CHAPTER TWO

CHAPTER TWO

LITERATURE REVIEW

The literature review will focus into four important areas, which is related to this study. The areas are; the important of training, approaches for effective training, method or models to measures effective training, and measures of managing job performance. At the end of it, how this literatures assists into this study is to be highlighted.

WHAT IS TRAINING?

Education is the formal part of learning that takes place in a classroom setting, whereas training means the entire learning process devoted to achieve proficiency (Henry Pratt J, 1990). Training as been defined by United Kingdom Department of Employment, as systematic development of attitude, knowledge and skill behavior patterns required by an individual in order to perform adequately a given task or job. In the general term, training is designed to improve employee on the job performance, while education is broader in scope, it is less practical and centers more on the individual than does organization (Potter J. Heath, 1998). According to Richardson Helen (2001) training is on-going thing in addition to the formal process (attending formal courses) that may not be effective in relation to his job description. As quoted by Tall Susan H & Hall Laura J (1998), training can provide employees with the ability to express their needs and communicate more effectively in a team environment. It also will boost their self-confidence, self-esteem and feeling of camaraderie.

Kenneth N. Wexley & Gary P. Latham (2002) feels that any training will; (1) improve an individual's level of self-awareness, (2) increase an individual's skill in one or more areas of expertise, and (3) increase an individual's motivation

to perform his or her job well. These showed that training played an important part to the success and failure of each organization, as mentioned by Messmer Max (2002) a highly skilled, well-trained workforce is critical to the success of any business. Employees who continually sharpen their knowledge and abilities are able to bring a fresh perspective to the organization and offer creative business solution. Nonetheless, the top management must be fully committed in providing training to his staff to increase their knowledge, skills and attitude. As been supported by Greene J. Ross (2002) training should be a top down commitment. Without management attendance and ongoing reinforcement, the message is that training is valueless. Training can change behavior and the true measures are whether the skills learned are transferable and can be easily implemented, reinforced and measures – long after trainer have left.

APPROACHES FOR EFFECTIVE TRAINING

According to Holmes Todd J (1999), effective training improves the performance of individual and the organization, and it is known as performance based instruction. It is an organization and learner centered which improves performance of individual and add value to the skill set of the learner and to the bottom line of the organization. Melvin Sheila (1996) suggested that in order to conduct effective training, it should involve; a well formulated training policy, prepared participants, follow-up evaluations, repetition of basic tenets and accurate training records. She believes that a good training policy can help attract and retain skilled workers as well as improve company productivity and morale. As been stated by Robotham George (2001) there are six steps in ensuring effective training; (1) pin point training needs, (2) set training objective, (3) decide how to best meet the specific objective, (4) secure/develop the program, (5) conduct training, and (6) evaluate training. He also suggested that to determine whether or not training is effective, every organization must answer

