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## A study of importance of training in the holistic development of employees working efficiency

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### Abstract

Training is necessary for an organization's success. A trainer can encounter conflict from both employees and managers. Both groups may assert that training is taking them away from their work. However, a trainer can struggle this by representative that training is essentially a crucial part of employees' and managers' work. Employee Training is essential and crucial because it: Educates workers about the efficient use of technology; Ensures competitive edge in the market; Promotes safety and health among employees; Creates opportunities for career growth and personal development, an significant factor in retaining workers; Helps employers observe with laws and regulations; and Improves efficiency and prosperity. The aim of this paper is to study and explore the impact and importance of training on employee's efficiency.

**Keywords:** Holistic Development, Employees Working Efficiency, Personal Growth

### Introduction

Training and development is vital part of the human resource development. It is assuming ever important role in wake of the advancement of technology which has resulted in ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs. It is also become more important globally in order to prepare workers for new jobs. In the current write up, we will focus more on the emerging need of training and development, its implications upon individuals and the employers.

Noted management author Peter Drucker said that the fastest growing industry would be training and development as a result of replacement of industrial workers with knowledge workers. In United States, for example, according to one estimate technology is de-skilling 75 % of the population. This is true for the developing nations and for those who are on the threshold of development. In Japan for example, with increasing number of women joining traditionally male jobs, training is required not only to impart necessary job skills but also for preparing them for the physically demanding jobs.

### The need for Training and Development

Before we say that technology is responsible for increased need of training inputs to employees, it is important to understand that there are other factors too that contribute to the latter. Training is also necessary for the individual development and progress of the employee, which motivates him to work for a certain organisation apart from just money. We also require training update employees of the market trends, the change in the employment policies and other things.

The following are the two biggest factors that contribute to the increased need to training and development in organisations:

#### 1. Change

The word change encapsulates almost everything. It is one of the biggest factors that contribute to the need of training and development. There is in fact a direct relationship between the two. Change leads to the need for training and development and training and development leads to individual and organisational change, and the cycle goes on and on. More specifically it is the technology that is driving the need; changing the way how businesses function, compete and deliver.

#### 2. Development

It is again one the strong reasons for training and development becoming all the more important.

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Money is not the sole motivator at work and this is especially very true for the 21st century. People who work with organisations seek more than just employment out of their work; they look at holistic development of self. Spirituality and self-awareness for example are gaining momentum world over. People seek happiness at jobs which may not be possible unless an individual is aware of the self. At ford, for example, an individual can enrol himself / herself in a course on 'self-awareness', which apparently seems inconsequential to ones performance at work but contributes to the spiritual well-being of an individual which is all the more important.

The critical question however remains the implications and the contribution of training and development to the bottom line of organisations performance. To assume a leadership position in the market space, an organisation will need to emphasise on the kind of programs they use to improvise performance and productivity and not just how much they simply spend on learning!

Most organisations look at training and development as an integral part of the human resource development activity. The turn of the century has seen increased focus on the same in organisations globally. Many organisations have mandated training hours per year for employees keeping in consideration the fact that technology is deskilling the employees at a very fast rate.

Technically training involves change in attitude, skills or knowledge of a person with the resultant improvement in the behaviour. For training to be effective it has to be a planned activity conducted after a thorough need analysis and target at certain competencies, most important it is to be conducted in a learning atmosphere.

While designing the training program it has to be kept in mind that both the individual goals and organisational goals are kept in mind. Although it may not be entirely possible to ensure a sync, but competencies are chosen in a way that a win-win is created for the employee and the organisation.

Typically organisations prepare their training calendars at the beginning of the financial year where training needs are identified for the employees. This need identification called as 'training need analysis' is a part of the performance appraisal process. After need analysis the number of training hours, along with the training intervention are decided and the same is spread strategically over the next year.

### **Development**

Lots of time training is confused with development, both are different in certain respects yet components of the same system. Development implies opportunities created to help employees grow. It is more of long term or futuristic in nature as opposed to training, which focus on the current job. It also is not limited to the job avenues in the current organisation but may focus on other development aspects also.

At Goodyear, for example, employees are expected to mandatorily attend training program on presentation skills however they are also free to choose a course on 'perspectives in leadership through literature'. Whereas the presentation skills program helps them on job, the literature based program may or may not help them directly.

Similarly many organisations choose certain employees

preferentially for programs to develop them for future positions. This is done on the basis of existing attitude, skills and abilities, knowledge and performance of the employee. Most of the leadership programs tend to be of this nature with a vision of creating and nurturing leaders for tomorrow.

The major difference between training and development therefore is that while training focuses often on the current employee needs or competency gaps, development concerns itself with preparing people for future assignments and responsibilities.

With technology creating more deskilled workers and with industrial workers being replaced by knowledge workers, training and development is at the forefront. The onus is now on the human development department to take a proactive leadership role in responding to training and business needs.

### **Objectives of the Study**

To assess the importance of training needs and skill are augmentation at different levels of employees in the hotel le meridian, New Delhi. The study emphasizes on identification of the competence level of employees and enhancement of skills of operators and managers in the establishment.

