

Boosting Performance through Human Resources and Training: An Impact Analysis

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Abstract

Organizations around the world are showing increasing interest in the design and implementation of quality management systems, although for several years the trend towards integrated management systems has been gaining ground, including environmental and safety aspects. and health at work. This change is due to the truth that is gradually travelig slowly and that is that success is increasingly identified not only with simple economic results achieved by good organizational management, but also with sustainability, a concept related to consideration and care for environmental aspects and safety at work. In fact, good governance of organizations today cannot be foreign to these issues.

Keywords:

Training, human resources, performance , interest, organizations.

Introduction

Introducing change and striving to crown it with success includes among the requirements and preparation they need, both for those who have to lead them and for those who have to implement them. This determines the need to modify behavior and create new skills. This indicates the relevance of training, which is an essential basis for promoting behavior change and skills training, both for managers and other entity members. This paper will basically deal with the training of managers, whose effectiveness, in our opinion, will depend on at least three

important aspects: Process approach. System approach. Measuring its impact on organizational performance. This paper addresses these three aspects, especially the third, and shows some of the authors' experiences in developing consultation processes, trainings, courses and other training variants offered to Cuban organizations, basically a group of important national poultry sector entities. The aim of this paper is to share some thoughts on the management training process and its impact on company management.

Development

Management training is a topic with long-standing roots and has interested organizations interested in human capital being able to cope with constant changes in the environment. When we talk about managerial training, we mean the formation of the necessary skills that will enable those who manage to use their resources of all kinds in an efficient and effective way. According to Robert Katz, one can speak of "... three groups of basic administrative skills ..." so that managers can successfully achieve their goals. These are technical, human and conceptual skills which, in short, represent:

Technical skills

Ability to apply specialized knowledge or experience, depending on the type of activity in which the subject is engaged.

Human abilities

Ability to work and communicate with others, understanding and motivating, individually and in groups.

Conceptual skills

Mental ability to analyze and diagnose complex situations.

Experience shows that non-executive members of organizations also require to have all three groups of skills, although on different scales compared to those in management positions.

Training is often identified only with the modality used to transfer and share knowledge, ie courses, diplomas, master's studies, among others. However, the effectiveness of training largely depends on its approach as a process, the training process, as shown below. The starting point of the process are the goals defined by the organization, specified, among others, in certain economic, quality, social and environmental indicators. In addition to these goals as a guide, the competencies that each member of the organization must have, given the three groups of skills, and the gap that, in any case, needs to be covered by training, are reflected in the Diagnosis of Learning Needs (DNA). At this point, the information needed to plan the chosen training modality is already available, depending on the specifics and needs of the subject. This part of the process then goes through its three moments: beginning, development and end, after which, after a certain time, the training process returns. With regard to feedback, the systemic use used, as indicated in the above, should be highlighted in order to reduce the possibility of deviations that affect the achievement of the set goals.

On the other hand, the feedback provided forms the basis for making the necessary corrections and enriching the planning and execution of the upcoming training process. As noted above, the effectiveness of training largely depends on its approach as a process; Another essential pillar of efficiency is designing the training process with a systematic approach. Often companies manage different training modalities for managers, leaving other members of the organization in the background, proof of the lack of a systematic approach in the training process. "If the leader is the only one who knows what game he's playing, then obviously he's the only one who can win.

This reality is one of the reasons for the failure of many change processes, because the training of managers and unpreparedness for other members of the organization prevent effective communication between them. That is, managerial preparation is not enough, other members of the organization must also be ready to understand new ideas of managers, in order to support them and turn those ideas into

successful results for the entity. The third aspect of the efficiency of the training process analyzed in this paper is the measurement of the impact that is achieved on organizational performance. There is good agreement on the need to assess how training processes affect performance. There are many aspects that reveal the importance of measuring how much the training process affects the work of organizations, and among them are the following:

know what resources are invested in: manager's time, material resources, etc. know whether these resources are returning with added value assess the effectiveness of the training entity. measurement is a basic means of ensuring that those who undergo training apply what you have learned

In this last aspect, it is important to emphasize its relevance, because many of the difficulties in organizations that achieve the proposed changes lie precisely in not implementing what their members learn. Another aspect related to this is that the occupation of participants decreases, occasionally in a very pronounced way, when the training process is not evaluated. However, they should be considered creative forms of evaluation, because, for example, traditional exams are often rejected and trained.

Research has been conducted for many years on how the impact of the training process on the performance of organizations is measured, which is more often identified as "measuring the impact of training".