14

three questions; Did trainees learn the course content? Do they apply training on the job?, and Does the training make a difference?
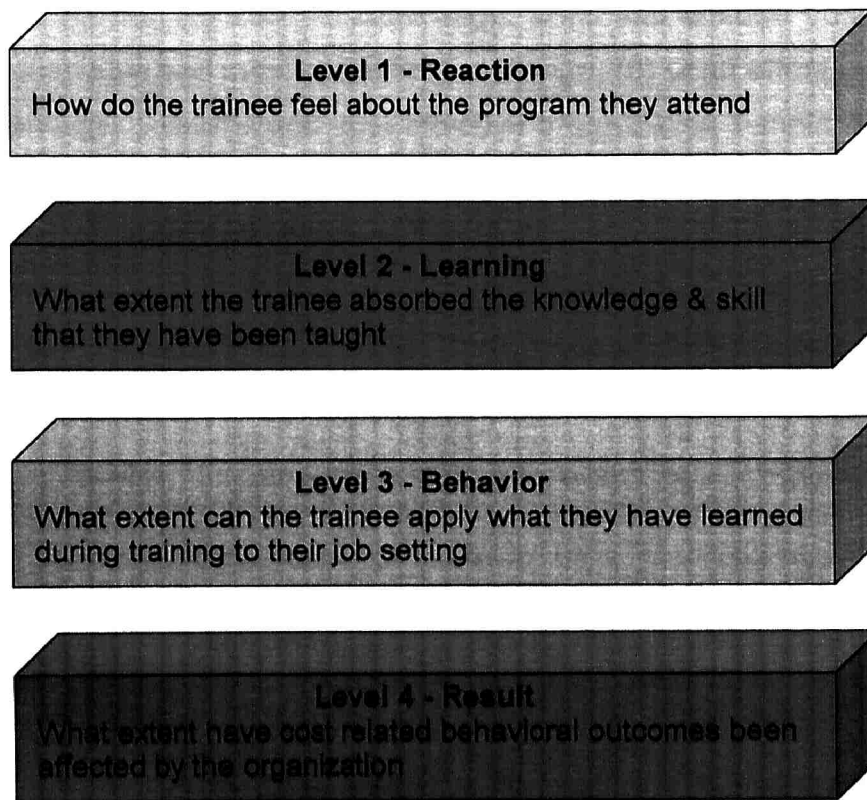
However, the study by Franklin Harriet (1999) feel that to ensure effective training, training should focus on performance not on the job and combines it with the necessary knowledge and skills of the actual performance. Therefore at the end of the training, the trainees will complete the training with; high sense of value of what they have learned, high competence in their ability to perform the task for which they were trained, and high level of confidence in themselves. A study by Hollingshead Andrea B (1998) based on the survey by Baldwin and Ford (1988), the effectiveness of various training is contingent on team and individual competencies, task requirement, and features of the work environment. They found that several aspects of training program design facilitated positive transfer of knowledge, skills and attitudes from the training context to the job.

HOW TO MEASURES EFFECTIVE TRAINING

The effectiveness of training can be measures using Kirkpatrick's taxonomy of measures; reaction, learning, behavioral, and results Donald L Kirkpatrick, 1998). The Kirkpatrick model is shown on Figure 3.

The American Society of Training and Development Benchmarking Service used the Kirkpatrick model on their research in 1998 towards 501 organizations. The findings shows that 77% used reaction measures, 36% learning measures, 15% behavior, and 8% used results method. Radzi Tajuddin (1999) stated that a research at Bank Negara Malaysia by Yip Lai Yok (1997) using similar approach from level 1 to level 3. Level 4 was no conducted due to the difficulty in collecting data.

15

Figure 3.   Kirkpatrick's Evaluation Model

Level 1 - Reaction
How do the trainee feel about the program they attend

Level 2 - Learning
What extent the trainee absorbed the knowledge & skill
that they have been taught

Level 3 - Behavior
What extent can the trainee apply what they have learned
during training to their job setting

Level 4 - Result
What extent have cost related behavioral outcomes been
affected by the organization

Source: Kenneth N. Wexley & Gary P. Latham, Developing and Training Human Resources in Organizations, 3rd Edition, Prentice Hall, 2002

The research resulted positive outcome and the course objective have been meet. The other method to measure effective training is using the process known as Training Impact Assessment (TIA), which merely a 'case study' approach of evaluation. This method is suggested by L. Coffman (1990) and was quoted by Kenneth N. Wexley & Gary P. Latham (2002).

According to Mann Sand & Robertson Ivan (1996) a study by Brinkerhoff (1988), show that the evaluation towards training serve as diagnostic technique to permit the revision of programmes to meet the large number of goals and objectives. He further suggested that good evaluation should; (1) aimed at

16

important and worthwhile organization goal, (2) operates smoothly and effectively enjoyed by participants, (3) achieve knowledge, skills and attitude objective, (4) uses the best available and most cost effective design, (5) used effectively on the job, and (6) provides valuable and cost effective organization benefit. Donald J. Ford (1999) suggested the Instructional System Design or it is known by its acronym, the ADDIE model as shown on Figure 4.

