UNIVERSITY OF LJUBLJANA,
SCHOOL OF ECONOMICS AND BUSINESS

MASTER'S THESIS

THE IMPORTANCE OF CONTINUOUS IMPROVEMENT THROUGH TRAINING AND DEVELOPMENT AT THE WORKPLACE

Ljubljana, March, 2020   JOVAN KIPRIJANOV

AUTHORSHIP STATEMENT

The undersigned Jovan Kiprijanov, a student at the University of Ljubljana, School of Economics and Business (hereafter: SEBLU), author of this written final work of studies with the title The importance of continuous improvement through training and development at the workplace, prepared under supervision of Associate Prof. Matej Černe, Ph.D.

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INTRODUCTION

The practice of human resource management (hereinafter: HRM) covers all aspects of how employees are employed and managed in organizations and is counted on as one of the most necessary factors in an organization (Armstrong, 2009). Its overall purpose is to make certain that the organization is capable of achieving success through its employees and it is determined as the beneficial use of employees' capital into executing the organization's strategic goals (Stone, 2002).

Organizations themselves exist to make profits and the aspiration to make effective use of the resources is the main drive of the managerial decisions (Hughey & Mussnug, 1997). In general, the managers' perception of the training of employees is a way to magnify the total return on investment. Although organizations look at the human resources from a material point of view, they often pay attention to human resources as an essential element in the organization's success. Employees represent a key asset and key component in achieving a competitive advantage and training is a fundamental component in its implementation. Every organization's primary goal is to develop its performance, but still it cannot be achieved without the employees' efficient performance (Sharif, 2002).

Therefore, training has the distinct role in achieving the organization's goal by incorporating the interests of the organization and the workforce (Stone, 2002).

The development of human resources itself is more or less a newer branch of the human resources management science and has recently been a fast evolving area of the management development, on behalf of the huge interest of the organizations encountering a strong and fierce competition and changes in the working environment itself (Kareem, 2017). It progressed ahead of the basic aspect of plain training and has emerged into a thorough approach of learning and developing knowledge in personal and organizational matter (Mittal, 2013).

According to Swanson (2011) the human resource development is identified as the practice of development and enhancing human competences through developing the organization and employees through training and development intending to improve performance. The challenges that the newer times have brought, such as new global trends, state of the art technology, and demographic changes force the organizations to aim towards finding new inventive ways to reach remarkable outcomes in the matter of both effectiveness and efficiency and also in creating better competitiveness with the employees who are currently available to them.

Thus, the approach of the development of human resources is manifested as a policy for improvement of employees' competences and for enhancement of organization's effectiveness. The consolidated use of human resource development approaches like

training and development, developing the organizations, developing the skills and knowledge, and career development participate as crucial roles into developing new competitive skills, capabilities, and attitude which have visible impact at the performance of employees on their way towards accomplishing goals set by the organization (Collins & Clark, 2003).

The reason why I decided to do research on this topic is because there are many organizations that are dependent on their employees for their success and competitiveness and it attracted my attention to discover more about it. The interest in this particular topic arose from my personal experience at my first workplace, and I was inspired to do a more in-depth analysis of this issue and also to to review other people's opinions regarding this topic.

1 BACKGROUND OF THE THESIS

The progress of each organization enclosed with highly competitive environment heavily relies on its potential to train its human workforce to become creative, innovative, inventive employees who are going to constantly add up to the performance and magnify competitive advantage (Falola, Osibanjo & Ojo, 2014).

Receiving a training has been perceived as an additional effort for personal growth and performance at the workplace, but recently it developed itself into an elemental need to be trained up-to-date with a set of newest skills and knowledge and to adapt to the progress in work practices (Garner, 2012). In case the employees are not given the opportunity to extend their qualifications as a response to the newly changed work practices this might result in a skill obsolescence. According to Greenhaus, Callanan, and Godshalk (2000), skill obsolescence is defined as a lack of latest skills and know-how, which is compulsory for successfully performing organizational tasks.

Training and development take serious role in the realization of organization's goals through aligning the interests of the organization and the employees (Khan, Khan & Khan, 2011). Training is vital for the upgrading of the skills and knowledge of employees. This human resource function follows-up the recruiting phase and choosing the right potential candidate for the right job, after which, the previously chosen employee needs to be trained accordingly (figure 1). Hence, training represents the practice of developing qualities in human resources that will facilitate their more productive work and therefore to bigger contribution to organizational goals accomplishment (Hashim, 2009).

The development is consisted of those learning activities designed to help the employee grow, but which are not tightly connected to a particular job. It engages training which exceeds ahead of the current job and has is focused more on the long-term (Aminuddin, 2008). So, it prepares employees to follow the organization's advancement as it constantly changes and grows. Both elements make an impact on the return on investment and the

organizational performance relies on the employees' performance (Khan, Khan & Khan, 2011).

Figure 1: Impact of Human Resources Management
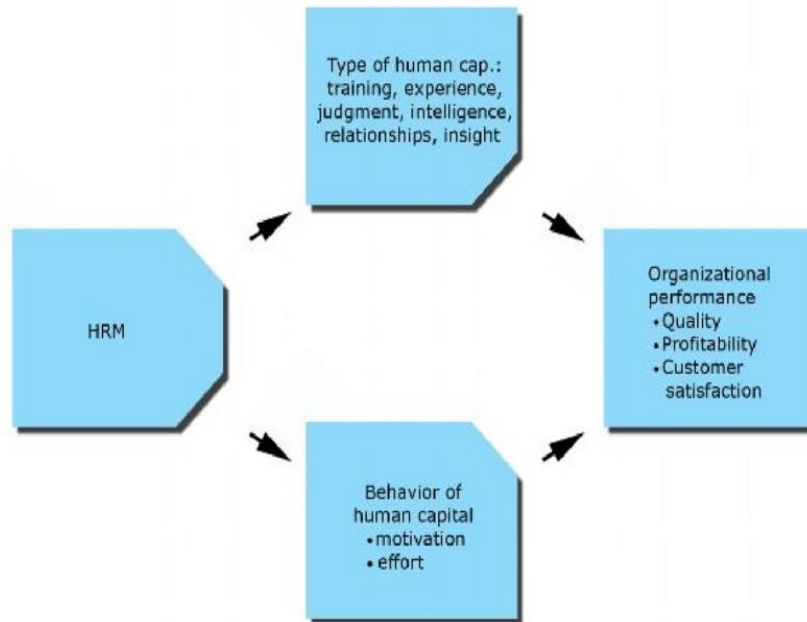
Training becomes unavoidable at the same time when an organization recognizes a necessity for advancement and expansion in the workplace. Oftentimes, organizations engage in job growth in order to promote employees' morale, motivation and contentment while as a matter of fact the actual issue with organizational performance is to be found in employee development (Falola, Osibanjo & Ojo, 2014).

The problem that employees are often facing is the difficulty to succeed and contribute at the workplace without any pre-training. Employees with longer on-the-job experience perform better than those who don't have it because there is an increase in both the skills and expertise due to their longer presence in the organization and longer on-the-job experience (Afaq & Khan, 2008). Effective training techniques can generate significant business results. The connection between training and business strategy offers many businesses an access to the needed competitive advantage on the global market. They have also revealed that an effective training and development strategy improves the quality in the business, efficiency of the workforce and at the end the quality of the final product (Bartel, 1994). So, it is important to find the right way to train the employees and to give them opportunities to develop.

The purpose of this particular Master Thesis is to gain a deeper understanding of the training process, as well as its relevance for the employees and the organization. Specifically, this study aims to define the need for the initial training of the employees when they begin to work at a specific workplace, the amount of on-the-job training they undergo at the workplace and their potential training needs in order to acquire better competitive skills.

The main contribution that this Master Thesis will provide is the analysis of training techniques that the employees need. The second contribution relates to the evaluation (measurement) of the employees' current satisfaction with their qualifications level and their perception of the continuous improvements and finally recommendations for future improvements in order to create more room(space) for the development of the employees within the organization and improving the organization's competitiveness.

- **Research Questions**

The main researches questions which this Master Thesis seeks to address are:
1. What is the importance of training and development at the workplace?
2. What are the expectations of the employees about the continuous improvement?

Subsequently, after conducting a survey and in-depth research, the main research questions were broken down to five more in-depth queries, which are the research structure. Those questions are the following:
1. How important are the training and development for employee performance?
2. What is the extent of training and development for employee performance?
3. How relevant are the training and development for employee performance?
4. How beneficial are the training and development for employee performance?
5. Where do employees seek solutions in a lack of training opportunities and development possibilities?

- **Research Design and Methods**

The research is carried out with the intention to check the influence of the training provided by organizations and the opportunities they give to their employees for future development. The targets of the study incorporate assessment of the already done trainings, measuring the influence of training on the employees' performance, checking which development opportunities organizations offer and considering the both previous objectives, to offer certain suggestions in which training objectives the management should invest more.

The data used in this research is empirical and it is a primary study, i.e. there were no previous data on the subject. I therefore prepared a questionnaire consisted of forty-one questions conducted to eighty respondents, and the data obtained from them was utilized

into the research analysis. The main purpose was to collect the views of the employees, in particular, how they construe the training efforts of their organizations and to express their perception quantitatively in numbers.

The structure of this Master Thesis consists of four separate parts, i.e. two theoretical parts that refer to training and development in general and employee performance, followed up by examination and analysis of the collected data, ending with discussion of the results, their comparison with the theoretical statements and conclusion of the research.

2 TRAINING AND DEVELOPMENT IN GENERAL
2.1 Definition and Description of Training and Development within HRM

Training itself is a human resource function which is vital to strengthen the employees' capacities and comes after recruiting and selection of right potential candidate for the particular workplace. It is referred to as the process of developing capabilities of employees that will support them to be more productive and therefore to offer bigger contribution to organizational goals accomplishment (Hashim, 2009). According to Armstrong (2003) training is interpreted as an appropriate and orderly modification of employees' behaviour with learning and development, which is a product of teaching, coaching and designed experience. He describes training as a process of equipping the employees that brings to them the necessary knowledge and skills so they will be capable to handle their professional tasks.

Every employee wants to feel worthy and stay constantly competitive in the labour market, which can only be possible by proper training and development of the employees. Employees are keen to constantly build career-improving knowledge which would affect the better emcouragement of employees for bigger incentives and higher retention levels. An adequately qualified and trained personnel is a significant asset to the organization at all times and by that it means building up the odds for their efficiency in fulfilling their responsibilities (Daft, 1983). Every organization's success is highly reliant on its workforce. For that reason, it is important for an organization to put efforts into continuous development of its employees providing them with an appropriate training, so they can attain new and applicable knowledge, or simply improve their previously gained knowledge. Simply put, this means that both training and development represent a part of the human resource management, which enhances the skills, knowledge and competences of the employees, and are capable of improvement of the ability of the employees for more productive workplace efficiency.

Armstrong (2009) makes a clear distinction between training and development by defining that development is a way to collect new knowledge and skills that will help to move forward into new forthcoming job requirements, whilst training assists for obtaining the needed competencies that are empowering the employees to excel at the current

workplaces. Furthermore, training is enclosed solely on attaining and improvement of skills concerning of a specific job whilst development has its wider range which expands across growth and personal development of employees (Obisi, 2011). Being stated by Cambell (1971), the training process improves the skill level of technical personnel, i.e. employees; on the one hand, through a short period of time for a particular purpose, while, on the other hand, development gives managers the opportunity to learn and gradually improve themselves over a long period of learning that fulfills their broad objectives.

Training is a process many of the organizations take into consideration when thinking of ways to push forward the employees and offer them various promotions. Even though many employees know how much the top management values the training and development, part of the employees are after all unenthusiastic about being part of the training process. Training and development both give an opportunity to learn from the experiences of others, not just increased knowledge.

It usually appears that the training of the employees is a serious expenditure for most employers and is often regarded tactically rather than strategically, i.e. more considered as a short-term practice rather than an activity that leaves longer-term reflection on the success of the organization. Luckily, it seems that more and more of the employers have recognized that the level and frequency of trainings must be increased, and by that to increase the budget dedicated for training (Tyler, 2005). Strategically planned training is often associated with the accomplishment of the organizational goals. The main benefit of strategic training is to provide the human resources professionals with the possibility to participate more, and to be frequently involved into the work of the organization, to cooperate with operating managers in order to assist in coping with their issues, and to provide remarkable contributions to the success of the organization. In addition, a strategically oriented training mindset reduces the probability of believing that training itself can deal with the problems of most of the employees or organization. With a strategically oriented training focus, it is presumable for the organization to evaluate such demands, so it will be able to decide which training method would address the major performance issues (Mathis & Jackson, 2011).

After outlining employee training requirements, training goals and objectives maybe set up with a "gap analysis". This alludes to the comparison between the current situation of the organization with the knowledge and skills of its employees, and what are the future intentions of the organization. After concluding that, the next step is establishment of training objectives and priorities to bridge the gap. There are three kinds of training objectives which can be specified:
1. Knowledge: Pass on cognitive data and features to employees;
2. Skill: Induce behavioral changes in various ways to make them perform their task requirements, and
3. Attitude: Generate interest of and consciousness of the significance of the training.

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Types of trainings conducted in an organization are divided between internal and external trainings. Internal training represents the training which is organized in-house by the organization itself, either by a special training department or the human resources department, which could be consisted of the senior staff itself or any experienced staff in the particular department. (Choo & Bowley 2007). External training is done out of the organization and is generally conducted by certain training institutions and advisors. Regardless which kind of training the organization chooses, it is necessary for all employees, and it makes common ground for building a better career positioning and getting the employees ready for new challenges. (DeCenzo, 1998) .

Adeniyi's (1995) attitude states that for each employee to operate well, there is a necessity of continuous training and development. Proper training of employees, their career development and education, lead to big outcome for the employer reflected in high productivity, knowledge, loyalty from the employees, and contributes to the overall success of the organization.

At the end, the success of training is being assessed concerning the previously set objectives. Only functional objectives can be measurable and the training necessities should be given priority based on organizational objectives (Clarke, 2003).

2.2 Role of the Training and Development

Both training and development represent a crucial aspect in every organization that aims for the quality and potential of its employees as their harness. Every high performing organization recognizes the importance of adopting the best methods for training and development, in order to improve their competitiveness; hence the goal of the organization is pragmatic, yet well designed training and development program. Any employer interested in investing in the area of training and development should benefit from an improved work environment and high retention of workers, accompanied by an increased performance and productivity as well.

