EFFICACY OF TRAINING APPROACHES: A CONCEPTUAL STUDY

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ABSTRACT

Human resources are considered one of the most critical assets of any organization, and consequently, a lot of time and budget are invested by the organization in developing this resource. To do so, predominantly organizations try various training approaches, however, not fully succeeded. Therefore, this study aims at the efficacy of various training approaches. Being conceptual in nature, it focuses on some essential training approaches and the systematic value of the training approaches has been investigated. We identified and selected the most imperative and largely used training approaches and then assessed them based on extracted criteria. The study is qualitative in nature, therefore, to collect data, we conducted interviews with ten (10) expert trainers from the training industry and recorded their feedback. The interview answers were transcribed and scanned accordingly to extract relevant themes. Out of various premises, the themes which were common and repeated were selected. Well-thought-out criteria were developed based on the analysis of the extracted themes, which show five essential components to establish the efficacy of a training approach. The five essential criteria namely: 1) Learning modality, 2) Training Environment, 3) Training Proximity, 4) Considerations related to cost, and 5) Time Frame and duration were further deliberated up and depicted accordingly. In the end, the study presents essential recommendations, not only for organizations but also for future researchers.

INTRODUCTION

Organizations need human resource at every level, whether at the top-level including executives, directors, managers, or at middle level management tier or even at the lowest level or further even at the employees' level. People are considered as one of the most important assets of an organization (Fulmer et al., 2014), however they need development and for that, training is considered as one of the imperative elements. Over the passage of time, other resources may depreciate, while human resource gets appreciated through training and development. Therefore, all over the world, organizations try to provide trainings to their

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employees whether in house or outdoor. They can be of standard (general) nature or tailored (specifically designed) for some organization, depending on the need of organization. Numerous trainings have been used for various purposes to serve, as there are hundreds and thousands of different types of trainings available now in the world. They are based on different purposes and targets, from conceptual skills development to human skills, and competencies building to technical skills. The current study identifies most important and commonly used trainings.

Acquiring new skills and learning, has become vital in today's constantly evolving world, particularly for individuals in organizations (Drago et al., 2016). Effective training approaches play a crucial role in achieving better outcomes. The focus of the study is to identify and explore the most effective methods and approaches for training individuals in different domains. To address the issue of providing effective training, the first step is to analyze the current state of training approaches, which includes evaluating the strengths and weaknesses of existing methods and identifying opportunities for improvement. Traditional methods seem not to be effective in this modern 21st century. Several critical considerations are essential in identifying effective training approaches. Now, technology is one of the key factors that can be a powerful tool in training, facilitating personalized learning experiences, real-time feedback, and enhanced engagement. Similarly, feedback is another critical component that is essential in any learning process as it helps learners understand their strengths and weaknesses and provides opportunities for improvement. Furthermore, motivation and engagement could be also crucial components of effective training approaches, and individual differences in learning styles and preferences must be considered when developing effective training approaches.

Based on the review of the relevant literature and assessment of published research, it is found that initial training and development, and the budget spent on it, was considered as an expense or the cost for the organizations, but slowly and gradually the concept changed and emerged as it is not so (Gough, 2010). Later, various studies have been carried out focusing on training and development and the organizational performance and effectiveness (Khan et al., 2011). In current and contemporary world, training and development is considered as an investment in the organization and contribution, which can be made by the human resources of an organization, and it can be impactful. The role of trainings cannot be undermined since they had been used for multiple purposes in organizations.

However, the point is, which training is or can be more effective at what circumstances, that is essential for any organization to embark upon, and this is the gap to be addressed in the study. Therefore, a comprehensive study of different training approaches can help organizations (Cik et al., 2021), so we selected the best training approach based on their needs and requirements. Relying on literature review which shows that as the change happens outside, and inside the organization, bring disruptions in the systems, culture, values, management styles, expectations and alike (Sartori, 2018). In such scenario, to remain effective in the marketplace, organizations need to focus on their human resources and keep them updated and in line with the modern challenges with equipped knowledge, skills, and abilities.

