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Paper on Critical Analysis of Linkage between Performance Management System and Training Function and Designing of Pre & Post Training Feedback Format

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Abstract:

The current business scenario has greatly impacted the dynamics of managing 'human resources' in an organization and the 'war for talent' has become a frequent theme for discussion. Progressive organizations understand that a solid talent bench is quite literally the lifeline to their future success. Organizations, now, are more strategic and deliberate in how they source, attract, select, train, retain, promote, and develop, employees through the organization.

Company's strength is its professionally qualified and experienced human resource and through their synergistic collaboration has been able to achieve all the significant milestones in its Growth journey. The professionally qualified and talented human resource enables the Company to maintain its competitive edge.

Thus, proper capturing of Human Capital Development needs forms the part of strengthening Human Resource base in any Organization and acquisition of appropriate skills and knowledge through Training and utility of the same in day to day work forms an important part of the performance review of an employee. Thus, Training and Training Evaluation tool are very well linked to Performance Management System.

This paper is an exploratory type of study aimed at establishing linkage between Performance Management System and Training through Critical Analysis Method and designing a well defined structured Pre and Post Training Feedback Format. The paper makes use of Secondary Data and through Critical Analysis concludes with various recommendations.

Keywords: Performance management system, training, post training, pre training.

1. Introduction

Performance Management System and Training are the most crucial functions of any organization. They are totally interconnected. Role based Performance Management demand role based skills and knowledge that can only be imbibed through intensive Trainings. It is imperative that proper training should have a proper feedback measurement procedure, so that performance of an employee can be measured accurately in Performance Management System.

Mostly, the training feedback system measures aspects related to faculty, content, training curriculum in many organizations. Rarely, we can find a measurement that depicts the exact learning's of participants in terms of its skills and knowledge. The gap between skills and knowledge prior to training and post training. This marks an impact on employee's overall performance and organizational performance at large.

Organizations money and time gets wasted if there exists any skill gap or knowledge gap, after an employee undergo training. Thus, proper measurement of training participants' feedback is very essential.

1.1. Objectives

The objectives of this paper are:

- i. Critical Analysis of PMS and Training
- ii. Highlights the flaws in the process of PMS and Training
- iii. Suggesting areas of improvements in PMS and Training
- iv. Designing a pre-training and post training feedback form of participants and HODs

2. Literature Review

The term performance management is commonly used today to describe a range of managerial activities designed to monitor, measure and adjust aspects of individual and organizational performance through management controls of various types. Performance management integrates the management of organizational performance with the management of individual performance. A performance measure can be defined as a metric used to quantify the efficiency and/or effectiveness of action.

2.1. Performance Management Involves Five Steps

- i. Define and communicate achievable goals. This serves as the rationale for objectives and targets.
- ii. Performance indicators are the yardsticks by which performance and progress can be measured.
- iii. Acceptance by management and organizational members of their collective and individual accountability for performance attained is essential.
- iv. Reinforcing mechanisms for both excellent and underperformance against plan.

2.2. Highlights of Role Based Performance Management System

- i. The process of Performance evaluation generates data for development needs.
- ii. Mapping of each Officer to a Unique Role which demands unique skills
- iii. SMART i.e. Specific, Measurable, Achievable, Result Oriented and Time Bound KRAs
- iv. Identification of individual performance measures aligned with the corporate and departmental goals.
- v. Visible and transparent linkage with rewards and other HR systems. Inputs from the system to be used for Learning & Development.
- vi. Employee rating used for Career Growth.

The developmental aspect of performance management is described by Boswell and Boudreau (2000) as covering feedback as well as the identification of individual training needs.

Various Companies have a Performance Management System, wherein there is a segment for Training need identification which identifies the Training needs of employee's in line with their roles as per their desires and HOD of the concerned employee also concurs these needs. This serves as a mechanism for extracting that system captured Training needs data and importing/linking it with that to Training Database which is a system that depicts the trainings attended by each employee in the Company along with the duration.

Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job. The term training indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones.

In this competitive world, training is the nerve that suffices the need of fluent and smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too. So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization.

In order to facilitate mobility, flexibility and retraining in job assignments, organizations encourages & supports employee development as part of the Talent Development policy, by continuously identifying and implementing various areas wherein employees are trained and enriched through different modes of learning interventions such as:

- i. Soft skills competencies trainings
- ii. Domain expertise trainings
- iii. Leadership Development trainings

Soft skills training is aimed at developing behavioral skills of an individual that includes communication skills, presentation skills, negotiation skills etc. Domain expertise trainings are aimed at developing the knowledge base of an individual, so that they are updated on recent advancements in their field of work and can apply it. Leadership Trainings are organized for the key executives for creating an organization culture that creates more leaders. Its 'an important ingredient for succession planning in any organization.

Training Evaluation literature refers to the dimensions of evaluation as process, outcome and impact.

- i. Process evaluations- Process Evaluations describe and assess programme training outcomes.
- ii. Outcome evaluations -Outcome Evaluations study the immediate or direct effects of the training on participants. The scope of an outcome evaluation can extend beyond knowledge or attitudes, however, to examine the immediate behavioural effects of programmes.
- iii. Impact evaluations- Impact Evaluations look beyond the immediate results.

