Chapter Two

Theoretical Framework
CHAPTER TWO
THEORETICAL FRAMEWORK
TRAINING AND PERFORMANCE

2.1. Training

Training and development is the field which is concerned with institutional activity aimed at bettering the performance of Individuals and groups in institutional setting. It is a combined role often called human resources improvement (Human Resource Development) meaning the Development of “Human” resources to remain competitive in the market place. Training focuses on doing activities today to improve workers for their current works and improvement is preparing workers for future roles and responsibilities.

It carry out an analysis that the objective of training and development is to augment learning institutions which ensure that workers through value addition can effectively perform their works, gains competitive advantage and seek self-growth: this measurable performance resulting from good training and improvement, shall enhance institutes improvement.

It is a process transferring information and knowledge to workers. It is equipping workers to translate that information and knowledge into practice with a view to enhancing institute effectiveness and productivity, and the quality of management of people.

It should be considered along with education policies and systems which are crucial to the improvement of human resources. Every institute is facing many challenges regarding changed nature of job and workplace environment due to technological advancement or any other factor.

This rapid change requires competent, efficient, skillful, flexible and knowledgeable workforce for attainment of institutional aims and long term profitability and upgrade the services quality provided.

For developing such skills and competencies in workers, training plays a vital role along with motivation and encouragement. Training is getting more important day by
Training provides help to growth of the organizations as its various departments’ survival relies on training. Both the workers’ and institutional aims are affected by training outcomes and it is considered as an important and necessary human resource practice that can effect on institute’s success. In most of the cases training is considered for new workers only, it is good to invest more on improvement of their skills so that they can increase their productivity.

But ongoing training of current workers is as important as of new workers it helps them to adapt their daily routine job according to rapidly changing work requirements and to develop their performance on current work and prepares them for an intended work.

And it also helps reducing resistance to change among workers. For making training process purposeful and successful institute leaders should work closely with functional department heads and Human Resources personnel to follow a systematic approach to training and to get desired and fruitful outcomes from it. Mainly institutes go for training programs to develop productivity and quality, to increase institutional and workers morale, to motivate workers, to achieve financial gains, for prevention from industrial accidents, to provide wider awareness to workers that leads them to enhance their personal growth, to reduce employees’ turnover intentions, for enhancement of institute’s image through conducting ethics training and for updating workers skills to align them with institute’s aims and objectives.

Through training workers’ need for supervision gets decreased and they can make better decisions on their own and involved in effective problem solving. Training gives basis to personal improvement by helping workers to improve leadership talent and communication skills, it decreases their fear in attempting new tasks and enables them to handle stress, frustration and conflicts.

These factors give them a chance to perform better which result in developing feelings of satisfaction towards their work. Training develops required talents and capabilities in workers which ensure that each and every worker can give contribution towards institute’s strategic objectives. As the more financial gains and high profitability are the major objectives of any business development institutes, the heads emphasize on proper
training of workers conducting by the right person having capability to transfer conceptual knowledge to participants. They spend money, time, efforts and their resources on effective training prior to involve their workers in practical job instead of getting loss in their business and then conduct training to rectify problems.

Instead of focusing only on how to develop satisfaction level, it is important to emphasize on helping workers to become more productive. Training decisions are based on institute’s business strategies and objectives; training strategy must always align with Institutions strategy through which training needs can be identified. It can be identified through analysis of whole institutes, specific work characteristics and the needs of individual workers (whether they have abilities to perform required tasks or not). Training need analysis can be done through various ways like surveys, questionnaires, observations and also internal audit gives help to point out areas that need training.

By gap analysis between workers’ current performance and desired level of performance, objectives of training get finalized to evaluate the training program. Then selection of right trainer has importance to make the training program successful and more beneficial for needs fulfillment.

Training ways are selected according to the types (on the work, off the work), needs and participants of training. These ways include: orientations, work instruction training, internships, work rotation, coaching, lectures, discussions, case studies, role playing, simulation and laboratory training.

After conducting training: timely evaluation is done; feedback is taken from both trainers and trainees, if there is still any deficiency in workers skills or objectives of training couldn’t achieve successfully then again planning step and setting objectives for further training by making required adjustments repeated to become it more effective unless institute achieve its desired outcome from training.

Business success is based on many factors like to have more finances for production and growth, to improve innovative ideas for business promotion and for getting competitive advantage, to make effective strategies, to have high workers loyalty and the most important to have competent, skillful and motivated workforce. These skills, competencies, knowledge and motivation can be enhanced through training.

As every industry has its own vision, mission, objectives, strategies, types of business involved, methods of getting job done, workers having specific skills to perform
desired task and also separate competitors so different Institutions set different methods and programs to train their workers. Mainly training zone developed within human resource (Human Resource) department, Human Resource people involved in training and improvement of workers\(^2\).

They conduct training programs whenever any department head demands training of his/her workers, they then follow the proper predefined procedure of training. For setting predefined steps of training, Human Resource training zone heads integrate with leaders and functional departments’ heads to improve the training models according to their specific needs. These models are updated regularly according to changed needs; they are helpful in conducting training programs fast and in time and also prevent wastage of time. Every institute has its own training models depend upon their needs and objectives.

Their steps and procedures, similarities, differences and lacking of steps are discussed. And improvement of new and effective training model which could help various industries to follow its training steps efficiently is also considered to become their training programs more purposeful and their employee more committed, satisfied, skillful and empowered\(^3\).

### 2.1.1. The concept of Training

Training is an organized and continual process those goals to acquire a person with knowledge, skills and good abilities. Also, changes points of view, ideas and previous information that fit with changes in work place, especially technological and institutional sides. Accordingly, training aims to raise the professional knowledge in order to achieve works. Its aims also include improvement of individuals' behavioral aspects in their relations with work groups in the institute. Training is an investment of workers in the institute. Also, it is a useful implementation through improvements that come from technological inventions, competition in markets, institutional structure and demographic changes. Training is group of organized and directed opportunities to increase the vocational growth of labor force

Training and improvement form three main activities: training, education and improvement. The institutes that train their workers, actually it invests them effectively. This investment leads to raise the functional ability of employees. In the changeable global market and through the growing technological improvement; the
flexible, adaptable, advanced workers and who are stable in the competition range are desirable. Accordingly, the qualified employees became a strategic target. Training and improvement system of human resources in institutes is main mechanisms that assure main skills and knowledge to achieve institute’s targets and find a competition feature.

2.1.1.1. Economists Classify Training into

1. Special training: is a training that prepares specific skills for workers or skills that lead to raising the workers’ productivity with the current worker.

2. General training: this type leads to raising the human ability of workers and raising productivity that fit with the similar institutes. But, this type of training may impact on the institute, because the worker may leave it after training and raising quality. So, the employee finds a better job in other institute. There are a lot of training theories:

3. Behavioral theories: The base of these theories comes from the relations between motivations and behavioral reaction. So, learning happens when the motivation can control the behavioral reaction.

4. Factual theories: In these theories, learning is an internal and mental process can recognize the knowledge structure that is a result from the individual’s reaction with the educational environment.

5. The entire human theory: In this theory, learning is an entire process and is not restricted to human's exterior behavior or building human's mentality. But, it comprises human's entity and social personality. Human improves in integrated method. The interaction between all of behavioral and mental components, values, individual and social inclination contributes in this improvement. So, learning from pioneers' human theories point of view is entire process that takes care of human body and mind. Also, it help human to success and adaptation.

6. Adult’s education theories: this theory bases on that adults have a lot of characteristics, so programmers of educational and experimental programs take it in consideration when they make as these programs.

7. Group dynamics theories and using it in the administration process: This theory bases on interactive psychological terms and relations that make individuals able
to achieve common realization based on common values and group of personality feelings that protect the group. The training is the activity's targets to improve workers’ skills in behavioral technology field in the institutes.

This is in order to help them to have active roles that achieve their targets and institutes targets efficiently. Also, institutes training is away that help individual to use his/her abilities. In addition, it is a continual activity goal to make changes in information, experience, method points of view, behaviors and individual attitudes. It helps them to be able to have high productivity as a base to achieve institutes' targets. From above, the definition of institutes training can be:

1. Laboratories training is a continual activity goal to raises the level of individuals’ ability.

2. Training leads to control data, individuals’ experience, change behavior and change attitude, in order to improve performance and its quality. The objectives of training: Training aims to provide experiences and skills. Also to motivate individuals to use their abilities. There are the following objectives of training:

3. Ensure that the performance of work is quickly, efficient and economical. In addition to fill the gaps between performance standards that put by supervisors and the actual performance of workers.

4. Make the workers more interest in work, because the raising in productivity is related to workers interest in job.

5. To raising workers efficiency and improving productivity, it must be an internal motivation through know the projects objectives and policies. Also, worker must know the importance of his/her job, in order to achieve that objectives. So, the work will be effective and valuable.

6. Growing the self-confident of workers and decrease absence, because they know job's dimensions and skills through training. If skills and information contributed to raising workers’ productivity, it will develop his/her materiality and morally level.

7. Raising workers skills and abilities in order to promote him/her at work

8. Raising workers efficiency through has an opportunity to know all of new of scientific and technological development. So, there will be a development in kind and ways of job.
9. Stability and flexibility of project. Trainers are very important factors that assure the stability and flexibility of the project. Stability means: the project ability to continue in operation through quickly replacement provided by organized training although loosing number of employee.

Flexibility means: the ability of project to adapt with changes on job if there are flexible workers can adopt with work needs and keep their efficiency. Organized training also provides this flexibility.

10. Decrease the job quirk and disasters that often happen in the industrial projects as a result of lack of workers' efficiency, skills and ability.

Training programs:

Modern institutes spend a lot of money on training of employee and improve their ability and efficiencies. It recognize that its success in achievement of objectives efficiently depend on workers’ abilities and their desire to achieve work. Training is one of the methods that used by administration to develop the scientific, technological, practical and behavioral abilities of workers in order to develop institutes. Training programs based on six factors: practical measure of training needs, approaches planning, choosing trainers, specify training way, specify place of training, capability and motivations.

2.1.1.2. Organization’s Need for Training (Performance)

Well trained and developed workers when fully utilized by the employing institute’s benefits it as well the workers themselves. Therefore for an institute to grow and survive in today’s globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for institutes to come up with systems and programs that would bring out of their need efforts, attention, creativity and general innovations as individual workers and as groups or teams of network. For this reason institutes seek to adapt to new structures, new cultures and new effective ways of performance management and workers motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the workers (supervisors and management) who administer this system
must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, 

Knowledge and skills would come from organizing seminars or training programs that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of workers, attitudes and motivation are determinants of performance. Performance of workers as said elsewhere thus is about workers output which is twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an institute like Accra Polytechnic which has been granted accreditation for the running of courses in bachelor of technology,

Human resource training, education and improvement activities therefore aim at the equipping of workers with the necessary competencies that they require for their effective performance on their work. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get workers to perform creditably or totally acceptable.

Training and development interventions therefore must aim at providing workers with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an institutes like Accra Polytechnic would be the method for it to be very competitive in the globally scheme of this. This does not however mean that training is the solution to all performance problems in an institute model that must be considered:

\[ \text{Performance} = (\text{Ability}) \times (\text{Motivation}) \]

From the above mathematical model, performance is the product of ability and motivation. While ability is the “can” factor in the equation, “motivation is the “want to” factor. Thus if the worker has the ability and at the same is provided the needed motivation (wan to factor), then performance would be guaranteed from the combined impact of ability and motivation. It therefore follows that while the ability may exist in the worker, the absence of motivation e. g. ergonomics of the environment, rewards and leadership must bring about non-performance. In this instance, no amount of training would solve the problem.
However, training can have an effect on both of these variables (ability x motivation); it can heighten the skills and ability of the workers and their motivation by increasing their sense of commitment and encouraging them to improve and use new skills. Training is thus a powerful tool that can have a major effect on both workers’ productivity and morale if properly used.

Quotes from a survey carried out in the UK in 1996 which showed that the young worker of today values training and improvement opportunities over pay and perks. According to her the survey further showed that seventy three percent (73%) of those survey said they would stay with an institutes that invested time and energy in their improvement rather than move to a rival institute that paid more money but less investment in helping them to progress. Furthermore since the mid – 1980s, it has been widely recognized that the training and improvement of workers should be a major item on any institute’s agenda. This means that every manager or supervisor must have responsibility for his own self-improvement and then the improvement of the workers he manages. Therefore the manager must make efforts to identify, define and assess the competitiveness of individual worker’s skills and make a method for these individuals to improve the skills required. However, for a supervisor to be able to assess the competitiveness of the competencies of workers and thus set objectives for the necessary development of these competencies through training and improvement, he must first set up some kind of an worker appraisal system. A manager has accountability for the performance of his workers and therefore a manager’s success would be dependent on the abilities of the workers. A better or very well trained worker should increase efficiency and even productivity by reducing fatigue and wastage. Each worker fell into one of three categories in relation to competence to perform current work.

These are:

1. Competent to perform current work
2. Not yet competent to perform current work
3. Better than competent at perform current work

Boxall and Purcell say that the opportunity to use training powerfully arises when organizations have invested more comprehensively in recruitment and has thus built a labor pool with greater long – run potential and consequently greater aspirations.
The workers do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned. They cite a report from the USA where corporations with 100 or more employees spent more than $51 billion dollar on formal training in one year.

Most training is directed at upgrading and improving an workers technical skills. This form of training has become increasingly important for two (2) reasons:

1. Due to new technology and new institutes structure design

2. Works change as a result of new technologies and improved ways,

Technical training has become increasingly important because of changes in organizational design. For example as institutes flatten their structures, expand their use of teams and break down traditional barriers, workers need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles, e. t. c.) of how their institutes should operate.

Training in general terms is designed to improve workers’ work skills, be it technical, managerial or personality. E. g. workers may be trained to run machines, taught new skills or acquainted with personal growth and development ways.

Moorhead & Griffin (1998), give the example of the situation where in multinationals, one training that is becoming increasingly important is the training of people to job in other countries. Another need for training arises when for instance an institute is implementing a management – by – objectives program; training in establishing aims and renewing goal oriented performance system. The need for training of workers further comes from both demographic and economic trends which has which meant radical changes in the composition of the labor force. Further factors affecting the numbers, types and requirements of available works include automation, employee displacement due to mergers and acquisitions, downsizing and business paradigm shift e. g. from manufacturing to service work the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized workers and the training needs brought about by national and international competitions in the environment of many institutes.

"Brody quotes a Motorola company spokesperson as saying “we’ve documented the savings from the statistical process control methods and problem solving ways we’ve trained our citizen in. We’re running
a rate of return of about 30 times the dollars invested – which is why we’ve gotten pretty good support from senior management” This is a clear indication that a systematic and well planned training and improvement policy that is well executed would surely bring returns to the institute in cost savings, worker effectiveness and efficiency and the list could go on and on”.

Training and improvement could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic aims and objectives and the skills and knowledge that could be used to achieve these strategic aims and objectives. This then followed by the identification processes as to whether workers have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses. This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the institute.

For the successful creation of an organizational culture managements make sure that the workers have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and improvement of workers’ right from new workers through orientation to current workers who from time to time need modification of attitude to remain in line with the culture of the institutes

2.1.3. Training and Training Transfer

A major problem of training programs in some institute is the transfer of workers learning to back to the job place or the situation. It has been asserted by managements from casual observation that, very often when an worker learns a new skill or manager learns a new technique from training, they upon returning to the normal job situation find it more comfortable or convenient to go back to the old methods of doing things; thus making nonsense of the time, effort and money that has been spent on the training programmer. This could account for some the reasons why probably the management of Accra Polytechnic do not seem kin on the training of its workers. In the view of Casco (1992), training and training transfer is the extent to which knowledge, skills and abilities and other characteristics learned during training could be applied on the work. Training results thus could come in three fold:
1. Enhance work performance – Positive

2. Hamper work performance – Negative and

3. Has no effect – Neutral

It is important to note here that, training that result in negative or neutral transfer is cost to the institutes. This cost come to the institute in two methods; i.e. cost of training the workers and cost of hampered performance. It is important therefore for the Polytechnic to ensure that the required training needs analysis are done thoroughly before training is undertaken as well as putting in place structures that would ensure the positive transfer of the learned knowledge, skills, e.t.c. to the work.