The study, therefore, addresses this problem through providing well thought out inputs from the experienced trainers from the industry, to improve the quality of training across different domains, which ultimately lead to enhanced performance, increased productivity, and greater success in achieving desired outcomes. Effective training approaches can help individuals and organizations acquire new skills, improve their performance, and stay competitive in their respective fields. Research shows that organizations all over the world have increased their budget towards training and development tremendously, realizing the trained and well-equipped human resource and its strength. Here it is important to mention that training is different from teaching, because teaching can happen based on a formal structured environment like of school, college or universities, and the courses are prescribed and taught accordingly, while trainings can be very general or very specific in nature, depending on the needs or based on required abilities, attitudes, skills or the problem employees or the participants want to deal with or solve. Most of the training are provided with training programs, which is based on the need assessment, which means identifying the cause behind the problem and then presenting the most appropriate and potential remedies, solutions, or strategies. Therefore, this study is of greater significance for both trainers and the organizations.

As it is understood that most important entity to share is knowledge and organizations always try not only to gain knowledge but also to share among their employees, to get better productivity and higher performance. It's the job of the trainer to share knowledge efficiently and effectively through proper training methods and as per requirements of the individuals and teams. While keeping these considerations, the selected trainings are assessed based on

the essential critical features. And the nature of the selected nine training methods were analyzed.

LITERATURE REVIEW

As the world is changing, so the knowledge is, in the form of knowledge creation and knowledge sharing. Every individual and every organization need knowledge for survival in 21st century as it is one of the most important and essential elements to remain competitive in the market and to gain a competitive edge on others. Training is defined as sharing of information and extension so that the people use it effectively (Blot eta l., 2016). Organizations put much more emphasis on trainings because it saves not only their reputation but also may save costs as it is one of the cost saving strategies for the organizations. As a matter of fact, there is a storyline to quote here, about a conversation between chief executive officer (CEO) and chief human resource officer (CHRO), that chief human resource officer proposes a training for the employees, while the chief executive officer replies "what if the employees get training and leave our organization". He tried to refer that if they get training and leave, it would be a cost for the organization. The response of the chief human resource officer is worth listening, as he responded, "what if they are not trained and stay". He meant that if we keep untrained, not properly skilled, and not knowledgeable employees in organization, then they would be like parasites for the organization, and this may cost much more. Therefore, nowadays organizations not only provide trainings to their employees based on this very concept, rather they keep on increasing budgets towards training their employees. The Forbes magazine in 2006, one of the authors reported that employees training, and promotion has been increased tremendously, only in the US almost 109 billion U.S. dollars have been spent on trainings (Smith et al., 2006). And now it is much more than that. When it comes to training, there is no one approach that is always effective to conduct, but there could be multiple approaches that trainers use for delivering effective trainings based on the participants and the requirements. Literature review shows that there are many methods that have been used to conduct trainings (Martin, 2014). Approaches to conduct training could be differ based on multifarious factors, but one purpose remains unchanged, that is enhancing the knowledge, skills, abilities, positive attitude, behavior and solving the problems at hand. Every training approach may possess some pros as well as some cons. After assessing around 350 published articles, the most common selected training approaches have been elucidated here.

The most famous and popular training methods and approaches can be divided in two categories like: on the job trainings (OnJTs) and off the job trainings (OffJTs). On the job training is based on the concept that people feel to learn better in the organisation as it is the real environment where they perform their job as well as learn. In this way, organisations, most of the times provide that sort of environment, where the employees do their jobs while side-by-side getting the trainings, to enhance their knowledge, skills, abilities, and competencies. While on the other hand, of the job trainings are provided when the people or the employees of the organisation are away from the organisation, where they are out of work environment and schedule. Off the job training approaches could vary from purpose to purpose and organisation to organisation. Relying on the existing literature about trainings, the nine approaches are discussed as follows:

1. **Case Study Training Approach**

Case study approach is one of the important approaches towards training and delivering the real-life situation to the employees to learn fast and based on real time analysis. It is an intensive analysis of individuals or teams or even organization based on stressing developmental factors in relation to environment. It has been used as one of the approaches of trainings in different organisations to enhance understanding about the situation, issue, and come up with the best solution. Case-study method uses three major approaches, one you put yourself in the issue of the real people from the real organisations, and go through the case, and study it to understand the real issue. The second step is while being in the shoe of others, factors are discussed, deliberated upon and explained, alternative or options related to the case elucidated, and finally, the last, and the third step includes analysing and assessing, and even finally picking up the best choice, which actually means picking up the best alternative from the options or from the proposed suggestions. In this way, case study method of training, can help both the trainer as well as the trainees; where trainers do not remain delivering the training like as they do in lecture or teaching classroom, while the trainees don't silently stay and listen attentively. Rather, trainer and trainees both participate in an active way. In this way, learning happens through an effective training approach. The purpose of the case study approach is that it is helpful for the trainees, as it addresses the trainees' concerns and interests, it is also helpful to get inspiration and motivation from the real-life examples of those who come up with the solution and try to be successful. This enhances the understanding, and conceptual skills, creativity, the pattern of problem solving, communication skills and the scenario building. Most of the times, based on literature review

(Kirti et. al., 2012), it was found that the case study approach of training may possess two important types of story lines: failure success story, and a success story. Whatever the story line is, this training approach can be employed to augment the knowledge, conceptualization, and competence of trainees, by learning the lessons from both stories (Johnson & Helms, 2008).