Although the training has shown great progress, especially in various forms of presentation, the same has not happened with the measurement of its impact, a topic on which the bibliography is not very abundant. In Cuba, the issue of measuring the impact of training has been on the rise for several years, especially in the preparation of managers. For several years now, the Ministry of Higher Education has had a steering group that systematically coordinates this task and has held three national events to date. At the same time, the preparation of papers, articles and methodologies enabled the discussions needed to develop such a relevant topic in the organizational framework. In the international context,

“models and manuals have been designed that try to measure the impact of the training process. Among them, the authors of this paper decided to take as a basis the Model of Donald Kirkpatrick, an American psychologist of the last century.

At the international level, this is the most well-known, recognized and used model for dealing with the issue of measuring the impact of training, dating back to 1959. As it is clear, although it has passed the test of time (more than 45 years), and it has been adapted by various authors, it is necessary to adapt to the current conditions of the training process in general and Cuban women in particular. ”

In short, Kirkpatrick's model with its phases, objectives and main measurement tools for each of them is explained below:

Level I. - Reaction.

At this level, the satisfaction of those attending the training is measured and evaluated in order to improve future training processes.

Who evaluates this phase collects information on participants' satisfaction with the components involved in the process, ie the teaching method used by the teacher / facilitator, the quality of the resources used, supporting materials and texts used. , room characteristics and clarity in explanations, among others. In our experience for this level, it is important to gather expectations at the outset - and leave them visible throughout the rest of the process, just in case they want to add more - those who will undergo training, an aspect that many sometimes overlook. On the other hand, feedback should be done creatively, in order to enrich the process, using not only traditional forms such as PNI (positive, negative, interesting), but also other newer and more motivated forms that teachers can create themselves.

Among those we used, the use of patterns related to participants' activities was very effective, for example in agriculture, comparing if the class / course was crops, fruits, etc. what would it be and why This is a different way of measuring satisfaction and knowing the criteria of the participants about the different elements of the training process. Both at this level and at other and in any

methodology used, it must be borne in mind that many results are not immediate, as training has a strong investment component for the future.

Level II.- Learning.

The second level is related to the goals defined in the training process and is aimed at measuring the knowledge that students have acquired during the course.

The relevance of the PRE-AFTER comparison to help in this measurement is emphasized here, for which various methods are used, such as conducting control tests before and after the training action, interviews with participants, surveys, etc.

The instruments applied at this level must determine the degree of assimilation of the content by the participants. At this level, it is necessary to measure the fulfillment of the goals that should be included in the classroom. The authors of this paper used, with particularly satisfactory results, initial questions about whether participants know much, little or nothing about the subject being trained and true, false, do not know questions about important content related to the goals that First, they stimulate discussion, and then allow each participant to, at the end of the process, assess the changes that have taken place in their knowledge of the topic.

At this level, logically, the presentation and debate of oriented papers, according to the type of training, are forms of training impact assessment. Likewise, group dynamics continue to show great efficiency during training development.

Also, as part of the evaluation, the criteria of the managers of the entity receiving the training were collected.

Level III.- Behavior.

This third level aims to measure whether those who attended the course could apply the knowledge gained in their work. As already mentioned, the process of assimilation requires some time: "We must take into account that it takes time and therefore we should wait, between three and six weeks, until we can make an

adequate assessment, conducted by interviews and / or questionnaires. in addition to monitoring the results of the work by the management team. "

We believe that the time period does not necessarily have to be in line with only what the cited authors suggest. In fact, the second application of information gathering techniques can be done later and cannot be considered, ultimately, related to the issue of training, the agreement reached with the client and the defined goals, among other elements to be considered.

At this level, you can use interviews, questionnaires, performance appraisal observations and check the extent to which participants are able to multiply the acquired knowledge among other members of the entity.

One tool that we used and that was effective is that at the end of the training modalities used, participants are asked to write on the list the improvement actions they intend to introduce in their work based on the obtained content, as well as the estimated impacts, to be performed later. checking them, the last process which also involves the participation of managers and other people working with the trained.

An example of measuring impact at this level, which is later used at the next level, can be expressed in the training on the topic of good business management practice (BGE) .

Level IV.- Results.

This last level is aimed at measuring the objectives of the training action in terms of whether they are used effectively in the entity and for which exams and interviews can be conducted. At this level, among other things, economic, quality, social and environmental indicators must be used.

You need to keep in mind the connection that must be established between the training process and customer satisfaction. Also at this level it takes some time to perform tests and its goal is to accurately assess the impact achieved on performance improvement.

The results of the four analyzed levels, each according to its characteristics, must be recorded in the performance evaluation. In a rather extensive way, the impact assessment in practice is limited to what happened in the first two levels.

The first two levels of Kirkpatrick's model are easier to assess, while the next two are more complex, especially in terms of intangible significance as an argument for answering the question: To what extent have they learned created new values shared by entity members? In fact, very few organizations rate the third and fourth levels.

It is relevant to mention here the term we introduce to the authors of this paper in the analysis of the problem of measuring the impact of training: "reasonable evaluation".