Casco cites the example of the institute TRW’s approach to what they call system’s learning, which suggest that transfer of transfer of training will be greatest when the following steps are taken:

i. Defining the content in terms of the strategic needs of the institute

ii. Identifying and assigning individuals to training based on careful selection standards. This could be done through survey of trainee interest, input from supervisors, review of career improvement plans and performance appraisals. A good question to always ask here is “does this person (worker) really need the training?”

iii. Ensuring that classroom content of training program are directly relevant to the works / works settings in the institute and

iv. Ensuring the practical application of the training to the job / work setting by means of systematic follow-up.

Good training programs therefore always close with a session on what the trainees would do differently when they go back to their works. These are written done by trainers for the necessary follow-up on trainees at a later date.

Training and training transfer could be facilitated through the collaborative effort involving the trainer, trainee’s manager / supervisor and the trainee himself and that each of the three (3) parties need to take some from action before, during and after the training program.
2.1.4. Training and Development Policy

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with. Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could policies on training and improvement, recruitment and selection and salary administration and compensation; just to mention a few. Such institutional policies are either formally expressed in manuals or informally as haven grown from customs and traditional practices over the years. However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again there is the need for senior management to communicate policies if they have not been written. The attend time taken that could be used on more pressing issues and the confusion that comes with oral traditions could be avoided with a formally expressed policies in a manual. Again it is the position of the researcher that, since workers come and go, while management and leadership of unions / associations also changes, there would be the strong need for policies to be more formally expressed in manuals for to avoid misinterpretation and to encourage consistency and fairness.

A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its workers for great cooperation, lists the following as the essential components of a training and development policy.

1. The view that continuous training (and retraining of e workers) is the norm
2. The assumption that training will be a life – long process (may as long as worker remains in the employment of the institutes)
3. Recognition of the need to update existing skills, replace redundant skills and train for new skills and
4. The need for multi-skilling to cope with change. (In today’s work labor market multi-skilling is the new paradigm shift for would be workers). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired workers.
While policy formulation is an exercise meant for the attainment of institute’s aims, it also serves the concurrently as a statement of the institute’s corporate philosophy.

Fine policy in 3 different contests:

1) Those policies are the basic rules to govern the functioning of a department or unit so that in the implementation of the policy the desired objectives are met. This means the policy is a guide to decision making e. g. what to do when certain situations arise.

2) Those policies that are used as control mechanisms in order to restrain managers from undesirable actions or from mishandling situation

3) Policy guidelines can be used to rationalize decision making whenever standard decisions are involve; i. e. those decisions that are repeated given the same situation.

It could be inferred from the above that, policies statements serve as guidelines to action and the establishment of equality or parity among workers of an institutes. When we defined policy as a guide to actions and decisions of institutes members. Policies are thus directives that emanate from top management of the institutes and so provide the basis for the general of institute members. They tell workers how they should act in certain specific situations or circumstances.

For these reasons every institute including Accra Polytechnic would as of necessity need a policy on its human resource management including. This would enable supervisors to know what to in circumstances of the non-performance of their team members, whether to recommend them for training or otherwise. Again this system when it is practice throughout the institutes would lead to the accruing of the benefit of management by policies such as

a) Control

b) Consistency

c) Uniformity and

d) Fairness.

Training policy in an institute like A – Poly would indicate to workers management’s commitment training and improvement as it is expressed rules and procedures which govern and influence the scope of training and improvement.
Training policies of institutes further highlight the following to its members:

i. The institute’s approach to the training functions and provides guidance for the design and execution of training. It would further provide information to workers on training and improvement.

ii. The identification of priority areas in training and prioritize according to real felt needs since resources are scarce and

iii. It would communicate the institute’s intentions with respect to members’ career improvement and give members the opportunity to enhance their career prospects through training.

Taking an opportunity of training programs to enhance ones career prospects could be possible with the existence of training and improvement policy. This is why the seeming absence of training and improvement policy in the Polytechnic may not help in its growth and improvement. This seems to have become more imperative with the threat that looming establishment of private polytechnics poses to the premier polytechnic.

2.1.5. Measuring the training needs:

It means: know the group of changes that must be in individuals that related to his/her knowledge, performance, tendencies, experiences and behaviors. These are in order to make him/her more professional in current work. Training course deals with improvement knowledge and skills field that related with improvement trainees’ performance. This make specification of training needs is an important factor in the efficiency of training process and starting point.

This required computing the sources that help trainer to determine these needs and measure it. As, first: review work description with intuitional structure of the institute, in order to determine the level that workers should be have through training process to undertake jobs duties satisfactorily. Second, know the opinions of managers and leaders. Third, reading ransacking reports, annual reports, and performance averages or crowd complaints. Fourth, know the kind of improvement in activity type, scientific and technological improvement that achieved by institute.

Fifth worker’s points of view, it is also possible to use more than resources. When the training needs are determinate, it will be easier to determinate the amount of information, skills, experiences and information that provided to workers. This is in
order to raise the efficiency of workers and make changes. Also, it helps to measure the level that workers have before training and after training. Training needs are all of changes that training makes in workers. As skills, knowledge, performance level and tendencies that make worker able to achieve a job efficiently. That’s mean that training needs are the deficit that worker suffer from in skills, knowledge, tendencies, performance level in particular work. It can be treated through training.

**Quality Standards: Guest’s Gratification**

Gratification: is the level of customer's recognition of the ability of institutes to present goods and services in methods that service their needs and desires. Stressed that gratification is feeling of pleasure or disappointment as a result of comparison between services performance and guests' expectation. The institute ability to attract customers to the organization, keep them and enhance the relation with them. We concluded that the achievement of guests’ gratification bases on institute service quality (Gronross) says that service quality has two standards:

- Technical quality
- Functional quality

Both of them are important to tourists. The technical quality indicates to the quality side of service. While the functional quality indicates to the behavior of service producers, their look and the method that they use to deal with guests. A lot of scientists indicate that there are ten points that customers used to present service quality: Dependency, credibility, safety, response, understanding customers, perceptible sufficiency, communications, civility, providing services. These ten standards are merged in five standards to measure institute service quality.

1. Tangibility: it includes the concrete factors of service as, institutes building, technical devices, seats, lighting, workers ’look, etc.
2. Dependency: is the institutes ability to present the service at the time that customer request.
3. Response: is the ability of dealing efficiently according to customer's need, response to their complains and solve it as quickly as possible in order to make the customers feel that they are interested by institute.
4. Concern and safety: is the level of care customers and their problems, in order to present service according to their needs.
5. Trust and assurance: mean safety, credibility, competency and sympathy.

The standards that used by customer to evaluate service quality is necessary to be independent from each other. It might be overlapped and sometimes it completes each other. Researchers pointed out that the five previous standards are suitable to evaluate a lot of services

2.2. Importance of Training

Training is best seen as an incentive to commitment, team effort, customer relations etc. In 1966 Bass and Vaughan argued that a Maslow type of ‘self-actualization’ with its self fulfillment and personal growth through job could come through training. The individual benefits emphasize the growth in human capacities through the effective use of skills and abilities at job which in turn would give greater social relevance to the nature of the work.

Training is a form of Performance management. The result of training is more efficient use of resources from plant to machinery, less waste and scrap, higher performance levels, better quality goods/services, the maintenance of sound customer and industrial relation and ultimately more profitability.

Other benefits to an institute from training are: Learning times are reduced, Retention of workers may be enhanced, the incidence of absence and accidents may drop, work flexibility can increase, attitudes towards the ethos of the institute can be altered, develop in-house specialized skills.
2.3. Training Process

The effectiveness of the training heavily dependent upon effectiveness of process used to identifying training needs. Most institutes formalize training process by providing a budget and resources for training but this will not ensure the investment is a good one.

To ensure the best possible returns for the institute, training and improvement activities like any investment have to be targeted, planned and managed. First and foremost, the training and improvement required for the institutes to achieve its objectives must be properly identified and prioritized.

This is the objective of training need analysis in an institute. institute regardless of the nature of the industry and size of their organizations, which place a high premium on training, will always ensure that the important components of the training process are given attention.

Training need analysis is the first step on the path to effective training. Training need analysis means measuring the gap between skills available and skills required for
workers and making recommendations to bridge the gap. When need analysis is done, it is possible to focus attention on the target and identify the means for getting there. The Need analysis process also involves others and helps them to understand the issues which are facing. There are five essential reasons for doing need analysis: The business world is changing rapidly and institutes require keeping pace with this change, as result everyone is being asked to stretch to do more the ever and to do it faster, to ensure solution addresses the issue, to effectively focus resources, time and effort toward a targeted training solution and to eliminate the necessity of having to look for another work.

2.4. Sources of Training Needs

To carry out training needs for institute requires need information that can be evaluated against the factors. Sources of training need are requiring that relate needs business. The information must relate to the level at which analysis is to be done: institutes, occupation or workers. Suitable source for training need analysis is mission and values, business plan, succession plan, competency framework, views and observations about 'how we do things', performance appraisal records, evidence of competence for individuals improvement opportunities, action points that highlight needs questionnaires, work descriptions, performance targets, observation of worker at work, interviews with managers, staff subordinates, internal and external customers.

2.5. Process of Training Need Analysis

2.5.1. Assessment of present situation

In Training need analysis, assessment of present situation helps in defining the problem. All the other action depends on making this assessment accurately. To get complete picture of present situation 3 questions are involved: where institutes stands now: start by noting what already known about situation. Try to involve others right from the beginning so partnership will be established for the process.

2.5.2. Why we require training

We require training to address the situation. What are the issues, problems or situation that are creating the need or demand for training in an institute? Never try to answer this question without getting ideas from others. What institutes issues results in to need for training: The mission, vision and business objectives of institute helpful in this regard.
2.5.3. Envisioning Future

This aspect provides what will be the situation of individual, group and Institution after the training has been accomplished. The vision of the Institution is very important in this regard because it provides answer of three questions:

a) Where Institution wants to be?

b) What would success look like?

c) Does an Institution have complete picture?

2.5.4. Gathering Information

Assessment of present situation and envisioning the future helps in establishing good platform for training need analysis Institution is in position to take steady goal at the target. Collection of information helps in defining what are aiming at and better understanding of what needs to be done to reach future state.

2.5.5. Sorting Information

After collection of information require to interpret the information to find out what it really tells about current situation and challenges faced in moving to future state. When institute finishes this step institute will have document identifying major training issues to be addressed and recommendations for addressing them.

2.5.6. Sharing Results

Sharing the results with others and improving the recommendations for action can be a heady experience. In this stage of need analysis institute will see the result of strategy. The momentum which is augmented by the results carries Institution for action planning.

2.5.7. Action plan

The last action in the need analysis process is to translate the recommendations in to plan of action. List of activities will be used in the mapping the training approach. In this step we are easy creating a description of the specific training required to develop the situation. The action plan assures that institute will keep moving forward. It assigns responsibility for the training to specific individuals and gives them a timeline for completing the identified actions.
2.6. Aim and Training Objectives

After identifying the training needs we need to formulate the goal of training and set training objectives. Goal links training design to the training needs. Goals are of little value in designing the actual training, because they do not give sufficient information about what the learners will learn during their training and even further, what they will be able to do on completion. This requires formulation of objectives. An objective is used to state what learners will be able to do on completion of training, when they have achieved a satisfactory standard of performance under training conditions. The term used to describe this is called Training objective\(^7\).

2.7. Design & Development of Training

Designing training program is an important component of systematic approach to training. The quality of any training effort is based largely on it is thought through and planned before any action is taken. Designing training is like making out a road trip or crating a tribe. A training design is basically an outline of all the what, where, who, when and how details of the training for use by coordinators, curriculum developers and trainers. After assessing the training needs of the participants the trainer is now in a position to start planning for the training program. The trainer must know that it is not enough simply to list the topics one tends to cover in the training program.

A training program is constructed in terms of the achievement of objectives. The critical question is not what topics to cover but what trainer wants the participants to value, understand or do with the topics. Designing of training examines how the training should be planned so that it will meet identified training needs. It shifts the focus from investigating the problem to investigating and scoping the solution.

The goal of training design is to determine what training experience will meet training needs and thereby close performance gaps between what people can do and what they must do to meet the performance requirements. There are 5 primary components of a training design are learning outcome, training material, trainers and content experts, training ways and logistics (Title, rationale of the training, objectives of the training, course outline, learning methodology, time frames, dates and venue, evaluation way, resource speakers/persons and training cost). If the design phase of training is like creating blueprint for a house the improvement phase is he actual hammer and nails construction. Training agency must take right materials and build solid structure of
training. Developing training involves writing materials, creating learning exercise and working with content experts and trainers. During the progression of improvement phase make sure the training materials and exercises match the learning outcomes identified in the design phase, which are based on training need assessment.

2.8. Delivery of Training

Delivery of training is real challenge. Competencies, patience and confidence of the training agency are tasted during this phase. Delivery of the program is process that actually begins with the arrival of the participants for the program. The delivery phase of training is when the coordination, assessment of learning needs, design, and improvement phases come together. Successful training delivery depends on:

- Accurate identification of participants’ training needs
- A carefully crafted training plan
- Well-managed training details
- Thorough and relevant materials
- Prepared trainers, ready to present a compelling learning experience

While the other steps of the training process focus heavily on creating the content of the training, the delivery or implementation phase is concerned with teaching the content and participant learning. Now that you have built your house, you want to invite people in to experience what you have augmented⁸.

2.9. Evaluation of Training

The last phase of the training process requires the assessment of the conduct of the training activity. When institute has invested in some training, how do we know if it has a success? Our gut feeling might be that skills and practice have developed. But in what methods and by how much has it developed, and did institute get value of money or upgrade the services provided? Answer of these questions can be given by doing evaluation.

The evaluation of training forms the remaining part of the training cycle which starts with the identification of training needs, establishing objectives and continues through to the design and delivery of the training course itself. It is the function of evaluation to assess whether the learning objectives originally identified have been satisfied and any deficiency rectified. Evaluation is the analysis and comparison of actual progress versus prior plans, oriented toward improving plans for future implementation.
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It is part of a continuing management process consisting of planning, implementation and evaluation; ideally with each following the other in a continuous cycle until successful completion of the activity. Evaluation process must start before training has begun and continue throughout the whole learning process. Training cost can be significant in any business.

Most Institutions are prepared to incur these cost because they expect that their business to benefit from workers improvement and progress. Whether business has benefited can be assessed by evaluation of training. There are basically four parties involved in evaluating the result of any training. Trainer, Trainee, Training and improvement department and Line Manager.

- The Trainee wants to confirm that the course has met personal expectations and satisfied any learning objectives set by the T & D department at the beginning of the program.
- The Trainer concern is to ensure that the training that has been provided is effective or not.
- Training and improvement want to know whether the course has made the best use of.
- The Line manager will be seeking reassurance that the time that trainee has spent in attending training results in to value and how deficiency in knowledge and skill redressed.

The problem for many institutes is not so much why training should be evaluated but how. Most of the institutes overlook evaluation because financial benefits are difficult to describe in concrete terms⁹.

Donald Kirkpatrick improved four level models to assess training effectiveness. According to him evaluation always begins with level first and should move through other levels in sequence. These levels are Reaction, Learning, Behavior and Result. Another model for evaluation of training need is improved by Professor Virmani Pre-training, Context and Input evaluation and Post-training evaluation.

Donald Kirkpatrick provided a framework of 4 levels of evaluation and Professor Vermin provided a framework of three levels of evaluations Jack Phillips has written that evaluation must go beyond level IV and focus on real measurement of ROI. ROI will
measure training success at completing its business tasks. Common Areas for Evaluation in Training are: Curriculum based on TNA, Content, Time allotment, Activity requirements, Training ways, Trainer/resource persons, Training management group, Logistics, Facilities, Food and Accommodation.

