Chapter - III
CHAPTER-III

TRAINING & DEVELOPMENT OF HUMAN RESOURCES

TRAINING

Training is the process of increasing the knowledge and skills for doing a particular job. It is an organised procedure by which people learn knowledge and skill for a definite purpose. The purpose of training is basically to bridge the gap between job requirements and present competence of an employee. Training is aimed at improving the behaviour and performance of a person. It is a never ending or continuous process. Training is closely related with education and development but needs to be differentiated from these terms.

Training is a planned programme designed to improve performance and bring about measurable changes in knowledge, skills, attitude and social behaviour of employees for doing a particular job. Today training has an additional job of facilitating change. Hotels, Restaurants and other tourism organisation provide training to their managers to equip them with such knowledge, skills and techniques as are related to managerial functions and tasks. The training programmes in tourism focus more on soft people’s skills such as interpersonal communication, teamwork, innovation and leadership.
(i) Training Needs Assessment

The basic aim of training is to induce a suitable change in the individual concerned. It can be useful in improving the transformation process that takes place in the organisation in terms of processing of inputs to outputs. Therefore, training needs have to be related both in terms of the organisation's demand and that of individual's. For example, diversification of product line in the organisation may require new technology or create jobs with different characteristics. If the organisation wants that the new jobs are to be handled by the existing employees, it requires to train its personnel suitably. There may be numerous such situations and the organisation will have to identify the training needs of its employees. There may be various formal and informal methods through which training needs of employees may be ascertained such as views of line personnel, performance records, analysis of difficulties involved in job performance, and views of training manager. McGhee and Thayer have proposed a model for identifying training needs of employees. This model includes organisation analysis, task analysis, and man analysis.

With a view to maintaining a competent and well-trained work force, all-star hotels and other tourism areas have given importance to training and development since their inception. As it is felt that demand for trained manpower in this sector is much
more than the supply, the tourism always give importance to training and development of their people. With the passage of time, the scope of training activities in the tourism has been expanded. It is as diverse it is intense to bridge the ever increasing gap between the available skill, knowledge, experience and the requirement under the changing conditions both technical and environmental.

(ii) IMPORTANCE OF TRAINING

❖ Training helps to improve the level of performance. Trained employees perform better by using better method of work. Improvements in manpower productivity in developed nations can be attributed in no small measure to their educational and industrial training programmes.

❖ In formal training, the best methods are standardised and taught to employees. Uniformity of work methods and procedures helps to improve the quality of product or service. Trained employees are less likely to make operational mistakes.

❖ A systematic training programme helps to reduce the time and cost involved in learning. Employees can more quickly reach the acceptable level of performance. They need not waste their time and efforts in learning through trial and error.

❖ Trained employees make more economical use of materials and machinery. Reduction is wastage and spoilage together [88]
with increase in productivity help to minimise cost of operations per unit. Maintenance cost is also reduced due to fewer machine breakdown and better handling of equipments. Plant capacity can be put to the optimum use.

- Well-trained employees tend to be self-reliant and motivated. They need less guidance and control. Therefore, supervisory burden is reduced and the span of supervision can be enlarged.

- Trained personnel adopt the right work methods and make use of the prescribed safety devices. Therefore, the frequency of accidents is reduced. Health and safety of employees can be improved.

- Proper training can develop positive attitudes among employees. Job satisfaction and morale are improved due to rise in the earnings and job security of employees. Training reduces employee grievances because opportunities for internal promotion are available to well-trained personnel.

- Training enlarges the knowledge and skills of the participants. Therefore, well-trained personnel can grow faster in their career. Training prevents obsolescence of knowledge and skills, trained employees are a more valuable asset to any organisation. Training helps to develop people for promotion to higher posts and to develop future managers.
It is important to mention that department of tourism has already felt that sponsoring employees for training programmes will not only help in developing individual skill but also help in promoting tourism in the country. Many officers have undertaken training on various areas of tourism during the last 25 years and they have shared their experience of the training in the development of tourism at a large. The most vital function of the HRD department of the Department of tourism is to support professional staffs by inducting them in various training programmes in order to increase efficiency and expertise.

Tourism education and training is an inevitable activity for the development of human resource to cope up with the changing scenario of tourism and hospitality sector. Training is a key to enhance capability and efficiency of employee to show good performance in the tourism sector. Training in the tourism sector involves the communication, skill development, managerial etc. The training program in the hotel management, airlines and travel agencies etc; must be simple, practical and designed to produce results within a reasonable time and a reasonable costs. It must have a well established objective specifying training needs. It reviews the job set program standards. Tourism training is concerned with discovering practical knowledge, skills and techniques. Initially training was linked to the operations of intermediaries, particularly in areas such as ticketing, fare
calculation, costing of package and calculation of car hiring. All categories of employees should take training due to the specialized nature of work.

(iii) OBJECTIVES OF TRAINING

The aim of a training programme is to fill in the gap between the existing and the desired pool of knowledge, skills and aptitudes. Objectives of training express the gap between the present and the desired performance levels. Definition of training objectives in both quantitative and qualitative terms will help to evaluate and monitor the effectiveness of training. Involvement of top management is necessary to integrate the training objectives with the organizational objectives.

The main objectives of a training may be defined as follows :-

(a) to impart to new entrants the basic knowledge and skills required for efficient performance of definite tasks;

(b) to assist the employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they would require in their particular fields;

(c) to build up a second line of competent officers and prepare them to occupy more responsible positions;

(d) to broaden the minds of senior managers through interchange
of experience within and outside so as to correct the narrow outlook caused due to over specialisation.