As the process of internal control in organizations speaks of reasonable security, it should be borne in mind that training impact assessment must also be reasonable, ie it must be clear that there are aspects whose measurement is irrelevant and others whose measurement could be more expensive than the effect which training would have to improve the organization.

In practice on an experimental basis, we are currently implementing the following steps meeting with the company to define goals in a participatory way to be achieved by a chosen modality to be achieved later design of the chosen modality development development of the chosen modality assessment of the fulfillment of objectives definition of actions to be developed by the acquired assessment of knowledge on the fulfillment of actions

Business impacts

Based on the review and analysis of practical implementation of consulting processes, trainings, courses and other training variants, in Cuban entities dedicated to the development of various production activities and (or) services, with greater participation of companies in the national poultry sector, we found that among the main impacts , we can connect the following:

a) The work of management boards has improved. This result stems from the application of some training techniques, among which the selection of several members of the group has been shown to have excellent results, and they provide them with an observation guide for a regular Steering Committee meeting.

Among the aspects to be observed are measuring the duration and frequency of interventions per participant, if some of the analyzed topics can be dealt with in offices, without involvement in the council and others. Finally, the results of the observation are analyzed and decisions are made regarding the improvement of future meetings. In order to measure the impact of the application of this training technique in 10 poultry subjects, two observations were made in the period of two months between the first and the second. The most prominent average results are shown below:

Reduce the duration of meetings by 1 hour and 25 minutes. Effective time by 11%, ie. Time in which concrete results are achieved in the debate. Reducing interruptions. Adequate frequency and duration of the Director-General's intervention.

b) Teamwork has been improved, which makes it easier for managers to assign tasks and improve the assessment of subordinates' work. During the training process, surveys are applied to increase the self-awareness of group members.

The goal of each of them is to get to know their strengths and weaknesses, their basic abilities and skills, those aspects in which they have to improve their knowledge, etc. This self-awareness means that more and more members of the group know each other and can complement each other in accordance with their skills, abilities, etc.

This process is achieved much easier when the training is conducted with the entire management team ("in-company" courses) from individual assistance of some members to the Training Center where they attend courses with managers from other entities do not allow to work with reality or communicate with the rest of the team they belong to.

After that, at the end of the training, there is no common language with your group, which prevents you from making full use of the acquired knowledge.

c) Greater mastery of management conditions and more adequate application of the same was achieved, which facilitated:

greater efficiency in group work, faster assimilation of new content during the training process, more efficient interventions and presentations with a high level of elaboration, both in the board of directors and in front of high organizations.

d) There is a tendency to prepare strategic projections that take into account the systemic nature of management.

For several years now, intensive training on strategic goal management has been underway. These courses include the development of strategies based on specific vision horizons and include the definition of annual and strategic objectives.

In addition, managers who attended these courses saw the need to apply this knowledge, as they had to respond to their higher body to prepare for and respect their entity's strategic planning.

A strong link between knowledge and practice is changing the approach of these leaders, showing a tendency to develop strategies in the short, medium and long term as a proven way to guarantee the fulfillment of the missions entrusted to them.

Likewise, training on a systems approach to management, by prioritizing processes over organizational structure, improves these approaches, giving them an essential whole in business management.

e) Strategic participatory design has increased governance stability, improved control mechanisms and encouraged self-control. Training for strategic design of entities and their subsequent implementation requires, as an essential part of this design, the preparation of action plans that guarantee compliance.

These plans contain, among other elements, those responsible for the tasks, dates for checking and complying with them, etc.

All this has led to the logical reduction of business that characterizes companies, in general, increased stability in management as well as control mechanisms arising from these plans. All this has led to greater self-control, which guarantees individual respect for the assigned tasks.

f) The preparation of specialists, secretaries and other non-managerial staff gives a systemic character to the training process, which has adequately faced resistance to change, favored participation and provided greater support for business management.

d) A “learning by doing” approach based on the reality of each entity allows the results to be assumed as another important advantage of the course. Training courses for managers, which are conducted within the framework of "learning by doing", are performed in the above-mentioned module "in the company".

This allows the reality of each entity to be used as a laboratory for study and work. That is why there are classes in which managers learn to formulate diagnoses, strategic design, action plans, etc. they are not taught through lectures, but rather you gain knowledge by elaborating them. This training has multiple benefits, including:

The motivation of the participants grows due to the degree of familiarity with the reality of their company. Examples are created in a dynamic and fluid way because it is not foreign to students. As progress progresses in the development of these diagnoses, strategies, plans, etc. an outcome is formed that will be useful for the management of the entity, ie they will gain additional benefit from the acquired knowledge.

Conclusions

The issue of measuring the impact of training on organizational performance is a relevant aspect for the constant improvement of human capital preparation in the entities and requires further development of research that allows to improve the meeting in more efficient ways to improve it.

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