

Analysis of HR Practices in Service Industry

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Abstract:

In this competitive world, training plays an important role in a competent and challenging format of business. Training is a generic resource that fulfills the need for a smooth and easy workload, which also helps to enhance the quality of work life and organizational development of employees. Development is a process that leads to qualitative as well as quantitative progress in the organization, especially at the managerial level; It is not considered inferior to physical skills and is more related to knowledge, values, attitudes, and behavior than specialized skills. Therefore, development can be termed as a continuous process when there are specific areas of training and objectives.

Therefore, each organization needs to study the role, importance and benefits of training and its positive impact on development for the growth of the organization. Quality of work life is a process in which the organization recognizes their responsibility for organizational performance as well as the excellence of the employee's skills. Training implies constructive development in such organizational objectives to maximize the quality of employees' working life.

These types of training and development programs help to improve employee behavior and attitudes towards jobs and increase their morale. Thus, employee training and development programs are important aspects, which need to be studied and focused. This paper focuses on and analyzes the literary findings on the importance of training and development and its relationship with the quality of life of employees.

Keywords:

Human Resource Management, Training, Development and Quality of Work Life.

Introduction:

"Employee development" was seen as very encouraging to the master-slave relationship between the employer and the employee, who referred to their employees to be comfortable as "partners" or "collaborators." The "Human Resource Development" was rejected by academics, who object to the idea that people are "resources" that they feel they owe to an individual. Eventually, the CIPD settled on "learning and development", though it was not itself free of problems, "learning" being a common and obscure name. This area is still widely known by other names. Training and development (T&D) is comprised of three main activities: training, education and development. Gravan, Costine and Heraty, of training and development, note that these ideas are often considered synonymous. For professionals, they are surrounded by three separate, yet interrelated, activities.

1. **Training:** This activity is both focused upon, and evaluated against, the job that an individual currently holds.
2. **Education:** This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.
3. **Development:** This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

The "partners" of training and development are classified into many categories. The sponsors of the training and development are senior administrators. Training and development clients are business organizers. Line managers are responsible for coaching, resources and performance.

The participants are the ones who really go through the process. The facilities are human resource management staff. And the provider is a specialist in the field. Each of these groups has its own agenda and motivation, which sometimes contradicts the other's agenda and motivation.

Conflict is the best part of career outcomes that occurs between employees and their bosses. The only reason people leave their jobs is because of a conflict with their boss. And yet, as a writer, the authority of the workplace relationship, and the executive coach, Drs. John Hoover points out, "As a lure, no one ever extended his career by appearing foolish to the boss."

Training the employee to go with the right and entertaining people with different perspectives is the best guarantee of long-term success. Talent, knowledge and skills alone will not compensate for the best, peer or sour relationships with the customer.

Talent development, part of human resource development, is the process of transforming an organization, its employees, its positions and groups of people within it, using organized and unplanned education, to achieve and maintain competitive advantage. Roth well notes that the name can be a word in search of meaning, such as in management, and suggests that it will be considered as the preferred focus for paying the top 10% of employees, either by prospect or performance.

Washington Group International, in their paper "The Nuclear Renaissance, A Life Cycle Perspective" defined two logical laws of talent development:

1. First law of talent development: "The beginnings of any technology-rich business are all characterized by a shortage of large numbers of technically trained people needed to support ultimate growth"

2. Second law of talent development: "The resources will come when the business

Becomes attractive to the best-and brightest who adapt skills to become part of an exciting opportunity"

Talent development refers to an organization's ability to align strategic training and career opportunities for employees.

The efficiency of any organization depends directly on the effective person's performance in their current jobs. To perform effectively, development of personnel is essential even under the best suitable conditions; some sort of training is required. Development of personnel helps the organization in long-range effectiveness. Today's organizations need to have for their survival existence in the competitive world and effectiveness.

Objectives of Management Development

Any programmed of management development must aim at achieving the following objectives:

1. To assure the organization of availability of requirement numbers of managers with the required skills on meet the present and anticipated future needs of the business

Research Methodology:

Introduction

The system of collecting data for research projects is known as Research Methodology. The data may be collected for either theoretical or practical research for example management research may be strategically conceptualized along with operational planning methods and change management.

Some important factors in Research Methodology include validity of research data, Ethics and the reliability of measures most of your work is finished by the time you finish the analysis of your data.

Formulating of research questions along with sampling whether probable or non-probable is followed by measurement that includes surveys and scaling. This is followed by research design, which may be either experimental or quasi-experimental.