Employee training programs are able to revolutionize organizations by supply of additional skills to the employees, resulting in increased safety and productivity, but the training also leads to increased job satisfaction, which will later reflect on the success of the organization. Valuable training incorporates situational training as well, which supplies employees with skills which make them able to bring timely and knowledge able decisions that bring benefits for the customers and the organization (Mahapatro, 2010).

2.3 Benefits of Training and Development Possibilities

First goal of employee training is to improve and advance their skills, attitudes and knowledge so that the employees are competent of achieving higher performance and productivity. The basis of human resources management is training as it is possible be a

vast advantage for both the organization and employees, in the short and long term (Cole, 2002).

Secondly, proper training leads to the prospect of the employees for increasing their allowances, integrating improved workplace safety and security, which leads to the possibly decreased or no turnover of the employees.

Lastly, one of the gains of training is the reduction of the expenditures. A well-trained employee is capable of performing his duties over a shorter period of time at a minimal cost. Ultimately, training helps employees to raise their productivity and motivates them to perform tasks without any significant problems.

The more the employees are present in an organization and are one of the organization's most valuable assets, the more they build up a greater sense of self-worth, dignity and well-being (Rothwell, 2001). As a result of their increased productivity, some material gains are earned. These factors give them a greater sense of fulfillment by achieving individual and organizational goals.

According to Marchington and Wilkinson (2000) the perks of training of the employees are:
1. Increased performance and productivity
2. Developed potential of employees
3. Improved quality and morale
4. Better customer satisfaction
5. Reduced need to be supervised
6. Better long-term cost reduction

2.4 Purpose of the Training Process

The purpose of the training process is to facilitate the improvement in the performance in the workplace. It incorporates the learning approaches which are requisite for better performance of employees into fulfilling their tasks (Flippo, 1984).

Training is an ongoing process that, on one hand, is designed to make the newly hired employees fully productive in a short period of time, and, on the other hand, to keep the older employees up-to-date with the new equipment or technology changes in the workplace. It is essential to help the employees develop and keep them up-to-date with the new technology and working methods, so they can succeed in their careers and move the organizatiom forward. If properly invested in their growth in the workplace, the employees are more likely to stay within the organization and feel more valued.

2.5 Objectives of Training and Development

The primary objective of the training process is to provide the employees the skills they need to become better workers, resulting in financial benefits and creating a supportive environment that will accept the employees as respected, which will make them to feel more satisfied in the workplace. Thompson (2018) names the following objectives of training and development:

Increase Efficiencies in Processes
It is essential to make sure that all employees are provided with the necessary technical skill set vital for efficient performance of the job. Although technical training can be job-specific, training methods usually concentrate on the hard skills of an employee, which are needed to match the main performance metrics associated with a specific workplace. Employees who are up-to-date with the industry's best practices are considered more successful and there are fewer workplace injuries.

Increase Motivation and Engagement
Providing the employees with knowledge, education and tools for better performance of their job, and recognizing their career potential shows them that they are respected and valued. Employees who feel valued seem to feel more motivated at their workplace and are more appreciative with their jobs. Consequently, this enhances the quality of their commitment and enthusiasm among them, and also loyalty – features that enhance the performance and support to the organization.

Reduce Employee Turnover
An important part of the training is showing appreciation towards an employee so they can recognize how their day-to-day efforts contribute to the organization's mission. Employees who are only engaged with job-related tasks tend to feel deprived regarding their jobs and it is affiliated with increased levels of absence and turnover. According to previous researches, the expense to substitute an individual leaving the organization with a new one varies between 16 and 66 per cent of the employee's current wage. Therefore, there are significant cost savings that could be achieved from having an individual perceive them as an organization's important and valued member, so they will be far less eager to leave the organization.

Upskill Employees
Training produces an opportunity to broaden the knowledge of the employees, i.e. to address their weaknesses and upskill them so they will be able to work on new and different tasks and allow them to work by themselves without observation. Upskilling makes employees satisfied, become more confident and motivated, and improve the status of the organization. Every good organization is considered as the one that needs to develop and retain employees rather than facing with churns. At the end, having a strong

and consistent training practice and policy makes an organization more attractive to potential new employees.

2.6 Principles of Training and Development

For an employee training to be sufficient, certain principles need to be applied. The main principles according to (Flippo, 1984) are:
1. Positive reinforcement;
2. Learner participation;
3. Feedback mechanism and
4. Transferability of knowledge to job performance.

Positive reinforcement refers to the practice of offering such benefits as a symbol of promotion, pay increases, and better working setup, whereas negative reinforcements apply to the use of disciplinary measures like penalties. An order given to an employee to go again through a training course because of poor performance at the initial training can be taken as an example of negative reinforcement (Mamoria, 1995).

Learner participation denotes active participation of the employees in the process of learning. Participation of this type is compulsory for the learning to be effective because the greater the number of human senses involved the more thorough the learning process will be. Basically, deliberately arranged practice methods are absolutely crucial for effective learning (Dixon, 1999).

Feedback refers to the trainees being let to know how well are they performing. Data required for feedback shall involve in which way the employees are able to avoid repeating the same mistakes they have already made. People learn faster and better when they are up-to-date with their accomplishments (Leibowitz, 1981).

Transferability of knowledge warns that employees should use the knowledge obtained from their training to magnify their job performance. Learning is the root of the training process and indicates the human process by which skills, knowledge, habits and attitudes are attained in such a way that employees' behaviour is being adjusted (Beach, 1990). The higher the employees are motivated the quicker and more effectively they are going to learn. Therefore training should be linked with employees' interests and necessities such as job appreciation, reputation and advancement. In reality, learning is remarkably effective when the employees perceive that they can fulfill specific demands through appropriate training (Obisi, 2001).

2.7 Importance of on-the-job Training

It is difficult for an employee to succeed and contribute in the workplace without any previous training. Employees with longer on-the-job experience have better performance because there is an increase in the both skills and competencies because of their longer presence in the processes in the organization and longer on-the-job experience (Afaq & Khan, 2008). The reason for the existence of on-the-job training is to provide the employees with certain knowledge and skills that are task-specific in the workplace. The knowledge and skills set up before the employees during on-the-job training are fully compatible to specific job requirements. On-the job training is a common and well-accepted form of training at all levels of an organization due to its flexible nature and relevance to what employees do. Unlike informal training, which is not usually scheduled, on-the-job training should be planned upfront.

It is of a high importance in on-the-job training for a more experienced colleague to take the new colleague "under their wing" and shows the newly arrived colleague how their job duties should be done. On-the-job training offers many benefits, such as reduced expenditures for training facilities, working materials, or instructor fees and easy transfer from learning back on the workplace. When properly implemented, on-the-job training is viewed as cheapest, fastest and the most effective way to promote the workplace training process. One of the more forms of on - the-job training involves moving people to different positions within the organization, where they can interact with more experienced employees and thus understand how to perform different activities. The previously described type of cross-training gives the employee greater flexibility to adapt in a new position for a shorter period of time, empowering the employee to learn new skills (Daft, 2010).

On-the-job training inevitably has certain flaws. Often times, people who are in charge for the training of new employees may have no training experience; not enough time to take part in it; and no willingness to engage in the whole process. Considering these circumstances, potential learners are left on their own, and their training most probably will be ineffective. Additional issue is that on-the-job training can obstruct the everyday work. Most undesirably, on-the-job training may, at some stage add-up to no training at all, particularly when the trainers leave the new colleagues to learn the job on their own. Finally, it is possible to pass bad manners or inaccurate information from the manager on the newcomers.

Cross-training is one of the types of on-the-job training, which happens while workers are trained to undertake more than one job - theirs and any other employees. On the employer side, the cross-training benefits are greater flexibility and better career development opportunities. While cross-training seems attractive to employers, workers do not always enjoy it; they view it as an additional requirement for them to do more duties for the same

salary. To compensate for these kinds of responses, training "bonuses" are advised to be granted for successfully completing cross-training in order to make it more attractive for the employees (Armstrong, 1988).

In some of the organizations, the culture may impose employees to look for cross-training tasks for improving their knowledge and skills or to plan for a promotion in the workplace. On the other side, it creates problems for the authority of the workforce and broadens unemployment. Cross-training may require to organize work in a different way during training, and might reflect in reduced productivity. In general, one effective cross-training implementation can overcome the previously named concerns and is likely to work well for both the employers and employees (Mathis & Jackson, 2011).

2.8. Identify the Training Needs in an Organization

Identification of the requirements of the organization for training refers to the diagnostic phase of a training plan. This decision brings into consideration the arguments of both, the performance of employees and organization in order to find out if training is a solution and it can be of importance. Needs assessment comes down to measuring the capabilities of an organization, an individual or a group of individuals whether they are in accordance with the strategic plan (O'Connor, 2006).

Needs identification and assessment (figure 2) in training is essential and shall be one constantly ongoing process so it can be detected which kinds of training can support the organization in achieving its objectives and at the same time attaining the true benefits of the training (Brown, 2002). It is necessary to discover what is happening in the organization and what is expected to happen before deciding if the chosen kind of training will offer certain help, and if it does, what kind of training is needed (O'Connor, 2006).

The following three types of analyses can be obtained to identify training needs (Gruber, 2013):
1. **Organizational Analysis** – Training requirements can be assessed with an analysis of the current organizational outcomes and compare to planned output to see if the targeted result is achieved. Part of the analysis is to recognize current employee knowledge and skills and those that are likely to be needed in the upcoming times. Therefore, the problem contained of insufficiently educated employees should be faced before those issues become critical and affect the organizations performance.
2. **Job/Task Analysis** - The second way of conducting analysis of the training needs is to examine the jobs that are affected and the specific tasks that carried out in those specific jobs. By making the comparison of the requirements of jobs with the knowledge and skills of the employees, training needs can be identified.
3. **Individual Analysis** - The third kind of identifying training needs concentrates on the individuals and the way they execute their tasks.

The following sources can be taken as examples that will be useful for individual analyses:

1. Performance appraisals
2. Skill tests
3. Individual assessment tests
4. Records of critical incidents
5. Assessment center exercises
6. Questionnaires and surveys
7. Job knowledge tools
8. Internet input

Figure 2: Training Process
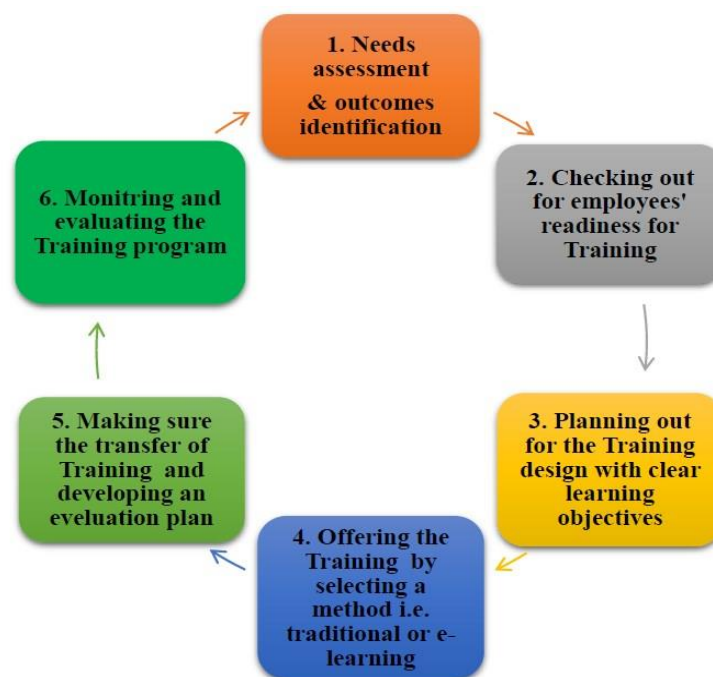
Source: Imran, M., & Tanveer, A. (2015). *Impact of training & development on employees' performance in banks of Pakistan. European journal of training and development studies,* 2015, *p.25*

The most common method for generating individual analysis is performance of appraisal data. In order to identify training needs over the performance appraisal process, the organization recognizes the high success aspects and failures of the employee in a formal review, and then it comes up with a decision for preparation of training plan in order to help the employees resolve their shortcomings and to improve their strengths.

3. EMPLOYEE PERFORMANCE

3.1. The Definition and Importance of Employee Performance

Performance is considered as an essential factor, since it is pointed out as behaviour demonstrated in the workplace and associated to determining productivity (Armstrong, 1995). The performance management is generally described as a method of ensuring that the employees concentrate on achieving the objectives of the organization. It is therefore vital for employees and their employers to recognize that performance management is an important factor in the long-term sustainability of the organization. In case the employees disagree with the way performance management works, it's possible for them to be reluctant to cooperate in the working process. Consequently, incompetent employee performance will cause downturn in achievement and productivity.

On the other hand, employee performance refers to the effectiveness that employees apply in execution of their assigned tasks, which brings about the fulfillment of organization's vision whilst rewarding organization and individual proportionately (Borman & Motowidlo, 1997).

According to Kahn (1990) employee engagement takes its place when employees emotionally link with each other and are cognitively observant. Employees are being devoted and intellectually engaged when they are aware of what they are supposed to do, have what is necessary to accomplish their job requirements, have opportunities to make an impact and fulfill their work, and consequently they perceive that they take part in something significant with other employees whom they trust, and have chances to improve and develop.

Employees are important and inseparable part of organizations and organizations should give their best efforts for better organizational performance and human resource management practices, so they can make a successful impact on individual employee performance by inspiring employees to get better at performing tasks via motivation and organizational structures (Huselid, 1995). Employee turnover and productivity can be considered as measurements while testing the outcome of human resource management methods on performance. Employee turnover refers to the level where an employer gains new and loses current employees. Major factors about employees' quitting, are considered to come from lack of job security, absence of job satisfaction and union, organizational regime and level of education, gender and age as part of demographic variables (Arnold & Feldman, 1982). According to (Sheridan, 1992), the aspects of organizational culture lead to employee transition.

Job dissatisfaction can be a reason too for employees to leave once they have come up with a desire to move forward in life and in changing the workplace (March & Simon, 1958).

While considering the option about leaving the organization, employees who experience job dissatisfaction firstly take a look at alternative job possibilities and assess them in the matter of their expected utility (Mobley, 1977). In order to prevent from dissatisfaction at the workplace, employees should receive proper compensation for their effort, job security and convenient working setups (Jonathan, 2004).