2. Games-Based Training Approach

The second training approach we chose is game based training approach, which focuses on a mixture of games with learning activities. It offers an environment which is interactive in nature and allows trainees to obtain knowledge, skills and abilities through various challenges and activities. Such challenges are developed intentionally by the trainers for the trainees to get through action, provide feedback, face the consequences based on repetition. It is used and adapted, based on the principle that is learning by doing and visualizing. There are various tools which can be employed in game-based training approach, aiming at enhancing the trainees' engagement and performance by involving them into games and activities. As it is active learning orientation and interactive in nature, therefore trainees learn fast and effectively by engaging themselves into training, this training approach follows some important principles, and here, the trainer plays an active role. Games are tailored and included as part of the training syllabi, the learning is facilitated through multiple ways, and games are contextually objective in nature, following the pedagogical and andragogical principles. Some of the examples of game-based training approaches could be video games, board games, and card games. Trainers can come up with numerous other types of games, like wheel of fortune game or alike for the trainees. Researchers say that the game-based training approach is very effective because it presents a real environment replication through games and organizational scenarios, in a playful manner (Wilson et al., 2009).

3. Job Rotation Training Approach

Job rotation training approach is also one of the effective approaches that can be carried out while employees remain on job. Here, organisations try to rotate the employees from one job to other job, purposefully, and that relies on get training, hands-on practice to learn and improve their understanding about the organisational system. When and how it is done, depends upon an experienced manager, or the management team who decides on regular basis that who to be rotated, how and where. The only purpose needs to be enhancing and increasing knowledge, skills, and abilities of the employees through rotation basis, and to serve two essential purposes; first, task rotation, which focuses on enhancing the tasks and its

description for the employees so that the employees learn and enhance their knowledge and skills at the workplace, while second is personal rotation, which focuses on rotating the people from one discipline to other discipline or from one department to another department with the purpose that they learn and enhance understanding of the whole system/organization and it's working. In this way, training provides employees to become more inclusive through a systematic way can be carried out. The approach of job rotation provides a very positive results in the form of productivity and performance, as it not only enhances efficiency, but also reduces the chances of errors and misunderstandings. In this way, this training approach helps organisation to achieve its effectiveness and obtain objectives and goals effectively. Research shows that job rotation approach can be very useful for organisations that want to have an inclusive system (Swailes, 2014). Furthermore, this approach identifies new employees, their interests, and their fields, because it provides chances to be observed by the employees, get promoted and even grow in their career by aligning their interests with the jobs or careers in the organization. Additionally, employees also get bonus advantages in the form as they become multiscale employees or multitasking employees while performing their jobs in the same organization (Geet & Deshpande, 2008).

4. Job shadowing Training Approach

It is one of the training approaches related to on-the-job training, where an employee is allowed to closely shadow or follow the other employee, mostly senior or experienced employee who performs the job, and then learn based on observation. Mostly it can be done with the new employees who are hired, and they need to learn quickly based on observations, therefore it is one of the very useful training approaches for on-the-job training. The examples of such training approach could include facilities management, client interaction, conducting interviews, performing tasks at office, helping in projects, or even conducting meetings. It is a very useful training approach where junior or new employees follow some senior and experienced employee and observe carefully. It is also considered as one of the best approaches to acquire the skills, strategies, tricks and even concepts quickly. Additionally, new employees or junior employees get detailed understanding and insight into the roles and responsibilities of the other employees and then try to reflect and understand the job in a much better manner. This approach of training can be used in mostly three ways; firstly, natural job scheduling with no interference, which means the junior or new employee shadows the senior or experienced employee and observes without interfering the job or tasks performed by the senior employee, second type of job shadowing training is called control

job shadowing, where the junior or the new employee follows a senior employee but the job and the task done by the senior is designed for learning purpose for the junior employee. And the third and the last job shadowing approach in training is called participatory job shadowing training, where the junior or the new employee participates and performs side by side with the senior employee and learns by practicing hands on performing the job. Therefore, job shadowing training approach is one of the unique, important, and effective approaches to develop the employees by saving time, energy, and expenses. Job shadowing is a helpful technique to generate engagement among employees and even also interest and team building (Tyler, 2008).

