RELATIONSHIP ON TRAINING EFFECTIVENESS TOWARDS EMPLOYEES JOB PERFORMANCE

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Table of Contents

CHAPTER 1

INTRODUCTION

Background of the Study

According to (Tuzun, 2005) the verb "to train" is derived from the old French word trainer, meaning "to drag". Therefore, English definitions may be found as to draw along, to allure, to cause, to grow in the desired manner, to prepare for performance by instruction, practice and exercise. Training is a planned effort by a company to facilitate employee's learning of job related competencies. These competencies include knowledge, skills or behavior that are critical for successful job performance. The goal of training is for employees to master the knowledge skill and behavior emphasized in training program and to apply them to their day to day activities (Noe, 2010). Every organization should have training for their employee to enhance employee performance in day-to-day work activities. In addition, training develops the potential and confidence of staff and therefore improves company performance.

According to (Tuzun, 2005) many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training

programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.

From a company perspective, training and development of company employee is essential for organizational operation and organizational advancement. From an employee perspective these same factors are both crucial and critical for skill development and for careers development (Acton, 2003).

According to (Kirkpatrick, 1976) proposed that reactions, learning, behavior, and results are four measures that are relevant for the evaluation of training outcomes. In Kirkpatrick's model, reactions refer to the extent to which trainees like and feel about training. Learning refers to the knowledge and skills acquired by trainees. Behavior refers to the transfer of knowledge to the work situation by trainees. Results refer to the attainment of organizational objectives such as absenteeism, personnel turnover, productivity gains and cost reduction. However, (Alliger, 1997) augmented Kirkpatrick's training criteria. They divided training reactions into affective and utility reactions, and learning into immediate post-training knowledge, knowledge retention, and behavior/skill demonstration. He also found that utility reactions were more strongly related to transfer than affective reactions. (Kraiger, 1993) extended Kirkpatrick's work and presented a comprehensive classification scheme of learning outcomes. They classified learning outcomes into three major categories: skill-based or behaviorally based learning, cognitive learning, and affective learning. Based on (Gagne et. al, 1996), they classified learning outcomes into five types such as verbal information, intellectual skills, motor skills, attitudes, and cognitive strategies.

Measuring behavior change usually requires some type of pre-/post-training assessment. Often, this type of assessment comes in the form of surveys that measure estimates of behavior change. Performance management systems also have been used to track changes in performance before and after the training. However, this approach requires a carefully structured performance management system to keep accurate records of participants' accomplishments. Other methods of measuring behavior change exist, but they often are not practical.

Problem Statement

Training refers to an efficient approach to learning and development to increase individual, team, and organizational effectiveness (Goldstein et. al. 2002). Without the correct training, employees can be the organization's biggest liability however; if the employees trained effectively they can become organization's biggest asset (Bartram and Gibson, 2000). One of the obstacles to effective learning evaluation is the failure to ground approaches in a contemporary and comprehensive model of workplace learning (Griffin, 2011). Rosner (1999) adds another ingredient for success – support after training is the most effective programs train workers in new behaviors and then train managers to support employees as they apply learning daily. In the training session, the employees will learn something new and enhance their knowledge, skill, and ability.

Job performance is the achievement of employees in completing the tasks and also is about the outcome. Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed (Sultana et.al, 2012). Employees' job performance can be decrease if they did not get the effective training. Employees' job performance like task performance,

6