(iv) RESPONSIBILITY OF TRAINING

In a rapidly changing environment, the need for training for people to reach peak performance in their jobs, hardly needs any emphasis. "The rate of technology and managerial obsolescence is growing at an exponential rate. It is no longer considered valid to discuss if training is necessary. The debates are more on how to conduct training and how to make it more effective and enduring". In fact, training and development is a necessary part of organisational life because no system of recruitment and selection is so flawless that it yields a body of employees who can -

(a) immediately perform the tasks for which they are hired, and

(b) acquire new skills as needed An organisation's most valuable form of capital is a well educated and well trained workforce and realising this, many organisations in India, belatedly at least, are committing themselves to the training and development of their workforce and executives. The trainers used to have a responsibility for designing the programme in such a manner that it must suit to the requirements of the organisation for which it is prepared.

Hence the responsibility for training has to be shared among:

- The top management who should frame and authorise the
basic training policy, review and approve the training plans and programmes and approve training budget.

- The human resource department which should plan, establish and evaluate instructional programmes.
- The employees who should provide feedback, revision and suggestions for improvement in the programme.

To be effective a training programme should be properly planned and organised.

While the Department is very aggressive to train employees on different aspects of tourism employee's post training performance is not properly evaluated and the employees are not given enough scope to apply the knowledge and skill learned during the training in the tourism development. The secretary and director level officers attend most of the important training programmes in outside the state and country. But it is irony to mention here that their acquired skills and knowledge is not fully utilised by the department for the development of tourism due to the lack of financial support and their transfer to other departments. Proper post training evaluation and measuring cost effectiveness of the training programmes as well as identification of proper training programmes as well as identification of proper training need of each individual employee of the department are not done properly. A professional touch to these actives is highly essential.
(v) **PRINCIPLES OF TRAINING PROGRAMME**

In designing a training programme, some principles must be applied to make it effective. These principles are as under:

- **Training Objectives**: Every training programme has a specific objective in the form of inculcating new behavioural pattern or acquiring new skills. The organisation should spell out how much will be learned through training programmes and how much learning will take place through continuous practice.

- **Basis of Training**: The second aspect relating to training policy is the determination of the basis on which the operatives will be selected for training programmes. Though all the employees need some kind of training to perform their jobs effectively, the question of deciding the type of employees who will be trained by specially organised programmes becomes important as all employees cannot participate in these programmes. The organisation must decide in advance the number of employees to participate in the training programmes and the basis of their selection.

- **Cost of Training**: Cost of training is one of the most important considerations in designing a training programme. A training programme involves cost of different types. These may be in the form of direct expenses incurred in organising
the programme which may be incurred on resource personnel for training, cost of training materials to be provided, arrangement of physical facilities, and refreshment etc. Besides these expenses, the organisation has to bear indirect cost in the form of loss of production during training period. A training programme must be able to generate more revenues than the cost involved. Therefore, while preparing the budget for training, both the aspects should be taken into consideration.

• **Resource Personnel** : Another issue requiring policy decision is the determination of resource personnel who will impart training whether they will be drawn from within the organisation or taken from outside, or a combination of both. If it is combination of both, what proportion of insiders and outsiders should be. After determining the sources of personnel, the next logical question is who these personnel would be. Sometimes, some companies use to call renowned persons in their field to increase the level of motivation of the participants and to enhance their confidence in the training programme.

• **Training Methods** : Organisation al policy should also spell out the various training methods to be followed. This helps in designing the training programmes accordingly.
• **Motivation**: Learner's motivation is one of the major conditions for learning. Motivation is something that moves a person to action and continues him in the course of action already initiated. This course of action includes learning too. A positive behaviour developed through learning results into rewards while a negative behaviour results into punishment. Thus, the degree of the learner's motivation is positively associated with his learning. There are overwhelming evidences that support the generalisation that motivated responses tend to be repeated whereas non-motivated responses tend to be discontinued.

• **Mental Set**: Mental set refers to the preparation for an action, in this context learning. If a person is prepared to act, he can do the things quickly and in no time. Without mental set, learning cannot go smoothly and easily. It happens so because the person's mental set activates him to do the act, and due to his level of activation, he gets inclined to perform the act.

• **Nature of Learning Materials**: Nature of learning materials affects learning by providing the clue for understanding. There are a number of features of the learning materials which affect learning. First, if the learning materials is of easy nature, it is learned quickly whereas difficult material takes time to understand. Second, familiarity with learning materials
affects learning. If the learner is familiar with the learning materials, he can learn more quickly as compared to when he is unfamiliar with these. Third, serial position, shape, and meaningfulness of learning materials also affect learning. If these features are positive, learning takes place at faster rate.

- **Practice** : Practice is a very basic external condition of learning and affects all types of learning. The more a person practices, more he absorbs learning contents. Most of the motor skills (like typing, swimming, etc.) are learned based on this principle.

- **Environment** : Environment in which learning process occurs, affects learning. Environment, here, refers to the situational set up for learning. Environmental factors can either strengthen or weaken the innate ability to achieve and learn. Environment with high pressure and high rate of change increases the likelihood of stress and has negative impact on learning. Environment with features of support, cohesion, and affiliation has positive impact on learning.

(vi) **TRAINING POLICY**

Every organisation should formulate a training policy which should include the following:

- The policy should indicate the type of skills that should be
acquired by the employees, whether these will be developed for a specific job or for different jobs; whether acquisition of skills will be continuous process or this will be one-shot action. If it is treated to be a continuous process.

