Chapter 1

Training-An Introduction
1.1 Training

1.1-1 Introduction of Training

“Training, in the most simplistic definition, is an activity that changes people’s behaviour” (McCleland 2002, 7).

Training is of vital importance to Human Resource department. Employees so recruited are trained well to perform as per company’s standards. Training enhances representative information, bent and conduct towards the necessity of the occupation and association. It alludes to the performance and learning exercises carried on with the end goal of serving fragments of an association so they can gain and apply the information and capacities required by a specific occupation and association. The primary point of Human Resource Department is to give information, aptitudes and state of mind to the representatives who will enhance their present and future occupation execution and hierarchical viability. Association helps their workers to learn new aptitudes as to perform all the more successfully. The associations with more dynamic individuals turned approaches have exceeded expectations. This is on the grounds that when associations use in individuals, in their training methods, what they really receive in exchange is higher aptitude and more prominent capability that enhances self-assurance and
benefit to the association. Association’s development and worker's development are joined with one another to increase long term benefit.

Jawaharlal Nehru once cited: "It respects have goodwill; it respects have excitement. Anyway it is key to have Training".

The successful hotel branch without any restrictions is a learning association which concentrates on making and gathering up information for enhancing the execution of representatives and building violent edge and also serves to frames the gap between occupation necessities and representative's particulars.

1.1-2 Features of Training

- Improving Employee Performance.
- Updating Employee Skills.
- Preparing for Promotion and Managerial succession.
- Retaining Employee.
- Motivating Employee.
- Creating Effective and Efficient Organization.
- Training- Employee Excellence
- Optimum utilization of resources.
- Development of skills of employees.
- Goodwill
- Healthy working environment
- Health and Safety
- Morale
• Profitability
• Productivity
• Team spirit
• Organizational culture

1.1-3 Objectives of Training

The main objectives of Training are as follows:

• To make sure the availability of a skilled and willing workforce to an organization.
• To prepare the new entrants and existing employee to meet the present and changing requirements of the job as well as organization.
• To prevent Obsolesce in the organisation.
• To prepare employee’s for higher level authority.
• To ensure smooth and efficient working of all the departments.
• To ensure economical output of a required quality.
• To promote each and every employee with sense of responsibility, co-operative attitude and good inter-personal relationships.
• Develop competencies of employees to improve their performance.
• Help people to grow within the organisation to meet future human resources.
• Limited learning time for the new entrants and to ensure that they will become more competent as soon as possible.
1.1-4 Needs of Training in the Hotel Industry

Training is needed in hotel to strengthen the employees and to improve their knowledge and skills. Training is essential in any organization to keep its main focus on satisfying the beneficiaries. Training can enable them to:

- Training familiarizes employees with the mission, vision, rules and regulations and working condition of the Hotel.
- Training matches employee specifications with the job requirements and needs of the Hotel.
- Existing employees of the Hotel trained to refresh and enhance their skills and knowledge.
- Training helps to cope up with the updations taken place in the technology.
- Training is important for the promotions and career growth to share the responsibilities of higher level jobs.
- It becomes more responsive of the importance of good communication and consultation.
- Training is provided to better understand their roles and responsibilities
- It supports those who are less outspoken and improve their ability to communicate.

Training plays significant role for supervisors who have the main responsibility to communicate. It helps in the development of employees working with that organization.
1.1-5 Principles of Training in Hotel Industry

1. **Progress Information:** Trainer has to provide the required amount of right information to the trainee.

2. **Motivation:** The Trainer should find out the proper ways to motivate experienced employees who are already enjoying better facilities in case of re-

3. **Reinforcement:** The effectiveness of Trainee regarding new skills and knowledge should be reinforced by means of rewards and punishments.

4. **Practice:** A Trainee should actively participate in training sessions conducted by the management in order to make learning program more effective.

5. **Individual Differences:** Trainer has to adjusting the training sessions as per the individual abilities and aptitude.