5. *Lecture based Training Approach*

Another training approach is called the lecture approach, it is also considered as transmissive approach of training. It is one of the oldest approaches of training, because it relies on vertical learning, which is conceptualized as that there is one person who is supposed to have all the knowledge called teacher and he or she has all know-how and thus shares that all to the learners or students. Most of the times, lecture approach is used in formal educational setup like where the classes are conducted in educational institutions. Here the trainer uses a lecture approach to guide the learners by making it convenient for them to learn new knowledge, including new concepts, facts and figures. This approach is also very effective in a way while on the other side it may not be very effective as compared to other approaches of sharing knowledge and information (Blingh, 2000). In lecture approach, the trainer can present a huge amount of knowledge and information to the learners and the learners can managed even if they are of in huge gathering. Here most of the times the trainer is in control of the training, therefore he or she can provide problem solving, semiformal or formal talk and walk lecture strategies while other trainers may apply the strategy like point-based training, discussion-based learning, or using multimedia for lecture delivery. Furthermore, the trainer considers that the learners need to learn from every aspect and any sort, and prior information or knowledge if they have, can substantiate the new knowledge. The trainer shares information and knowledge in the form of lecture or what are called presentations, like some lecturer of some educational institution, where the trainer delivers the presentation while the learners or students take notes. There are many benefits of lecture approach of training which include that the learners easily can master the subject. One of the most important benefits of this approach is that it is effective for the learners with the large number of audiences, where it is not difficult in execution and planning, and it helps in saving a lot of time. It is pertinent

to mention that in 1981 John Dewey introduced the lecture system and then people started applying it in more rigorous manners in various organizations. It is interesting to mention as well that the word lecture has its meaning like action of reading that which is read, as dated back in 14th century the word sprung out from a Latin word "Legere" meaning to read. Later, it had been taken into further explanation as deliberation or a discourse on some given topics or concepts presented in front of the audience. Anyhow, there are various styles of lecture approach of training, which include demonstration, lecturing, facilitating, delegation, and even mix of all called hybrid. There are some important factors that need to be considered before selecting lecture method of training, which include that the language used by the trainer in lecture method should be off standard of the learners, in this way, the learners become able to get the understanding and conceptualization of the language and get maximum advantage from this training approach. Most of the times it has been observed that the lecture can be forgotten by the learners sooner or later, therefore the retention of this training approach is low, but it can be made effective by adding some activities and involving and engaging the learners at maximum level (Thiagarajan 2005).

6. Mentorship Training Approach

Mentorship is another training approach, where the essential component is mentor-protege behavior, which is based on their interactions, by identifying the real needs of the mentor and protege in the relationship and finding out the desirable personal qualities of protege and mentor. Here the mentor provides motivation and accountability for the continuous improvement of protege. And the mentee or the protege shares the issues and the struggle with issues openly. The objective and the goal of this approach is to get a clear advice on issues, therefore, most of the times, the mentor prepare a training for the people who are at the decision-making level or having knowledge and information about the organization, and they try to become better decision makers by understanding what is expected of them. While conducting mentorship training, the focus is on understanding the mentees and converting communication into effective transmission of meaning and concepts, by meeting with one another and sharing helpful tips and pieces of advice. It is pertinent to mention that there can be three basic types of mentoring training, firstly a traditional one to one mentoring, where the mentor and the mentee get match based on any interaction either through a program or meeting, secondly distance mentoring type, where relationship between mentor and mentee can be from different locations, and thirdly, its group mentoring, where there is one mentor and is matched with the group of mentees, can be called cohort mentorship. It is based on

successful relationships, which can go through various steps including preparation, discussion, or negotiation, thus establishing grounds for improvement and growth. Such steps are mostly built upon each other, and they may differ in time, duration, and intensity, however it is important to mention that the three Cs of mentorship commitment, communication, and clarity need to be considered (Malmgren, 2010). Nowadays, mentorship training is very much employed in the organizations, where the individuals having experience can facilitate and mentor the other person who is not that much experienced and help the others to set the goals and objectives, based on skills and interests. It is essential to note tha here, information is openly shared, based on confidential and one-on-one conversation. It is two-way process, that not only mentee derives benefits from the mentor but also the mentors can obtain a lot of benefits during the process of mentorship as the mentor becomes more effective, better listener and more patient (Chao , 1992). The most effective kind of mentor possess various qualities and such qualities can be enhanced through mentorship training. Mentorship training is somehow matching with counseling because it is based on sharing knowledge and information and skills. Based on this, we can say that some of the key aspects of mentorship training may include the protégé-mentor interaction, trust, openness, and the match (Zerzan et. al. 2009).

