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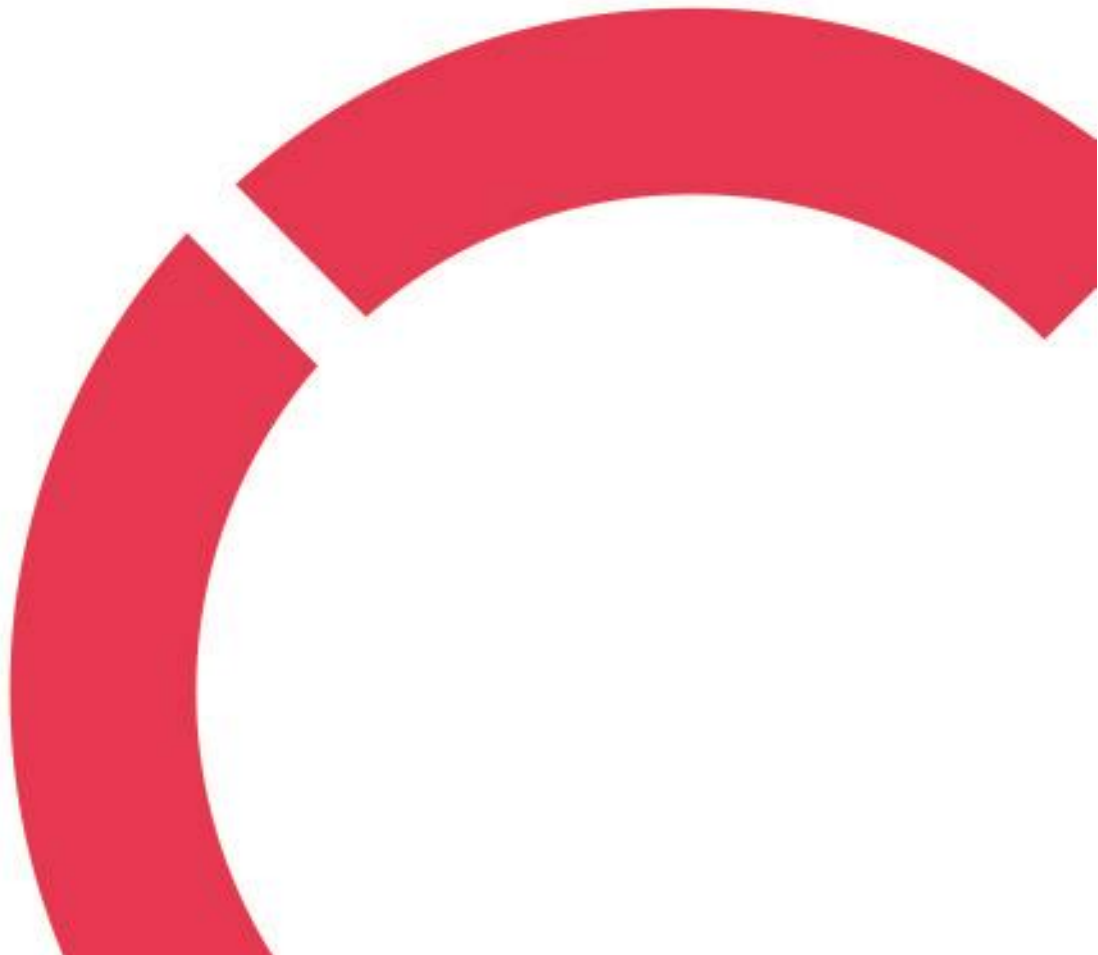
**AN ANALYSIS OF EMPLOYEE TRAINING AND DEVELOPMENT
IN COMPANY X**

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ABSTRACT

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<p>Today, human resources are the most vital part of organizational successes in enterprises. Human resource management is the series of activities and the approach to manage and utilize human resources in an organization to achieve company’s set objectives. Training and development are a module of human resource management which is practised in organization to develop employee skills and competencies.</p> <p>The purpose of this thesis was to analyse, evaluate and understand employee training as a function of human resource management in Company X and to also improve upon the relevance of employee training in this organization. Theoretical framework was obtained from books, articles, and electronic books, which present an overview and the key areas of employee training and development.</p> <p>The quantitative research method was chosen to determine the employee perspective on the relevance of employee training in the company. The data was gathered by providing a questionnaire to fifty employees, but thirty responses were received from the company. The study analysed the data of the employee training situation including the limitations, achievements, and problems. The survey results were analysed using descriptive statistics were represented in percentages and frequencies.</p> <p>The company derived its benefits from training and development activities. The employees have improved upon their job performances. Additionally, training methods delivered to employees in Company X were in line with their style of learning. Some suggestions were given in the survey by the employees, which serve as recommendations to the commissioning company. Lastly, the results from the survey will give measures to solve the problems and improving upon the effectiveness of the employee training in the commissioning company.</p>		

Key words
Employee orientation, employee training, human resource management, human resource planning

ABSTRACT
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1 INTRODUCTION

Human resources have become a vital part of the organization. Human resources are considered as the competitive factor which determines an organization's success. Competition between organizations is constantly increasing and, as a consequence, human resources must be managed effectively. Any organization cannot do without people and there has not been any company which has flourished without the help of humans. With the advancement of technology today, companies still need humans and the efforts of individuals to be able to operate. Human resources are the most valuable asset to any organization, hence determining the success of an organization. Human resource management determines if a company will succeed or fail.

This thesis aims to assess employee training in Company X. The study objective was to focus on pressing issues and problems regarding employee training and development and give recommendation to the commissioning company. This thesis uses for the quantitative method of research. The research will be carried out by conducting a survey in the company.

This thesis consists of seven chapters. The first chapter focuses on the introduction which gives a summary of all the chapters and the research method. The second chapter focuses on the concepts of human resource management and a historical overview of human resource management. Chapter three focuses on the theoretical aspect of employee training and development, how the training could be done, and the challenges involved. The next chapter describes and discusses the research methodology. Chapter five presents an analysis of the findings and giving suitable recommendations to the commissioner based on the survey results. Lastly, chapter six will provide a conclusion of the findings, future approach, and suggestions.

2 THE CONCEPT OF HUMAN RESOURCE MANAGEMENT

This chapter gives an overview of human resource management, the key functions of human resource management and the evolution of human resource management.

2.1 Overview of human resource management

Human resource management, which was before known as personnel management, is the collective approach to managing employees in an organization. Human resource management contains a wide range of responsibilities, and it is mostly concerned with developing and maintaining its employees in an organization. (Sutherland 2004, 50.) Human resource management refers to the set of activities that are concerned with maintaining employment relationships in an organization. (Boxall, Purcell & Wright 2003, 1). Human resource management is a broad and key aspect in business management. Managing people effectively is very important and determines whether an organization can perform successfully or not.

Human resource management is concerned with obtaining, organizing, and motivating human resources required by the organization. People work independently in an organization with defined tasks. There are different kinds of departments and different positions who work together to achieve organizational prospects. Human resource management cannot solve all issues and problems in an organization, instead it can cooperate and managing the skills, potentials, emotional health, and the different personalities of employees. Human resource management can be improved by knowing the capability of each individual at the workplace and knowing how to retain and manage that ability and talents. (Kaufman 2014, 21.)

The Figure 1. presents the approach and challenges of human resource management. It is based on two factors, situational and stakeholders' interests. This model was invented in the year 1984, by Michael Beer, Richard E. Walton, and Bert A. Spector. This model has been effective for organizations since it focuses extensively on people. It is called the Harvard HRM Model. (Hunter, Saunders & Boroughs 2006, 45.)

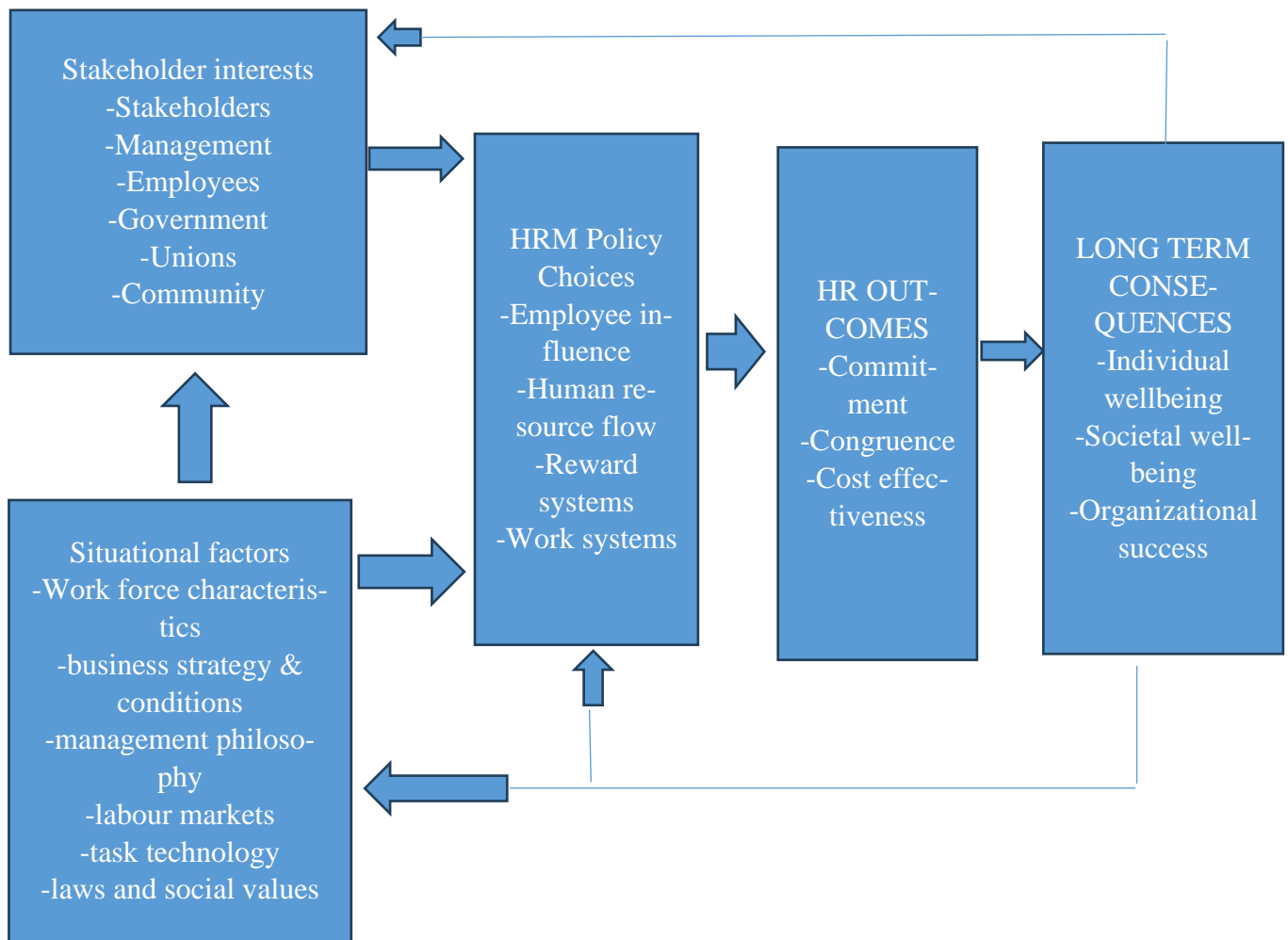


FIGURE 1. The Harvard HRM model (Adapted from Beer, Spector, Lawrence, Mills, & Walton 1984, 16)

Figure 1 of human resource management elaborates on the decisions that human resource personnels take and the impact they make in the organization. It describes the consequences of human resource management policies in organizations. The Harvard model emphasizes the need for HR personnels to include the interests and opinions stakeholders in decision making in an organization. This mapping shows that human resource management policies are determined by two factors, which are situational

factors and stakeholder interests. It is important that human resource personnels and managers recognize the importance and the presence of stakeholders in an organization. Stakeholders in an organization include employees, governments, host communities, labour unions, owners, and human resource managers also. (Beer 1984, 21.) Human resource management practice previously included payroll administration. Now, human resources management focuses on strategic functions like talent and skills management of employees and employee retention.

2.2 Evolution of human resource management

Human resource has been transforming for over thirty years now. Nowadays, employees and human resources are considered an asset to an organisation and treated with respect. Human resource management is practically used everywhere in all parts of the world. This evolution of human resource management can be traced to Germany. (Kaufmann 2006, 20.) In the past, human resource management did not have any kind of specialized staff as we have in our modern world today.

The human resource management we see today or that are being experienced today are quite different relative to the history of human resource management in the 1990s. In the past, there was no formal human resource or personnel staff for managing an organization and its employees. This kind of human resource management practice was particularly done in the late nineteenth century even for firms with several tons of employees. (Kaufmann 2006, 21.)

All of the human resource functions which includes recruitment, training was done by the owner of the organization. The modernized form of human resource management. In the late eighteenth century, organizations started to implement the option of providing family amenities and basic needs to employees. From this, it is evident that a new staff position should be created to take care of this role. This position was termed “welfare secretary”. Women were most likely found to be occupying these positions. So, this was the first emergence of human resource management today. (Kaufmann 2006, 22.)

Secondly, the evolvement of the creation of offices which were operated by supervisors in organizations in the past led to the separate employment of human resource management. These people were in charge of certain human resource functions such as recruiting, payroll and employee data keeping. They termed this as employee management. This kind of separate employment offices were established in the late eighteenth century. To go with this, there were two kinds of evolvement in human

resource management; that is welfare work and employee management. The new term which was in the American was personnel management. The First World War had a very huge impact on human resource management. (Kaufman 2006, 22.) The personnel management combined the two functions and other human resource functions into a single component.

2.3 Key functions of human resource management

Human resource management includes a variety of functions such as recruitment, payroll administration, employee training and development, and employee performance. Human resource management is the process through which management builds the entire working ability and tries to create the human performances that the organization needs. (Boxall & Purcell 2007, 7.) In the subchapters below, the different functions of human resource management will be explained further.