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1.1-6 Basic Areas of Training in Hotel Industry

- Company Policies and Procedures
- Specific Skills
- Human Relations
- Problem Solving
- Managerial and Supervisory Skills

Figure 1.1: Training Cycle
Stage 1 - Identification of training needs This initial stage of the training cycle addresses finding out if there is, or identifying training needs. If a need is identified, it is at this stage that who needs trained (target audience), in what and how you will know the training has had the intended impact success criteria* of the training should be identified. This stage will help those who identify training needs to consider why the training is required and its expected outcome and impact. How you will measure if the training has met the original need i.e. brought about intended change in behavior, performance etc.

Stage 2 - Design of training solutions This stage covers planning, design and development of magistrate training. It aims to ensure that a systematic and consistent approach is adopted for all training solutions. Training solutions cover face to face training and open and flexible learning including e-learning.

Stage 3 - Delivery of training solutions This stage of the training cycle ensures that the delivery of the training is effective and provides opportunities for the learners to learn. This will involve choosing the most appropriate format for meeting training needs, and taking advantage of different training methods.

Stage 4 - Application of training in the court environment This stage of the training cycle is concerned with ensuring that all learning outcomes are applied and reinforced in practice within the court environment. This stage will help those who monitor the development of individual learners and review their progress.

Stage 5 - Evaluation of training solutions This stage of the training cycle deals with the collection, analysis and presentation of information to establish the improvement in performance that results from this. This stage will help those who
evaluate learning programmes, or who respond to developments in learning, or plan and introduce improvements in learning interventions.

**Staff Training in hotel industry**

Now days in every hospitality business, it is all about competence in employee, and especially the employee’s qualities. Quality of service depends on the qualities of employees. The qualities are about knowledge, skills and thoughts which lead to a hotel’s survival and development. Therefore staff

Stage 4 Application of training in the court environment

Stage 3 Delivery of training solutions

Training is essential in many ways which increases productivity while employees are armed with professional knowledge, experienced skills and valid thoughts; staff training also motivates and inspires workers by providing employees all needed information in work as well as help them to recognize how important their jobs are. Training and development can be seen as a key instrument in the implementation of HRM practices and policies. (Nickson, 2007) “Successful hotels always include staff training as their important development strategy”.

**1.1-7 Benefits of Training**

Training helps employee to enhance their capabilities and strengthen competitive edge. Effective Training improves professional capabilities. It benefits employees, management, as well as customers also as they get good quality of products and services.
I. Management Benefits

1. **Sustaining standards**

   Training helps the employees to introduce with the principles, policies and procedures of organization to maintain its standard and system.

2. **Evaluating Employees Performance**

   Trainers find out those employees who are quick learners and who have better knowledge and skills so that they provide different types of training for the better outcome.

3. **Identify employees for promotion and transfer**

   Trainers identified the capabilities and personalities of the employees as some employees are suitable for other position. Management makes best possible use of employees according to their abilities.

II. Employee benefits

1. **Allows employee to become more productive**

   Training helps employees to get familiar with the tasks, knowledge and techniques which improve capabilities of employees and increases productivity.

2. **Encourages self- development and self- confidence**

   After training employee will understand their duties better regarding their job position with knowledge and experience they obtained during their
training sessions as a result they will become more confident with their work and provide better services to their customers.

3. **Increases job satisfaction**

   Training helps the employees to understand their duties, responsibilities, how to perform task in the organization. It helps them to understand their work better and love what they do by understanding their job procedures.

4. **Helps employee to become more effective problem solver**

   During training sessions practical knowledge is also provided to the employees so that they can deal with the problems and sort out their solutions.

**III. Organizational benefits**

1. **Increases profitability**

   After training, productivity and better services results in more profits in return. Training helps the organization to increase their profit level by satisfying the needs of customers and provide those best possible services.

2. **Reduces accidents**

   Effective and organized training helps those employees to prevent from accidents who work with the dangerous equipment.
3. Organizational Development

Advanced technologies and effective way of working develops the organization. Staff training develops the quality of competitiveness in employees. Training brings good quality, competitive and loyal employee to the organization.