- Training policy should decide the basis on which operatives shall be selected. The organisation must decide in advance the number of employees to participate in the training programmes and the basis of their selection.

- The training policy must consider cost factor in organising training programmes and should include a provisional budget for this purpose.

- Training policy should have policy decision for inviting resource person in imparting training.

- Type of training method should be spelled out for the training in organisation.

Training in tourism sector is introduced very late in our country. Due to this formulation of training policy was also delayed. As soon as it is realised that quality of staff training is also of big importance, policies for various training programmes were formulated. However, unfortunately this aspect is often relatively neglected during the early stages of tourism sector development. The quality to be required for tourism industry may be assessed by making proper planning of human resource development.
Jmmes and training policies. This will enable employees to acquire both attitudinal as well as technical skills. Attitudinal characteristics contribute to an employee's success in tourism position and include pride, flexibility, adaptability and judgment. Technical skills required include facility and equipment operation and maintenance, financial management, food and beverage production and service, personnel management and administration and system analysis and design. In order to get trained quality staff, a sound training policy is a pre-requisite.

(vii) TRAINING APPROACHES (METHODS)

In today's context, training programmes offer something for everyone—from pre-employment preparation for the first job to pre-retirement for those who are due for retirement soon, as training involves some kind of learning. The range of training programmes is so broad that it provides opportunity to unskilled to become skilled; it provides opportunity to a lower-level manager to climb to the top level. Each specific training method provides opportunity to develop a particular skill or a set of skills. Therefore, when a particular training method is adopted, it is not necessary that it develops a particular skill only; it has its effect on other skills too though this latter phenomenon is not the basic objective of that method. Training methods are the means for attaining certain desired objectives in a learning situation. Since these objectives differ, ranging from some extent to significant extent, the
methods of conducting various training programmes also differ. Similarly, different training programmes suit different types of personnel—operative, supervisor, and management—in the organisation though in many cases, there may be overlapping, particularly training methods which can be applied in three groups of management—lower, middle, and top or supervisor and management group.

Various training methods may be classified on the basis of place where these are conducted and these can be grouped into on-the-job training and off-the-job training. Some common on-the-job training methods are experience on specific job, job rotation, special project/task force, apprenticeship, vestibule training, etc. Training methods may also be classified on the basis of their objective orientation. Thus, there may be training for increasing knowledge such as lectures, seminars, conferences, workshops, programmed instructions, etc., training for enhancing problem-solving and decision making skills such as brainstorming, role playing, case method, management/business game, in-basket exercise, etc.; training for enhancing interpersonal skills and sensitivity such as sensitivity training and transactional analysis.

**On-the-job Training**

On-the-job training (OJT) is the most common form of training for any person in the organisation. The basic theme of OJT is to
learn by doing itself. The trainee learns while he is actually engaged in doing a job. This engagement may be on a specific job or there may be job rotation, that is, changing the jobs over the period of time. For operatives who are engaged in routine and repetitive job. OJT is the most important tool. Initially, an operative requires the help of a trainer to learn how he should proceed in the job performance. Gradually, he learns the methods involved and gets perfection over these. Based on the experience, the operative may weed out the unnecessary movements in the job performance and become more efficient. However, when there is any change in the methods of operations, he has to learn again through the same process which was adopted at the initial stage.

**Demonstration**

Operatives can be trained through demonstration by trainer. In demonstration method of training, the trainer describes and displays something when he trains the operatives. The usual process is to perform the activity by the trainer in front of the trainees and to explain the various steps involved in the completion of a job. Demonstration is more effective in the case of teaching mechanical operations. It can be combined with lectures and group discussion so as to avoid any ambiguity.

**Job Instruction Training (JIT)**

Job instruction training, also known as training through step-
by step involves listing of all necessary steps involved in the job performance with a sequential arrangement of all steps. These steps show what is to be done, how to be done and why to be done.

JIT involves the following steps:

- Providing job information to the trainees
- Positioning the trainees at workplace
- Allowing the trainees to try out work performance
- Encouraging the trainees to ask question

**Vestibule Training**

Vestibule training consists of two parts. First, there is lecture method which is conducted in class rooms meant for this purpose the lecture method focuses on theoretical framework and principles involved in the job performance. Second, there is practical exercise based on the theoretical aspects in a workshop which is similar to the shop floor in production department.

**Apprenticeship**

The apprenticeship involves basic on the job training with related instruction embracing the entire period of training. The basic advantage of apprenticeship training is that the organisation can build a pool of technically trained personnel with much higher loyalty to it.
Supervisory Training

Training needs of supervisors differ from those of operatives as well as those of managerial personnel. A supervisor's position falls in between the operatives and managers and he is often sandwiched between the two on the one hand, he is responsible for managing the operatives under him, on the other hand, he has to maintain liaison with management group.

TRAINING METHODS IN TOURISM

The training scheme is planned to keep balance between the requirement of manpower in the industry and the capacity to supply trained manpower. Craft apprenticeship course is offered to junior staff like cooks, bakers, confectioners, room boy, bellboy and waiters in the premises of the hotel. The period of the training is restricted with 7 days, 15 days or 1 months. Resourceful instructors with wide industrial experience are invited to train the employees. Hotels like Oberoi, Taj, ITC and ITDC etc; are organizing different executive and non-executive training programme for two to three time in a year. Middle level and top level executive are sponsored to undertake advance knowledge on the use of computer net working system as well as management information system and human resource information system. Participants are given first hand knowledge to enhance the intelligence and numerical ability during the training programme. Department of Tourism,
Government of India has organised the Training of the Trainers Programme (TTP) for participants from the tourism industry. The knowledge and experience learnt by the participants can be shared with the co-workers. Air India and Indian Airlines are investing with their employees by sending them for training to IATA training center at Geneva. All IATA approved travel agencies and General Sales Agent (GSA) of various airlines have made provisions for training to their employees on regular basis. Air India Staff College at Mumbai aims at providing basic and advance training programme to their own employees and other participants also. On the job training is not feasible on the part of the small sectors in tourism. It is very fruitful and productive for multinational hotels, travel agencies and airlines. At the same time, Air India also conducts several training programmes for the industry partner in order to enhance the knowledge of ticketing and fare calculation.