2.3.1 Human resource planning and recruitment

Recruitment is a vital part of the human resource functions. Recruitment is the phase where employees are being introduced into the working environment. Recruitment in other words can be said to be a process where potential candidates are selected and employed according to the needs of any organization. (Azmy 2018, 2.) However, human resources personnels are responsible for determining the number of employees that an organization will need and the skills that are of great relevance to this organization. This is what is called human resource planning. Recruitment plays a very big role in a company's success and development. Human resource planning is the process of considering the requirements for recruitment between the present and the future, with regards to the specified jobs and skills required by the organization. (Crowley-Henry 2013, 21.)

This kind of planning is very important, and it helps to avoid the risk of employee shortage in any organization. However, when employees do not have the required skills, they can train them effectively or try to recruit new people who have the necessary skills for the organization. (Caruth, Caruth & Pane 2009, 11.) So, when recruiting, human resource personnels provide existing answers to the questions such as: What is our recruitment strategy? What is the onboarding plan for the new employee? What key talents and skills needed for this qualification? Have we conducted a job analysis to understand the requirements of this job position? Which channels are we using to recruit new employees?

However, there are a lot of questions that human resource personnel take into consideration before embarking on the recruitment phase.

Human resource planning helps to match supply and demand. In this way, staff costs are controlled and to prevent the shortage of staffing. Recruitment can be done in several ways. Some of these channels include recruitment consultants, national newspapers, commercial job boards, the organization's own website, using professional websites such as LinkedIn, links with schools and universities. Selection is the next phase. Human resource personnel look at the shortlisting of candidates to check whether they are eligible. They check resumes, interviews, and other evaluation methods. Interviews are generally used to select the right candidates for a job by employers. They can be conducted in person or online but very much cheaper when conducted online.

2.3.2 Performance management

Performance management plays a vital role in managing people. Performance management involves an integrated process which consists of many practices such as evaluating employees and giving feedback, which is beneficial when managing people. (Whiting & Martin 2021, 171.) It is a continuous cycle. Performance management is done all the time and does not end. The main aim of performance management is that it contributes to the high performance of the organization and its employees. (Armstrong & Baron 2005, 3.) Achieving high performances entails reaching the goals for productivity, financial terms, growth, profits, customer satisfaction, and also reaching the targets. Performance management includes giving appraisal to workers and reviewing their performances, making sure that they know their roles and responsibilities in the respective organization, coaching and learning new things, talent development and planning. There are several reasons to which performance management can be successful or not in organizations. Performance management cannot be successful in an organization if managers lack the commitment to appraise employees, and the organization itself is not interested in giving and receiving feedback to its employees. As a result, employees have no idea of what and how their abilities are being viewed in the organization. Also, performance management can never be successful if it is linked to salary rises. Giving and receiving feedback is very important in the organization because it helps employees to build upon their weaknesses. Obviously, not all feedback given will be positive. (Whiting & Martin 2012, 190.) Feedback should be handled efficiently because it has an impact on future performances of employees. So, feedback can be given in a constructive way. In human resource management, it is important that you use the hamburger model while giving feedback to

employees. The hamburger model starts off as giving positive feedback to employees and appreciating their hard work and efforts to the organization. Then, you state the weaknesses they have, and give ways where you can help them to improve. The negative feedback should not be based on their personality but their actions instead. The employees should not be blamed.

When giving constructive feedback, managers and leaders need to be specific and say it exactly as it is. They need to say exactly what you have noticed about the employee. Managers should not deliver feedback when they are stressed, anxious and angry, because the choice of words can significantly impact the employee. (Whiting & Martin 2021, 190.) So, performances of employees should be reviewed regularly, coaching for them to improve themselves.



FIGURE 2. The performance review cycle (Adapted from Whiting & Martin 2021, 183)

Figure 2 above shows the performance review cycle. The performance review cycle is a continuous process. The performance review cycle is also known the performance appraisal cycle. In this performance management cycle, the performance of the employee is being evaluated. (Whiting & Martin 2021, 182.) In the performance review cycle, setting of objectives is seen as the first step in the figure above. Setting of objectives in the organization helps in improvement and allows focus of the employee tasks in the organization to be in line with the overarching goals of the organization. The next

step is to discuss the results of the employee performance in the organization. This involves collecting information on employee performance. This is also choosing which of your employees needs to be appraised and who reviews the appraisal. In some organizations, it could be just the manager, or both managers and other stakeholders. The criteria and assessment methods that will be used to manage the performance of the employee. The next stage in the performance review cycle is to identify strengths and areas of improvement. This is important because it helps the organization to implement strategies to improve areas where the employee is not doing so well. This follows up to the last stage. The last stage is to provide training and development activities for the employees so that they could be better in the organization. (Whiting & Martin 2021, 182-186.)

3 ROLE OF TRAINING AND DEVELOPMENT IN HUMAN RESOURCE MANAGEMENT

This chapter will provide an in-depth understanding on training and development. It also emphasizes the role of training in enhancing the employee skills and capabilities in the organization. Also, there has been a significant advancement in technology. This chapter will also determine how to introduce technology into training employees.

3.1 Training and development

Training is an essential part of an organisation's growth. Change contributes highly to any organisation's growth. We are in a digitalized world, and everything is on a constant change. So, it is important that organisations take into consideration future trends and the changes. (Buckley & Caple 2009, 1.) This is to say that employees will be updated of any new changes. Training and development are mostly done to improve upon the capabilities and skills of the employees and the workforce as a whole. (Whiting & Martin 2021, 272.) Training in organisations primarily focus on the present and secondarily towards the future. Training is a process through which employees are equipped to learn new skills and competencies. (Whiting & Martin 2021, 272.) Development is basically helping employees to build upon their skills and talents in an organization.

These competencies that are developed include the knowledge and behaviours that are required to do any task in the organisation successfully. These days, training and development has become very relevant, and it is the important factor in the business market which increases efficiency in the organization. However, employees who have undergone more training on the job in the organisation have performance which could be beneficial to the organization since they have a lot of improved skills and competencies. (Khan, Khan & Khan 2011, 63.) Learning is also related to training. Learning is more like a self-directed cycle where the employee plays a major role in acquiring training and equipping himself or herself with new knowledge and skills for development. (Whiting & Martin, 2021, 273.) The employee is getting all the information and skills for personal development. In the world today, every organization wants to be successful in the job market and this creates a competitive advantage. If employees are trained continuously, they receive current and up-to-date skills and knowledge, the organization will also thrive successfully. In the competitive world of business, employee training and development play a major in organizational growth. Employees can make or break the company's

reputation since they are valuable assets to an organization. (Elnaga & Imran 2013, 1.) Training enables employees to unleash their full potential at the workplace. Effective training and development programs play an active role in developing employee performance. Training organized by companies for employees does not only broaden the capabilities of employees but drives towards a sense of creativity and critical thinking. They are able to reason for themselves when they are being faced with problems in a productive manner. (Elnaga & Imran 2013, 3.) Employees are most efficient when given the appropriate training for the job. The training effectiveness in an organization relies on the fact that employees are able to utilise new ideas, skills and knowledge acquired during the training programs.

3.2 Benefits of training

The workplace is considered as a place for learning for both formal and informal opportunities. Training enables employees to perform better in an organization. (Kumar & Siddika 2017, 77.) Training and development can be used as a strategic means of improving upon employee performance in the workplace. When employee skills are being updated, they learn new things and improve the efficiency rate of the organization. Training of employees comes with a variety of benefits. Training happens at all levels of an organization and enables employees to learn new skills and attain diverse goals. (Rodriguez & Walters 2017, 207.) Training can be used to fill the gaps that an organization has between the current and expected performance. Training can help to reducing the anxiety levels and frustration of employees at the workplace. (Rodriguez & Walters 2017, 207.) When someone is given a task to perform in the organization, and the task is not well performed according to organization expectations, the employees will have a sense of dissatisfaction and become demotivated and in the end decide to leave the organization.

Training and development give employees the motivation to achieve desired results. Employees are confident when they are being provided with the right skills and competencies. Improved skills of employees lead to better performances in the organization. In addition, training and development makes employees to develop their thinking abilities, they become better in making good decisions and self-efficacy. (Rodriguez & Walters 2017, 207.) However, training is very important when new employees are being introduced to a job. When new employees are new to the job tasks and need to meet up with the expectations of the job, they need to be trained effectively to meet up with the changes. The needs and changes of the workplace are being updated each time. The working environment is also undergoing significant changes and, in the end, demands a balance between input and output. (Ganesh &

Indradevi 2015, 336.) Training should be properly planned and designed so that it can be executed efficiently to achieve desired results.

3.3 Types of training methods

Due to the rapid advancements in technology, training methods are being transformed each year (Alipour, Salehi & Shahnavaz 2009, 64). The kind of training should be decided upon, the basis of what purpose the training is intended for, and the objectives that have been set by the organization for the training program. However, some training objectives could be achieved through on the job or off -the-job methods of training (Alipour et al 2009, 64.) Training can be grouped into two approaches: cognitive and behavioural. Cognitive methods of training provide verbal and written information which provides guidelines on how to carry out a task. Cognitive approach to training can be seen through off the job training which is one of the methods of training in organizations. The behavioural methods give chance for the new employee to practice which is best for skill development. Behavioural approach can be seen through on the job training where the new employee gets to learn through trial and error. Organizations decide on the approach to use based on several factors which includes the motivation of the employee to learn, the funding available, the timeframe needed for the training, and the kind of knowledge. For a training method to be effective, it should be able to empower and improve upon the trainee performance in the organization, it should provide an opportunity for the trainee to practice and develop, demonstrate desired skills and there should be transfer of knowledge from the training to the job. (Alipour et al 2009, 64.)

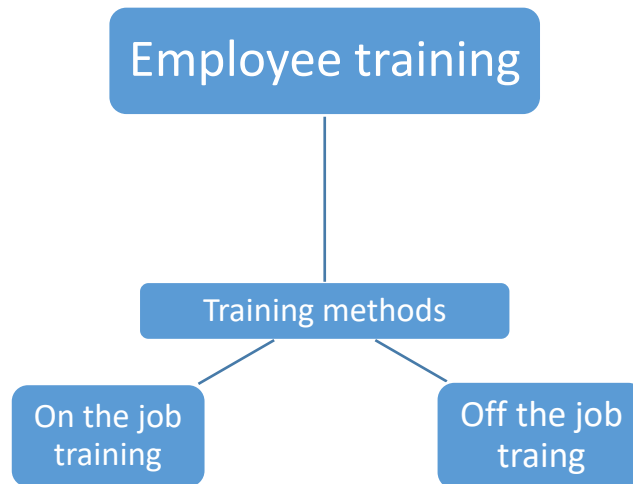


FIGURE 3. Types of training methods (Adapted from Sree & Basariya 2019, 671)

Figure 3 above shows a representation of the types of training methods in organisations. This consists of on-the-job training and off-the-job training. Each method of training has its variety of forms which are being utilised in organisation to train employees. The method of training needs to be appropriate for the nature of training required and meet the preferences of the trainee. (Whiting & Martin 2021, 287.) Employee training can take various forms including on-the-job training, off the job training, online or e-learning, simulations, cross-training, and mentorship and coaching. However, these forms of training will be explained in the upcoming chapters. On-the-job training refers to the training method where new employees gain knowledge by observing peers or managers perform the job tasks in the organisation. (Raheja 2015, 36.) Off-the-job training is an approach to training where training occurs outside the job environment. It requires trainees have full concentration on learning rather than performing. (Raheja 2015, 37.) Online or e-learning is a kind of learning that is delivered with the use of electronic technology for the purpose of training and development in an organisation. (Whiting & Martin 2021, 288). Cross training involves giving employees the opportunity to perform other tasks in the organisation outside their primary responsibilities. (Whiting & Martin 2021, 288). Mentorship and coaching are forms of on-the-job training which provides one-on-one guidance to employees with the aim of improving upon their skills and competencies. (Alipour et al 2009, 64.) The methods and forms of training will be explained into details in the upcoming subchapters.

3.3.1 On-the -job training

On-the-job training which is often referred to as OTJ is a form of training which is provided for employees that takes place within an organization. On the job training involves a combination of observing others and hands-on experience completing tasks and responsibilities under the supervision of training manager or coach. However, on the job training can be structured or non-structured. (Rothwell & Kazanas 2004,65.) The new employee gets to learn the skills and competencies through trial and error and receives direct instruction on how to make the task well performed. With on-the-job training, trainees are provided with the necessary skills and competencies according to the job requirements.

Unplanned on the job training can have an impact on the new employee. Planned on the job training had its history in the United States of America. Actually, it emerged as a result of the United States wartime needs. This began in the early twentieth century. During the first World War, Charles R. Allen introduced a method of training that led to the differentiation between planned on the job training and unplanned on the job training. Allen based his approach to the method of training on the ideas by German psychologist Johann Friedrich Herbart in the 19th century. Allen then suggested that in order for a training to be effective, trainers need to go through four steps. (Rothwell and Kazanas 2004, 8.) These four steps include preparation, presentation, application, and inspection. (Rothwell & Kazanas 2004, 9.) Allen suggested that trainers need to show and demonstrate to learners what they are supposed to do, explain in detail why trainees are supposed to take certain actions, allow learners to try out what has been said and follow up with the trainees and inspect. The last step should include giving appraisal to trainees and giving feedback on what went wrong. However, there are various forms of on-the-job training. Some of these are job instruction training, internships, coaching, job rotation, apprenticeship. (Rothwell & Kazanas 2004, 66.)