2.10. Benefits of Training

The main purpose of training is to acquire and develop knowledge, skills and attitudes towards job related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and institutes. There are so many benefits associated with training. The benefits as below:\(^{10}\):

1) High morale – workers who receive training have increased confidence and motivations.

2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.

3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided.

4) Change management – training helps to manage change by increasing the understanding and involvement of workers in the change process and also provides the skills and abilities needed to adjust to new situations.

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.

6) Help to improve the availability and quality of workers.

2.11. Human Resource Training Needs

Training and improvement needs may occur at 3 institutional levels namely: (1) *strategic level* where needs are determined by top\(^{11}\) management while considering institutes aims, mission, strategy and problems, which need to be resolved or fixed (2) *tactical level* where needs are determined with middle management while considering improvements needs to the coordination and cooperation between institute units and (3) *operational level* where needs are determined with lower executive management
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and other workers while considering problems related to operations such as performance problems of individual employee and departments in subject.

In order to enable an institute formulate human resource training and improvement goals that will enable both formal and informal human resource training and improvement ways and programs augment a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels. The first issue is to identify the needs relevant to the institute's objectives.

There are three categories of identifying training and improvement needs. These include: resolving problems, this focuses on employee’s performance, improving certain working practices, this focuses on development regardless of the performance problems and changing or renewing the institute situation, which may arise because of innovations or changes in strategy.

It is worth putting in mind that during the identification of training needs, there is need to augment, improve, maintain and develop any systems relevant in contributing to the availability of people with required skills. Moreover, training programs should be designed to cater for the different needs. Further still, the training program, content and the trainees' chosen depend on the objectives of the training program.

A number of approaches have been highlighted in previous literature for identifying needs. These are the problem-centered and profile comparison (changes and skills) approaches. Similarly, a number of approaches for analyzing training needs depending or either new or current workers have been pointed out by earlier studies.

The two most traditional approaches being the problem centered approach and the profile comparison approach. The problem centered approach focuses on any performance difficulties and the corporation analyses if the problems are due to insufficient skills, which then need to be developed if the problem is to be solved.

Profile comparison approach on the other hand focuses on matching the competencies with the work filled, whether new position or existing position. Some changes in strategy and technology may also bring the need for new or additional skills.
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Table 1: The Training and Development Needs’ types

<table>
<thead>
<tr>
<th><strong>NEEDS’ CATEGORIES, APPROACHES AND LEVELS</strong></th>
<th><strong>RESEARCHERS</strong></th>
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<tbody>
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<td></td>
<td>Strategic level (top management)</td>
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<td></td>
<td>Problem centered (performance)</td>
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2.12. Training and development methods

Nadler\textsuperscript{14} noted that all the human resource development activities are meant to either develop performance on the present work of the individual, train new skills for new work or new position in the future and general growth for both individuals and institute so as to be able to meet institutes current and future objectives. There are broadly two different methods that institutes may choose from for training and developing skills of its employees.

These are on-the-job training given to intuitional workers while conducting their regular work at the same working venues and off-the-work training involves taking workers method from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-work training include but are not limited to work rotations and transfers, coaching and/or mentoring.

On the other hand, off-the-work training examples include Conferences, role playing, and many more as explained below in detail. On the work training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different institutes are motivated to take on different training methods for a number of reasons for example;

1) Depending on the institutes strategy, goals and resources available,
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2) Depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual employee, groups, teams, department or the entire institute\(^\text{15}\).

2.12.1. Job Rotation and Transfers

Job rotation and transfers as a method of developing worker skills within institute involves movements of workers from one official responsibility to another for example taking on higher rank position within the institute, and one branch of the institute to another.

For transfers for example, it could involve movement of workers from one country to another. These rotations and transfers facilitate workers acquire knowledge of the different operations within the institute together with the differences existing in different countries where the institute operates. The knowledge acquired by the selected workers for this method is beneficial to the institutes as it may increase the competitive advantage of the institute\(^\text{16}\).

2.12.2. Coaching and/or mentoring

This involves having the more experienced workers coach the less experienced workers. It is argued that mentoring offers a wide range of advantages for improvement of the responsibility and relationship building. The practice is often applied to newly recruited graduates in the institute by being attached to mentor who might be their immediate managers or another senior manager.

This however does not imply that older workers are excluded from this training and improvement way but it is mainly emphasized for the newly employed persons within the institute.

2.12.3. Orientation

This is yet another training and improvement way. This involves getting new workers familiarized and trained on the new work within an institute. During this process, they are exposed to different undertakings for example the nature of their new wjob, how to take on their identified tasks and responsibilities and what is generally expected of the workers by the institute. They are further given a general overview of the institutional working environment including for example working systems, technology, and office layout, briefed about the existing institutional culture, health and safety issues, working conditions, processes and procedures.
2.12.4. Conferences

A training and improvement method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This way is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

2.12.5. Role playing

Involves training and improvement techniques that attempt to capture and bring forth decision making situations to the worker being trained. In other words, the way allows workers to act out job scenarios. It involves the presentation of problems and solutions for example in an institute setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This way is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training way for a wide range of workers for example those in sales or customer service area, management and support workers.

2.12.6. Formal training courses and development programs

These are a number of methods which may be used to develop the skills required within an institute. These course and programs are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the institute and the personnel to be trained. Unlike informal trainings and programs, formal training and programs can be planned earlier and also plan for their evaluation.

Workers may undertake these courses and programs while completely off job for a certain duration of time or alternatively be present for job on a part-time basis. These programs can be held within the institute (in-house) or off the work. Off the work is argued to be more effective since workers are away from work place and their concentration is fully at training. Depending on the knowledge needed, institutes structure and policies, the trainers too may be coming within the corporation or outside the institute.
2.13. Types of Training

Learning Objective

Be able to explain and give examples of the types of training that can be offered within an institute. There are a number of different types of training we can use to engage an workers. These types are usually used in all steps in a training process (orientation, in-house, mentorship, and external training). The training utilized depends on the amount of resources available for training, the type of company, and the priority the institutes places on training. Companies such as The Cheesecake Factory, a family restaurant, make training a high priority.

As you will see from the types of training below, no one type would be enough for the works we do. Most Human Resource managers use a variety of these types of training to develop holistic workers\(^\text{19}\).

2.13.1. Technology Training

Depending on the type of work, technical training will be required. Technical training is a type of training meant to teach the new worker the technological aspects of the work. In a retail environment, technical training might include teaching someone how to use the computer system to ring up customers. In a sales position, it might include showing someone how to use the customer relations management (CRM) system to find new prospects. In a consulting business, technical training might be used so the consultant knows how to use the system to input the number of hours that should be charged to a client. In a restaurant, the server needs to be trained on how to use the system to process orders. Let’s assume your institute has decided to switch to the newest version of Microsoft Office. This might require some technical training of the entire institute to ensure everyone uses the technology effectively. Technical training is often performed in-house, but it can also be administrated externally\(^\text{20}\).

2.13.2. Quality Training

In a production-focused business, quality training is extremely important. Quality training refers to familiarizing workers with the means of preventing, detecting, and eliminating non quality items, usually in an institute that produces a product.

In a world where quality can set your business apart from competitors, this type of training provides workers with the knowledge to recognize products that are not up to quality standards and teaches them what to do in this scenario. Numerous institutes,
such as the International institute for Standardization (ISO), measure quality based on a number of metrics. This organization provides the stamp of quality approval for institute producing tangible products.

ISO has improved 18,000 standards over the last 60 years. With the increase in globalization, these international quality standards are more important than ever for business improvement. Some companies, like 3M (QAI, 2011), choose to offer ISO training as external online training, employing companies such as QAI to deliver the training both online and in classrooms to workers.

Training workers on quality standards, including ISO standards, can give them a competitive advantage. It can result in cost savings in production as well as provide an edge in marketing of the quality-controlled products. Some quality training can happen in-house, but institutes such as ISO also perform external training.

2.13.3. Skills Training

Skills training, the third type of training includes proficiencies needed to actually perform the work. For example, an administrative assistant might be trained in how to answer the phone, while a salesperson at Best Buy might be trained in assessment of customer needs and on how to offer the customer information to make a buying decision. Think of skills training as the things you actually need to know to perform your work. A cashier needs to know not only the technology to ring someone up but what to do if something is priced wrong. Most of the time, skills training is given in-house and can include the use of a mentor. An example of a type of skills training is from AT&T and Apple, who in summer 2011 asked their managers to accelerate retail worker training on the iPhone 5, which was released to market in the fall 21.

2.13.4. Soft Skills Training

Our fourth type of training is called soft skills training. Soft skills refer to personality traits, social graces, communication, and personal habits that are used to characterize relations with other people. Soft skills might include how to answer the phone or how to be friendly and welcoming to customers. It could include sexual harassment training and ethics training. In some works, necessary soft skills might include how to motivate others, maintain small talk, and establish rapport 22.

In a retail or restaurant environment, soft skills are used in every interaction with customers and are a key component of the customer experience. In fact, according to
a *Computerworld* magazine survey, executives say there is an increasing need for people who have not only the skills and technical skills to do a work but also the necessary soft skills. Such as strong listening and communication abilities.

Many problems in institutes are due to a lack of soft skills, or interpersonal skills, not by problems with the business itself. As a result, Human Resource and managers should work together to strengthen these worker skills. Soft skills training can be administered either in-house or externally.

### 2.13.5. Professional Training and Legal Training

In some works, professional training must be done on an ongoing basis. Professional training is a type of training required to be up to date in one’s own professional field. For example, tax laws change often, and as a result, an accountant for H&R Block must receive yearly professional training on new tax codes. Lawyers need professional training as laws change.

A personal fitness trainer will undergo yearly certifications to stay up to date in new fitness and nutrition information. Some institutes have paid a high cost for not properly training their workers on the laws relating to their industry.

As a result, the institute has agreed to develop training for employees on medical privacy. The fines could have been prevented if the institute had provided the proper training to begin with. Other types of legal training might include sexual harassment law training and discrimination law training. Professional training is normally given externally and is usually required for specific professions in which updates occur often, as in the accounting industry.

### 2.13.6. Team Training

Do you know the exercise in which a person is asked to close his or her eyes and fall back, and then supposedly the team members will catch that person? As a team-building exercise, this is an example of team training. The aim of team training is to improve cohesiveness among team members, allowing them to get to know each other and facilitate relationship building. We can define team training as a process that empowers teams to develop decision making, problem solving, and team-improvement skills to achieve business results.
Often this type of training can occur after an institute has been restructured and new people are working together or perhaps after a merger or acquisition. Some reasons for team training include the following:

- Improving communication
- Making the workplace more enjoyable
- Motivating a team
- Getting to know each other
- Getting everyone “onto the same page,” including goal setting
- Teaching the team self-regulation strategies
- Helping participants to learn more about themselves (strengths and weaknesses)
- Identifying and utilizing the strengths of team members
- Improving team productivity
- Practicing effective collaboration with team members

Team training can be administered either in-house or externally. Ironically, through the use of technology, team training no longer requires people to even be in the same room.

2.13.7. Human Resource Recall

What kind of team training have you participated in? What was it like? Do you think it accomplished what it was supposed to accomplish?

2.13.8. Managerial Training

After someone has spent time with an institute, they might be identified as a candidate for promotion. When this occurs, managerial training would occur. Topics might include those from our soft skills section, such as how to motivate and delegate, while others may be technical in nature. For example, if management uses a particular computer system for scheduling, the manager candidate might be technically trained. Some managerial training might be performed in-house while other training, such as leadership skills, might be performed externally.

For example, Mastic, a global IT solutions and services provider, provides a program called “One Skill a Month,” which enables managers to learn skills such as
delegation, coaching, and giving feedback. The average number of total training days at Mastic is 7.8 per worker\textsuperscript{2} and includes managerial topics and soft skills topics such as e-mail etiquette. The goal of its training programs is to increase productivity, one of the institute core values\textsuperscript{34}.

2.13.9. Safety Training

Safety training is a type of training that occurs to ensure workers are protected from injuries caused by job-related accidents. Safety training is especially important for institutes that use chemicals or other types of hazardous materials in their production. Safety training can also include evacuation plans, fire drills, and workplace violence procedures. Safety training can also include the following:

- Eye safety
- First aid
- Food service safety
- Hearing protection
- Asbestos
- Construction safety
- Hazmat safety

The Occupational Safety and Health Administration, or OSHA, is the main federal agency charged with enforcement of safety and health regulation in the United States. OSHA provides external training to companies on OSHA standards. Sometimes in-house training will also cover safety training.

Key Takeaways

- There are several types of training we can provide for workers. In all situations, a variety of training types will be used, depending on the type of work.

  \textit{Technical training} addresses software or other programs that workers use while working for the institute.

- \textit{Quality training} is a type of training that familiarizes all workers with the means to produce a good-quality product. The ISO sets the standard on quality for most production and environmental situations. ISO training can be done in-house or externally.
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- **Skills training** focuses on the skills that the worker actually needs to know to perform their job. A mentor can help with this kind of training.

- Soft skills are those that do not relate directly to our work but are important. *Soft skills* training may train someone on how to better communicate and negotiate or provide good customer service.

- **Professional training** is normally given externally and might be obtaining certification or specific information needed about a profession to perform a work. For example, tax accountants need to be up to date on tax laws; this type of training is often external.

- **Team training** is a process that empowers teams to improve decision making, problem solving, and team-development skills. Team training can help develop communication and result in more productive businesses.

- To get someone ready to take on a management role, *managerial training* might be given.

- **Safety training** is important to make sure an institute is meeting OSHA standards. Safety training can also include disaster planning.

2.14. Performance

Nowadays economic environment represents a challenge at all levels, including the issues related to the concept of performance in business institutes worldwide. In this matter, the economic recession generated by the world financial crisis, with all its implications on funding, economic actors’ interactions, economic and social environment, technological progress and knowledge improvement, imposes today, more than ever, the rethinking of the concept of performance in business institutes worldwide. goals to present the importance held by performance at the level of business institutes in terms of a historical and multidisciplinary approach, in order to determine the best approach needed today to augment a balance between the past and the future business environment.

Furthermore, our purpose is to emphasize the importance and the role of worker performance in the Romanian business institutes, in direct relation with similar concepts to which performance, has been associated in the existing literature, such as efficacy, efficiency, effectiveness sustainability, growth, development In the sections research results, discussion and conclusions we focus on the role and on the importance of worker performance business institutes.
2.15. Employee Performance

According to Hawthorne studies, and many other research work on productivity of worker highlighted the fact that workers who are satisfied with their work will have higher work performance, and thus supreme work retention, than those who are not happy with their works. Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. workers performance is higher in happy and satisfied employee and the management find it easy to motivate high performers to attain firm targets. The worker could be only satisfied when they feel themselves competent to perform their works, which is achieved through better training programs.

Recognizing the role of training practices, enable the top executives to augment better working environment that ultimately improves the motivational level as well as the performance of the workforce.

An institute that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling worker to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically.

“A term typical to the Human Resource field, workers performance is everything about the performance of workers in a firm or a company or an institute. It involves all aspects which directly or indirectly impact and relate to the job of the workers performance important for the institute to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting aims, developing strategies, and outlining tasks and schedules to accomplish the goals.

Monitoring is the phase in which the aims are looked at to see how well one is doing to meet them .Monitoring means continuously measuring performance and providing ongoing feedback to workers and work groups on their progress toward reaching their aims. Ongoing monitoring provides the opportunity to check how well workers are meeting predetermined standards and to make changes to unrealistic or problematic
standards. During the developing stage a worker is supposed to develop any poor performance that has been seen during the time frame one has been working at the institute. During planning and monitoring of job, deficiencies in performance become evident and can be addressed.

The rating is to summaries the worker performance. This can be beneficial for looking at and comparing performance over time or among various workers. Institutes need to know who their best performers are at the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior such as European Journal of Business and Management that which is better than expected.