Hotels in India organise in house training programme for jobs like clerks, cashiers, bellboys, elevators, telephone operator, food and bar boy, store keeper, watchman, house officers and junior supervisors departmental head. The rest two third of the jobs comprises unskilled workers, maids, waiters, waitress, bar boys, dish washers, housemaid potters, cleaners, yardman, fireman also undergo training in the premises of the hotel. Manager, Assistant manager, and departmental heads, training officers generally give on the job training to the workers. The training programmes for the
said employees are conducted by the senior executives or training Instructor hired from outside.

**Off-the-Job Training**

Employees in the tourism sector join in the training programmes outside their organisation so as to take training on different aspect of knowledge in the area of hotel management. The Indian Hotel Management and catering and Applied Nutrition Institutes hold several summer training programme for the employees working in the hotels, restaurants, airlines, cruise, Railways etc. The training programme is also conducted separately on the basis of their requirement of different big organisations in the tourism sector. The method of the giving training deals with case studies, games, projects, principles of management, role playing. This training programme is supported by tape recording, closed circuit television, Over head projector, etc. The present system of training is based on the competency.

There are several professional institutes are also offering tourism, hotel and travel related full time course to the professionals. These institutes are Institute of Hotel Management and Catering and Applied Nutrition at Mumbai, Chennai, Kolkata and Delhi, State Institute of Hotel Management, Food Craft Institution and Apprenticeship Training/Practical Training. Indian Institute of Tourism and Travel Management is pioneer in launching
Diploma courses and other important crash courses. This institute is also conducting training program for all categories of workers in tourism and travel industry.

**Nurture Students and Build Future in Tourism Sector**

Industrial training means the bulk training through which students will get first hand exposure to the operational system of the hotel, airlines and travel agencies. Students are coming to have face to face with hard facts of industry. The industry leaders should take a step forward in enhancing the knowledge of students. A Peerless Inn hotels familiarizes student with all departments weekly to make the best use of training. Training for employees is a continuous process. A specialized training only for trainees may not be possible. Each trainee has a "buddy" who assists the students during their stint in each department. Students get themselves appraised from all departments. Feedback on their personal strengths and weaknesses is concentrated upon.

The National Council of Hotel Management and Catering Technology introduced Industrial Training in 1988 as part of the course content. This replaced the earlier vacation training. This purpose is to introduce and expose the students to real life situations and enable them to choose careers in specialized areas such as kitchen and front office. This seems to have backfired as the students opt out of the industry for more lucrative and less
demanding service industries such as banking, mobile phone companies and call centers. Industry must realize that good and focused training will ultimately benefit them.

**Training Programme Conducted by Private Sector**

*The Training Program in the Oberoi Group of Hotel*: The management training program with the recognition from international hotel association in Paris was started in 1966 with 12 students. Since then, the program has been designed to provide qualified hotel executive at par with international standards. The duration of the training is 2 years or 18 months. The Oberoi School of Hotel Administration is situated in Delhi. This has become India's first regular center of training of hotel executives for overseas students. The school has Indian as well as foreign students from Egypt, Nepal, Srilanka. The school is a fine blend of expertise of producing qualified hotel executive. The management training brings out all aspects of operational and technical development in a modern hotel.

*Hotel Management Course at the TATA Management Center at Poona*: This course is of high standard and the qualified employees conduct different training programme.

*Training at the Taj Group of Hotel*: The training department helps in preparing the details of the training and the theory lectures. Periodical review meeting with the need of the department.
is also held. The training manager keeps the trainees informed of their progress. Trainees give periodical reports on certain specific lines. This training by management gives the trainee confidence in dealing with the problems. The end of the training adds another new and useful member to the management team.

Training at ITDC Ashok Group: Indian Tourism Development Corporation has its own Manpower Development Centre at Delhi to conduct different types of training programmes for their employees working in the ITDC group of hotels across the country. It also organizes training programmes for the employees in collaboration with IITTM and IHM etc. Employees irrespective of their jobs have to undergo training. ITDC is very effective in designing latest model, course curriculum of the training for the trainees. During the training programme, very experienced resourceful persons are invited to deliberate lecturers to the participants.

Welcome Group ITC Hotel: The trainees drawn from catering colleges, fresh graduates and postgraduates are given chance to work as a trainee. The training for one month includes on the job induction training and classroom lectures. The trainee is then designated junior assistant manager and is posted any of the ITC properties in India.

The Performance Appraisal System in Tourism Sector: The growth of the employee career is relied on the positive report of
performance appraisal. This is a method of measuring the overall skill and performance of employees to ensure them to get all facilities of the organisation. In tourism, both the formal and informal appraisal systems of reviewing the employee's performance in the job are being practiced in all hotels, restaurants, airlines and travel agencies. The appraisal reports are mostly taken by the head of the department and submitted it to the HRD departments for reviewing the performance of employees.

