**MODULE 3 ASSIGNMENT**

**1. Distinguish between training and development. Discuss how training is important**

**for maintaining employee motivation and improving organization efficiency. Critically evaluate the significance of training employee in present day environment.**

**Training and development.** Training can be defined as ‘a process, which is directly linked to specific situational results’ (Raj, 2007: 1.6) but in the context of business, it can also be viewed as a tool to aid organisations in shaping an improved staff (Raj, 2007). By contrast, development is linked to training, but is less based in directions and procedures, and more based in ‘growth of personality, help[ing] individuals in the progress towards maturity and actualization of their potential capacities’ (Raj, 2007: 1.5). In short, where training is short-term goal-oriented process which puts the knowledge or skill at the centre of the concept, development puts the individual, their maturity and their confidence at the centre, it is something that is fostered and nurtured and not time specific.

In an era in which more employees take career breaks and switch fields, some scholars feel that training is especially important as a method of maintaining learning in adulthood and fostering professional progress (Kozlowski and Salas, 2009). As employees are presently less likely to remain with the same organization for longer periods of their career, it could be argued that there is less value in training employees as they may switch to a different organization or career, once they have outgrown the limits of their current position. The proliferation of e-learning divides opinion amongst scholars, some believe that an e-learning style of training is merely an exercise in ticking boxes in a passive way and that a full command of a subject cannot be obtained without interpersonal education (Galagan, 2000).

However, for training, on mass, at large organisations, on subjects that can be condensed into easily accessible online training, this can represent an effective business decision that will improve the skills and subsequent output of employees (Raj, 2007). By identifying a common lack of knowledge amongst staff, and solving a problem that replicates many times in the life cycle of an organization, with one training solution - that only needs to be purchased once in the case of much online training -an organization can efficiently solve a team or organization-wide problem with just one solution. This can be a practical option as it can be completed in differing locations easily and allows the learner to follow the course at their own pace and revisit key parts.

Online training has generally been thought of as positive, as ‘control over the training residing with the learner as opposed to a trainer’ (Kozlowski and Salas, 2009: 66). This control experienced by the employee over their continued learning, provides an extra aspect of motivation to their work which can be considered both in terms of their ’personal’ motivation to attainment and their ‘situational’ motivation such as their targets and constructive criticisms (Kozlowski and Salas, 2009: 65). Training in the workplace can be personally motivating, as it fills a desire to be challenged which is important especially in roles where the activities of the job typically do not vary and training thus represents a break from everyday tasks. It can be situationally motivating, as it allows employees to obtain a target or fulfil an element of constructive feedback they have received.

The variety of trainings on offer and the different methods they employ, can also attract a wider demographic of participants, thus, groups that have historically been underrepresented in senior management can become upwardly mobile, such as those with disabilities and those from ethnic minorities. Training also enables organisations to keep a competitive edge by way of educating staff so that they remain current and up-to-date with innovations (Salas et al.,2012).

**2. Distinguish between induction and training highlighting any three advantages of**

**on the job training**

**Induction and training.** Like training, an induction is also a process and it is a short-term occurrence, but it differs from training in that it specifically relates to a ‘process by which a newcomer to an organization is introduced to his job and integrated into the work group’ (Evans, 2001: 281). It describes a process in which an individual employee is welcomed into an organisation, and after which the individual should feel a sense of belonging to a team and a purpose. Training can happen at any time in the life-cycle of an employment and is aimed at achieving a specific goal, skill or knowledge that can then be applied to an activity in the job role or used to benefit the wellbeing of an employee.

**On-the-job training**. One advantage of on-the-job training, is that no particular arrangements need to be made for specific locations, on the job training is typically arranged on an ad hoc basis and in the normal place of work where the task occurs (Medina, 2006). It follows a simple kinesthetic way of learning in which the trainee first observes and then performs the task.

It is a quick, informal method of transferring the competency of a simple task over to another member of staff. It allows for the sharing of knowledge amongst colleagues, in a way which makes the general workforce better prepared, and the organization more agile if multiple members of staff can perform the same task (Jacobs, 2003). This greater flexibility to use staff in slightly different positions engenders a sense that all members are part of a shared team and also has a practical application of greater versatility so that in the event of staff absence that pool of knowledge or skill is not lost for that day of production.

On-the-job training also provides an important bonding experience for the team, as this is typically a face-to-face training given from one trainer to a trainee or a small group of trainees (Hedge & Borman, 2012). It allows space for the asking of questions and an expression of interest to be shown in the task that can be good for the organizational culture and new perspectives that can constructively challenge current ways of working (Jacobs, 2003).

**3. Successful organizations make deliberate effort to forecast their human resource**

**needs. Explain five reasons for this effort.**

**Time and financial resource.** One of the reason’s pinpointed by Michael Timms for this effort is the imperative not to waste time, financial and personnel resources by filling positions in an accelerated timeframe, for this reason he advocates succession planning by preparing individuals so that they are ready trained to fill roles as they arise (Timms, 2016).