2.15.1. Performance

This is about worker effort. Worker performance is measured in terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to augment outputs. Performance is worker productivity.

2.15.2. Competency

A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute or personality trait which a person possesses. There are three (3) types namely;

a) Technical competencies,

b) Personality competencies and

c) Managerial competencies.

d) Technical competencies are work knowledge or work skills. They are knowledge or skills that relate to a particular work or profession. Because they are specific to a work or position, technical competencies differ from work to work.

e) Personality competencies refer to knowledge, skill, traits or attributes that relate to an individual’s personality. Personality competencies cut across works. A personality competency that may be required for success in one work may also be required for success in a whole lot of other works..

f) Managerial competencies refer to knowledge or skills in the key functions of management. Management functions in this research refer to the following: Decision making, Organizing, Communication, motivating and controlling.
2.15.3. Outcome

Outcomes are the worker competencies that human resource seek to deliver to institutes through Training and Development. Without the requisite competencies no amount of motivation will make an worker to perform. Each of the three (3) types of learning activity is concerned in varying degrees, with acquisition of knowledge, understanding, skills and attitudes.

2.15.4. Staff / Employee/Worker

A person employed under a contract of employment whether on a continuous, part-time, temporary or casual basis.

2.15.5. Management Development

An attempt to improve managerial effectiveness through a planned and deliberate learning process.

2.15.6. Efficiency

The amount of resources used to achieve a goal. It is based on how much raw materials, money, est. are necessary for producing a volume of output. It is calculated as the amount of resources used to produce a product or service. It is concerned with ‘doing things right’.

2.15.7. Effectiveness

The degree to which the worker achieves a stated goal. It means that the worker successes in accomplishing what he/she tries to do. It is concerned with ‘doing things right’ and relates to the output of the work and what the worker actually achieves.

2.15.8. Policy

Policies are basic rules to govern the functioning of a department / unit so that in their implementation the desired objectives are met. It is a “guide” to decision making

2.15.9. Evaluation

Any attempt to obtain information on the impacts of a training program and to assess the value of the training in the light of that information.

2.15.10. Succession Planning

An executive inventory report indicating what individuals are ready to move into higher positions in the institute. An indication of good corporate management is the management
controls of events (proactive) rather than waiting for events to occur (reactive). This is the rationale behind succession planning and career improvement by an institute to ensure that the institute has the right people in the right quantity and quality at the time and place to meet business objectives and be on top of the competition.

2.15.11. Development

Preparing individual through learning and education for the future needs of an institute. Its focus is on learning and personal development.

Traditionally, lower – level workers were “trained” while higher – level workers were “developed”. This distinction focuses on the learning of hands – on skills as against interpersonal and decision making skills.

2.16. Organization’s Need for Training (Performance)

Well trained and developed workers when fully utilized by the employing institute benefits it as well the workers themselves. Therefore for an institute to grow and survive in today’s globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for institutes to come up with systems and programs that would bring out of their need efforts, attention, creativity and general innovations as individual workers and as groups or teams of network, For this reason institutes seek to adapt to new structures, new cultures and new effective ways of performance management and worker motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the workers (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding.

Knowledge and skills would come from organizing seminars or training programs that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of workers, attitudes and motivation are determinants of performance, .Performance of workers as said elsewhere thus is about worker output which is twofold; first, the
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effective use of inputs or resources and second, the translation of efficiency into quality services in an institute like Accra Polytechnic which has been granted accreditation for the running of courses in bachelor of technology.

Human resource training, education and improvement activities therefore aim at the equipping of workers with the necessary competencies that they require for their effective performance on their job. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get workers to perform creditably or totally acceptable.

Asare-Bediako, Ivancevich and Beardwell and Holden, all agree that competencies needed by workers to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies.

Training and improvement interventions therefore must goal at providing workers with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an institutes like Accra Polytechnic would be the method for it to be very competitive in the globally scheme of this. This does not however mean that training is the solution to all performance problems in an institute. Thus Asare-Bediako provides a performance (mathematical) model that must be considered:

\[
\text{Performance} = (\text{Ability}) \times (\text{Motivation})
\]

From the above mathematical model, performance is the product of ability and motivation. While ability is the “can” factor in the equation, “motivation is the “want to” factor. Thus if the worker has the ability and at the same is provided the needed motivation, then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the worker, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) must bring about non-performance. In this instance, no amount of training would solve the problem.

However, training can have an impact on both of these variables (ability x motivation); it can heighten the skills and ability of the workers and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both workers’ productivity and morale if properly used.

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"Thompson quotes from a survey carried out in the UK in 1996 which showed that the young worker of today values training and development opportunities over pay and perks. According to her the survey further showed that seventy three percent (73%) of those survey said they would stay with an institute that invested time and energy in their improvement rather than move to a rival institute that paid more money but less investment in helping them to progress. Furthermore since the mid – 1980s, it has been widely recognized that the training and development of staff should be a major item on any institute’s agenda. This means that every manager or supervisor must have responsibility for his own self-improvement and then the improvement of the workers he manages. Therefore the manager must make efforts to identify, define and assess the competitiveness of individual workers skills and make a method for these individuals to develop the skills required. However, for a supervisor to be able to assess the competitiveness of the competencies of workers and thus set objectives for the necessary improvement of these competencies through training and improvement, he must first set up some kind of an worker appraisal system. A manager has accountability for the performance of his workers and therefore a manager’s success would be dependent on the abilities of the workers. A better or very well trained worker should increase efficiency and even productivity by reducing fatigue and wastage. Each worker fell into one of three categories in relation to competence to perform current work.

These are:

1. Competent to perform current work
2. Not yet competent to perform current work
3. Better than competent at perform current work

Boxall and Purcell say that the opportunity to use training powerfully arises when institutes have invested more comprehensively in recruitment and has thus built a labor pool with greater long – run potential and consequently greater aspirations.
Competent employees do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned. They cite a report from the USA where corporations with 100 or more workers spent more than $51 billion dollar on formal training in one year”.

Most training is directed at upgrading and improving. They cite a report from the USA where corporations with 100 or more workers spent more than $51 billion dollar on formal training in one year. Most training is directed at upgrading and improving an workers technical skills. This form of training has become increasingly important for two (2) reasons technical skills. This form of training has become increasingly important for two (2) reasons:

1. Due to new technology and new institutes structure design
2. Works change as a result of new technologies and improved ways,

Technical training has become increasingly important because of changes in institutional design. For example as institutes flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles, e.t.c.) of how their institutes should operate.

Training in general terms is designed to improve workers’ work skills, be it technical, managerial or personality. E. g. workers may be trained to run machines, taught new skills or acquainted with personal growth and development ways.

The situation where in multinationals, one training that is becoming increasingly important is the training of people to work in other countries. Another need for training arises when for instance an institute is implementing a management – by – objectives program; training in establishing goals and renewing goal oriented performance system. The need for training of workers further comes from both demographic and economic trends which has which meant radical changes in the composition of the labor force. Further factors affecting the numbers, types and requirements of available jobs include automation, employee displacement due to mergers and acquisitions, downsizing and business paradigm shift e. g. from manufacturing to service work; the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need
to train underutilized workers and the training needs brought about by national and international competitions in the environment of many institutes.

"Brody quotes a Motorola company spokesperson as saying “we’ve documented the savings from the statistical process control methods and problem solving ways we’ve trained our people in. We’re running a rate of return of about 30 times the dollars invested – which is why we’ve gotten pretty good support from senior management” This is a clear indication that a systematic and well planned training and improvement policy that is well executed would surely bring returns to the institute in cost savings (reducing in waste and scrap for example, increased productivity and so on), worker effectiveness and efficiency and the list could go on and on”.

From the view point of Dazzler, training and improvement could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic aims and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses.

This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the institute, for the successful creation of an institutional culture managements make sure that the workers have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and improvement of workers’ right from new employees through orientation to current workers who from time to time need modification of attitude to remain in line with the culture of the institute.

2.17. Performance Seen as a Key Concept and its Dimensions

“Performance” versus “efficiency” and “efficacy” To study the performance of the institute is to analyze institutional behavior and performance improvement can come only from an development in behavior. These considerations make clear reference to the institutional strategy. Proposes in this respect the following model (in this matter)
If the model above is based on individual rationality and the separation between formulation and implementation of strategy, Gordon proposes a complex model concerning performance that takes into account the characteristics of the current environment and need for entrepreneurial strategies. The model contains six determiners of success: accesser, opportunity, resources, environment, strategy and time, which integrates a holistic framework.

Firstly, Nicolescu et al. show that the starting point in addressing the determinants of the strategy, respectively the variables with a significant influence on the content and results, is mainly represented by achieving efficiency and effectiveness.

Secondly, by analyzing the literature review concerning the connections between “performance” versus “efficiency” and “efficacy”, we can state the following:

(a) Efficiency represents reaching a level of activity (a result) with the minimum consumption of resources. This is an expression of the inner workings of the company. Most often, the efficiency is expressed as a ratio of the type “input-output ratio. Productivity is one of the most widely used concepts in the sphere of economic efficiency.

Currently, productivity is the ratio of production and the means used to obtain it (in this matter see “Figure 2. Explaining “efficiency” at the organizational level”).

Figure 1: Relation “Strategy” – “Performance” Source:
Chapter Two: Theoretical Framework

Figure 2: Explaining “efficiency” at the organizational level

Source: The authors

(b) Effectiveness is reaching the objectives set obtaining results that fall into defined strategy or fulfilling the required tasks.

Figure 3: Explaining “effectiveness” at the organizational level

Source: The authors

A firm becomes operationally effective when it knows to identify, master and control the interaction between internal and external sources of improvement, responding as well to expectations of external partners (in this matter see “Figure 3 Explaining “effectiveness” at the organizational level”).

2.18. The Dimensions of Performance

Regarding the dimensions of the concept, we can identify the following directions (concepts) (in this matter see Figure 4. The dimensions of performance):
Figure 4: The dimensions of performance

Source: The authors

(a) Performance means, firstly, reaching the strategic objectives. This is actually the meaning of the concept of “efficacy”.

This concept forms the rational model in which the institute is perceived to be mechanically, which means that efficiency is implicitly taken into account in setting aims and effectiveness is measured quantitatively.

(b) Performance is an unstable balance between efficiency and effectiveness.

Performance is also seen as a state of the enterprise’s competitiveness, reached by a level of effectiveness and efficiency that ensure sustainable market presence.

(c) Performance involves also the economic concept of creation of wealth or value to the institute. Thus, performance is a relation between cost (operation cost the institute) and the value of benefits obtained\(^{28}\).

Two of the concepts that dominate modern management institutes are value and performance. A performance measure is to assess the value and by knowing the causes that generate value we can performance. In conclusion, value and performance are two adjacent concepts.

To the two conceptions of performance presented at points (a) and (b), we added the third conception described at point (c) due to the fact that it imposes the notion of sustainability. Associate the concept of performance on sustainability which involves maintaining sustainable performance gained or achieved. This concept comes from an idea that was taken from the Report of the United Nations in 1987 entitled “Our Common Future” and is based on the idea that the economic future is closely linked to the health and integrity of natural systems\(^{29}\).
They can be met without compromising the requirements of this ability of future generations to satisfy their needs, it makes the transition from economic growth to sustainable improvement or environmentally sustainable economic improvement.

Sustainable improvement involves the integration of economic planning ecologist and has proven to be difficult to detect in an acceptable definition. Things get even more complicated when the term is associated with the firms. Some equate institutional sustainability with the process of surviving on the marketplace. Performance can be defined as long-term prosperity and power held by a firm against its competitors. Moreover, associating the term sustainable directs attention to future performance, if performance is somehow seen as a last result.

The concept of sustainability is integrated into management and management accounting issues, making reference to the concept of value. Destruction or poor distributions of value are threats to business continuity. Integrated management control improvements need to manage value through customer value management (or customer value), taking into account strategic factors (often external firm). Moreover, the concept of sustainable performance is based on the idea that the client is one of the business partners able to participate in the process of value creation.

2.19. Performance Management

Performance management (PM) is a goal-oriented process directed toward ensuring that institutional processes are in place to maximize the productivity of workers, teams, and ultimately, the worker. It is a major player in accomplishing institutional strategy in that it involves measuring and improving the value of the workforce. PM includes incentive goals and the corresponding incentive values so that the relationship can be clearly understood and communicated.

There is a close relationship between incentives and performance. Performance management systems are one of the major focuses in business today. Although every Human Resource function contributes to performance management, training and performance appraisal play a more significant role. Whereas performance appraisal occurs at a specific time, performance management is a dynamic, ongoing, continuous process. Every person in the institute is a part of the PM system.

Each part of the system, such as training, appraisal, and rewards, is integrated and linked for the purpose of continuous institutional effectiveness. With PM, the effort of
each and every employee should be directed toward achieving strategic goals. If a
employee skills need to be improved, training is needed. With PM systems, training
has a direct tie-in to achieving institutional effectiveness. In addition, pay and
performance are directly related to achieving institutional goals.

2.20. Performance Appraisal

Performance appraisal is a formal system of review and evaluation of individual or team
task performance. A critical point in the definition is the word formal, because in actuality,
managers should be reviewing an individual’s performance on a continuing basis.

Although performance appraisal is but one component of performance management, it
is vital, in that it directly reflects the institute’s strategic plan. Although evaluation of
team performance is critical when teams exist in an institute, on the individual
employee. Regardless of the emphasis, an effective appraisal system evaluates
accomplishments and initiates plans for development, goals, and objectives.

Performance appraisal is often a negative, disliked activity and one that seems to elude
mastery. Managers do not like giving them and workers do not like receiving them.

In fact, in one survey, almost 80 percent of employee stated dissatisfaction. If this is so,
why not just eliminate it? Actually, some managers might do just that if they did not need
to provide feedback, encourage performance development, make valid decisions, justify
terminations, identify training and improvement needs, and defend personnel decisions.

Performance appraisal serves many purposes, and developed results and efficiency are
increasingly critical in today’s globally competitive marketplace. Therefore,
abandoning the only program with performance in its name and workers as its focus
would seem to be an ill-advised overreaction.

On top of these considerations, managers must be concerned about legal
ramifications. Developing an effective performance appraisal system has been and
will continue to be a high priority for management.

2.20.1. Uses of Performance Appraisal

For many institutes, the primary goal of an appraisal system is to develop individual
and institutional performance. There may be other goals, however, and a possible cause
of much dissatisfaction, is expecting too much from one appraisal plan. For example, a
plan that is effective for improving workers may not be the best for determining pay
increases. Yet, a properly designed system can help achieve institutional objectives and
Enhance worker performance human resource functional area.
2.20.2. Human Resource Planning

In assessing accompany human resources, data must be available to identify those who have the potential to be promoted or for any area of internal worker relations. Through performance appraisal it may be discovered that there is an insufficient number of employee who are prepared to enter management. Plans can then be made for greater emphasis on management development. Succession planning is a key concern for all firms. A well-designed appraisal system provides a profile of the organization’s human resource strengths and weaknesses to support this effort.

2.20.3. Recruitment and Selection

Performance evaluation ratings may be helpful in predicting the performance of work applicants. For example, it may be determined that institutes successful workers (identified through performance evaluations) exhibit certain behaviors when performing key tasks. These data may then provide benchmarks for evaluating applicant responses obtained through behavioral interviews. Also, in validating selection tests, worker ratings may be used as the variable against which test scores are compared. In this instance, determination of the selection test’s validity would depend on the accuracy of appraisal results.

2.20.4. Training and Development

Performance appraisal should point out an workers specific needs for training and improvement. For instance, if Pat Compton’s work requires skill in technical writing and her evaluation reveals a deficiency in this factor, she may need additional training in written communication. If a company finds that a number of first-line supervisors are having difficulty in administering disciplinary action, training sessions addressing this problem may be appropriate.

By identifying deficiencies that adversely impact performance, T&D programs can be improved that permit individuals to build on their strengths and minimize their deficiencies. An appraisal system does not guarantee properly trained and improved workers. However, determining T&D needs is more precise when appraisal data are available.

