



**Employee perception on the status of training:  
A study on the Indian retail sector**

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## Preface

SDM Research Center for Management Studies (RCMS), since inception, has endeavored to promote research in the field of management education, in various ways. In this direction, in order to promote applied research, the Research Center has taken a unique initiative to encourage the faculty members to carry out various projects in the areas of management.

After completion of the projects, based on the peer review, reports are published with an ISBN number, by the Institute. The projects help the faculty members, and the students, who assist the faculty members for these projects, in various aspects, to gain practical knowledge, in the field of management.

The institute takes into account the time and resources required by the faculty members to carry out such projects, and, fully sponsors them to cover the various costs of the project work (for data collection, travel, etc).

From the academic viewpoint, these projects provide a unique opportunity to the faculty members and the students to get a first-hand experience, in investigating issues and concerns of targeted organizations or sectors, on a face to face basis, thereby, helping in knowledge creation and its transfer.

**Mousumi Sengupta**

Chairperson – SDM RCMS



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## Executive summary

In any organization, the differentiator for success is the quality of talent which is present in the organization. The main ingredient for this is investment in the growth of employees through an appropriate policy, relating to training and development. This can go a long way in augmenting the knowledge, skills, ability and attitude of the employees, thereby, giving the organization a strategic edge over its competitors in a given industry or sector in which they are present as a business entity. Training also helps employees to be motivated and provides a proper career path to them and this helps in retention of talent within organizations.

The present project makes an attempt to investigate the perception of employees, working in the Indian retail sector, about the status of training in their respective organizations. For the purpose of the study, the term 'status of training' has been used to investigate the effectiveness of training.

Based on the existing literature, the following eight factors are proposed to be responsible for training effectiveness: Linkage between organizational strategy and training; Training policy; Training need analysis; Planning and designing training; Delivery of training; Application of learning at work; Training evaluation; Post training recognition. A theoretical model was proposed based on the same eight factors. A questionnaire was prepared and administered on the entry-level and middle-level employees working in the Indian retail sector.

Based on the exploratory factor analysis of the data, collected at three different phases by administering the questionnaire, it was revealed that all the variables significantly explained the respective factors. Also, there is significant consistency levels in measuring the five factors, in measuring the construct. This proved the reliability of the questionnaire.

The analysis indicates that, the proposed model of training, is reliable, consistent, and good fit to measure training effectiveness. This also proves that, as supported by the existing literature, entry-level and middle-level employees, working in the Indian retail sector, considered all the eight factors, while perceiving the training effectiveness.

The analysis of regression paths and standardized regression weights also revealed that, to understand how the employees perceive the given training, an organization has to check how the employees perceive all the factors, proposed in the model. Therefore, an organization can use the above model and questionnaire to measure and investigate the perception among the employees about the training effectiveness.

Based on the analysis, one could note that, though all the eight factors were significant for training effectiveness, entry and middle level employees working in Indian retail sector, perceived aspects, such as, planning and designing training, training evaluation, and, training need analysis, as the most significant ones.

Data analysis further revealed that, under each factor, the observed aspects might be ranked. For example, TNA process was perceived to be of highest significance and training frequency was perceived to be of the least significance, under the factor 'Training need analysis'. Under 'Planning and designing training', planning for training was considered to be of the highest significance and Types of training to be of the least significance. Under 'Training evaluation', employees perceived the aspect of provision of giving feedback to modify training module, as the most crucial aspects. Post training supervisory appreciation was considered to be the most important aspect, under 'Post training recognition'.



## Section I : Introduction

In any organization, the differentiator for success is the quality of talent, which is present in the organization. To develop and retain talent, a concrete approach is needed. The main ingredient for this is investment in the growth of employees through an appropriate policy relating to training and development. This can go a long way in augmenting the knowledge, skills, ability and attitude of the employees, thereby, giving the organization a strategic edge over its competitors in a given industry or sector, in which they are present as a business entity. Training also helps employees to be motivated and provides a proper career path to them and this helps in retention of talent within organizations. Beach (1980) has, hence, opined that, training is generally viewed as the organized procedure by which employees obtain knowledge and increase their skills for a specific purpose.

Here, it is pertinent to mention that training is not the same as management development or executive development. Training refers to acquisition job-related skills (semi-skilled/ skilled) or operational, technical skills. It is also to be viewed as one that is normally imparted to individuals in the context of their present/ current jobs. In this context, the term remedial training is also appropriate, since this means that the training imparted to an employee is meant for improving his performance in the current job to achieve the desirable standards. Development on the other hand, is generally associated with employee growth and taking on futuristic roles and, hence, the content of such development programs includes, learning the principles and techniques of management, administration and organizational skills.

There are several steps in the process of management development which includes reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participant's quality of work life.

The ultimate objective of training is to evolve a planned and systematic approach geared towards altering or developing knowledge/skill, attitude through a structured learning experience, in order to achieve effective performance in the context of fulfilment of organization goals, group and individual goals.

In the light of the above, it is only natural to derive that, both management and employees need to comprehend the significance of effective training and development initiatives for enhanced organizational performance. The present project makes an attempt to investigate the perception of employees, working in Indian retail sector, about the status of training in their respective organizations. For the purpose of the study, the term 'status of training' has been used to investigate the effectiveness of training.

## Section II : Literature review

Training is an educational process involving the sharpening of skills, concepts, changing of attitude and enhancing knowledge to optimize the performance of the employees. Training helps individuals to look at their current levels of proficiencies and post training evaluate the improvements in their levels of performance due to the training interventions to which they are exposed.

Through training, people can gather new information, learn new methodologies and refresh their existing knowledge and skills. As a result of this, there may be improvements and adding up to the effectiveness at work in an employee who has received appropriate training. The idea behind imparting training is to create an impact that lasts well beyond the end time of the training period itself, and allows employee to get updated with the new-found knowledge, skills or ability.

In this context it is pertinent to understand the need to institute a training cycle which would systematically help organizations to develop a training calendar, based on real assessment of training needs of various employees (both remedial and developmental), transferable at a later stage in their own work situation, thereby, benefiting both the employee and the organization to help them in achieving their goals in an optimal level. Development of a structured training cycle involves the following actions to be taken by the organization, as a systematic approach to cater to its training needs:

- Step 1: Analyze Needs/Needs Assessment- Investigating/determining training problems by taking recourse to organization and job analysis
- Step 2: Design Training- based on the findings of needs assessment, determining purpose of the training and the target persons to be trained, identifying the content of the training program (KSA), and determining the delivery method for imparting the training

- Step 3: Develop Training- preparation of materials, student handouts, training/visual aids, tests and exercises to be used in the training program based on training outline or plan
- Step 4: Implement Training- delivery of training in terms of assigning trainers, conducting the training, verifying competency with test/exercises/etc.
- Step 5: Evaluation- a continuous process focusing on effectiveness/ results of training, and evaluating each phase (formative), and evaluating overall results (summative). Back at the workplace, the work needs to be monitored to measure post training effectiveness in terms of actual transfer of learning in actual work situations, by comparing pre and post-training effectiveness.

(<https://quizlet.com/2272926/5-phases-of-the-training-cycle-flash-cards/> / Accessed on 30.9.17)

### **Training in organization development**

From the stand point of organization development, training and can improve performance at individual, collegial and organizational levels through the process of organizational learning. With a view to increasing an individual's capacity to take action, organizations are now concentrating on organizational learning as tool for collective development across the various levels of organization. Organizational learning, refers to the institutionalization of efficient procedures to process, interpret and respond to both internal and external information of a predominantly explicit nature.

Smith and Araujo (1999) opined in this context that, the emergence of the concept of organizational learning is central on the hitherto idea that prior advocacies of learning are oriented towards achievement of commercial gains and, therefore, lack empirical information on learning processes. As such, organizational learning can be best utilized when employees are given adequate and appropriate training and / are developed through a structured and systematic identification of training needs. The learning which occurs at individual level needs to be translated into a system of organization-wide learning to get disseminated among other members of the organization. For this to happen a proper and structured learning dashboard needs to be created to give access to the accumulated knowledge existing

at individual levels to become accessible on a wider basis throughout the organization by various members desirous of knowledge gathering. Once this process happens organization learning becomes transferable and the organization evolves to become a learning organization.

Peter Senge has outlined 5 disciplines which are relevant to this process. They are:

1. Systems thinking: the integrative discipline that joins the other four disciplines into a well- knit body of theory and practice
2. Personal mastery: approaching work and life like an artist approaches a work of art
3. Mental models: deep-rooted assumptions or mental images influencing how one understands the world and how one takes action
4. Building shared vision: a genuine vision leading people to learn and excel not out of compulsion, but because they volunteer to do so
5. Team learning: team members engaged in true dialogue keeping aside their assumptions

([http://www.valuebasedmanagement.net/methods\\_senge\\_five\\_disciplines.html](http://www.valuebasedmanagement.net/methods_senge_five_disciplines.html), Accessed on 30.9.17)

Training and development are planned learning experiences focussed on teaching employees regarding how to perform current and future jobs in a more effective way. Sims (2002) opined in this context that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organization's overall goal. Closing the skills gap is now a major concern for human resource development in organizations to penetrate the market in a continuous basis. Skills gap affects the productivity and competitiveness, both in organizational and operational levels in a negative fashion. Therefore, organizations need to invest on training its workforce right from the point of on-boarding and at various point in their careers. However, this is a complex task given the fact that there are specific work activities requiring customization of skills, both in the areas of basic and social skills. In responding to the challenges of the skills gap and skills deficiency, HR professionals need to develop tailor-made programs that would address the skills gap (Sims, 2006).

Companies would need to address the problem in terms of developing a policy for enhancement of human capital as part of their life-long process of learning while in their jobs. The training programs need to focus on skills enhancement and development assignments at its core along with emphasis on empowerment and career development in their learning agenda. This focus on life-long learning philosophy becoming a part of the organizational policy forms the bedrock of training system, which guide organizations to make on-going investment on training for organizational members to help them build their competencies (Sims, 2006).

Organizations can accrue several benefits by investing on training and development of their employees (Sims, 1990; Gilley & Maycunich, 2000):

- Helping employees acquire skills and knowledge in better job performance and gaining promotion and career advancement
- Personal and professional development facilitating job change
- Training and development leads to improved profitability and/or more positive attitudes towards profit-orientation
- Helps in improving the morale of the workforce by helping employees to identify with organizational goals
- Benefits individual employees by making them better decision-makers and effective problem-solvers
- Fosters self-development and self-confidence in employees
- Helping employees to become better at handling stress, tension, frustration, and conflict, thereby, increasing job satisfaction
- Help in achieving personal goals and improve interactional skills

### Need for training

There are many reasons for which training becomes a necessity. The various factors, giving rise to the need for training are as follows:

1. Employment of inexperienced and new labor requiring detailed instructions through training for effective job

2. Employees learning to do their jobs in an effective way with minimum of supervision, at minimum cost, with least waste and spoilage, and producing quality goods and services.
3. Increasing use of fast changing techniques in production and other operations necessitating training in newer methods
4. Older employees requiring refresher training for up-gradation of skills and knowledge in line with latest techniques and technologies to be used
5. Training becoming a necessity because of a person moving from one job to another due to transfer, promotion or demotion.

A number of organizational characteristics influence the training function in organizations. They are:

- Employee and managerial roles
- Top management support for training
- The company's degree of integration of business unit
- In terms of the global presence of the company
- In terms of its business conditions
- Other human resource management practices like: staffing strategies and human resource planning, extent of unionization, extent of involvement in training and development by managers, employees and human resource staff.

### Common training practices in organizations

For retaining the best talents in the organizations training has become a strategic tool for people development and retention. Many companies today realize that continuous learning and development is perhaps the best for organizational success. Hence, for this purpose, professional trainers are consulted and hired for conducting training sessions on specific topics. These trainers are entrusted with the responsibility for developing training strategies, aimed at knowledge retention and enabling employees to become successful in their workplaces. In this context, certain best practices will have to be kept in mind by trainers which may be listed as follows (Thomas, M, 2012).

### **1. Training programs need to be driven by strategy**

Training programs must be designed in line with the organization's overall strategic goals. It should be a consultative process and in conjunction with the client's needs, ensuring that the designed and implemented programs aid in achieving business success by addressing an area of improvement. In other words, the objective would be to align the learning objectives and business objectives to make the training more relevant.

### **2. Setting criteria for defining success**

The success of training programs should be measured against a variety of criteria. Training programs should result in generating a return on investment, either in the long-term or the short-term. Professional trainers should clearly highlight the way a particular training initiative would help an organization in fully achieving its goals. Against a specified timeframe identified at the beginning, a re-evaluation of the programs should be conducted on a regular basis.

### **3. Training programs should be supported by key strategies, systems, structures, policies and practices**

When designing a training program, the trainers should ensure that learning is aligned with and directly supported by organizational structures, lines of authority, decision-making, values and other business practices. This helps in establishing boundaries and reinforcing the desired results.

### **4. Training should be driven through multiple channels**

The competent and experienced trainers almost always encourage organizations to explore and utilize a variety of platforms to reinforce learning outcomes, ensuring that employees get the right skills at the right time, in the desired right way and at the best costing. Trainers closely liaison with the companies to tap methods, such as, classroom lecture and role-plays, on-the-job application, e-learning, and use of other technology and support tools to match learning styles of every employee. Each of the approaches provides multiple benefits and should, therefore, form a part of the delivery mechanism for enhancing effectiveness of the training programs.

