in the chain of impact, as outlined by Phillips, measurements should be made at each level. This will determine whether the learning is feeble or if the implementation of learning in the area needs to be improved [Bailey, 2005].

Control Groups: The results of a pilot group of participants in a program are contrasted with the results of a control group of participants who are not involved in the program. This is the most efficient method to assess the effects of training and development programs.

- **Trend Lines:** Trend lines are frequently employed to forecast anticipated business impact data for the future. The actual data after the program is compared to these projections to determine whether the training and development program has resulted in improvement.
- **Participant/Stakeholder Approximations:** Participants are requested to provide an estimate of the degree of improvement that is directly attributable to a training and development program. Given that the participants are personally engaged in the application of the new skills and knowledge to the workplace and have received the training, they are frequently in the best position to evaluate the program's relative impact. Estimates from the superintendent, subordinate, management, or expert may also be employed for this purpose[28].

Scope of ROI Evaluation

- Phillips (2003) documented the evolution of ROI implementation across a variety of sectors, including manufacturing, service, health care, nonprofit, public, and education, in the order specified. He discovered that the ROI methodology is being implemented and applied in a variety of organizations.
- Recruiting strategies, retention strategies, technology implementation, orientation systems, safety and health programs, wellness and fitness initiatives, productivity and efficiency, sales and profitability, customer service and satisfaction, and organizational climate, culture, and practices are all potential applications of ROI methodology in an organization, in addition to training and development programs [Phillips, 2003][29].

Recent Trends in ROI Evaluation

- In light of its optimistic results, reduced per-employee training cost, and just-in-time training feature, organizations are increasingly turning to e-learning as a training method for their employees as a result of technological advancements. This has required the adaptation and re-evaluation of conventional methods of evaluating training and learning in order to assess their suitability for the e-learning environment [Galloway, 2005]. He also concludes that the most optimal method of assessing technology-based learning is to employ a combination of the Kirkpatrick and ROI models. Galloway (2005) posits that e-learning provides training professionals with the ability to develop a business case for their efforts and outcomes, which is often challenging for them to quantify the return on investment (ROI) of training activities[30].
- Peak and Berge (2006) published a paper that aimed to explore the reasons behind the evolution of e-learning evaluation to incorporate ROI calculations. He asserts that the business executives' interest in promoting training activities to address this need and measure business results has been piqued by the high cost of e-learning and the added versatility of learning management systems to capture data.

- Another factor to consider in light of this trend is that the benefits of a program are now derived from the program even years after it is launched and conducted, which was not the case with traditional training.

ROI Measurement

- The primary cost categories to be considered when calculating the cost of a training and development program, as per Rohs, are the cost of programme design, training material supplied to participants, trainer's cost, facilities cost, travel costs, salaries of participants, administrative and overhead costs, and employee benefits.
- In order to convert data to monetary value, the organization must first convert output to contribution, calculate the cost of rework, damages, grievances, and legal costs, establish the value of employee time, measure sales cycle time, time saved due to the program, and calculate profit margins. Furthermore, this serves as a foundation for ROI analysis. Historical costs, estimates furnished by experts, participants, or managers may be implemented to determine these costs [Buelow, 2008].
- The absence of a formal guide or model to facilitate ROI measurement has been the subject of numerous inquiries. One potential explanation for this phenomenon is that each training and development program is unique, and it is impossible to establish a universal ROI measurement method that is applicable to all programs. Davis has suggested that the training staff be trained in Phillips methodology to gain a better understanding of the creation of ROI policies and procedures. This will address the issue of a lack of an industry model in this area. This has the potential to mitigate or eradicate the challenges associated with ROI measurement[31].

DISCUSSION

Training and development is a systematic procedure that alters work behavior and enhances competences (knowledge, skills, abilities), while also fostering employee motivation inside the organization. The author of [31] describes career planning as beneficial for both the person and the organization in the long run. Organizations that prioritize staff training and development align their strategic training programs with the overall organizational strategy. The study findings indicate that the majority (169) of the 207 examined organizations systematically evaluate training efficacy. Employee training is intricately linked to motivation and work behavior, which is why measuring training efficacy is prioritized. Training is a mechanism for acquiring necessary competences and facilitates the development of employee potential. The fundamental aspect of assessing employee training efficacy is to establish the intended learning objective or competency. These objectives are then assessed using assessment methodologies. The authors of [38] assert that written assessment remains one of the most prevalent ways for assessing the attainment of objectives established in an employee training plan. The assessment of employee replies immediately after training, as well as approaches reliant on subjective evaluations by immediate supervisors or coworkers, may be conducted in both written and spoken formats. In a research study, the author [32] underscores the challenge of assessing the efficacy of practical knowledge transmission, specifically emphasizing the time-intensive nature and substantial expenses associated with assessment methodologies. The author of [33] has shown that measurable approaches for assessing training success are often used, and organizations utilize these evaluation methods at various time intervals. The significance of assessing employee training efficacy is vital, since the training must align with the objectives and requirements of the organization, considering the overarching strategy of the whole entity. Organizational management is required to illustrate the influence of staff training and development on the overall performance of the organization, considering the associated training expenditures.