Whilst employee performance is one of the essential measures indicated by the top level managers, employees are further considered of the productivity level they can offer and are increasingly conscious of the increased lack of knowledge and skills in their unstable surrounding. Thus, with effective training and development of the employees, they are about to grow into devoted to career growth which potentially enhances personal motivation (Cheng & Ho, 2001).

- **Performance as a Multi-dimensional Concept**

According to previous researches performance needs to be perceived as a multi-dimensional concept. Fundamentally, two important aspects can be observed, the outcome of performance and process aspects, also called behavioral. (Borman & Motowidlo, 1993; Campbell, McCloy, Oppler & Sager, 1993; Roe, 1999).

The behavioral aspect invokes the act of employees while they are in the workplace (Campbell, 1990). Performance covers only specific behaviours, i.e. seen as acts that can be estimated, or counted (Campbell et al., 1993). Additionally, this performance approach takes into consideration the behaviour that is goal-oriented, i.e. behavioural, that explains why the organization employs people to do well regarding the performance (Campbell et al., 1993).

Borman and Motowidlo (1993) also point out a clear contrast between both task and contextual performance. Task performance alludes on the employee's competence with which they execute tasks that make an input to the organization's 'technical core' and alludes to the requirements which are specified in the job description (Williams & Karau, 1991). This contribution can be expressed directly or indirectly. Generally, task performance incorporates actions which transform raw materials into the goods and services offered by the organization (Motowidlo et al., 1997). That way, task performance takes into account the level of achievement of the forgiven requirements which are considered as important in the contract signed between the employer and the employee.

Contextual performance connects with the tasks that do make contribution to the technical core, but assist to the organizational, social, and psychological conditions in the workplace in which organization's targets are fulfilled. Contextual performance incorporates not only behaviour such as giving a hand to the colleagues or being a reliable employee of the organization, but also offering opinion in the matter of improving the working process.

Three fundamental assumptions are linked to the distinction between task and contextual performance (Borman & Motowidlo, 1997; Motowidlo & Schmit, 1999):

1. Activities significant to the task performance differ among jobs in comparison with contextual performance activities which are somewhat similar across jobs;

2. Task performance is associated with capability, considering that contextual performance is associated with individuals' nature and motivation;

3. Task performance is more prescribed and contained of the in-role behaviour and also an element of the formal job-description, compared to contextual performance which is more discretionary and extra-role, in most cases not considered to be rewarded by the formal reward systems.

- **The Importance of Performance**

The main target of every organization is profitability and its accomplishment depends on the employees' performance. Poorer performance is unfavourable to organization's success. Each employee makes his or her personal contribution to the performance of the department in which they operate, and thus to the company as a whole. If the performance of a department or an employee is in a downward trend for a longer period of time, it could lead to reorganization or redundancy. Especially in a competitive environment in which the competition is ruthless, the value of performing consistently well is of great importance.

Wright et al. (1994) proposes that greater volume of human capital can result in bigger capacity for developing more efficient approaches of completing tasks requirements and greater proficiency to react accordingly to environmental changes, resulting to constant competitive advantage. Strategically coordinated practices, that give importance to the compliance of human resource practices with organization's strategy, indicate the fundamental skills needed for successful implementation of organization's strategies. Hence, employee skills are considered to be a key factor in organizational success. Changes in workplace skill levels are one of the main mechanisms by which the effects of human resource development practices are followed-up by organizational performance..

3.2 Factors Affecting Employee Performance

The mission of each management of the organization is to inspire workers to achieve the goals and priorities of the organization by using all available tools effectively and efficiently. (Every organization's management's aim is to motivate the employees into achieving the organization's objectives and targets by employing all accesible assets in an effective, yet efficient manner.) Improving the employees' motivational level, job satisfaction and creating a positive workplace environment are improving the image of employee performance.

The factors which are considered to affect the employee performance are the following:

1. **Leadership** - Leadership is explained as a process by which an individual has impact on a group of people in order to attain organization's goals (Northouse, 2007). Leadership generally is a mixture of the attitudes and the behavior of the leader and is important for inspiring better employee performance (Armstrong & Murlis, 2004; Cronje et al, 2001).

2. **Coaching** - Coaching is all about helping the employees to improve and is an interactive communication which is two-way and coaches recognize what and in which way it can be improved. It points out the assumptions and actions that obstruct the performance (Toit, 2007).

3. **Empowerment** – Empowerment strongly corresponds with the in-role performance of employees than the satisfaction with the manager and has notable positive correlations with both performance and employee satisfaction (Bartram and Casimir, 2007).

4. **Participation** – Refers to engaging employees in the whole process of decision making in which the employees are given the possibility to review issues and have affection on the organization's decisions. The result of increased employee participation is magnified job performance and lowered employee turnover (Lam et al, 2002). Employees will be more inspired due to organization's management looking at them as partners in providing organization's positive results instead of being considered as mere inferiors and due to that they will avoid taking part in counterproductive behaviours (Carrel, Kuzmits & Elbert, 1989).

5. **Organizational culture** - Organizational culture is the mindset of the employees that distinguishes them from one another within the organization. This combines values, ideologies, and behaviours of the employee's diversity from other organizations (Hofstede, 1991). It is a helpful in improving the employee performance which leads to achieving the goals and boosting the overall organizational performance (Deal and Kennedy, 1982).

3.3 Concepts of Employee Performance

The role theory, representing an authoritative social psychology theory, describes the complexity and coherence of human behavior, and therefore offers a clear theoretical basis. The principal notion of the role theory is expressed by the role itself. The term "role" originates from the theater, initially alluding to the script that defines the behaviour of the artists on stage. Social psychologists have found that this principle is likely to guide people in understanding social activity and individual character and apply it to social psychology. They are convinced that the position of people in the social relations determines their social behavior, that is alike the script that defines the behaviour of artists. Linton (1936) has come up with an opinion that when an individual accomplishes his rights and obligations regarding their place in the society, the individual plays a proper role.

3.3.1 In-role Performance

In-role performance points out the activities which are directly connected to employees' formal role requirements (Borman & Motowidlo, 1997). It is commonly accepted that job

participation by positively influencing on employees' effort and determination, results in a larger extent of in-role job performance (Brown, 2002). It refers to the core-task behavior according to the concept primarily proposed by (Katz & Kahn, 1966) who assumed that the in-role behaviour is a type of behaviour which was summarized as a part of employees' work and reflected in the organization's wage scheme. According to Williams and Anderson, 1991, the in-role behaviour is defined as a sum of all the other kinds of behaviors that were essential for the fulfillment of the work. The policies for assessing employee performance of in-role behaviors are generally classified into four different levels, i.e. the quality assessment, the quantity standard, the rating, and the document data record, such as the record on the work safety, the record of absence, and the record for the delay of work, etc.

Generally, in-role performance incorporates operations which convert materials into the products and utilities offered by the organization or contribute to efficient running of the organization (Motowidlo et al., 1997). Moreover, task performance itself is characterized as a multi-structural concept. Campbell (1990), classifies job performance in a hierarchical model consisted of eight performance factors, i.e. five that specifically connect with the task performance:

1. Job-specific task proficiency;
2. Non-job-specific task proficiency;
3. Written and oral communication proficiency;
4. Supervision, in case of leadership position and
5. Management/administration.

As a matter of fact, the in-role performance provides the employees with the possibility to think more in-depth and cope with tasks in a creative way resulting in innovative and useful solutions for the given issues (Zhang & Bartol, 2010). The resources (skills or knowledge) obtained from participating in creative tasks in one field could bring gains for the employees in different other fields (Eshelman, 1991), that way leading to greater amounts of in-role performance. According to Vigoda (2000) the in-role performance is treated as each employee's formal demeanor directly linked to their role requirements, which is the primary task required by job description. Rhoades and Eisenberger's (2002) research indicated that manager's support is fundamental for proper perceiving of the support from the organization and it is closely linked to affective allegiance, i.e. the in-role performance.

As mentioned previously, in-role performance denotes the competence with which employees perform their given tasks that are formally delegated as part of their job, tasks which have certain contribution to the organization's technical core both ways, directly by implementation of an element of its technological process, or indirectly by supplying it with the vitally required materials or services (Borman & Motowidlo, 1993).

Most previously done researchers have identified in-role performance as a first-line approach for measuring an employee's job performance as it applies on demanded job requirements (Van Dyne, Graham & Dienesch, 1994). In-role performance is identified as performance of compulsory tasks and responsibilities (Sparrowe, Liden, Wayne & Kraimer, 2001), and according to Van Dyne and LePine (1998) for formal job requirements or required or expected behavior.

Katz (1996) did come up with a classification of three kinds of primary behaviours which cause core effects that affect the effectiveness of the organization, i.e. potential employees need to determine if they are going to join the organization and keep the identity of an employee; the employee needs to perform according to the foregiven demands for the role in a mutually beneficial manner; the employee will unconsciously cause many different things than the job role defines. As a third kind, Katz points out that: the organizations which genuinely rely only on the behaviours demanded regarding the job descriptions are exceptionally unreliable. Every organization relies on the mutual cooperation with its employees, help, and ideas, i.e. the so called **citizenship behavior**. In the 1980s, the organizational citizenship behaviors have been classified as extra-role behaviors.

3.3.2 Extra-role Performance

Extra-role performance, also commonly known as organizational citizenship behavior was firstly introduced by Organ as a concept of Organization Citizenship Behavior, OCB later on (Podsakoff, MacKenzie, Paine & Bachrach, 2000). According to Organ (1988), the OCB is described as "An individual behaviour which is discretionary, not explicitly or directly recognized by the formal reward system". Organ's theory about Organization Citizenship Behaviour (hereinafter: OCB) is established on Chester Barnard's perception (Barnard, 1938) about "eagerness to cooperate" and also impacted by prosocial behaviour & social exchange theory (Chaitanya & Tripathi, 2001).

Such behaviours increase the effectiveness of execution of the organizational function and are positively connected with the efficiency, productivity, performance, and satisfaction of employees and customers (Podsakoff et al., 2009). OCB is more prone of being perceived as job performance and employees' behaviour and is frequently perceived as extra-role or contextual employee performance (Bambale, 2014). The OCB performance ought to imply directly or indirectly on improving the organization's efficiency and effectiveness. Individuals that meet the demands of OCB will not be formally rewarded, as all actions that are not perceived as in-role are free-willed and, thus, not distinguished by the formal reward practice of the organization.
OCB, i.e. extra-role performance behaviors, as behaviours that do not represent a component of the formal job requirements of employees and those behaviors that cannot be determined as requirements upfront for a given job, but they give support in the stable

operating of the organization in the manner of a social system . Part of the particular extra role performance behaviours are:

1. Backing other employees for a job related issue;
2. Accepting new tasks without any fuss;
3. Putting up with temporary unpleasant situations without objections;
4. Maintaining hygiene rules of the workplace;
5. Promoting a working atmosphere acceptable for everyone which reduces the distractions generated by interpersonal conflicts; and
6. Protecting and take care of organizational resources etc. (Bateman & Organ, 1983).

Besides helping others, the concept of extra-role performance furthermore includes involving the employees in assignments which require more than their general job requirements of their position in the organization. It is contained of certain employee behaviours which cannot be demanded from the employees by their managers (Chaitanya & Tripathi, 2001). Such actions involve behaviors as voluntarily offering of an employee for assignments and going out of one's way for welcoming new employees, as well as, helping the ones in need of help with their tasks, staying overtime to accomplish a task, or recognizing someone's thoughts and attitudes on significant organizational issues (Wagner & Hollenbeck, 2010).

3.3.3 Employee Engagement

Employee engagement is a result of the mutual connection between the employer and the employee, which means that they are intertconnected and that there are things to be done by both sides. In some of the researches, job satisfaction is seen as an aspect of commitment, apart from the fact that it is scarcely capable of revealing an apparent transactional relationship. Engagement is all about the willingness to put efforts in enhancing the employer's success, which goes beyond plain contentment of the employment arrangement or elementary loyalty to the employer (White, 2008).

Figure 3: Link of Employee Engagement and Work Productivity
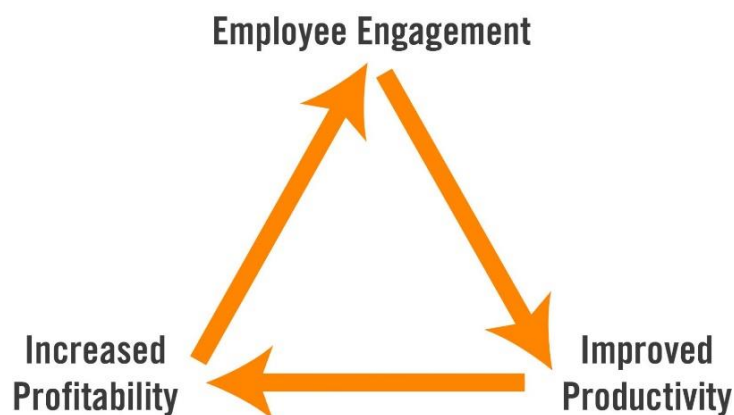
Source: Open Sourced Workplace, *How employee engagement impacts productivity*, 2019

Thus, the correct engagement definition is completed by bringing together maximum job contentment and maximum job contribution. Engaged employees engage more fully to the job, pay more attention to their tasks and effectively handle the challenges they face on their way to achieve their goals. Also, they are flexible, find their work relevant, work longer hours and are more resistant to possible stressful situations.

When employees are fully engaged in the workplace, they are aware of their responsibilities with regard to organizational goals and motivate their colleagues in attaining the objectives of the organization (figure 3). Having the necessary motivation for going an "extra mile" in the workplace is an indicator of a highly engaged employee.

3.3.4 Creative Performance

Creativity is usually explained as producing new and possibly helpful ideas for solving issues and for generating new products, services, processes, systems and working methods (Amabile, 1988) and demands change and behaviour which goes against the previously set norms (Sternberg, 2006). Since creative ideas make normal organizations turn into market leaders, stimulating creativity in the workplace can be considered as a dominant interest for creating a competitive advantage on the market and success of companies.

Creative people differ from the other people both in the aspects with whom they communicate, and what they have to say (Csíkszentmihályi, 1997), thus the organizational creativity is considered as an important part of the change of organizations. It is concepted as "the establishment of a valued, useful new product, service, idea, procedure, or process by individuals who work jointly in a complex social system" (Woodman et al, 1993). In the organizational aspect, creativity is recognized as an output of a shared effort in the organization and includes the adoption of actual ideas so they can establish new knowledge (Amabile et al., 1996).