### **5. Learning by doing and instituting the principle of shared accountability**

The most effectively designed training program offer employees an opportunity to maximize their potential through self-directed training and development. By identifying their own needs, creating their individual learning plans and seeking learning opportunities, employees are propelled toward accepting self-responsibility for their learning process. They are also encouraged to apply the learned concepts at work to achieve success in their workplaces and contribute to the achievement of their goals and those of the organization. Most experiences trainers are aware of the fact that learning is built around action rather than theory, and the ultimate goal of any training program is to achieve success in actual work situations.

Training best practices can vary depending upon the specific situation, culture and maturity of each organization. The experienced trainers always base their training modules on the industry principles and philosophy of doing, reflecting and learning as a continuous process.

### **Training initiatives in India**

In the last few years, business organizations in India have taken major steps in augmenting their employees through training and development initiatives. This is due to the felt need among them keeping in view the rising competitiveness, particularly heralded by the incoming MNCs. Indian organizations have understood the need for imparting training to their employees in order to remain contemporary and have a workforce which can take on technological and other challenges in their respective sectors. Training is also largely viewed today as a tool for retention of talented employees, rather than as a cost to the organization. Not only have organizations increased their investment in training and development practices, but, they have also created the necessary infrastructure and policies and practices, beginning with the training need analysis to training evaluation and feedback. Investment in training is considered to be the foundation of competitive advantage for all organizations. Training systems have been have been instituted in the Indian industry to create a smarter workforce capable of yielding the best results for an organization, keeping in view the business outcomes to be achieved in every function like sales, marketing, human resource, relationship-building, logistics, production, and the like. (Dwevidi & Ladiwal, 2011).

## **Training options**

A company can look at several options today when it considers imparting training as an important task in their organizations. Whether to have in-house facilitates, or outsource the training activity or take a middle-path by combining both, depends on the skills level for training in-house for imparting training, infrastructure, know-how and space for conducting the programs. The options available are discussed below:

### ***Outsourcing***

Outsourcing helps organizations to concentrate on its core competencies and business. This function when outsourced has several advantages to be accrued by the organizations like, making use of latest availability of sufficient amount of know-how, and proficiency in the market, saving cost of setting up training centres, and money on content development, recruiting, and maintaining training team.

One approach is to have a tie-up with other institutions of repute or educational institutes and send employees for training. This way, company gets the twin advantages of availing the required expertise and access to high-quality training programs. The only issue in outsourcing training is that the quality of training has to be frequently tracked so as to ensure the trainer's performance and training effectiveness, and ensure that the training imparted is in sync and customized to the training needs of the organization which is outsourcing such training.

### ***Internal training***

Some organizations hire or recruit external trainers and invite them to the company site to make them use their skills and tools to train their employees. This is generally suitable for the new entrants who are imparted fundamental or job-related training in-house and then sent outside for higher level training.

### ***Product-related training***

The dealer who delivers the apparatus or installs the system offers the initial training. The user of the product may negotiate with the dealer for frequent upgradation of product-related know-how or expertise in lieu of one-time training. In such cases, the apparatus dealer may take the option of sending their trainers or recruiting outside trainers to help upgrade the needs of the clients.

## ***Computer-generated and computer-assisted training***

As technology advanced, so did the nature of training. Companies today have to consider computer-generated training such as simulation or virtual training techniques to provide hands-on and customized training to their workforce. These types of training help those companies especially, which are considering to make training more cost efficient and effective. This involves using computers and mini - programs in multimedia learning packages, extending the audio and video elements to make training more live and simulated for the participants of the training program.

### ***Computer based training***

Computer-based training (CBT) also known as e-learning, have become popular as a method for imparting training in many industries. E-learning entails that the delivery of training or education be imparted through electronic media. CBT extends significantly the involvement of the computer in training, and helps in self-paced learning and results in self-development among employees desirous of upgrading their knowledge, skills and ability and competencies in their own context of their work and organizational requirements. The programs nowadays customarily consist of a computer package, usually on CD-ROM, where the learning materials are transferred in the form of text, video or audio or in a combination, which the learner can use in their free time and flexibly learn with their privacy remaining intact.

### ***Web and internet-based training***

The biggest revolution in the world of training and development in recent times has been in use of the internet to help trainees (whether they are individuals or groups) access training programs on the web. The learning material could be in the made available as traditional text, e-mail material or electronic web pages. The learners respond to progress questions from the source, taking active part in subsequent electronic (by email or in an instantaneous chat room format) discussions whenever deemed necessary, before progressing to the advanced parts of the training programs. Such programs are modular in structure that allows the learner to go through a series of programmed learning steps towards advanced modules after having completed the former one.

### ***Simulations and virtual reality***

Simulations mimic real world job situations for trainees. A more sophisticated version is termed as virtual reality (VR). Computer simulation in the form of virtual reality often requires the trainees to wear specialized equipment and interact with objects in a virtual environment that will be a replica of the actual environment in which they would be required to handle the actual equipment. Though this experience of learning is very similar to the performance desired in actual job situation, it can be a costly proposition for the company using this technique for training. (Suhasini & Suganthalakshmi, 2015).

While classroom-based training continues to dominate as a major pedagogy for training and learning, in recent times, e-learning, web-based learning, mobile-based learning and on-the-job workplace learning are being simultaneously used to create a holistic learning experience for learners in the organizations. The main aim is to impart learning in flexible modes to the employees who can upgrade themselves in their own customized and flexible learning modes, with minimum dislocation of work and wastage of man-hours in the workplaces.

While the classroom-based training will still remain, its role will be shared with technology based learning, mobile learning and on the job workplace learning. The challenge for learning managers will be to coordinate various inputs from all these various forms of learning. For the past years, organisations have been subjected to considerable hype about technology based training. Predictions that web based learning would take 90% of corporate training have not simply panned out. Rather, classroom learning and technology based learning often coexist in the formulation known as blended learning (Suhasini & Suganthalakshmi, 2015).

### **Issues in training**

Following are some of the major issues in the context of imparting training.

1. Trainers need to comprehend the basic need of their end customers. It is the customization which makes training effective in the context of every organization's training and development requirements, rather than reducing it to a ritual conducted as a part of curriculum of the employees or geared towards bringing a change in the mood by breaking the monotony of the routine work.
2. Judging and vetting the trainers' competency and the ability to customize training needs based on organizational requirements based on past success, needs to be investigated before employing a trainer.
3. Training sessions should not be based on 'One-size-fits-all solution' philosophy. Rather, differential needs of the participants must be taken into account and a variety of pedagogies need to be employed for making the training program interesting, effective and a learning experience for the learners.
4. Transfer of training: Though training has become more prevalent, it is not always effective. Many organisations spending significant amounts of time and money on training, find only 10% of learning transfers to job performance. Transfer of training is most crucial aspect of measuring the effectiveness of training programme (Sultana et al., 2014).

### **Indian retail sector**

The Indian retail industry has emerged as one of the most dynamic and fast-paced industries, and this is due to the tremendous growth witnessed due to the entry of a large number of new players joining the sector recurrently. This sector accounts for over 10 per cent of the country's Gross Domestic Product (GDP) and around 8 per cent of the employment. India is the world's fifth-largest global destination in the retail space (IBEF, 2017).

As the retail sector is booming with unprecedented growth, India has emerged as one of the top retail destinations in the world. Although, modern trade is growing at 15 to 20% per annum, its organized retail penetration stands at just 8% (<https://www.pwc.in/industries/retail-and-consumer.html>, Accessed on 2.10.17) thereby showing the tremendous potential for growth in this sector in times to come. India's economic growth and its demographic profile make global retailers planning to make an inroad into the international retail market. The strong economic growth fueled by high disposable incomes, growing middle-class influence, increasing individual wealth and the country's large young population is making this sector boom like never before. The untapped rural sector and the lesser developed Tier II and Tier III cities provides additional and ample opportunities for the growth in this sector. The liberalization of FDI in single-brand retail and the expected opening-up of FDI in multi-brand retail have created a lot of interest



among multinational retailers (<https://www.pwc.in/industries/retail-and-consumer.html>, Accessed on 2.10.17) who are looking at exploitation such a situation, favorably .

### Evolution of Indian retail sector

The following periods may be considered as important landmarks for the evolution and growth of retail sector in India:

- Pre-1990s: Manufacturers opened their own outlets
- 1990-2005: Pure-play retailers realized the potential of the market and most of them were in apparel business
- 2005-2010: Substantial investment by large Indian corporates with entry in food and general merchandise category; Pan India expansion to top 100 cities and re-positioning by existing players
- 2010 onwards: Cumulative FDI inflow from April 2000 to March 2017 reaching US\$ 988.56 million
- Retail 2020: Retrospect, Reinvent, Rewrite; movement to smaller cities and rural areas; large scale entry of international brands; rise in private label brands; E-commerce has emerged at one of the major segment, allowance of FDI in single brand up to 100 per cent and in multi-brand upto 51 per cent as part of present government policy on this sector (<https://www.ibef.org/download/Retail-January-2017.pdf>, Accessed on 2.10.17)

### Retail formats in India

Exclusive Branded Retail Shops: Exclusive showrooms owned or franchised out by a manufacturer

Multi-branded Retail Outlets: emphasis on particular product categories and possess most of the available brands

Convergence Retail Outlets: Displays a majority of the convergence as well as consumer/electronic products

E-retailers: Online shopping facility is available for buying and selling of products and services

(<https://www.ibef.org/industry/retail-india.aspx>, Accessed on 2.10.17)

### The retail segments in India

It consists of the following: Departmental stores, hypermarkets, supermarkets, specialty stores and cash and carry stores.

### Market size

India's retail market is expected to grow at a Compound Annual Growth Rate (CAGR) of 10 per cent to US\$ 1.6 trillion by 2026 from US\$ 641 billion in 2016. While it is predicted that the overall retail market would be expected to grow at 12 per cent per annum, modern trade is expected to expand twice as fast at 20 per cent per annum and traditional trade at 10 per cent, respectively.

India's Business to Business (B2B) e-commerce market is estimated to reach US\$ 700 billion by the year 2020, according to Confederation of Indian Industry (CII) and Deloitte Touche Tohmatsu India LLP. Online retail is estimated to be at par with the physical stores in the coming five years.

India's total potential of Business to Consumer (B2C) is estimated to be US\$ 26 billion, out of which \$3 billion is expected to be achieved in the next three years from 16 product categories, as per a study conducted by Federation of Indian Chambers of Commerce and Industry (FICCI) and Indian Institute of Foreign Trade (IIFT), respectively.

India is estimated to become the world's fastest growing e-commerce market, propelled by healthy investments in the sector and quick increase in the number of internet users in the country. A large number of agencies indicate that they have high expectations about the growth of Indian e-commerce markets. Indian e-commerce sales are estimated to reach US\$ 120 billion by 2020 from its humble beginnings with a figure of US\$ 30 billion in FY2016.

By 2025 , it is envisaged that India's e-commerce market would reach US\$ 220 billion in terms of gross merchandise value (GMV) with a 530 million shoppers, propelled by faster telecom and internet networks, rapid adoption of online services, 24-hour accessibility and convenience of secured transactions and improved varieties of brands offering the convenience of shopping from the comfort of homes. Online retailers continue to woo customers with promotional prices in the market, offering a major boost to e-retailing in consumer durable sector. Options like cash-on-delivery and manufacturers' warranty are added benefits in this direction. For example, it has been found that 'Cash-on-delivery' is the most preferred payment option with more than 30 per cent of buyers opting for this option in India. India's direct selling industry is expected to reach

a size of Rs 23,654 crore (US\$ 3.54 billion) by FY2019-20, according to a joint report by India Direct Selling Association (IDSA) and PHD.

(<https://www.ibef.org/industry/retail-india.aspx>, accessed on 2.10.17)

### Investment scenario

The Indian retail trading has received Foreign Direct Investment (FDI) equity inflows totaling US\$ 935.74 million during April 2000–December 2016, as per the Department of Industrial Policies and Promotion (DIPP).

With the increasing demands and need for consumer goods in a variety of sectors including, consumer electronics and home appliances, a large number of companies have invested in the Indian retail sector:

1. IKEA, the Netherlands-based furniture company, has purchased 14 acres of land in the city of Bengaluru for establishing its third retail outlet in the country.
2. Walmart, global retail giant, has plans to open 50 new cash-and-carry stores in India over a period of next three to four years and have half of these stores in Uttar Pradesh and Uttarakhand with a promise of creating over 40,000 jobs in the two states.
3. Global e-commerce giant, Amazon is planning to enter the Indian food retailing sector through an investment of US\$ 515 million in the coming five years as per information obtained from reliable sources from Government of India.
4. US apparel retail major Gap Inc, has gone for a tie-up with Arvind Group's fashion portal NNNow.com to sell its products online, which will increase this retailer's its presence and penetration of markets, beyond metros and tier-I cities.
5. Future Consumer Ltd has formed a joint venture (JV) with UK's largest wholesaler, Booker Group, with an investment of Rs 50 crore (US\$ 7.5 million), with a view to establish 60-70 cash-and-carry stores in India over the next 3-4 years.
6. Switzerland's luxury retail brand Bally, plans to re-enter the Indian market through a joint venture with Reliance Brands Ltd, by opening its first store in New Delhi in March 2017, and

consequently aims at expanding by opening four stores in Delhi, Mumbai, Kolkata and Chennai in a timeframe of next 3 to 4 years.

