



TRAINING TRANSFER AND EVALUATION IN HOSPITALITY INDUSTRY IN NIGERIA

Augustine Nnoruka Okeke

*Department of Hospitality and Tourism Management Federaln polytechnic, oko
Anambra state*

Corresponding email: augustinennorukaokeke@yahoo.com

Abstract

The Training process is necessary as a result of the benefits on the organization. Usually, various organizations spend so much yearly in training the staff. Hence, it is ideal to check if the huge capital invested into such programme is achieved. Line Managers role in the training process is key to getting the managers, who deal with the employees on a daily basis and cooperate with the external trainers in order to develop a common communication language, thereby enabling the trainees' process and outcome applicable on the job. According to McCarthy, Darcy, & Grady (2010), recent developments in major organization in the UK and North American organizations makes it expedient to adapt training programs to meet the challenge or trends. According to Sobaith et al. (2008) effective training program should be given to hospitality employees in order to meet the standard expectation of customers for quality service. This will create a positive image of the organization to their various clienteles. Blanchard et al (2003) on the other hand argues that for training to be effective it must meet the various need of employees such as helping them in career growth and learning new skills that they perceive are important to them while meeting the needs of their organization. This paper captured the review of related literatures to buttress the expected need for training transfer and Evaluation.

Keywords: Evaluation, Training transfer, Organization, Staff development

Introduction

Training transfer is the ultimate goal of the training program. It is the application of the training that is undergone by the trainee to the work situation. The acquired training increases the SKA of the trainee and result in greater motivation, productivity und, and improved performance of the organization. According to Newstrom (1992), training is the extent to which knowledge gained during the training program is retained in the workplace. Several factors have been found to encourage transfer like cooperation at management, the trainee characteristics, training design and the work environment (Putra, 2004; Rodriguez and Gregory, 2005). This is in line with the study of Baldwin and Fords (1998) which concluded that; trainee characteristic, that is, the previous experience from the start of the training, training content or delivery and work environment, the supervisory or managerial input has critical influence in the successful implementation of training transfer.

Going by huge sum of fund invested in employee training and the high turnover rate in the hospitality and tourism industry, there have been continuous searches in the methods that will ensure effective learning transfer. There is a need to make a lasting difference in the work place training. According to Weber (2014), "the finish line is not when the training activity concludes but when the learning is transferred into the everyday role". He advocated a new methodology called TLA, that is, Turning Learning into Action. The TLA has three essential stages; Preparation, Action and Evaluation The preparation Stage involves enabling the trainee to know the importance of the training outcome to the organization and the

expectation of the organization after the training. It also involves signing a learning agreement that clarifies what the trainee expects from the organization and what is expected from the trainee by the organization. This would enable them to know how serious the action plan that is soon required to create would be.

Prior to creating their individual action plan in the classroom, it is needful to explain the background and expected outcomes of the program. The trainees must be made to understand that the transformational impact of the program would change their SKA. This would make them see the importance and seriousness of creating their own action plan. Additionally, they would see the action plan as the first phase of the learning transfer and attribute change but not to the completion of the training program. In summary, the first phase of signing the learning agreement and developing the action plan involves the trainee to see the difference and the change that is about to occur. In so doing, this would increase the level of their commitment since they would now understand how useful this process would help them achieve their goals. The second stage of the TLA is the action process and it is designed to hold the trainee accountable to go through the agreed action plans.

According to Weber (2014), the action plan is captured in its acronym; "ACTION". Where; A is Accountability- to design the accountability pattern for implementation program C for Calibration- The individual structures their performance back to their goals T for Target- The expected target is then carefully mapped out I for Information- The beginning stage where they are at inception is communicated O is Option- It involves brainstorming at this stage which enables the organization to take advantage of opportunities for future encounters. N for Next steps- It required of the trainee to gain commitment for those next steps that would be taking place between ACTION session, to secure the necessary changes.