Job instruction training is a relatively simple technique which involves a structured step by step approach that is used to train employees on a job. (Alipour et al 2009, 65.) This method of training is mostly suitable for teaching manual skills. During the second World War, the simple four step formula that was suggested by Allen was transformed into seven steps. These seven steps include: showing learners how to perform the job task, review key points, allow trainees to watch the instructor perform the task the second time, give room for trainees to perform little parts of the job tasks, provide guidance to trainees to perform the whole job, allow trainees to perform the job by themselves but monitor closely and release trainees from training and give room for them to perform the job on their own. These seven steps were then classified as job instruction training. (Rothwell& Kazanas 2004, 9.) Training based on these

steps was discovered and resulted in increased productivity in wartime industries. Job instruction training plays a high focus on skill development of trainees. The instructor or supervisor responsible for the training prepares a breakdown of the job. This preparation acts as a motivation for the person learning the job. Also, the supervisor watches an experienced coworker perform each step of the job to the new employees. (Alipour et al 2009, 65.)

Job rotation is also one of the methods of on-the-job training. Job rotation is the systematic movement of employees from project to project, job to job and from one department to another within an organization. (Alipour et al 2009, 65.) Job rotation is influenced by coordination and its purpose is to equip and broaden the employee with knowledge, skills, and talents. Job rotation is a hands-on experience. Job rotation makes the individuals self-motivated, adaptable, innovative, eager to learn more and can communicate effectively. Job rotation enables an employee in an organization to know the entire process of a job and thereby giving the employee the opportunity to versatile and competent in solving problems in the workplace. (Oparanma & Nwaeke 2014, 184.)

Coaching is a method of training which provides a one-on-one guidance and instruction to trainees to improve upon the skills, knowledge and working performance. (Alipour et al 2009, 65.) A coach in an organization works one-on-one with the trainee to conduct needs assessment, prioritises goals that needs to be accomplished, develop an action plan, and then help the trainee to execute the plan. However, coaching is different form mentoring. The distinction is very clear. The most common distinction between coaching and mentoring is that coaching is on a short-term basis, and it focuses on specific issues while mentoring is a longer term and has a broader perspective. A coach is someone who is a good listener, support others, is not afraid to question, is respected in the organization and state what you need while performing your job duties. (Connor & Pokora 2017, 26.)

TABLE 1. Differences between coaching and mentoring

Coaching	Mentoring
Based on a short term	Based on a long-term relationship
Addresses specific issues	Addresses current career development
A coach may or may not have similar background as the trainee	Mentoring has similar background
Coach can be a peer	Mentor is someone seen as a role model
Person often trained is called trainee or client	Person being trained is referred to as mentee

Table 1 above presents the differences between coaching and mentoring. Coaching is normally on short term basis since it is offered for an employee to get to know the job while mentoring is for a long-term basis. However, the most common difference between coaching and mentoring is that coaching addresses specific issues while mentoring addresses current career development. Furthermore, a coach can be a peer or someone who is younger than the trainee, but a mentor is someone who is seen as a role model.

Apprenticeship is the last training method of the on-the-job training. Apprenticeships is one of the oldest methods of training which provides a structured, planned, and practical instruction over a period of time. (Alipour et al 2009, 65.) This kind of training is applicable in fields where a trade or craft is learned, and it acquires such a specific time span to gain proficiency. The trainees involved are termed as apprentices and they serve the experts for some time. This kind of training is expensive. Internships is a method of training where the trainee offers to work in a company and learn the job without getting paid. Internships as a method of training is mostly used in the education and front-line sectors. (Quartern 2002, 109.) However, on the job training is seen to be cost effective as there is no need to hire an external trainer and the training routine occurs on the job. Feedback is also given on the job so that the trainees could improve and become better.

Companies are widely leveraging towards technological advancements which can be used for learning. (Gethe & Hulage 2020, 5.) There has been huge development in the digital world, and it also influences the training programs for employees. The learning mode is done electronically and with the use of technological tools. According to David Beach, the powerful influence gained from learning technologically is not the technology itself, but the learning process delivered with the use of that technology. Employee training programs which have not well planned and designed cannot fully support and learning outcomes no matter the technological used. (Gethe & Hulage 2020, 5.) Technology can improve employee performances and experiences. Organizations can implement online training platforms such as Moodle, Canvas to deliver training and to track the training programs of employees. Also, these platforms and apps can be accessed by employees at anytime and wherever the location they might be provided that they do have an internet connection. There should be social learning platforms for employees. These platforms help to engage and collaborating with each other. An example of a social learning platform is Microsoft Teams. Employees can always log in onto Teams to collaborate with their colleagues, ask questions and develop best practices. There are two approaches to employee training. (Kulkarni, Appasaba, Gokhale & Tigadi 2022, 149-150.) The approaches are the traditional

approach and modern approach. The traditional approach are lectures, presentations, group discussions, demonstrations and workshops. The modern approach is the use of web based learning with the application of internet connection. (Kulkarni et al. 2022, 150.) Figure 4 below shows the representation of the forms of on-the-job training which have been explained in detail in this subchapter. In summary, the forms of on-the-job training are job instruction training, coaching and mentoring, job rotation, apprenticeships, and internships.

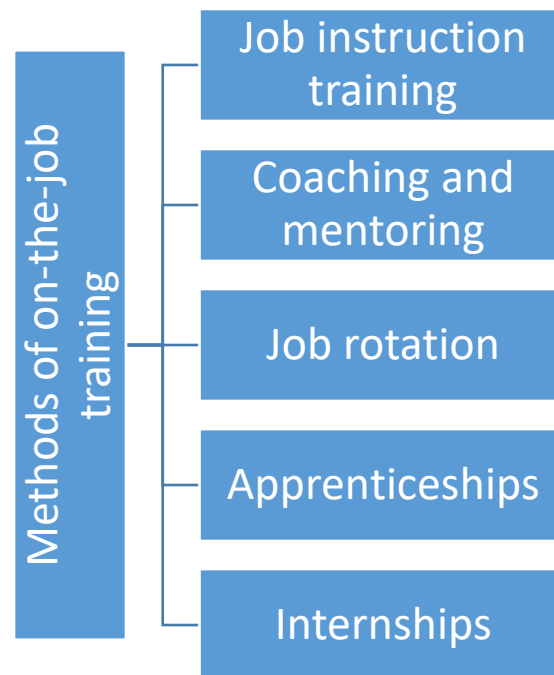


FIGURE 4. Methods of on-the-job training (Adapted from Sree & Basariya 2019, 672)

3.3.2 Off the job training

Off the job training is they type of training which takes place outside the actual working environment. Off the job training is conducted in a different environment where all the training supplies are provided, and the trainees concentrate fully. In the method of off the job training, there is freedom of expression. (Raheja 2015, 37.) The methods included in off the job training are vestibule training, lectures and conferences, simulation exercises, sensitivity training, case studies and programmed instructions. Off- the-job training utilises specialist trainers who are skilled and knowledgeable. Also, there is an opportunity for trainees to have a social networking with other trainees from other organisations. However, it is very likely that individuals involved in the training can complete the training because of no work pressure.

Lectures and conferences are the direct method of instruction. In this method of training, there is a verbal presentation for a small or large audience. The speaker or the trainer must have in depth knowledgeable insights of the subject. Vestibule training is a method of training where trainees are taught how to use tools and machines in a simulated environment. In vestibule training methods, trainees are trained in a prototype environment that is similar to the working conditions. (Raheja 2015, 36-37.) Sensitivity training is also known as T-group training. This kind of training method is concerned with making trainees to understand each other reasonably. Sensitivity training helps in developing trainees' social sensitivity and behaviour patterns. (Raheja 2015, 38.)

3.4 The training cycle

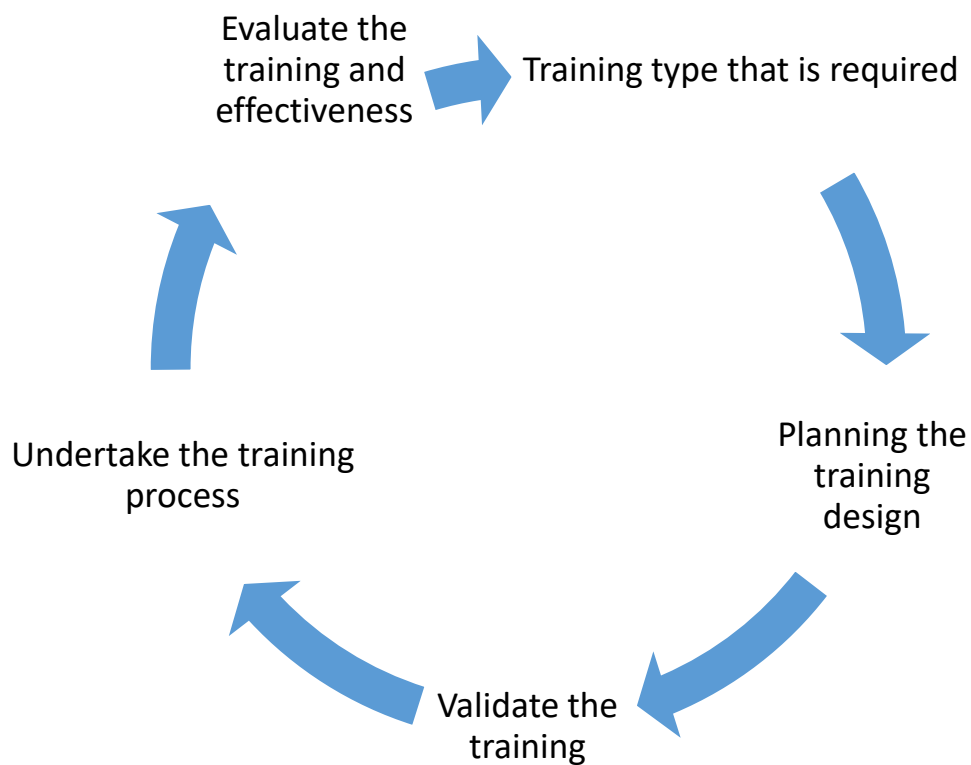


FIGURE 5. The training cycle (Adapted from Whiting & Martin 2021, 274)

When an environment changes, it affects the business environment and also the employees are affected by change. With this, employees need to learn new skills to adapt to change. (Whiting & Martin 2021, 275.) Change mostly happens because organizations need to remain competitive in the job market. Change can be in two forms. It can either be internal or external. It can be that organization need to cut

down price of supplies to meet customer demand and gain profit which is internal. External change may be as a result of political change, economic conditions, social needs technological change and globalisation in general. Technological change is transformative in this century. Learning skills in organizations has undergone significant change and is now transformed into digital and computer skills. It is important that organisations determine skills that will be relevant in the future. (Whiting & Martin 2021,277.)

Identifying where learning is needed in an organization is very important. However, the learning process should be initiated in fields or levels in the organisation where it is necessary. New employees need more training where they can learn the job and the culture of the organization. New employees need to go through the induction process where they are being trained to understand the company's values, mission, and vision. These are elements of strategy for the organization's success. They need to be trained to build good relationships with other employees and ask for help when necessary. Also, returners need training. These are employees who have returned from maternity leave, a career break, or a long vacation. Given that business processes change with time, they need more guidance upon return to catch up with their tasks up to date. Promotion also requires training. People being promoted to different levels require different training as well. It does not require that a service technician could be an excellent supervisor in the organization. Hence, they need to undergo training to develop skills and competencies. (Whiting & Martin 2021, 278.) Figure 5 above shows the training cycle which is being used by most organizations and how training can be managed in the organisation. The first stage is identifying training needs. The organisation has the capability to identify which area of the organisation needs training to develop more skills. Then next, the organization determines how to plan the training programme which involves the training mode, the objectives and outcomes that will be received after the training. The next stage is to undertake the training in the organization. Lastly, the organization should check in on the effectiveness of the training. (Whiting & Martin 2021, 274-275.)

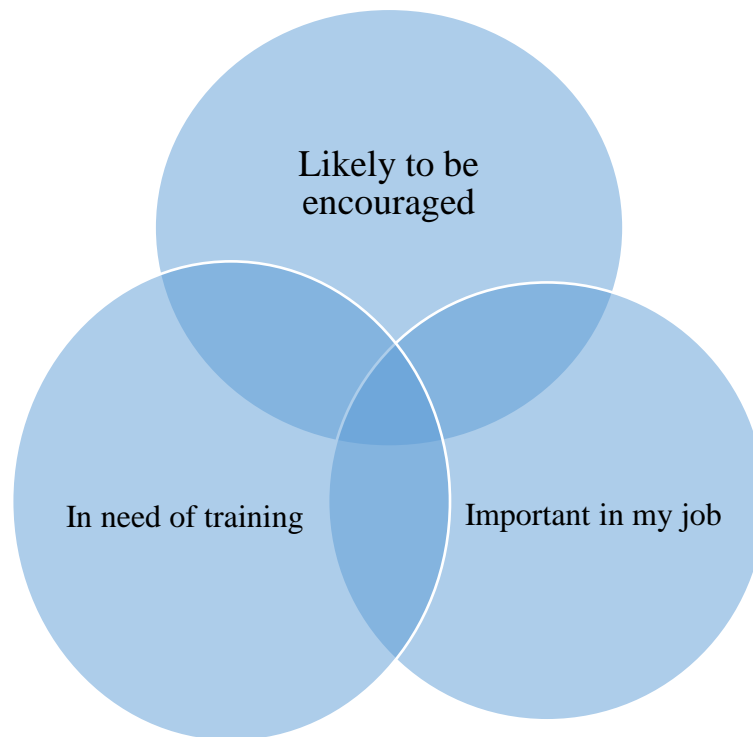


FIGURE 6. Factors in the selection of training (Adapted from Whiting & Martin 2021, 281).