7. Hennes & Mauritz (H&M), the Sweden-based clothing retailer, is having advanced-level discussions with Mumbai-based Prakhhyat Infraprojects Pvt Ltd to lease around 275,000 square feet of space at Bhiwandi, Maharashtra, to establish its first warehousing hub in India.
8. Future Group has partnered with UK clothing and hardware retailer Laura Ashley to produce and sell merchandise as well as provide wholesale distribution in India.

(<https://www.ibef.org/industry/retail-india.aspx>, Accessed on 2.10.17)

Investments in India's retail market by private equity firms and wealth funds have reached \$200 million, according to a report on the first half of 2017 by CBRE South Asia Pvt. Ltd, a real estate consulting firm. There were 70 new entries or expansions by global and domestic brands across Mumbai, Delhi-NCR and Bengaluru during the first six months in 2017 in its India retail market report published by the same firm on August 17, 2017. Seven new global brands have entered India during this period, which included apparel names like Kate Spade and Scotch & Soda.

The implementation of the goods and service tax (GST) has impacted the retail segment, CBRE opined. While most of the essential items are exempt from tax, fast-moving consumer goods (FMCG) are in the 5% tax bracket, restaurants are in the 18% slab and some items—ranging from luxury cars to movie tickets priced over a certain amount—are in the higher 28% bracket, respectively.

(<http://www.livemint.com/Industry/fCaR15fxTWwHYrjppZsTzL/India-retail-market-investment-touches-200-million-CBRE-re.html>, Accessed on 2.10.17)

### Government initiatives

The Government of India is playing a pivotal role in making the Indian retail industry the most attractive sector for investment for the non-resident Indians (NRIs) and person of Indian origin (PIOs). Some of the major steps taken by the Government are as follows:

The Government of India has allowed 51 per cent foreign direct investment (FDI) in multi-brand retail and 100 per cent FDI in single-brand retail. DIPP is likely

to consider relaxing the sourcing norms for global retailers to set up establishments in India, with the case of IKEA highlighting the company seeking relaxation of mandatory conditions. The Union Ministry of Finance has been instrumental in providing relief to the Rs 18,000 crore (US\$ 3.25 billion) software industry by replacing a multi-level structure of tax deducted at source (TDS) on distributors with a single TDS. The same would be deducted by the first distributor - that is the one who directly purchases packaged software from a developer.

(<https://sites.google.com/site/investmentsectors/major-government-initiatives-and-investments-in-retail-industry-of-india>, Accessed on 22.9.17)

### Training in retail sector

Retail Council of Canada (RCC), in association with WCG International Consultants Ltd., conducted a member survey for the retail sector to identify the training and development benchmarks. More than 50 retail-training professionals participated in this survey representing retailers of all sizes throughout Canada. As a whole, the results of the survey indicate that employee training and development is a key tool that can be used by retailers (anywhere in the world) to improve their staff and store effectiveness and to improve employee engagement. The highlights of the survey are given below:

1. There is a considerable shortage of skilled candidates to meet retailer's recruitment needs
2. Attitude and soft skills are the main attributes sought after for retail jobs in the recruitment and selection process of candidates
3. The focus of training currently delivered is on operational aspects with accentuation on policy, procedures and management development
4. Post-Secondary education is seen as an optional rather than compulsory requirement for retail positions. Respondent's also supported the need for continuing education initiatives for employees.
5. E-Learning and Classrooms are the predominant methods of training for retailers
6. The greatest challenges in employee retention seem to be the following: attitude, work ethic, interpersonal skills, lack of experience, lack of training and communication skills.

With regard to retail training the following are the findings of the survey:

- a) Percentage of employees receiving training: Temporary / Casual Employees 71.8%, Part-Time Employees 87.2%, Full-Time Employees 89.7%, Management Employees 100.0%
- b) Subjects in which employees are trained: Food Safety 23.1%, Administrative Skills 33%, Leadership Development 71.8%, Loss Prevention 76.9%, Point of Sale 79.5%, Product Knowledge 82.1%, Sales Skills 82.1% Managerial Skills 87.2%, Health and Safety 89.7%, Customer Service Skills 94.9%
- c) Top three most important essential skills for workers to succeed in your workplace:  
Working with Others 31%, Oral Communications 29%, Thinking Skills 23%
- d) 71.1% opined that they used internal trainers for training purposes
- e) Retailers with internal training primarily use learning & development specialists, supported by HR and store operation teams.
- f) 59% respondents said that their organizations are willing to invest in their staff in order to promote retail career advancement
- g) 74.4% respondents said that their organizations offer educational assistance programs to help pay for external courses / training programs
- h) Almost 60% of survey respondents opined that they use either a LMS or CMS for their training programs. Of the 60%, 82% have external vendors who help them in tracking the programs. This shows that the majority of respondent either do not have capacity to effectively manage online training programs and there is still scope for growth of LMS and CMS in retail
- i) Only 15.8% opined that they use gamification as a training tool
- j) Only 12.8% said that they use mobile learning as a training tool
- k) Of the 89.2%, 43% of respondents state they track their training in a Human Resource Information

System, 48% use a Learning Management System and 9% manually track their employees learning

- l) Less than 80% of respondents surveyed opined that they do not track lost work hours due to employees attending training. Employers can immensely be benefited from capturing such information in terms of identifying optimal scheduling of employees to avoid peak traffic periods, ensuring timely completion of training.

The study finally concludes by making some suggestions which can help the cause of training people in retail sector. The suggestions are as under:

- Developing a Leadership Development Program
- Exploration of more creativity for non-traditional learning and development methods and pedagogical tools. Through the usage of e-based and mobile learning platforms, employers can be provided with more flexible learning options.
- A greater understanding of the costs and benefits associated with such with training must be adopted by tracking, measuring and analyzing to gauge the impact on the bottom line.

([https://www.retailcouncil.org/sites/default/files/documents/Retail\\_Training\\_Survey3.pdf](https://www.retailcouncil.org/sites/default/files/documents/Retail_Training_Survey3.pdf) accessed on 2.10.17)

### **Training programs in the retail sector in India**

Training programs in the retail sector in India include sales training, on- the-job training, customer

relationship management, seminars, workshops, online courses, group study, computer-based training and self-directed learning. Developing skills through subsequent training provides significant benefits to both the employees and the retail brand, as well. To match the requirement of skilled manpower in the retail sector, retail brands currently are providing skill development training to aspiring individuals. Domestic as well as international brands are proactively looking at creating a healthy workforce of well-trained manpower with new skills to cater to the fast-growing customer demands.

The industry stalwarts and experts in this sector have highlighted the need for augmenting the skill-sets of employees, since in their opinion untrained or poorly trained employees cost significantly more in comparison to well-trained employees with regard to organizational effectiveness and return on investment in manpower. Training affects employee retention and as such must be viewed as an investment rather than as a cost and in the long run can produce high returns for the company. It also helps in protecting the brand value of the company and keeping the core values of a company intact. Additionally, through training employees remain motivated and organizations can give a message of being known as having employee-friendly culture, thereby ensuring employee satisfaction, attraction, development and retention.

(<http://www.indiaretailing.com/2015/07/31/retail/how-skill-training-assures-brand-growth/>, Accessed on 2.10.17)

### Section III : Objectives of the study

Based on the discussions in the earlier chapters, the present study makes an attempt to investigate the employee perception about training effectiveness, in the Indian retail sector. Based on the existing literature, the following factors are proposed to be responsible for training effectiveness.

The present study has the objectives, keeping in mind the work level of the employees and the exposure they might have towards training:

- To investigate whether the set of variables together are expected to measure the latent factors.

- To investigate whether proposed model is close to the actual model i.e. the hypothesized model is a good fit, and supported by the collected sample.
- To investigate whether the employees consider all the proposed factors, to perceive the training effectiveness.
- To investigate whether operational issues, such as, planning and designing training was considered to be of top priority by the employees, followed by training evaluation, training need analysis, in perceiving the training effectiveness.

factors	Variables / aspects
Linkage between organizational strategy and training	<ul style="list-style-type: none"> <li>• Business goals comprehension</li> <li>• Training and business-strategy linkage</li> </ul>
Training policy	<ul style="list-style-type: none"> <li>• Training policy awareness</li> <li>• Training policy satisfaction</li> <li>• Conditions to training nominations;</li> <li>• Nomination process or training</li> </ul>
Training need analysis	<ul style="list-style-type: none"> <li>• Performance goal-setting;</li> <li>• TNA process</li> <li>• Supervisor's role in TNA</li> <li>• Employees' role in TNA</li> </ul>
Planning and designing training	<ul style="list-style-type: none"> <li>• Planning for training</li> <li>• Employees' role in deciding training methods</li> <li>• Process for scheduling training</li> <li>• HR / training department's role in imparting training</li> </ul>
Delivery of training	<ul style="list-style-type: none"> <li>• Types of training</li> <li>• Training frequency</li> <li>• On-the-job training facility</li> <li>• External training provision</li> <li>• Usage of relevant equipment/scenario</li> <li>• 'Educational assistance for external training / courses</li> <li>• Availability of supporting job aids</li> </ul>
Application of learning at work	<ul style="list-style-type: none"> <li>• Opportunities to implement learning</li> <li>• Colleagues' support for learning implementation</li> <li>• Supervisory support for learning implementation</li> <li>• Coaching received</li> </ul>
Training evaluation	<ul style="list-style-type: none"> <li>• System of training evaluation</li> <li>• Post-training performance monitoring</li> <li>• Post training evaluation</li> <li>• Feedback to modify training module</li> <li>• Post training performance feedback</li> </ul>
Post training recognition	<ul style="list-style-type: none"> <li>• Post training supervisory appreciation</li> <li>• Post training performance reward</li> <li>• Linkage career progression with post training performance</li> <li>• Post training supervisory feedback</li> </ul>

Based on the above objectives, following hypotheses have been framed:

Hypothesis 1a: There is a significant association between the variables in explaining the respective factors.

Hypothesis 2a: The proposed model is close to the actual model i.e. the hypothesized model is a good fit, and supported by the collected sample.

Hypothesis 3a: To investigate training effectiveness, all the factors (proposed in the model) need to be considered.

Hypothesis 4a: Planning and designing training was considered to be of highest significance, by the employees, for perceiving training effectiveness.

## Section IV : Methodology and analysis of data

In this section, we present the methodology used to achieve the objectives of the study.

### Population

The population for the study were the employees working in Indian Retail sector organizations. The data was collected during period from February 2017 to December 2017.

### Sampling design

For the current study, non-probability sampling technique was used. The entry-level and middle-level employees, belonging to the Indian retail sector, were requested to participate in the survey, and based on their acceptance, the responses were collected. Data was collected from the many cities across the country, such as, Delhi, Gurgaon, Mumbai, Pune, Ahmedabad, Nagpur, Indore, Chennai, Hyderabad, Mysore, Bangalore, Kolkata, and Patna. Data collection methods include administration of questionnaire, personal and telephonic interviews.

### Questionnaire and scaling of the variables

In order to achieve the objectives of the study, a questionnaire was designed and the responses were collected. The variables (questions) considered in the questionnaire are measured using a 5point Likert Scale, where 5 indicates strongly agree, 4 indicates agree, 3 indicates neutral, 2 indicates disagree, and, 1 indicates strongly disagree. Note that, the numbers mentioned here are the weights assigned, based on the preferences given by the respondents.

### Pilot study

A pilot study was conducted to test for the reliability and also to check whether the respondents will be comfortable in answering the questions. Note, that this was done in two rounds. The first round was conducted with a sample size of 143 and the second round with a sample size of 44. The results of the same are presented under data analysis section.

### Testing the reliability of the questionnaire

In many studies related to understanding the perception of the individuals, it is a regular practice to build a questionnaire containing the variables on which responses are collected. Sometimes, a set of variables together are expected to measure a latent construct and in such cases it is important to have internal consistency among the variables in measuring the construct. The responses taken on the variables are used to measure the internal consistency and this is termed as reliability of the questionnaire. To achieve this, it is a regular practice to use Cronbach alpha proposed by Cronbach (1970) to measure the degree of reliability of the questionnaire considered in the current study. The following is the given cut-off points for Cronbach alpha. One can note that a value of alpha close to one is considered to be excellent and a value less than 0.50 is not desirable.

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Wikipedia-retrieved on 25.10.2017

In the current study, we have used Cronbach Alpha to check for the consistency of the questionnaire in measuring the employees' perception about the status of training.

### Sample size determination

Based on the results of the pilot study, the final sample size was estimated using the following formula.

$$n = \frac{Z_{\alpha}^2}{B^2} \sigma^2$$

Where  $n$  is the sample size,  $\alpha$  is the level of significance  $\sigma$  is the standard deviation and  $B$  is the degree of precision (Difference between the actual and the estimated).

### Description of the sample

Before getting into addressing the objectives of the study, one has to describe the sample. For example, number of male and female, age-wise distribution etc. That is, describing the sample based on the demographics and other factors, if any.

### Exploratory and Confirmatory Factor Analysis

The model is built in two stages. In the first stage, we have used Exploratory Factor Analysis (EFA) to find the latent factors, which are the resultants of observed variable-grouping. Formation of factors is based on the concept of correlation. That is, observed variables that have high correlations with a factor will be listed under that factor and the process is iteratively used till all the factors are identified. Note that, the set of variables together are expected to measure the latent factors and also the factors are expected to contain the essence of the set of variables. Finally, EFA gives a variable-factor structure which can be used for model building. The method is exploratory in nature because, the researcher does not know the variable-factor structure and the analysis gives the structure. To test the model built, Confirmatory Factor Analysis (CFA) is used. While EFA gives the factors to build the model, CFA helps to test the model built.