Figure 4.   Instructional System Design (or ADDIE) Model

Analyze ⟶ Design ⟶ Develop ⟶ Implement ⟶ Evaluate
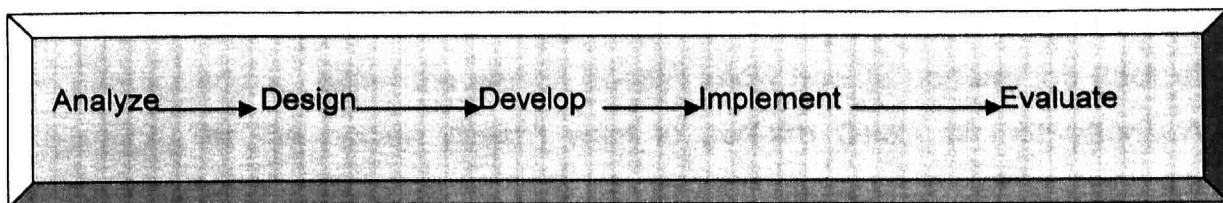
Source: Donald J. Ford, Bottom-Line Training, Gulf Publishing Company, 1999.

The ADDIE model is quite similar to Kirkpatrick's model, however the evaluation process of effective training was further break down into three areas, namely; evaluating reactions and learning, evaluating the transfer of training, and evaluating the results of training. In the first area, the evaluating reactions by using the survey distributed at the end of training, focus group and word of mouth. Whereas to evaluate the learning using the standardized test, criterion-reference test, learning contracts, self-assessment, class quizzes, games and homework assignments. In evaluating the transfer of training, Ford suggested the job climate must support the behavior change. The supervisor must actively support the application of skill learned in training by coach the employee, provide feedback, reward and take corrective actions if employee fail to apply it. The starting point to evaluate the results of training, by framed the training objectives as statements of skills and tasks that the learners will be able to perform upon completion of training. The better performance will then impact results like productivity, quality, reliability, customer service and sales.

17

MANAGING JOB PERFORMANCE

It is important to ensure that the employee should be able to perform his job function better upon completed his training. This would help the employee to perform his existing job skills more efficient and effective by applying new knowledge and skills. At the same time, it will also exhibit his new attitudes or change old attitudes about performance. According to Donald J. Ford (1999), Bob Mager & Peter Pipe (1970) introduced the performance analysis model to analyze work performance. Their study found that the performance problem have two primary origins; either the person doesn't know how to perform job (lack of knowledge), or the person doesn't want to perform (lacks of motivation). A person who lacks knowledge will also lack of motivation, since performing a job without knowledge will leads poor results and lack of motivation to continue.

Therefore, Mager & Pipe suggest that feedback on their skill problem and coaching would help them to achieve the job standard. They also suggested that, to motivate employee to perform unpleasant tasks, make the task unpleasant, or increase rewards. The Rumbler Organization System Model as mentioned by Ford, linked training to performance outcomes. He also considers both training and non-training causes of performance problems of the employees.

Donald J. Ford further highlighted the theory and techniques of human performance technology (HPT). The HPT is to address performance issues in the workplace. There were two models of Human Performance Technology presented by Ford, Rosenberg & Deterline (1992) and Richard Clarke (1995). The earlier model consists of five stages; (1) performance analysis, (2) cause analysis, (3) intervention selection, (4) change management, and (5) evaluation. This model is to identify gaps between actual performance and desired performance.