Nature of Research

1. It strives to be objective and logical.
2. It is directed towards the solution of the problem.
3. It is carefully recorded and reported.
4. It demands accurate observations, reservations and description.
5. It requires expertise.

Characteristics of Research

1. The research starts with the problem and it is drawn towards solving the problem. He may try to answer the question.
2. Research demands a carefully thought out plan.
3. The research is based on empirical evidence.
4. Research requires a determination of the unknown to know the unknown.
5. Research tries to interpret facts.
6. Research is a cyclical process.
7. Research demands accurate observation and description.

Research Design

A plan for how to collect information for assessment or evaluation includes data collection method (s), equipment to be used, how devices will be managed, and how information will be organized and analyzed.

1. Descriptive Research

Descriptive research focuses on fact facts to discover the nature of something as it exists.

2. Analytical research

Analytical research is concerned with determining the validity of a hypothesis based on analysis of collected facts.

App. Applied Research

Applied research is conducted to find answers to practical problem solving and to assist in decision making in a variety of areas, including product design, process design and policy making.

4. Basic research For the purpose of using research findings for any immediate practical application, more basic research is done to satisfy intellectual curiosity. 5. Conceptual Research Conceptual research involves examining thoughts and ideas and developing new ideas or interpreting old ones based on logical reasoning. 7

Data Collection

Data means facts. Data are things that one knows for sure and from which a conclusion can be drawn. Data collection is an essential part of a research proposal. Data collection begins after determining study objectives and research design

1. Primary Data

Primary data is one that is collected for the first time, so it is fresh and, thus, appears to be original in character. Such data is published by the authorities who are responsible for their collection.

Various methods can be used to collect primary information:

1. Primary Survey
2. Electronic Internet Survey
3. Mail Survey.
4. Telephonic Survey.

Secondary data

Secondary data is something that is already stored and stored or we can say that it is already saved or data prepared by others.

There are several methods that can be used to collect secondary data:

1. Magazines
2. Journals
3. Government Directories

Research Problem

A research problem, in general, refers to some of the difficulties that the researcher experiences in terms of either a theoretical or a practical situation and wants to find a solution. The research problem taken for the study must be carefully selected.

1. A topic that is already being researched too often should not be chosen as throwing new light in such a case would be a daunting task.
2. Controversial topics should not be the average researcher's choice.
3. A narrow or unclear problem should be avoided.

4.9 Formation of Questionnaire

Questionnaires are data collecting instruments used to ask respondents questions to secure the desired information. To form a questionnaire is a difficult task. The questionnaire included 14 questions both direct and indirect. Questions are arranged logically from one to the next. The researcher has collected the data by means of questionnaires which consisted of close ended questionnaires for the survey —**Stress Management” In “Dominos Pizza”**

The closed type of questioning has number of important advantages:-

1. Analyzing is easier as responses can be easily classified.
2. It's easy for the respondent to answer.
3. He does not have to think much and answer.
4. It prompts 'the respondent so that the respondent has to rely less on memory while answering a question.
5. It permits categorization of the response to specify the answer categories.
6. The questionnaire was prepared with the following two sections

1. Demographic Profile

- a. Age
- b. Gender
- c. Education qualification
- d. Annual Income
- e. Marital Status

2. Aspect of employee satisfaction

- a. Employee satisfaction followed in the organization.
- b. How much it is effective.

With reference to the study the researcher has followed the research design below:-

Research Design Descriptive

Data source Primary and Secondary Data

Research instrument Questionnaire

Type of Questionnaire Structured

Types of Question Close ended

Number of Questions 14

Sampling Technique Random Sampling

Sample Size 50

Field area **Dominos Pizza**

4.11 Sampling

Sampling is defined as the selection of some part of an aggregate or totality on the basis of which a judgment or inference about the aggregate or totality is made. In other words, it is the process of obtaining information about an entire population by examining only a part of it.

1. Procedure of sampling

Sample size must have a certain ratio with the total population. The main object of any sampling procedure is to select a sample which will reproduce the characteristics of the population. The procedure of selecting a sample should be according to the type of sample selected.

DATA ANALYSIS AND INTERPRETATION:

Data Analysis

This was an attempt to classify tabulate analyses and interpret the data collected using the questionnaires. Analysis and interpretation was done by tools like percentage analysis, chi-square test depicting the data through tables for quick and clean understanding of the data.

Interpretation

After the data has been collected from a representative sample of the population, the next step is to analyze them to test the research hypothesis.