Note that, EFA is used in the two rounds of the pilot study and also in the final study. This is to ensure that the variables proposed to measure the factors satisfy the required cut-offs of the EFA and also have the necessary consistency levels. Based on the results, the final questionnaire will be designed.

### Data analysis and model building

In this section we present the results of the data analysis and also the model built.

### Results of the pilot study

We first present the results of the first round of pilot study, followed by the second round of the pilot study.

### Results of first round of the pilot study

A theoretical model has been proposed to measure the employee perception on the status of training in the retail sector. The proposed model consisted of

total eight factors. Each factor was proposed to consist of a number of variables. A questionnaire was proposed to measure each of the factors.

The questionnaire was administered on 500 employees, working in the retail sector. Total 143 responses were received, which were used for the purpose of pilot analysis.

Out of the 143 respondents, 49 were female employees, while 94 were the male employees. 5 were from central, 10 from eastern, 9 from northern, 109 from southern, and the rest 7 from western part of the country. 28 respondents were in the age group of 18 to 22 years, 50 respondents in the age group of 23 to 27 years, 30 respondents were in the age group of 28 to 32 years, 18 were in the age group of 33 to 37 years and 15 respondents were in the age group of 38 years and above.

13 respondents had less than 1 year of work experience, 42 had 1 to 3 years of work experience, 37 had work experience between 3 to 6 years, 21 respondents had 6 to 8 years of experience, and, 28 respondents had more than 8 years of experience. For 32 respondents, the tenure in the present company was less than 1 year, 56 respondents had experience of 1 to 3 years in the present company, 40 respondents had 3 to 6 years of experience, 12 had 6 to 8 years of experience and 1 respondent had more than 8 years of experience in the present company.

6 respondents were at the entry level, 29 were at the junior level, 57 were at the middle level, while the rest 49 were at the senior level. 59 respondents were engaged in non-managerial work, whereas, the rest 82 were engaged in managerial work.

The data has been analysed with Exploratory Data Analysis (Table no 1 to 8).

Analysis of the data revealed that the sample supported the association between the variables in explaining the respective factors (value of KMO is .5 or more, in all the eight factors). Further, Bartlett test value (in all the eight factors) was less than .05. This proved the significance of the correlation matrix. Also, in case of all the eight factors, communalities value is more than .5. Therefore, the percentage of variance in each of the variables, meets the required levels. In all the factors, the value of total variance explained is more than 60% and value of component loading is more than .5, for all the factors. For all the eight factors, Cronbach Alpha is more than .7, which proves that correlation is high for all the variables for the

respective factors. In the light of the above, the questionnaire has been retained, and used for the final data collection. In the light of the above, it can

be concluded that, the sample is leading to the significant consistency levels, in measuring the eight factors, using the proposed model.

**Table 1: Training-Organizational Strategy Linkage**

	Construct	KMO	Bartlett test	Communalities	Total variance explained	Component loading	Reliability-Cronbach alpha
10	I understand my organization's business goals and objectives	0.500	0.0001	0.862	86.161	0.928	0.839
11	I am satisfied with the linkage between the training policy and the company's business strategy			0.862		0.928	

Source: From data analysis

**Table 2: Training Policy**

	Construct	KMO	Bartlett test	Communalities	Total variance explained	Component loading	Reliability-Cronbach alpha
12	I am aware about my company's training policy	0.714	0.0001	0.620	66.303	0.787	0.829
13	I am satisfied with my company's training policy			0.782		0.885	
14	I am satisfied with the conditions imposed by my company in nominating employees for a training	0.751	0.867				
15	I am satisfied with the process of identification of employees to be nominated for a training	0.498	0.706				

Source: From data analysis

**Table 3: Training need analysis**

	Construct	KMO	Bartlett test	Communalities	Total variance explained	Component loading	Reliability-Cronbach alpha
16	I am satisfied with the process of setting performance goals	0.821	0.0001	0.685	71.062	0.828	0.860
17	I am satisfied with the process of training need analysis followed in my company			0.743		0.862	
18	I am satisfied with my supervisor's contribution in the training need analysis			0.781		0.884	
19	I am satisfied with the opportunities provided with me to express my views during the training need analysis			0.634		0.796	

Source: From data analysis



**Table 4: Planning and designing the training**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>20</b>	I am satisfied with the way training is planned in my company.	<b>0.798</b>	<b>0.0001</b>	<b>0.634</b>	<b>66.651</b>	<b>0.796</b>	<b>0.832</b>
<b>21</b>	I am satisfied with the opportunities I have been provided to contribute in deciding the methodology of training			<b>0.673</b>		<b>0.821</b>	
<b>22</b>	I am satisfied with the process followed in my company to schedule training activities			<b>0.643</b>		<b>0.802</b>	
<b>23</b>	I am satisfied with the roles played by the HR / Training Department for imparting training.			<b>0.716</b>		<b>0.846</b>	

Source: From data analysis

**Table 5: Delivery of training**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>		<b>Reliability-Cronbach alpha</b>
<b>24</b>	I am satisfied with the types of training I have been provided by my company	<b>0.816</b>	<b>0.0001</b>	<b>0.733</b>	<b>69.537</b>	<b>0.171</b>	<b>0.839</b>	<b>0.846</b>
<b>25</b>	I am satisfied with the frequency in which I receive training.			<b>0.713</b>		<b>0.223</b>	<b>0.815</b>	
<b>26</b>	I am satisfied with the on-the-job training facility at work			<b>0.607</b>		<b>0.216</b>	<b>0.749</b>	
<b>27</b>	I am satisfied with the external training facilities provided to me			<b>0.722</b>		<b>0.784</b>	<b>0.327</b>	
<b>28</b>	I am satisfied with the relevance of the equipment/ scenario used in training for my job			<b>0.731</b>		<b>0.845</b>	<b>0.130</b>	
<b>29</b>	I am satisfied with the educational assistance my company provides to help pay for external courses / training programs			<b>0.720</b>		<b>0.787</b>	<b>0.318</b>	
<b>30</b>	I am satisfied with the job aids (resources or technology) that are available on the job to support what I have learned in training			<b>0.641</b>		<b>0.790</b>	<b>0.131</b>	

Source: From data analysis

**Table 6: Application of learning at work**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>31</b>	I am satisfied with the opportunities I get to implement my learning at workplace.	<b>0.801</b>	<b>0.0001</b>	<b>0.729</b>	<b>67.457</b>	<b>0.854</b>	<b>0.836</b>
<b>32</b>	I am satisfied with the colleagues' support while implementing my learning at work.			<b>0.743</b>		<b>0.862</b>	
<b>33</b>	I am satisfied with my supervisor's support while implementing my learning at work			<b>0.631</b>		<b>0.795</b>	
<b>34</b>	I am satisfied with the coaching I receive at work			<b>0.596</b>		<b>0.772</b>	

**Table 7: Training Evaluation**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>35</b>	I am satisfied with the system of training evaluation in my company	<b>0.799</b>	<b>0.0001</b>	<b>0.698</b>	<b>71.786</b>	<b>0.835</b>	<b>0.869</b>
<b>36</b>	I am satisfied with the performance monitoring system after attending a training			<b>Excluded from the group</b>			
<b>37</b>	I am satisfied with the opportunities provided to me in evaluating the effectiveness of training at work			<b>0.707</b>		<b>0.841</b>	
<b>38</b>	I am satisfied with the system of modification of training modules, based on my feedback			<b>0.790</b>		<b>0.889</b>	
<b>39</b>	I am satisfied with the system of providing supervisor's feedback about my performance after attending a training.			<b>0.677</b>		<b>0.823</b>	

**Table 8 : Post-training recognition**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>40</b>	I am satisfied with the post-training feedback I get from my supervisor	<b>0.809</b>	<b>0.0001</b>	<b>0.675</b>	<b>72.063</b>	<b>0.821</b>	<b>0.870</b>
<b>41</b>	I am satisfied with the appreciation I receive from my supervisor for improved performance, after attending a training			<b>0.647</b>		<b>0.804</b>	
<b>42</b>	I am satisfied with the linkage of career progression policy at work, based on the post-training performance improvement			<b>0.733</b>		<b>0.856</b>	
<b>43</b>	I am satisfied with the reward I get, as a result of post-training performance improvement.			<b>0.828</b>		<b>0.910</b>	

**Retest analysis**

The questionnaire was administered on 100 employees, working in the retail sector. Total 44 responses were received, which were used for the purpose of retest analysis.

Out of the 44 respondents, 15 were female employees, while 29 were the male employees.

4 respondents were in the age group of 18 to 22 years, 28 respondents in the age group of 23 to 27 years, 7 respondents were in the age group of 28 to 32 years, 4 were in the age group of 33 to 37 years and only 1 respondent was in the age group of 38 years and above. 7 respondents had less than 1 year of work experience, 20 had 1 to 3 years of work experience, 8 had work experience between 3 to 6 years, 4 respondents had 6 to 8 years of experience, and, 5 respondents had more than 8 years of experience. For 10 respondents, the tenure in the present company was less than 1 year, 21 respondents had experience of 1 to 3 years in the present company, 10 respondents had 3 to 6 years of experience, 2 had 6 to 8 years of experience and 1 respondent had more

than 8 years of experience in the present company. 10 respondents were at the entry level, 9 were at the junior level, 15 were at the middle level, while the rest 10 were at the senior level. 22 respondents were engaged in non-managerial work, whereas, the rest 22 were engaged in managerial work.

The data has been analyzed with Exploratory Data Analysis (Table no 9 to 16). Analysis of the data revealed that the sample supported the association between the variables in explaining the respective factors (value of KMO is .5 or more, in all the eight factors). Further, Bartlett test value (in all the eight factors) was less than .05. This proved the significance of the correlation matrix. Also, in case of all the eight factors, communalities value is more than .5. The refore, the percentage of variance in each of the variables, meets the required levels. In all the factors, the value of total variance explained is more than 60% and value of component loading is more than .5, for all the factors. For all the eight factors, Cronbach Alpha is more than .7, which proves that correlation is high for all the variables for the respective factors.

**Table 9: Training-Organizational Strategy Linkage**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>10</b>	I understand my organization's business goals and objectives	<b>0.500</b>	<b>0.0001</b>	<b>0.858</b>		<b>0.926</b>	<b>0.828</b>
<b>11</b>	I am satisfied with the linkage between the training policy and the company's business strategy			<b>0.858</b>	<b>85.764</b>	<b>0.926</b>	

**Table no 10: Training Policy**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>12</b>	I am aware about my company's training policy	<b>0.733</b>	<b>0.0001</b>	<b>0.796</b>		<b>0.892</b>	<b>0.936</b>
<b>13</b>	I am satisfied with my company's training policy			<b>0.893</b>	<b>83.933</b>	<b>0.945</b>	
<b>14</b>	I am satisfied with the conditions imposed by my company in nominating employees for a training			<b>0.801</b>		<b>0.895</b>	
<b>15</b>	I am satisfied with the process of identification of employees to be nominated for a training			<b>0.867</b>		<b>0.931</b>	

Source: From data analysis

**Table 11 : Training need analysis**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>16</b>	I am satisfied with the process of setting performance goals	<b>0.782</b>	<b>0.0001</b>	<b>0.748</b>	<b>80.833</b>	<b>0.865</b>	<b>0.920</b>
<b>17</b>	I am satisfied with the process of training need analysis followed in my company			<b>0.934</b>		<b>0.966</b>	
<b>18</b>	I am satisfied with my supervisor's contribution in the training need analysis			<b>0.883</b>		<b>0.940</b>	
<b>19</b>	I am satisfied with the opportunities provided with me to express my views during the training need analysis			<b>0.671</b>		<b>0.819</b>	

Source: From data analysis

**Table 12: Planning and designing the training**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>20</b>	I am satisfied with the way training is planned in my company.	<b>0.809</b>	<b>0.0001</b>	<b>0.779</b>		<b>0.883</b>	<b>0.918</b>
<b>21</b>	I am satisfied with the opportunities I have been provided to contribute in deciding the methodology of training			<b>0.795</b>		<b>0.891</b>	
<b>22</b>	I am satisfied with the process followed in my company to schedule training activities			<b>0.851</b>	<b>80.412</b>	<b>0.923</b>	
<b>23</b>	I am satisfied with the roles played by the HR / Training Department for imparting training.			<b>0.792</b>		<b>0.890</b>	

Source: From data analysis

**Table 13: Delivery of training**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>24</b>	I am satisfied with the types of training I have been provided by my company	<b>0.742</b>	<b>0.0001</b>	<b>0.507</b>		<b>0.712</b>	<b>0.875</b>
<b>25</b>	I am satisfied with the frequency in which I receive training.			<b>0.639</b>	<b>68.106</b>	<b>0.799</b>	
<b>26</b>	I am satisfied with the on-the-job training facility at work			<b>Excluded due to low communality</b>			
<b>27</b>	I am satisfied with the external training facilities provided to me			<b>0.766</b>		<b>0.875</b>	
<b>28</b>	I am satisfied with the relevance of the equipment/ scenario used in training for my job			<b>0.828</b>		<b>0.910</b>	
<b>29</b>	I am satisfied with the educational assistance my company provides to help pay for external courses / training programs			<b>0.666</b>		<b>0.816</b>	
<b>30</b>	I am satisfied with the job aids (resources or technology) that are available on the job to support what I have learned in training			<b>0.681</b>		<b>0.825</b>	