### **Research Methodology**

Descriptive research comprises surveys and facts findings enquiries of different types.

### **Hypothesis**

1. There is no association between training needs and enhancement of skills of the manager.
2. There is an association between training needs and enhancement of skills of the manager.
3. There is no association between training needs and enhancement of skills of the front office manager.
4. There is no association between training needs and enhancement of skills of the front office manager.
5. There is no association between training needs and enhancement of skills of the reception clerk.
6. There is an association between training needs and enhancement of skills of the reception clerk.
7. There is no association between training needs and enhancement of skills of the chef concierge.
8. There is an association between training needs and enhancement of skills of the chef concierge.

### **Data Sources**

The present study is based on primary data sources. The primary data were collected through the survey method with the help of a structured questionnaire as a research instrument.

### **Sampling Plan**

The steps involved in developing a sampling plan are

- Universe: Employees in hotel le meridian, New Delhi.
- Sampling Unit: hotel le meridian, New Delhi.
- Sampling Method: Judgmental sampling.
- Sample Size: At each level, 25 samples; a total of 100 respondents.

**Analysis and Results**

**Table 1:** Frequency distribution table of respondents

Variables	Parameters	Total Respondents Mgrs-25		Total Respondents front office manager-25	
		N	%	N	%
Gender	Male	20	80	16	64
	Female	5	20	9	32
Marital status	Married	19	76	16	64
	Unmarried	6	14	9	32
Qualifications	Below Hsc	1	4	10	40
	Graduation	6	24	6	24
	Diploma/ITI	13	52	6	24
	B.Tech./MBA	5	20	3	12
Type of Co.	Private	20	80	19	76
	Government	5	20	6	24
No. of Employees	>10	5	20	4	16
	10 to 50	16	64	16	64
	51 to 200	4	16	5	20

**Table 2:** Frequency distribution table of respondents

Variables	Parameters	Total Respondents reception clerk -25		Total Respondents chef concierge -25	
		N	%	N	%
Gender	Male	22	88	20	80
	Female	3	12	5	20
Marital status	Married	20	80	19	76
	Unmarried	5	20	6	24
Qualifications	Below Hsc	11	44	17	68
	Graduation	3	12	5	20
	Diploma/ITI	8	32	2	8
	B.Tech./MBA	3	12	1	4
Type of Co.	Private	20	80	19	76
	Government	5	20	6	24
No. of Employees	>10	5	20	4	16
	10 to 50	16	64	16	64
	51 to 200	4	16	5	20

The Tables 1 and 2 reveal that 80%, 64%, 88%, and 80% of the respondents were male managers, front office manager, reception clerk, and chef concierge, respectively. The Tables show that a total 76%, 64%, 80%, and 76% of the respondents were married managers, front office manager, and reception clerk and chef concierge, respectively. The Tables show that a total of 4%, 40%, 44%, and 68% of the respondents had below HSC qualifications respectively for front office manager, reception clerk, and chef concierge, respectively and a total of 52%, 24%, 32%, and 8% of the respondents possessed Diploma or ITI technical qualifications, respectively for managers, front office manager, reception clerk, and chef concierge, respectively and a total of 20%, 12%, 12% and 4% manager respondents were B. Tech/M. Tech./MBA/Other qualified. The Tables reveal that a total of 80%, 76%, 80%, and 76% of the respondents were from private companies in case of

managers, front office manager, reception clerk, and chef concierge, respectively and a total of 20%, 24%, 20%, and 24% of the respondents were from government companies in case of managers, front office manager, reception clerk, and chef concierge, respectively. The Tables reveal that a total of 20%, 16%, 20%, and 16% of the respondents were from below 10 no. of employees in the company for managers, front office manager, reception clerk, and chef concierge, respectively and a total of 64%, 64%, 64%, and 64% of the respondents were from below 10 to 50 no. of employees in the company for managers, front office manager, reception clerk, and chef concierge, respectively and a total of 16%, 20%, 16%, and 20% of the respondents were from below 5 to 200 no. of employees in the company for managers, front office manager, reception clerk, and chef concierge, respectively.

**Table 3:** Pearson correlations coefficient – manager

		Manager Training Needs	Manager Skill Enhance
Manager Training Needs	Pearson Correlation	1	.864
	Sig. (2-tailed)	0.000	Sig. (2-tailed)
	N	25	25
Manager Skill Enhance	Pearson Correlation	.864	1
	Sig. (2-tailed)	0.000	
	N	25	25

Correlation is significant at the 0.01 level (2-tailed)

**Table 4:** Pearson correlations coefficient – front office manager

		Front Office Manager Training Needs	Front Office Manager Skill Enhance
Front Office Manager Training Needs	Pearson Correlation	1	.632
	Sig. (2-tailed)	0.000	Sig. (2-tailed)
	N	25	25
Front Office Manager Skill Enhance	Pearson Correlation	.632	1
	Sig. (2-tailed)	0.000	
	N	25	25