4. Reduces employee turnover and wastage

In the hotel industry wastage of resources are found commonly which can be avoided with the help of proper training of employees. With the help of regular training sessions work pressure and employee turnover can be minimized which results in less labour cost with the better services can be achieved.

1.1-8 Process of Training in Hotel Industry

"The single factor for the growth of hotel industry is the lack of trained manpower".

"Training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience" (Armstrong 1999)

Training process is basically an integral part of HRM. In hotel industry training process follows the following steps:
1. Assessing the training needs:

The very first step in training process is assessing the need for training. The need for training results from the actual and desired performance. Initially training is imparted to the employees so that they get familiar to their job and with the existing employees. TNA is important to push up the knowledge of employee and to train them to perform their task effectively.

2. Plan the training:

The next step is the planning of training specifying training objectives, designing training program and selecting training methods. On this stage training goals,
method, duration, structure, location and selection of trainee’s etc. are to be answered.

3. Carrying out the training:

In this stage training is provided to the employees with respect to their duties and responsibilities. Trainers impart knowledge regarding what to do? How to do? during the training sessions for the success of organization and how to proceed for the future training.

4. Evaluate the training:

Last step in the training process of hotel industry is to evaluate the output of the training. Evaluation is important to measure the effectiveness. It is important to access that the training program met the target set out at the stage of planning. For more effective training improvements or changes are required.

1.1-9 Training Effectiveness in Hotel Industry

In today’s modern era business of hotel is all about employees’ competence and qualities. Capability of employee depends on the level of service quality. Knowledge, skills and thoughts are the qualities which led to the hotel’s development. Staff Training is important as it increases productivity of employees, motivates and inspires employees by providing all useful information related to work and help employees to identify the importance of their job. Training is one of the important aspects in the implementation of HRM practices. Staff training is the major developing strategy of the successful hotels. All the repudiated luxury hotels
initially train their employees to increase their working efficiency to perform well and to maintain job standards.

**Effectiveness is generally:**

The degree to which training objectives are achieved.

Cost of training on return (ROI).

To avoid wastage of resources and to attain return on investment there should be a need to measure the effectiveness of training program. Several training programs were conducted in order to understand the training procedure and to solve the organizational problems. Firstly organizational problems can be identified correctly so that effective training helps in accomplishing affirmed objectives but not succeeded in resolving the organizational problems because the problem cannot be identified properly. Before the training started the objectives should be clearly understood. If the training objectives are valid, perfectly designed and having meaningful data as well as employees held accountable to use what they learned then it is possible to attain training effectiveness.

**1.1-10 Factors affecting training effectiveness:**

- Valid objectives
- Knowledge and attitudes
- Continuous participation
- Rewards and incentives
- Support of top management
- Combination of Training methods
- Flexibility
- Involvement of trainees
- Regular feedback
- Training period
- Persona assistance
- Proper trainees should be selected

1.1-11 Evaluation of Training Effectiveness

The American professor, Donald Kirkpatrick developed the training effectiveness model which is known as Kirkpatrick four level training effectiveness models. This model measures the effectiveness of training. It consists of four levels.

Level 1: Reactions

The very first step of this model is the reaction of trainee about the training and how the trainee “feels about the course”. The feedback sheet of the course is the Kirkpatrick evaluation level 1. All luxury hotels do such type of measurement and analysis. This level answered the questions regarding the perception of employees like how happy you were with the training program, was the material at workplace is relevant to their work? Etc. this type of evaluation is often known a “happy sheets”. Each program should be evaluated at level 1. For the improvement in the training program, the only disadvantage is that trainer does not
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know whether trainee learnt something or not. Employee’s reaction at this level is important for the learning consequences (level 2.)

**Level 2: Learning**

In the second level of the Kirkpatrick evaluation model improvements carried out on the basis of pre-test and post-test as for comparing the results. With this method trainers determine that the training delivered knowledge and this was understood by the trainees at that time or not. The organizations who evaluate the training program of employees are enough confident that the trainee have learnt something at the time of training sessions. This level of training evaluation access the amount of learning that has occurred because of the training program.