Source: From data analysis

**Table 14: Application of learning at work**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>31</b>	I am satisfied with the opportunities I get to implement my learning at workplace.	<b>0.753</b>	<b>0.0001</b>	<b>0.683</b>	<b>65.808</b>	<b>0.827</b>	<b>0.826</b>
<b>32</b>	I am satisfied with the colleagues' support while implementing my learning at work.			<b>0.585</b>		<b>0.765</b>	
<b>33</b>	I am satisfied with my supervisor's support while implementing my learning at work			<b>0.627</b>		<b>0.792</b>	
<b>34</b>	I am satisfied with the coaching I receive at work			<b>0.737</b>		<b>0.858</b>	

**Table 15: Training Evaluation**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>35</b>	I am satisfied with the system of training evaluation in my company	<b>0.771</b>	<b>0.0001</b>	<b>0.712</b>	<b>73.699</b>	<b>0.844</b>	<b>0.910</b>
<b>36</b>	I am satisfied with the performance monitoring system after attending a training			<b>0.770</b>		<b>0.878</b>	
<b>37</b>	I am satisfied with the opportunities provided to me in evaluating the effectiveness of training at work			<b>0.752</b>		<b>0.867</b>	
<b>38</b>	I am satisfied with the system of modification of training modules, based on my feedback			<b>0.824</b>		<b>0.907</b>	
<b>39</b>	I am satisfied with the system of providing supervisor's feedback about my performance after attending a training.			<b>0.627</b>		<b>0.792</b>	

**Table 16: Post-training recognition**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>40</b>	I am satisfied with the post-training feedback I get from my supervisor	<b>0.821</b>	<b>0.0001</b>	<b>0.777</b>	<b>78.231</b>	<b>0.882</b>	<b>0.904</b>
<b>41</b>	I am satisfied with the appreciation I receive from my supervisor for improved performance, after attending a training			<b>0.814</b>		<b>0.902</b>	
<b>42</b>	I am satisfied with the linkage of career progression policy at work, based on the post-training performance improvement			<b>0.801</b>		<b>0.895</b>	
<b>43</b>	I am satisfied with the reward I get, as a result of post-training performance improvement.			<b>0.737</b>		<b>0.858</b>	

Based on the above analysis, it can be concluded that, the sample is leading to the significant consistency levels, in measuring the eight factors, using the proposed model. Therefore, the original questionnaire was retained, and used for the final data collection.

**Sample size determination**

Based on the pilot and retest results, we have

estimated the final sample. The final sample was 245 with a degree of precision  $B=0.145$  and a sample standard deviation of 1.1596. The value of B was fixed by the researcher based on the experience and available resources. The sample size 245 was the minimum sample size required to conclude the results at the confidence level of 95% and this level is fixed throughout the study (Table no 19).

**Table 19 : Sample size determination**

	<b>Mean</b>	<b>Std</b>	<b>Var</b>	<b>Z-Critical value</b>	<b>B</b>	<b>Sample size</b>
Q10	4.077844	0.850187874	0.722819	1.96	0.145	132.070539
Q11	3.874251	0.792887363	0.62867	1.96	0.145	114.868019
Q12	4.041916	0.816643833	0.666907	1.96	0.145	121.854483
Q13	3.946108	0.886698799	0.786235	1.96	0.145	143.657524
Q14	3.850299	0.915915123	0.838901	1.96	0.145	153.28039
Q15	3.844311	0.85711795	0.734651	1.96	0.145	134.232389
Q16	3.826347	0.969300058	0.939543	1.96	0.145	171.669292
Q17	3.814371	0.895926219	0.802684	1.96	0.145	146.663022
Q18	3.766467	0.918000104	0.842724	1.96	0.145	153.979037
Q19	3.772455	0.998050188	0.996104	1.96	0.145	182.003986
Q20	3.844311	0.93767238	0.879229	1.96	0.145	160.649133
Q21	3.634731	1.060570893	1.124811	1.96	0.145	205.520689
Q22	3.796407	0.966542229	0.934204	1.96	0.145	170.693823
Q23	3.760479	0.976899329	0.954332	1.96	0.145	174.371603
Q24	4.036145	0.800693383	0.64111	1.96	0.145	117.140916

Q25	3.820359	0.989738856	0.979583	1.96	0.145	178.985306
Q26	3.790419	1.09121539	1.190751	1.96	0.145	217.569044
Q27	3.676647	1.037080361	1.075536	1.96	0.145	196.517377
Q28	3.796407	0.941281632	0.886011	1.96	0.145	161.888242
Q29	3.443114	1.159584421	1.344636	1.96	0.145	245.686267
Q30	3.808383	1.005611555	1.011255	1.96	0.145	184.772208
Q31	3.909639	0.933045123	0.870573	1.96	0.145	159.067492
Q32	3.850299	0.889217488	0.790708	1.96	0.145	144.474809
Q33	3.868263	0.997290898	0.994589	1.96	0.145	181.727164
Q34	3.88024	0.917056549	0.840993	1.96	0.145	153.662669
Q35	3.784431	1.036210429	1.073732	1.96	0.145	196.187827
Q36	3.754491	1.066844609	1.138157	1.96	0.145	207.95936
Q37	3.766467	0.993630969	0.987303	1.96	0.145	180.395781
Q38	3.566265	1.140895672	1.301643	1.96	0.145	237.830749
Q39	3.790419	0.986855389	0.973884	1.96	0.145	177.943928
Q40	3.88024	0.883601578	0.780752	1.96	0.145	142.655692
Q41	3.832335	0.840630104	0.706659	1.96	0.145	129.11777
Q42	3.790419	0.917253203	0.841353	1.96	0.145	153.728579
Q43	3.838323	0.900584584	0.811053	1.96	0.145	148.192135
					Maximum	245.686267

Source: From researcher's data analysis

### Final data collection

In order to complete the final survey, the questionnaire was administered to 350 respondents and 245 have responded.

### Testing the reliability of the sample

The following table gives the final consistency check of the survey conducted on 245 employees (Table 20).

From the table below, one can note that the levels of Cronbach alpha are high and we conclude that the final questionnaire has the needed reliability levels. Note that, the questionnaire used is not changed and we combine the data points collected in the first, second pilot studies and final study. Total put together, the final sample size happens to be 432. This is more than the estimated and hence sufficient to conduct the analysis.

**Table 20: Consistency check**

Sl. No	Factor	Number of items	Cronbach alpha value
1	Training-organizational strategy linkage	2	0.930
2	Training Policy	4	0.876
3	Training need analysis	4	0.896
4	Planning and Designing the training	4	0.820
5	Delivery of training	7	0.900
6	Application of learning work	4	0.859
7	Training evaluation	5	0.881
8	Post-training recognition	4	0.910

Source: From researcher's data analysis



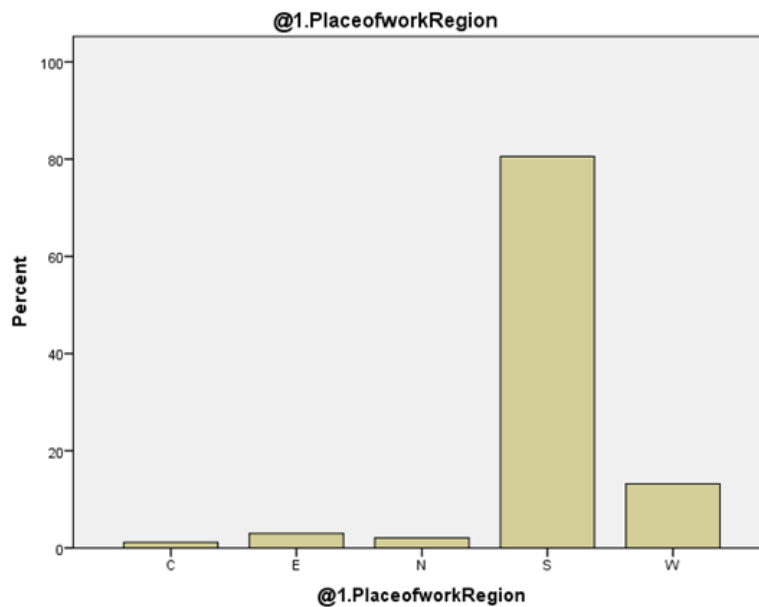
**Description of the sample**

In this section, we present the description of the sample (Table no 21 to 27 and Figure no 1 to 7).

**Table 21: Place of work / Region**

@1.PlaceofworkRegion					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	C	5	1.2	1.2	1.2
	E	13	3.0	3.0	4.2
	N	9	2.1	2.1	6.3
	S	348	80.6	80.6	86.8
	W	57	13.2	13.2	100.0
	Total	432	100.0	100.0	

C = Central, E = Eastern, N = Northern, S = Southern, W = Western

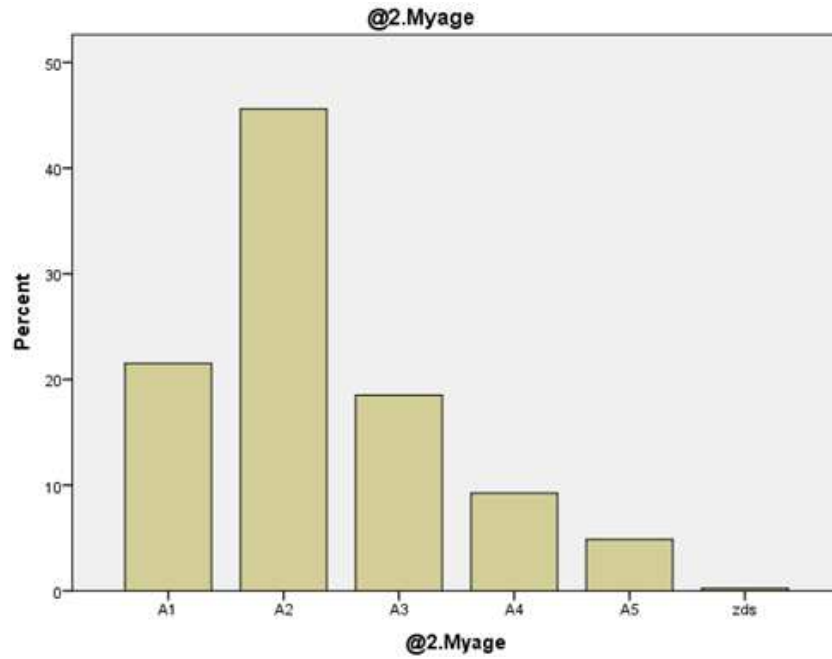


**Figure 1: Place of work / Region**

**Table 22: Age**

@2.Myage					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A1	93	21.5	21.5	21.5
	A2	197	45.6	45.6	67.1
	A3	80	18.5	18.5	85.6
	A4	40	9.3	9.3	94.9
	A5	21	4.9	4.9	99.8
	zds	1	.2	.2	100.0
	Total	432	100.0	100.0	

A1 = 18-22 Yrs, A2 = 23-27 Yrs, A3 28-32 Yrs, A4 = 33 - 37 Yrs, A5 = 38 Yrs and above, zds = Missing value

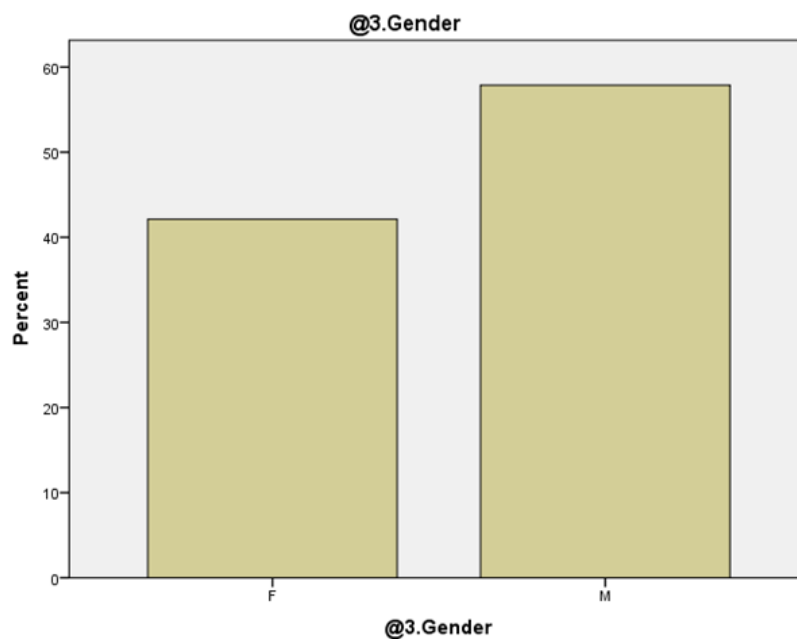


**Figure 2 : Age**

**Table 23: Gender**

@3.Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	182	42.1	42.1	42.1
	M	250	57.9	57.9	100.0
	Total	432	100.0	100.0	