An organization needs to keep pace in a constantly changing business environment by constantly bringing out innovations if it intends to be in a leading position compared to the competition. With the focus on achieving that, creative performance represents the major source of encouraging innovation, enhancing competitiveness and getting competitive advantage of other organizations (Zhou & Shalley, 2008). Therefore, creative performance is described as a process of coming up with new ideas (original) which could possibly be suitable (useful). Dealing with issues in a creative way refers to fundamental creative processes connected with the phase of generating a solution which incorporates identification and construction, information seek and acquisition, as well as the phase of implementation, that incorporates idea assessment, choice of ideas, and implementation planning (Palmon & Illies, 2004).

According to a research by Imber (2011), founder of *Inventium*, an international creativity and innovation company, these are the top 6 predictors of creativity in an organization:

1. **Openness to experience**

Refers to the inclination to search for and value new experiences. Employees who practice this tend to have a lot of variety in their life, have a high level of curiosity, and make a full use of their imagination. Consequently, they perform significantly more creatively in the workplace.

2. **Creative self-efficiency**

Relates to an employee's self-confidence in their capability to think creatively. The creative confidence of each employee is important due to it directly influencing the motivation and capability of an employee to better handle creative problem-solving tasks.

3. **Resilience**

Brings out the employee's psychological ability to handle stressful situations. Employees who are highly resilient successfully deal with possible disappointments and failures, and are capable of remaining optimistic when everything is not the way they want them to be.

4. **Confidence in intuition**

Intuition stands for an uncomplicated, expeditive, and automatic fashion of thinking which employees rely on frequently to guide themselves through their actions. Employees who are highly confident in their intuitive side tend to choose this way of thinking over more analytical thinking.

5. **Tolerance of ambiguity**

Refers to the way how employees behave when faced with a problem solving tasks where the provided information is unclear, incomplete or inconsistent. Employees who are very tolerant of ambiguities are not bothered by issues that are recognized as open-ended or ambiguous as they tend to be highly flexible and dynamic.

6. **Cross application of experiences**

Takes its place at the moment an employee draws on experiences from unconnected experiences of their lives in order to solve work issues. Employees who behave this way tend to frequently apply knowledge not related to work in order to solve work-related issues.

3.4. Impact of Training and Development on Work Performance

Organizations which tend to gain competitive advantage on the market clearly recognize the importance of the training process in increasing employee performance. Previously done researches provide certain clues referring to the positive influence of employee training practices and organizational efficiency. On one hand previous studies in this field show that effective training practices lead towards high-level return on investment whilst the another researches bring up the positive role of training in achieving the highest levels of employee retention (Colarelli & Montei, 1996; Becker, 1993).

Among the important functions of HRM, a key function is employee development over suitable training and development programs. Development of employees points out the capability and capacity of each employee, and therefore as of the whole organization, to match the demands of the standard performance level (Antonacopoulou. 2000). The more the organization develops its employees, the more they are going to be content with their work, and increase the organization's productivity and profitability accordingly (Champathes, 2006).

From studies made before, it can be concluded that there is a positive connection between HRM practices and organizational performance (Purcell et al., 2003). Training and development practices, as a crucial human resource management element have a positive impact on the quality of the employees' knowledge, skills and capacity and therefore reflects in higher employee performance in the workplace and it directly contributes to superior organizational performance (Guest 1997).

It is impossible for the organization to earn higher profits without proper utilization of its human resources management, and it is possible only in case the organization is capable of meeting its employees' job-related demands in timely fashion. Training is presented as the only possible way of recognizing the underrated need of employees and then constantly working on their requisite expertise level so that they can operate better in order to accomplish the previously set goals. Obtaining knowledge and skills over the training process influences the performance of the organization through greater employee performance, and is a key factor of achieving the organization's goals (Harrison, 2000).

However, carrying out the training programs as a solution for overcoming concerns about performance such as covering the void between the standard and the actual performance represents an effective manner of magnifying employee performance (Swart et al., 2005). For overcoming the performance gap, Swart et al. (2005) alludes to carry out a relevant training treatment with purpose of developing specific skills and capabilities of the employees and improving employee performance. He further elaborates the definition by stating that training helps organizations to recognize when their workers do not perform as expected and their skills and knowledge must therefore be tailored to the needs of the organization. Different reasons for poor performance of the employees may occur, such as employees lacking motivation to use their skills, or lacking confidence in their skills, or merely coping with work-private life conflict.

All of the previously mentioned aspects need to be taken into account by the organization in the training process while choosing the most suitable training practice, which would provide the organization with proper support in finding appropriate solutions for all issues and increase the level of motivation of the employees so that they are willing to meet the demands of the organization by achieving preffered performance. This employee superior

performance arises only because of high quality training program which contributes to better employee motivation and their needs fulfilment (Swart et al., 2005).

Employees' competencies change throughout an effective training programs. It does not only improve the total performance so that the employees are able to effectively execute their tasks, but also upgrades the knowledge, skills and attitude of employees which are required for the upcoming work, that way making a contribution to extra ordinary organizational performance (Wright & Geroy, 2001). Through the training process, the employee competencies develop and support the employees into efficiently fulfilling their assignments, and accomplish organization's targets in a competitive manner.

Environmental factors such as corporate culture, the structure of the organization, job design, performance appraisal systems, power and politics prevailing in the organization and the group dynamics make extra influence on employee performance. In case the previously named issues take place, then employee performance declines. In order to create more effective training and the same to result in positive outcome of training on employee performance these details shall be taken into account (Wright & Geroy, 2002).

According to (Eisenberger, Huntington, Hutchinson & Sowa, 1986) the employees become devoted in bigger extent to the organization, when they perceive organizational commitment of any kind towards them and that way they demonstrate higher performance in the workplace.

A positive connection is noticed between both effective training programs and employee productivity, and to facilitate that, the managers should take the responsibility to analyze the circumstances which obstruct the training program's effectiveness and should take needed actions to overcome their power over the employee performance (Bartel, 1991).

Besides, higher amount of employee commitment is reached if the learning outcomes from the training process are achieved and therefore the performance improved, in both individual and organizational aspect (Ahmad & Bakar, 2003). Training is preferred to be concepted in a manner in which it has positive outcome in the commitment of the employees towards the organization (Lang, 1992). According to Gaertner and Nollen, (1989), employees' devotion is a consequence of serious planning and promotions, possibility for career development and offering training opportunities.

Effective training adds to greater than before employee contentment and increased attendance thus raising the sense of comfort among employees providing a sense of accomplishment and inspires employees to work on further development of their inherent capabilities (Pigors & Myers, 1989). The purpose which the training itself has is to increase the working performance, therefore planned training is important for appreciating an effective performance for employees (Kenney & Reid, 1986).

Assuming the organizations have qualified, properly trained, and skilled employees as well, it will provide full control on their productivity. In situations where employees do not have clear instructions what to do, they would surely feel lost and confused in the working process. The productivity of the employee increases only in case when they know what precisely is expected from them to deliver and when they are provided with proper training to help them do the tasks assigned for them. When they are provided with the training they need and learn skills and knowledge they require, it maximizes the confidence of employees, which makes them put in extra effort and be extra productive.

As stated in the research run by the National Center of U.S.A. on the Educational Quality of the Workforce which included more than 3,100 workplaces in the U.S. it has been concluded that on average if companies increase the employees' education level by 10%, it leads to a rise in the level of productivity by 8.6%.

According to Gross (2018) the ways in which the training helps in increasing the employee productivity are:
1. **Employees attain new skills:** Employees are familiar with the plan that the organization tends to provide them with a better possibility for their career growth and advancement. They shall obtain new skills in order to be up-to-date with the newest trends of technology and changes in the workplace. It can be assumed that training gives the employees the possibility to feel useful for the organization when they obtain new skills and knowledge throughout the training process.
2. **Employees become more confident:** Learning and attaining new skills and knowledge stimulate the employees' confidence. When an employee has certain instructions which task to focus on and which way to perform it, it makes them more cautious and they feel ready for the forthcoming tasks and this makes them more confident about it. Employees need adequate training to make them understand how to fulfill their tasks with new and different procedures. In situations when changes in the organization occur, especially when the employees refuse to accept them and to reduce such resistances, training serves as an effective way to give the employees useful information about the changes and how to deal with them.
3. **New employees get stimulated:** Equipping the new employees with proper training gives them a good sense for business also career growth and development. Training is perceived as a perfect way to stimulate the employees to give their biggest effort. Being provided with complete knowledge and new skills helps in boosting the job satisfaction and makes the employees more confident while fulfilling their tasks. Increase in confidence is followed by an increase in productivity, i.e. the primary intention of every organization.
4. **Supports the reviving of old skills**: Employee training supports the prevention of minor mistakes in the workplace. The advantage from that is that it is not needed to allocate additional funds for potential job recruits because it becomes much simpler to retrain and reskill the existing workforce base and therefore less expensive. Besides that,

current employees are careful regarding their duties they are meant to perform and allows them to properly learn the new skills.

5. **Helps in increasing employee satisfaction:** Once the employees grasp of the tasks they are expected to perform on the behalf of the organization, it results in greater job satisfaction. The level of satisfaction of the employees is increased once they are given possibilities for career growth and development. Skills and knowledge encourage the employees in performing their tasks efficiently which also makes them more content with their workplace. In order to put their best efforts, employees require certain skills they would acquire within the training process.

6. **Helps in reducing employee turnover costs:** If the employees do not enjoy when doing their tasks, the possibility of turnovers will increase. The expenses which employee turnover will result in increase in total expenses which includes all the other cost, such as separation costs, termination costs, unemployment compensation and severance pay. Replacing the employees who have left the organization incorporates the expense issued to attract new potential candidates, conducting interviews, travel and moving expenses, and training expenses.

4. RESEARCH

4.1 Research Questions

This topic's subject is broad, so it needs to be narrowed down in order to obtain more accurate data. Training and development and the impact that they have on employee performance is the key focus. So, this thesis tends to give answers to the following questions:
1. How important are training and development for employee performance?
2. What is the extent of training and development for employee performance?
3. How relevant are the training and development for employee performance?
4. How beneficial are the training and development for employee performance?
5. Where do employees seek solutions in a lack of training opportunities and development possibilities?

4.1.1 How important are training and development for employee performance?

Training and development represent a methodical process which aims to make sure the organizations have effective employees which could match with the requirements of its constantly changing environment (Delaney & Huselid, 1996). The training of employees is not rarely perceived as a luxury or a bonus for good performance of the employee in the previous periods. Usually it's the first cost to be cut when the organization's budget is deficient. In fact, more money is about to be lost if the employees do not receive the proper knowledge and skills in order to take part in the organization's work. It should be more considered as an investment in the organization's future, not as a kind of luxury. Despite

the fact that many of the organizations dedicate large budgets to training, the level of change in an employee's performance as a result of training does not meet management's expectations at all times (Coverstone, 2003).

The point of this first question is to recognize the importance of training, i.e. to which extent the previous education is important to the employees, whether they had an opportunity to receive formal training was a key factor for them to apply for the job and how they perceive on-the-job training – how it affects the organization on the long term.

4.1.2 What is the extent of training and development for employee performance?

Nowadays most of the organizations provide their employees with some kind of training after certain intervals. Some of the organizations implement formal trainings such as initial and ongoing trainings, while other bring in outside training consultants depending on the current requirements (Hughey & Mussnug, 1997). It cannot be said that certain amount of training is the right one, and it definitely has to be related to the needs that emerge with the current circumstances in the organization and on the market.

The aim of this question is to discover how many of the employees have received training over particular period of time and how the knowledge by those employees is being transferred to other employees. It is also important to discover the reasons why some of the employees have not received any kind of training and from those who have received, what is their opinion.

4.1.3 How relevant are the training and development for employee performance?

Training is the process a new employee goes through WHEN they become a part of the organization. During that process, they learn to accomplish daily operations, get to know the functioning of the department they are part of and the way specific job tools are managed in order to fulfill their responsibilities. In fact, through training process, the employees' behavior is not being reshaped, thus the point is to teach them how things are performed in an effective and proper way, so that they will be able to perform the processes on their own (Nielson, 2016).

The quantity of trainings performed does not give accurate evidence of how relevant the training was, nor whether the employee who received it was satisfied. For a training to be considered as relevant, it needs to be according to a formal training plan, which means that the organization has specific plan for each of the employees in order to assure constant education on the job. The formal training plan not only that refers to the department's objectives and goals, but also incorporates short-term and long-term schedules to provide significant outcome (Hughey & Mussnug, 1997).

The purpose of this research question is to find out whether the companies already have formal training plan and if not, how the employees identify the need for it. Also, to find out what amount and which are the training efforts organizations put and who takes the responsibility for that.

4.1.4 How beneficial are the training and development for employee performance?

Training gives motivation to the employees and boost for better perform of their jobs. The more they are involved in the objectives and goals of the organization, the stronger is their sense of self-worth, dignity and well-being. These factors give them a sense of satisfaction and motivation through achievement of personal and organization's goals.
This research question points out what are the real benefits from the training and when is training becoming useful.

4.1.5 Where do employees seek solutions in a lack of training opportunities and development possibilities?

At the end, in great number of organizations there are always employees who lack proper training and by that they lack career development opportunities. For this problem to be solved and employees prevented from leaving the organization, it is important to detect the problem and to collect their opinions.

The challenge faced by most of the organizations consists of having the expertise on how to keep an eye on the knowledge base of their employees, and observe the manner of spreading that knowledge among them, to prevent mistakes that result in slower development time. Avoiding mistakes while working lessens the need of re-working, and repeating only successful processes enlarges productivity (Linvall & Russ, 2002).
There is a question in the survey regarding this specific matter and having the views of the unsatisfied employees will be of a great favor.

4.2 Questionnaire

This particular study is a primary study implying that no previous data is available. Therefore, I had to start from scratch and a survey was conducted with the purpose to collect appropriate data for the analysis. The main role of the survey was to collect the views of the employees regarding the subject of the research.

The questions which are included in the questionnaire were collected from different sources, but mostly it relied on SurveyMonkey's Employee Engagement Survey Template, which tends to find out how employees feel about their jobs and to obtain the feedback in order to make them more satisfied. Also, many of the questions were inspired from Scribd

Training & Development Questionnaire, which was originally designed to discover if the employees are satisfied with the services provided by Genting Lanco Plant.