It is important to realize that effective questioning techniques would enable the trainees to also develop applicable solutions that are based on the information and skills that have been learnt coupled with their thoughts and belief systems. The Final stage in the training process is evaluation which entails; observing, evaluating and collating of the changed behavior by the trainees or the organization. It provides useful feedback for the training provider about the outcome of the training and trainees' behavior. According to Weber (2014), for evaluation to be really effective the main objective is to start with the end of the training in mind and resolve what the course aims and focus are at the beginning before the training is designed. After the training is completed, the evaluation of the outcomes in line with those focus and aims begins. This is done by focusing on the application of the training

Conceptual Framework

Boulmetis and Dutwin (2000) defined evaluation as the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved. According to Philip (1991), Evaluation is defined as a systematic process used to determine the value, worth, and meaning of something. On the other hand, Holli and Colabrese (1998) defined evaluation as comparisons of an observed value or quality to a standard or criteria of comparison. This involves the process of forming value judgments about the quality of programmes, goals and products. However, Boulmetis and Dutwin (2000) coined that evaluation is the systematic process of collecting and analyzing data in order to determine whether and to what degree objectives were or are being achieved. Furthermore, Schalock (2001) defined effectiveness evaluation as the determination of the extent to which a programme has met its stated performance goals and objectives.

Evaluation of training and development involves assessing whether it is achieving its objectives, if it is effective or not. While training effectiveness refers to the benefits that the company and the trainees receive from training. Benefits for trainees may include learning new skills or behavior. The company benefits include increased sales and more satisfied customers. However due to its abstract nature and long-term impact on the organization and trainees, it is difficult to measure the effectiveness of training. Evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide on the level at which the evaluation should be made. The process of evaluating training and development has been defined by Hamblin (1974) as, "any attempt to obtain information (feedback) on the effects of training programmed and to assess the value of the training in the light of that information. In other words evaluation may be defined as the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational goals.

Training Evaluation

Training evaluation refers to process of collecting and measuring the outcomes needed to determine whether training is effective. The evaluation design refers to the collection of information including what, when, how and from whom –that will be used to determine the effectiveness of the training programme (Noe, 2008). Evaluation of training and development involves assessing whether it is achieving its objectives, it is effective or not. Training effectiveness refers to the benefits that the company and the trainees receive from training. Benefits for trainees may include learning new skills or behaviour. Benefits for the company may include increased sales and more satisfied customers. However, it is very difficult to measure the effectiveness of training and development because of its abstract nature and long term impact on the trainees and the organization (Prasad, 2005)

Like any other organizational activity, training requires energy, time and money. So it becomes an investment in Employees' retention and productivity by providing employees job satisfaction, and career progression over the long period of time (Bowes, 2003). Because training is an investment that require time, and money so organizations needed to know if their investment is spent effectively. In order to make this decision evaluation becomes necessary (Topno, 2012). Evaluation is an integral part of most instructional design (ID) models, as it is an essential part to training programme. To determine the effectiveness of instructional interventions, evaluation tools and methodologies are needed, as it monitors whether candidates are able to implement their learning in their respective work place or to regular routines Q\agar, 2009). Despite been important, evidence shows that evaluations of training programs are often missing or inconsistent (A & E, 1990); (P, et al., 1979). Possible explanations for inadequate evaluations include: Insufficient budget allocated; insufficient time allocated; Lack of expertise; blind trust in training solutions; or lack of methods and tools (see, for example, McEvoy & Buller, 1990). There are complexities in the act of evaluation due various attributes and dimensions of organization and trainees, and training situations (Eseryel, 2002).

The Need for Training Evaluation

The primary aim of evaluation is to improve training by discovering which training processes are successful in achieving their stated objectives. The training evaluation purposes are:

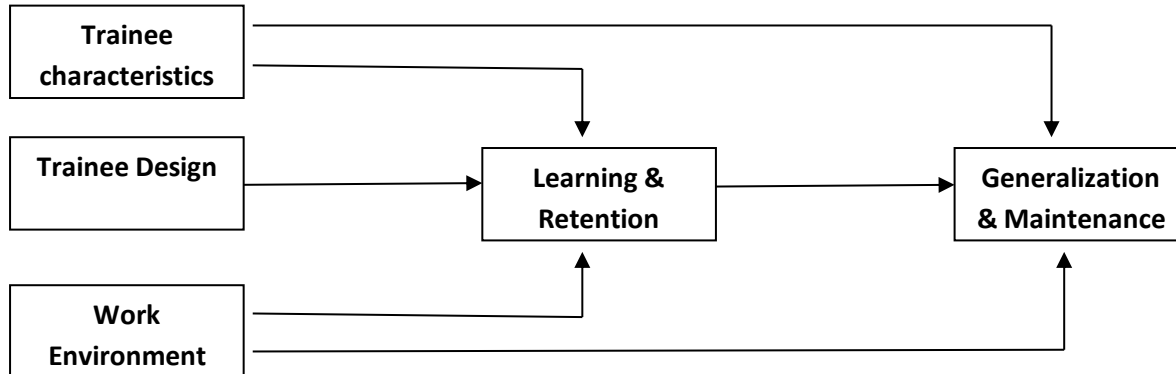
- To conform to policy guidelines and documentation of training and development efforts.
- To decide who (number and type of potential participants) should participate in future programme
- To gain practical insight in order to design, develop and deliver more effective future programmes.
- To determine whether the training and development programme justifies the cost
- To determine if the training programme maps to the needs the trainees.