F = Female, M = Male

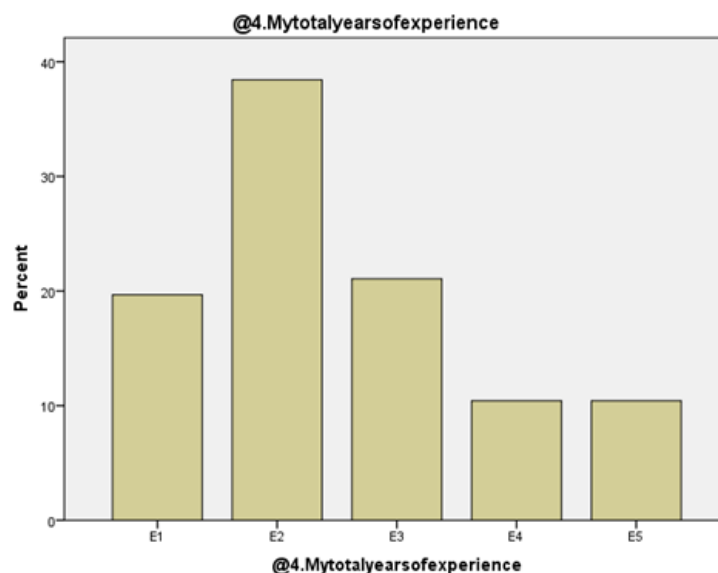


**Figure 3: Gender**

**Table 24: Total years of experience**

@4.Mytotalyearsofexperience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	E1	85	19.7	19.7	19.7
	E2	166	38.4	38.4	58.1
	E3	91	21.1	21.1	79.2
	E4	45	10.4	10.4	89.6
	E5	45	10.4	10.4	100.0
	Total	432	100.0	100.0	

E1 = Less than 1 Yr, E2 = 1-3 Yrs, E3 = 3-6 Yrs, E4 = 6-8 Yrs, E5 = More than 8 Yrs

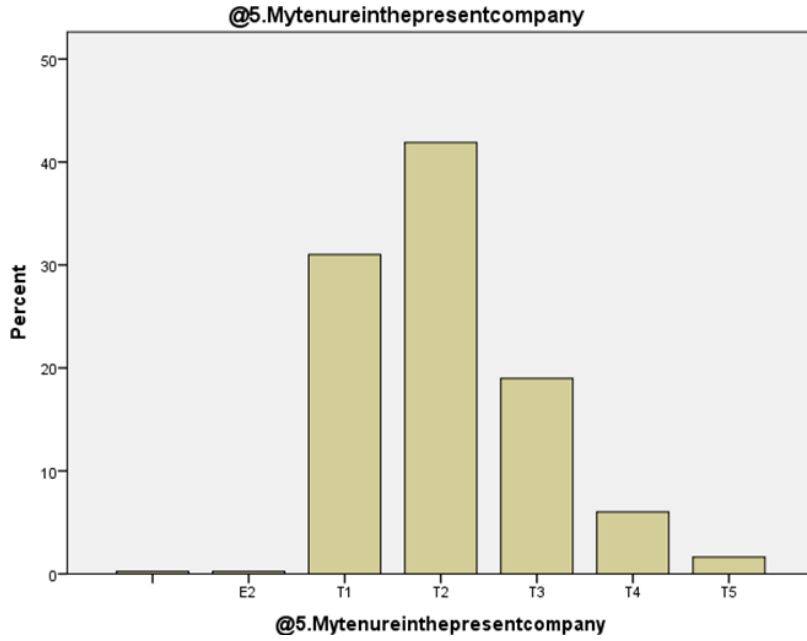


**Figure 4: Total years of experience**

**Table 25: Tenure in the present company**

@5.Mytenureinthepresentcompany					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	.2	.2	.2
	E2	1	.2	.2	.5
	T1	134	31.0	31.0	31.5
	T2	181	41.9	41.9	73.4
	T3	82	19.0	19.0	92.4
	T4	26	6.0	6.0	98.4
	T5	7	1.6	1.6	100.0
	Total	432	100.0	100.0	

T1 = Less than 1 Yr, T2 = 1-3 Yrs, T3 = 3-6 Yrs, T4 = 6-8 Yrs, T5 = More than 8 Yrs, E2 = Missing value

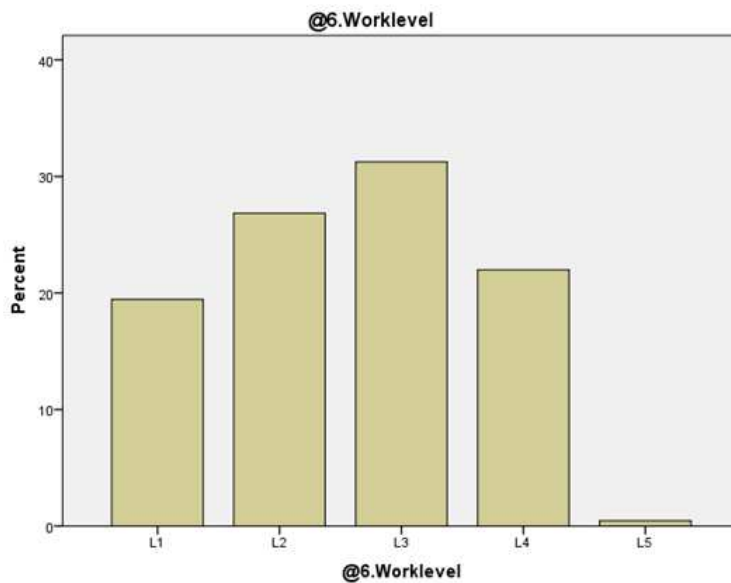


**Figure 5: Tenure in the present company**

**Table 26: Work level**

@6.Worklevel					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	L1	84	19.4	19.4	19.4
	L2	116	26.9	26.9	46.3
	L3	135	31.3	31.3	77.5
	L4	95	22.0	22.0	99.5
	L5	2	.5	.5	100.0
	Total	432	100.0	100.0	

L1 = Entry, L2 = Junior, L3 = Middle, L4 = Senior, L5 = Very Senior

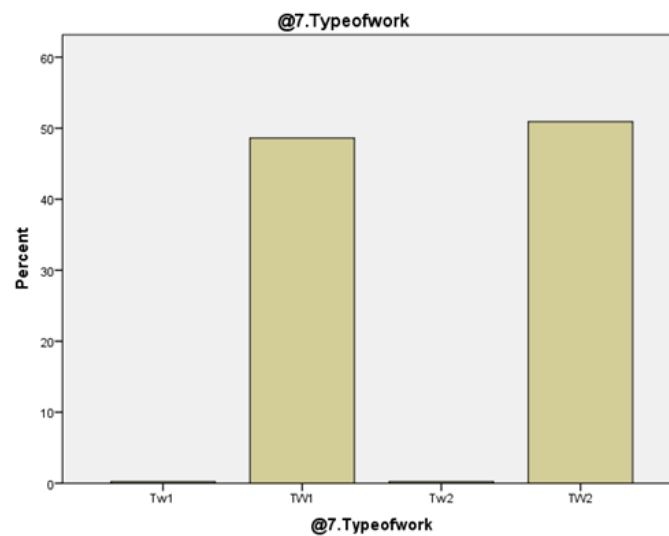


**Figure 6: Work level**

**Table 27: Type of work**

@7.Typeofwork					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tw1	1	.2	.2	.2
	TW1	210	48.6	48.6	48.8
	Tw2	1	.2	.2	49.1
	TW2	220	50.9	50.9	100.0
	Total	432	100.0	100.0	

TW1 = Non managerial, Tw1 = Missing value, TW2 = Managerial, Tw2 = Missing value



**Figure 7: Type of work**

**Exploratory Factor Analysis**

The following tables (table no 28 to 35) gives the results of the EFA of the combined sample (n = 432). Analysis of the data revealed that the sample supported the association between the variables in explaining the respective factors (value of KMO is .5 or more, in all the five factors). Further, Bartlett test value (in all the five factors) was less than .05. This proved the significance of the correlation matrix. Also, in case of all the five factors, communalities value is more than .5. Therefore, the percentage of variance in each of the variables, meets the required levels. In

all the factors, the value of total variance explained is more than 60% and value of component loading is more than .5, for all the factors. For all the five factors, Cronbach Alpha is more than .8, which proves that correlation is high for all the variables for the respective factors. In the light of the above, the questionnaire has been retained, and used for the final data collection. In the light of the above, it can be concluded that, the sample is leading to the significant consistency levels, in measuring the five factors, using the proposed model (figure no 8). This proves Hypothesis 1a.

**Table 28 : Training - organizational strategy linkage**

	Construct	KMO	Bartlett test	Communalities	Total variance explained	Component loading	Reliability Cronbach alpha
10	I understand my organization’s business goals and objectives	0.500	0.0001	0.900	90%	0.949	0.889
11	I am satisfied with the linkage between the training policy and the company’s business strategy			0.900		0.949	

Source: From researcher’s data analysis

**Table 29: Training Policy**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>12</b>	I am aware about my company's training policy	<b>0.762</b>	<b>0.0001</b>	<b>0.702</b>	<b>73%</b>	<b>0.838</b>	<b>0.876</b>
<b>13</b>	I am satisfied with my company's training policy			<b>0.822</b>		<b>0.907</b>	
<b>14</b>	I am satisfied with the conditions imposed by my company in nominating employees for a training			<b>0.762</b>		<b>0.873</b>	
<b>15</b>	I am satisfied with the process of identification of employees to be nominated for a training			<b>0.632</b>		<b>0.795</b>	

Source: From researcher's data analysis

**Table 30: Training need analysis**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>16</b>	I am satisfied with the process of setting performance goals	<b>0.814</b>	<b>0.0001</b>	<b>0.709</b>	<b>76%</b>	<b>0.842</b>	<b>0.890</b>
<b>17</b>	I am satisfied with the process of training need analysis followed in my company			<b>0.810</b>		<b>0.900</b>	
<b>18</b>	I am satisfied with my supervisor's contribution in the training need analysis			<b>0.810</b>		<b>0.900</b>	
<b>19</b>	I am satisfied with the opportunities provided with me to express my views during the training need analysis			<b>0.697</b>		<b>0.835</b>	

Source: From researcher's data analysis

**Table 31: Planning and designing the training**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>20</b>	I am satisfied with the way training is planned in my company.	<b>0.840</b>	<b>0.0001</b>	<b>0.726</b>	<b>77%</b>	<b>0.852</b>	<b>0.903</b>
<b>21</b>	I am satisfied with the opportunities I have been provided to contribute in deciding the methodology of training			<b>0.811</b>		<b>0.901</b>	
<b>22</b>	I am satisfied with the process followed in my company to schedule training activities			<b>0.797</b>		<b>0.893</b>	
<b>23</b>	I am satisfied with the roles played by the HR / Training Department for imparting training.			<b>0.768</b>		<b>0.876</b>	

Source: From researcher’s data analysis

**Table 32: Delivery of training**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>24</b>	I am satisfied with the types of training I have been provided by my company	<b>0.84</b>	<b>0.0001</b>	<b>0.848</b>	<b>74%</b>	<b>0.907</b>	<b>0.891</b>
<b>25</b>	I am satisfied with the frequency in which I receive training.			<b>0.835</b>		<b>0.872</b>	
<b>26</b>	I am satisfied with the on-the-job training facility at work			<b>0.538</b>		<b>0.542</b>	
<b>27</b>	I am satisfied with the external training facilities provided to me			<b>0.786</b>		<b>0.831</b>	
<b>28</b>	I am satisfied with the relevance of the equipment/ scenario used in training for my job			<b>0.781</b>		<b>0.832</b>	
<b>29</b>	I am satisfied with the educational assistance my company provides to help pay for external courses / training programs			<b>0.765</b>		<b>0.859</b>	
<b>30</b>	I am satisfied with the job aids (resources or technology) that are available on the job to support what I have learned in training			<b>0.638</b>		<b>0.775</b>	

Source: From researcher’s data analysis

**Table 33: Application of learning at work**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>31</b>	I am satisfied with the opportunities I get to implement my learning at workplace.	<b>0.815</b>	<b>0.0001</b>	<b>0.670</b>	<b>69%</b>	<b>0.819</b>	<b>0.851</b>
<b>32</b>	I am satisfied with the colleagues' support while implementing my learning at work.			<b>0.740</b>		<b>0.860</b>	
<b>33</b>	I am satisfied with my supervisor's support while implementing my learning at work			<b>0.701</b>		<b>0.837</b>	
<b>34</b>	I am satisfied with the coaching I receive at work			<b>0.654</b>		<b>0.809</b>	

Source: From researcher's data analysis

**Table 34: Training Evaluation**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>35</b>	I am satisfied with the system of training evaluation in my company	<b>0.852</b>	<b>0.0001</b>	<b>0.598</b>	<b>70%</b>	<b>0.773</b>	<b>0.892</b>
<b>36</b>	I am satisfied with the performance monitoring system after attending a training			<b>0.707</b>		<b>0.841</b>	
<b>37</b>	I am satisfied with the opportunities provided to me in evaluating the effectiveness of training at work			<b>0.741</b>		<b>0.861</b>	
<b>38</b>	I am satisfied with the system of modification of training modules, based on my feedback			<b>0.794</b>		<b>0.891</b>	
<b>39</b>	I am satisfied with the system of providing supervisor's feedback about my performance after attending a training.			<b>0.655</b>		<b>0.809</b>	