2.20.5. Career Planning and Development

Career planning is an ongoing process whereby individual sets career aims and identifies the means to achieve them. On the other hand, career improvement is a
formal approach used by the institute to ensure that people with the proper qualifications and experiences are available when needed.

Performance appraisal data is essential in assessing an workers strengths and weaknesses and in determining the person’s potential. Managers may use such information to counsel subordinates and assist them in improving and implementing their career plans.

2.20.6. Compensation Programs

Performance appraisal results provide a basis for rational decisions regarding pay adjustments. Most managers believe that you should reward outstanding work performance tangibly with pay increases. They believe that the behaviors you reward are the behaviors you get. Rewarding behaviors necessary for accomplishing institutional objectives is at the heart of institute’s strategic plan.

To encourage good performance, organization should design and implement a reliable performance appraisal system and then reward the most productive employee and teams accordingly.

2.20.7. Internal Employee Relations

Performance appraisal data are also used for decisions in several areas of internal worker relations, including promotion, demotion, termination, layoff, and transfer. For example, a workers performance in one job may be useful in determining his or her ability to perform another work on the same level, as is required in the consideration of transfers. When the performance level is unacceptable, demotion or even termination may be appropriate.

2.20.8. Assessment of Employee Potential

Some institutes attempt to assess an workers potential as they appraise his or her work performance. Recognition of this problem has led some firms to separate the appraisal of performance, which focuses on past behavior, from the assessment of potential, which is future-oriented.


There is an old adage that says “What gets watched gets done.” Therefore, management must carefully select performance criteria as it pertains to achieving corporate goals. The most common appraisal criteria are traits, behaviors, competencies, aims achievement, and development potential.
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2.21.1. Traits

Certain worker traits such as attitude, appearance, and initiative are the basis for some evaluations. However, many of these commonly used qualities are subjective and may be either unrelated to work performance or difficult to define. In such cases, inaccurate evaluations may occur and augment legal problems for the institute as well.

Where the circuit court ruled:

In a performance appraisal system, general characteristics such as leadership, public acceptance, attitude toward people, appearance and grooming, personal conduct, outlook on life, ethical habits, resourcefulness, capacity for growth, mental alertness, and loyalty to institute are susceptible to partiality and to the personal taste, whim, or fancy of the evaluator as well as patently subjective in form and obviously susceptible to completely subjective treatment by those conducting the appraisals. At the same time, certain traits may relate to work performance and, if this connection is established, using them may be appropriate. Traits such as adaptability, judgment, appearance, and attitude may be used when shown to be work-related.

2.21.2. Behaviors

When an individual’s task outcome is difficult to determine, institutes may evaluate the person’s task-related behavior or competencies. For example, an appropriate behavior to evaluate for a manager might be leadership style. For individuals working in teams, developing others, teamwork and cooperation, or custom service orientation might be appropriate. Desired behaviors may be appropriate as evaluation criteria because if they are recognized and rewarded, workers tend to repeat them. If certain behaviors result in desired outcomes, there is merit in using them in the evaluation process.

2.21.3. Competencies

Competencies include a broad range of knowledge, skills, traits, and behaviors that may be technical in nature, relate to interpersonal skills, or are business-oriented. Some managers recommend that cultural competencies such as ethics and integrity be used for all works. There are also competencies that are work-specific. For example, analytical thinking and achievement orientation might be essential in professional works. In leadership works, relevant competencies might include improving talent, delegating authority, and people management skills. The competencies selected for evaluation purposes should be those that are closely associated with work success.
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Thesis conducted by the University of Michigan Business School and sponsored by the Society for Human Resource Management (SHRM) and the Global Consulting Alliance determined that success in Human Resource is dependent on competency and specific skills in the following five key areas:

- **Strategic contribution:** Connecting firms to their markets and quickly aligning worker behaviors with institutional needs.
- **Business knowledge:** Knowing how businesses are run and translating this into action.
- **Personal credibility:** Demonstrating measurable value; being part of an executive team.
- **Human Resource delivery:** Providing efficient and effective service to customers in the areas of staffing, performance management, improvement, and evaluation.
- **Human Resource technology:** Using technology and Web-based means to deliver value to customers.

2.21.4. Goal Achievement

If institutes consider ends more important than means, goal achievement outcomes become an appropriate factor to evaluate. The outcomes established should be within the control of the individual or team and should be those results that lead to the company’s success.

At upper levels, the aims might deal with financial aspects of the firm such as profit or cash flow, and market considerations such as market share or position in the market. At lower institutional levels, the outcomes might be meeting the customer’s quality requirements and delivering according to the promised schedule. To assist the process, the manager needs to provide specific examples of how the worker can further his or her improvement and achieve specific goals.

Both parties should reach an agreement as to the employee aims for the next evaluation period and the assistance and resources the manager needs to provide. This aspect of worker appraisal should be the most positive element in the entire process and help the worker focus on behavior that will produce positive results for all concerned.
2.21.5. Improvement Potential

When institutes evaluate their workers’ performance, many of the criteria used focus on the past. From a performance management viewpoint, the problem is that you cannot change the past. Unless accompany takes further steps, the evaluation data become merely historical documents. Therefore, company should emphasize the future, including the behaviors and outcomes needed to improve the worker, and, in the process, achieve the company’s aims. This involves an assessment of the worker’s potential. Including potential in the evaluation process helps to ensure more effective career planning and improvement. You should remember that the evaluation criteria presented here are not mutually exclusive. In fact, many appraisal systems are hybrids of these approaches.

2.22. Responsibility for Appraisal

Often the human resource department is responsible for coordinating the design and implementation of performance appraisal programs. However, it is essential that line managers play a key role from beginning to end. These individuals usually conduct the appraisals, and they must directly participate in the program if it is to succeed. Several possibilities exist with regard to the person who will actually rate the worker.

2.22.1. Immediate Supervisor

An worker’s immediate supervisor has traditionally been the most logical choice for evaluating performance and this continues to be the case. The supervisor is usually in an excellent position to observe the worker’s work performance and the supervisor has the responsibility for managing a particular unit. When someone else has the task of evaluating subordinates, the supervisor’s authority may be undermined. Also, subordinate training and improvement is an important element in every manager’s work and, as previously mentioned, appraisal programs and worker improvement are usually closely related.

On the negative side, the immediate supervisor may emphasize certain aspects of worker performance and neglect others. Also, managers have been known to manipulate evaluations to justify pay increases and promotions and vice versa. When geography separates subordinates from their supervisors, evaluation become increasingly difficult. In other cases, the appraised worker may be more technically knowledgeable than the boss, and this presents another potential problem. One suggestion for overcoming these disadvantages is to bring subordinates into the process more closely. Have them suggest methods to fairly evaluate their performance and then use their suggestions as part of the appraisal criteria.
In most instances, the immediate supervisor will probably continue to be involved in evaluating performance. Institutes will seek alternatives, however, because of technological advances and a desire to broaden the perspective of the appraisal.

2.22.2. Subordinates

Historically, our culture has viewed evaluation by subordinates negatively. However, this thinking has changed somewhat. Some company’s conclude that evaluation of managers by subordinates is both feasible and needed. They reason that subordinates are in an excellent position to view their superiors’ managerial effectiveness. Advocates believe that this approach leads supervisors to become especially conscious of the job group’s needs and to do a better work of managing. In the higher education environment, it is a common practice for instructors to be evaluated by students. Critics are concerned that the manager will be caught up in a popularity contest or that workers will be fearful of reprisal. If this approach has a chance for success, one thing is clear: the evaluators must be guaranteed anonymity. Ensuring this might be particularly difficult in a small department and especially if demographic data on the appraisal form could identify raters.

2.22.3. Peers and Team Members

A major strength of using peers to appraise performance is that they job closely with the evaluated worker and probably have an undistorted perspective on typical performance, especially in team assignments. institutes are increasingly using teams, including those that are self-directed. The rationale for evaluations conducted by team members includes the following:

- Team members know each- others’ performance better than anyone and can, therefore, evaluate performance more accurately.
- Peer pressure is a powerful motivator for team members.
- Members who recognize that peers within the team will be evaluating their job show increased commitment and productivity.
- Peer review involves numerous opinions and is not dependent on one individual.

Problems with peer evaluations include the reluctance of some people who work closely together, especially on teams, to criticize each other. On the other hand, if an worker has been at odds with another worker he or she might really “unload on the
enemy,” resulting in an unfair evaluation. Another problem concerns peers who interact infrequently and lack the information needed to make an accurate assessment. When workers work in teams, and their appraisal system focuses entirely on individual results, it is not surprising that they show little interest in their teams. But, this problem can be corrected. If teamwork is essential, make it a criterion for evaluating workers; rewarding collaboration will encourage teamwork.

2.22.4. Self-Appraisal

If workers understand their objectives and the criteria used for evaluation, they are in a good position to appraise their own performance\(^{38}\). Many people know what they do well on the work and what they need to develop. If they have the opportunity, they will criticize their own performance objectively and take action to improve it. Even if a self-appraisal is not a part of the system\(^{39}\).

2.22.5. Customer Appraisal

Customer behavior determines a firm’s degree of success. Therefore, some institutes believe it is important to obtain performance input from this critical source. Institutes use this approach because it demonstrates a commitment to the customer, holds worker accountable, and fosters change. Customer-related aims for executives generally are of a broad, strategic nature, whereas targets for lower-level employees tend to be more specific. For example, an objective might be to develop the rating for accurate delivery or reduce the number of dissatisfied customers by half. It is important to have workers participate in setting their aims and to include only factors that are within the workers’ control.

2.23. Performance Appraisal Methods

Managers may choose from among a number of appraisal methods. The type of performance appraisal system used depends on its purpose. If the major emphasis is on selecting people for promotion, training, and merit pay increases, a traditional way, such as rating scales, may be appropriate. Collaborative ways, including input from the workers themselves, may prove to be more suitable for developing workers.

2.23.1. 360-Degree Feedback Evaluation Method

The 360-degree feedback evaluation way is a popular performance appraisal way that involves evaluation input from multiple levels within the company as well as external sources.
The 360-degree way is unlike traditional performance reviews, which provide workers with feedback only from supervisors. Unlike traditional approaches, 360-degree feedback focuses on skills needed across institutional boundaries. Also, by shifting the responsibility for evaluation to more than one person, many of the common appraisal errors can be reduced or eliminated.

Software is available to permit managers to give the ratings quickly and conveniently. The 360-degree feedback way may provide a more objective measure of a person’s performance including the perspective of multiple sources results in a broader view of the workers performance and may minimize biases that result from limited views of behavior. Having multiple raters also makes the process more legally defensible. However, it is important for all parties to know the evaluation criteria, the ways for gathering and summarizing the feedback, and the use to which the feedback will be put.

An appraisal system involving numerous evaluators will naturally take more time and, therefore, be more costly. Nevertheless, the method companies are being organized and managed may require innovative alternatives to traditional top-down appraisals.

2.23.2. Rating Scales Method

The rating scales way is a performance appraisal way that rates workers according to defined factors. Using this approach, evaluators record their judgments about performance on a scale. The scale includes several categories; normally 5–7 in number, defined by adjectives such as outstanding, meets expectations, or needs improvement. Although systems often provide an overall rating, the way generally allows for the use of more than one performance criterion.

One reason for the popularity of the rating scales way is its simplicity, which permits quick evaluations of many workers. When you quantify the ratings, the way facilitates comparison of workers’ performances.

The factors chosen for evaluation are typically of two types: work-related and personal Characteristics. Note that, work-related factors include quality and quantity of job.

2.23.3. Critical Incident way

The critical incident way is a performance appraisal way that requires keeping written records of highly favorable and unfavorable worker job actions. When such an action, a “critical incident,” impacts the department’s effectiveness significantly, either positively or negatively, the manager writes it down.
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At the end of the appraisal period, the rater uses these records along with other data to evaluate worker performance. With this way, the appraisal is more likely to cover the entire evaluation period and not focus on the past few weeks or months.

2.23.4. Essay Method

The essay method is a performance appraisal method in which the rater writes a brief narrative describing the workers performance. This way tends to focus on extreme behavior in the workers work rather than on routine day-to-day performance. Ratings of this type depend heavily on the evaluator’s writing ability.

2.23.5. Work Standards Method

The job standards way are a performance appraisal way that compares each workers performance to a predetermined standard or expected level of output.

2.23.6. Ranking way

The ranking way is a performance appraisal way in which the rater ranks all workers from a group in order of overall performance. The worker who receives the greatest number of favorable comparisons receives the highest ranking.

2.23.7. Forced Distribution way

The forced distribution way of performance appraisal requires the rater to assign individuals in a work group to a limited number of categories, similar to a normal frequency distribution. The purpose of forced distribution is to keep managers from being excessively lenient and having a disproportionate number of workers in the “superior” category.

2.23.8. Behaviorally Anchored Rating Scale:

The behaviorally anchored rating scale (BARS) way is a performance appraisal way that combines elements of the traditional rating scales and critical incident methods; various performance levels are shown along a scale with each described in terms of an workers specific work behavior.

2.23.9. Results-Based System

The manager and subordinate jointly agree on objectives for the next appraisal period in a results-based system, in the past a form of management by objectives. In such a system, one objective might be, for example, to cut waste by 10 percent. At the end of the appraisal period, an evaluation focuses on how well the worker achieved this objective.
2.24. Problems in Performance Appraisal

Performance appraisal is constantly under a barrage of criticism. The rating scales way seems to be the most vulnerable target. Yet, in all fairness, many of the problems commonly mentioned are not inherent in this way but, rather, reflect improper implementation.

2.24.1. Appraiser Discomfort

Conducting performance appraisals is often a frustrating human resource management task. One management guru, Edward Lawler, noted the considerable documentation showing that performance appraisal systems neither motivate individuals nor effectively guide their improvement 44.

If a performance appraisal system has a faulty design, or improper administration, workers will dread receiving appraisals and the managers will despise giving them. In fact, some managers have always loathed the time, paperwork, difficult choices, and discomfort that often accompanies the appraisal process.

2.24.2. Lack of Objectivity

A potential weakness of traditional performance appraisal methods is that they lack objectivity. In the rating scales way, for example, commonly used factors such as attitude, appearance, and personality are difficult to measure. In addition, these factors may have little to do with a worker’s work performance. Although subjectivity will always exist in appraisal ways, worker appraisal based primarily on personal characteristics may place the evaluator and the institute in untenable positions with the worker and equal employment opportunity guidelines. The organizations may be hard-pressed to show that these factors are work-related.

2.24.3. Halo/Horn

A halo error occurs when a manager generalizes one positive performance feature or incident to all aspects of worker performance, resulting in a higher rating 45.

2.24.4. Leniency/Strictness

Some managers are too generous with praise or too hard on a person giving undeserved high ratings to an worker is referred to as leniency. This behavior is often motivated by a desire to avoid controversy over the appraisal. It is most prevalent when highly subjective performance criteria are used, and the rater is required to discuss evaluation results with employee. When managers know they are evaluating employees for administrative purposes, such as pay increases, they are likely to be more lenient than when evaluating performance to achieve worker improvement.
Leniency, however, may result in failure to recognize correctable deficiencies. The practice may also deplete the merit budget and reduce the rewards available for superior workers. In addition, institutes will find it difficult to terminate poor-performing workers who continuously receive positive evaluations.

Being unduly critical of an employee’s work performance is referred to as strictness. Although leniency is usually more prevalent than strictness, some managers, on their own initiative, apply an evaluation more rigorously than the firm standard. This behavior may be due to a lack of understanding of various evaluation factors. The worst situation is when accompany has both lenient and strict managers and does nothing to level the inequities.

2.24.5. Central Tendency

Central tendency error is an evaluation appraisal error that occurs when employee are incorrectly rated near the average or middle of a scale. This practice may be encouraged by some rating scale systems that require the evaluator to justify in writing extremely high or extremely low ratings. With such a system, the rater may avoid possible controversy or criticism by giving only average ratings.