Generally, the respondents were offered Likert-type scale. It is made of a set of answer options, such as numeric or verbal that offer a range of opinions on a certain topic. Likert scale is named after its creator, Rensis Likert and is one of the most dependable ways to measure opinions, perceptions, and behaviors. This approach provides the opportunity to uncover different degrees of an opinion that could potentially make a significant difference in understanding respondents' feedback. In this survey the range of answers was from "Strongly agree" to "Strongly disagree", except for those questions that needed more precise choice of answers.

Data collection – after searching for a suitable survey website, I chose Google Forms for collecting the data. The advantage of this tool is that when the survey answers are submitted, they are automatically connected to a spreadsheet and showed in a summary graphs and lists of answers. Also, it allows the creator of the survey to review all responses individually.

As a disadvantage of the platform I can point out the possibility for one user to submit answers more than once and by that it can produce incorrect data in the spreadsheet.
Before I started collecting responses, I did a test with a few respondents who agreed to help me review it in case there were any flaws, such as typographical errors or inapprehensible questions. After successfully testing, with approval from the mentor I started delivering the questionnaire to potential respondents.

The survey was given two weeks to collect data, starting on September 7th 2019 and finishing on 21st September 2019. In that period I managed to collect 80 responses and this number included respondents from different countries, such as Macedonia, Serbia, Croatia, Greece, Albania, Italy, Austria, Germany, Hong Kong, Japan, France, Netherlands, USA, Spain, Tunisia, Algeria and Turkey. The respondents come from different industry branches and the anonymity of the questionnaire itself contributed to receive more frank and honest answers and also helps in reducing bias.

4.3. Analysis of the Survey Results

This subchapter analyses the data collected from the survey. At the beginning, the five research questions were presented, according to which the survey was compiled and then it was handed to the respondents to answer it. Next on the list is the analysis of the data and to answer the research question with the data collected from the questions from the survey that refer to a specific research question. The research sample includes 80 respondents who gave some of their time to answer the survey.

Respondents' characteristics - First, the respondents were given questions that refer to their gender (figure 4), age (figure 5), current education level, also period of their working experience. More than two thirds of the respondents are female and most of them aged between 23 and 27 years, i.e. 63,70% and 45% of the total respondents have the Associate rank in their organizations.
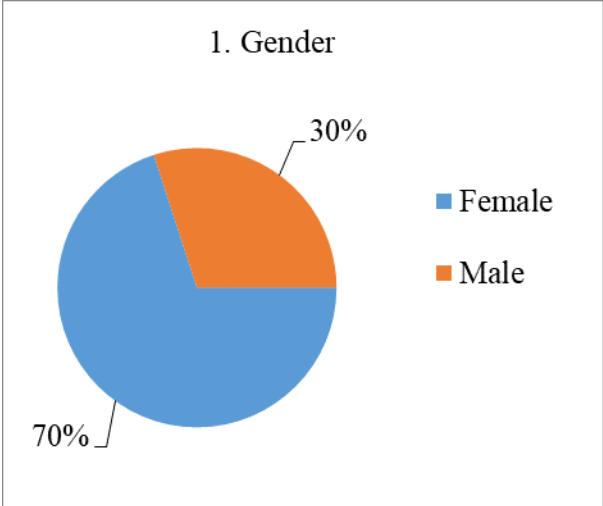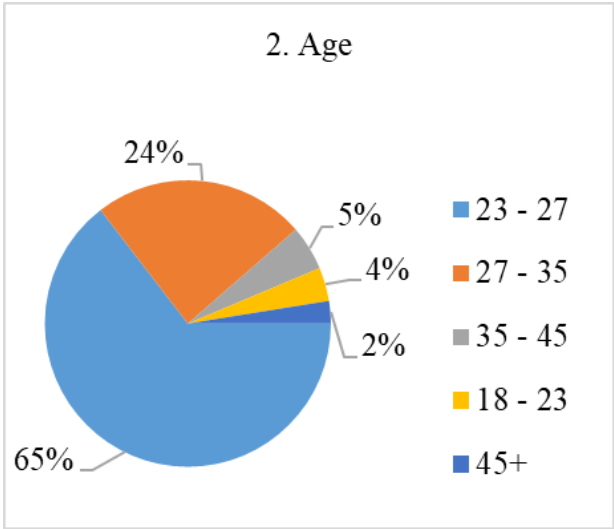
Figure 4: Gender of Respondents

Figure 5: Age of Respondents

In the matter of the education level, 97% of the respondents have completed a university degree, most of them bachelor degree (55%). They belong to 25 different industries, mostly to the financial sector (21%), information technology (20%) and health services (6%), shown in figure 6.

Since most of the respondents are aged 23-27, 65% of the whole population, bigger number of the whole population have shorter period of employment, i.e. 1-3 years, shown in figure 7. That means that of those who belong to this age group, 84% have 1-3 years of employment and 16% have 3-5 years of employment. As for the total population, 74% have been employed 1-3 years and only 2% more than 20 years or working experience.
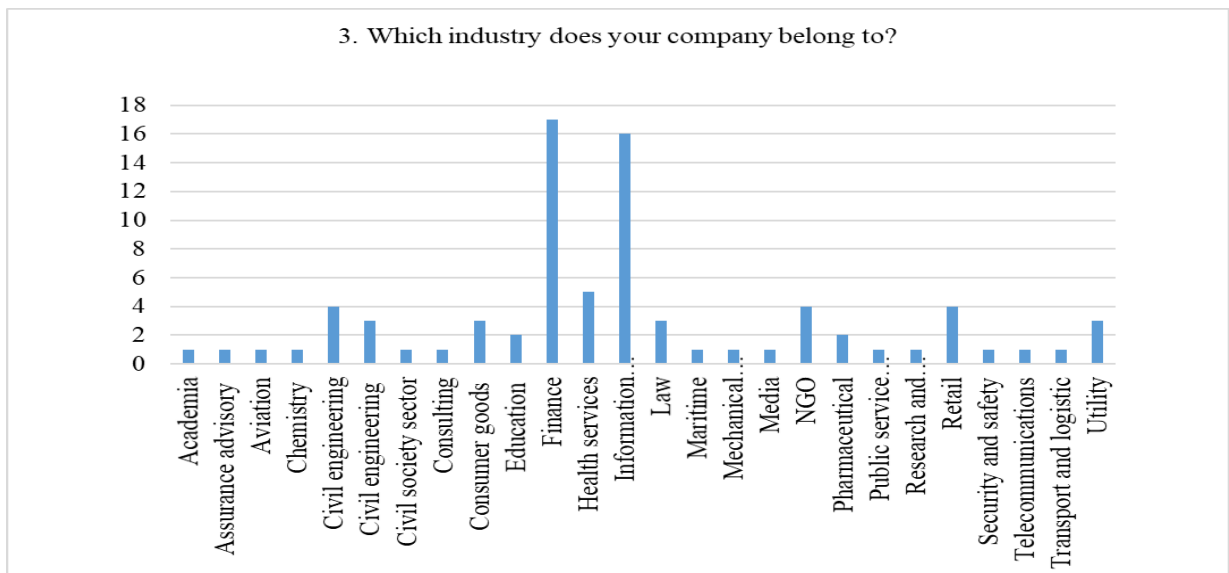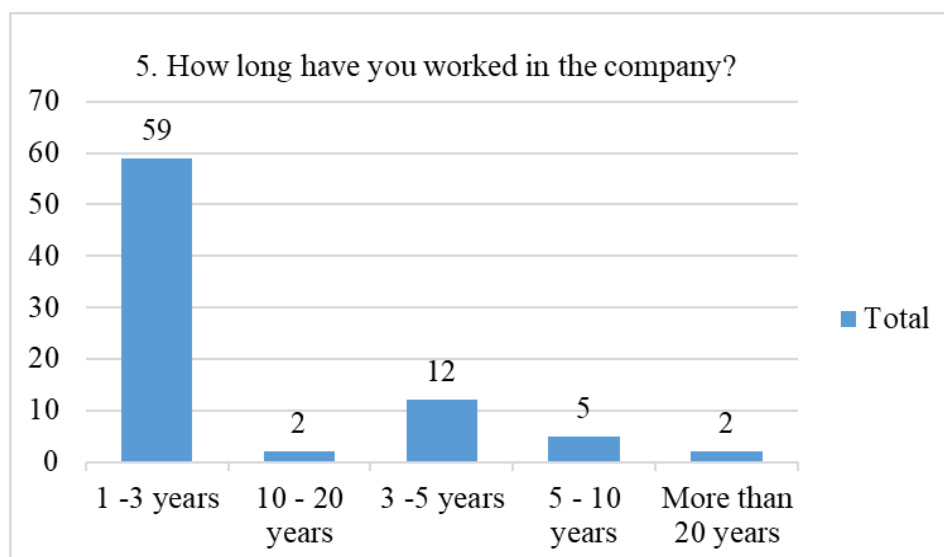
Figure 6: Industry

Figure 7: Years of Experience

- **How important are training and development for employee performance?**

This segment of the analysis aims to answer the research question about the importance of training and development of the employees. Respondents were given questions to express

their opinions in the matter of the importance of formal education, whether they have received some form of training and how crucial it was for them when they decided to apply for the job.

First, the respondents were asked about their current education level (figure 8) and then, they were asked how important they think the level of formal education is, and most of the respondents considered it as not important at all, 60% of them, while only 19% thought that it is extremely important (figure 9). Seventy-five percent of the respondents who have an executive title in their organizations consider the level of formal education as fairly important.
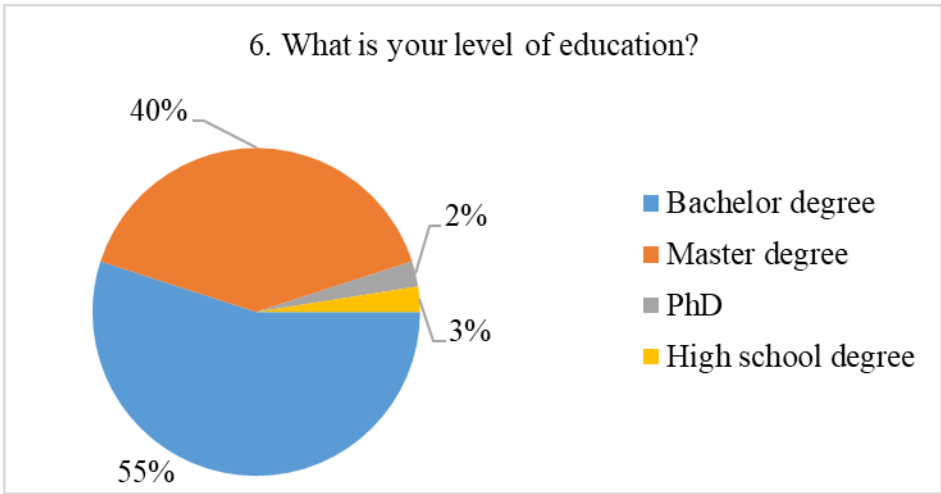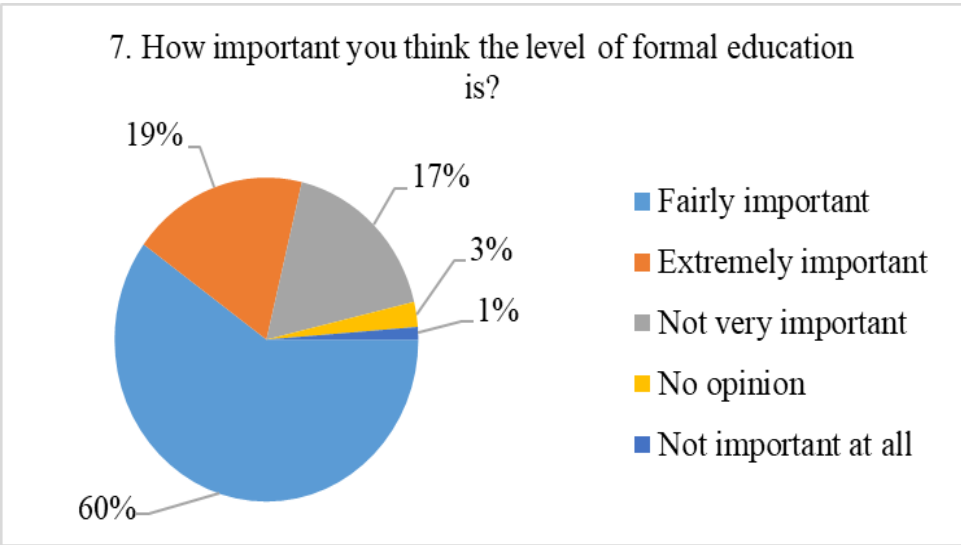
Figure 8: Level of Education

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Figure 9: Importance of Formal Education

When asked whether having the opportunity to receive formal training was significant for applying for the job, 42% of the total population of respondents strongly agree, and 35%

agree. So, by their opinion having this opportunity is a crucial factor whether to apply for the job or not, shown in figure 10.

Figure 10: Opportunity of Receiving Formal Training
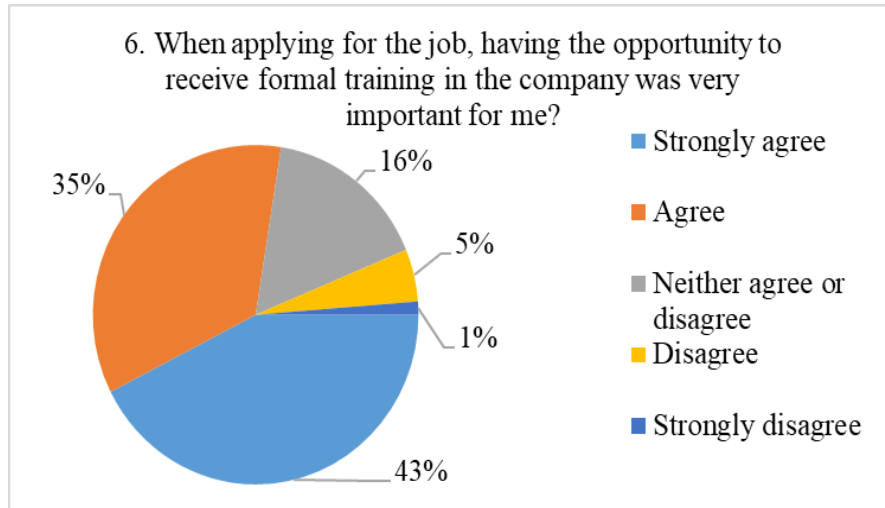
- **What is the extent of training and development for employee performance?**

The goal of this part of the analysis is to give answer to the second research question. Primarily, it is important to find out how many of the respondents were engaged in training process, how many did not undergo any training, and why did that happen. Ninety percent of the respondents answered that they have already received some form of training and 6% that they are currently attending one (figure 11). It is also important to mention that 86% of the employees that are employed 1-3 years have already attended a training, while 9% answered that they are currently attending one, at the time when the survey was conducted.