Source: From researcher's data analysis



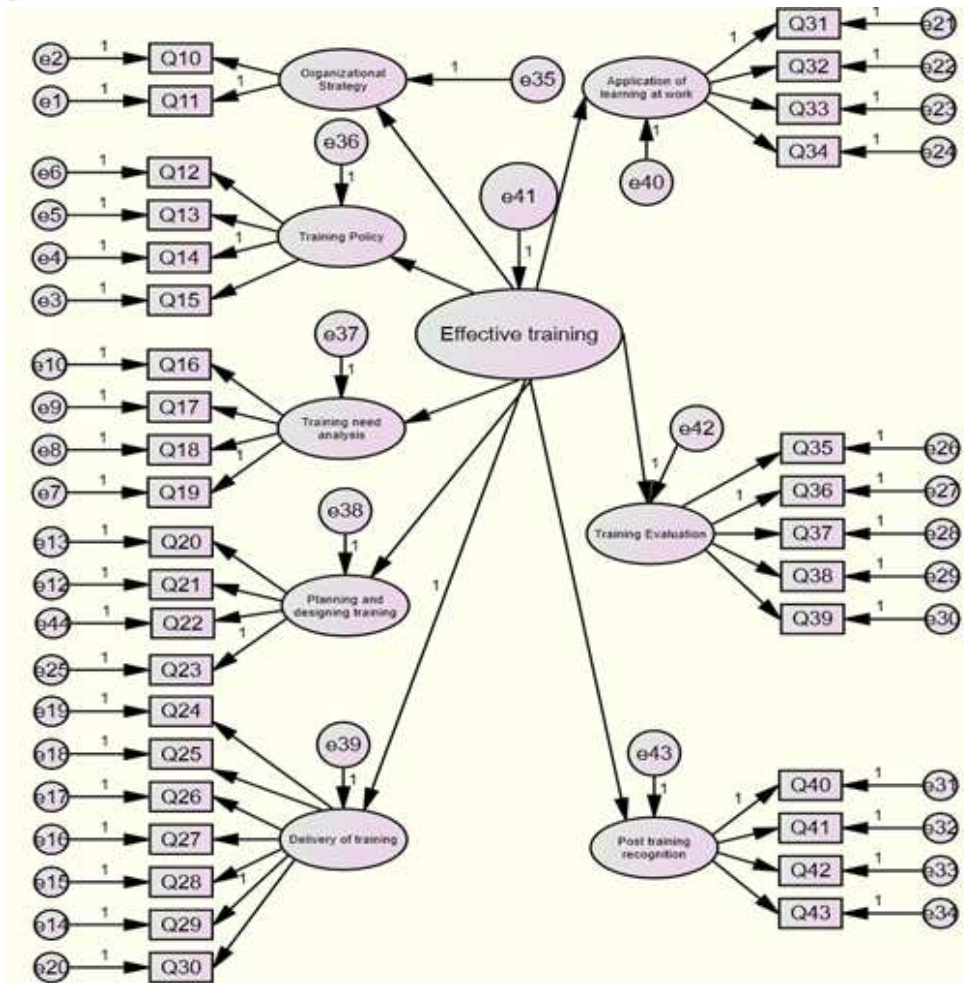
**Table 35: Post-training recognition**

	<b>Construct</b>	<b>KMO</b>	<b>Bartlett test</b>	<b>Communalities</b>	<b>Total variance explained</b>	<b>Component loading</b>	<b>Reliability-Cronbach alpha</b>
<b>40</b>	I am satisfied with the post-training feedback I get from my supervisor	<b>0.821</b>	<b>0.0001</b>	<b>0.692</b>	<b>77%</b>	<b>0.832</b>	<b>0.899</b>
<b>41</b>	I am satisfied with the appreciation I receive from my supervisor for improved performance, after attending a training			<b>0.768</b>		<b>0.876</b>	
<b>42</b>	I am satisfied with the linkage of career progression policy at work, based on the post-training performance improvement			<b>0.791</b>		<b>0.889</b>	
<b>43</b>	I am satisfied with the reward I get, as a result of post-training performance improvement.			<b>0.820</b>		<b>0.906</b>	

Source: From researcher’s data analysis

Based on the above analysis, we have constructed a model to measure the opinion of the employees towards the training. Note that, the study aims at measuring the perception of the employees on the

training process at their organizations and the same is measured using factors related to training. The model below is constructed using the same factors (Figure no 8).



**Figure 8: Initial Model**

Source: From researcher’s data analysis

Q10= Business goals comprehension	Q11= Training and business-strategy linkage	Q12 = Training policy awareness	Q13= Training policy satisfaction
Q14= Conditions for training nomination	Q15= Nomination process for training	Q16= Performance goal-setting	Q17= TNA process
Q18= Supervisor’s role in TNA	Q19= Employee’s role in TNA	Q20= Planning for training	Q21= Employees' role in deciding training methods
Q22= Process for scheduling training	Q23=HR / Training department's role in imparting training	Q24=Types of training	Q25=Training frequency
Q26=On- the job training facility	Q27=External training provision	Q28=Usage of relevant equipment/scenario	Q29=Educational assistance for external training/ courses
Q30=Availability of supporting Job aids	Q31=Opportunities to implement learning	Q32=Colleagues' support for learning implementation	Q33=Supervisory support for learning implementation
Q34=Coaching received	Q35=System of training evaluation	Q36=Post training performance monitoring	Q37=Post training evaluation
Q38= Feedback to modify training module	Q39=post training performance feedback	Q40= Post-training supervisory feedback	Q41=Post-training supervisory appreciation
Q42=Linkage of Career progression with post training performance	Q43=Post-training performance reward		

### Confirmatory Factor Analysis

To test the above model built, we have used Confirmatory factor analysis (CFA). In order to finalize the model, one has to look at certain indices and the following discussion is on the same.

#### Model fit indices and explanation

In order to identify the model, we look at the model fit indices. Theoretically it was proven that these indices have to meet certain cut-off values. The following gives the discussion related to the same.

**Table 36: CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	147	786.111	414	.000	1.899
Saturated model	561	.000	0		
Independence model	33	11990.140	528	.000	22.709

Source: From researcher’s data analysis

The first of the fit statistics that one has to look at is the CMIN/DF. This gives an indication of whether the fit of the data to the proposed model is good or not-good. The hypothesis tested here is “The proposed model is close to the actual model” and the values of CMIN/DF are looked at to test his hypothesis. Values between 2 and 3 indicates that the fit is a good fit (refer to Ullman, 2001, Schumacker & Lomax, 2004). From the above table no 36, one can note that the value (1.899) is less than 2 and we conclude that the fit is a good fit. This indicates that the covariance structure proposed is supported by the sample drawn. We now look at other model fit indices to evaluate the model.

**Table 37: RMR, GFI**

Model	RMR	GFI	AGFI	PGFI
Default model	.034	.905	.871	.668
Saturated model	.000	1.000		
Independence model	.365	.127	.072	.120

Source: From researcher’s data analysis

The above table no 37, gives the indices, Root mean square residual (RMR), Goodness-of fit index (GFI) and Adjusted Goodness-of-fit index (AGFI). A value of RMR

close to zero is considered to be a good fit (Hu and Bentler (1999)) and for the current model the value of 0.034 indicates that the model is a good fit. Also, the values of GFI and AGFI (see Hu and Bentler (1995)) indicate that the model is a good fit. This proves Hypothesis 2a.

**Table 38: Baseline comparisons**

Model	NFI Delta 1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.934	.916	.968	.959	.968
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Source: From researcher’s data analysis

The next set of indices that one has to look at are comparative fit index (CFI), proposed by Bentler (1990) and Tucker-Lewis index (TLI), proposed by Tucker and Lewis (1973). In both the cases, a value close to 1 is considered as a good fit. From the above table no 38, one can note that the values for the model fit are close to the required cut-off and hence we conclude that the model is a good fit.

**Table 39: RMSEA**

Model	RMSEA	LO 90	HI 90	P CLOSE
Default model	.046	.041	.051	.929
Independence model	.224	.221	.228	.000

Source: From researcher’s data analysis

Root mean square error of approximation (RMSEA) was proposed by Steiger and Lind (1980) and a value of 0.046 (see, Hu and Bentler (1999), Browne and Cudeck (1993)) indicates a good fit between the hypothesized model and the observed data (table no 39). In addition to this, the PCLOSE value as suggested by Jöreskog and Sörbom (1996a) has to be >0.50, for a model to be a good fit. For the proposed model, from table-, one can see that the RMSEA value is 0.046 and the PCLOSE value is 1. These values indicate that the model is a good fit.

Based on the above indices, the final model was built and the following figure no 9 gives the same. Note that, only variable-22 is excluded because of its in

significance. Based on the CFA, we have found that, variables 24 correlates significantly with 'planning and designing of training'. Variable 15 and 25 correlate significantly with 'training need analysis'. Variable

35 correlates significantly with 'application of learning at work'. Hence, the regression paths of these variables have been changed to the factors mentioned above.

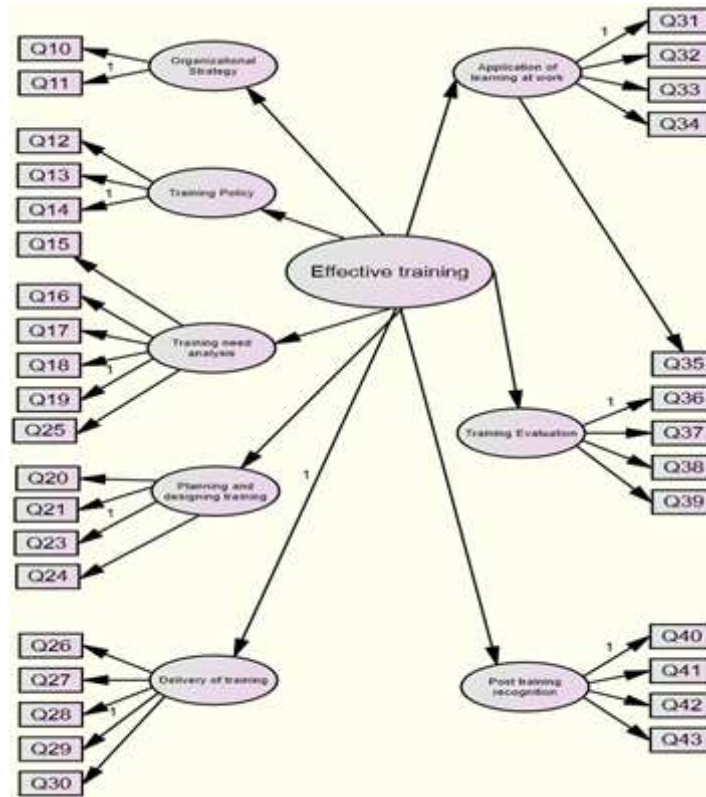


Figure 9: Final Model

Source: From researcher's data analysis

Q10= Business goals comprehension	Q11= Training and business-strategy linkage	Q12 = Training policy awareness	Q13= Training policy satisfaction
Q14= Conditions for training nomination	Q15= Nomination process for training	Q16= Performance goal-setting	Q17= TNA process
Q18= Supervisor's role in TNA	Q19= Employee's role in TNA	Q20= Planning for training	Q21= Employees' role in deciding training methods
Q22= Process for scheduling training	Q23=HR / Training department's role in imparting training	Q24=Types of training	Q25=Training frequency
Q26=On- the job training facility	Q27=External training provision	Q28=Usage of relevant equipment/scenario	Q29=Educational assistance for external training/ courses
Q30=Availability of supporting Job aids	Q31=Opportunities to implement learning	Q32=Colleagues' support for learning implementation	Q33=Supervisory support for learning implementation
Q34=Coaching received	Q35=System of training evaluation	Q36=Post training performance monitoring	Q37=Post training evaluation
Q38= Feedback to modify training module	Q39=post training performance feedback	Q40= Post-training supervisory feedback	Q41=Post-training supervisory appreciation
Q42=Linkage of Career progression with post training performance	Q43=Post-training performance reward		

### Significance of regression paths and the standardized regression weights

Based on the above analysis, we conclude that the model built is a good fit and also that the model built will give one an opportunity to understand the factors associated with training. Note that, each directed line into either the variables or the sub - components are the regression paths and testing for their significance will give one the right paths. These paths will help one to focus on the significant variables with respect to the sub-components and the significant sub-components with respect to the training. The following table no 40 and 41 show the same.

Table no 40 below reveals that, to investigate employees' perception about the status of training, an organization has to check the employees' perception about all the eight factors, such as, 'organizational strategy', 'training policy', 'training need analysis', 'planning and designing training', 'delivery of training', 'application of learning at work', 'training evaluation', and, 'post training recognition'. From the above table, we note that, each of the paths proposed are highly significant. Here, paths indicate the link between employees' perception about training effectiveness and all other factor associated with training. Since all the paths are significant, we can conclude that, an organization, that wishes to check the employees' perception towards training effectiveness, has to consider all the factors, proposed in the model. This proves Hypothesis 3a.

Similarly, an organization, to check their employees' perception towards training, has to the perception about each of the observed aspects under these factors, in the following manner:

- To check the employees' perception about linkage between organizational strategy and training, the organization has to check their perception about 'business goals comprehension' and 'training and business-strategy linkage'.
- To check the employees' perception about training policy, the organization has to check their

perception about 'training policy awareness', 'training policy satisfaction', and, 'conditions to training nominations'.