In several instances, assessing learning outcomes proves to be quite challenging [33]. The author of [23] addressed the professional assessment of employee training efficacy, highlighting that the fundamental aspect of training evaluation is the methodology used, which aligns with practical application. A systematic assessment of effectiveness serves as a versatile instrument for planning training and development, addressing changes from personnel, organizations, or society, and is particularly adept at data collection. to the necessary modifications in the training method, in order to attain the objectives as efficiently as feasible.

During the COVID-19 crisis, employee training and development will focus on workers' adaptation to new technology, as well as the competencies and experiences of managers and leaders in effectively overseeing their teams remotely.

Digitization and internet technology are now a present reality. The provision of hour-long interactive webinars customized to specific demands and internal tools is essential. The primary alteration is to employee safety,

transitioning from full-time to online education, enabling the delivery of shorter courses via webinars and e-learning. The subject of online onboarding is significant, since the manager may assist a new team member remotely by organizing an online Welcome Day for new workers. Residence

The office may be regarded as an efficient instrument for maintaining company continuity during a time of home quarantine [36]. Nevertheless, those working from home experience a disconnection from their coworkers and supervisors, resulting in diminished motivation and productivity, frequently leading to uncertainty over their tasks.

Assessing the ROI of a leadership program is challenging. Numerous programs are incapable of translating outcome metrics into monetary values. In this specific instance, one metric that might be used is staff turnover[37]. Determining a unit of measurement that can be translated into a monetary value will be a difficulty for those engaged in leadership training. Although commerce and industry provide instances that may facilitate the identification of outcome measures readily convertible to monetary value, other leadership programs occur in environments less amenable to attributing meaningful monetary values to outcomes. In this investigation, personnel records and travel data were either freely available or easily calculated[38-40].

RESEARCH DESIGN

Study population and sampling

This study conducted on (928) employees. A pilot sample of (30) units was used to study the tools of the study, to verify the validity and stability of these tools. The research sample consist from (278) unit using stratified random sample method as shown in table (1).

Table 1: Study Sample

S.NO	Job Title	Number
1	Management	143
2	Academic	135
	Total	278

(215) questionnaires were retrieved with a rate of recovery (81.7%), as the percentage is considered excellent and can be

relied upon strongly in disseminating the results of the study.

Research instrument

Since the nature of hypothesis and the variables involved are the ones that control the selection of the appropriate tool,

accordingly, the researchers have prepared a measure for that study commensurate with its objectives and requirements,

the elements of ROI evaluating for training tools and job performance. The process of designing and preparing the study scale has gone through several stages and steps:

1. Review the literature of ROI evaluating for training, and previous studies on the subject of the current study.
2. Collect and define scale paragraphs.
3. Formulation of the standard expressions according to the study sample.
4. Set the meter instructions.
5. Correct the meter.
6. Conduct a study of stability and honesty of the scale.

The first dimension (Independent variable) referring to ROI evaluating for training consist of (36) paragraphs. The instrument was created according to Kirkpatrick model. [44] The second dimension (dependent variable) of the instrument which measure job performance was developed by authors from (22) paragraphs. Also Trustees validity has been onducted by a group of experts in finance, training, management, and planning. Those statements were further revised and modified by the experts in a subsequent stage before drafting the final version of the questionnaire.

Validity and reliability assessment

The study adopted Cronbach's α and split half to measure the internal consistence reliability of the questionnaire. The results showed that Cronbach's α values for all dimensions were $> (0.5)$. It indicated that the design of the questionnaire had a high internal consistency as shown in table (2).

Table 2: Coefficients of Alpha Cronbach Field

	No. of paragraphs	Alpha-Cronbach stability
ROI evaluation for training	36	0.67
Job performance	22	0.85
Total	58	1.52

No. of paragraphs Alpha-Cronbach stability

The results showed that Cronbach's α values for all dimensions were $> (0.5)$. It indicated that the design of the questionnaire had a high internal consistency as shown in table (2).