But according to (Bramely & Newby, 1984) identified four main purposes of evaluation which includes;

- Feedback: Linking learning outcomes to objectives and providing a form of quality control;
- Control: Making links from training to organizational activities and to consider cost effectiveness;
- Research: Determining the relationship among learning, training and transfer of training to the job.
- Intervention: The results of the evaluation influence the context in which it occurs.

Theoretical Framework

Training Evaluation Models



Baldwin and Ford's (1988) Model of Transfer and Evaluation Process

There are different models used by bodies, but the most commonly used models are as follows:

Kirkpatrick Model

In 1959 this model was introduced by Donald Kirk Patrick. four levels that should result from a highly effective training was divided into four parts by Kirkpatrick in 1977. They are; Reaction, Learning, Behavior and Results Reaction evaluates how the trainees feel about the attended programme. Learning evaluates the extent to which the trainee learned the information and skills, while behaviour evaluates the extent their job behaviour has changed as a result of attending training. Result evaluates the extent to which the results have been affected by the training programme. American Society for training and development (ASTD) survey shows that Kirkpatrick four level evaluations is the most commonly used evaluation framework among Benchmarking Forum Companies (L & S, 1997). This is because it focuses on behavioral outcomes of the learners involved in the training.

CIPP Evaluation Model

Stufflebeam (1983) developed the CIPP model. This model refers to the four phases of evaluation: Context, input, process, and product evaluation.

Context evaluation

It involves evaluation of training and development needs analysis and sings these needs to formulate objectives. It determines the extent to which the goals and objectives of the programme matches the assessed need of the organization.

Input evaluation

This is an examination of the intended context of the programme.

Process evaluation

This is a critical aspect for programme implementation. It involves evaluation of preparation of reaction sheets, rating scales and analysis of relevant records (Prasad, 2005). Process evaluation objectives are;

- To provide feedback to organization and employees about the extent to which the activities are carried out as planned, using resources in an efficient manner.
- To provide guidance for changing the programme action plan as needed.
- Periodically check programmes to ensure personnel perform their rules and responsibility.
- Provide extension record of programme, how it was implemented and how it varies if any from what was intended.

Product evaluation

Its purpose is to measure, interpret and judge the extent to which an organization's improvement efforts have achieved their short term and long term goals. And from the improved efforts, it examines both intended and unintended consequences.

CIRO Approach

In 1970, the CIRO model for evaluation of managerial training was proposed (Warr, Bird & Rackson, 1970). This model is based on the evaluation of four aspects of training: context, input, reaction and outcomes. According to Tennant, Boonkrong and Roberts (2002), the CIRO model focuses on measurement both before and after the training has been carried out. CIRO model's main strength is taking into consideration objectives (context) and the training equipment (input).

Phillip's Evaluation Approach

With the challenge to provide evidence of how training financially contributes to business in the past decade, Philip (1991) suggested adding another level to Kirk-Patrick's four level evaluation approaches. This level was created to calculate the return on investment.

Participatory Training Evaluation Method (PATEM)

The PATEM approach is universal, as it is suitable for various users. Can be used for a series of trainings or longer-term capacity stakeholder group. PATEM involves five steps namely: and uses (Kuzmin, 2012). It building relationships with Introduction and process description.

Conclusion

In view of the huge amount invested in employee training and the high turnover rate in the hospitality and tourism industry, there have been a continuous search in the methods that will ensure effective learning transfer. There is a need to make a lasting difference in the work place training. According to Weber (2014), the finish line is not when the training activity concludes but when the learning is transferred into the everyday role.

Recommendations

The researcher hereby makes the following recommendations:

- That there should be effectiveness in the different components of training and development programme
- That there should proper check in the extent of transfer of learning i.e. the extent to which a trainees applies to their jobs
- That there should be proper determination whether the training and development objectives are being met.
- That there should be proper assessment to determine the extent to which participants gained the most or the least from specific programmes and finally,
- That there should be proper check on the extent of transfer of learning i.e. the extent to which a trainees applies to his/her job

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