

A case study approach for evaluation of Employee Training effectiveness and Development program.

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Abstract

The study was conducted to evaluate the effectiveness of training program in quality department at multinational company. This case study approach explores the effectiveness of a training programme of an organisation by using Kirkpatrick model. The research method in the study was survey data collection method. The Data survey questionnaire based on Kirkpatrick model. Kirkpatrick model (1976) is used for evaluating effectiveness of continuous quality improvement training program. Survey within companies across many engineering industries, there is increasing in realization that human capital provides greatest force for economic competitiveness; indeed this realization is true for all the companies. This increased human capital will contribute towards improved organizational performance. The questionnaire includes indicators of attitude (Reaction), Learning, behavior and results this survey belongs 330 employees of Quality department itself. The questionnaire validity were determined through university professors and reliability value (Cronbach"s alpha) was found more than (Alpha=0.7).A paired sample t-test was conducted and it has been concluded that the employees find the training program more effective. The mean of hypotheses were significantly higher than the theoretical mean giving the effectiveness of the overall training program.

Keywords: training, effectiveness, evaluation

1. Introduction

1.1 Training

Training may be defined as the systematic gaining learning and adapting of skills, concepts, attitudes, etc that should result in improved performance of the trainee. Training is vital for some reasons. Selected employees for a particular job often need to get appropriate skills and knowledge about the work to be done. It always helps an employee to know about the organization process, work content, importance and awareness about the work assign. And their liking toward the job helps organisation to grow. As well as, when job changes, employee should adapt to new environment. Training is always necessary to search a new job or to be successful in your career in an organisation. And even for good employees, it will often be possible to find a place for improvement. So, training may be profitable not only to employees but also the organizations in which they work. Training results in mutual growth of employees and organisation.

Officially, most of the time trainer and training programs are evaluated. But, there is a drawback. The most commonly used evaluation consists of measuring employee reactions and feedback towards the training, often on the last day of the training. Mainer times employees are asked if they enjoyed the training, and if they have learned from it, if sufficient training material is provided. So, negative employee reactions may be seen as immediate necessary step for improving the training pattern. However, these reactions are certainly not sufficient to set up a solid bridge between the training, growth of knowledge, and better performance. To improve training, one needs to have more information about the training effectiveness and the Quality of training provided.

The other way round, Training can be stated as the methods which are imparted to the employee in fulfilling the organizational goals. Organizations involving in the evaluation of training effectiveness are responsible for what the employees learn as well as they need to see that the knowledge which the employee gained is being applicable in their work performance. Hence, Training and its regular evaluation would definitely help an organization to stand in the lime light in achieving the objectives, goals. It has been seen that, organizations invest large amounts for their employee training programs ex: Infosys and many other MNC"s.

1.2 What is evaluation?

Systematic way of valuation can provide the necessary information required for continuous improvement and growth. Although, today managers are no likely to be satisfied with knowing how many new employees had undergone training, how much they liked it, and what they learned through the training. But in more numbers of managers want to know if the fellows are implementing what they learned during the training, and –most importantly – what if any institutional results were improved. In any review of evaluation it is first essential to define the term itself, and also its stakeholders and its goals. Then an analysis can be made

of the various types of evaluation and also major models/ methodologies commonly applied to measure impact on performance.

Probably the usually stated definition is:

Evaluation is the systematic assessment of the worth or merit of some object or aim