Table 3: Split Half Method Field

	No. of paragraphs	Alpha-Cronbach stability
ROI evaluation for training	36	0.91
Job performance	22	0.93
Total	58	0.92

The results showed that split half values for all dimensions were $> (0.5)$. It indicated that the design of the questionnaire had a high internal consistency as shown in table (3).

Data analysis and discussion of results

Descriptive analysis for independent variable (ROI evaluation for training) to determine weighted average and rank for paragraphs are shown in table (4).

Table 4: Descriptive Analysis for ROI evaluation for Training

S.NO	Sub-Field	Mean	Dev.	Weight	Rank
1	Reaction	7.71	1.00	77.37	1
2	Degree of Learning	7.53	1.06	75.31	2
3	Application	7.45	1.14	74.28	4
4	Measurement	7.51	1.12	74.81	3
	Total	7.55	1.08	75.44	

According to previous table (4), the relevant importance can be shown as following:

1. It is clear that there is a high degree of agreement on the field, where the relative weight for ROI evaluating for training reached 75.44% and an average of (7.55) and a standard deviation of (1.08).
2. The first sub-field "reaction" ranked first with a relative weight reached 77.37% with an average of (7.71) and a standard deviation of (1.00).
3. The third sub-field "application" ranked last with a weight of 74.28% with an average of (7.45) and a standard deviation of (1.14).
4. The researchers explain this high level to the content of the training material appropriate to the nature of the employees' job.

Step wise regression used to test whether there is an impact for independent variable (ROI evaluation for training) on the dependent variable (job performance). The results are shown in Table (5) and (6).

Table 5: Anova Test Field Model DF F

Field		Model	DF	F
Job performance		Regression	2	85.87
R	R²	Resident	258	Sig
0.75	0.52	Total	260	0

Table 6: Step Wise Dependent Variable Model B T Sig

Dependent Variable	Model	B	T	Sig
Job performance	Constant	0.985	1.958	1.958
	Reaction	0.474	6.248	0.000
	Measurement	0.351	3.697	0.000
	Variables excluded			
	Degree of Learning	1.03	5.296	0.056
	Application	1.29	3.611	0.23

The results of Anova test in table (6) indicate that sig. is less than (0.05) for independent variable (ROI evaluation for training), which mean that there is significant statistically effect for independent variable (ROI evaluation for training) on job performance. Pearson coefficient and regression coefficient sign for independent variable was positive. This result means, whenever the value of independent variables increase, there will be increase in job performance.

Conclusion

The objective of this article is to identify the factors that influence the assessment of the efficacy of employee training and development. The findings indicate that the most effective methods for assessing the efficacy of training are to assess the responses of employees immediately following the training and to evaluate the achievement of the objectives outlined in the employee training plan. The results of the factor analysis indicate that the first factor, "Subjective Evaluation," is primarily associated with organizations that prefer methods based on a subjective evaluation by the evaluator (direct supervisors, colleagues) and methods based on a self-evaluation with respect to the number of training days of the employee. This is consistent with research .

ROI is a highly regarded metric due to its simplicity and adaptability. It is predicated on the principle that only investments with a positive return on investment should be implemented. The existence of an additional investment opportunity with a higher return on investment (ROI) should be used as a signal to indicate that a change is necessary in favor of this opportunity. Nevertheless, this performance measure has not yet been assigned the appropriate and well-deserved position in the field of training and development analysis conducted by the human resource department of an organization. This metric not only allows for the assessment of a specific training and development program investment, but also establishes a foundation for comparing the effectiveness of the organization's expenditures on a variety of training and development programs.

Training and Development contributes to the improvement of employees' dexterity. Training and employee performance are causally related. Training assists organizations in accomplishing their strategic objectives and provides them with a competitive advantage. In this context, organizations optimize their employees' efficiency by providing them with comprehensive training and development opportunities. Planners in IUG are required to establish accountability policies for employees with subpar job performance and establish standards that are

motivating, as indicated by the results of job performance appraisal processes that overlap. Researchers recommend the establishment of a novel system of material and moral incentives to motivate employees to work beyond the official working hours, thereby increasing their productivity. Periodic continuous training programs are necessary to ensure that the organization's current and new employees are equipped with the necessary knowledge and skills to acquire new knowledge and skills.

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