

**Relationship of Training
Effectiveness and Faculty Behavior**
Case Study on Faculty Development Program
at COMSATS Institute of Information
Technology, Attock Campus

Omera Qayyum, Kamran Azam, Anwar
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Abstract

Training and Development (T&D) deals with efforts of capacity enhancement whereby people get hold of abilities to aid in the accomplishment of organizational objectives. It occupies planned learning activities premeditated to develop an employee's performance at her/his recent job. In Organizational development, the related field of (T&D) deals with the design and delivery of learning to improve performance within organizations. After hiring the employees by an organization, next step is determining the need of training and development for them. It is obvious that some new employees are not experienced to their work so they need special training to perform effectively and efficiently. Different organizations held different training and development programs according to their available resources and requirements. The real driving force for training would then be whether the training makes an individual or group of people more productive, efficient or useful to an organization but training can only be fruitful if it leaves an everlasting effect on changing behavior of employees.

This paper has explored relationship between training program effectiveness and behavior of the teaching faculty. Basically this study aimed to assess the effectiveness of the training program in terms of positive changes on

behavior of the faculty and to give recommendations for program effectiveness; interviews were conducted from 7 faculty members of COMSATS Attock who have attended the Faculty Development workshop. The paper has recommended that proper needs and impact assessment should be carried out before and after the workshop to know the exact capacities needed for optimum performance and the changes involved therein. The paper has also suggested that the workshop is conducted for the period of two weeks, which is a very short time span, needed to be enhanced. Another suggestion is that there should be proper feedback and test from trainee in the end in order to know that how much it affected them. A more in-depth focused survey should be conducted by the individual agencies to assess the training needs of the entire faculty.

Field of Research: Human Resource Management

1. Introduction

The Commission on Science and Technology for Sustainable Development in the South (COMSATS) is an international organization. It aims to reduce the ever-growing gap between the developed and developing world through useful applications of science and technology. The Third World Academy of Sciences (TWAS) initiated the proposal for the formation of COMSATS under the leadership of Nobel Laureate, Dr. Abdus Salam. The foundation-conference of COMSATS was held at Islamabad on 4th & 5th October 1994.

Representatives from thirty-six countries attended. The participants included twenty-two Ministers, members of the diplomatic community of Islamabad and representatives of international organizations, like UNESCO, UNIDO, UNEP and the World Bank.

The conference decided that the Headquarters / Secretariat of the Commission would be based permanently at Islamabad, Pakistan, and the Head of State of Pakistan would act as the first Chairperson of the forum. It was agreed that the host -Government, Pakistan, would provide for the operational and administrative expenses of the Secretariat, while the development programs of the Commission would be supported and financed through Technical Assistance Fund. This fund would be established by contribution from member countries, income from services provided to member countries, grants from international agencies and project funds, if under taken under contract.

The mission and vision of COMSATS is

“The CIIT is committed to play a multidimensional role in the development of individuals and society by graduating motivated highly skilled and highly educated graduates. To advance knowledge and enhance educational process, CIIT strives to become publicly recognized, far reaching center of excellence in science, technology, and management education, comparable in standard to the very best in the world”.

Within the context of Mission statement, the objectives of CIIT are three folds:

Improve the quality of staff, of programs, and of support services.

To ensure that stated student outcomes are realized.

To take collective responsibility for ensuring that adequate system for quality enhancement has been developed and are in place.

Training is a method whereby people get hold of abilities to aid in the accomplishment of organizational objectives. It occupies planned learning activities premeditated to develop an employee's performance at her/his recent job.

In Organization development, the related field of training and development (T&D) deals with the design and delivery of learning to improve performance within organizations.

After hiring the employees by an organization, next step is determining the need of training and development for them. It is obvious that some new employees are not experienced to their work so they need special training to perform effectively and efficiently. Different organizations held different training and development programs according to their available resources and requirements. On the other hand; the important aspect of training and development programs is that it helps to avoid the managerial obsolescence. Organizational problems either major or minor can be solved out by these programs. Training and development programs are also important to cope up with the changes in technology and with diversity within the organization. Today because of number of changes in technological fields, these programs are increasingly emphasizing on converting the organization to learning organizations and human performance management. (Reference). That is why it is very important to acquire new skills and knowledge through training in COMSATS various training programmed are there but most important of them is Faculty Development Program which is done in two weeks it is a two week training program and purpose of it is to increase the skills of teaching of the staff development

The Faculty Development Program (FDP) is specially designed for teachers, researchers and industrial organizations for their management education requirements. Every year, hundreds of sponsored participants enhance their skills and update their pedagogical tools. They practice and share their new learning with thousands of students slowly bringing about a major qualitative change in academics and practice. Participants are provided an opportunity to refresh their knowledge related to management education and pedagogy with the latest academic practices in the field. Many participants develop insights into curriculum planning and academic administration.