(viii) IMPLEMENTATION OF LEARNING PRINCIPLES

This is the most crucial stage of a training programme. When the learners are ready for the training, they should be exposed to various training activities. There may be two types of training programme: on-the-job training and off-the-job training. In the case of on-the-job training, the learners are provided training at their workplace. Usually, such training is provided by the immediate superior by explaining the learners how to perform the job, demonstrating them the actual operation of the job, explaining the workflow process and describing the precautions that should be adopted in performing the job. In the case of off-the-job training which is conducted away from the workplace, conducting the training depends on the methods of training that are used.

At the final stage of the training programme, follow-up actions are required to ensure that the trainees have learnt the job fully and
they can work independently without the help of the trainer.

**Training Facilities in Indian Tourism Sector**

Training facilities to the manpower is also most essential. The availability of the necessary trained manpower in all levels caters the excellent services to the tourists. Their training skills need to be improved through the latest methods and the techniques. The hotels, travel agents, airlines, transport operators etc; have not only set up advance training facilities for the middle level of employees but also for the top level of executives.

The Department of Tourism, Government of India looks after various effective training programmes and workshops for department officials, the travel trade employees etc. Guide training courses and refresher courses are also conducted in 11 tourist centres in India including Mumbai, Chennai, Cochin and Kolkata. Since 1970, Foreign language courses like French, German and Japanese have been held in at 11 centres where 200 trainees including the employees of tourism departments, state department of tourism, guides etc are taking training. Language courses for small segments of tourist personnel are also arranged in Spanish, Italy, French, German, Japanese, through the tourist offices at New Delhi, Mumbai, Chennai and Aurangabad. It is also conducted in collaboration with the Alliance Francaise, Max Muller Bhawan, New Delhi. In India, the personnel are trained in TATA Training Centre,
Poona, and Administrative Staff College of India, Hyderabad, Institute of Manpower Research, Hyderabad. The departmental officials are also given training through correspondence courses of CIEST. The University of Delhi started a college of vocational studies on tourism in the form of Hotel management, Catering and Nutrition as a three-year degree course. Likewise, The Sofia College Mumbai, The Annamalai University and Pondicherry University, Gharwal University, Kurukeshtra University, Utkal University, Banaras Hindu University have started post graduate course in tourism. These institutes and universities give classroom teaching along with practical knowledge in the industry. The Hotel management Institutes should offer modular management programmes and part-time/evening programmes so that an ideal career route would start with hands on experience, followed by structured courses and so on.

(ix) **CRITICAL REVIEW OF TRAINING SYSTEM**

The present system of tourism training programmes suffers from several weaknesses, both in its qualitative and quantitative dimensions. These are:

1. The combined out turn of 8500 trained personnel from the ongoing programmes in the accommodation and hospitality sector is too less to supply the requirements of about 28,000 trained manpower each year.
(2) The out-turn of the trained personnel in the travel and tourism trade is meagre. The requirements of personnel in this area have been placed at 20,000 to 26,000 per year.

(3) Institutes of Hotel Management and Food Craft Institutes generally provide training at the craft and diploma levels. Training facilities at the degree and post graduate level which constitute junior and senior management levels in the hotel industry are negligible.

(4) The training facilities arranged through statutory Apprenticeship Act are nowhere near the requirements. The quality of the training facilities is not up to the standard required for an internationally competitive industry.

(5) There are lacks of capable and qualified staff due to the poor shaped training curriculum.

(6) The quality of teaching has not kept pace with the developments and innovations.

These shortcomings and constraints have prevented efficient and adequate human resource development in the tourism sector.

DEVELOPING HUMAN RESOURCES

(i) NEED FOR HUMAN RESOURCE DEVELOPMENT (HRD)

In the context of present-day competitive business, the quality of human capital of an organisation determines the degree
of success which it can achieve. Since there is keen competition for human resources and not only the competition for customers, the human capital can be created within the organisation and not acquired from outside. From this point of view, HRD has created its own needs in every organisation. In particular, HRD is needed for the following:

- The basic need for HRD is to develop competencies in people at all the levels in the organisation. Famularo observes that "human resource development has two purposes: to provide employees with greater opportunity to grow and succeed within a company, and to strengthen management and professional teams at all organisational levels"\(^1\). Competency can be developed by increasing ability through increased knowledge, skills and change in attitudes.

- Mere development of competencies among people in the organisation is not enough for their effectiveness but there must be change in those factors which affect the use of those competencies. Therefore, changes are required in other aspects of organisational functioning. Change in any one element necessitates changes in other elements to absorb the change initiated in one element. HRD makes efforts to bring this system-wide change and make all elements coherent.

---

HRD attempts to create organisational climate congenial to individual growth as well as organisational growth by replacing the old and traditional assumptions about human beings with contemporary and more realistic assumptions about human beings. Such assumptions as management commands and workers respond; people can be motivated by carefully defined direction, authority and control as well as appropriate rewards and penalties; for being effective in human relationships, one needs to be rational and logical.

(ii) PLANNING FOR DEVELOPMENT

HRP is of primacy nature and, therefore, it precedes all other HRM functions. Without HRP, no other functions can be undertaken in any meaningful way. HRP translates the organisational objectives and plans into the number and kind of personnel needed to achieve those objectives. Without a clear-cut planning estimation of the organisation's human resource need is reduced to mere guesswork. In particular, HRP contributes in the following ways in managing human resources in an organisation.