- To check the employees' perception about training need analysis, the organization has to check their perception about 'nomination process or training', 'performance goal-setting', 'TNA process', 'supervisor's role in TNA', 'employees' role in TNA', and 'training frequency'.
- To check the employees' perception about planning and designing training, the organization has to check their perception about 'planning for training', 'employees' role in deciding training methods, 'HR / training department's role in imparting training, and, 'types of training'.
- To check the employees' perception about delivery of training, the organization has to check their perception about 'on-the-job training facility', 'external training provision', 'usage of relevant equipment/scenario', 'educational assistance for external training / courses', and, 'availability of supporting job aids'.
- To check the employees' perception about application of learning at work, the organization has to check their perception about 'opportunities to implement learning', 'colleagues' support for learning implementation' , 'supervisory support for learning implementation', 'coaching received', and 'system of training evaluation'.
- To check the employees' perception about training evaluation, the organization has to check their perception about 'post-training performance monitoring', 'post training evaluation', 'feedback to modify training module', and, 'post training performance feedback'.
- To check the employees' perception about post training recognition, , the organization has to check their perception about 'post training supervisory feedback', 'post training supervisory appreciation', 'linkage of career progression with post training performance', and 'post training performance reward'.

**Table 40: Regression weights : (Group number 1 - Default model)**

			Estimate	S.E.	C.R.	P
Organizational_Strategy	<---	Effective training	.791	.066	11.918	***
Training Policy	<---	Effective training	.776	.065	11.923	***
Application of_learning at work	<---	Effective training	.849	.058	14.597	***
Training need_analysis	<---	Effective training	.918	.076	12.085	***
Planning and_desinging training	<---	Effective training	1.134	.088	12.910	***
Post training_recognition	<---	Effective training	.815	.071	11.505	***
Delivery of training	<---	Effective training	1.000			
Training Evaluation	<---	Effective training	.988	.081	12.217	***
Q11	<---	Organizational_Strategy	1.000			
Q10	<---	Organizational_Strategy	1.011	.040	25.069	***
Q14	<---	Training Policy	1.000			
Q13	<---	Training Policy	1.166	.059	19.742	***
Q12	<---	Training Policy	1.052	.060	17.508	***
Q19	<---	Training need_analysis	1.000			
Q18	<---	Training need_analysis	.991	.053	18.848	***
Q17	<---	Training need_analysis	1.014	.057	17.723	***
Q16	<---	Training need_analysis	1.006	.063	16.019	***
Q21	<---	Planning and_desinging training	1.059	.053	19.829	***
Q20	<---	Planning and_desinging training	.966	.052	18.588	***
Q29	<---	Delivery of training	1.000			
Q28	<---	Delivery of training	.892	.044	20.291	***
Q27	<---	Delivery of training	.978	.047	20.682	***
Q26	<---	Delivery of training	.849	.067	12.685	***
Q30	<---	Delivery of training	.754	.046	16.283	***
Q31	<---	Application of_learning at work	1.000			
Q32	<---	Application of_learning at work	.912	.060	15.083	***
Q33	<---	Application of_learning at work	.960	.066	14.554	***
Q34	<---	Application of_learning at work	1.027	.066	15.530	***
Q23	<---	Planning and_desinging training	1.000			
Q36	<---	Training Evaluation	1.000			
Q37	<---	Training Evaluation	.971	.054	17.925	***
Q38	<---	Training Evaluation	1.151	.059	19.539	***
Q39	<---	Training Evaluation	1.023	.056	18.196	***
Q40	<---	Post training_recognition	1.000			
Q41	<---	Post training_recognition	1.071	.059	18.241	***
Q42	<---	Post training_recognition	1.104	.065	17.033	***
Q43	<---	Post training_recognition	1.126	.063	17.920	***
Q35	<---	Application of_learning at work	1.105	.074	14.932	***
Q15	<---	Training need_analysis	.814	.054	15.145	***
Q24	<---	Planning and_desinging training	.805	.040	19.991	***
Q25	<---	Training need_analysis	.939	.067	14.017	***

Source: From researcher's data analysis

From the above table, one can note that all the regression paths are significant. The following table no 41 gives the standardized regression weights of each of the regression paths. Based on the weights, one can note that, planning and designing training was considered, by the employees, to be of the highest significance, followed by training evaluation, training need analysis, application of learning at work, training policy, post training recognition, delivery of training, and linkage between organization strategy and training. This proves Hypothesis 4a.

Similarly, we can look at the table no 41 to identify the ranking order of the observed aspects, which need to be considered under each of the eight factors. They are as follows (in ranked sequence):

Linkage between organizational strategy and training:

1. Training and business-strategy linkage’.
2. ‘Business goals comprehension’ ‘

Training policy:

1. Training policy satisfaction
2. Conditions to training nominations
3. Training policy awareness’

Training need analysis:

1. TNA process
2. Performance goal-setting
3. Supervisor’s role in TNA
4. Employees’ role in TNA
5. Nomination process or training
6. Training frequency

Planning and designing training:

1. Planning for training

2. Employees’ role in deciding training methods
3. ‘HR / training department’s role in imparting training
4. Types of training

Delivery of training:

1. External training provision
2. Usage of relevant equipment/scenario
3. ‘Educational assistance for external training / courses
4. On-the-job training facility
5. Availability of supporting job aids

Application of learning at work:

1. Coaching received’
2. Opportunities to implement learning
3. System of training evaluation
4. Colleagues’ support for learning implementation
5. Supervisory support for learning implementation

Training evaluation:

1. Feedback to modify training module
2. Post training performance feedback
3. Post training evaluation
4. Post-training performance monitoring

Post training recognition:

1. Post training supervisory appreciation
2. Post training performance reward
3. Linkage career progression with post training performance
4. Post training supervisory feedback

**Table no 41: Standardized regression weights: (Group number 1 - Default model)**

			Estimate
Organizational_Strategy	<---	Effective training	.709
Training Policy	<---	Effective training	.777
Application of_learning at work	<---	Effective training	.816
Training need_analysis	<---	Effective training	.827
Planning and_desinging training	<---	Effective training	.840
Post training_recognition	<---	Effective training	.771
Delivery of training	<---	Effective training	.766
Training Evaluation	<---	Effective training	.831
Q11	<---	Organizational_Strategy	.907
Q10	<---	Organizational_Strategy	.880
Q14	<---	Training Policy	.790
Q13	<---	Training Policy	.892
Q12	<---	Training Policy	.842
Q19	<---	Training need_analysis	.741
Q18	<---	Training need_analysis	.783
Q17	<---	Training need_analysis	.856
Q16	<---	Training need_analysis	.824
Q21	<---	Planning and_desinging training	.838
Q20	<---	Planning and_desinging training	.844
Q29	<---	Delivery of training	.809
Q28	<---	Delivery of training	.852
Q27	<---	Delivery of training	.863
Q26	<---	Delivery of training	.739
Q30	<---	Delivery of training	.713
Q31	<---	Application of_learning at work	.799
Q32	<---	Application of_learning at work	.732
Q33	<---	Application of_learning at work	.708
Q34	<---	Application of_learning at work	.813
Q23	<---	Planning and_desinging training	.835
Q36	<---	Training Evaluation	.769
Q37	<---	Training Evaluation	.818
Q38	<---	Training Evaluation	.862
Q39	<---	Training Evaluation	.831
Q40	<---	Post training_recognition	.755
Q41	<---	Post training_recognition	.849
Q42	<---	Post training_recognition	.813
Q43	<---	Post training_recognition	.845
Q35	<---	Application of_learning at work	.779
Q15	<---	Training need_analysis	.725
Q24	<---	Planning and_desinging training	.719
Q25	<---	Training need_analysis	.664

Source: From researcher's data analysis



## Section VI : Discussion

As discussed in the earlier chapters, the present study makes an attempt to investigate the employee perception about training effectiveness, in the Indian retail sector. Based on the existing literature, the following factors are proposed to be responsible for the same:

Linkage between organizational strategy and training

Training policy

Training need analysis

Planning and designing training

Delivery of training

Application of learning at work

Training evaluation

Post training recognition

Each factor consisted of a number of variables. A theoretical model was proposed the same eight factors. A questionnaire was prepared and administered on the entry-level and middle-level employees working in the Indian retail sector. Based on the exploratory factor analysis of the data, collected at three different phases by administering the questionnaire, it was revealed that all the variables significantly explained the respective factors. Also, there significant consistency levels in measuring the five factors, in measuring the construct. This proved the reliability of the questionnaire.

In the light of the above, it can be concluded that, the sample is leading to the significant consistency levels, in measuring the eight factors, using the proposed model. Also, based on the confirmatory factor analysis, it can be said that, proposed model is close to the actual model i.e. the hypothesized model is a good fit, and supported by the collected sample. Therefore, based on the above analysis, we conclude that the model built is a good fit and also that the model built will give one an opportunity to understand the factors associated with training effectiveness.

The analysis indicates that, the proposed model of training, is reliable, consistent, and good fit to measure training effectiveness. This also proves that, as supported by the existing literature, entry-level and middle-level employees, working in the Indian retail sector, considered all the eight factors, while perceiving the training effectiveness.

The analysis of regression paths and standardized regression weights also revealed that, to understand how the employees perceive the given training, an organization has to check how the employees perceive all the factors, proposed in the model. Therefore, an organization can use the above model and questionnaire to measure and investigate the perception among the employees' about the training effectiveness.

Based on the analysis, one could note that, though all the eight factors were significant for training effectiveness, entry and middle level employees working in Indian retail sector, perceived aspects, such as, planning and designing training, training evaluation, and, training need analysis, as the most significant ones. In fact, planning and designing training was reported to be of the top most priority. On the contrary, the employees perceived linkage between organization strategy and training as of the least priority. Employees' responses, during the personal interviews with the employees, also revealed the similar points.

This above is an interesting finding, based on which, one may predict that, Indian retail sector organizations do plan and design training programs, and the employees are aware about the role of such planning in making a training effective. Employees are also aware about the significance of evaluation and need analysis, in the context of such training. However, it is interesting to note that, effectiveness of the training programs and their linkage to organizational goals had not been considered as an important issue, by the respondents. From this, one may assume that, the Indian retail sector companies, not only need to pay more attention to connect the bridge between organizational strategy and training policies, but also, need to communicate to the employees about the same.

Data analysis further revealed that, under each factor, the observed aspects might be ranked. For example, TNA process was perceived to be of highest significance and training frequency was perceived to be of least significance last under the factor 'Training need analysis'.

Under Planning and designing training, Planning for training was considered to be of the highest significance and Types of training to be of the least significance.

Under Training evaluation, employees perceived the aspect of provision of giving feedback to modify

training module, as the most crucial point.

Post training supervisory appreciation was considered to be the most important aspect, under Post training recognition. These support the findings from earlier studies.

Ranking, which were interesting to note and need further study, are as follows:

For 'Delivery of training, higher priority was assigned to External training provision than On-the-job training facility. In this context, respondents have reported that, most of the training programs they have attended are conducted by the internal trainers (in most of the cases, the department head or the line manager). External training might bring variety in the delivery of training and also, it might add more status for the trainees.

According to the employees, Coaching received' and Opportunities to implement learning were considered to be of higher significance in the context of Application of learning at work. However, employees ranked Supervisory support as the least priority for learning implementation. One may assume that, though respondents appreciate the coaching they receive at the workplace, they were not aware about the significance of their supervisors' support. Probing further on this issue, during the personal interaction, most of the respondents stated that, they received coaching from their senior colleagues, and not necessarily, from their supervisors, on a day-to-day basis. And, the application of learning was monitored by the same colleagues. This may be one of the reasons for the above findings. Therefore, one may conclude that, Indian retail sector companies need to clearly define the role of the supervisors in the context of training and developing the employees, and the same need to be communicated to the employees at the entry and the middle level.

Interestingly, under Training policy, employees have reported that satisfaction about the training policy is the most significant point, whereas, awareness about the training policy was considered to be of least priority. Perhaps, respondents intended to express their satisfaction about the part of the policy, which they are aware about.

In line with the above, the similar views were shared by the respondents, during the personal interviews. Based on the discussions, it can be said that, there is a need among Indian retail companies, organizing various kinds of training activities, to inculcate the very

essence of the importance of such activities, among the employees. This can go a long way in making employees realize the value of training not only as beneficial for them, but also, that it is given at a significant cost by organizations. There is a need to create awareness about the linkage between training imparted and employees' development and career progression which are mutually beneficial for both the parties. Only then, the real value of training would be perceived seriously, as a holistic activity by all stakeholders (involved in the training process), and be viewed as a series investment that is being made by organizations to strategically enhance the knowledge, skills, and competencies of employees to prepare themselves adequately to face challenges in the competitive environment.

Finally, to summarize, it can be said that, the premium on learning and growth must be seen not as a standalone organizational activity, but as one, which would be able to create a link between augmenting skills and competencies for connecting the individual goals with the group goals and organizational goals, thereby, increasing the strategic value of training as an important tool and component of personal growth and, through that, fulfilment of organizational growth and sustainability.

## **Section VI : Scope for further research**

From the present study, it can be said that, organizations need to consider all the eight factors (mentioned earlier), in order to make the employees perceive the effectiveness of training. Based on the analysis, one could note that, though all the eight factors were significant to make employees perceive training effectiveness, planning and designing training' linkage between organization strategy and training was considered to be of the highest and lowest priority, respectively, among the employees. It needs to be considered that, the data was collected from the employees at the entry-level and middle-level positions, working in the Indian retail sector.

Keeping this in mind, the above findings may be further validated with the responses from the top management employees, to investigate whether there is a discrepancy in the perception about training effectiveness, across the organizational hierarchical levels. Also, further investigation may be carried to test whether the perception about status

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and effectiveness of training is significantly consistent across the industries, keeping the role-demand, working conditions, and, nature of the job, in mind.

Further, one may further investigate whether demographic factors, such as age, gender and so on, have any significant role in the above context.

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