2.24.6. Recent Behavior Bias

Virtually every worker knows precisely when a performance review is scheduled. Although his or her actions may not be conscious, a workers behavior often improves and productivity tends to rise several days or weeks before the scheduled evaluation.

It is only natural for a rater to remember recent behavior more clearly than actions from the more distant past. However, formal performance appraisals generally cover specified time, and an individual’s performance over the entire period should be considered.

2.24.7. Personal Bias (Stereotyping)

This pitfall occurs when managers allow individual differences to affect the ratings they give. If these are factors to avoid such as gender, race, or age, not only is this problem detrimental to workers morale, but it is blatantly illegal and can result in costly litigation. The impacts of cultural bias, or stereotyping, can definitely influence appraisals.

2.24.8. Manipulating the Evaluation

In some instances, managers control virtually every aspect of the appraisal process and are therefore in a position to manipulate the system.
2.24.9. Characteristics of an Effective Appraisal System

1. Job-Related Criteria
2. Performance Expectations
3. Standardization
4. Trained Appraisers
5. Continuous Open Communication
6. Conduct Performance Reviews
7. Due Process

Another method to evaluate performance:

2.25. The Performance Appraisal Process

Here we briefly discuss each step of the process:

**Step 1:** Work analysis. This is logically our first step because if we don’t know what a work consists of, how can we possibly evaluate an worker’s performance? We should realize that the work must be based on the institutional mission and objectives, the department, and the work itself.

**Step 2:** Develop standards and measurement ways. If we don’t have standards of acceptable behavior and ways to measure performance, how can we assess performance? “How Do We Use Appraisal ways and Forms?” we will discuss these topics in more detail.

**Step 3:** Informal performance appraisals—coaching and disciplining. Performance appraisal should not be simply a once- or twice-yearly formal interview. As its definition states, performance appraisal is an ongoing process. While a formal evaluation may only take place once or twice a year, people need regular feedback on their performance to know how they are doing.

**Step 4:** Prepare for and conduct the formal performance appraisal. The common practice is to have a formal performance review with the boss once or sometimes twice a year using one or more of the measurement forms we will be learning about.

In the major sections to come, we discuss “why” we assess performance, “what” we assess, “how” we assess, and “who” conducts the performance appraisal. Then we
discuss performance appraisal problems and how to avoid them, and we end the performance appraisal process with the actual formal review session. But before we leave this section, we need to understand a critically important part of each step in the performance appraisal process—accurate performance measurement.

Step 1: Work analysis. This is logically our first step because if we don’t know what a job consists of, how can we possibly evaluate an worker’s performance? We already learned how to do a work analysis, we should realize that the job must be based on the institute's mission and objectives, the department, and the job itself.

Step 2: Develop standards and measurement methods. If we don’t have standards of acceptable behavior and methods to measure performance, how can we assess performance?

Step 3: Informal performance appraisal—coaching and disciplining. Performance Appraisal should not be simply a once- or twice-yearly formal interview.

As its definition states, performance appraisal is an ongoing process. While a formal evaluation may only take place once or twice a year, people need regular feedback on their performance to know how they are doing.

Step 4: Prepare for and conduct the formal performance appraisal. The common practice is to have a formal performance review with the boss once or sometimes twice a year using one or more of the measurement.

2.25.1. Accurate Performance Measures

Performance should be accurately measured so workers will know where they can improve. Knowing where to improve should lead to training workers to develop new skills to improve. To be an accurate measure of performance, our measure must be valid and reliable, acceptable and feasible, specific, and based on the mission and objectives.

Valid and reliable: As with all areas of our people management process, we must make sure that all of our performance management tools are valid and reliable.

Here again, we can pull out and dust off the OUCH test as a quick measure to ensure fairness and equity in the performance management and appraisal process. We remember by now that OUCH stands for Objective, Uniform in application, Consistent in effect, and has work relatedness, right? However, we still need to analyze validity and reliability in some detail.
If our way of measurement is not valid and reliable, then it makes no sense to use it.

**Acceptable and feasible:** In addition to validity and reliability, we need to look at a couple of other characteristics of our performance measures. We need to analyze acceptability and feasibility.

Acceptability means that the use of the measure is satisfactory or appropriate to the people who must use it. However, in performance appraisal, this isn’t enough. Acceptability must include whether or not the evaluation tool is feasible.

**Specific:** We want any evaluation measure to be specific enough to identify what is going well and what is not. The word *specific* means that something is explicitly identified or defined well without accurate measures of performance, the performance appraisal can’t be reliable or valid. Enough that all involved understand the issue completely. In performance appraisal, *specific* means that the form provides enough information for everyone to understand what level of performance has been achieved by a particular worker within a well-identified work. Creating specific measures is the only way that we can use a performance appraisal to improve the performance of our workers over time.51

**Based on the mission and objectives:** Finally, you want to make sure that your performance management system leads to accomplishment of your institutional mission and objectives. As with everything else we do in Human Resource, we need to ensure that the performance management process guides our workers toward achievement of the firm’s mission and objectives over time. As managers in the institute, making sure of this connection will allow us to reinforce employee behaviors that aim at achieving organizational goals and to identify for our workers things that they may be doing that actively or unintentionally harm our ability to reach those goals.

Thus, stating specific objectives of exactly what each person in each work should achieve or his or her performance outcomes leads to accurate assessment that can increase performance

2.25.2. Common Problems with the Performance Appraisal Process

**Bias:** Bias is simply a personality-based tendency, either toward or against something. In the case of performance assessment, bias is toward or against an individual worker. All human beings have biases, but supervisors especially cannot afford to allow their biases to enter into their evaluation of subordinates in the company.
This is very easy to say, but very difficult to do. Biases make the evaluation process subjective rather than objective, and certainly provide the opportunity for a lack of consistency in impact on different groups of workers. So to overcome the bias problem, we need to be objective and not let our feelings of liking or disliking the individual influence our assessment.

**Stereotyping:** Stereotyping is *mentally classifying a person into an affinity group, and then identifying the person as having the same assumed characteristics as the group.* Though stereotyping is almost always assumed to be negative, there are many incidents of positive stereotypes.

However, regardless of whether the stereotype is positive or negative, making be ship in a group, rather than explicitly identifying the characteristics of the individuals, augments the potential for significant error in evaluations. So we can avoid stereotyping by getting to know each worker as an individual and objectively evaluating individual workers based on their actual performance.

**Halo Error:** This error occurs when the evaluator has a *generally* positive or negative (negative halo error is sometimes called “horns error”) impression of an individual, and the evaluator then artificially extends that general impression to many individual categories of performance to augment an overall evaluation of the individual that is either positive or negative. In other words, if workers are judged by their supervisor to be generally “good” workers, and the supervisor then evaluates each of the areas of their performance as good, regardless of any behaviors or results to the contrary, the supervisor is guilty of halo error. We can avoid halo error by remembering that workers are often strong in some areas and weaker in others, and we need to objectively evaluate individual employees based on their actual performance for each and every item of assessment.

**Distributional Errors:** These errors occur in three forms: severity or strictness, central tendency, and leniency. They are based on a standard normal distribution, or the bell curve that we are all so familiar with. In *severity or strictness* error, the rater evaluates everyone, or nearly everyone, as below average. *Central tendency* error occurs when raters evaluate everyone under their control as average—nobody is either really good or really bad. Finally, *leniency* error occurs when the rater evaluates all others as above average. Leniency error, therefore, is basically a form of grade inflation. We can avoid distributional errors by giving a range of evaluations. The distribution is often based on the ranking method of evaluation and forced distribution.
Similarity Error: This error occurs when raters evaluate subordinates that they consider more similar to themselves as better workers, and subordinates that they consider different from themselves as poorer workers. We all have a tendency to feel more comfortable with people who we feel are more similar to ourselves, and if we are not careful, we can allow this feeling of comfort with similar individuals to be reflected in the performance appraisal process. We can avoid similarity error by embracing diversity and objectively evaluating individual employees based on their actual performance, even if they are different from us and don’t do things the same way that we do.

Proximity Error: This error states that similar marks may be given to items that are near (proximate to) each other on the performance appraisal form, regardless of differences in performance on those measures. We can avoid proximity error by objectively evaluating workers’ actual performance on each and every item on the assessment form.

Recency Error: This error occurs when raters use only the last few weeks or month of a rating period as evidence of their ratings of others.

For instance, if a warehouse employee has been a strong performer for most of the appraisal period, but right before his annual evaluation he knocks over a stack of high-cost electronic equipment while driving a forklift, he may be rated poorly due to recency error. We can avoid the recency error by evaluating the worker based on the entire assessment period, commonly 6–12 months. Using the critical incidents way really helps our recall and assessment of the entire period more objectively.

Contrast Error: In contrast error, the rater compares and contrasts performance between two workers, rather than using absolute measures of performance to measure each worker. For example, the rater may contrast a good performer with an outstanding performer, and as a result of the significant contrast, the good performer may seem to be “below average.” This would be a contrast error. We can avoid contrast error by objectively evaluating individual workers based on their actual performance. We must use the ranking way correctly; first we assess each individual based on the items on the assessment form—then we rank the individuals based on their assessments.
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**Attribution Error:** In simplified terms, attribution is a process where an individual assumes reasons or motivations for an observed behavior. So, attribution error in performance appraisal might occur when the rater observes a worker action—such as an argumentative answer to a question—and assumes that the individual has a negative attitude toward the work and is a poor performer.

This may not be true, and in such a case the rater would be guilty of an attribution error. We need to avoid attribution error because it is based on our subjective conclusion.

When in doubt, we shouldn’t assume we know why the worker did or didn’t do something. We should talk to workers to find out so that we can objectively evaluate workers based on their actual performance.

2.25.3. Electronic Performance Monitoring

Electronic Performance Monitoring (EPM) is the process of observing ongoing employee actions using computers or other nonhuman methods.

The number of workers monitored through EPM has increased drastically in the past 20 years. In the early 1990s, about one third of workers were being monitored electronically. By 2001, approximately 78% were monitored electronically and in 2010 that number more than likely increased even more. The reason for this steep increase is that EPM apparently is an effective means of increasing productivity.

EPM allows management to know if workers are actually working or doing personal things during work hours. The biggest upside to EPM seems to be that it provides information for concrete results-based performance evaluations. Certainly, this is a valuable, outcome. However, some researchers and practitioners argue against EPM because of a number of factors including ethical questions concerning such monitoring, legal concerns over worker privacy, and apparent increases in stress due to constant monitoring of performance. So, the question is whether or not institutes should use EPM systems.\(^5^3\)

There’s no simple answer to such a question. Again, EPM has been shown to increase productivity, and institutes need to maximize worker productivity. However, increases in stress are known to decrease productivity if the stress level becomes too significant. So there’s an obvious trade-off between more worker monitoring and controlling stress levels in our workforce.
Management must understand this trade-off in order to successfully develop productivity in the institute overall. In addition, the ethical and legal questions noted in the previous paragraph may be significant enough in some cases to cause individual workers to leave the institute. If these individuals are our more productive employee, and especially if they are knowledge employee, what does the loss of these knowledgeable individuals do to institutional productivity?

There doesn’t appear to be any current research-based answer to these questions. Therefore, because these questions exist, institutes must be very careful in how they implement EPM processes so that they develop their chances of reaching the stated goal of EPM—improving institutional productivity. Finally, as these programs are rolled out in the institutes, managers must be acutely aware of the potential for increased levels of stress as well as worker feelings concerning invasion of privacy that could lead to decreases in productivity and higher rates of turnover as well. In other words, management must job to overcome the potential problems and costs in order to gain the benefits.

2.25.4. Competency-Based Performance Management

What is competency-based performance management? Historically, the performance appraisal process evaluates specific worker skills and the workers success in using those skills to produce products or services for the organization.

Competency-based performance, on the other hand, evaluates large sets of capabilities and knowledge which, if put to good use, can significantly develop institutional productivity to a much greater extent than just doing a work using an existing skill set. Or, improvement is more effective than simply training.

Because works have been changing at a rapid pace over the past 20 years, competency-based performance management is becoming a more useful form for performance appraisal than the historical skill-based, transactional process.

How are jobs changing? According to the Society for Human Resource Management (SHRM), the nature of job is changing from single-skilled works to multi skilled works, from repetitive tasks to problem-solving tasks, from individual work to teamwork, and from functional specialization to collaboration. Taking a look at the ways in which job is changing, we can understand why it may be necessary for the institute to move from skill-based performance appraisal to evaluations based on larger-scale competencies.
Because competencies are becoming so significant in organizations, the performance management systems need to be redesigned so that we evaluate the skills and capabilities that are most important to the business.

However, these types of performance management systems can present significant design challenges to the institute. To successfully use competency-based performance management, the institute has to move from an analysis and measurement of the individual activities within a process to a more holistic evaluation of the ability to combine and improve activities to augment the most successful institutional outcomes.

SHRM notes that one of the problems with knowledge employees is that “performance analysts cannot directly observe much of what they do. This being the case, new competency-based evaluation ways that measure the ability to manipulate and manage information and to collaborate across many dimensions must be designed and used.

SHRM explains that because the most common type of historical work is going away, the institute has an increasing need for competency-based evaluations. They also note that competency-based evaluations are necessary in order to align performance with rewards if the institute is going to use a competency-based pay and incentives program. Competency-based pay programs have been shown to focus individual goals more closely to the institute’s overall strategic aims. Because of all these factors, competency-based performance appraisals will likely continue to increase as a percentage of overall performance appraisal processes. Systematically maximize the value of training in today's radically transformed business environments

Achieve excellence in the 8 key process areas that matter most strengthen leadership, strategic alignment, content delivery, metrics, and more diagnose and overcome specific obstacles to learning in your institute leverage technology to promote independent learning, not distract from it Learners have changed—radically. Businesses have changed—even more radically.

If you’re a learning leader, you know your institute must change just as proaccessibly. You may already be working to lead that change. This best-practices book will help you focus your scarce resources on achieving excellence where it matters most today—and where it will matter most tomorrow. Doug Harward and Ken Taylor have spent seven years identifying and validating the specific processes and practices associated with outstanding training institute performance.
Building on this unprecedented research, they help you define priorities that tightly align with business goals and objectives, choose best practices you can realistically implement, and get results. Reflecting comprehensive new research, this book identifies 8 sets of training processes proven to drive the greatest sustainable performance improvements.

Drawing on their pioneering training industry experience, Doug Harward and Ken Taylor drill down into each set of capabilities, helping you build on what you’re already doing well, and achieve excellence on the business metrics that matter most.

This evidence-based best-practice guide helps you focus your efforts where they will deliver the greatest value, build implementation roadmaps based on the field’s hard-earned wisdom, and successfully execute.

Reflecting proaccess insights into today’s learners and corporate goals, it will help you excel whether you deliver training internally, purchase services from suppliers, or supply training services to businesses.\textsuperscript{57}

2.26. Optimize the value of training by focusing on these 8 process areas

- **Strategic Alignment:** Design learning programs that align with business objectives  
  **Content improvement:** Assess, design, manage, and maintain content.
- **Delivery:** Manage instructor networks and deliver via multiple modalities  
- **Diagnostics:** Identify causes of problems and recommend solutions
- **Reporting & Analysis:** Define business metrics, report data, make developments  
  **Technology Integration:** Integrate learning technologies with each other, and with enterprise systems
- **Administrative Services:** Support learners via scheduling, registration, and more
- **Portfolio Management:** Manage, rationalize, and maintain large program portfolios

2.27. Training the Trainer: Develop your Aims and Objectives

There is a saying: "If you don’t know where you’re going, you won’t get there; but if, by chance, you do get there – you won’t know you’re there".

In order to avoid this being true of either the trainer or the trainees in a training session, a clear, realistic and measurable OBJECTIVE must be stated by the trainer.
This is the most important step in preparing a training session as you need to be able to answer the following questions before you start writing your training session.

“What do I want the delegates to do as a result of this training session?”