Figure 6 is called the model by Fairbairn. This model describes the decisions that are being made to determine where training is most appropriate in an organisation. (Whiting & Martin 2021, 280). The three levels are linked to each other. Fairbairn developed three ideas that should be used to address training decisions in an organisation. This model can be used to address where training is needed in an organisation. (Whiting & Martin 2021, 280.) Training decisions should be based on training needs. (Mäntyneva 1995, 12.) Learning and training of employees lead to a successful execution of the job or tasks. (Whiting & Martin 2021, 281). Important and suitable information such as job descriptions, employee observation, performance targets, organization culture and performance review records can be used to take decisions concerning trainings. (Whiting & Martin 2021, 280.) The first factor in Figure 6 above determines whether the training is important to the employee’s job. Training requires resources like funds and time and organisation will want to receive a return on what they have invested so it is necessary to identify areas of important which are important in the job of the employee. The second factor as mentioned in Figure 6 is likely to be encouraged. The employee being trained is a factor that should be included in the selection criteria for training. When employees are included in the training plan, they will be encouraged to put effort and commit to the training process. (Whiting & Martin 2021, 281.) The last factor which is “in need of training” as shown in Figure 6 above. Most companies today need different varieties of skills and knowledge. Some of these skills might be very important

and in need that the employees should possess. (Whiting & Martin 2021, 280.) This factor determines the training that has to be organization is a need for the employee so that the employee can improve upon his or her job performance.

Training and development should be able to positively benefit the organization. (Whiting & Martin 2021, 291). Results from training should be evaluated to know if it went well and what should be improved upon. Evaluation is important during the aftermath of trainings because it helps to justify the expenses, providing feedback, providing the professional trainers with feedback, and improving upon future trainings. However, development of skills and knowledge gained from training might not be effective immediately but takes some time. Training involves a lot of money and times, and evaluation can be sued a s a learning process also. Mostly, questionnaire is offered to trainees to evaluate the training program offered. Hamblin perceives that evaluation is any attempt to provide and get information on the effects of a training program and to analyse the value of the training. The table 2 below shows the methods of evaluation as suggested by Hamblin. The model as represented by Hamblin distinguishes between reactions from trainees, learning, job behaviour, and organizational outcomes. The first level which is reaction determines how trainees have reacted to the training and what thoughts they have about programme. On the second level, through learning the model evaluates the changes in skills and attitudes the participants have received. Level 3 indicates the behaviour. The model seeks to know the changes in job behaviour and if the skills learnt have being applied in the job. On level four, the results are being accessed. It seeks to know how organizational performance and productivity targets has changed in relation to the training programme.

TABLE 2. Methods of evaluation (Adapted from Whiting & Martin 2021, 293)

Levels	Methods of Evaluation
Level 1 Reactions of the trainees to the content and methods of training, to the trainer, and other relevant factors What did the trainee perceive about the training exercise	<ol style="list-style-type: none"> 1. Interviews 2. Questionnaires 3. Discussion 4. Recommending trainees
Level 2 Learning. Determining what the trainees learned in knowledge, skills, and competencies during the training. Learning purpose achieved during the training	<ol style="list-style-type: none"> 1. Objectives accomplished. 2. Taking tests and exams after training 3. Projects 4. Questionnaires

	5. Application of skills learned
Level 3 Job behaviour. Was there any change in the working environment afterwards? Transfer of skills to tasks and job.	<ol style="list-style-type: none"> 1. High productivity 2. Activity sampling 3. Customer complaints
Level 4 Functioning. What benefit is the learning to the department performance? The effect of the course on the organization	<ol style="list-style-type: none"> 1. Deadlines met 2. Indicating stress 3. Quality indicators 4. Minutes of meetings 5. Interview supervisors responsible for trainees
Level 5 Ultimate value. Has the learning affected the ultimate wellbeing and survival of the organization?	<ol style="list-style-type: none"> 1. Organizational growth 2. Business goals and productivity targets reached and Quality indicators.

4 RESEARCH METHODOLOGY

This chapter will present the research methodologies used in this study. Research can be said to be prose work which is being documented (Bhattacharyya 2006, 4.) Research starts with a problem, an issue which successfully provides answers to these questions through a systematic approach. When the problem has been identified and the research questions are stated, there is the need for collecting relevant data from the right sources, interpreting the results, and drawing out conclusions. Research is a scientific approach to gaining new knowledge and ideas. (Bhattacharyya 2006, 12.) Research can be done to obtain objectives. The main objective of research is that it should be able to answer the research questions. Research methods are techniques that are used by researchers in their research operations. (Bhattacharyya 2006, 17.)

In conducting the research for this thesis, the quantitative research is explored using surveys. Quantitative research is used in different fields of study such as physics, biology, social sciences, and psychology. Quantitative research involves the representation of numeric values and describing observations. (Sukamolson 2007, 2.) Survey research is the systematic collection of information from respondents with the purpose of understanding kind of behaviour from a certain group of individuals. (Sukamolson 2007, 12). Survey research is concerned with data sampling, designing the questionnaire, and data analysis. (Sukamolson 2007, 5.)

Data collection is a process whereby a researcher gathers information from different sources that can be used for further analysis. This thesis will use the primary method of data collection through an online survey on Webropol. The online survey is the easiest method of collecting the response of employees of Company X. Formulation of questions are important to do before collecting the responses. This study will adopt the quantitative research method. Survey research is quantitative research in which research use scientifically sampling to determine the characteristics of a population with respect to statistical precision. (Sukamolson 2007, 4.) The survey that was conducted in this study was distributed to the employees of the commissioning company, Company X. A questionnaire was sent to the commissioner so that it can be distributed to other employees. Employees responded to this questionnaire at their own convenience using Webropol survey tool. This method of conducting the research was inexpensive. The questionnaires were sent to the employees through their email and for them to fill and responses was directly sent to the researcher. The duration of the responses lasted two weeks.

5 ANALYSIS OF RESULTS

Chapter five presents the results and information gathered from the survey. The survey was conducted between 14 and 18 April 2024. The research collected data on respondents' demographic distribution, delivery methods of employee training and the effectiveness of the employee training. The figures presented below were received from 33 employees of Company X. Using descriptive statistics, the results obtained are analysed into percentages and frequencies.

5.1 Demographic distribution of respondents

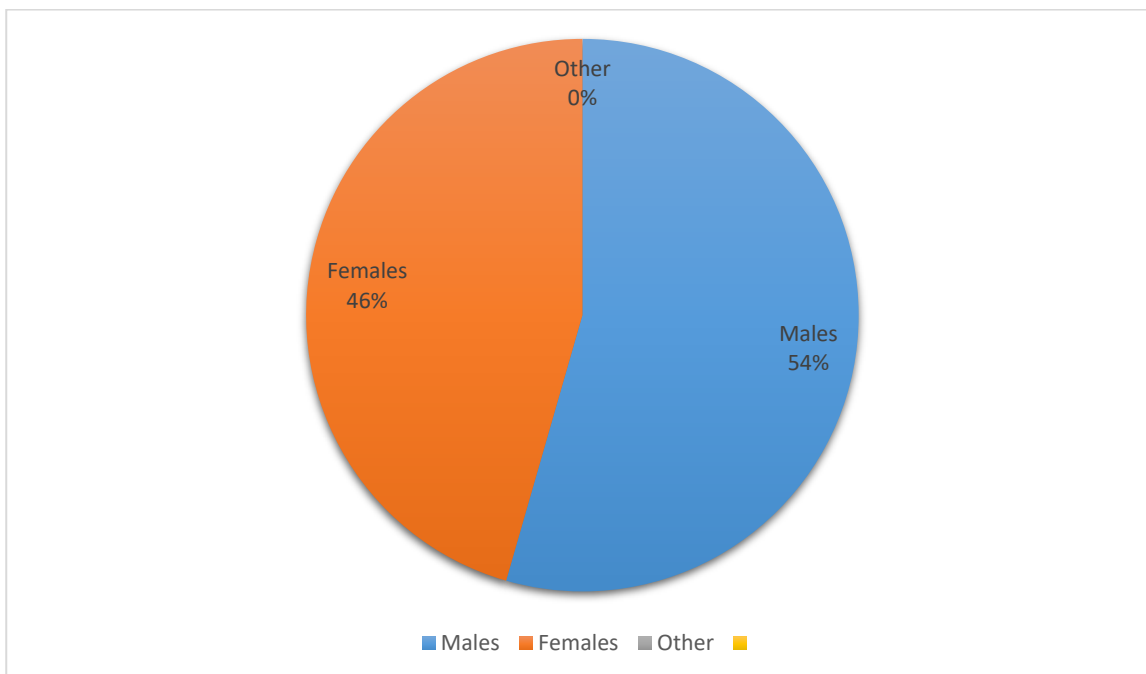


FIGURE 7. Representation of the gender of respondents

The Figure 7 above shows the distribution of gender among the respondents to the electronic survey. Among the respondents, the results indicate that 55% or 18 of the respondents are males and 45% or 15 of the respondents are females. From the findings, there were no respondents which belonged to the option other. However, both genders responded to this survey, but the males of the total respondents who responded to the survey than the females in this organization.

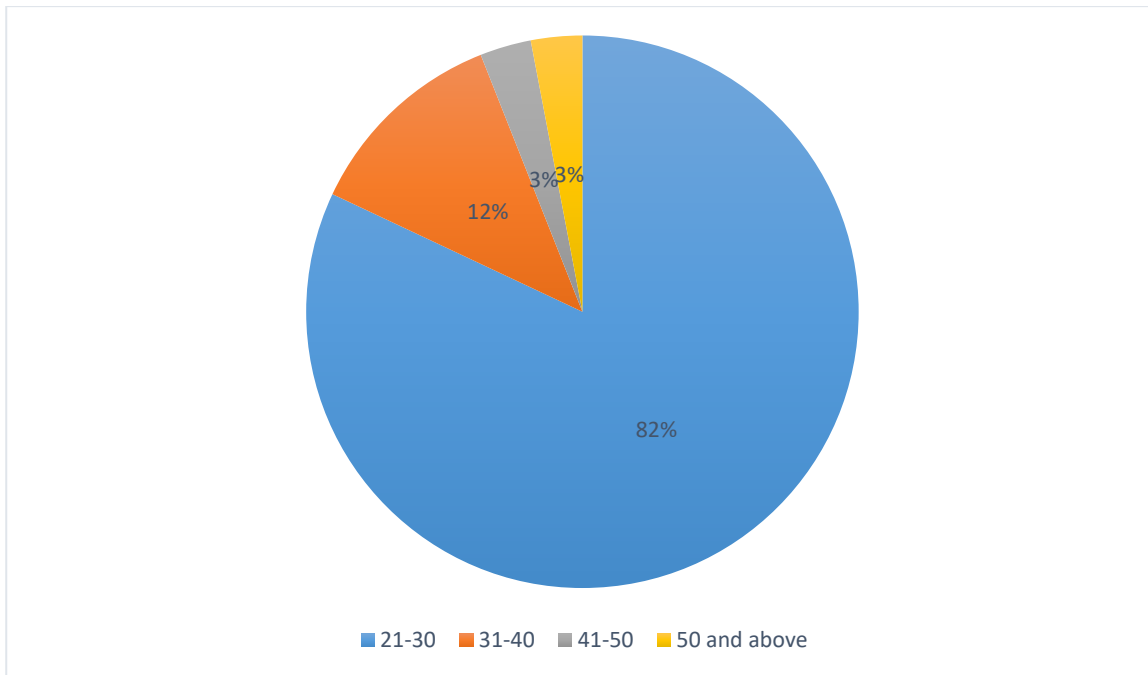


FIGURE 8. Representation of the age range of the respondents

The Figure 8 above depicts the graphical representation of the age group of the respondents. 82% or 28 of the total respondents were between the ages of 21 and 30, 12% or 4 of the respondents were in the range of 31-40, 3% or 1 of the respondents were in the range of 41-50. Lastly, 3% or 1 of the total respondents fell within the range of 50 and above. However, from the results given by the respondents, it can be justified that most of the employees in Company X were young since they fell within the range of 21-30. It can also be justified that most of the employees in Company X possess a certain degree of maturity and experience.

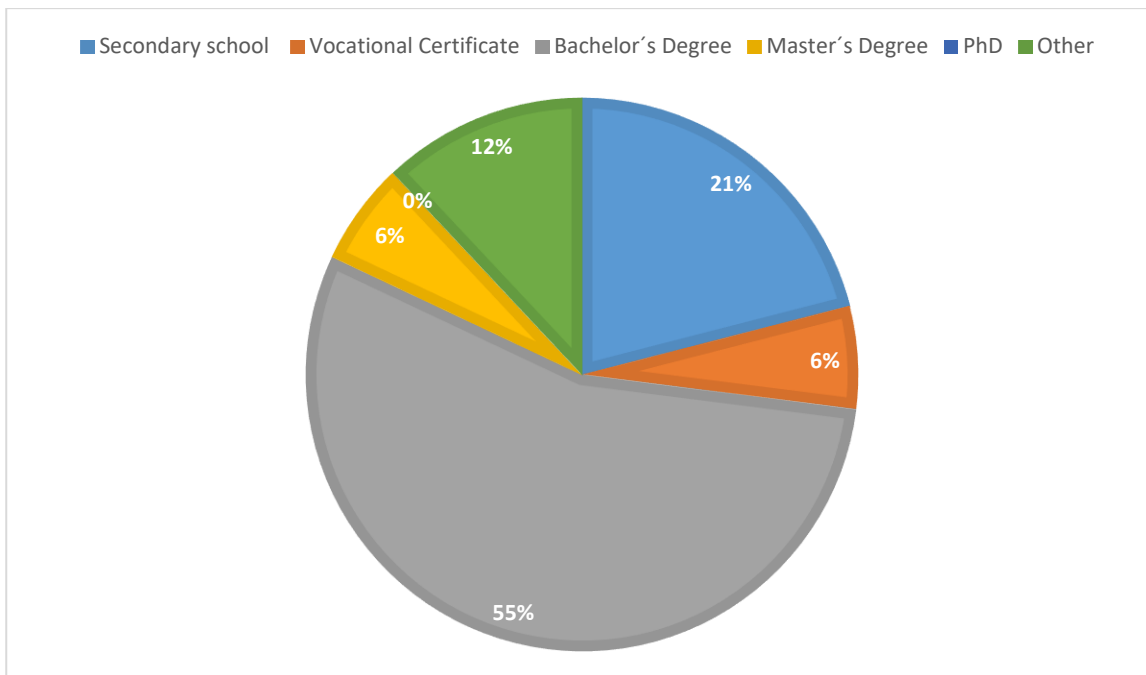


FIGURE 9. Representation of the highest educational background attained by the respondents

The survey analysed the highest level of education of the employees in Company X. From the survey results, 55% of the respondents had attained a Bachelor's Degree, 21% of the respondents had attained secondary school diploma, 6% of the total respondents held a Master's degree, 6% also had attained a vocational certificate and none of the respondents held a PhD. 12% of the respondents held other educational levels. It can be justified from the results that a high number of the employees had attained a Bachelor's degree. However, it depicts that most of them are well educated, they can read and write and hence it was easy to understand the online survey.