1.3 Programme evaluation

Training evaluation is the systematic collection of descriptive as well as judgmental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities involved in training. This definition mentions not only descriptive but also summative information which are available and also equally present in any given training and development intervention. Training evaluation includes the systematic collection of necessary information according to a predetermined plan so as to ensure that the information shared is both appropriate and useful. Training evaluation is the means generally used to determine the worth or value of the training. It is a process of assessing the results or outcomes of training. It determines the significance of the training including to what extent and how well the training met and satisfied the individual as well as organisational needs. Training evaluation shows the benefits of training with reference to learning and job performance, and these benefits should be informed to both the top management and the stakeholders of their investments in terms of money, time and effort. At a glance, training evaluation focuses especially on learning outcomes, it gives a micro view of training results. Every training program must be evaluated because there is no any alternative method of ensuring that investments on training are worthwhile without doing evaluation. Evaluation is a tedious process to do well but it must be attempted in order to enhance the standard and also the effectiveness of the programs being offered. It must be conducted throughout the training program in order to achieve training goals. The experts of training evaluation believe that the evaluation is not just another element to the training program but must be incorporated within the training process so as to examine the effectiveness of the training program. There is no point of ignoring the training evaluation. Effective evaluation is not only well-planned but also a reliable way to understand the training goals are achieved or not. Hence, organizations must closely study the data collected from the training evaluation to upgrade the present training programs rather than obtain data just for the purposes of training evaluation, particularly for organizations, who have invested millions of USDs and will continue investing more in training programs. Assessing the effectiveness of training programme is the most important place it is done to observe how well the goals have been achieved and whether it is the best method for accomplishing the goals. This paper is basically based on evaluation of training programme as expected and experienced by the

employees of multinational engine manufacturing industry to check whether the training programme has been thriving in producing the result that was anticipated the employees are the main basis of getting the genuine opinion for the training effectiveness. Thus, the paper has given prominence to their views.

2. Literature Review

Training evaluation is often defined as the systematic process of collecting data to determine if training is effective (Goldstein & Ford, 2002; Noe, 2002). According to Brown G. Kenneth & Gerhardt W. Megan (2002), evaluation should include procedures that ensure alignment of a training activity with the organizations strategy. Being aware of the learning process and how it affects employee's behaviour is critical and of paramount importance as a lot of organizations spend significant amounts of money to train their employees. Weaknesses that can be seen in many executive management systems is due to the fact that Managers and supervisors are not considerate enough to train staff and eventually do not get appropriate feedbacks (Stewart et al, 2003). Earlier studies Brameley and Kitson (1994) pointed out that firms and institutions use different levels of analysis to evaluate training effectiveness. American Society for Training and Development (ASTD) in assessing the nationwide prevalence of the importance of measurement and evaluation to the Human Resources Department (HRD) executives by surveying a panel of 300 HRD executives from a variety of types of U.S. organizations. Survey results indicated the majority (81%) of HRD executives attached some level of importance to evaluate and over half (67%) used Kirkpatrick Model. Sinha (1974) has observed during his research analysis on attitudinal changes after the training programme that the training can show visible and effective results and depending on the nature of the training, participants could be helped to improve upon existing qualities and develop new skills. Those who received the training increased their sales by an average of 7 % during the ensuing six month period, while their counterparts in the control group showed a 3 % decrease in average sales. Krishna et al. (1983) observed following dysfunctional perceptions about the training programmes among the trainees: training programmes are paid holidays, nomination to training programme is a reward, to be nominated for the training programme one must be idle or influential etc. According to Bramley (1994), measuring the effectiveness of a training programme at the reaction level and or the levels of skills learned or knowledge gained are the most common approaches. Performing the duties properly cannot be achieved, unless they enjoy a set of capabilities which can be obtained by learning and training (Prakash, et al, 2010). Assessing the effectiveness of training means to determine to what extent the undertaken training has led to acquire the required practical skills. Organizations spend an immense amount of time and money on training in order to facilitate

employee's learning of job-related competencies (Casio, 2000; Noe 2006). As a result of the financial investment organizations make in training, it is important to provide evidence that training efforts are being fully realized (Casio, 2000; Dowling & Welch, 2005). According to Leach P. Mark & Liu H. Annie, 2003, to evaluate training investments critically, organizations need to know how reactions, knowledge acquisition, and behaviour change impact outcomes.