“What do I want to accomplish by giving this course?”

“What outcomes do I require the trainees to achieve once the training has ended?”

An objective is a statement of the goal to be achieved by the trainees by the end of a training session, in terms of recall and understanding. Objectives can be useful in several ways:

- To assist in planning a presentation or training session
- To help the trainer eliminate irrelevant information
- To focus the attention of the trainees
- To ensure that both the trainer and trainee know where they are going
- To test the recall and understanding of the trainees.

It is essential that you determine your training goals and objectives at the onset.

Too often, trainers concentrate on “What am I going to say?” Alternatively, you need to concentrate on “Why am I giving this training session?” The rest of your training will be designed to support this answer.

2.27.1. How to write realistic goals and objectives for your training session

No matter which format you choose, your aims and objectives must be attainable and measurable. It is essential that the results you expect to achieve are realistic. If not, failure is guaranteed. At the same time, you must be able to measure your results. If not, how will you know if you succeeded in your message?

2.27.2. Sample Goals and Objectives

- To teach the understanding of current discrimination laws, and to train workers on the implications relating to recruitment, appraisals, benefits, pensions and retirement.

- To train senior management to use Microsoft Outlook to manage day-to-day priorities, and how it can be adapted to co-ordinate their departmental strategies.
• To train staff on customer care strategies and to ensure that they understand how customer care needs are to be implemented as part of the institute’s ‘Treating Customers Fairly’ initiative.

2.27.3. Rules for Writing Objectives

An objective should be phrased in a positive method, and should outline the outcomes of the training. It should begin with, “At the end of the session you will be able to…”, or “after this session you will be able to….”

It should also indicate the standards that the trainees must be able to attain, to determine the success of the training: “… so that we will be able to use this with every customer enquiry…..” or, “…..by using this we’ll be able to cut waiting times down by half the current level”.

The objective should then continue to state the following:

1. The Performance
2. The Standard
3. The Consolidation

1. The **Performance** or behavior of the trainee when demonstrating their developed ability and understanding. The more measurable your statement of performance, the more focused the session.

**Sample performance statements**

“The new software will enable you to program the computer in half the current time”

“Once you’ve learned the new program you’ll achieve 95% accuracy on the data input”

**Measurable performance words**

1. List Construct Know
2. Write Describe Understand
3. Identify Explain Enjoy
4. State Demonstrate Appreciate
5. Prepare Achieve

Define Grasp the meaning of:

1. The **Standard** to which the performance must comply, e.g. legal standards, company standard, speed, quality, numbers to be completed.
2. This is vital for the effective evaluation of the training session.

3. If the trainees do not have a standard of competence/completion how will the trainer know if the session/course has achieved its goals.

4. It’s often difficult for the trainer to understand what standards he/she is aiming for but this must be established at the outset.

Sample standard statements

“You’ll be able to write training programs for all types of delegate in 5 hours against the current time of 18 hours.”

“You’ll be able to use animations on all of your PowerPoint presentations to augment effect.”

3. Test understanding as well as recall

This we call the **Consolidation** of the training. It is when the trainees are tested for their competence, understanding, recall etc.

This may be tested on the training course by exam, observance, demonstration, quiz, oral tests etc. The trainer should always make the trainees aware what form the testing will take. [Note : make trainees aware of the CONDITIONS under which the performance is to be tested, e.g. without the use of notes/reference material, under normal working conditions, alone/with the help of others, may also be included]¹⁶⁰

**Establishing your key messages**

For a training session to have effect the trainer must be clear about the Key Messages that the training must establish in the mind of the audience. Research shows that 38% of what is learned is forgotten in 2 days and 65% in 8 days so ensuring your message ‘hits the spot’ is essential. This is vital when the training takes the format of a presentation and there is limited opportunity for interaction with the audience. Throughout the training the trainer must reiterate and reinforce the key messages if the training goals and objectives are to be achieved. To determine the main ideas, think of how you would respond to these questions:

- What ideas and messages will best lead to my objective?
- What ideas do I most want my audience to remember?
Key Messages should:

- State conclusions
- Accomplish specific goals and objectives
- Be interesting
- Be few in number

Examples

These could be the main ideas for implementing an institute's customer service program.

- Main Idea 1: Satisfied customers are essential to the success of any institute.
- Main Idea 2: Every organization has both external and internal customers.
- Main Idea 3: Quality customer service is a learned skill.

Once you state your Key Messages, then you need to identify the information that will communicate and support these ideas.

2.2.8. Sources of Supporting Material

- Inside the institute – product descriptions, statistics, intranet, newsletters and reports
- Outside the institute – internet research, trade journals, newspapers, books and database services
- Personal – insights, examples and anecdotes

2.2.8.1. Types of supporting material:

- Examples
- Comparisons
- Findings
- Statistics
- Graphs
- Audio-visual media
- Testimony of experts
Examples

Key Message 1: Satisfied Customers are Essential to our Success

1. Case studies that link quality customer service to the developed profitability of institutes.
2. Examples of successful programs of competitors
3. Projections to show the impact of developed customer service on profitability

Key Message 2: Every institute has Both External and Internal Customers

1. Highlight the difference between internal and external customers
2. Current examples showing how worker morale has been developed

Key Message 3: Quality Customer Service Is a Learned Skill

1. Review of customer service concepts that are relevant to your organization
2. Proposed plan to train workers in customer service
3. Timeline for implementing the plan.

2.28.2. How can train courses are used as organization benefit?

Training courses are methods of improving the effectiveness of your current workforce, but they are also attractive benefits for ambitious people. Training isn’t just important to any institute, it is vital.

Although there are many categories of training such as management training and or sales training, there are general benefits to be realized from virtually any type of education program or policy an institute undertakes.

Benefits both your institute and your workers will realize include:

- Developed productivity and adherence to quality standards.
- Workers develop skill sets that allow them undertake a greater variety of job.
- Developed ability to implement and realize specific goals outlined in an institute’s business plan.
- Increased ability to respond effectively to change.

Productivity usually increases when an institute implements training courses. Training across the workforce, from the shop floor to executive level and in any discipline, improves:
Chapter Two: Theoretical Framework

- Competitiveness
- Morale
- Profitability
- Customer satisfaction
- Market share
- Institute reputation and profile

It can also lead to reductions in:

- Inefficient use of time and materials
- Workplace accidents
- Maintenance costs of equipment
- Staff turnover and absenteeism
- Recruitment expenses

Training also makes an institute more attractive to potential new recruits who seek to develop their skills and the opportunities associated with those new skills. The lack of a training strategy to a potential top candidate suggests that the company will fail to meet his or her own aspirations, leading to a lack of ambitious candidates. A training strategy involves the systematic training and development of people within the institute so that they, and the firm, can achieve their objectives and both personal and corporate aims.

Training strategies vary according to requirements but important components include:

- Objectives
- Team building
- Team improvement
- Leadership improvement
- Coaching

Training can be of any kind relevant to the job or responsibilities of the individual, and can be delivered by any appropriate way.

For example, it could include:

- On-the-work learning
Chapter Two: Theoretical Framework

- Mentoring schemes
- In-house training
- Individual study

There is, therefore, a large amount of flexibility that can be awarded to the delivery way of the training strategy, and, if utilized appropriately, this can successfully help to reduce expenditure.

Starting from scratch one way forward is to identify the ever changing needs of your customers in terms of the strategic plan of the institute and its current workforce.

Following up with research is the action plan for the training strategy and once that has been completed, focusing on the training goals. If the required systems and resources are in place the training can begin.

This is complemented by on-going monitoring and when the training is through, an evaluation and assessment of the trainees as well as the training process should be implemented. It is only by doing this that the company will be able to assess the cost and benefit of the money it has spent, delivering training to staff, with confidence.

Communicating your training opportunities having a strong and successful training strategy helps to improve your employer brand and make your firm a prime consideration for graduates and mid-career changes. Your commitment to training will obviously be transmitted to the career marketplace, including work seekers and recruitment professionals, by means word of mouth and positive feedback by current and past workers. Increasingly, your institute will be recognized by recruitment professionals who seek to place ambitious candidates within your institute partly on the strength of your firm's reputation (employer brand) - and the strength and quality of your training. You institute reputation for training will also be built through those educational establishments which advise and guide promising talent towards the job market.

2.29. Characteristics of Effective Training Programs

However, not all training is augmented equal. The extent to which training can influence learning, behavior change, performance, and profitability depends largely on how it has been designed and delivered. The following features have been directly associated with developed worker and institutional outcomes:
Chapter Two: Theoretical Framework

- **Start with training needs assessment:** This is a systematic process to determine who needs to be trained, what they need training on, and how the training process will be supported and aligned with strategic objectives.

- **Identify and communicate purpose, objectives, and outcome:** These are identified based on the results of the training needs assessment and must be communicated to trainees in a clear and easy-to-understand way. When communication includes a message on how the training will be applied and what the expected outcomes are, motivation to learn increases.

- **Relevant content:** To be effective, training must include content that is directly linked to trainee work experiences. This makes intuitive sense, but when ignored it can reduce the impact of training on performance to zero. Just think about the training sessions you’ve attended that have been unrelated to your daily work-life.

- **Active demonstration:** Trainers need to actively demonstrate the specific skills and processes included in the training. Conducting these live demonstrations provides trainees with a model of desired behavior and results in greater learning and transfer of training, regardless of the topic. For example, if the training is on interpersonal communications the trainer might demonstrate active listening skills through a role-play with a willing participant. For an engine-repair class, the trainer might bring an engine and demonstrate how to bore out the cylinders.

- **Opportunities for practice:** Effective training programs include multiple opportunities for trainees to practice the skills they’ve learned during class-time. By building application exercises into the training workshops themselves, you provide trainees with a safe place to try new skills, where they can make mistakes and not worry about consequences.

- **Regular feedback during training:** Trainers also need to give feedback to workers while they are practicing their new skills. Feedback should be given both during practice and after exercises have been completed. It should also be directly related to how the trainee performed the task and never be focused on personal characteristics. For example, bad feedback might be “You are being such a clouts,” whereas better feedback would be “I noticed you dropped the lever a few times because you’re grip is incorrect. Let me show you…” (To learn more about the characteristics of effective feedback,)
Chapter Two: Theoretical Framework

- **Post-training environment:** After training it is important that workers are given opportunities to perform the skills they’ve learned.

If the post-training environment does not support this, research has shown that training will have little to no impact on trainee performance and institutional utility; that is, little or no ROI.

Training programs that include these characteristics will consistently result in better worker outcomes (learning, behavior change, work performance) and institutional effect (utility, performance, turnover).

And of course designing a training program is much more complicated than just following the rules above (e.g., you have to determine the way of training deliver, training materials, etc.)

2.29.1. Characteristics of Top Employee Training Programs

1. **Effective program management**

A high quality training program starts with a person, with a champion. We’ll call this person the program manager. In some institutes this person might be the training and improvement manager, learning and improvement specialist, or training coordinator. Regardless of work title, this person is the one who manages training.

Program managers are responsible for planning and executing all training initiatives within an institute. An ideal training program manager is inherently curious, open-minded, motivated, and invested in developing workers’ skills to help them reach their potential.

They are committed to learning and are constantly working to develop their own skills and competencies. Additionally, this person is usually tasked with marketing the training program internally, so that workers are aware of improvement opportunities. Other important skills include problem solving, business acumen and leadership skills.

2. **Needs Assessment**

In getting started, the program manager must be able to identify the needs of an institute. This is where curiosity comes into play – they must take time to understand the past, present and future direction.
A needs assessment can be conducted through research, interviews and internal surveys. At the core of any effective training program is correctly identifying who needs to be trained, and on what skills or topics.

A training need is the gap between current performance and required performance. For example, if you find that you have unsatisfied customers, there might be a need for customer service training for your sales team.

3. Alignment

Once needs are identified, they must be aligned with institutional initiatives. The program manager should build a curriculum to address problems in the institute and support business goals. By following this model, workers will be more likely to understand the training and it will be supported by managers and leaders.

The effect to the institute is the critical piece. No one wants to do something just to do it – you must have a purpose.

When linking training to institutional strategy, you will be able to easily identify the above or bottom line indicators – are you saving the institute money or making the institute money?

4. Goals and metrics

Training is an area that can be difficult to quantify. However, when the program manager is able to determine institutional needs that are aligned with the business, quantifying training becomes much easier.

When developing goals, make sure metrics give the whole picture, including quantity, quality, time, cost and effectiveness. You’ll want to improve a benchmarking strategy for evaluating your progress towards your aims and ensure that data and reports are easily available to provide you with the information that you need.

Schedule time to monitor, analyze and review progress towards aims on a regular basis. This will allow you to become agile and shift strategy as needed.

5. Leadership buy-in

One of the keys to a successful training and improvement program, and possibly the most important, is leadership buy-in from the top down. Having leadership support helps drive the importance of a program, assist with accountability, and establish appropriate expectations. Leadership buy-in is more easily obtained when the
program manager has been able to identify the needs of the institute, align them to the business and improve formalized aims and metrics that will provide results. Senior leaders will want to know how the training program can effect the bottom line, so be prepared to talk about this when you present your ideas.

6. **Relevancy**

Providing relevant training content is key to a good training program, to ensure your learners are engaged and continue to come back for more. The modern learner today is distracted, overwhelmed and has little time to spare. Catering content to their needs is not only important – it’s critical.

The content you present to your workers must be applicable and timely to help them with their daily duties, expand their mind, and provide them with quick takeaways that can immediately be applied.

7. **Creativity**

I have access over the years that programs that have some type of augment hook are viewed as more valuable to the institute. Creativity can start with a program launch that has a theme – it can be as simple as a corporate university or college layout.

Branding the training initiative with a logo or mascot can add a level of fun and familiarity as the program continues. Other augment ploys could include seasonal themes and contests.

8. **Marketing and communication**

Having a marketing strategy is an integral part of your implementation and an essential component of a successful learning and improvement program. A successful marketing plan includes not only initial launch activities, but also strong ongoing efforts throughout the program. As you build your plan, remember to keep your program aims and success factors at the forefront of your decision-making, and tie the activities into these aims.

Any communication sent out to workers should include not only an overview and clearly defined expectations, but also show an worker what’s in it for them. You must provide a “why” behind every part of training. Your aim is to use marketing tactics to increase utilization of your training program.
9. Training Reinforcement

Many institutes spend thousands of dollars per year on worker training, only to discover that workers are not applying new concepts. In this video Dr. Art Kohn explains why people forget, and how to overcome the forgetting curve\(^6^4\).

Without being given the opportunity to remember, workers will forget nearly all training in less than a week. Training reinforcement is a series of small lessons or learning activities that support a core concept or skill. By continuing to teach what was learned at a seminar or from a video, workers will not only remember more, but they will also be more likely to apply it to their everyday job.

2.30. What are the Characteristics of an Effective Trainer?

Training adults is very different from teaching pre-scholars. Kids have little world experience, so they absorb anything the teacher says. However, most adults are world-weary and a trainer has to do a little more to get them to learn.

In general, adults learn best when what they feel the lessons taught is going to be useful. They may understand the importance of training, but they also need to experience its applicability. If they can't see its application in real life, they'll simply be going through the motions. This is why trainers need to find ways to motivate adults to take part, and one of the best methods to do that is to find a connection between the training and their aims. Understanding how adults learn best can help trainers improve more effective training programs.

Trainer, instructor, facilitator, presenter; their \textit{nom de guerre} doesn't really matter. What matters is how they can provide delegates with the knowledge to perform better at their works. While training may sound like all talk, being an effective trainer is much more than that. Being a great trainer requires soft skills and a high level of motivation. Having the following characteristics is also a big plus:

**Excellent Communication Skills**

It may sound obvious, but trainers should have great communication skills. The best trainers can break down complex ideas and explain them clearly to trainees. They also need to be able to listen actively, but also be sensitive enough to pick up on non-verbal communication.
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The training environment must also maintain open lines of communication, so trainees are comfortable enough to ask questions. Any extra training material must also be easy to follow and actually helpful to the trainee.