7. *Role modeling Training Approach*

Role modeling is one of the important training approaches used by the trainers in different organizations, to inculcate the required behaviors in the learners. It includes creating an effect or a positive influence on the employee's behavior by imitating the positive behavior of the trainer. The process of role modeling is based on socializing the learners, so that they behave and learn in a socially appropriate manner. It is an outward testing role model training which is based on interaction session planned and designed to help the employees become more efficient, effective, and better model the behavior and to further transmit the same behavior to others. The training approach has its roots in role model as a person, who is a person, showing an appropriate behavior, leading towards success. Thus, relying on the theory of social learning by Bandura, role models training approach helps the learners to learn based on observational skills, as the theory suggests that effective learning happens through observation of the actions and behaviors performed by others. Here it is brought in and to note that there could be various types of role models, like positive role model and if the learners try to copy such model, mostly they adopt a behavior of a successful person, and it is worthy to be imitated. Second role model could be reverse role model which is not the same

as the learner is expecting, it could be other way round and third one is called anti-role model. The important aspect over here is that a positive role model should be possessing some essential qualities that the learners or the trainees could learn at the workplace from the trainers, which include ability and passion to inspire, possessing a set of high values, community and society commitment, acceptance of others, selflessness, and capability to handle the issues and obstacles. A good role model may possess some other important qualities as well, including moral high values, confidence so that the other people try to refer to the role model, hardworking through demonstration of commitment towards a specific targeted goal, respectfulness, creativity, and optimism. It is a simple training approach, based on the human psychology, because if we observe children, when a kid looks at his father or mother, the kid tries to copy what they perform and they may try to become the person they look up for. In this scenario, the kids if get positive role models, they would pick up the same behavior and habits and even the understanding and perspectives about the world and the life. Similarly, the vice versa could be true, therefore as a trainer, all training models needs demonstration of the confidence, leadership, effective communication, knowledge base, admitting mistakes and demonstrating humility (Assaf et. al. 1985).

8. *Simulation oriented Training Approach*

This is one of the interesting training approaches where the learners are provided with the real like moments and environment, as they see how to perform the tasks and activities considering the scenarios which are from real world. In this way the learners understand that what can or is likely to happen in real terms. Simulation oriented training approach involves technology, including gamification and alike which provide background in the context in which learners learn through hands-on application. Here, the trainer can provide feedback, which is real time oriented and tailored as well, based on not only the soft skills but also technical skills. Simulation training could be of great benefit because it provides a context and environment, and the real time feedback can foster professional development. Some specific roles can be the base for creating tailored simulations, strengthen soft skills and ultimately learning with real time experience at almost no risk involved. The simulation-oriented training approach can be very effective because there could be mistakes and error chances but here, they cannot be risky and can be performed multiple times to rectify them. It is based on manipulation with the help of technology and practice, through which ultimately, before moving to the real time physical involvement at the workstation or job, the trainees could learn to perform the job without or almost with minimum bearable mistakes. The

examples of simulation training approaches may include medical sciences related examples, or aviation or even like space trainings and alike. Simulation trainings can be based on important practices which can be considered as gold standards for simulation training approach, including identifying the skills and the areas to be trained upon, keeping the simulations easy and short so that the learners can digest it, keeping a balance between simplicity and realism, and selecting the method to evaluate and provide feedback to the trainees (Rosen et. al. 2012). Going into detail, we can say there can be three types of simulations to be employed in training: 1) live simulation, 2) virtual simulation, and 3) constructive simulation (Samia, 2013). Simulation training has been shown great results as after conducting such trainings if they are done effectively, they produce a realistic effective in an efficient and professional manner to perform the job. Therefore, simulation training approach is a real example of employing technology in training.