18

Figure 5.   Clark's Human Performance Technology Intervention Model
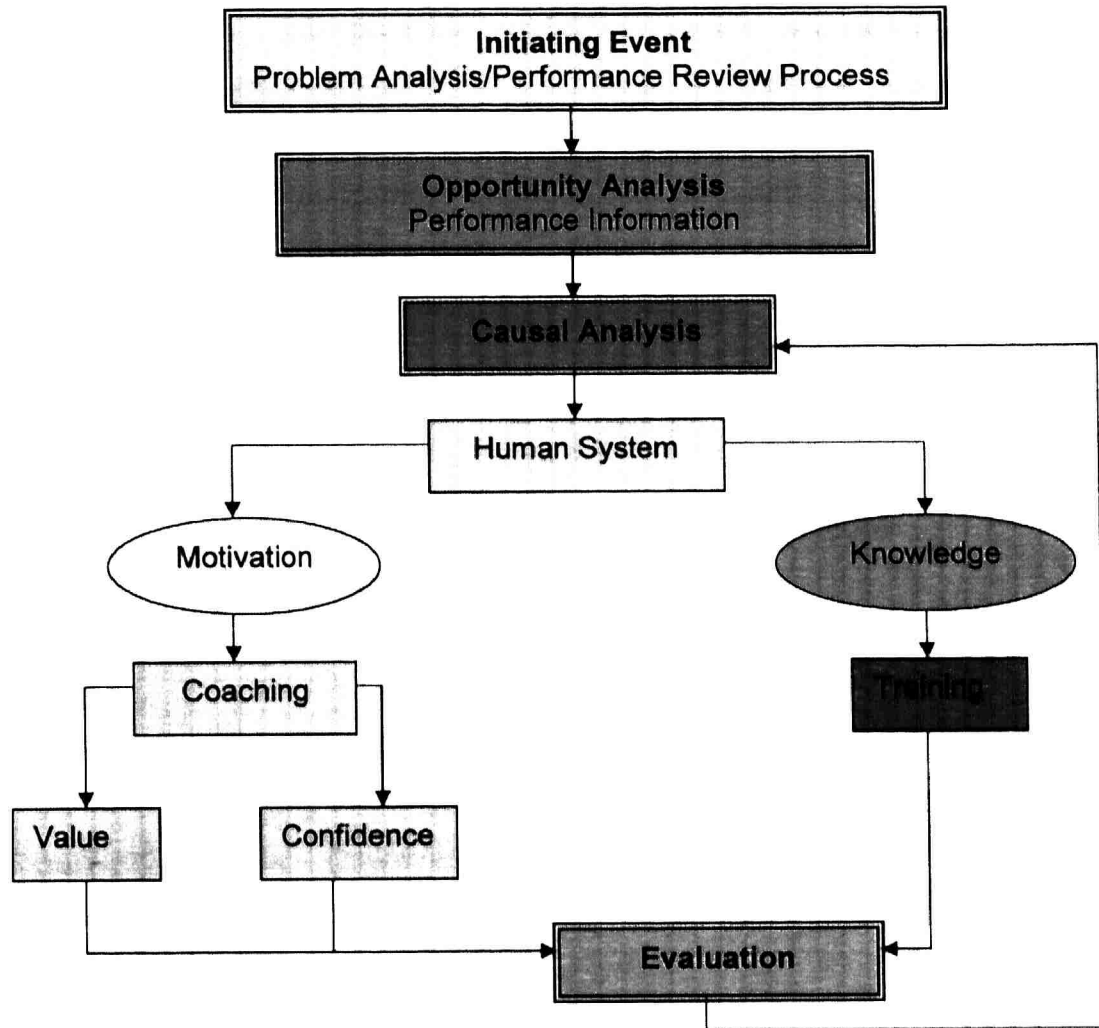

Source: Donald J. Ford, Bottom-Line Training, Gulf Publishing Company, 1999

Among the areas that caused the performance problems such as; lack of incentives or rewards for good performance, lack of resources, tools, equipments to enable good performance, an environment that does not reinforce good performance, individual lack of capacity to perform up to standards, lack of motivation to perform, and lack of knowledge and skill needed to perform. Model initiated by Clark also consists of five phases; (1) initiating events, (2) opportunity analysis, (3) causal analysis, human system, and (5) evaluation. The crux of the

19

analysis is at the causal analysis where the process of isolating symptoms took place. It assigned to two possible roots; motivation and knowledge. He suggested that knowledge is the main contributor to a performance problem, follow by motivation of performers, which regards to the value and confidence. Value means, how much performers engaged and committed to the tasks they perform, while confidence of the amount effort they are likely to expend. Figure 5 shows the model formulated by Clark's.