The most famous – and applied – training evaluation model was developed by Donald J. Kirkpatrick. Kirkpatrick described 4 levels of training evaluation: reaction, learning, behaviour and results. He identified the four levels as:

- i. Reaction – a measure of satisfaction (what the trainees/fellows thought and felt about the training); evaluation here focuses on the reaction of individuals to the training or other improvement intervention.
- ii. Learning – a measure of learning (the resulting increase in knowledge or capability); evaluation here assesses what has been learned as measured with end of course tests;
- iii. Behaviour – a measure of behaviour change (extent of behaviour and capability improvement and implementation/application); evaluation here measures the transfer of what has been learned back to the workplace;
- iv. Results – a measure of results (the effects on the institutional environment resulting from the fellows' performance); evaluation here measures (at least tries to) the impact of the training on overall organizational results (in the private sector on business results).

2.3. Training Feedback Mechanism

In order to train personnel, a Company pays for the development of training material, hospitality arrangements and the time spent by the trainers / trainees in Training.

Training costs include paying for time off from work, paying trainers, and travel and lodging expenses. Keeping track of expenses and determining the Return on Investment for training is the need of hour.

Participants attending trainings are generally provided with a feedback format wherein participants have to rate training programs (soft skills/domain) on a scale such as 'Excellent', 'Good', 'Significant' 'Very Significant', considering knowledge-gained, usefulness, course structure and program delivery by the faculty. The format only measures the effectiveness of Training Program and faculty. This feedback is then analyzed communicated to the faculty and necessary modifications/improvements in Training Curriculum are done.

The need of hour is format that can measure the competency gaps of any employee pre & post training. So, that an employee can perform his/her duties efficiently.

3. Recommendations for Establishing a Better Linkage between Performance Management System and Training

3.1. Recommendations Pertaining to Performance Management System

i. It is suggested/recommended that the Trainings desired by employees but also the training needs identified by HODs should be properly incorporated/captured into the Performance Management System. and that data should be directly transferred to Training database. So, that Training Programs in Annual Training Calendar should be designed accordingly.

ii. The current Performance Management System in many organizations do not allow 360-degree feedback/rating. Only Immediate Supervisor rates the employee. There is no scope of rating from Subordinates and peers on the parameter such as Behavior of employee at work with peers, delegation of work to subordinates, ability to get the work done through subordinates, extend to which support provided to peers and subordinates at work, interpersonal relationships maintained with inter departments/interface departments.

iii. Performance Appraisal should include a parameter of Trainings attended by an employee in a financial year and its implication through up graded skills and knowledge.

3.2. Recommendations Pertaining to Training

- i. Designing of Training Programs differently based on Line and Staff Functions.
- ii. Trainings should be essentially designed with purpose.
- iii. There is no mechanism for measuring the participants learning. At present, there is only one way of actually measuring the participants learning i.e.; HODs review on participant's skill and knowledge enhancement.
- iv. Profile/Career Growth of Individuals Pre/Post Trainings should be maintained. Proper indexing of growth profiles of individuals/leaders.
- v. Pre-Training and Post-Training Feedback is must to measure the improvement in skills, knowledge and abilities (communication, presentation, official writing) of an employee for every training intervention (soft skills, domain, leadership and client trainings).
- vi. The designed Pre-Training and Post-Training Feedback Format is enclosed.

Line Function	Staff Function
Engineering, C&P, Projects, Technical, Safety and Construction	Projects, Costing, Marketing, IT, HR, Finance, Quality, Corporate Safety, MIS, Budgeting, Legal, Contract Mgmt, Planning

Table 1

4. Conclusion

The processes /systems cannot accomplish their overall motive until or unless they are not properly integrated and linked. They should be data driven and simultaneously act as data repository providing real time data whenever, needed.

Online Performance Management System (PMS) and Training should be properly integrated for better data retrieval and better manpower utilization in terms of their skills and knowledge. This will save man-hours, time and cost per employee and will increase overall productivity of the Company.

5. References

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Annexure

PRE & POST TRAINING FEEDBACK FORMAT

Employee Name/No _____
 Department _____
 Title of Training Program _____
 Program Dates _____

1. Satisfaction from Training Program

Please rate the following statements using a 1 to 4 scale where:

1= Not Satisfied 2 Somewhat Satisfied 3 Satisfied 4 Very Satisfied

How satisfied are you with:	Not Satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
The relevance of training to needs?	1	2	3	4
Presentation/Delivery quality of instructor(s)/Trainer?	1	2	3	4
Course content of Training?	1	2	3	4
Subject matter knowledge of instructor(s)/Trainer?	1	2	3	4
Training facilities?	1	2	3	4
The overall quality of the training workshop?	1	2	3	4
To which extent did the training meet your expectation?	1	2	3	4
To which extent the trainer actively involved in the learning process?	1	2	3	4
Usage of appropriate training tools/active learning exercises?	1	2	3	4

2. What are the three most important **things [or topics]** you learned during this training?
3. Would you recommend this training workshop to others? Yes _____ No _____
4. What did you like the most about this training?
5. What did you like the least about this training?
6. How could this training be further improved?
7. Knowledge gained by participant from Training Program/Learning Assessment of Participant:

Please rate the following statements using a 1 to 4 scale where:

1 = Low 2 Moderate 3 High 4 Very High

How do you rate :	Before the Training		After the Training	
	Participant's Rating	HOD's Rating	Participant's Rating	HOD's Rating
Domain/Technical knowledge gained on the subject/topic				
Level of Communication Skills				
Level of Presentation Skills				
Level of Delivery Skills				
Level of Official Communication				
Level of Interpersonal Skills				
Level of Creativity at Work				
Level of Involvement in Team Work				
Level of Leadership Skills				
Attitude towards work				
Level of Ownership at work				
Level of Delegation Skills				

Thank you for your cooperation in completing this evaluation.