Figure 11: Training Reception
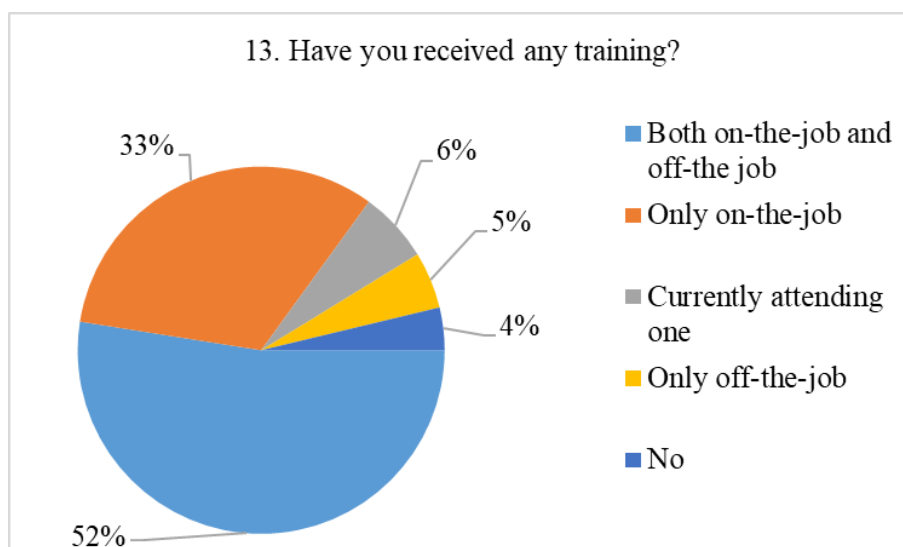
Also, all the trainings that respondents received have different frequency (figure 12), but most of them received yearly trainings (29%). And by the type of training, 52% answered that they have received both types, on-the-job and off-the-job training.

Figure 12: Training Attendance
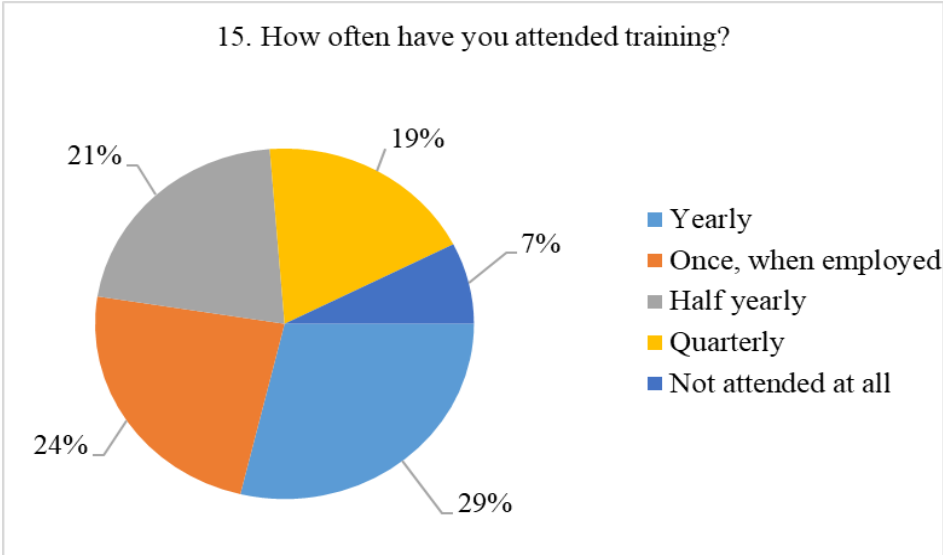
The respondents who answered that they have not received any training at all were asked what they believe was the reason they did not receive any training. Most of them answered that the main reason was their short period of employment (figure 13).

Figure 13: Reasons for not Receiving Any Training
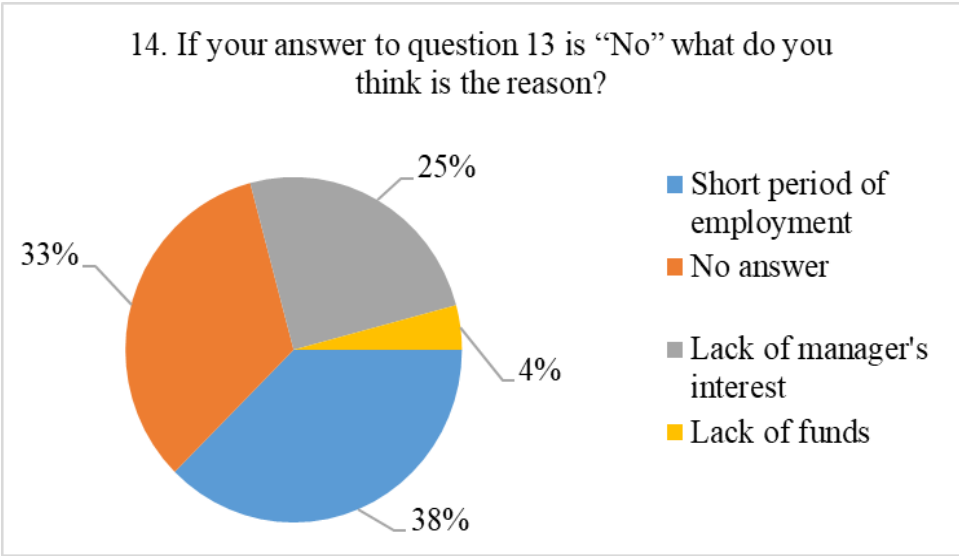
- **How relevant are training and development for employee performance?**

This part of the analysis aims to answer the third research question, in particular to discover how relevant the training is. It analyses issues such as organizations' training efforts, quality of training programs and chances for personal development.

The respondents were asked about whether their organizations provide trainings for their new employees (figure 14). Seventy-six percent answered that their organizations do provide training, while only 10% answered negatively.

Then the following question was asked, about how they perceive their organizations' training effort. The overall impression is that the majority was satisfied with the training they received, since 40% answered that their organizations' training efforts were positive and followed through, which means that they have had certain benefits (figure 15).

Figure 14: Training for New Employees
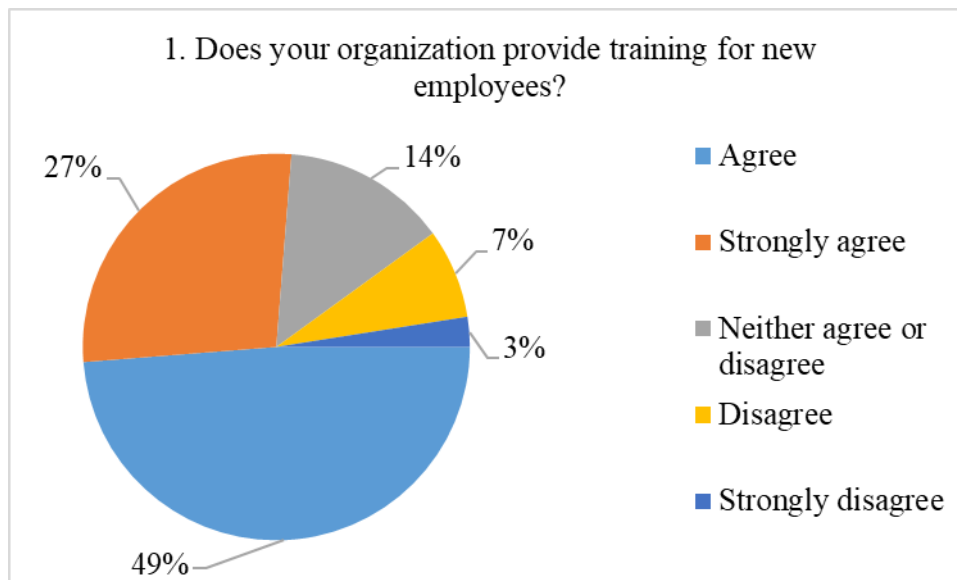
Naturally, this needed to be followed up by the question about who is the most responsible for training at the workplace and the most responses (56%) were that both are equally responsible, both the organizations and the employees. Only 14% thought that the responsibility lies solely in the organizations (figure 16). These results imply that each employee's right is to ask for a proper training, both on-the-job and off-the-job, but also each organization's responsibilities are to recognize employees' gaps in their knowledge and skills, analyze their training needs and to properly react to those signals.

Figure 15: Training Efforts

11. How would you describe your company's training efforts?

- 14%
- 29%
- 40%
- 5%
- 12%

Legend:
- Positive and followed through
- Positive, but it is not followed through
- I don't know
- Positive with poor results
- Negative
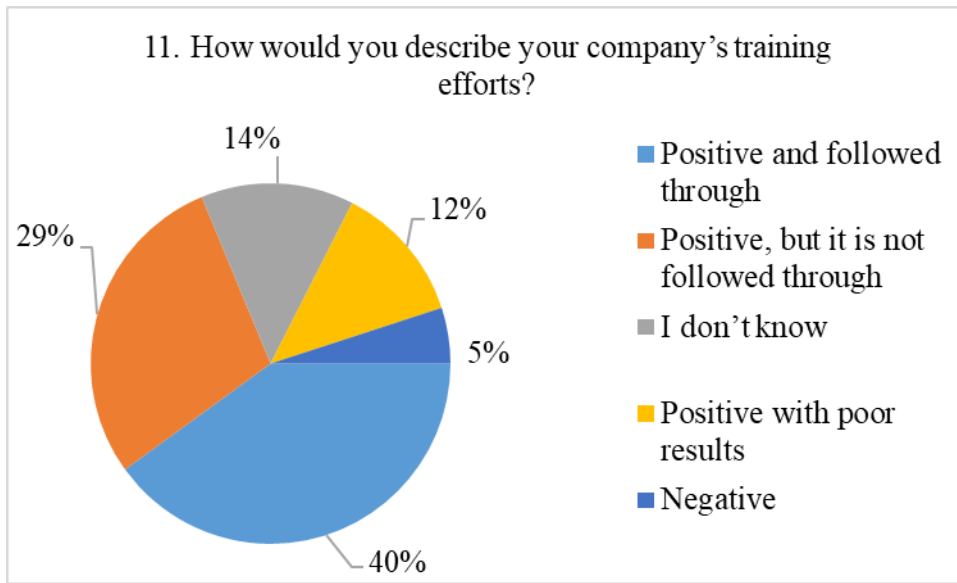
Figure 16: Responsibility for On-the-job Training

4. Who do you believe is most responsible for the on-the-job training?

- 14%
- 15%
- 56%
- 3%
- 12%

Legend:
- Both equally responsible
- You more than the organization
- The organization
- The organization more than you
- You
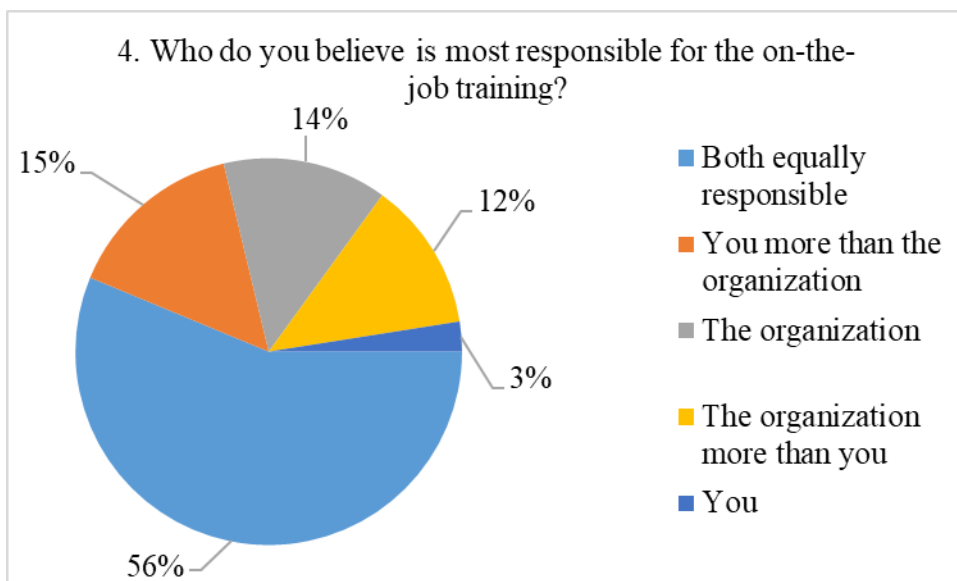
A handful of statements were put in a Likert type scale regarding the career development of the respondents. Seventy-five percent agree that they have real opportunities for career development in their organizations, of which 30% strongly agreed with this statement. Forty-four percent neither agree nor disagree when asked whether they expect to have a long-term career in the organization they currently are. Most of the respondents (81%) have positive opinion about their workplaces and are highly motivated to contribute to its success and 84% of the total number of respondents would recommend their organizations to other people.

In the first section the respondents were asked whether having the opportunity to receive formal training in the company was very important for them when applying for the job. In addition to that, they were also asked whether formal training was crucial for their success in the organization. Fifty-one percent of the total number agreed (19% of them strongly agree) that it was crucial for them, and 19% disagreed.

The participants in the survey were asked to list which training and skills they need to develop in the future period. Some of them listed multiple answers since it was an open question and most of them answered that they need technical training (51%), leadership training (16%) and financial training (13%). Others named communication skills (5%) and educational skills (4%) as important, all shown in figure 17.