The data analysis is basically aimed at giving inferences of association or differences between the various variables present in the research.

In data analysis we have three objectives: getting a feel for the data, testing the goodness of data, and testing the hypothesis developed for the research.

The feel for the data will give preliminary ideas of how good the scales are, how well the coding and entering of the data have been done.

The second objective for testing for the goodness of data can be accomplished by submitting the data for factor analysis, obtaining the Cronbach's alpha or the split half reliability of the measures.

The third objective of hypothesis testing is achieved by choosing the appropriate statistical tests, to test each of the hypotheses using the relevant statistical test.

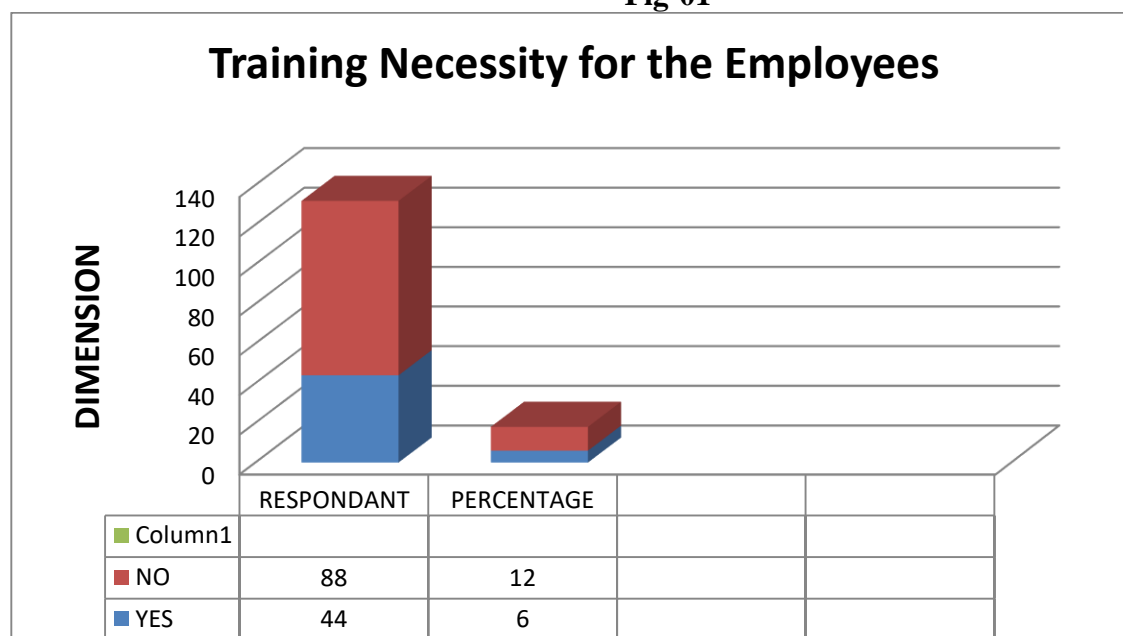
The result of this test will determine whether or not the hypotheses are substantiated.

TRAINING NECESSITY FOR THE EMPLOYEES.

Dimension	Respondents	Percentage%
YES	44	88
NO	06	12
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-01