- Planning defines future personnel need and this becomes the basis of recruiting and developing personnel. In its absence, there is likelihood of mismatch between personnel needed and personnel available. Change in technology has attached more premium to knowledge and skills resulting into surplus
manpower in some areas and shortage in other areas. HRP helps in creating a balance in such a situation as through this, manpower needs and availability can be identified much in advance.

• Jobs are becoming more and more knowledge-oriented. This has resulted into changed profile of manpower. Because of increasing emphasis on knowledge, there is shortage of certain category of personnel and there are frequent movements of personnel from one organisation to another. Therefore, an organisation must be ready to face such an eventuality by taking proper HRP.

• The cost of acquiring developing and retaining personnel is increasing much faster than the average rate of inflation. This increasing cost can be taken care of by proper HRP which provides the way for effective utilisation of such talents. In fact, such a high cost has forced many companies to have a relook at their HRM functions and particularly HRP and to align these with new situations.

• Systematic HRP forces top management of an organisation to participate actively in total HRM functions, an area that has been neglected by most of the companies until recently. If there is active involvement of top management in the preparation of human resource plans, it is expected to
appreciate the real value of human resources in achieving organisational effectiveness.

(iii) MANAGEMENT DEVELOPMENT

In today's context, human resource development and more particularly the management who are highly critical and easily non-substitutive in nature, has emerged as a challenge in the fast changing world. The rate of change is such that some of the skills and approaches developed in managers few years ago become obsolete. These obsolete skills and approaches have to be replaced by new ones which are more relevant in contemporary context in order to get the results. In future, these changes are likely to take place at a much faster rate. Therefore, there is need for developing managers not just for today's jobs but even for tomorrow's jobs. It is in this context, management development has emerged as a challenge; challenge for those organisations which wish to survive and grow and not for those which do not wish to survive because survival is not compulsory for every organisation.

"Management development is the development of management over and above its science and theory, of its practice and application in organisations, corporations, and institutions alike, in relation to the organisation and the manager, so as to continuously re-equip both to fulfil their purposes more effectively and in harmony with each other, and both with the environment in
which they function and have their being and hope to thrive upon and grow"².

Thus, management development is not merely a training or a combination of various training programmes, though some kind of training is necessary, it is the overall development of the competency of managerial personnel in the light of the present requirement as well as the future requirement.

- Management development requires clear setting of goals, that is, what one wants to achieve through development; how this can be achieved and the time frame for completing the various stages of development. Setting clear goals helps in providing the direction for development and adopting relevant strategies for that.

- Management development requires conducive environment which should be encouraging and stimulating with continuous feedback about the degree of development. The environment should be such that learned behaviour is appropriately applied to achieve the desired performance.

(iv) INDIVIDUAL CAREER PLANNING AND DEVELOPMENT

Human resource development becomes effective when it is linked to career planning of all the individuals in an organisation as HRD interventions do not merely focus on developing

competencies among individuals for their present jobs but also to their future jobs. From this point of view, if the career paths of different individuals are worked out systematically, it will provide inputs to undertake developmental activities. Career planning does this systematically.

The need for career planning for various individuals in the organisation must be seen in the context of organisational needs and individual needs. Organisation needs to fill-up its positions by internal promotees through matching their strengths and developing these strengths. The individuals need promotions in order to satisfy their aspirations and expectations from their careers. To the extent there is congruence between these two sets of needs, both organisational and individual needs will be satisfied leading to positive outcomes. This can be achieved through a systematic career planning of individuals in the organisation. Career planning focuses more sharply on the need and mechanism for filling-up various organisational positions through promotions, and on the training and development programmes that are required to make the individuals best fits to the positions on which they are elevated.

Career development is essential for implementation of career planning. It refers to a set of programmes designed to match an individual's needs, abilities and goals with current or future opportunities in the organisation. Career development involves career need assessment, career opportunities, and need-
opportunity alignment which emerge out of the integration of organisational career planning and individual career planning.

Career need assessment is a joint process undertaken by the organisation as well as the individual employees. The organisation provides guidance to the employees about their performance, potentials and counseling as to how they can progress on a career path. The individual employees themselves make their own assessment, set their goals and priorities and develop strategy to proceed on their career paths. Many organisations organise formal assessment workshops with the assistance of external specialists for the benefits of personnel in management level in which participating personnel learn how to develop their career goals, assess their strengths and weaknesses and how to proceed on the career path.

(v) HUMAN RESOURCE DEVELOPMENT IN TOURISM

With the backdrop of tourism occupation, HRD has to play a decisive role to run the sector smoothly. There is a vast scope of employment opportunities in the tourism sector. This industry has an inter linkage with many other sectors to provide qualitative services to the tourists. Managers have responsibility to regulate and monitor the flow of service of various departments of the sector. The poor service of house keeping may have a bad effect both on the department itself and the entire hotel. Guests normally
give comments on the total service standard of the hotel. The mistakes of a tour guide will damage the long year’s good will of the travel agency business. Tourism is an amalgamated services of hotel, airlines, travel agency, shopping centres, etc. A tourist has to depend on the different source of providers of services during his holiday trip. A large number of work forces are employed to provide continuous help and support to motivate different categories of tourists. It has become a matter of challenge that how tourism industry will succeed in overcoming a number of hindrances like lack of infrastructure, lack of promotion, inadequate trained manpower and above all limited government patronization in the present day. Out of all problems, shortage of skilled manpower paralyses the process of development in the long run. Trained manpower is not even adequate in number to cater the need of the ever-growing tourism sector in China, Nepal, Indonesia, Maldives, Srilanka and India. All tourist receiving countries in Europe and America are investing enormously to design latest pedagogy and module for the training and development to the employees in the sector. Human resources are the backbone of the success of the tourism organisations. The industry is highly dependent upon the quality of staffs and their efficiency in terms of service.