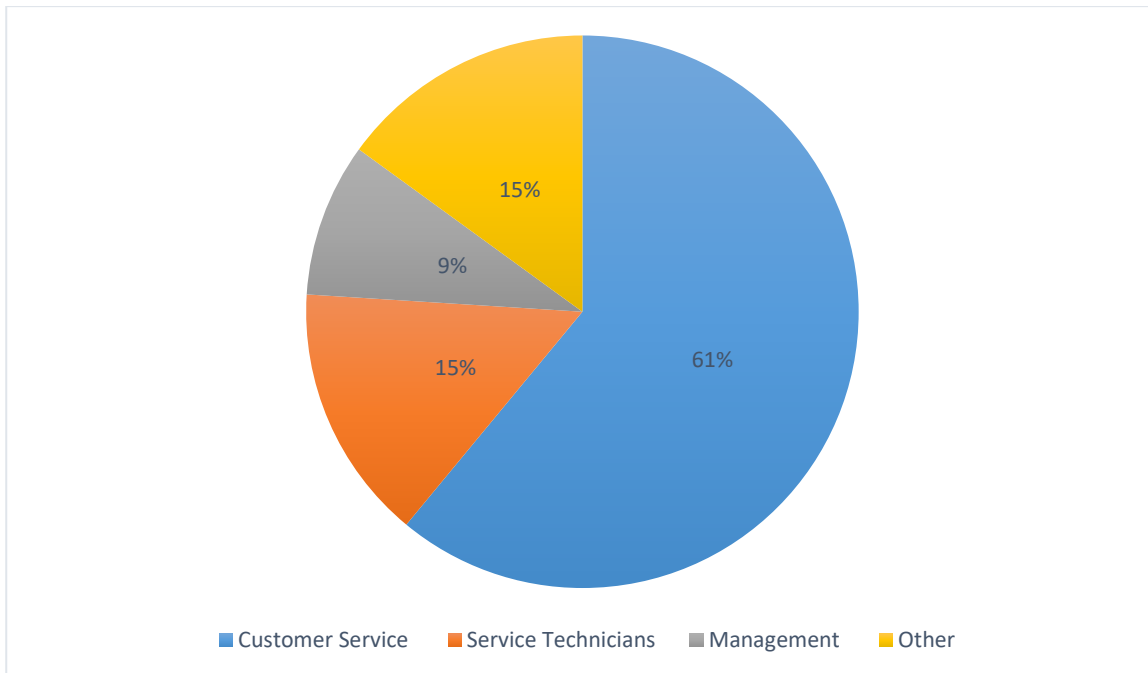


FIGURE 10. Department of the respondents

The Figure 10. above represents the departments in which the respondents belong in the organization. 61% or 20 of the total respondents were in the Customer Service department, 15% or 5 of the respondents were in Service department, 9% or 3 of the respondents were in the Management department and 15% or 5 of the total respondents were in the other departments. This justifies that most of the employees who responded to this survey were in the Customer Service department.

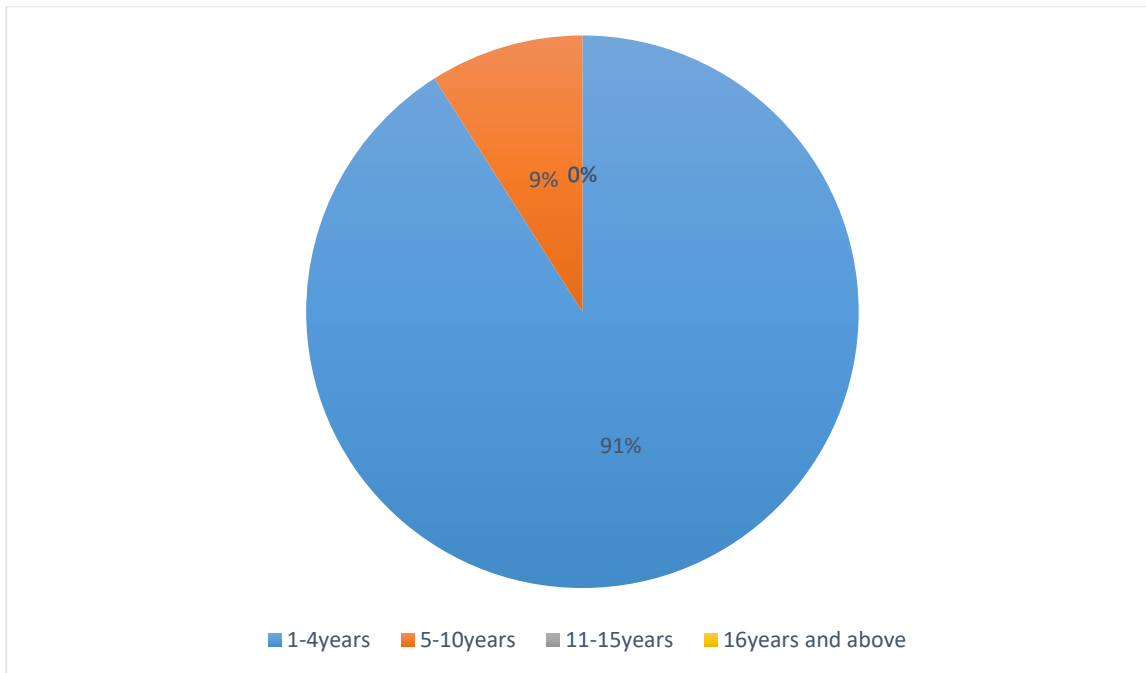


FIGURE 11. Duration of employment

The figure 11 above gives a representation of the number of years the employee has been working in the organization. From the survey results, 91% or 29 of the respondents have been working between 1 and 4 years. 9% or 3 of the respondents have been working in the organization between 5 and 10 years. However, there were no respondents who has worked for this organization for more than 11 years.

5.2 Training in Company X

Question six interprets the results by the respondents concerning the frequency of training in the organisation. According to the results obtained, the majority of the employees which is approximately 40% or 13 in Company X receive training every three months, 24% or 8 of the employees accept that they receive training once every month, 18% or 6 of the employees accept that they undergo training more than seldomly once a year. However, 12% or 4 of the employees agree that they undergo training in the organisation once a year, and 6% or 2 of the respondents undergo training every six months. Figure 12 below gives an illustration on the frequency of training in Company X; however, it can be justified from the findings that training is frequent in Company X. Figure 12 below gives a representation of the results obtained from the survey.

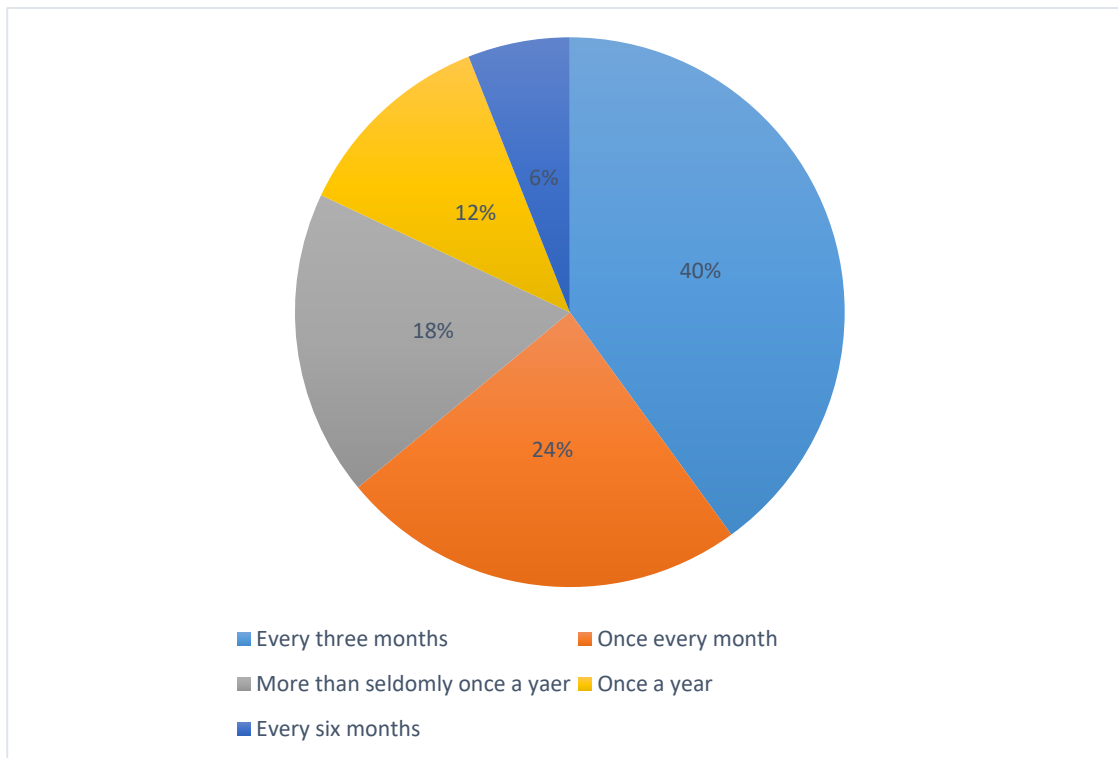


FIGURE 12. Frequency of training

Another aspect of the training session held in Company X focuses on how employees are selected for training in the organization. Question 7 of the online survey on Webropol had 33 respondents and the question investigates to know whether the selection of training in Company X is mandatory, request by employees, through good recommendation and if there could be other possible reasons. From the findings obtained, 61% or 20 of the total employees who responded to the survey agreed that they participate in mandatory training, 21% or 7 of the respondents stated that training is granted through good recommendation, 12% or 4 of the respondents agree that training is based on request by employees and lastly 6% or 2 of the respondents stated that training is based on other reasons. Figure 13. below gives a representation of the selection criteria of training in Company X. It can be justified that more respondents have participated in mandatory training sessions in Company X.

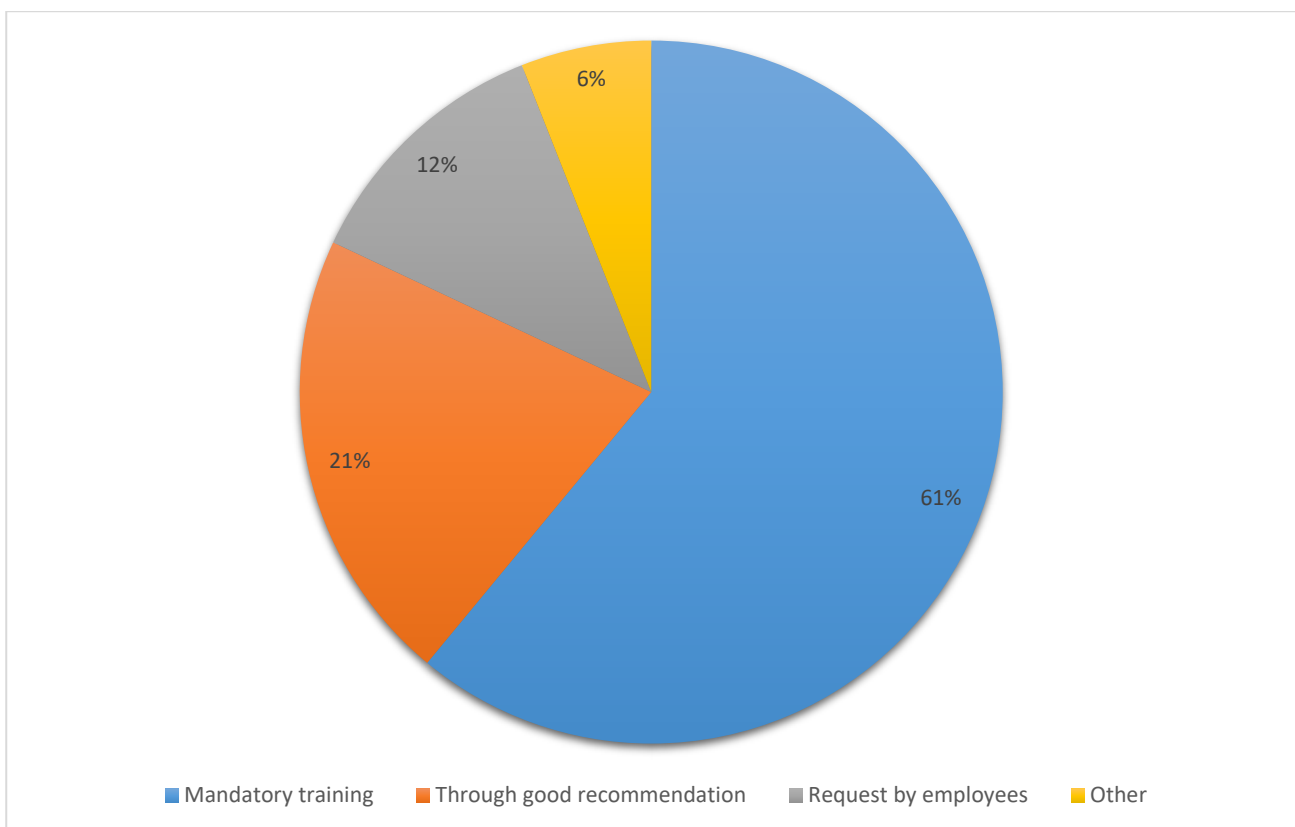


FIGURE 13. Selection criteria for training

The quality of the latest training in the organization was being accessed. Question eight of the online survey focuses on the quality of the training in terms of it being poor, very poor, very good and excellent. Figure 14 below gives a representation of the findings. From the responses collected, there were no responses to the training being poor and very poor. However, 39% or 13 agreed that the training was good, 52% or 17 agreed that the latest training was very good and 9% or 3 of the respondents agreed that they received excellent training. In addition, it can be interpreted that the quality of the latest training was relatively good.