9. *Stimulus based Training Approach*

This training approach is having its bases on stimulus, which means any kind of stimulus can work that may include some narrative, works of art, on music to inspire and motivate the employees to learn. Such type of training approach tries to induce a state of being which is based on awareness and relaxation in the individuals to achieve effective learning. The examples of such stimulus-oriented trainings could be tornado drill, fire drill, hard lock down drill, so on and so forth (Fukata, 2021). They rely on some of the specific predetermined set of factors and dimensions of a group which share similar stimuli. There can be various types of stimuli, but specifically chemical, thermal, and mechanical stimuli are the famous ones (Zemke, 1995). All three stimuli are good to be used by the trainer, and at the same time one type can be used for some specific learner, while the other can be used for others. Stimuli oriented training approach relies on the perceptual psychology, which states that it is an energy change like sound or light which is registered by various senses including taste, hearing, vision, feeling, etc. and they develop a basis for understanding and perception. Both operant conditioning and classical behavioral psychologists believe that stimuli constitute the foundation for behavior (McKinley, 2003), and it can be very useful in training. The stimuli can be internal or external, detected by the individuals through their receptors and the receptors then transform those stimuli into an electric nerve impulse, thus these impulses can be transmitted through neurons to the most important system of human being; 'the central nervous system' where all the decision making happens (Gorodetskiy et al., 2021). Therefore,

the stimuli and response in learners' need, to be understood and then harnessed accordingly for better and effective training.

METHODOLOGY

Based on literature review, we explored 350 sources referring to the training approaches, describing, and even further recommending for future research, related to training approaches. These sources served us as one of the essential means for developing the ground to analyze training approaches, based on aspects, which were made part of the interview questions. Based on the selected sources, various training approaches have been studied, and then most important training approaches were selected based on the context, common usage, and effectiveness.

The design of the methodology is based on two foundations; the assessment of published 350 articles to gain the conceptual foundation of training approaches, while for the practical foundation, interviews, which were conducted to collect data. It's a positivistic study (Guba et al., 2018), and the interview questions were kept open-ended. The study is also explanatory in nature, where the participants (the trainers) answered the questions, added details as per their own length and timing. We relied on asking questions from the participants to collect relevant data; therefore, we selected fifteen training experts from the industry, contacted them and approached them on time for interviews. Only 10 out of 15 experienced trainers agreed and gave their consent for interview. As the data were non-numerical in nature, it was easy to understand the concepts, experiences and insight presented by the participants. The interview was semi-structured, and the researcher recorded the interviews and later transcribed that exactly. The transcription was very lengthy, therefore, a sample of the transcriptions of the interviews are presented in the study. After analyzing the transcription, themes were generated (Braun et a., 2019), which were extracted from the feedbacks and then evaluated based on the essential five factor criteria, obtained from the literature. At the end, a thematic analysis is then presented, and conclusion drawn.

Interview Questions

We followed the interview questions from experienced trainers of the industry, who were renowned and well sought-after organizational trainers. As a matter of fact, it took a lot of time to schedule meetings for interviews, because of tight schedules of the trainers, non-availability, mobility, and permission. We targeted fifteen trainers for interviews, requesting them to provide at least an half an hour for meeting, however only ten (10) got agreed and individual meeting schedule was set with each trainer. With the permission of the trainers, we

recorded the interviews and then transcribed the interview answers for further analysis. Although all the transcriptions can be provided, however due to limitation of word count, just a sample of one question is included here.

ANALYSIS

Interview Question-1: While delivering trainings in organizations, what sort of training approaches you use and why? Would you like to let us know please?