Similarly, organizations need to know the value of measuring training at multiple stages. The model is used to evaluate the effectiveness of training period, introducing four levels or four requirements as follows:

The Four Levels of Evaluation, referred to as the Kirkpatrick Evaluation Model, to define the four levels of training evaluation. The four levels of evaluation are:

- (1) Reactions to the training: the reaction of the employees and their thoughts about the training experience;
- (2) Learning measures: the employees resulting learning and increase in knowledge from the training experience;
- (3) Behavior measures : the employees behavioral change and improvement after applying the skills on the job; and
- (4) Results : Organization – the effects on the organization, from participant's job to performance changes

3. Research Questions

To achieve the objectives of the study, a main research question and four sub questions were formulated as follow:

3.1 Main Research question

How effective were the tour guides training programs in MNC?

3.2 Sub-questions

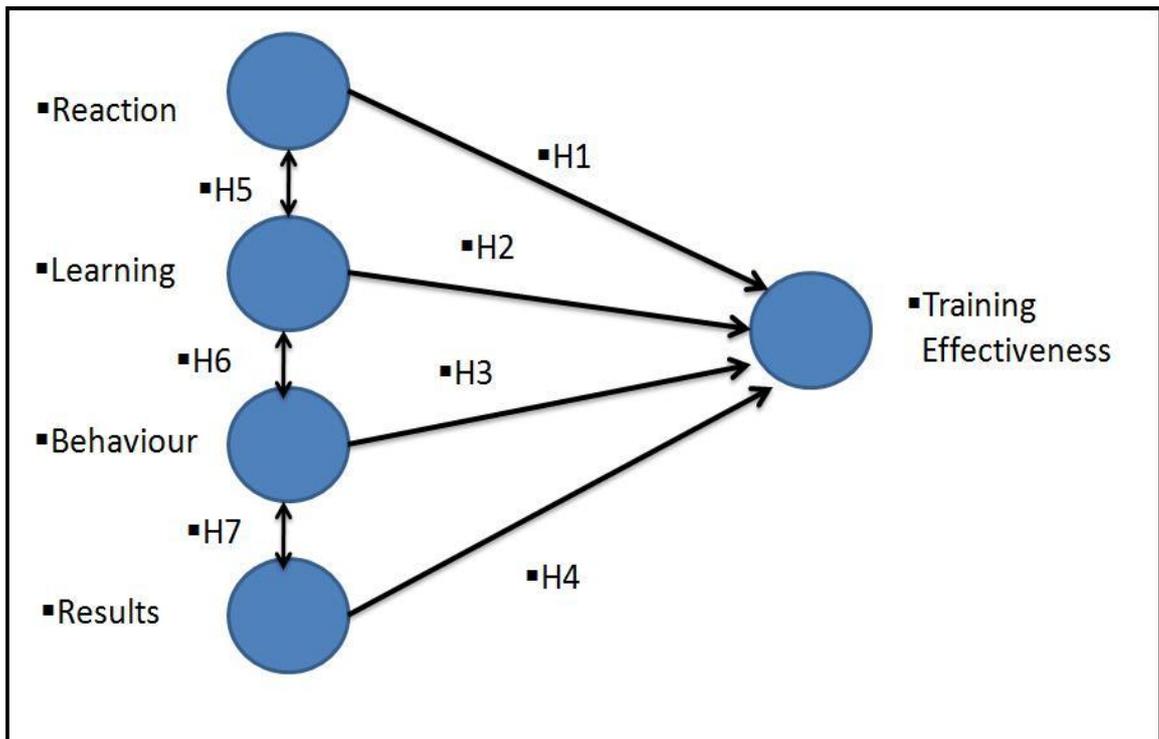
1. To what extend was the quality training course in CIL effective in terms of learner's attitude (reaction)?
2. To what extend was the quality training courses in CIL effective in terms of learners' learning (knowledge)?
3. To what extend was the quality training course in CIL In terms of changing learners' behavior?
4. To what extend was the quality training courses in CIL in changing learners' knowledge on the job and confidence at workplace?