**Level 3: Transfer**

This level measures the “behavior”. It means that this level 3 measures the transfer that has occurred due to the training programs in the employee’s behavior. It is about the skills and knowledge that has been applied to the working procedure for the better performance.

**Level 4: Results**

This level measures the success of the training program. Increased production, better quality, low costs, sales increment, lower accidents, higher profits, etc are the factors affecting by the well training program. In the evaluation of training four parties are involved, they are:

- Trainee gives feedback on personal expectations and learning objectives.
- Trainers concern about the training effectiveness.
- HR Department analysis the best use of available resources.

- Managers of different department’s analyses that is there any positive improvements in the knowledge, skills and attitudes of employees.

1.1-12 Essential Ingredients for the successful evaluation of employee’s in Hotel industry

1) Support of Assets of Hotel throughout the Evaluation Process. Supportive Assets are Human Resources, Finance, equipment, time, availability of Data Sources and Records.

2) Open Communication Channels among Top Management, Employee’s and all others engaged in providing data.

Figure 1.3 Kirkpatrick Four Levels Training Evaluation Model

**Reaction**: How did the employees feel about the training? Did they enjoy it? Did they consider relevant to their

**Level 1**

**Learning**: increases knowledge and capabilities.

**Level 2**

**Transfer**: extent of behavior, capability improvement and implementation.

**Level 3**

**Result**: effect on the business of organization resulting from the trainee’s performance.

**Level 4**
1.1.13 Training Methods: On Job Training and off the Job Training Methods

A large variety of methods of training are used in business. Even within one organization different methods are used for training different people. All the methods are divided into two classifications for:

A. On-the-job Training Methods:

1. Coaching
2. Mentoring
3. Job Rotation
4. Job Instruction Technology
5. Apprenticeship
6. Understudy

B. Off-the-Job Training Methods:

1. Lectures and Conferences
2. Vestibule Training
3. Simulation Exercises
4. Sensitivity Training
5. Transactional Training

A. On-the-job training Methods:

Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behaviour. These
methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. **Coaching:**

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetuates the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

2. **Mentoring:**

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching.

3. **Job Rotation:**

It is the process of training employees by rotating them through a series of related jobs. Rotation not only makes a person well acquainted with different jobs, but it also alleviates boredom and allows to develop rapport with a number of people. Rotation must be logical.

4. **Job Instructional Technique (JIT):**

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares a trainee with an overview of the job, its purpose, and the
results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called ‘frames’. This method is a valuable tool for all educators (teachers and trainers). It helps us:

a. To deliver step-by-step instruction

b. To know when the learner has learned

c. To be due diligent (in many work-place environments)

5. Apprenticeship:

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters.

The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organisation after securing training. The apprentices are paid remuneration according the apprenticeship agreements.

6. Understudy:

In this method, a superior gives training to a subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems.
Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

**B. Off-the-job Training Methods:**

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression. Important methods include:

1. **Lectures and Conferences:**

Lectures and conferences are the traditional and direct method of instruction. Every training programme starts with lecture and conference. It’s a verbal presentation for a large audience. However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

2. **Vestibule Training:**

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant.

An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop.

This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second World War II, this method was used
to train a large number of workers in a short period of time. It may also be used as a preliminary to on-the job training. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

3. Simulation Exercises:

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

(a) Management Games:

Properly designed games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of teamwork, time management, to make decisions lacking complete information, communication and leadership capabilities. Use of management games can encourage novel, innovative mechanisms for coping with stress.

Management games orient a candidate with practical applicability of the subject. These games help to appreciate management concepts in a practical way. Different games are used for training general managers and the middle management and functional heads – executive Games and functional heads.

(b) Case Study:

Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting.
A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees” enjoyment of the topic and hence their desire to learn.

(c) Role Playing:

Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person.

It emphasizes the “real-world” side of science and challenges students to deal with complex problems with no single “right” answer and to use a variety of skills beyond those employed in a typical research project.