**Longer term business plan.** Another reason, is that this forecasting facilitates a longer term business plan, by enabling management to chart when there may be a deficit or surplus of staff, but also the type of skills they represent (Armstrong, 2006: 373). This can give stability for the long term but also enable an organization to be more agile when unexpected troubles to the organization occur.

**Headhunting top talent**. The more transparency there is in forecasting the human resource needs, the more widely advertised the roles will be in the networks of that field and thus will be more likely to attract top talent (Taylor, 2005). In this way, there is extra time and space created for finding the best qualified candidates, sometimes by headhunting.

**Productivity.** By allowing the need to be communicated in advance, knowledgeable members of the organization and existing employees can prepare themselves to take over superior roles. This can bring extra motivation to increase production amongst existing employees (Taylor, 2005).

**Institutional memory.** If successful in obtaining the post, this aspect has the second advantage of enabling an element of institutional memory to be held within the organization (Venter, 2007). In this way lessons learnt do not leave the important positions of the organization as the employee does. Therefore deliberate attempts to forecast future need, can nurture the fostering of internal talent which is good for the morale of staff.

**4 Explain five reasons why inadequate staff training may contribute to low**

**organizational productivity.**

**Adaptation.**Assuming the job analysis - that goes into designing a job description - is done effectively, is not necessarily a guarantee that the eventual candidate, and by extension the entire workforce, will do each and every task in the most effective way. This may be due to inexperience in certain parts of the role, or may be a lack of training in order to carry out the task properly. Not ensuring that staff are trained and that skills are shared throughout relevant members of a team may mean that inexperience festers and that staff never fully adapt to and inhabit their role (Jacobs, 2003). Training in various roles within a team can aid productivity, because in cases of absenteeism well-trained staff in a variety of roles can adapt to the situation and assume that role meaning that that skill or knowledge is not lost for the period of an absent employee, thus production can continue.

**State of mind.** It is well established that ‘productivity is not only an economic or technical problem, but also an individual’s state of mind’ (Prokopenko, 200: 271) and, as such, investing the time in training staff can enable an employee to feel more valued, allow them to feel more comfortable in their role in the team or organisation. It will allow them to better see how their role relates to other roles and feel as if they are contributing to the overall goal of the organization which will lead to an increased commitment in the role and higher productivity.

**Salary and output.** As many organisations do not operate on the basis of an output to salary ratio, once a job is obtained, a salary alone may not act as sufficient motivation to employees to maximize their productivity (Robbins, 2001). This is because their salary would not be likely to change depending on their output . Therefore training can act as a motivator and a basis to measure if the employee is complying with the standards expected of their role. In effect, productivity may be low, due to an employee never receiving the training that would show the most efficient way to perform a task or manage a workload. Thus, the employee has no concrete basis to draw upon, or training to reflect on, that shows if the priority for their output should be quality, quantity or innovation.

**Responsibility.** Another way in which training can be linked to productivity, is the sense of responsibility that comes from thorough training. Especially in a larger organization, an individual employee can become lost in the vast organizational structure and thus, the responsibility of the success or failure of the organization lies with the institution itself and not with the individual (Dinkmeyer and Eckstein, 2015). For example, if the organization fails and staff need to be reduced, then the responsibility rests with the organization to ensure sufficient redundancy packages are sought, whilst the individual receives a pay-out in order to leave the organisation and seek alternative employment. Adequate training can foster a sense that every individual has a responsibility to contribute to the overall output and success of an organization. The awareness of this responsibility for the trajectory of an organization can be fostered by appropriate training and is an underlying motivator for being productive.

**Culture.** There are various types of training that can exist in an organization, there is technical training, initial training and also training courses on health and well-being in the office, advice on ergonomic placement at a work station, often done through a work station assessment. Training courses are often undertaken on the topic of the organisation’s culture and values, depending on the nature of the work training may take place on safeguarding or security. All of these trainings provide an impression of the culture and that an organisation takes adequate care of its staff but also that it actively thinks about the working conditions of the organization and the reality of day to day working life (Hedge & Borman, 2012). If all staff are adequately trained, they are more likely to be cognisant of their behaviour towards others, the power they hold in their position and thus create conditions with fewer distractions that are conducive to higher productivity. This means that fewer working hours are lost to discussions of mis-conduct, it can mean that fewer working days are lost to injury if training is given in health and safety and in work station assessments especially for office workers, where sitting or lifting in certain ways can cause back injuries. All this type of induction training that is done at the start of employment, and reviewed in subsequent years, can contribute to more hours being spent on the activities of the business and thus being more productive (Evans 2001).