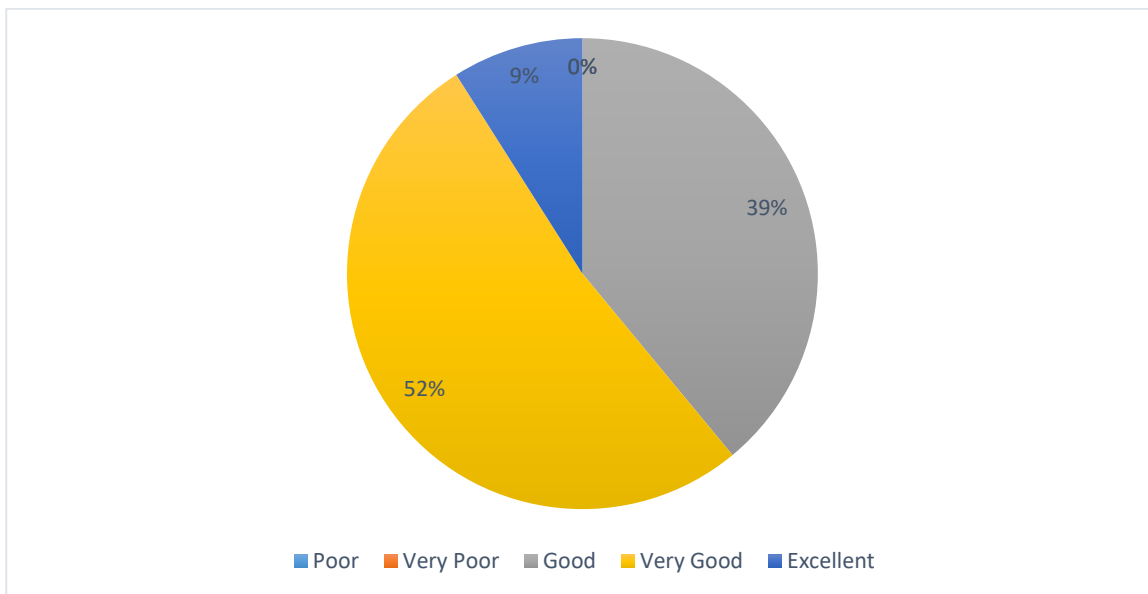


FIGURE 14. Quality of training sessions

Delivery methods of trainings come in different forms in which they are being organized. The options that were suitable in the online survey were lectures, group discussions, coaching, presentations, case study, apprenticeships, simulation exercises, online learning and other option which might not be stated in the questionnaire. Question 9 accesses the different training sessions that employees undergo in Company X. From the results, 51.5% or 17 the employee partook in group discussion, and 47% of the employees accept that the training sessions are organized through lectures. Also, 39.4% or 13 of the employees take part in online training sessions 36.4% or 12 of the employees undergo coaching. However, 36.4% or 12 of the respondents also undergo presentations, and 18.2% or 6 of the employees engage in case study, 18.2% or 6 of the employees also engage in being apprentices, 12.1% or 4 engage in simulation exercises, and 3% or 1 of the respondents engage in other training sessions. However, it can be interpreted that most of the employees undergo group discussion as a method of training. In Company X, there are both methods of training which are on-the -job training and off-the-job training.

Figure 15 below shows the representation of the findings of the different training delivery sessions held in Company X.

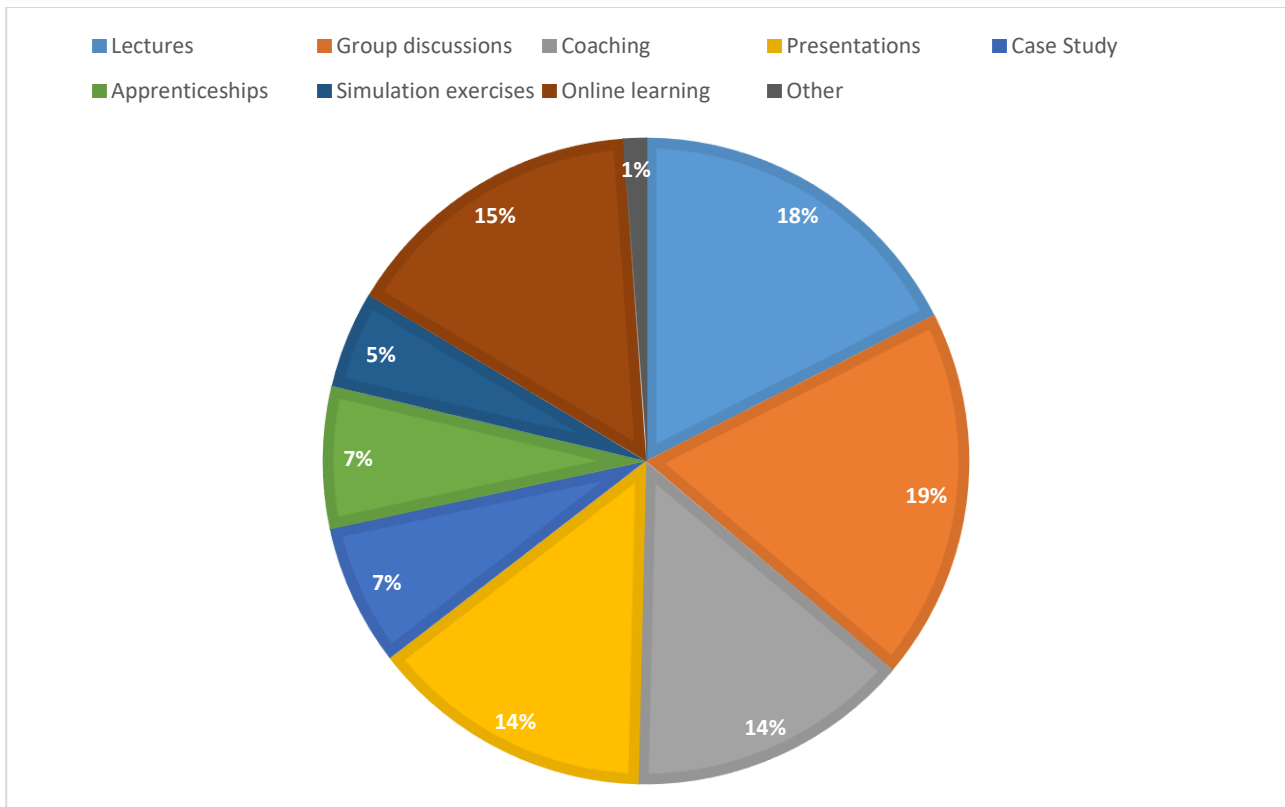


FIGURE 15. Training delivery methods

Question ten examined to know if the latest training delivery method that employees had undergone was in line with their style of learning. From the results obtained, it indicates that the organization takes the style of learning of the employees into consideration. Out of a total of 33 responses received, 100% of the respondents agree that the latest training delivery method suits their style of learning.

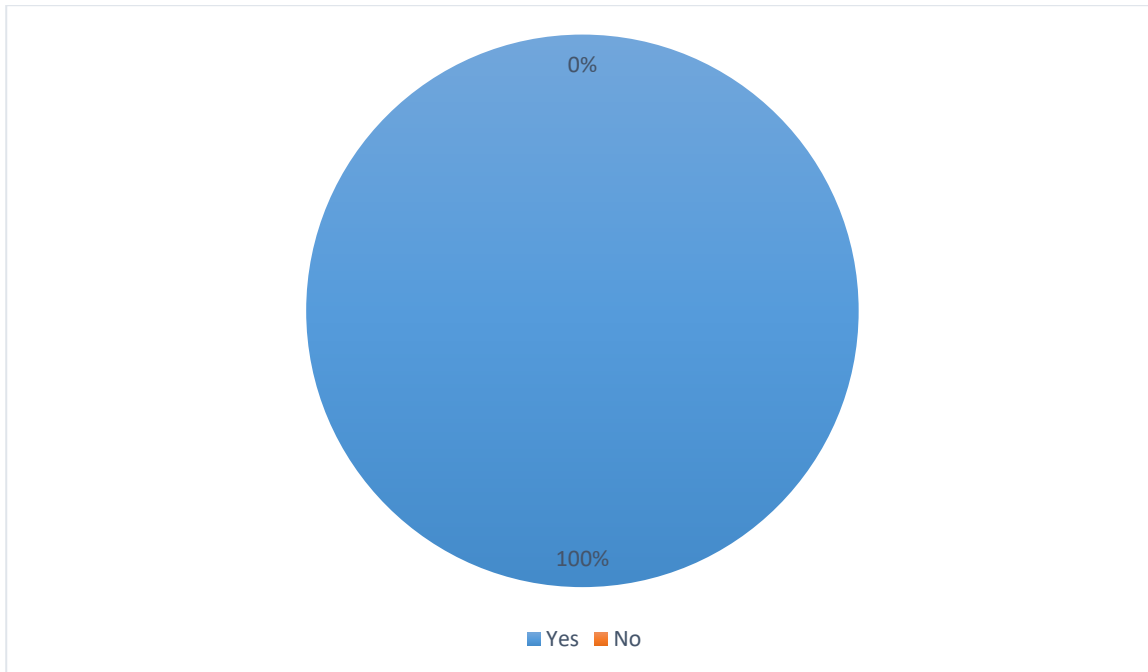


FIGURE 16. Alignment of delivery method with style of learning

Question eleven sought out to focus on the new skills and competencies gained by the respondent after having undergone the latest training. Question eleven of the questionnaires focused on asking the respondents if they learnt anything new from the latest training in the organization. According to the responses received, 97% or 31 of the respondents agreed that they learnt something new from the training session. There were no responses that disagreed with the statement. However, 3% or 2 of the respondents were not sure if they learnt something or not.

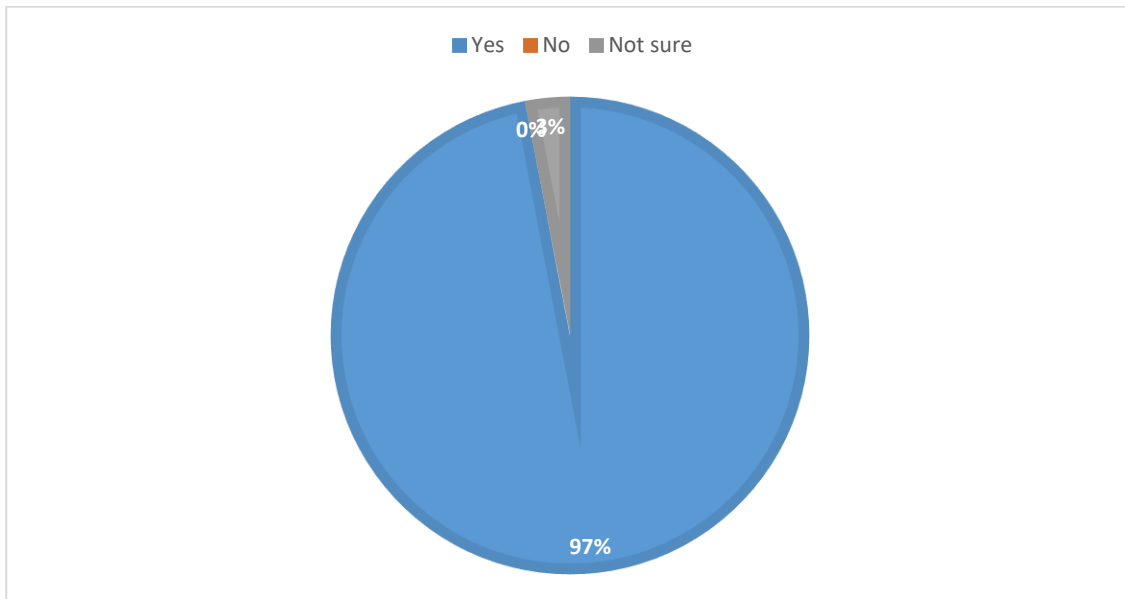


FIGURE 17 Acquisition of new skills

Furthermore, question twelve of the online survey was to investigate if the latest training in the organization met the expectations of the employees. The results indicated that 93% or 30 of the respondents agreed that the training did meet their expectation and no respondents had disagreed to this assertion. 7% or 3 of the respondents agreed to being neutral. It can be justified that the latest training organized by Company X met the expectations of the employees.