In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

(d) In-basket training:

In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the
trainer is asked to prioritise the decisions to be made immediately and the ones that can be delayed.

4. Sensitivity Training:

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding.

A group’s trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

Sensitivity training Program comprises three steps

![Diagram of Sensitivity Training Process](image-url)

**Figure 1.4 : Procedure For Sensitivity Training**
5. Transactional Analysis

It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person.

This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

Child

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to him/her naturally from his/her own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like “I guess”, “I suppose”, etc. and non verbal clues like, giggling, coyness, silent, attention seeking etc.

Parent

It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses imposed on her in her childhood from various sources such as, social, parents, friends, etc.

The characteristics of this ego are to be overprotective, isolated, rigid, bossy, etc. Verbal clues that a person is operating from its parent states are the use of words
like, always, should, never, etc and non-verbal clues such as, raising eyebrows, pointing an accusing finger at somebody, etc.

![Diagram of Ego States]

**Figure 1.5 : The Ego States**

**Adult**

It is a collection of reality testing, rational behaviour, decision making, etc. A person in this ego state verifies, updates the reaction which she has received from the other two states. It is a shift from the taught and felt concepts to tested concepts.

All of us show behaviour from one ego state which is responded to by the other person from any of these three states.
1.2 Capacity Building

"Capacity building" refers to intentional, coordinated and mission-driven efforts aimed at strengthening the management and governance of nonprofits to improve their performance and impact. This occurs through organization development activities, such as leadership development, strategic planning, program design and evaluation, board development, financial planning and management and others.

Specifically, capacity building encompasses the Organization such as Hotels in current prospective and its human, scientific, technological, organizational, institutional and resource capabilities. A fundamental goal of capacity building is to enhance the ability to evaluate and address the crucial questions related to policy choices and modes of implementation among development options, based on an understanding of environment potentials and limits and of needs perceived by the people of the hotel concerned.

Capacity building has different meanings and interpretations depending on who uses it and in what context it is used. It is generally accepted that capacity building as a concept is closely related to education, training and human resource development. This conventional concept has changed in recent years towards a broader and more holistic view, covering both institutional and country specific initiatives (Williamson, et al, 2003). Groot and Molen (2000) defined capacity building as the development of knowledge, skills and attitudes in individuals and groups of people relevant in design, development, management and maintenance of institutional and operational infrastructures and processes that are locally meaningful. This is a broader approach while still focusing mainly on education,
training and human resource development. Therefore, based on this definition, capacity building for employees in a broad sense may refer to improvements in the ability of all employees to perform appropriate tasks within the broader set of performance standards of the organization. According to United Nations Committee of Experts on Public Administration (2006), capacity building takes place at three levels, that is, at the individual level, an institutional level and the societal level. Capacity building on an individual level means the development of conditions that enable individuals to build and enhance existing knowledge and skills. Additionally, it requires the conditions that will allow individuals to engage in the process of learning and adapting to change (UNCEPA, 2006). Institutional level capacity building should involve modernizing existing institutions and supporting them in forming sound policies, organizational structures, and effective methods of management and revenue control. The establishment of strong interactive public administration system that receives feedback from the population and makes public administrators more accountable and responsive is the goal of societal level capacity building (UNCEPA, 2006)

Capacity Building is much more than training and includes the following features.

- Human resource development, the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively.
• Hotel / Organizational development, the elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).

• Institutional and legal framework development, making legal and regulatory changes to enable organizations, institutions and agencies at all levels and in all sectors to enhance their capacities.

Why is Capacity Building Needed?

• The issue of capacity is critical and the scale of need is enormous, but appreciation of the problem is low.

• The link between needs and supply is weak.

• There is a lack of realistic funding.

• There is need for support for change.

• Training institutions are isolated - communications are poor.

• Development of teaching materials is inefficient.

• Alternative ways of capacity building are not adequately recognized.