Figure 17: Training Areas
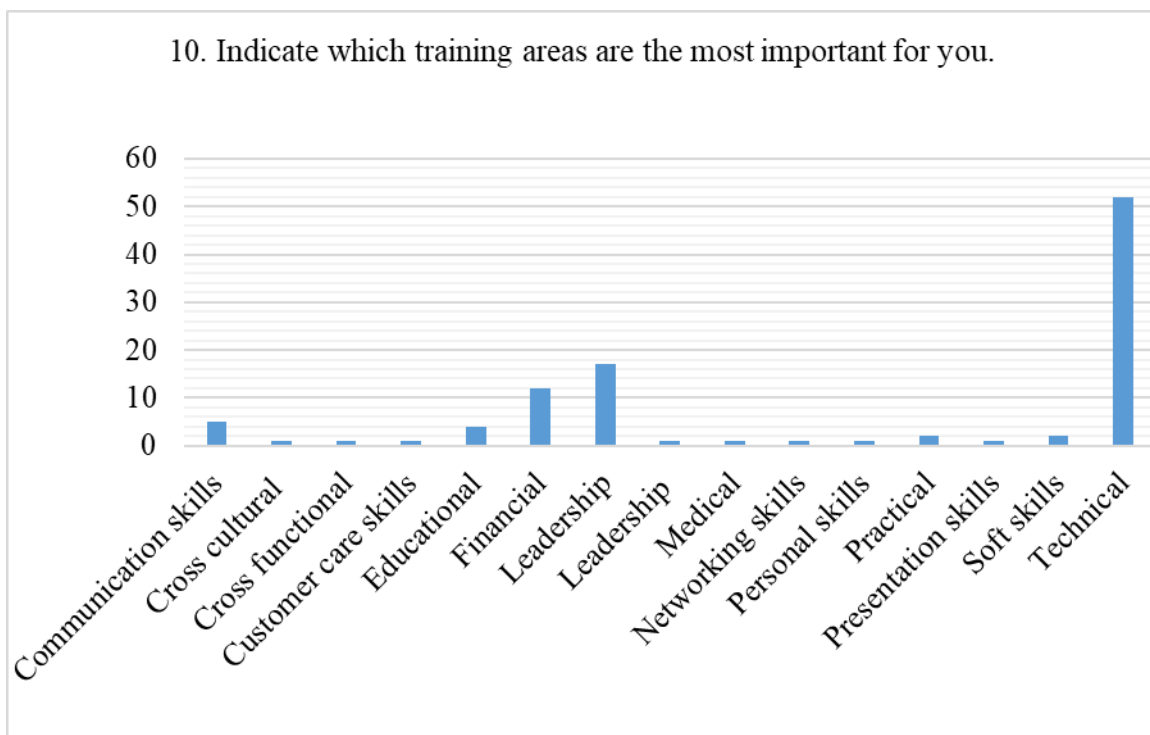
In the survey, after asking the respondents whether their organizations provide training for the new employees, it was followed by the question whether it is a well-planned exercise. Responses were divided mostly between agree (40%) and disagree (29%), with the majority agreeing that it is a well-planned practice (figure 18).

Figure 18: Planning of Training

2. Is training a well-planned exercise in your organization?

- Agree — 40%
- Disagree — 29%
- Neither agree or disagree — 19%
- Strongly agree — 7%
- Strongly disagree — 5%
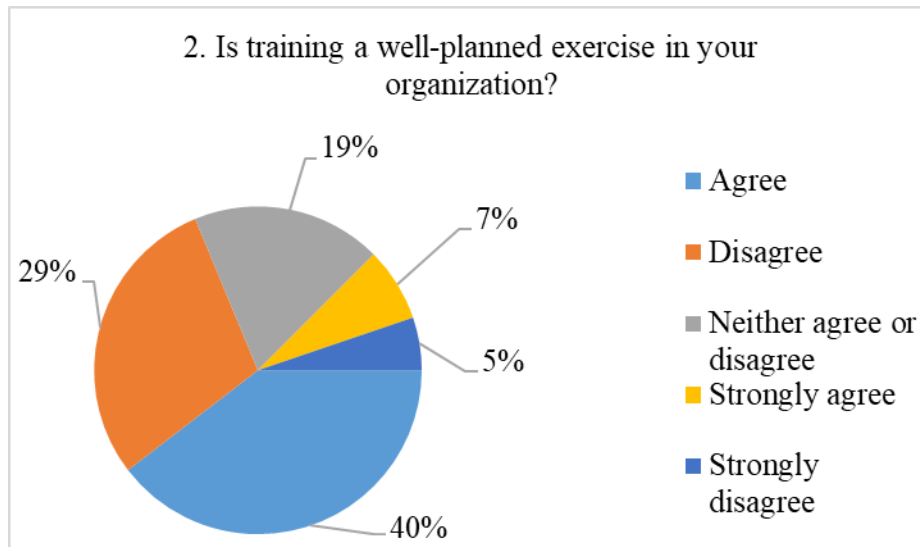
- **How beneficial are the training and development for employee performance?**

This section of the analysis intends to answer the fourth research question about the benefits the training brings to the employees if done properly.

First of all, it is significant to conclude which is the result of the training itself and then to conclude the benefits. Respondents were asked what they think is the purpose of the training and they answered that mostly it's for improving skills (25%) and improving knowledge (23%), but for the most of them (47%) it is the sum of improving knowledge and skills, and at the same time to increasing motivation and change attitude (figure 19).

According to the results, in most of the organizations (46%) there is no criteria according to which the selection of training program is done, and from those who had such criteria, it was selected on performance basis (18%) and period of working experience (18%).

Figure 19: Significance of Training Programs

9. Training programs according to you are to …?

- All of the above — 47%
- Improve skills — 25%
- Improve knowledge — 22%
- Increase motivation — 3%
- Change attitude — 3%
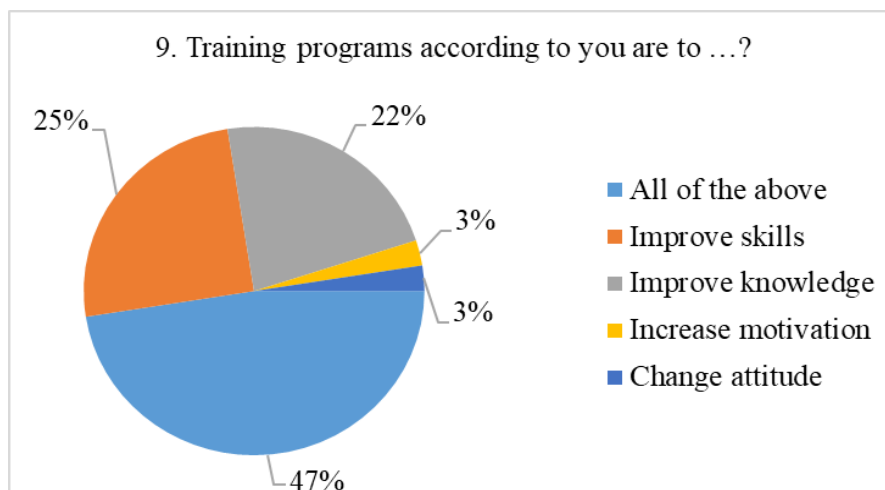
After acknowledging whether the respondents received any training from their organizations it is important to discover how long it took until they were able to practically apply the knowledge and skills they obtained from the training process (figure 20). Eighty-five percent answered positively, i.e. that they have used the skills and knowledge gained from training and that they plan to use them in the future (88%). Most of them (32%) were able to apply the training gains immediately or within a week (19%) and 67% of the respondents are satisfied that they have been given the opportunity to apply their talents and expertise (figure 21).
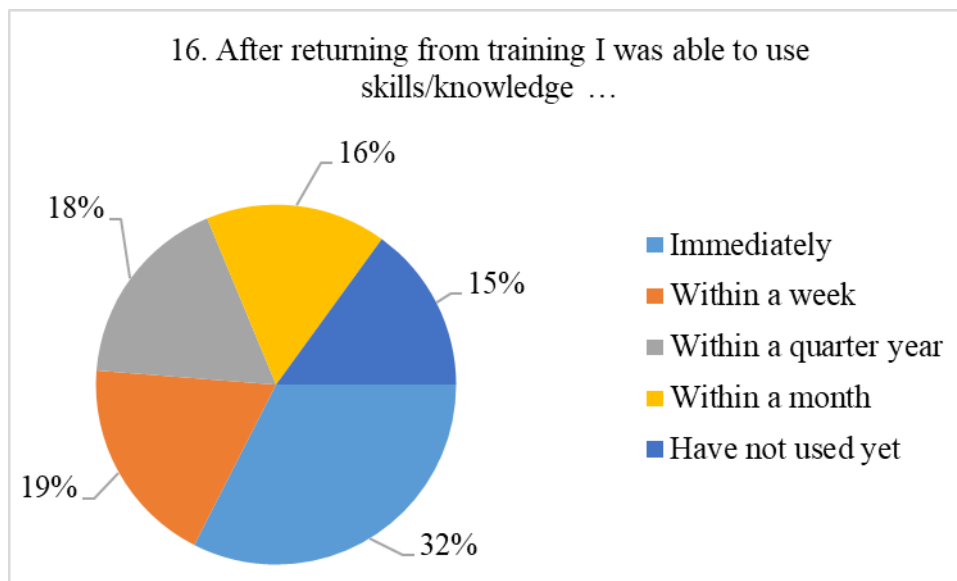
Figure 20: Application of Skills/Knowledge

Figure 21: Talents and Expertise Application
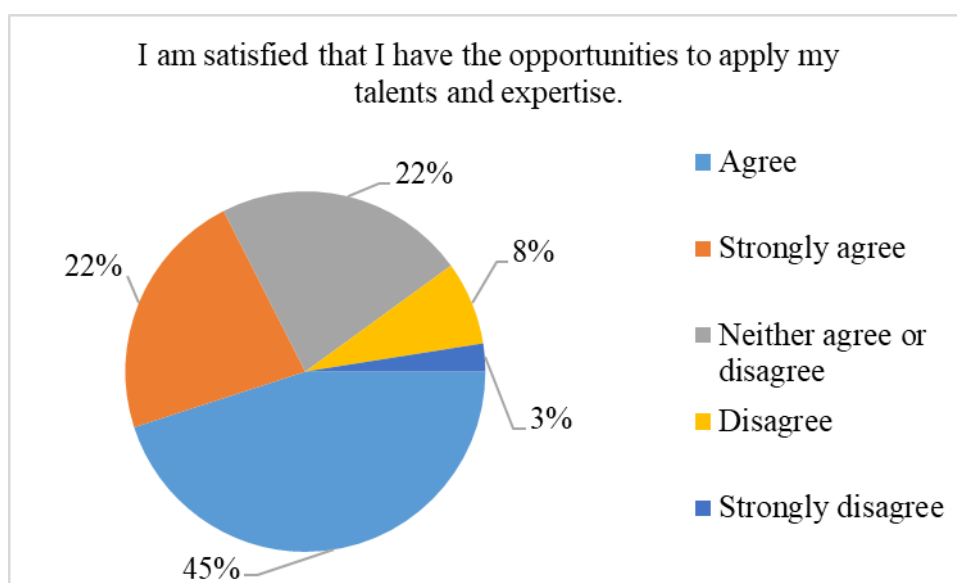
From those who answered that they have not used the knowledge and skill yet, most common answers were that they have been busy with other higher priorities (25%) and they have not had the opportunity to apply them yet (19%).

- **Where do employees seek solutions in a lack of training opportunities and development possibilities?**

This fifth part of the analysis was represented by an open question with which the respondents were given the possibility to answer it more precisely. Fifty-eight percent of them are satisfied with the opportunities for professional growth in their organizations and most of them (87%) agree that they are satisfied with the job-related training their organizations offer. In addition to that, 55% are satisfied with the investment their organizations make in training and proper education (figure 22).

Figure 22: Training and Education Investment
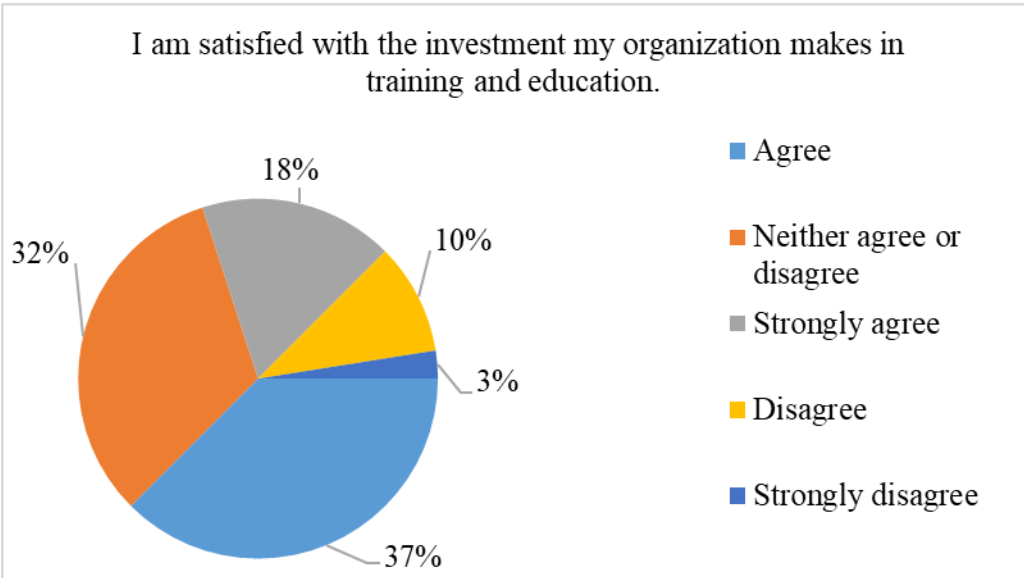
In case they lack training opportunities and development possibility, as shown in figure 23, the biggest number of respondents (24%) answered that they would turn to a better personal development, i.e. that they would attend academies, training centers or web-based trainings, such as Udemy and similar sources. Twenty-one percent of the respondents would search for a new job, i.e. organization that would offer them proper training and twenty percent would search for online help, such as online courses and books, online webinars, etc.

Figure 23: Solutions in Case of Lack of Training

5 DISCUSSION AND CONCLUSION

This last chapter of this Master Thesis addresses the outcomes of the analysis and aims to compare them with the theoretical section. As previously stated, the aim of this specific Master Thesis was to gain a better understanding of the training process and its importance for the employees and the organization itself. To achieve that, a survey was conducted and views were gathered from 80 respondents.