FDP provides participants a unique opportunity for self-development with compulsory courses and specially designed workshops. The compulsory courses are designed to enhance teaching and research capabilities whereas exposure to elective courses aims at improving substantive knowledge in specific functional areas of management.

2. Literature Review

Importance of training can be realized by a quote that says give a person a fish and you'll feed him for a day, teach him how to catch fish and you'll feed him for lifetime this simple and profound quote is by wisdom of Confucius in 5th century BC. Training, in the most simplistic definition, is an activity that changes people's behavior. Increased productivity is often said to be the most important reason for

training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). McNamar Keith Bedinha says in his research “In fact, however, it could be strongly argued that the most effective training programs are those which change behavior on the job in a constructive way. The real driving force for training would then be whether the training makes an individual or group of people more productive, efficient or useful to an organization. This can be measured by assessing where the individual or group is now, where it wants to go and the best way of getting there” [1]

Garrett J. Endres, Brian H. Kleiner says “Successfully measuring effectiveness in management training and development can be a difficult task. Design of a valid measurement program should include evaluation in key areas; including emotional reaction and knowledge gain measured after training interventions. Behavioral change and organizational impact measurements should be used on a longer time horizon to evaluate the progress and currency of the management development program Finally, research shows that maintaining a balance of the above measurements is the final key to success in measuring the effectiveness of management training and development “[2]

Keith Bedinham, says “The main problem involved in achieving such assessment is that many people do not know their starting place. Research in the UK and the USA reveals that around half of managers and salespeople are unfamiliar with their own strengths and weaknesses. Many organizations have performance appraisals or reviews built into their corporate culture, but the reviews tend to be undertaken by “the boss” - a person who is not always clear about where the subordinate is now and what he or she can do to improve” [3]

Authors: Andrew Kelly in Journal: Industrial and Commercial Training say that From TQM we have learned that everything can and should be measured. Managers are now asking to be shown what difference training and development activities make to the effectiveness of the business. To demonstrate the change brought about by training and development it is necessary to measure the difference between the employee's performance before and after the event or programme.[4]

An unresolved issue is what behaviors to study. Multiple approaches have been taken to identify the behaviors of effective management. Classical management theorists like Fayol (1949) and Urwick (1952) professed that all management functions involved planning, organizing, co-coordinating, directing, and controlling. These functions require technical, problem-solving, decision-making, and people handling skills. These broad-based categories, however, lack sufficient definitional detail to study managerial proficiency or the effectiveness of training.[5]

In fact, however, it could be strongly argued that the most effective training programs are those which change behavior on the job in a constructive way. The real driving force for training would then be whether the training makes an

individual or group of people more productive, efficient or useful to an organization. This can be measured by assessing where the individual or group is now, where it wants to go and the best way of getting there.

The questionnaire from 360-degree feedback is used immediately before the training session, with the results made available during the event. The employee can therefore see at a glance how well he or she actually performs tasks, what he or she has to do to become more effective, and the relevance of the training session. The individual can then start to transfer the learned skills immediately on return to the workplace.[6]

William H. Bergquist and Steven R. Phillips in 1975 says.....Since piecemeal efforts to improve college and university teaching have generally proven ineffective, we must turn to a comprehensive approach to faculty development, through which we can develop new methods of evaluation and diagnosis, find viable ways of introducing new technology and curricula, and explore new approaches to instructional improvement. Faculty development must give serious attention to the impact of change on the faculty member himself and on his institution. Organizational and personal development thus becomes essential to faculty development. It is only through such a comprehensive approach that efforts toward improvement can have lasting impact.[7]

Steinert says Faculty development initiatives in the year 2000 will need to respond to changes in medical education and health care delivery, to build on the achievements and accomplishments of the past, and to continue to adapt to the evolving roles of faculty members. To remain at the forefront, faculty development programs will need to broaden their focus, consider diverse training methods and formats, conduct more rigorous program evaluations, and foster new partnerships and collaborations. Academic vitality is dependent upon faculty members' interest and expertise; faculty development has a critical role to play in promoting academic excellence and innovation. [8]

L Wilkerson, D M Irby said In order to succeed at these new teaching tasks, faculty development is essential. It is a tool for improving the educational vitality of academic institutions through attention to the competencies needed by individual teachers, and to the institutional policies required to promote academic excellence. A comprehensive faculty development program should be built upon (1) professional development (new faculty members should be oriented to the university and to their various faculty roles); (2) instructional development (all faculty members should have access to teaching-improvement workshops, peer coaching, mentoring, and/or consultations); (3) leadership development (academic programs depend upon effective leaders and well-designed curricula; these leaders should develop the skills of scholarship to effectively evaluate and advance medical education); (4) organizational development (empowering faculty members to excel in their roles as educators requires organizational policies and procedures that encourage and reward teaching and continual learning). Comprehensive faculty development, which is more important today than ever

before, empowers faculty members to excel as educators and to create vibrant academic communities that value teaching and learning [9]

3. Research Design and Methodology

The paper aims to explore the relationship of effective training program on the behavior of employee". Objectives of this research are to find out that whether training program effect behavior of the employees and how to make training program effective and finding out variables of behavior and finding its relation with training effectiveness. Mainly data is gathered by conducting interviews from the respondents .population size is of 7 respondents so all of them were selected for sample. There were few limitations that were faced during research work were firstly that research was conducted on behavior changes of faculty after they acquired training program but don't know the starting point of trainee We have used the following research design for the purpose of our analysis.

