

HUMAN RESOURCE MANAGEMENT

Topic: Training and development and employee engagement and how these are linked to HRM strategy

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Introduction

This report examines the human resource management system of a large supermarket positioned in the food industry for 100 years, with 14 stores and over 1,000 staff. From the case study it becomes clear that in the company human resource management is basic and has a clear strategy for hiring, training and motivating staff. There are no clear policies for remuneration and there is no training program and strategy. The continuous turnover of staff and basic introductory training of newly hired employees is reflected. Without clear criteria for selection and appointment of staff and unregulated relations between employer and employee.

Human resource development is a process of improving the knowledge, skills, attitudes and behaviour of human resources to be able to effectively perform current and future, more complex and more responsible tasks in order to meet the needs of people and the organisation (Nel and Werner, 2014). This is done through appropriate management activities to provide training opportunities to improve individual, group, and organisational performance, ensuring the necessary commitment to the strategy of the organisation. An important component in human resource management activities is staff training.

Human Resources Development

According to research, both organisations and people in them have an interest in enriching and improving their knowledge and skills (Noe, 2020).

One of the peculiarities of work in modern organisations is the reduction of job security, which leads to greater personal responsibility of people for their careers. In order to secure higher chances on the dynamic labour market, people today strive to improve their knowledge and skills, not only in one, but in more directions. The employer can be useful to the employee by providing him with access to information and knowledge about a wider range of activities in the organization.

In order to enrich their knowledge and skills and increase the potential of their workforce, people are looking for a variety of opportunities, some of which are related to the organizations in which they work. In response, companies carry out a variety of human resource development activities.

When grouping the main activities covered in the development of human resources, different approaches are applied (Noe, 2020).

Michael Armstrong's systematisation outlines three conditionally distinct main components in the activities for human resources development in the organisation:

- human resources training;
- career development of employees in the organisation;
- building an organizational environment that promotes learning (OBITUARIES: Michael Armstrong, 2016)

Human Resources Training

Human resources training is a systematic process of enriching the knowledge, skills and attitudes of employees in order to improve their performance in positions, structural units and in the organisation.

Knowledge is what a worker needs to know in order to perform certain work tasks. Skills are what the worker must be able to do in order to carry out his work tasks (Thacker, 2012).

Attitudes are the attitude that the worker must show towards his work tasks and towards the people he works with.

Training Needs

Training needs are seen as the difference between the desired and the actual level of employment of employees, which is due to gaps in their knowledge, skills and attitudes.

Staff training only makes sense if it is geared to the specific needs of the organization. The main goal at this stage is to determine in which structural units, functions, positions, which employees and in which areas they should enrich their knowledge, skills and attitudes in order to increase the level of their work performance (Thacker, 2012).

Determining the training needs begins with a comprehensive analysis of the state and prospects for development of the organization as a result of which the structural units and positions are determined, where there is a deviation between the actual and desired level of performance

caused by deficiencies in knowledge, skills and attitudes employed. To this end, an analysis must be made of organization level, job level and individual level (Buha et al., 2015).

An analysis at the organizational level outlines the structural units and positions where deviations in the level of employment performance can be overcome by improving the knowledge, skills, and attitudes of employees (Buha et al., 2015). The analysis at the level of the position represents the standard requirements to the work performance and to the abilities of the performers - what they should do, what knowledge, skills, and attitudes they should have. The analysis at the level of an individual provides information about the actual level of work performance and abilities for the performers - what are their actual work achievements and what are their actual knowledge, skills, and attitudes.

The conclusions of these analyses are compared and summarized and a decision is reached in which structural units, in which positions and which knowledge, skills and attitudes should be improved, i.e. the needs and goals of the training are determined.

The objectives of the training determine what the knowledge, skills and attitudes should be at the end of the training and make the needs more specific. Properly set goals are the starting point for needs analysis. The objectives provide information on the next phase of the needs analysis to improve future staff training. The specialists from the human resources management department also take an active part in the formation, who will practically implement them in the development of the package of training programs and the training of the employees.

Design and Organisation of Training Programs

The design and organisation of training programs means indicating what specific training activities will take place, in what period, for how long, with what resources, which employees will participate and what are the specific responsibilities of managers and staff training specialists (Kumar, Pradhan and Gita Kumari, 2017).

The most important element for the training is the trainees. Their peculiarities significantly determine both the content of the teaching material and the applied methods, as well as the selection of appropriate teachers and resources for the respective program. In this regard, it is

necessary to study in advance the main characteristics of the trainees - educational level, work experience, place in the organizational and managerial structure, age, attitude to learning.

The educational level and work experience of the participants provides information about the knowledge and skills possessed, as well as their intellectual capacity. This is taken into account when structuring the teaching material and the applied methods. Trainees who have a high level of education and qualifications are intolerant when they are presented with familiar learning material and learning is relatively slow (Torrington, 2017). Conversely, the rapid presentation of knowledge that is new to the participants demobilizes them, which has a negative impact on the end result of the training. Older participants who have more work experience suggest a wider application of active methods for the formation of new knowledge, skills, and attitudes than younger workers.

One of the main problems in designing training programs is the correct selection of appropriate training methods. They are divided into two main groups:

- training methods in the process of work;
- training methods outside the work process.