**Interpretation:**

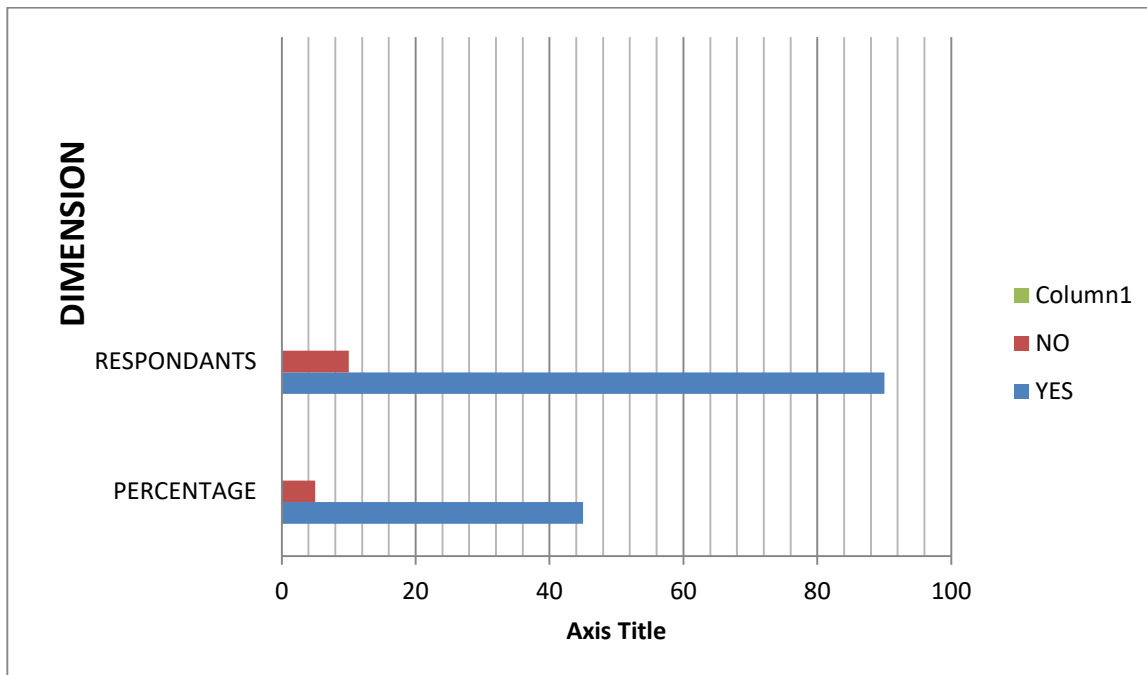
The above table shows that 88% of the employees stated that the training is necessary and 12% of the employees are stated that they don't need training for their jobs.

THE WILLINGNESS OF THE EMPLOYEES TOWARDS THE TRAINING PROGRAMS.

(Source-Questionnaire and oral interview)

Fig-02

Dimension	Respondents	Percentage%
YES	45	90
NO	05	10
TOTAL	50	100



Interpretation:

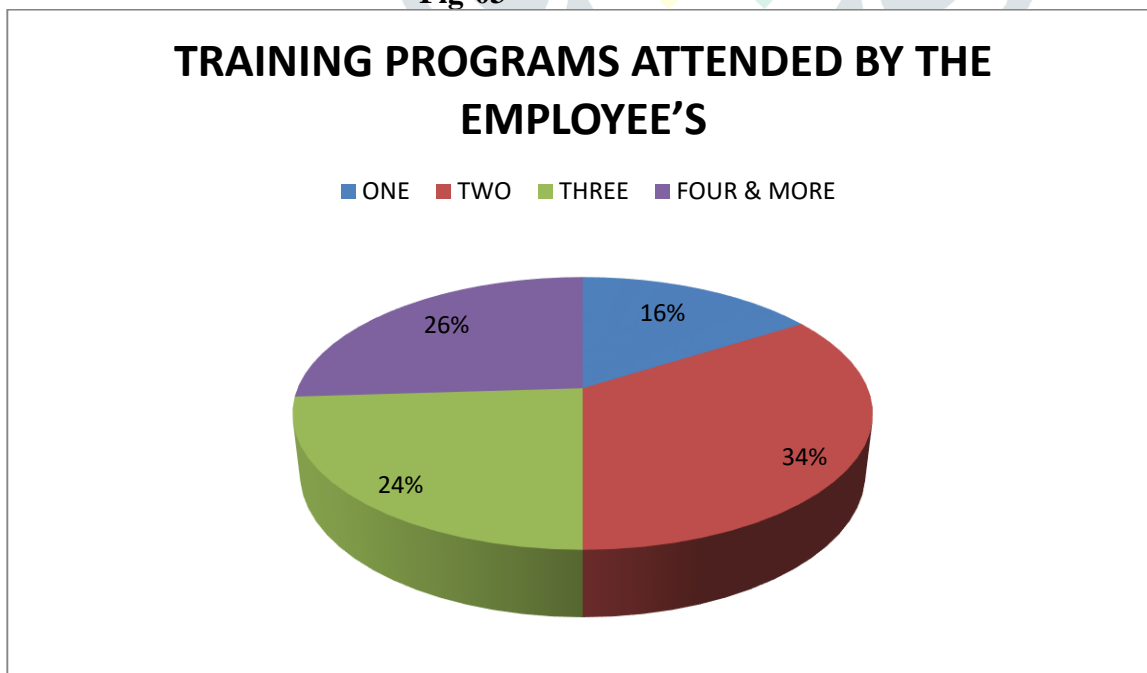
The above table shows that 90 percent of the employees in the organization had taken training. 10 percent of the employees are seniors and training personnel.