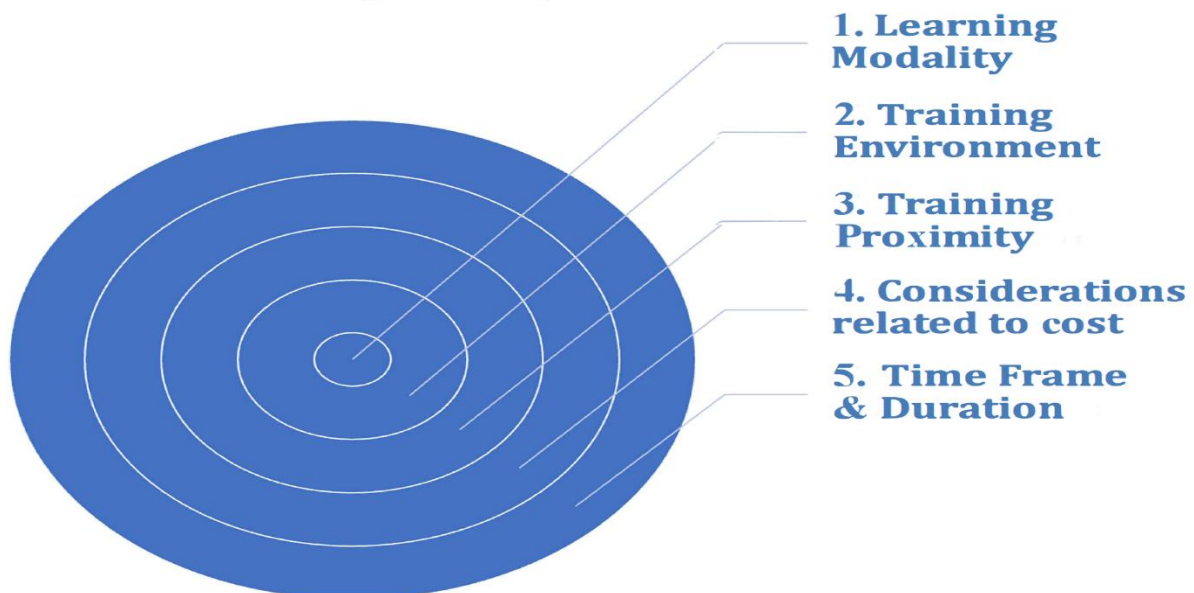*Response Interviewee-1 (Expert Trainer):*

Well, I hope as you know in the market, there are various training approaches available, some trainers are aware of them while others may not be, but they are using them. I also use various training approaches during my trainings, however selecting some approach depends upon the context and demand of the organizations. Sometimes I employ simple lecture method because it is the requirement of the organization while delivering a lecture to sales team etc. that I have to cover some important topics and subtopics within given specific amount of time to me. So, in shortest possible time I choose the lecture approach, however it's not necessary as some organizations also provide me ample amount of time and to leave the training design and delivery to me, where I choose case study method and others as well. Sometimes I give the trainees some activities and involve them in doing something in groups or individually. Furthermore, let me tell you about an interesting and very important training approaches, that I also use, they are simulation and role play where I performed as …. a sort or … a role model or their manager and they try to follow me or imitate me. Similarly, I employ other approaches too. However, it is not necessary that you carry out the training in a specific environment, nowadays organizations, you see, organizations also provide trainings to their employees when they are on the job for example stimulus-oriented trainings, mentorship, job scheduling, rotation, and game-based trainings. Sometimes I employ the case study approach and let me tell you that this is very interesting approach too… as in case studies there is always two types of stories: success stories or defeat stories. Case study approach is very useful method to train the employees and I tell you that employees get encouraged and motivated after studying the success stories and try to implement them into his professional life….

Thematic Analysis

Based on the transcriptions of interviews, a thematic analysis was carried out. We followed the method to analyze qualitative data which entailed to search, identify, analyze and then report the patterns which are repeated (Braun and Clarke 2006). Most of the times, there exist

three kinds of thematic analysis; 1) firstly, thematic analysis based on coding reliability, 2) secondly, thematic analysis based on code book, and 3) thirdly thematic analysis based on reflexivity. By following the descriptive analysis, a deductive approach was adopted by following the stages of thematic analysis, including description, presentation, analysis, and results generation. We followed the thematic analysis continuum based on positivistic phenomenon with semi structured approach. This method also includes not only the description of the data, but also the comprehension and interpretation of that properly. Therefore, after extraction of the themes, they were presented for discussion and conclusion. There can be very many criteria for training approaches however we relied two important sources; the review of existing literature and the sources, secondly practically hands on experience and feedback provided by the export trainers of the organization. Following important themes were deduced:

Fig. 1: Five Imperative Criteria

1. Learning Modality
2. Training Environment
3. Training Proximity
4. Considerations related to cost
5. Time Frame & Duration

1. *Learning modality*

Training approaches are important to impart knowledge, skills, and abilities, however after analyzing the feedback obtained from ten expert trainers, it was found that most important element to be considered is learning or transfer of knowledge and skills or abilities whatever is required by the learners. So, learning modality is considered as essential consideration by all the trainers. Based on the discussions and culling through the literature off 350 sources, it was found that there are three learning modalities: 1) visual, 2) auditory and 3) kinesthetics learning by seeing, learning by hearing, and learning by doing respectively (Willingham et

al., 2005). Both literature as well as the training experts agree that this criterion is simply essential because learning by doing refer to the circumstances where trainees obtain training content through action of performing the task. Almost all the trainers agree on this point that learning modality needs to be considered as imperative, whatever the training approach is employed by the organization.