4. Objectives

1. To measure the effectiveness of training by using Kirkpatrick's model with four levels of training evaluation.

- i) Reactions to the training.
- ii) Learning Measures.
- iii) Behavior Measure.
- iv) Results

5. Conceptual Model



6. Research Method

6.1 Introduction

This chapter focuses on methods used to collect and analyze data in this research. With a view of evaluating the effectiveness of continuous quality improvement training in multinational company, a Kirkpatrick four levels model of Training evaluation is used to measure the effectiveness of employees. This research used a standard questionnaire based on the four levels of Kirkpatrick model which are Reaction of employees, Learning of employees, Behaviour change in employee and Result of the training. These levels are the indicators of effectiveness of training. Primary Data is collected from the employees of the multinational company. Convenience sampling method has been used in this survey. For analyzing the data and significant tests the statistical package for social sciences (SPSS) was

used. For checking the data and correlation of latent variables that are Reaction, Learning, Behaviour, Result and Training effectiveness SmartPLS was used.

Measurement scale: The questionnaire consisted of a series of statements, where the employee respondents needed to provide answers in the form of agreement or disagreement to express their attitude towards the training programme. A Likert scale was used so that the respondent could select a numerical score ranging from 1 to 5 for each statement to indicate the degree of agreement or otherwise. Where 1, 2, 3, 4 and 5 denote „Strongly agree“, „agree“, „neither agree“ nor disagree (Neutral)“, „Disagree“, and „Strongly disagree“ respectively.

The present study aimed at evaluating the effectiveness of Continuous quality improvement training programs in the Multinational company context and its findings can be applied in the training evaluation criteria of the multinational company. It can hence be considered case study approach. On the other hand, since this study used to examine and describe the effectiveness of training courses, it can be classified into descriptive research category. The population of the study included learners in multinational company in Continuous quality training dealing with program during the year 2013. 330 trainees (N = 330) therefore formed the general population of the study. Data gathering instruments in this research were two sets of questionnaires: The first questionnaire consisted of questions evaluating four levels of reaction, learning and behaviour and results that were answered by learners. Questionnaires contained information on the purpose of the investigation and how to respond to the questions.

The constitutional components of the questionnaires were as follows:

S.N.	Components (evaluation levels)	Item numbers in the questionnaires
1	Reaction	1-6 (Level 1)
2	Learning	1-4 (Level 2)
3	Behaviour	1-6 (Level 3)
4	Result	1-6 (Level 4)

Content validity was applied to determine the validity of the questionnaires. Thus the initial questionnaires administered were judged by university professors and the modifications were made to present the final questionnaires to be implemented. In order to determine the reliability of the questionnaires, Cronbach's alpha coefficient was calculated for various items and that of total is displayed in the table below.

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items	%
.905	22	90.5 %

As can be seen in Table 3, Cronbach's alpha coefficient was calculated at $\alpha=0.90$ indicating an acceptable reliability coefficient.

7. Analysis of Data

Paired sample t- test

The population standard deviation was unknown. Thus, a paired sample t-test was appropriate for this purpose. Since the sample size was greater than 30, the t-statistic tended to follow a normal distribution, so that the critical region of the test is based on normal distribution.

7.1 Findings

In analyzing the data obtained from this research, in order to compare the experimental and theoretical means, a Paired Samples-T test was employed and the results displayed as follows:

Hypothesis 1:

H_0 : Change in reaction has no significant influence on training effectiveness. H_1 : Change in reaction has significant influence on training effectiveness.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 ReactionT	1.9152	330	.51015	.02808
TrainingEffectivenessTotal	1.7273	330	.49622	.02732

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 ReactionT & TrainingEffectivenessTotal	330	.621	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 ReactionT - TrainingEffectivenessTotal	.18788	.43843	.02413	.12535	.25041	7.785	329	.000

As it can be seen in table, this hypothesis has been approved at 99% confidence and $\alpha = 0.1$ level. The significant level is 1% i.e. 0.01. In hypothesis 1 result shows significant (2-tailed) level is 0.00 i.e. less than 0.01 ($0.00 < 0.01$). Hence reject null hypothesis and accept alternative hypothesis at 1% significance level. Hence Change in reaction has significant influence on training effectiveness.