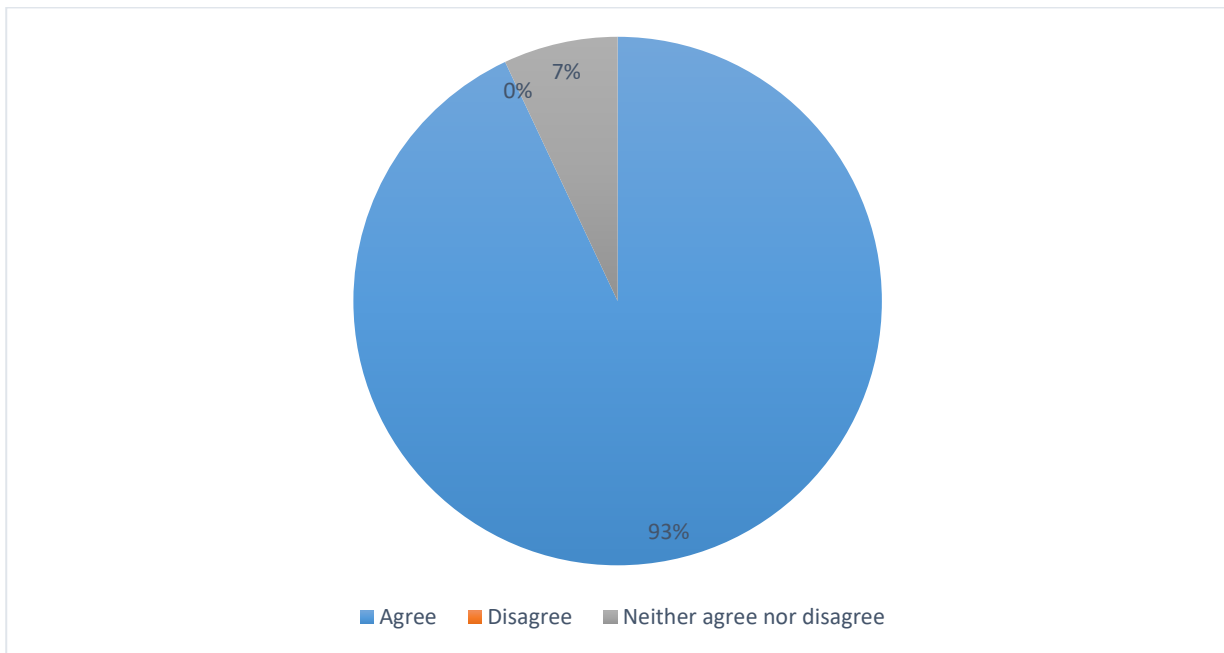


FIGURE 18. Training expectations

A characteristic of an effective training is that it should be educative and transform the individual undergoing the training. Question thirteen sought to find out if the latest training program was education and interactive. 96.9% or 31 of the respondents agreed that the training program was educative and interactive and 3.1% or 2 neither agreed nor disagreed. There were no disagreements to this question in the online survey.

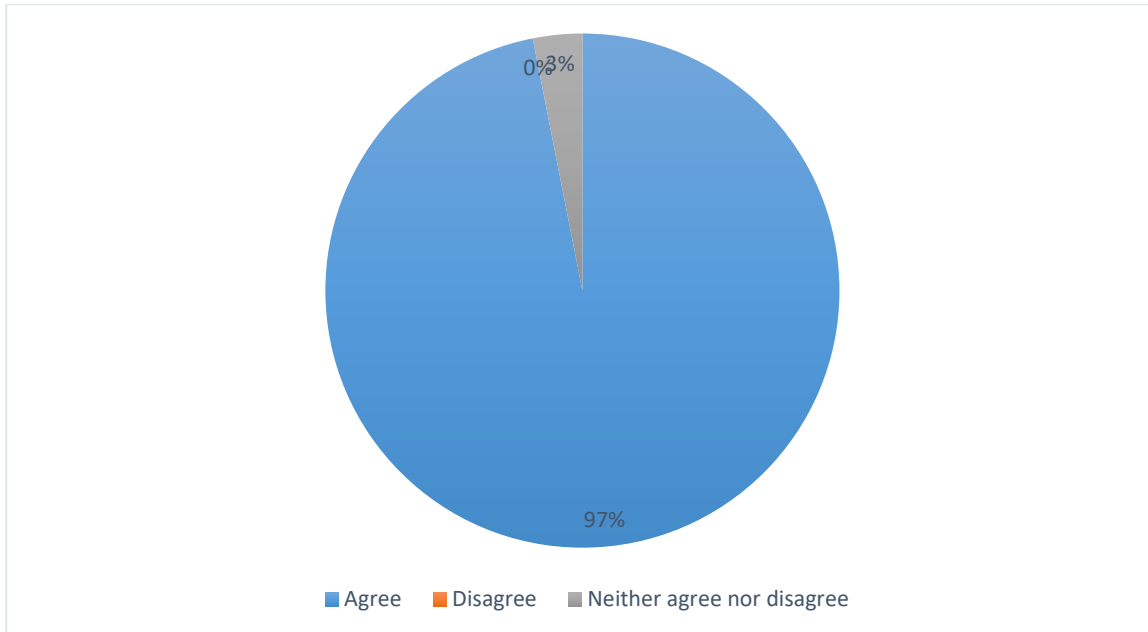


FIGURE 19. Representation of how interactive and educative the training sessions

Another aspect of assessing the effectiveness of the training was to examine the professional performance of the trainer. The trainer performance can define as how the training objectives can be communicated to the trainees, how easy and understandable the content of the training is to the trainees and the trainer is able to engage the audience to make the training educative and interactive. Question fourteen focused on the professional skills of the trainer. From the results, 46.9% or 15 of the respondents rate the professional skills of the trainer satisfactory, 34.4% or 11 of the respondents rate the trainer very good and lastly 18.7% or 6 of the respondents rate the professional skills outstanding. Figure 20 below shows the results obtained from assessing the professional skills of the examiner.

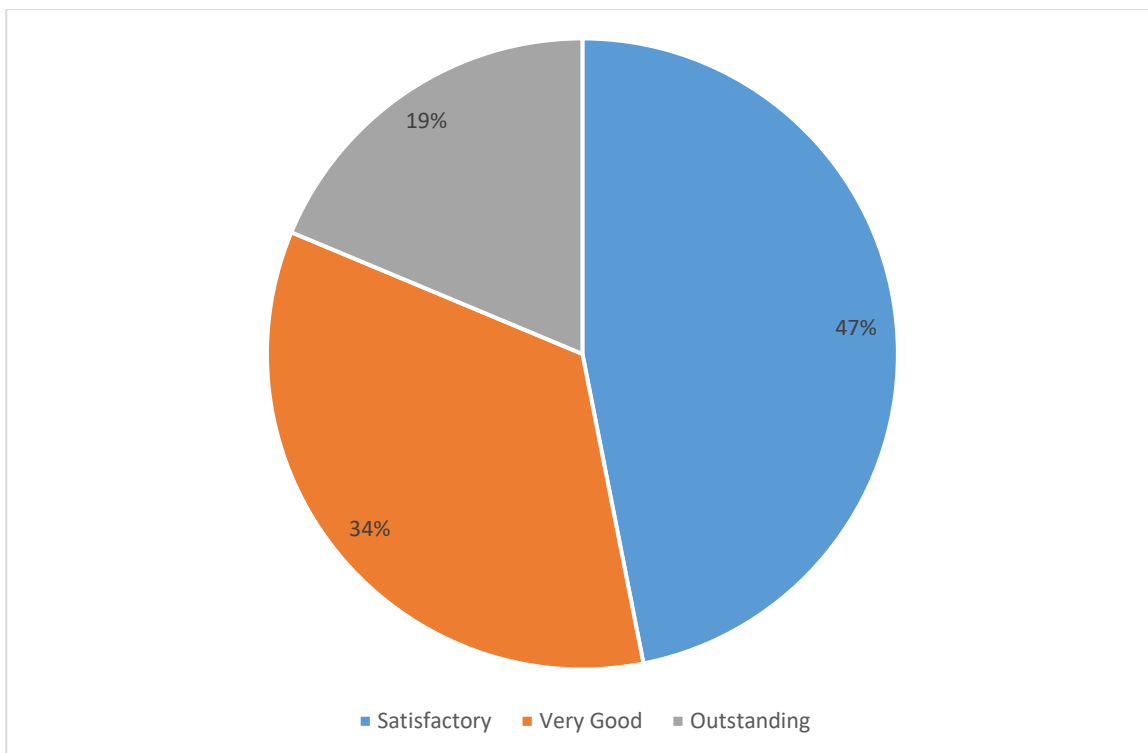


FIGURE 20. Representation of professional skills of the trainer

Question fifteen of the survey investigated if the objectives of the latest training objectives were clearly defined to the trainees. 87.1% or 28 of the respondents agreed that the objectives were clearly defined, 6.4% or 2 disagreed that the training objectives were clearly defined and 6.4% or 2 of the respondents also maintained a neutrality. Figure 21 below shows the chart for the responses obtained accessing how the training objectives are defined.

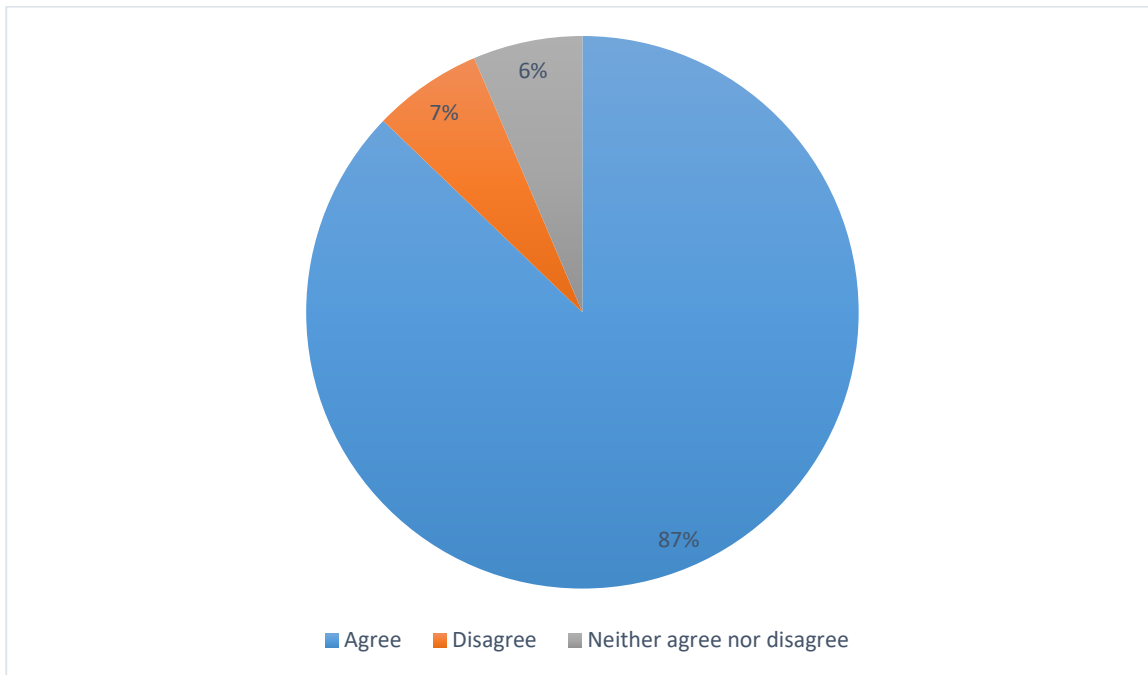


FIGURE 21. Definition of training objectives to trainees

Question sixteen of the questionnaires was set out to investigate the relevance of the latest training to the job requirements. According to the results obtained, 66.7% or 22 of the respondents accepted the training to be important to their job requirements, 24.2% or 8 consider the training to be very important, 9.1% or 3 of the respondents were not sure whether it was relevant or not to the requirement of their jobs. Figure 22 below shows the chart for the responses received.

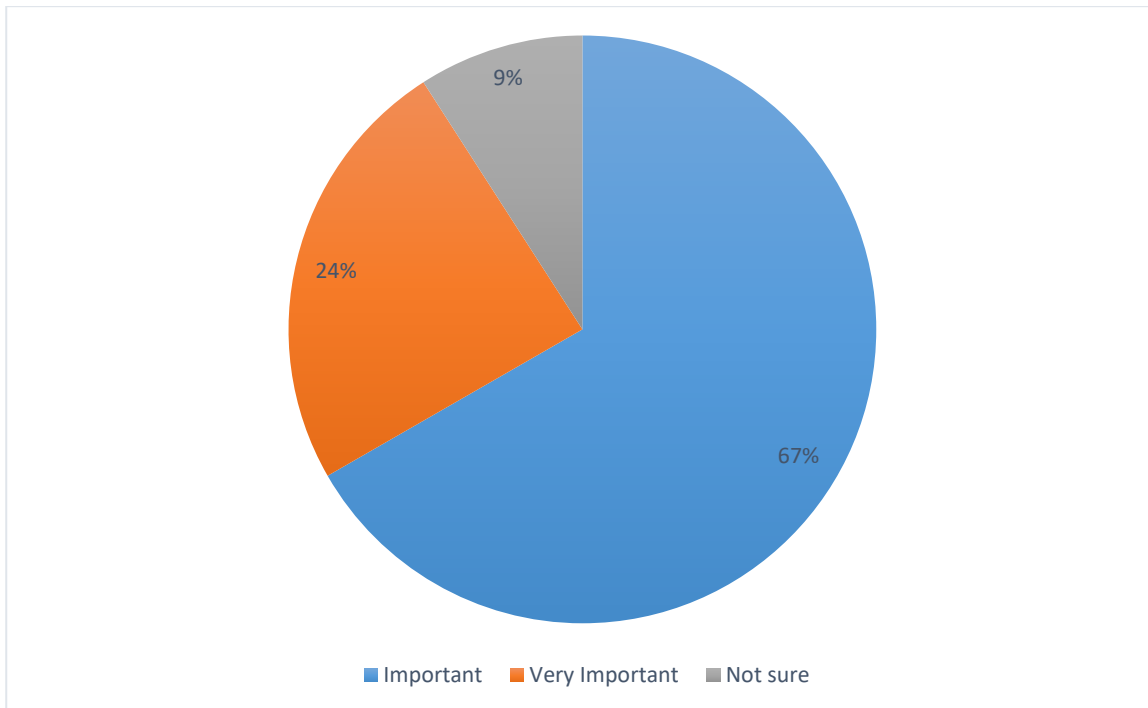


FIGURE 22. Relevance of training to job requirement

The next question examined if the training materials provided were easy to read and follow up. Training materials should be such that they can be easy to understand and read by the trainee irrespective of their educational background. 97.1% or 32 of the respondents agreed that the training materials were easy to read and follow up and 2.9% or 1 of the respondents neither agreed nor disagreed. Figure 23 below shows the results obtained.