Figure 6.   Kathleen Guinn's Performance Management Model
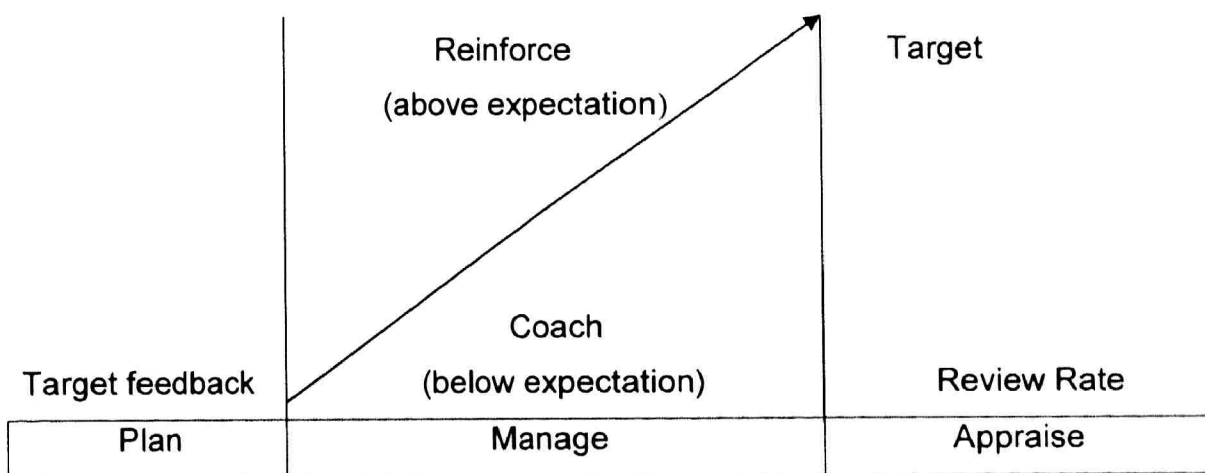
Source: Zuraidah Omar, Managing Performance in Malaysian Organization, Mc Graw Hill, 2001.

At the individual level, performance management essentially involves establishing goals for employee, reinforcing his behaviors if he is on target, counseling him if he is not, reviewing and rating his performance and taking appropriate measures depending on the outcome of the review. This is part of the performance model suggested by Kathleen Guinn (1987) as stated by Zuraidah Omar (2001) and shown on Figure 6.

According to Zuraidah, an organization cannot afford to have non-performance employee or 'deadwood' and they are no longer an asset but become liability. She suggested that to improve it, by coaching and provide feedback. Coaching can be done by being observant and sensitive to the needs of employee, take responsibility together, and being analytical and give constructive comments. Whereas without the feedback, an employee will not aware of his level of performance, and where the corrective measures should take place.

CONCLUSION

The above-mentioned literatures are quite useful to our subsequent study on the effectiveness of clerical training. They prove that training is an important element to the success and failure for each organization. In the Army, training sometimes referred to as welfare to the soldiers. By sending them for training, it will improve the clerks in acquiring or enhancing their knowledge and skills to perform their task more effectively. Secondly, it will give some insight on the possible steps and stages in improving the clerical training.

Currently, the Army is using the SATS approach in measuring the effective of training. Nonetheless, the Kirkpatrick's and ADDIE model will provide additional tools in measuring the effectiveness of clerical training. The ADDIE model is more powerful where it goes deeper in judging whether the training has some barring to the employee job function. The most important aspects, which are rarely studied in the military units is managing employee performance. The soldiers currently are assess annually based on the requirement of performance appraisal for 'SSB'. Therefore it is felt that Clark's Human Performance Technology model and Kathleen Guinn's Performance Management model may be applied in to the organization to improve the non-performance clerks and soldiers as a whole.

21