1.2-1 Capacity Building Framework

Building capacity is about building an organization’s ability to perform well. The following framework for capacity building borrows from the work of Paul Connolly and Carol Lukas, as well as other practitioners. It includes six elements
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of organizational capacity (see below). These interdependent elements provide the framework for successful capacity building, as they are important elements of a hotel's overall strategy for growth and performance.

Mission, Vision and Strategy are the driving forces that give the organization its purpose and direction. Service Delivery and Impact are the organization’s primary reasons for existence. Strategic Relationships, Resource Development, and Internal Management and Operations are all necessary to achieve the organization’s ends. Governance and Leadership represents the lubricant that keeps all the parts aligned and moving. All of these elements are affected by the environment in which the organization operates. In designing and implementing capacity building strategies, each element must be examined separately, in relation to the others and within the organization and its environmental context. Taking a
systems approach to capacity building, we will see that change in one element can affect others and the functioning of the whole.

At the heart of capacity building are resources and activities designed to advance an organization’s ability to deliver programs, as well as adapt, expand and innovate. Following are the types of resources and activities that may be appropriate for nonprofits to engage in depending on resources available, assessed needs and action plans. They are listed with the capacity building element to which they most directly contribute/strengthen.

1.2.2 Capacity Building Process

1. Assessment and Benchmarking.

Asset based forms and processes have been designed to assist organizations in establishing their current status and goals for growth. Organizations complete the
assessment and use the results to develop action plan priorities and goals and measure progress.

This tool is used to conduct an initial assessment of the organizational capacity of the association. Completing this activity will enable to establish capacity building benchmarks, a clear and detailed picture of the present level of organizational capacity with reference to the six capacity elements: Mission, Vision and Strategy; Governance and Leadership; Service Delivery and Impact; Resource Development; Strategic Relationships; and Internal Operations and Management. It allows for benchmarking of capacity among four levels in each of these six areas.

2. Action Planning

Using a format that aligns with the first step, nonprofits complete action plans that prioritize growth areas and include goals and action steps. The action plan guides the organizations use of resources to address priorities.

This tool allows the Capacity Building team to use the results of the initial capacity building assessment and benchmarking to develop a plan of action for capacity building in your organization. The Capacity Building action plan will include priority areas for capacity building, measurable targets for improvement, and capacity building activities to achieve the expected gains.
3. Action Plan Implementation

Based on the action plan, organizations engage in resource linkage, choosing from a range of options including capacity building resources available at the local, state and national levels.

The Capacity Building Resource Inventory offers organizations an extensive collection of web-based resources that will support capacity building efforts. The resources are organized according to the nine capacity elements. The Inventory will be very useful in creating as well as implementing your capacity building action plan. This inventory is currently being updated and will be available again when the updating is completed.

4. Reassessment and Learning.

Organizations reassess their capacity periodically, comparing their capacity levels in the six element areas to their initial assessment. They monitor, document and report their progress on action planning and capacity development. This enables the association to learn about Capacity Building activities that contribute most to changes in capacity. The fourth tool in the Capacity Building Reassessment guides for nonprofit’s evaluation.

Success in Capacity Building

Strong leadership is one of the factors that ensure success in capacity building. Capacity building is a team sport that requires a board-staff leadership team.
Organizations that are serious about building capacity are advised to convene a team consisting, at a minimum, of the Executive Director/CEO, one other staff member selected by the ED and two board members, at least one of which is in a key leadership position. This team will have primary responsibility for leading the organization’s engagement in the four core Capacity Building activities. Additional board members and staff can also be involved and this is highly recommended. There are several advantages to this group approach. By sharing multiple perspectives on some of the problems and issues needed to be addressed it is less likely that problems will be misdiagnosed or that key issues will be overlooked. Another advantage to the team is that more people will gain a deeper understanding of critical organization challenges that can be addressed through your capacity building efforts.

1.3 Impact of Training on Employee’s Effectiveness

A worker preparing has vital association with the representative's execution. As numerous preparing sessions are organized the representatives builds their level of execution. The competency and ability level of representatives are predominantly reliant on the kind of preparing they get. General execution of representatives has its coordinate connection with general profit of firm.