THE NUMBER OF TRAINING PROGRAMS ATTENDED BY THE EMPLOYEE’S.

DIMENSION	RESPONDANTS	PERCENTAGE%
ONE	08	16
TWO	17	34
THREE	12	24
FOUR OR MORE	13	26
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-03



Interpretation:

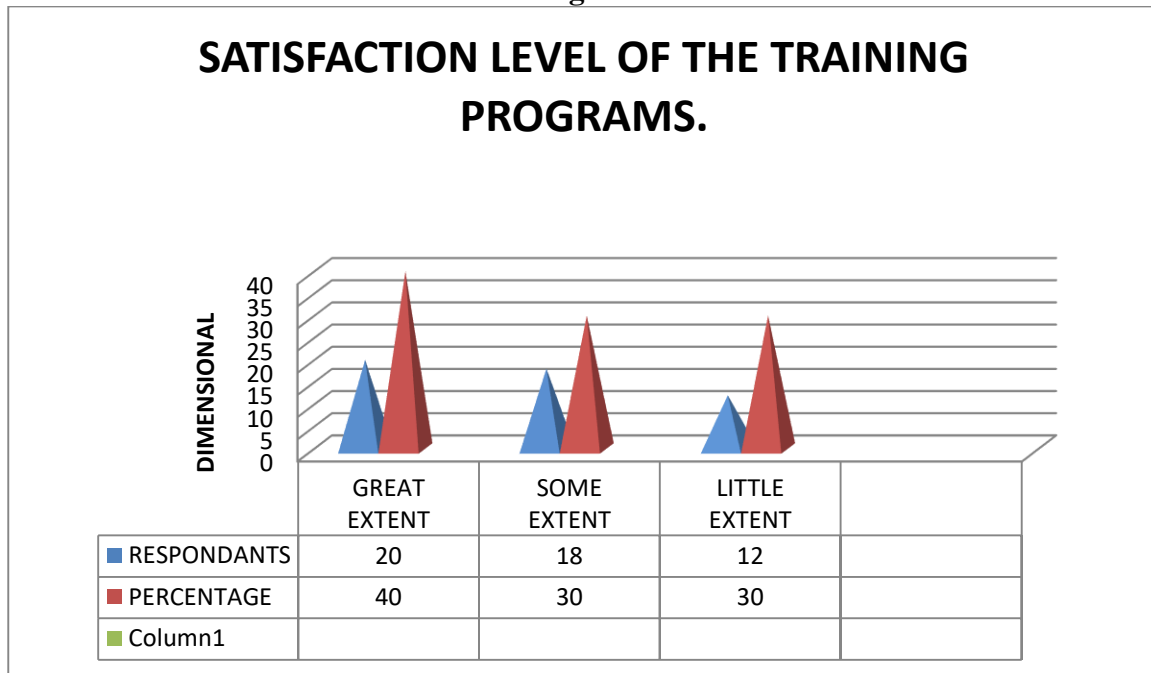
The above table shows that most of the employees in the organization are interested to attend two training programs only

THE SATISFACTION LEVEL OF THE TRAINING PROGRAMS.

DIMENSION	RESPONDANTS	PERCENTAGE
GREAT EXTENT	20	40
SOME EXTENT	18	30
LITTLE EXTENT	12	30
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-04



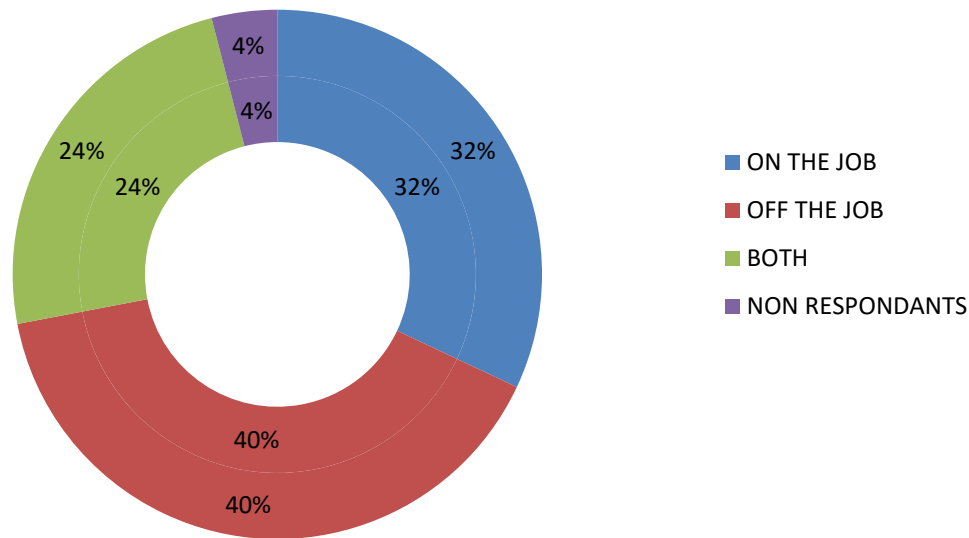
INTERPRETATION:-The above table shows that most of the employees are satisfied up to great extent to the number of training programs attended in the organization.