2. Training Environment

The second most important consideration was made by the trainers is training environment. Not only the existing review of literature supports this team, but after inquiring upon more than 90% of the trainers seem agreeing to this point that if the environment is conducive enough for learning and development, any sort of training approach can be useful and effective. Both the literature as well as the training experts agree that this criterion is essential. Therefore, we kept it as second most important theme in our study, and it is pertinent to mention that training environment may refer to the atmosphere where training is conducted, whether it's real of artificial.

3. Training Proximity

Based on the interviewee's transcription assessment, it was found that training proximity should be put as third most important theme of the study, because of its role and value in training and learning process. Most of the trainers were off the view that they observed that trainees or the learners almost everywhere and almost in maximum organizations put the feedback as that if the trainer and learner are nearer and close to each other, the learning happens most while if they are distant, then learning may be less effective. However, both the literature as well as the training experts agree that this criterion is simply essential therefore in the modern world the virtual reality, video conferencing and alike can play a major role, yet the importance of training proximity cannot be undermined.

4. Considerations related to cost.

Both the literature as well as the training experts agree that this criterion is also essential because advantage of training is more than cost that incur on training or not, if cost is low and benefits are high then conduct a training otherwise not. As mentioned earlier in this study, that trainings and developments are now considered investment in the most valued assets of an organization that is human resource. While previously it was considered as an expense. Therefore, it is understandable that a cost benefit analysis can be carried out by the organizations before conducting any sort of trainings. Both the literature as well as the training experts agree that this criterion is important because as if the benefits, they observe

are explicitly greater than the cost, they conduct that sort of training but if it is vice versa, they forget it. The feedback obtained from the trainers also substantiate the very point that the organizations consider training and development based on cost as one of the major key players. In this way every training approach has its own cost as well, and training approaches vary in cost and that depends on the financial strength of the organization.

5. *Time Frame and duration*

Here, based on both the literature as well as the training experts, it was found that both agree that the duration of the training and time frame also play vital role, however they vary from organization to organization. Based on the literature review as well as the analysis of the transcriptions of the feedback of the trainers, it was found that sometimes time and duration can be much more vital and critical as compared to all other elements mentioned above. It can be sometimes critical because of its influence on overall organizational work system. Both the literature as well as the training experts agree that this criterion is critical. Furthermore, the time frame and duration also refer to the availability of the trainees and how long they can be available for learning new skills competencies, abilities, and knowledge. This also varies from organization to organization and depends on the operations going on or the projects going on in any organization. Last but most important point related to time frame and duration speaks about how much time the trainee devotes for training and development. Based on the interviews conducted, it was found that the intensity and the effectiveness of the skill can be enhanced if the duration of the training is set appropriate. Too short, superficial, while too long can create boredom and forgetfulness. Therefore, the training approach should be finalized, based on the duration and the time frame of the organization, as well as the learners.

CONCLUSION

Conclusively, the study carried out conceptual analysis of 350 sources, based on the academic sources, various important and irrefutable principles related to training approaches were extracted. The motivation behind the study was to grasp the overall understanding about the existing training methods in the industry, analyze them based on their strengths and weaknesses and then finalize some of the important themes which can make training methods effective in the organization. Therefore, existing literature on training methods have been reviewed thoroughly and to substantiate the lessons, expert opinions through interviews were collected from experienced trainers. The conceptual knowledge was then linked with the practical hands-on experience of the experts of the industry, by interviewing, transcribing,

and extracting the themes from their feedback. Overall, the findings of the results show that out of numerous training approaches, the 10 presented training approaches are considered effective and practical even today. Based on the feedback from the expert trainers, the five important themes can be used as elements to gauge any training approach for effectiveness and efficiency. Results show that these five important extracted themes are critical components for effective training method, and if these components are taken into consideration for training, the outcomes would be very positive for individuals as well as for organizations. The study presents an insight for the organizations that consider training and development as one of the important investments. It also presents a thoughtful input to the trainers who conduct trainings for individuals, teams and organizations specifically based on the time, duration proximity, cost training environment and learning modalities. The implications of the study include theoretical as well as practical aspects, learning and enhancing the training approaches, and obtaining required results through training approaches respectively. Future studies can be carried out by comparing the strengths of each training approach in the context of learning, considering the transfer of knowledge based on reception, understanding and practical usage of that, in the organizations.

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