**Offers Rich Training**

Nobody looks forward to 'yet another training session'. To get around this, trainers should use different ways to get trainees excited about taking the course. Whether it's changing the delivery format or the type of course material handed out, you should always aim to make your courses lively.

To keep training courses upbeat, great trainers always encourage student participation. Asking questions during training will keep trainees engaged, and it also helps trainers assess how much of the material the students are assimilating. Adults learn best when they can practice what they learn. To be considered effective, training sessions must include practice segments.

**Possesses Industry Knowledge**

Good trainers understand the concepts and nuances that prevail in the industry. They know what makes the workforce and customers tick, and they also have an eye on its trends. This knowledge is crucial as delegates can quickly spot a trainer who's only reading from a prepared slide.

Having adequate knowledge also helps with designing an effective training program. It can help trainers choose which training medium to use, the type of activities to include, etc. An added bonus is that a well-read trainer can always find an angle to make even the most boring topic lively.

**Passionate About Learning**

Trainers who are passionate about learning understand that it is an ever-evolving process. Recognizing the value of learning in their own lives, they spend time developing themselves as well. The passion they devote to honing their skills is reflected in the quality of the training they offer.

Their continuous learning exposes them to different methods of engaging trainees and learning styles, too. By keeping abreast of the latest insights in training, good trainers will remain in demand.
High Level of Professionalism

The best trainers understand that people learn at different speeds and in different methods. Regardless of how fast trainees pick up on the concepts taught, the trainer must always remain patient.

They also augment time to interact with each delegate to make sure they understand the material before moving on. Excellent trainers are also open-minded and willing to listen to different points of view. They don't assume they know everything and will never talk down to their trainees.

Unfortunately, not every trainer is effective, and that is because not every trainer possesses these characteristics. It is not enough to simply talk to the trainees - a trainer must also be insightful, charismatic, passionate, and above all, have exceptional communication skills. Without these characteristics, trainees won't be engaged and the training session will not be worthwhile.

But a trainer who *does* have these characteristics will have the ability to convey clear messages, help people develop and potentially change someone's entire mind-set for the better.\textsuperscript{65}

2.30.1. Top 10 Attributes for an Effective Trainer

Here are Thomas's top 10 attributes for Effective Training:

1. Effective training begins with the ability to establish a rapport with your audience. You must be able to analyze the group you are working with and come at the material from an angle they will understand and be able to relate to.

2. As an effective trainer you must establish yourself as an expert in the field early in the presentation. Sometimes this is simply an introduction of yourself and what you do but in a classroom where the students are more knowledgeable you will need to go deeper into your background and accomplishments.

3. Know the material you are presenting and lay it out in an orderly fashion. If you feel comfortable doing so, practice in front of a mirror or present the material to your peers. Practice your examples and demonstrations so that you know them by rote.
4. Being able to think on your feet is an important aspect of a successful trainer. Inevitably things will go wrong in a presentation and you will have to be able to cope with the issues and job through them with many people watching your every action.

5. Be honest with the group you are presenting to. If you don't know the answer to a question, admit it. You can always respond with: "I'm not sure but I will check into it". You gain the respect of the audience and establish yourself as a human being, not some kind of hero. Always, however make sure that you DO check into it and that you get back to the individual who asked the question.

6. Have a purpose for your presentation. Share your expectations with your audience. Divide any presentation into segments and establish criteria for each segment that you attain with the group you are presenting. Ensure that the subordinate aims are reached by the audience before leaving a section to move on to the next.

7. When training you must keep topics on track deviating very little from the scope of what you are presenting. You will receive queries from your audience that will provide for some minor wandering off topic but you must be able to steer the material back to the original content.

8. One key to a quality presentation is to have an assortment of examples and analogies. It is often helpful to draw upon your own experience even when in unrelated areas. To illustrate complex concepts you must draw comparisons to a variety of easily recognizable elements.

9. In front of the classroom you must be able to express each concept in terms the student can relate. Often this will require restating information using a more elementary perspective. When questioned you may even need to express the thought in a third or fourth manner. A great deal of patience will assist in handling this diversity.

10. A strong finish is needed for any delivery to be successful. You must be able to summarize, restate and clarify the entire lesson in a concise manner. Using some posing queries you must analyze the audience to ensure that they have captured the material and will be able to apply the concepts learned.
2.30.2. 5 Effective Employee Training Techniques That Work

1. Classroom or Instructor-Led Training

Classroom or instructor-led training remains one of the most popular worker training techniques, even with the numerous technological advances in the training industry. Some people call it “old-fashioned” but as they say, “Old is Gold”. There are different types of this training. Blackboard or whiteboard is one of the oldest training ways where you request feedback for what you have written on the board. Up until now, many large institutes still use this way. Other ways include the use of overhead projectors, PowerPoint presentations, video training, and storytelling. Instructor-led training is fun and interactive as workers get the opportunity to compare results and share ideas.

2. Interactive Training Techniques

Interactive worker training techniques keep your workers engaged, which makes them more receptive to new information. These techniques incorporate group discussions, which is one of the best methods for more knowledgeable workers to pass their skills onto new workers.

In other words, discussions provide open communication among the trainees and with the trainer. Brainstorming is incorporated and any confusion is addressed. Interactive training also uses demonstrations. Demonstrations are powerful training tools as they involve use of tools and equipment to showcase the steps being taught or the main processes being adopted.

Other techniques under this category include use of case studies, active summaries, quizzes, Q&A sessions, question cards, participant control, and role playing. These training techniques make training fun and more enjoyable as workers interact freely while still absorbing essential skills necessary for better performance.

3. Hands-on Training Techniques

Hands-on training, also known as experiential training offers various techniques such as coaching, which focuses on the individual needs of an worker and is less formal than other techniques.

In coaching, the supervisor, manager, or veteran workers serve as the coaches. Apprenticeships basically give employers the opportunity to shape new and
inexperienced workers in order for them to fit perfectly for existing and future works.

Drills are also effective for enhancing workers’ practice skills. One advantage of hands-on training is that they are applicable immediately to the workers works. They are also effective for training when it comes to new business equipment and procedures.

4. Computer –Based Training Techniques

Computer-based training is also becoming increasingly ideal as technology becomes widespread and easy to use. Although human interactions will always remain the solid accessation of worker training, technological solutions are effective in enhancing the training.

Computer-based training involves use of CD-ROMs, Text-only (self-paced training in a text-only format), Multimedia training materials that provide audio, video, stimulating graphics, or animations, and Virtual reality, a three-dimensional and interactive training program that is highly effective. These training programs are effective and reliable in that the trainees can learn at their own pace. They are also easy to use and cost-effective.

5. E-Learning or Online-based Training Techniques

With the numerous technological advances, many companies mostly rely on online resources to deliver training. According to many studies, the number of companies using e-learning training is increasing and it is predicted that it will continue to rise with time. This way of training is becoming more prevalent due to the fact that the internet is becoming increasingly accessible.

One example of this type of training is Walk Me, the guidance and engagement platform that provides immediate and direct training for workers in the moment of need. Additionally, it’s important to keep the workers involved and engaged in order to encourage that they retain new information.

For better results, experts recommend using some softer training ways that are not necessarily needed to convey any information, but are effective in making receiving data or instructions an enjoyable experience. They include use of humor, use of attractive learning materials (professional packaging sets a good first impression), encouraging participation, and building self-esteem. These ways help augment a win-win environment by building the participants confidence and making the training more interesting.
2.30.3. The Benefits of Leadership Training

The good news is that leaders can be augmented through effective leadership training practical, and theoretical aspects of great leadership.

*Here we explore six of the big benefits that leadership training can offer your organization.*

1. **Increase productivity**: The right, consistent leadership can increase the productivity of your people. At its primal level, leadership is about understanding your people emotionally. In his book *The New Leaders*, Daniel Goleman states that emotional intelligence is critical to the success of a leader.

   Emotional intelligence involves being smart about emotions and using empathy effectively to empower and engage workers. Leadership training that encompasses emotional intelligence can hone these emotional skills in your people managers and leaders.

2. **Retain your people**: 75% of people voluntarily leaving works don’t quit their work, they quit their bosses! That’s right, workers leave ineffective leaders. By investing in leadership training, you can retain your people and reduce costly recruitment expenses.

3. **Nurture future leaders**: You need to be strategic about improving and nurturing future leaders. Without strategy, leadership roles are often given to the most forward candidates with dominant personalities.

4. Quality leadership is a combination of the right qualities and the right training. Identify those who have what it takes and provide them with targeted leadership training.

5. Nurturing future leaders supports succession planning and offers career pathways to workers, further increasing retention.

6. **Increase worker engagement**: We all like to know how we are progressing in our roles, receiving praise when it is well-earned and constructive feedback as necessary.

7. In fact, 43% of highly engaged workers receive feedback at least once a week compared to only 18% of those with low engagement.

8. Giving feedback is a skill of successful leaders. Through leadership training, you can teach effective methods to give feedback to motivate and increase the skill level of your people.
9. **Implement an effective leadership style**: Leadership training can assist in implementing the most appropriate leadership style for your institute and the job you do.

10. There are several leadership styles, all with their own advantages and disadvantages. Leadership training can also help individual leaders improve their own personal leadership style that their teams members will best respond to.

11. **Make better decisions**: Last, but absolutely not least: Leadership training can result in better decision-making. How? Because leaders functioning at a high level of emotional intelligence have the perspective to make informed, intelligent business decisions.

12. For that reason alone, you can consider your leadership training investment returned\(^6\).

2.30.4. **Advantages to the institute**:

1. **Increased efficiency of workers**: An effective training program can make the workers of the company job in an effective manner. With training people gain confidence and this confidence is seen in the output and results.

2. **Reduced supervision**: An worker needs to be supervised when he jobs. When the worker has got sufficient training the amount of supervision required is less as mistakes are less. This reduces the workload of the supervisor.

3. **Less amount of wastage**: The amount of wastage by a worker is reduced a lot due to training and therefore if we take an account of the amount of wastage we find that the institute has saved a lot of money.

4. **Reduced turnover**: Proper training develops chances of obtaining promotions and workers are happy because they have better opportunities Due to this their chances of leaving their current work reduces greatly thereby reducing labor turnover in the institute.

5. **Helps new workers in the institutes**: Training always benefits workers whether old or new. In case of new workers, training helps them a lot. This is because new workers may not be aware of the functioning of the institutes and training helps them to gain knowledge and insight into the working of the institute.

6. **Better labor –management relations**: Labor – management relations are very essential for any institute. When firms introduce training programs and
prepare workers for future works and promotions they send out a message to
the unions that they are interested in worker welfare. Due to this the unions
also adopt a positive attitude and labor- management relations develop.

2.30.5. Advantages to the Workers

1. **Self-confidence**: Training leads to increase in worker self-confidence. The person
is able to adjust to his job environment and doesn’t feel humiliated in front of
his seniors. This confidence leads to chances of better efforts in the future from
the workers.

2. **Increased motivation levels**: Training brings positive attitude among workers
and increases the motivation levels of the workers in the institute, thereby
improving the results of the institute.

3. **High rewards**: An effective training program helps a worker to take the benefit of
the rewards systems and incentives available in the company. Thus the worker is able
to get these rewards, which in turn increases his motivation levels.

4. **Group efforts**: An effective training program not only teaches an worker how to
do his job but also trains him to job as a part of the group. Thus training programs
improve group efforts.

5. **Promotion**: Effective training programs increase performance and increase the
chances of obtaining promotions. Many workers even opt for certain programs so
that they can help the worker to improve his chances of promotions and obtaining
higher positions in the institute.

2.30.6. Top 10 benefits of ongoing corporate training and institutes

Take a look below at 10 top benefits of ongoing staff improvement:

- **Keep up with industry changes**: Industries are constantly changing and so it is
important for a business to improve to avoid being left behind. It’s also important
to make sure your business is complying with any industry regulations, which can
be achieved through ongoing training, making sure your staff’s skills and
knowledge are up-to-date.

- **Be in touch with all the latest technology improvements**: New technology is
being improved all the time and so it is not sufficient to run a one-off training
session. Regular training needs to take place to ensure that workers are using all
the latest technology comfortably and to its full potential. This can be achieved through implementing a customized staff IT training program, and by integrating worker training with IT support.

- **Stay ahead of competitors**: standing still can kill your business, so by making sure your workers are constantly advancing, you will continue to move forward and remain competitive within the marketplace.

- **Be able to see weaknesses and skill gaps**: with regular training, a business can more easily identify any gaps in the market and skill gaps within the existing workforce. By identifying these gaps early, there is time to train workers in these required areas so they can fulfill the role effectively.

- **Maintain knowledge and skill**: Although one off training may be provided to new starters, or other workers, it’s important that training schemes are put in place to help improve skills throughout their work. To retain knowledge, skills need to be practiced and refreshed on a regular basis so elements aren’t forgotten.

- **Advance employee skills**: once a business has spent money on providing basic level skills, these can easily be built upon and developed to provide much more benefit to the business. Workers that know more can bring more to the table, and your business will reap the rewards.

- **Provide an incentive to learn**: if training is provided as part of a longer improvement pathway, workers will have much more incentive to learn, participate in the session and put their new skills into practice.

- **Increase work satisfaction levels**: through continued investment from the business, workers can have a much higher sense of work satisfaction, which can improve their motivation towards their work. This reduces worker turnover and increases productivity, which directly improves the profitability. It also prevents competitors from taking method your best workers by offering training incentives.

- **Provide internal promotion opportunities**: Employing new staff involves high recruitment costs and hiring fees. However, with ongoing training, your existing workers can become more eligible for internal promotions. Unlike new workers, you can guarantee they have a complete knowledge of your business; the correct skill set and is people that you know and trust.
• **Attract new talent:** All company’s want to have the best workers and so with ongoing training, this will not only mean better staff retention, but the business may also attract better talent from the start, as this gives the business a good image and is a key feature many people look for within their work search.

As you can see, ongoing training is important not just to worker improvement, but it also impacts the success of your business.

2.30.7. **Effect of training on performance**

In the real world, institutional growth and improvement is affected by a number of factors. In light with the present research during the improvement of institutes, worker training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing institutes in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the institutes that train their workers and institutes that do not.

Existing literature presents evidence of an existence of obvious impacts of training and improvement on worker performance. Some studies have proceeded by looking at performance in terms of worker performance in particular while others have extended to a general outlook of institutional performance.

In one method or another, the two are related in the sense that workers performance is a function of institutional performance since workers performance influences general institutional performance. In relation to the above, Wright & Geroy (2001) note that worker competencies change through effective training programs. It therefore not only improves the overall performance of the workers to effectively perform their current works but also enhances the knowledge, skills an attitude of the employees necessary for the future works, thus contributing to superior institutional performance. The branch of earlier research on training and worker performance has discovered interesting findings regarding this relationship.

Training has been proved to generate performance development related benefits for the worker as well as for the institute by positively influencing worker performance through the development of worker knowledge, skills, ability, competencies and behavior. Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving worker performance.
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Bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing worker performance.

He further elaborate the concept by stating that training facilitate institute to recognize that its employees are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that workers possess a certain amount of knowledge related to different works. However, it is important to note that this is not enough and workers need to constantly adapt to new requirements of job performance.

In other words, institutes need to have continuous policies of training and retaining of workers and thus not to wait for occurrences of skill and performance gaps. Worker competencies change through effective train programs.

It not only improves the overall performance of the workers to effectively perform the current work but also enhance the knowledge, skills and attitude of the employee necessary for the future work, thus contributing to superior institutional performance.

Through training the worker competencies are developed and enable them to implement the work related work efficiently, and achieve firm objectives in a competitive manner.

Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when workers are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities. Most of the benefits derived from training are easily attained when training is planned.

This means that the institute, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved work performance. Planned training according to Kenney and Reid consists of the following steps:

- Identify and define training needs
- Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
- Define the objectives of the training
- Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.
- Decide who provides the training
- Evaluate training.
- Amend and extend training as necessary
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