Hypothesis 2

H₀: Change in learning has no significant influence on training effectiveness. H₁ :

Change in learning has significant influence on training effectiveness.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 LearningT	1.5051	330	.46579	.02564
TrainingEffectivenessTotal	1.7273	330	.49622	.02732

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 LearningT & TrainingEffectivenessTotal	330	.554	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 LearningT - TrainingEffectivenessTotal	-.22222	.45512	.02505	-.28713	-.15731	-8.870	329	.000

As it can be seen in table, this hypothesis has been approved at 99% confidence and $\alpha = 0.1$ level. The significant level is 1% i.e. 0.01. In hypothesis 2 result shows significant (2-tailed) level is 0.00 i.e. less than 0.01 ($0.00 < 0.01$). Hence reject null hypothesis and accept alternative hypothesis at 1% significance level. Hence Change in learning has significant influence on training effectiveness.

Hypothesis 3:

H₀ : Change in behaviour has no significant influence on training effectiveness. H₁ :

Change in behaviour has significant influence on training effectiveness.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 BehaviourT	1.4909	330	.35590	.01959
TrainingEffectivenessTotal	1.7273	330	.49622	.02732

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 BehaviourT & TrainingEffectivenessTotal	330	.565	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 BehaviourT - TrainingEffectivenessTotal	-.23636	.41618	.02291	-.29572	-.17701	-10.317	329	.000

As it can be seen in table , this hypothesis has been approved at 99% confidence and $\alpha = 0.1$ level. The significant level is 1% i.e. 0.01. In hypothesis 3 result interprets significant (2-tailed) level is 0.00 i.e. less than 0.01 ($0.00 < 0.01$). Hence reject null hypothesis and accept alternative hypothesis at 1% significance level. Hence Change in behaviour has significant influence on training effectiveness.

Hypothesis 4

H₀: Change in result has no significant influence on training effectiveness.

H₁: Change in result has significant influence on training effectiveness.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 ResultT	1.4091	330	.35609	.01960
TrainingEffectivenessTotal	1.7273	330	.49622	.02732

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 ResultT & TrainingEffectivenessTotal	330	.576	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 ResultT - TrainingEffectivenessTotal	-.3182	.41618	.02291	-.36412	-.2723	-13.891	329	.000

			Mean	Difference					
				Lower	Upper				
Pair ResultT	-	-	.41167	.02266	-0.37690	-0.25947	-14.040	329	.000
1 TrainingEffectivenessTotal	.31818								

As it can be seen in table , this hypothesis has been approved at 99% confidence and $\alpha = 0.1$ level. The significant level is 1% i.e. 0.01. In hypothesis 4 result interprets significant (2-tailed) level is 0.00 i.e. less than 0.01 ($0.00 < 0.01$). Hence reject null hypothesis and accept alternative hypothesis at 1% significance level. Hence Change in results has significant influence on training effectiveness.

Hypothesis 5

H₀ : Change in reaction has no significant influence on learning.

H₁ : Change in reaction has significant influence on learning.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ReactionT	1.9152	330	.51015	.02808
	LearningT	1.5051	330	.46579	.02564

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ReactionT & LearningT	330	.599	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
				Lower	Upper			
Pair ReactionT 1 LearningT	-.41010	.43894	.02416	.34750	.47270	16.972	329	.000

As it can be seen in table , this hypothesis has been approved at 99% confidence and $\alpha = 0.1$ level. The significant level is 1% i.e. 0.01. In hypothesis 5 result interprets significant (2-tailed) level is 0.00 i.e. less than 0.01 ($0.00 < 0.01$). Hence reject null hypothesis and accept alternative hypothesis at 1% significance level. Hence Change in reaction has significant influence on training learning.

Hypothesis 6:

H₀ : Change in learning has no significant influence on behaviour.

