Chapter 4

Understanding the Perception of Training Comprehensiveness

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ABSTRACT

Comprehensiveness of training programs is very crucial for the successful post-training performance levels. Although it is considered important, very few scholars have acknowledged and studied the conceptual basis of this variable. Therefore, this chapter attempts to draft the conceptualization of perception of training comprehensiveness. This chapter will explore the key aspects of perception and attitude towards training, trainer, and other important aspects of high performance HR practice (i.e., training comprehensiveness).

UNDERSTANDING PERCEPTION OF TRAINING COMPREHENSIVENESS

Introduction

In the ever changing highly competitive business environments, human resource practices and policies have observed a great number of modifications (Van Berkel, Ingold, McGurk, Boselie, & Bredgaard,2017; Srivastava, 2018;

Torbiörn, 2017). This development in HR practices and policies has stimulated researchers' attention towards the attitude towards HRD practices (Bratton, & Gold, 2017). Psychological studies indicate that attitudes and perceptions tend to frame the individual behaviour and how one reacts in a particular situation. However, very few academic researchers have acknowledged the importance of this phenomenon in HRD practices. In this direction, Ehrhardt et al. (2011) posited a term perception of "training comprehensiveness", which defines one's attitude towards training programs and activities provided in an organisation to polish their employees' skills and knowledge. Training comprehensiveness increases the level of commitment and self-efficacy among employees and also responsible for a significant decrease in absenteeism and employee turnover (Ehrhardt et al., 2011). The perception of training comprehensiveness continues to maintain significance for the post-training success of employees even in developing countries such as India (Paul and Anantharaman, 2004).

On the basis of rigorous review of literature, it can be quoted that till date, conceptual awareness of this term "training comprehensiveness" is quite scant. Majority of the studies are focussed on the outcome perspective of training as skill development programs (Srivastava and Dhar, 2017). This has been well documented that post training effectiveness, performance and outcomes are prominent tools to explain the actual importance of training (Kraiger, 2003). However, the pre-training perception of employees also has an important effect on the post training effect (Srivastava and Dhar, 2015, Srivastava, 2016). The way in which training is being perceived, decides how and up to what extent trainees are eager to accept the skills and knowledge imparted during the training. Therefore, this chapter attempts to contribute to the ongoing literature and also provided a theoretical background of perception of training comprehensiveness.

CASE

Nely, a single mother of two kidsworks as aschool teacher in a primary government aided school. She teaches students upto 2nd standard. Recently, she was having trouble in managing her work and family domain responsibilities She stays in her in-laws house with both the kids. Being the only earning person at home, she was facing physical and mental issues at the same time. She was also losing her efficacy to teach well. The job once she enjoyed the most, began to make her more tired and irritated.

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