Correlation is significant at the 0.01 level (2-tailed)

**Table 5:** Pearson Correlations Coefficient – Reception Clerk

		Reception Clerk Training Needs	Reception Clerk Skill Enhance
Reception Clerk Training Needs	Pearson Correlation	1	.791
	Sig. (2-tailed)	0.000	Sig. (2-tailed)
	N	25	25
Reception Clerk Skill Enhance	Pearson Correlation	.791	1
	Sig. (2-tailed)	0.000	
	N	25	25

Correlation is significant at the 0.01 level (2-tailed)

**Table 6:** Pearson Correlations Coefficient – Chef Concierge

		Chef Concierge Training Needs	Chef Concierge Skill Enhance
Chef Concierge Training Needs	Pearson Correlation	1	.959
	Sig. (2-tailed)	0.000	Sig. (2-tailed)
	N	25	25
Chef Concierge Skill Enhance	Pearson Correlation	.959	1
	Sig. (2-tailed)	0.000	
	N	25	25

Correlation is significant at the 0.01 level (2-tailed)

### Hypotheses Testing

It can be inferred from the Table 3 that the Pearson correlation coefficient,  $r$  is 0.864, and this is statistically significant ( $p < 0.005$ ). A Pearson product-moment correlation was run to determine the relationship between an individual's managerial training needs and enhancement of skills for an effective performance. The data shows no violation of normality, linearity. There is a strong, positive correlation between managerial training needs and enhancement of skills, which is statistically significant (Table 3;  $r = .864$ ,  $n = 25$ ,  $p < .005$ ). Hence, the alternative hypothesis 2 is accepted. Hence, there is a strong positive association between training needs and enhancement of skills of a manager in hotel le meridian, New Delhi.

It can be inferred from the Table 4 that the Pearson correlation coefficient,  $r$ , is 0.632, and this is statistically significant ( $p < 0.005$ ). A Pearson product-moment correlation was run to determine the relationship between an individual front office manager training needs and enhancement of skills for an effective performance. The data shows no violation of normality, linearity. There is a strong, positive correlation between a front office manager training needs and enhancement of skills, which is statistically significant (Table 4;  $r = .632$ ,  $n = 25$ ,  $P < .005$ ). Hence, the alternative hypothesis 4 is accepted. Hence, there is a strong positive association between training needs and enhancement of skills of the front office manager in the hotel le meridian, New Delhi.

It can be inferred from the Table 5 that the Pearson correlation coefficient,  $r$  is 0.791, and this is statistically significant ( $p < 0.005$ ). A Pearson product-moment correlation was run to determine the relationship between an individual reception clerk training needs and enhancement of skills for an effective performance. The data shows no violation of normality, linearity. There is a strong, positive correlation between a reception clerk training needs and enhancement of skills, which is statistically

significant (Table 5;  $r = .791$ ,  $n = 25$ ,  $p < .005$ ). Hence, the alternative hypothesis 6 is accepted. Hence, there is a strong positive association between training needs and enhancement of skills of the reception clerk in the hotel le meridian, New Delhi.

It can be inferred from the Table 6 that the Pearson correlation coefficient,  $r$ , is 0.959, and this is statistically significant ( $p < 0.005$ ). A Pearson product-moment correlation was run to determine the relationship between an individual chef concierge training needs and enhancement of skills for an effective performance. The data shows no violation of normality, linearity. There is a strong, positive correlation between a chef concierge training needs and enhancement of skills, which is statistically significant (Table 6;  $r = .959$ ,  $n = 25$ ,  $p < .005$ ). Hence, the alternative hypothesis 8 is accepted. Hence, there is a strong positive association between training needs and enhancement of skills of the chef concierge in the hotel le meridian, New Delhi.

### Findings

- In hotel le meridian, New Delhi, men are employed in majority, working in different capacities.
- The workforce strength in private companies in Faridabad district was up to 50 employees.
- There are several challenging factors for the effectiveness of managers in the hotel le meridian, New Delhi, such as overall technological developments, analyzing technical problems, customer relationship management, sales skills, etc.
- At the workplace, training is required to maintain a healthy and safe working environment; food quality inspection, trouble shooting skills, and machine maintenance skills are more important to increase the effectiveness of the press.
- Almost managers were technically qualified such as Diploma in Engineering/ITI or higher qualifications such as B.Tech/M.Tech./MBA.

### **Conclusion and Managerial Implications**

Training plays a very important role in an organization for competitive development. By training, we can enhance the skill sets of employees, and it helps to reduce the cost and time of the organization and improves the effectiveness of the employees in quality and productivity. Training gap arises due to advancement in technology, production process changes, requirement of high quality products, and so forth. To find the performance gap is a part of professional development. Before giving training to the employees, managers need to identify the skill gaps/deficiencies of the employees according to their job requirements. By training, we can reduce the weaknesses of the employees and enhance the effectiveness of the employees. Training plays a vital role in organizational development by achieving objectives of the employees and the organization.

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