All these extravagance lodgings give best administrations to their focused on clients according to their needs. The connection in the middle of preparing and execution is extremely critical throughout today's directors as they need more proficiency, precision, and viability with the base cost and time and this could be
accomplished just through legitimate outline, improvement and sending of impeccable preparing sessions for the representatives.

These extravagance lodgings are extremely imperative business spots on the grounds that the individuals from India stay there as well as from overall individual’s utilization to visit these extravagance inns. Hence these extravagance lodgings are the principle hotspot for producing income for overhauling their business.

1.3.1 Employee Training and Development

An organisation is only as effective as the people working in it. It is a fact that the provision of efficient services by any organization depends on the quality of its workforce. Training and development of personnel according to Bratton and Gold (2003) comprises the procedure and processes that purposely seek to provide learning activities to enhance skills, knowledge and capabilities of people, teams, and organizations so that there is no change in action to achieve the desired outcomes. It is literally impossible today for any individual to take on a job or enter a profession and remain in it for years with his skills basically unchanged. Employee training and development is not only desirable but it is an activity which management must commit human and fiscal resources if it is to maintain a skilled and knowledgeable personnel. Personnel training and development is a process of altering employee’s behaviour to further organizational goals. Cole (1993) defines training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job or task. Development on the other hand he said is any
learning activity which is directed towards future needs rather than present needs and which is concerned more with career growth and immediate performance. The focus of development tends to be primarily on an organisation’s future manpower requirements, and secondly, on the growth needs of individuals in the workplace. Development is the acquisition of knowledge and skills that may be used in the present or future. This is more long term focused. It is a comprehensive term used to describe all the different ways in which people can be encouraged to increase, update and adopt their knowledge, skills, personal abilities and competencies. He said, development has a wider focus, long time frame and broader scope.

According to Cole (2002), the training policy of an organisation may include a range of policies dealing with human resources. The policy statement sets out what the organisation is prepared to do in terms of developing its employees and it must support the organizational mission, goals and strategies. The policy statement must be defined in clear terms and must also be available to all for references. Some organisations have a tradition of growing their own managers and specialist by providing a substantial internal training to sustain all their needs (Noe, 1999). Other organisations contract their training to external providers such as colleges, universities, consultants and private training organisations. There are, however, other organisations that adopt a mid-way position, providing induction training and job training internally but contracting out management and supervisor training.
1.3.2 Employee Performance

Cascio (1992) refers to performance as an employee’s accomplishment of assigned tasks. He suggested further that pre-determined standards are set against which actual performances are measured and that without any rule of measurement it will be difficult to assess performance. In other words before claims can be made that people are under-performing then there must be some performance expectations. The objective of employee performance analysis exercise is to review employee performance against standards set and identify strengths and weaknesses of individuals both in terms of personal characteristics and delivering skills (Goss, 1994). It is then a question to undertake individual assessments and follow this with a development plan so as to achieve higher productivity and a results yielding team. It is widely assumed that the improvement in the skills and abilities of workers results in improved employee performance. While there are few careful studies examining the important connection between employee development programs and improved performance, a small group of studies do indicate that employee development programs can have positive effect on performance. Joyce and Glynn (1989) found that a particular employee development approach, given time and support for full implementation, had direct, dramatic effect on performance. Further studies of this type are needed to support what is generally believed to be true. Employee development can and does have impact on staff performance. There is virtually no question that effective development programs do change the performance of employees. Whether training program, individual inquiry or any other model outlined earlier, employee
development continues to be a critical element that contributes to worker effectiveness and overall performance improvement. In reaction to poor performance issues, companies will sometimes offer their employees top-notch training that has little or no effect on the participants’ job performance. Management may blame the ineffectiveness of the training on the training program or the trainer, when in fact the training effort was not the correct resolution to the problem in the first place. If training is definitely not the answer, the trainer must identify the root cause (or causes) of the problem and pass this information on to management (Gupta, 1999).