The main research questions of this Master Thesis are:
1. What is the importance of training and development at the workplace? and
2. What are the employees' perceptions about the continuous improvement?"

5.1 Theoretical Contribution

The better understanding of the importance of training and development of employees could possibly be listed as the most significant theoretical contribution. It is evident by the number of respondents that their feedback leads to accurate analysis and to the drawing of correct conclusions. The survey conducted for that purpose gathered decent amount of credible data. Additional knowledge and information were gained when carrying out the quantitative analysis of empirical data. This leads to better understanding of the training practices the organizations have and their relevance, i.e. the benefits they provided to the employees and the organization as a whole.

The first research question of this Master Thesis is: **What is the importance of training and development at the workplace?**

Every organization's objective is to train its employees, make them competent and earn their commitment (Dobson & Tosh, 1998). Trainings need to be scheduled periodically and carefully designed in order to have a certain impact on employee performance. The organizations therefore need to conduct training periodically, so it will serve the purpose of educating the workforce to compete effectively in order to create competitive advantage in the market. Providing the employees with certain training possibilities could be perceived as a message that their organization is concerned about its employees (Aguinis & Kraiger, 2009). According to the survey results, there are different time intervals in which trainings were organized, but in most of the cases it happened yearly.

The training is a well-planned practice in most of the organizations where the respondents work, with a combination of on-the-job and off-the-job training. Those who only had one type of training, it was the on-the-job training, most likely as a result of the costs that off-the-job training generates. On-the-job-training is a more common and practical approach for training, which makes the employees involve directly in the working processes in the organization (Torrington & Chapman, 1983). The responsibility for the on-the-job training is equally distributed between the organization and the employees themselves. Most of the respondents of the survey are satisfied with the training efforts of their organizations, i.e. according to them, they were positive and followed through. Those employees who didn't receive any training, stated short period of employment and lack of manager's interest as their obstacles. In fact, greater numbers of those receiving some form of training claim that it was necessary to have the opportunity to receive formal training from their organizations. So, that gives the answer to the first research question that training at the workplace is of high importance for the employees and should be frequently and quality organized.

The second research question is: **What are the employees' perceptions about the continuous improvement?**
Continuous improvement itself can be described as an initiative for improvement which increases the level of success and reduces potential failures (Juergensen, 2000). It's a culture of constant improvement which tends to eliminate the bad characteristics in all systems and processes of each organization. It connects everyone to work together for the mutual goal of doing improvements without generating greater expenses (Bhuiyan & Baghel, 2005). According to (Bessant et al., 1994) the perpetual improvement is an organization-wide process of constant incremental innovations. In general, not many people believe that only one job will be their job until they retire. Even those who stay in the same organization for longer period in their career need to improve their skills regularly or they are going to face redundancy because they are no longer competitive (Bakan, 2010).

For the purpose of answering this research question, a set of questions referring to the career development were added in the survey. These questions measure employee satisfaction through defining their perceptions about their satisfaction and career expectations in the organizations they work for. When analyzing their perceptions about their organizations, greater number of respondents answered that they have real opportunities for career development, but most of them doubt that they expect to have a long-term career in the same organizations, so they don't provide specific answers about it. Previous studies have shown that employees who are satisfied with their organizations are highly motivated, possess good working morale, and do their work in a more effective and efficient manner (Eskildsen & Dahlgaard, 2000).

According to this, employee satisfaction directly influences improvement and the quality of task fulfillment. If an employee shares positive attitudes at the workplace, it results in bigger organization productivity (Ryan et al., 1996). Therefore, it was important to measure the employees' satisfaction in their current workplaces. Most of the respondents are satisfied with their current opportunities for personal growth and are content with the opportunities for career advancement offered to them, and with the job-related training their organizations offer.

According to the answers gathered from the survey, continuous improvement and assured career development are of high importance for the employees. They also name the opportunity for receiving formal training as crucial for their success in the organization and as an important factor when applying for the job.

5.2. Practical Implications

This research may bring important positive implications in practice. At first, it explains the role and importance of the employee itself, as an inseparable part of each organization. The contribution in contained of measuring current employee satisfaction regarding the training and development opportunities in their organizations. This may point out flaws that organizations have in their training practices and also insufficient amount of training and structures that don't allow the employees to advance in their careers.

The findings also remind of the significance of training and development efforts as fundamental part of better organizational performance. The results from the analysis indicate it as an important part of the satisfaction of employees and important factor for expressing interest about a certain workplace. Although organizations give genuine efforts to achieve better training, according to the survey results in big part of the organizations the training efforts are not followed through or they are with poor results. That implies that the implementation of the gained knowledge and skills are not being adequately applied. This may motivate employers to look up this fundamental part of their organizations with

greater attention to details and to create better training strategies that will bring better performance and stronger position of the company.

First of all, employees need to state upfront what are their expectations regarding the training and building their career in the organization, since most of the respondents answered that they share the responsibility for the training too, in this case in particular the on-the-job training. In high percentage of the organizations, training is not a well-planned practice, so it's most probably never pre-planned. Fardon et al. (1993) list several kinds of trainings that are required and organizations need to implement, such as:

1. Initial training for the newly employed workers, to make sure that the work is going to be done accordingly and safely at the same time. This should be carried out right after the job with its processes is introduced to the new employee.

2. Up-to-date training to help the experienced employees update their knowledge and acquire new skills on regular basis in order to stay competitive.

3. Multi-skills training so that the employees are capable to operate on several different workplaces in the same organization rather than just the one they are employed for.

After putting this advice into effect, organizations should achieve better training results and greater satisfaction among employees regarding that matter.

5.3 Limitations with Future Research Directions

The study itself offers ideas for future research in the same area, for deeper knowledge of the subject of training and development of personnel. The survey results in this Master Thesis are gathered from a certain population of eighty respondents and could have different outcomes if the population is broadened or with different structure regarding, age, gender, working experience, etc.

It was already pointed out that the small population of respondents as a limitation for more accurate results and would also count the respondents' age as a limitation. Most of them were aged 23-27 years, which means that they don't have enough working experience to give more accurate answers. The first recommendation for further studies would be to increase the sample size and include various age groups.

A good suggestion for a future research would be the arranging of training courses according to Torrington and Chapman (1983). They identify three kinds of courses, such as consultancy course, pre-experience course and post-experience course.

As a good start would be to test a formal training plan in a specific organization or more organizations and employees to point out their needs and expectations before the training is held. The employees would be valued by their formal education and previous knowledge in the specific area. Then the training would be designed according to their needs and the workplace requirements. A good example for that is given by Stoner and Freeman (1992)

who say that managers are able to use four procedures to identify the training demands of their employees, such as performance appraisal, job requirements analysis, analysis of the organization itself and human resource survey. At the end, after the training is done, in a certain period of implementation to measure results and to conclude if it is really the training that contributes to better organizational performance or there are other factors that have bigger importance.

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APPENDICES

LIST OF APPENDICES

Appedix A: Abstract in Slovenian Language

Zaposleni so pomemben deležnik v vsaki organizaciji. Aktivne vloge v organizaciji ne gre podcenjevati. Kot rezultat omenjenega, usposabljanje teh edinstvenih deležnikov z učinkovitim usposabljanjem postane nujno, da se poveča njihova uspešnost. Na splošno je dilema, s katero se zaposleni pogosto srečujejo, težava uspeha in prispevanja na delovnem mestu brez predhodnega usposabljanja.Zato je cilj te magistrske teze boljše razumevanje procesa usposabljanja in njegovega pomena za zaposlene in samo organizacijo. Namen te študije je predvsem ugotoviti potrebo po tem, da zaposleni po začetku zaposlitve prejmejo začetno usposabljanje, obseg usposabljanja na delovnem mestu in potrebe po prihodnjem usposabljanju za razvoj boljše tekmovalne veščine.

Ta posebna tema ima veliki obseg, zato jo moramo omejiti, da dobimo bolj natančne podatke, tj. ključni poudarek je opredelitev usposabljanja in razvoja ter vpliv, ki ga ima na uspešnost zaposlenih. Podatki, zbrani v tej raziskavi, so empirični in to je primarna študija, da se zberejo ustrezni podatki za analizo, zato je bila izvedena raziskava. Glavna vloga raziskave je bila zbrati različne vrste pogledov in stališč zaposlenih do predmeta raziskovanja. Ko je bilo za anketo izbrano ustrezno vprašanje, je bilo postavljeno in posredovano anketirancem. Glavni cilj je bil pridobiti povratne informacije od zaposlenih, zlasti o tem, kako dojemajo svojo organizacijo in napor usposabljanja v isti da jo količinsko izrazite v številkah.

Boljše razumevanje pomena usposabljanja in razvoja zaposlenih je mogoče navesti kot najpomembnejši teoretični prispevek, glede na število anketirancev je očitno, da njihove povratne informacije vodijo do natančne analize in do pravilnih zaključkov. V ta namen izvedena raziskava je zbrala spodobno količino verodostojnih podatkov. Dodatno znanje in informacije smo pridobili med kvantitativno analizo empiričnih podatkov. To je privedlo do boljšega razumevanja praks usposabljanja, ki jih imajo organizacije, in njihove ustreznosti oz. koristi, ki jih zagotavljajo zaposlenim in celotni organizaciji.

Glavni prispevek te študije je prepoznati tehnike usposabljanja, ki jih zaposleni potrebujejo. Drugi prispevek je povezan z merjenjem stopnje zadovoljstva zaposlenih s sedanjo stopnjo usposobljenosti ter njihovega dojemanja in odnosa do nenehnega izboljševanja in na koncu s predlogi za nadaljnje izboljšanje, da bi ustvarili temelje za razvoj zaposlenih v organizaciji in izboljšanje konkurenčnosti organizacij.Na podlagi odgovorov, zbranih v raziskavi, sta nenehno izboljševanje in zanesljiv karierni razvoj za zaposlene izjemnega pomena. Prav tako opredeljujejo priložnosti za formalno usposabljanje kot najpomembnejši trenutek za njihov uspeh v organizaciji in kot pomemben dejavnik v uporabi ob delu.

Appendix B: Survey Questions

Employee information

1. Gender (M/F)
2. Age
- 18 – 25
- 23 – 35
- 35 – 45
- 45 – 55
- 55+
3. Which industry does your company belong to?
4. What is your rank in the company?
- Trainee
- Junior associate
- Associate
- Manager
- Executive
5. How long have you worked in the company?
- 1-3 years
- 3-5 years
- 5-10 years
- 10-20 years
- More than 20 years
6. What is your level of formal education?
- High school degree
- Bachelor degree
- Master degree
- PhD
7. How important you think the level of formal education is?
- Not important at all
- Not very important
- No opinion
- Fairly important
- Extremely important
8. What is your opinion about yourself?
- I think I am highly capable and competent
- I think I am enough capable and competent
- I lack general knowledge and skills
- I lack specific knowledge and skills
- Other (name what….)
9. I am familiar with the organization's mission and vision. - Y/N

10.   I am familiar with the organization's policy and strategic decisions of the management. – Y/N

11.   I have a positive opinion about my workplace and I am highly motivated to contribute to its success. – Y/N

12.   I would recommend the organization to other people. Y/N

Training

Answers: strongly agree – agree –neither agree or disagree – disagree – strongly disagree (Except for those that have specific answers.)

1. Does your organization provide training for new employees?
- strongly agree
- agree
- neither agree or disagree
- disagree
- strongly disagree

2. Is training a well-planned exercise in your organization?
- strongly agree
- agree
- neither agree or disagree
- disagree
- strongly disagree

3. What kind of training methods are being followed in your organization?
- Only on-the-job,
- Only off-the-job
- more on-the-job, less off-the-job
- more off-the-job, less on-the-job
- equal amount of both types of training

4. Who do you believe is most responsible for the on-the-job training?
- you
- the organization
- you more than the organization
- the organization more than you
- both equally responsible

5. In your opinion, how important is the on-the-job training?
- Not important at all
- Not very important
- No opinion
- Fairly important
- Extremely important

6. When applying for the job, how important was having the opportunity to receive formal training in the company?
- Not important at all
- Not very important
- No opinion
- Fairly important
- Extremely important

7. How often the training programs are conducted in your organization?
- Once, when employed
- regularly,
- quarterly,
- half yearly
- not conducted at all

8. On which basis selection of training program is done?
- Performance
- Seniority
- Period of working experience
- No such criteria
- Other (…….)

9. Training programs according to you is to …?
- improve skills
- improve knowledge
- change attitude
- increase motivation
- all of the above

10. Indicate which areas are most important for you.
- ……

11. How would you describe your company's training efforts?
- Negative
- positive with poor results
- positive, but it is not followed through
- positive and followed through
- don't know

12. Do you think that training helps for the individual development as well as organizational development?
- strongly agree
- agree
- neither agree or disagree
- disagree
- strongly disagree

13. Have you received any training?
- Only on-the-job

- Only off-the-job
- Both on-the-job and off-the job
- No
- Currently attending one

14. If the answer to 13 is "No" what do you think is the reason?
- Short period of employment
- Lack of funds
- Lack of personal interest
- Lack of manager interest
- Other (name what: …..)

15. How often have you attended training?
- Once, when employed
- Regularly
- quarterly
- half yearly
- not attended at all

16. After returning from training I was able to use skills/knowledge …
- Immediately
- within a week
- within a month
- within a quarter
- have not used yet

17. If you answered 16 with "have not used yet", what is the reason you haven't used the skills/knowledge you were taught.
- I did not learn anything I could apply
- I have not had the opportunity yet
- I have been busy with other higher priorities
- My manager prevented/discouraged me from applying them
- Other – ……?

18. Do you plan to use the skills/knowledge in the future? – Y/N

19. Are you willing to transfer that knowledge to a new employee?
- strongly agree
- agree
- neither agree or disagree
- disagree
- strongly disagree

Career development
Answers: strongly agree – agree –neither agree or disagree – disagree – strongly disagree
1. I have real opportunities for career development in the organization.
2. I expect to have a long-term career in the same organization.
3. Formal training was crucial for my success in the company.

4. I am satisfied with my opportunities for professional growth.
5. I am pleased with the career advancement opportunities available to me.
6. My organization is dedicated to my professional development.
7. I am satisfied with the job-related training my organization offers.
8. I am satisfied that I have the opportunities to apply my talents and expertise.
9. I am satisfied with the investment my organization makes in training and education.
10. Where would you seek solution if you lack training and development possibilities?