The present day luxurious star hotels have introduced various measures to develop multifaceted skill and efficiency of the
employees to render high standard of service to both the foreign and domestic tourists. Many international airlines like British Airways, Singapore Airlines, Swiss Airways, Srilankan Airlines, UAE Airlines and US Airlines have tremendously changed their services. They are regularly updating their employees about automation in ticketing and baggage handing. Recent terrorist attack at World Trade Center has thrown a challenge to all airlines to upgrade their handling staffs at the airport for anti hijacking measures.

By and large the previous well-established personnel management practices have proved insufficient in the face of new competitive forces. Moreover, tourism sector is inclined to follow HRD practices to make more effective use of the human resources.

**PERFORMANCE APPRAISAL**

Performance means the degree of accomplishment of the tasks involved in a job. It depends upon ability and efforts. Performance evaluation or performance appraisal is the process of assessing the performance and progress of an employee or of a group of employees on a given job and his potential for future development. It consists of all formal procedures used in working organisations to evaluate personalities, contributions and potentials of employees.
IDENTIFYING AND MEASURING EMPLOYEES PERFORMANCE

The performance appraisal system in an organisation is designed involving both the organisation and the personnel to improve their capabilities. The elements of performance management include: purpose, content, method, appraiser, frequency and feedback. The appraisal process involves determining and communicating to an employee how he or she is performing the job and establishing a plan of improvement. The information provided by performance appraisal is useful in three major areas: compensation, placement and training and development. Appraisal helps to identify those with a potential for greater responsibility; and assists in deciding on an equitable compensation system. The methods of performance appraisal include rating scale, critical incident, marking methods and management by objectives. Several common errors have been identified in performance appraisal. Leniency occurs when rating is grouped at the positive end instead of being spread throughout the performance scale. The central tendency occurs when all or most employees are ranked in the middle of the rating scale. The halo effect occurs when a manager allows his or her general impression of an employee to influence judgment of each separate item in the performance appraisal. A sound appraisal system involves
assessing employee performance on a regular basis. Performance appraisal can be done by superiors who rate subordinates and self-appraisal. A suitable performance appraisal system has to be designed keeping in view the culture and requirements of an organisation.

**Performance Appraisal for Non-Managerial Employees**

In both dairies, for non-managerial employees the performance will be assessed by the immediate supervisor in terms of regularity in duties, the tenor and alertness in his work, spirit of team work, working relations with fellow employees, obedience to the authorities, responsibility in his duties, his abilities and potentialities.

**Performance Appraisal for Managerial Employees**

There are different systems of performance appraisal for different cadres of managerial personnel. For general manager/managing director and senior managers the self-appraisal system is adopted.

The general manager/senior managers will assess their performance by themselves in terms of targets, accomplishments, constraints, utilisation of capacities, strong points, shortcomings and suggestions. Self-appraisal format is prepared including the above components which is to be filled in by the general manager/senior managers.
Performance Appraisal by the Reporting Authority

In this system the performance of the managerial personnel will be assessed by the reporting authority in terms of accomplishment, administration, thinking and relationships. There is four point merit rating namely "A" — outstanding; "B" — Very good; "C" — Average; "D" — Unsatisfactory for each of the components of the performance appraisal. The format prepared for performance appraisal is to be filled in by the reporting authority.

(ii) USES OF PERFORMANCE APPRAISAL

Performance appraisal is a significant element of the information and control system in organisation. It can be put to several uses concerning the entire spectrum of human resource management functions. Some common applications of performance appraisal are as under:

(i) Performance appraisal provides valuable information for personnel decisions such as pay increases, promotions, demotions, transfers and terminations. Management gets an objective basis for discussing salary increases and promotions with the staff. Thus, performance appraisal serves as the basis of suitable personnel policies.

(ii) It helps to judge the effectiveness of recruitment, selection, placement and orientation systems of the organisation.

(iii) It is useful in analysing training and development needs.
These needs can be assessed because performance appraisal reveals people who require further training to remove their weakness. It also identifies individuals with high potential who can be groomed up for higher positions.

(iv) Performance appraisal can be used to improve performance through appropriate feedback, working and counseling to employees. It serves as a means of telling a subordinate how he is doing and suggesting necessary changes in his knowledge, behaviour and attitudes. It serves to stimulate and guide employee's development.

(v) Performance appraisal facilitates human resource planning, career planning and succession planning.

(vi) It promotes a positive work environment which contributes to productivity. When achievements are recognised and rewarded on the basis of objective performance measures, there is improvement in work environment.

(vii) A competitive spirit is created and employees are motivated to improve their performance. Systematic appraisal provides management and opportunity to properly size up the employees. It also enables a manager to understand his strengths and weaknesses.

(viii) Systematic appraisal of performance helps to develop confidence among employees. Appraisal records protect
management from charges of discrimination leveled by trade union leaders. Employee grievances can be reduced.

(iii) METHODS OF APPRAISING PERFORMANCE

Several methods are used for evaluating employee performance. They may be classified into two broad categories.

```
Performance Appraisal

Traditional Methods
1. Confidential Report
2. Free Form or Essay
3. Straight Ranking
4. Paired Distribution
5. Forced Distribution
6. Graphic Rating Scales
7. Checklist Method
8. Critical Incidents
9. Group Appraisal
10. Field Review

Modern Methods
1. Assessment Centre
2. Human Resource Accounting
3. Behaviorally Anchored Rating Scales
4. Appraisal through MBO
5. 360 Degree Appraisal
```

(1) Confidential Report: This is traditional form of appraisal used in most government organisations. A confidential report is a report prepared by the employee's immediate superior. It covers the strengths and weaknesses, main achievements
and failure, personality and behaviour of the employee. It is descriptive appraisal used for promotions and transfers of employees.