THE METHOD OF TRAINING RECEIVED BY THE EMPLOYEES

DIMENSION	RESPONDENTS	PERCENTAGE%
ON THE JOB	16	32
OFF THE JOB	20	40
BOTH	12	24
NON RESPONDANTS	02	04
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-05

TRAINING RECEIVED BY THE EMPLOYEES**Interpretation:**

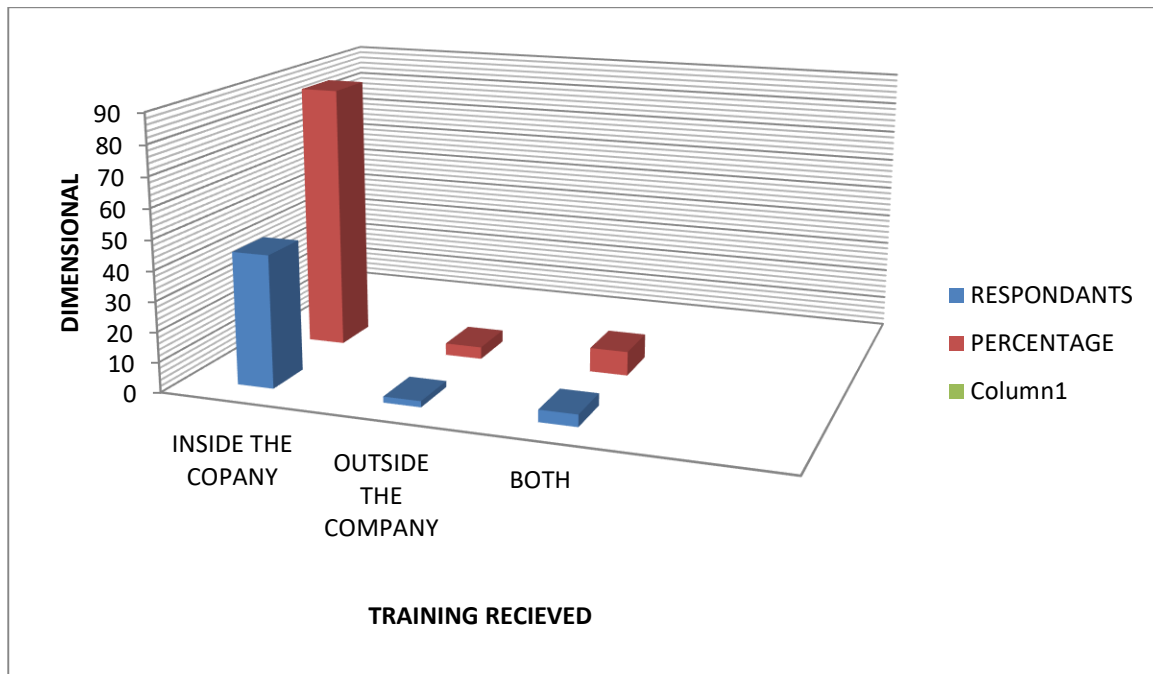
The above table tells us that 40% of the employees received off the job training 12% received both the methods of training and 32% received on the job training.

THE TRAINING RECEIVED BY THE EMPLOYEES

DIMENSION	RESPONDANTS	PERCENAGE%
Inside the company	44	88
Outside the company	02	04
Both	04	08
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-06
TRAINING RECEIVED BY THE EMPLOYEES OUTSIDE THE COMPANY



Interpretation:

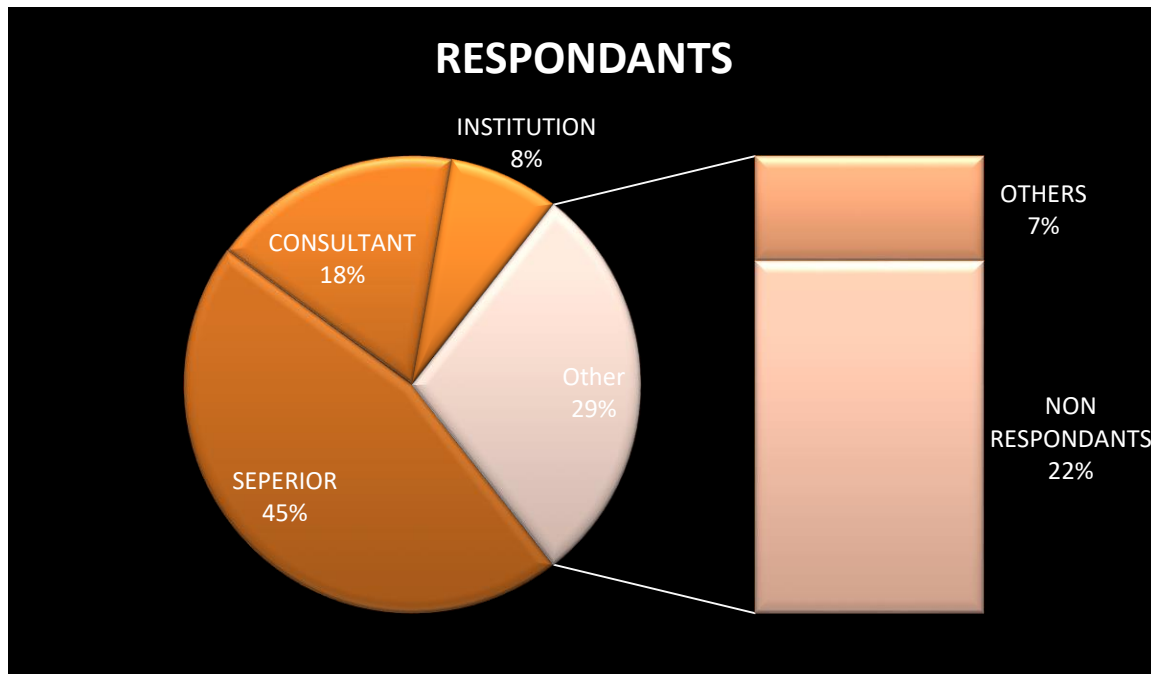
The above table shows that most of the employees received training inside and fewer employees are trained in outside of the Organization

FROM WHOM THE TRAINING HAS RECEIVED

DIMENSION	RESPONDENTS	PERCENTAGE
SUPERIOR	20	40
CONSULTANT	20	40
INSTITUTION	02	04
OTHERS	04	08
NON RESPONDANTS	04	08
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-07
FROM WHOM THE TRAINING HAS RECEIVED



Interpretation:

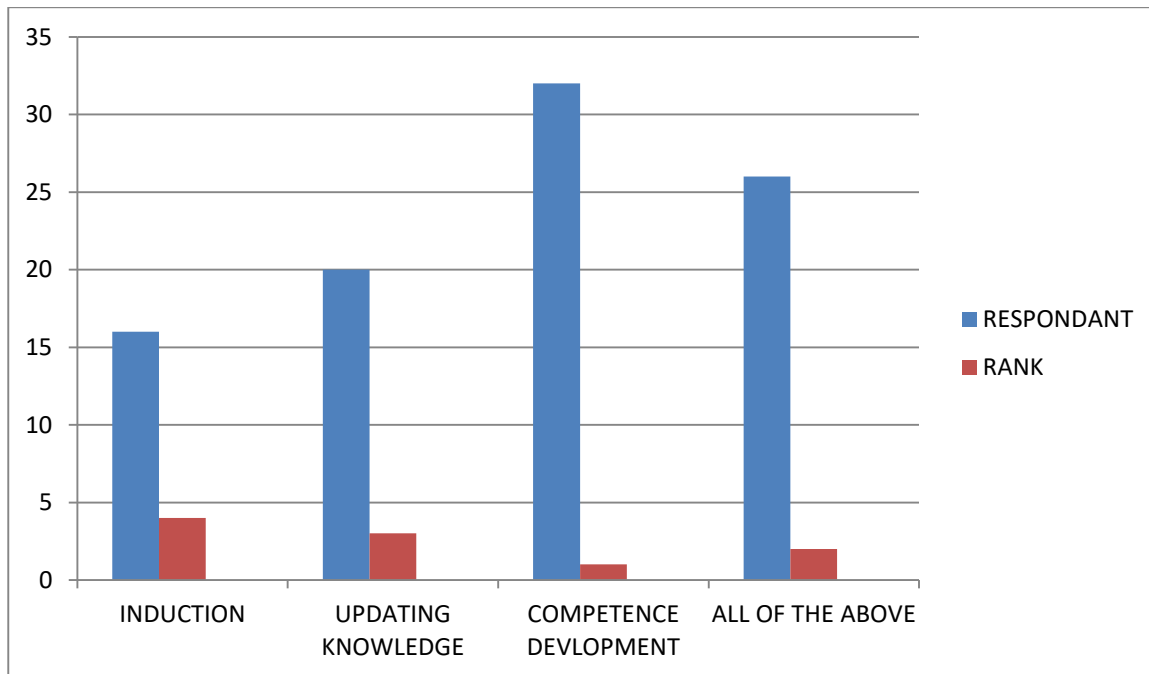
The above table enables us that most of the employees received training from superiors and Consultants.