**5. Distinguish between the following terms as used in Human Resource**

**a) General management and human resource management**

Human Resource Management can be defined as ‘responsibility for an organisation’s productive use of and constructive dealings with its employees’ (Ivanovic and Collin, 2009: 128). Whilst Michael Armstrong defines it as a ‘strategic […] approach to the management of an organisation’s most valued assets – the people’ (Armstrong, 2006: 3). Both definitions involve elements of strategy to effectively manage the personnel of an organisation. General management is related to the management of the holistic, which include policies, procedures, activities, innovations and strategy or direction of an organisation, but is less concerned with individual persons and employees.

**b) Recruitment and selection**

As outlined in Ivanovic and Collin’s *Dictionary of Human Resources and Personnel Management*, recruitment is defined as ‘the process of searching for and appointing new staff’ (Ivanovic and Collin, 2009: 219). By contrast, selection is outlined as ‘the process of choosing someone for a job’ (Ivanovic and Collin, 2009: 235). Candidates are searched for in the recruitment stage of the process and once the pool of candidates are gathered, they are then selected via assessments such as aptitude tests and interviews.

**c) Succession planning and human resource planning**

Human Resource planning refers to ‘planning of the future needs of a company as regards employees, arranging interviews for candidates, organising training’ (Ivanovic and Collin, 2009: 128). In succession planning, there is a subtle difference, in that it prepares ‘to have the right people ready to fill key roles’ (Timms, 2016: 1). Succession planning is specifically about preparing candidates for the future vacuum that will be left by a key, or long-standing, member of staff. This can be more than simply anticipating a vacancy, rather this can be ensuring that the next member of staff is sufficiently well trained and has developed enough professionally in order to take over with minimal disruption to the normal workings of an organization. This enables organisations to develop an institutional memory if successive vacancies are planned for and candidates sought in advance of departures, sometimes through internal promotion and sometimes through preparing job analysis and other arrangements.

**d) Job design and job analysis**

Job design ‘a decision on what a job should consist of’ (Ivanovic and Collin, 2009: 147) and Job Analysis allows us to ‘better understand and measure work assignments’ (Sanchez & Levine, 2009: 54). This can be described as the difference between an ideal of what a job ought to consist of – design – and a tool which shows the reality of the make-up of day to day tasks - analysis.

**e) Job evaluation and employee evaluation**

Sometimes called a competency-based evaluation, an employee evaluation is essentially a constructive overview of quantifiable output and interpersonal skills of an employee (Kessler, 2008). In comparison, job evaluation describes the value of a particular job role within an organization and does not refer to the performance of an individual employee in that role (Armstrong & Baron, 1995).

**6. Explain the usefulness of having job description in the organization**

A job description is useful because it outlines what the job entails, what the candidate should expect from the job and what the job should expect of the candidate. It illustrates the initial outline of a two-way relationship that exists between he potential employee and employer. It outlines the expectations and competencies required to undertake the job, as well as the formal qualifications and experience required. It sets out the basic conditions of the role such as salary and working hours which is important as it gives the first indication to the employee how manageable and sustainable the job will be. It also gives other practical and logistical information such as the location of the role, length of contract and start date. By providing these things, it importantly allows for a quick assessment, when compared to other job descriptions, as to how suitable the role will be for the individual.

By contrast, a badly written job description will mislead the candidate and mean that an unsuitable individual is hired or perhaps that the job will need to be advertised again and the whole recruitment process be done again. For a charitable or state-run organizations where budgets are stretched, this can be both time and resource-consuming, it can lead to an ineffective organisation and is expensive (Selden & Moynihan, 2000). It is important that substantial time is put into considering what a role is intended to cover and it also enables the recruiter or manager to have a picture of what is realistic to cover in the scope of one role.

Sometimes a job description can be powerful too, it can unconsciously or otherwise, give a blueprint as to the type of candidate required and exclude a section of potential applicants on the basis of race, age ethnicity or gender (Brief, 2008; Capretz and Ahmed, 2010). The way a job description is written or received and the type of qualifications and competencies demanded, can affect the diversity of resultant staff and can lead to biases such as institutional racism or class discrimination (Laurent, 1983; DiLorenzo & Heppner, 1994; Brief, 2008; Newman & Lyon, 2009).

A well-written job description can also challenge and excite the prospective candidate, it can act as a catalyst to make candidate enthusiastic about the role and attract the best talent. The effectiveness and success of the job description can ultimately affect the pool of candidates gathered and make a difference to the caliber of staff that are hired by an organisation (Chow et al., 2007).

It also gives the both the successful candidate and the employer a means of redress should either party not fulfil the obligations and expectations set out in initial job description. It can be a useful document to refer back to, in subsequent appraisals and gives an idea of the scope for professional development within the role (Aldakhilallah & Parente, 2002).

A job description, as well as setting out the role of the job, qualifications and competencies, it also typically includes a section describing the organization, its founding, mandate and mission statement. It gives the first indication to the candidate what kind of organisation that are joining and why and how it has come into existence. This is important, because it can help identify whether an individual would be a good fit for the organisation.

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