Concept	Indicators	Variables	Decision points
Training Effectiveness	knowledge	Delivery of lesson	Likert scale
		Teaching style	
		Designing of lectures	
	Skills	Communicating skills	
		Leadership skills	
		Presentation skills	
		Time and stress management	
	Objective of training	Efficiency of particular process	
		Increase in student GPA	
		Motivation of employees	
	Behavior change	Motivation	
		Knowledge	
		Attitude	
		Level of performance	
		Low absenteeism	
Punctuality			
Evaluation from students			

QUESTIONNAIRE (Put it as Annex)

- 1. Do proper importance is given to induction of training within an organization?**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

- 2. Induction of training help you in acquiring new knowledge and skills?**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

- 3. Is induction of training is for sufficient time ?**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

- 4. Training is well planned and designed carefully after identifying needs of the employees?**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

- 5. Employees who are sponsored for training go with clear understanding of skills and knowledge they are expecting to acquire through training?**
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

6. After returning from training are you given sufficient time and resources to reflect and plan improvement in you work?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. Do you find training conducted effected your behavior positively ?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. Do you find any effect upon following variables as a result of training?

- Level of performance
- Punctuality in work
- Absenteeism
- Lecture delivery and presentation style
- Finding job more interesting

4. Discussion of Findings

Question no 1 (Write proper heading representing the Q)

Answer to this question by majority of respondents indicate that proper importance is given to induction of training within the organization as 70 % showed their strong agreement and only 30 % showed disagreement

Question no 2

Majority of respondents think that training is a right way of acquiring new knowledge and skills within an organization 70% Respondents showed agreement and rest showed disagreement or neutral results

Question no 3

Respondent's majority think that induction of training is for sufficient time as 60 % showed agreement for this

Question no 4

Few of the respondents think that training is not designed after knowing the needs of the faculty but others think that it is designed carefully after identifying needs of trainees 40% showed disagreement and others showed agreement

Question no 5

Majority of respondents think that yes they have clear understanding of knowledge and skills they going to acquire as 70% respondents showed agreement

Question no 6

The percentages of respondents show that they have sufficient time and resources for implementing training programs but as half of them think they don't have so it means that there is need for giving more resources and sufficient time to them as 50 % showed

Question no 7

There was a response my majority of trainees that it affects behavior positively as 70% respondents showed agreement

Question no 8

Respondents think that there is increase in the level of performance after training
There is effect upon punctuality in work
Decrease in absenteeism is also found as a result of training effect s
Their lecture delivery style also changed as a result of training

5. Conclusion

Training is very important in today's world for being excellent in the fields of life. That's why every successful organization pays importance to employee development and training in my research I have found that COMSATS organize different kinds of training programmer in the organization in different ways to make the faculty able to learn new knowledge and skills apply it on their profession and thus make students flourish in their fields one of the training programs is faculty development course its propose is to make the faculty developed, training them ways to acquire new knowledge and ways of lecture delivery, paper designing ,taking quizzes and how to enhance relations with students etc thus all this effect the behaviors of trainee in the long run.

Recommendations for this training programs is first that before launching training program there should be know how to measure the starting point of trainees and measure it before and after training programmers it will be effective in knowing the starting point of the employees before and after training program

Another suggestion is that trainings program is conducted for the period of two weeks only this time span should be enhanced and in the end there should be proper feedback and test from trainee in order to know that how much it effected them A more in-depth focused survey should be conducted by the individual agencies to assess the training needs of volunteers.

6. Recommendation

Write two paragraphs on policy and then research recommendations.

REFERENCE (Avoid numbering and follow the authors guidelines)

[1] This is a précis of an article of the same title, which was originally published in Industrial and Commercial Training, Vol. 29 No. 3, 1997. The author was Keith Bedinham, chairman of Verax Ltd, Fleet, UK

[2] Title: How to Measure Management Training and Development Effectiveness
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[3] This is a précis of an article of the same title, which was originally published in Industrial and Commercial Training, Vol. 29 No. 3, 1997. The author was Keith Bedinham, chairman of Verax Ltd, Fleet, UK

[4] Title: Measuring Payback From Human Resource Development
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[7] Components of an Effective Faculty Development Program, by William H. Bergquist and Steven R. Phillips © 1975 Ohio State University Press

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