(2) **Free Form or Essay Method**: Under this method, the evaluator writes a short essay on the employee's performance on the basis of overall impression. The description is expected to be as factual and concrete as possible.

(3) **Straight Ranking Method**: In this technique, the evaluator assigns relative ranks to all the employees in the same work unit doing the same job. Employees are ranked from the best to the poorest on the basis of overall performance. The 'Wholemen is compared with the whole man' without analysing performance. The relative position of an employee is reflected in his numerical rank.

(4) **Paired Comparisons Method**: This is a modified form of man to man ranking. Herein, each employee is compared with all the others in pairs one at a time. The number of times an employee is judged better than the other determines his rank. Comparison is made on the basis of overall performance.

(5) **Forced Distribution Method**: In this technique, the rater is required to distribute his ratings in the form of a normal frequency distribution. The purpose is to eliminate the rater's bias of central tendency. Here also ranking technique is used.
(6) **Graphic Rating Scales**: It is a numerical scale indicating different degrees of a particular trait. The rater is given a printed form for each employee to be rated. The form contains several characteristics relating to the personality and performance of employees. Intelligence, quality of work, leadership skills, judgment etc. are some of these characteristics.

(7) **Checklist Method**: A checklist is a list of statements that describe the characteristics and performance of employees on the job. The rater checks to indicate if the behaviour of an employee is positive or negative to each statement. The performance of an employee is rated on the basis of number of positive checks.

(8) **Critical Incidents Method**: In this method, the supervisor keeps a written record of critical (either good or bad) events and how different employees behaved during such events. The rating of an employee depends on his positive/ negative behaviors during these events.

(9) **Group Appraisal Method**: Under this method, a group of evaluator assesses employees. This group consists of the immediate supervisor of the employee, other supervisors having close contact with the employee's work, head of the department and a personnel expert. The group determines the standards of performance for the job, measures actual performance of an employee, analyses the causes of poor performance.
performance and offer suggestions for improvements in future.

(10) **Field Review Method**: In this method, a training officer from the human resource department interviews line supervisors to evaluate their respective subordinates. The interviewer prepares in advance the questions to be asked.

(11) **Assessment Centre Method**: An assessment centre is a group of employees drawn from different work units. These employees work together on an assignment similar to the one they would be handling when promoted. Evaluators observe and rank the performance of all the participants. Experienced managers with proven ability serve as evaluators.

(iv) **APPRaisal FEEDBACK**

The performance appraisal system in an organisation is designed involving both the organisation and the personnel to improve their capabilities. The elements of performance management include: purpose, content, method, appraiser, frequency and feedback. The appraisal process involves determining and communicating to an employee how he or she is performing the job and establishing a plan of improvement. The information provided by performance appraisal is useful in three major areas: compensation, placement and training and
development.

(v) APPRAISAL SYSTEM IN TOURISM SECTOR

The Appraisal System in Tourism Sector: The growth of the employee career is relied on the positive report of performance appraisal. This is a method of measuring the overall skill and performance of employees to ensure them to get all facilities of the organisation. In tourism, both the formal and informal appraisal systems of reviewing the employee's performance in the job are being practiced in all hotels, restaurants, airlines and travel agencies. The appraisal reports are mostly taken by the head of the department and submitted it to the HRD departments for reviewing the performance of employees.

There are three main step in conducting appraisals correctly:

- Having an up-to-date and objective job description and performance target.
- Comparing the person's performance with the job description and targets.
- Communicating and discussing the supervisor's and the person's views regarding his/her performance and the recording of both the supervisor's and the subordinate's views.

Different Types of Appraisal Form

The type of form used to record the Appraisal is incidental to
the interview itself. Although a well designed form can help in preparing for and conducting the interview. It enables the employer to achieve some of his objectives without fully considering the individual's own needs and aspirations. The design of the form should be dependent on the purpose of the appraisal, but should contain at least some of the following:

- Personal details, e.g. name, length of service, job.
- Performance reports covering: knowledge, skill and application, initiative, expression, written and spoken, ability to plan and to organize, ability to direct others, specific job targets or objectives and the measurement of achievement.
- Training needs in present job.
- General salary recommendation.
- Employees comments.

**Types of Appraisal Scheme in Tourism Sector**

As per the appropriate judgment, the manager is to put ticks in graded boxes or to award points in the performance appraisal report form. This method is easy to operate but less reliable to assess the non-quantifiable factors such as personality traits, in written assessment schemes, much greater importance is attached to a freely written report. These type of schemes have the advantage of encouraging the manager making the assessment to think broadly about his/her subordinates rather than limiting them to form full of boxes.
There are three commonly used techniques for rating performance in the tourism sector:

- The first is the 'linear rule', which requires the appraiser to place a tick along a numerical scale or in a box which represents a rating for the characteristics. They point out the distinction, which needs to be made between measuring results, such as quantity of work, and traits, such as reliability.

- The second technique is known as BARS (Behaviourally Anchored Rating Scale) in this technique, people familiar with a job select appropriate aspects of a job and describe exemplary behaviour ranging from ineffective to effective along a scale for each aspect. An appraiser can then identify individual performance on the scale.

- Third describes Management by Objectives (MBO), which is acceptable to all organisations.