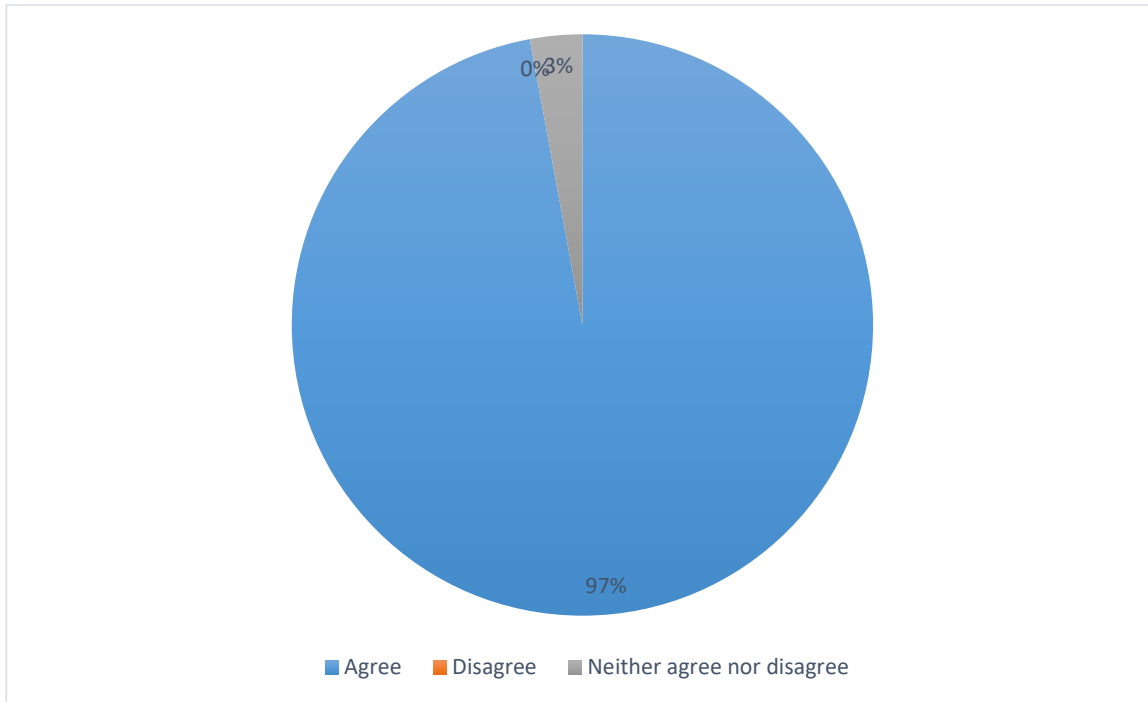


FIGURE 23. Training materials

Question eighteen evaluated the relevance of the latest training to the employee's performance in the organization. From the results obtained, 100% or 33 of the respondents agree that the training program has improved their job performances in Company X.

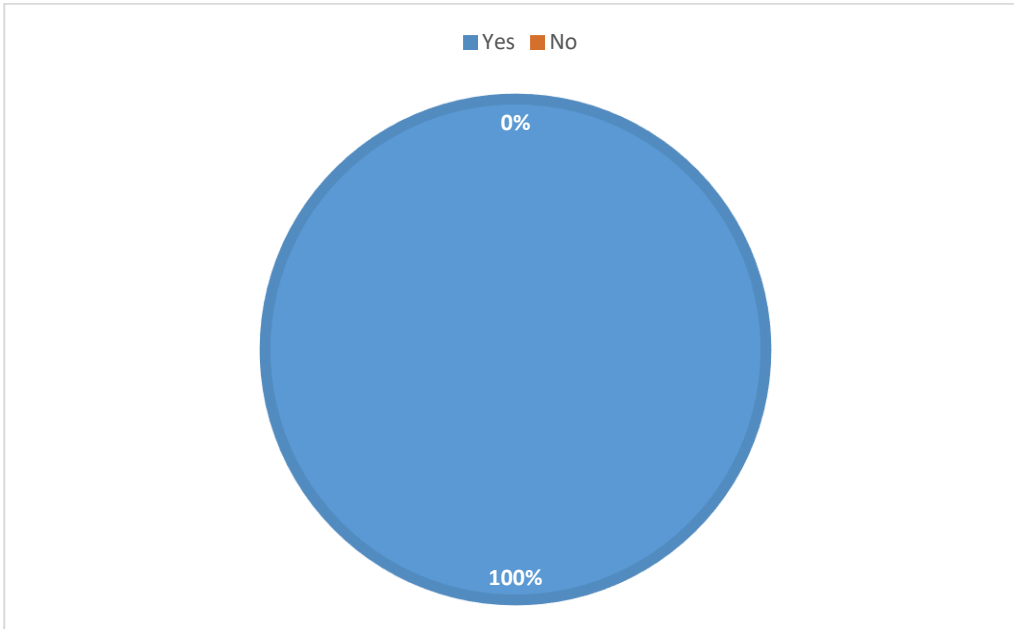


FIGURE 24. Relevance of training to job performance

Question 19 was an opinion-based question seeking to know how the training program can be improved in Company X. The results obtained will be given as a recommendation to the commissioner. Lastly, question twenty examined if employees will be able to recommend the training programs offered to their colleagues in the organization based on their experiences. 97% or 32 of the respondents accepted that they would recommend the training sessions to their colleagues and 3% or 1 of the respondents was not sure about this statement. Figure 25 below is a representation of the results if employees are willing to recommend the training they have received to their fellow colleagues.

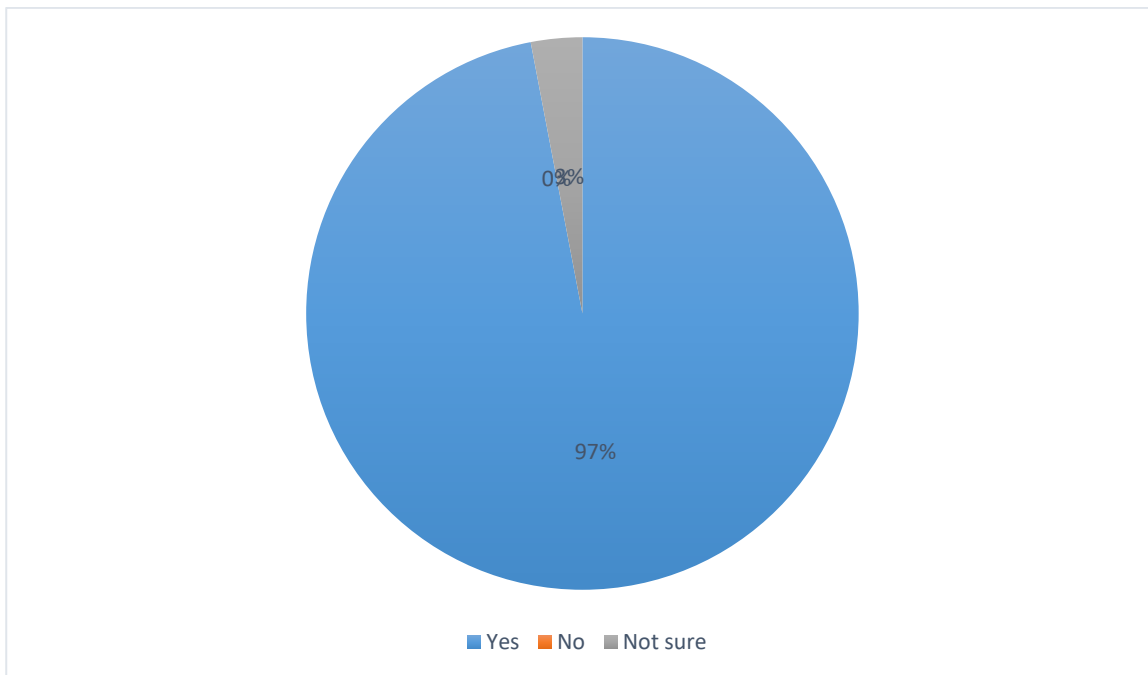


FIGURE 25. Employee recommendation of training

6 CONCLUSION AND RECOMMENDATION TO COMMISSIONER

Training can be very expensive and requires a lot of effort, financial resources, and time in an organization. The results shows that the commissioning company has been putting in a lot of efforts with regards to employee training. When an organisation invests into employee training, the impact is seen with regards to how employees are able to meet up with the organisation targets and other benefits as well. The suggestions which are stated below will be given to the commissioning company with regards to the analysis of results. However, employee training should be prioritised in Company X since it enhances employee skills, there is improvement in job performance and employees have the confidence to complete the given tasks. However, the survey results indicate that Company X has an outstanding commitment to training and development.

The needs of employee with regards to training should be taken into consideration. Training needs analysis gives the organization a clear idea of what competencies and skills are required to keep the company ahead in the job market, and which of them are not available which may hinder the success of the organization in the future. Training needs analysis allow the organization to create training programs based on facts. This is essential in the sense that, the organization do not create training programs which is irrelevant to the employees, and it wastes a lot of money. Training needs analysis gives chance to the employee to achieve their goals, boosts up the success pace of an organization and it ensures that employees are ready for change. The results of the online survey on Webropol do not indicate a mismatch since the majority of the employees agree that the training method was in line with their style of learning. To prevent future consequences, needs assessment should always be done before implementing training programs considering the future goals of the organization as a whole.

Based on the results suggested by employees, the time frame set for training was shorter than expected. The respondents said that the time that was allocated for training was short and they need more hours of training. A training schedule needs to be created and planned thoroughly. It is important because there needs to be a balance between meeting the training objectives and minimizing disrupting working hours. Several factors should be taken into consideration when allocating time resources for training programs. Learning styles is one of the factors. Employees have different approaches to learning and methods of training. The results of the survey indicated that the training methods of the training have being delivered according to their style of learning.

From one of the open-ended questions in the survey, one respondent suggested that modern technological tools should be adopted for training purposes. I recommend that technology should be incorporated into training programs. Technology is highly advancing the world and the job markets and training organizations are shifting from traditional forms to online learning. The use of technological resources enhances the effectiveness of training programs in organizations. People have been exposed to the digital environment, which is very accessible, flexible, and engaging. The availability of digital training materials makes the content easy to understand for employees. The training materials should be accessible and even offline so that employees can access their devices. I would like to suggest to the commissioner that digital training resources also play a vital role in the understanding of the content. There can be a website specifically for training programs that employees can locate all the resources for training. It could be in the form of pictures and videos. Furthermore, the survey results give the justification that Company X benefits from the training as there is improvement in the job performance of the employees. The organization should show more commitment to training and to keep developing its employees to continue having more benefits from training programs.

This study was aimed at analysing employee training in Company X. The study focus was on whether Company X had employee training programs, the delivery methods, and the effectiveness of the training methods. To have a better understanding of the role of employee training in this organization, the researcher focused on how employee training highly influences the success of the organization.

The online survey analysed the demographic distribution of the respondents, which includes the gender, highest educational background obtained, the age range, the departments of the respondents in the organization and also the duration of employment, delivery methods of training and how effective the training programs are in the organisation. The results indicate that Company X has an effective training program for its employees. Both employees and organizations benefit from the effective training methods.

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APPENDIX 1/1

I am inviting you to participate in a voluntary study focused on evaluating the training provided for employees in this company. This survey is included in my final thesis. I am studying for a bachelor's degree in business administration, Business Management in Centria University of Applied Sciences. This survey is intended for academic purposes so that I can be awarded a degree in Business Management. All information provided in this survey will be confidential and no personal information shall be disclosed. Your participation is highly appreciated. Your participation will bring valuable results which will be beneficial to this organization. If you have any questions, please contact nana.essuman@centria.fi.

1. What is your gender?
 - A. Male
 - B. Female
 - C. Other

2. What is your age group?
 - A. 21-30
 - B. 31-40
 - C. 41-50
 - D. 51 and above

3. What is the highest educational background you have attained?
 - A. Secondary school
 - B. Vocational Certificate
 - C. Bachelor's Degree
 - D. Master's degree
 - E. PhD
 - F. Other

4. Which of these departments do you belong to?
 - A. Customer Service
 - B. Service technicians
 - C. Management
 - D. Other

5. How long have you worked for this organization?
 - A. 1-4years
 - B. 5-10years
 - C. 11-15years
 - D. 16years and above

6. How often do you undergo training in this organization?
 - A. Once a month

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- B. Every three months
 - C. Every six months
 - D. Once a year
 - E. More seldomly than once a year
7. What is the selection criteria for training in this company?
- A. Mandatory
 - B. Request by employees
 - C. Through good recommendation
 - D. Other
8. How would you rate the quality of the latest training?
- A. Very poor
 - B. Poor
 - C. Good
 - D. Very good
 - E. Excellent
9. Which of these methods were the training sessions organized? One or more options can be selected.
- A. Lectures
 - B. Group discussions
 - C. Coaching
 - D. Presentations
 - E. Case study
 - F. Apprenticeships
 - G. Simulation exercises
 - H. Other
10. Was the latest training delivery method in line with your style of learning?
- A. Yes
 - B. No
11. Did you learn anything new?
- A. Yes
 - B. No
 - C. Not sure
12. Did the latest training meet your expectations?
- A. Agree
 - B. Disagree
 - C. Neither agree nor disagree

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13. Was the training program educative and interactive?
- A. Agree
 - B. Disagree
 - C. Neither agree nor disagree
14. How would you rate the professional skills of the instructor?
- A. Poor
 - B. Very poor
 - C. Satisfactory
 - D. Very good
 - E. Outstanding
15. Were the training objectives clearly defined?
- A. Agree
 - B. Disagree
 - C. Neither agree nor disagree
16. How important was the latest training received to your job requirements?
- A. Not important
 - B. Not sure
 - C. Important
 - D. Very important
17. Were the training materials easy to read and follow up?
- A. Agree
 - B. Strongly agree
 - C. Neutral
 - D. Disagree
 - E. Strongly disagree
18. Do you think the latest training improved your job performance?
- A. Yes
 - B. No
19. In your opinion, how can the training offered be improved?
20. Would you recommend the training provided by your organization to your colleagues?
- A. Yes
 - B. No