H₁ : Change in reaction has significant influence on behaviour.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 LearningT	1.5051	330	.46579	.02564
BehaviourT	1.4909	330	.35590	.01959

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 LearningT & BehaviourT	330	.468	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 LearningT BehaviourT	-.01414	.43419	.02390	-.04778	.07607	.592	329	.045

As it can be seen in table , this hypothesis has been approved at 95% confidence and $\alpha = 0.05$ level In hypothesis 6 result interprets significant (2-tailed) level is 0.045 i.e. less than 0.05 ($0.00 < 0.05$) Hence Change in learning has significant influence on training behaviour at 5% significance level. But fail to reject the null hypothesis at the 1% significance level.

Hypothesis 7

H₀ : Change in behaviour has no significant influence on training result.

H₁ : Change in behaviour has significant influence on training result.

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 BehaviourT	1.4909	330	.35590	.01959
ResultT	1.4091	330	.35609	.01960

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 BehaviourT & ResultT	330	.553	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	99% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 BehaviourT - ResultT	.08182	.33657	.01853	.03382	.12982	4.416	329	.000

As it can be seen in table , this hypothesis has been approved at 99% confidence and $\alpha = 0.1$ level. The significant level is 1% i.e. 0.01. In hypothesis 7 result interprets significant (2-tailed) level is 0.00 i.e. less than 0.01 ($0.00 < 0.01$). Hence reject null hypothesis and accept alternative hypothesis at 1% significance level. Hence Change in behaviour has significant influence on training results.

The main hypothesis of the study: Continuous quality improvement training courses have been effective in MNC. Out of 7 hypotheses retrieved from the main hypotheses of the study, all the acquired means of 7 hypotheses were significantly higher than the theoretical mean which revealed the general effectiveness of the continuous quality training programs in MNC. The difference in hypothesis number five, which indicated the significant difference between the different Kirkpatrick model levels. In other words, with 99% confidence one can say continuous quality training program can be as effective.

8. Discussions and Conclusion

- This paper examined empirically four levels of measuring training effectiveness with the help of a questionnaire using a sample of the employees who attended the training programme. The result of factor analysis specifies that the factors extracted in this paper fairly match with the theoretical factors given by Kirkpatrick's model of training. The names of the factors extracted from the factor analysis were reaction, learning, and Behaviour and outcome. It can be concluded that Kirkpatrick's model of training evaluation holds fairly well in this context.
- The outcome of paired sample T-test analysis designates that the four factors namely reaction, learning, learning, Behaviour and outcome derived in factor analysis are statically significant in explaining the training effectiveness. These four factors can influence the trainees' views (have the potential to generate positive or negative feedback) on the efficacy of the training programme.
- The first level focused on student's reactions to the training programme. The second level

focused on learning and skills gained from the training. The third level focused on the changes in the task behaviour of students after attending the training. The fourth level focused on the changes in the functioning of parts or the entire work which have resulted from changes in the task behaviour originating in training.

- The study also attempted to identify some of the variables that help in examining the achieved level of effectiveness. According to the findings of the first research question, the Paired samples t-test results illustrated that, continuous quality training courses for employees in multinational company had been successful in terms of creating positive attitudes and reaction in learners. The findings related to this section of the study indicated that, the expectations of the participants in these training classes, who were new in the system, had been met in an acceptable level.
- Second level in creating positive attitude among the learners and promote learners' satisfaction. In connection with the findings of the second research question, Paired samples *t test* results indicated that participants had satisfactory progress in their learning. They had acknowledged that the level of learning of the training program had increased.
- In connection with the findings of the third research question, paired sample t-test results displayed that, taking the above mentioned courses had led to learners' professional behaviour changing from the participants' point of view. The employees significantly had confirmed that, after accomplishing the continuous quality improvement training course and beginning their professional career in this regard, they would be capable to practical knowledge and apply their special knowledge of their perspective or conveying the knowledge to others.
- In connection with the findings of the fourth sub research question, the results of the paired sample-test analysis lead to the conclusion that after few months of training the practical knowledge on the job and confidence of the employees increased significantly. Also found there is reduction in quality issues and decrement in reworks per hundred.
- In Fifth, Sixth and seventh hypothesis results interprets, there was significant influence on next level i.e. reaction –learning, learning-behaviour and behaviour-result.

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