The methods of training in the process of work include instruction, demonstration, mentoring, involvement in work on the implementation of certain projects; rotation of work tasks and positions, enrichment and expansion of positions.

Instructional training is done by an experienced worker or by a direct supervisor who instructs and advises the trainee. This achieves a number of beneficial effects for both the organization and the trainees:

- The trainee receives, if necessary, useful information about the position, the structural unit and the organization and reaches the standards of work performance faster;
- The mentor supports the trainees for his career development and growth;
- The trainee is confident in his abilities and so he is more motivated in his work in the organisation.

Another method used for in-service training is job rotation. The trainee periodically changes jobs and work responsibilities. As a result, he acquires new knowledge and skills and increases the opportunities for interchangeability at work, when necessary (Dhanraj and Parumasur, 2014).

A similar effect is obtained in the enrichment and expansion of labour obligations. By assigning new work tasks and by increasing the independence and responsibilities of the employee, opportunities are created for him to learn more about the position, the structural unit, and the organisation (Ivancevich and Konopaske, 2013). This leads to the improvement of the knowledge, skills, and attitudes of the employees.

In the methods of training outside the real work environment are used: videos, intranet-based training resources, lectures, discussions, simulations, multimedia interactive training, research of practical situations, behaviour modelling, membership, and participation in initiatives of professional organizations and others.

As a tool for staff training, more and more organizations use videos that are combined with lectures. To avoid listening to the listeners, the lectures are combined with discussions. Increasing attention is paid to multimedia interactive learning, intranet-based training resources, the study of practical situations, membership in professional organizations, behaviour modelling. Multimedia interactive learning is becoming increasingly popular with the development of computer technology (Torrington, 2017). Through programmed instructions the student can master certain parts of knowledge and skills on a given issue at a time and place convenient for him. This type of training materials is relatively expensive but is nevertheless preferred by organizations and in many cases is an element of intranet-based training resources that are provided to employees. Presented are selected or developed and updated by the managers, training materials that are aimed at employees. At a time, convenient for them, employees can get acquainted with the information and improve their knowledge and skills. In most organizations, the period in which the relevant material must be mastered is indicated and managers periodically evaluate their employees (Torrington, 2017).

Evaluating the Effectiveness of Training

Evaluating the effectiveness of training provides information that is useful in several ways. On the one hand, it is a source of indispensable feedback on the strengths and weaknesses of the training, on the basis of which the activity will be improved in the future. On the other hand, staff training involves spending time, human resources, and money, which are a significant part of the staff budget. The evaluation of the training is necessary in order to justify the costs of the organization in connection with this activity against the background of the achieved benefits (Ivancevich and Konopaske, 2013). Third, the evaluation of the training has an impact on the behaviour of the trainees themselves, who know from the very beginning that they will have to evaluate the processes in which they participate.

Relatively the most difficult is the assessment of learning outcomes at the organizational level. Many indicators are analysed, which reflect the work results of the participants in the training. The benefits and costs of training are also analysed.

Different combinations of approaches to assessing the effectiveness of training are applied in European countries. Research in our country proves that the most commonly used informal surveys of the opinion of the direct supervisors of the participants in the training.

Career Development

Career development is a set of activities for planning and management of professional and professional growth, where the efforts and responsibilities of both the organization and the individuals are appropriately combined.

The main challenge in career development is to build an appropriate organisational environment that promotes learning.

Organisational Environment Promoting Learning

Organisations need to guide the skills and abilities of their employees by promoting individual and organizational learning and creating an appropriate environment in which knowledge can be created, shared and applied. The parameters and characteristics of the necessary organisational environment that promotes learning are studied and in this connection the concept of the learning

organization has been developed since the beginning of the 90s.

According to The Journal of Human Resources: Index 2014 Volume XLIX (2014), the existence and effective functioning of the learning organisation is based on five main characteristics:

- Personal perfection - individuals in the organization learn to increase their personal capacity to achieve the desired results;
- Thought models - people's individual ideas about the processes and systems in the organisation are constantly becoming more complete and people understand better the impact of these individual ideas on actions and decisions;
- Shared vision - individuals in the organization form a common vision for the desired future state of the community and the principles for moving towards it;
- Learning and working groups;
- System thinking.

Learning organization is a high and attractive goal for companies that strive to develop human resources.

Policy on Training and Development of Human Resources

The policy on training and development of human resources covers and presents the intentions of the management of the organisation in this area. It is the basis of human resources training decisions. The training and human resources development policy is closely linked to the company's strategy for growth, renewal, and entry into new markets. It reflects the basic philosophy of management in terms of ways to provide the necessary workforce (Torraco, 2016). There are companies that are looking for ready-made staff and are reluctant to spend time and money on their training. They spend significant resources on attracting and retaining the desired workforce by offering high wages and social benefits.

Conclusion

Staff training as part of the human resources management system is an important factor for the prosperity and development of the company. An obligatory element is the creation of a strategy and clear policies regarding criteria for appointment, training, and regulation of the employer-

employee relationship. The complex improvement of the system and the management of human resources recovery leads to the increase of the company's competitiveness as well as the increase of the financial indicators and future sustainable development.

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