:- THE TYPE OF TRAINING RECEIVED BY THE EMPLOYEES

DIMENSION	RESPONDANT	RANK
Induction	16	4 TH
Updating Knowledge	20	3 RD
Competence Development	32	1 ST
All the above	26	2 ND

(Source-Questionnaire and oral interview)

Fig-08
TYPE OF TRAINING RECEIVED BY THE EMPLOYEES



Interpretation:

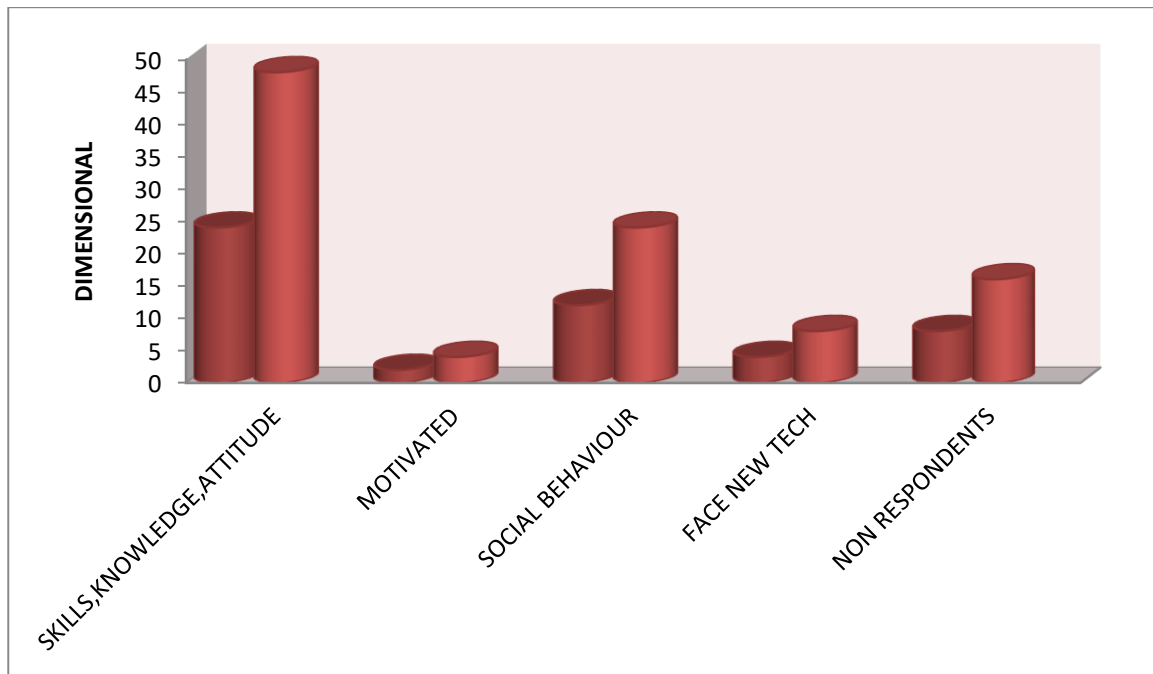
The above table shows that most of the employees ranked to the Competence Development. Out of 50 samples 26 employees received all the trainings

THE DEVELOPED AREA AFTER TRAINING

DIMENSION	RESPONDANT	PERCENTAGE%
Skills, Knowledge & Attitude	24	48
Motivated	02	04
Social Behavior	12	24
Face new technology	04	08
Non Respondents	08	16
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-09
DEVELOPED AREA AFTER TRAINING



Interpretation:

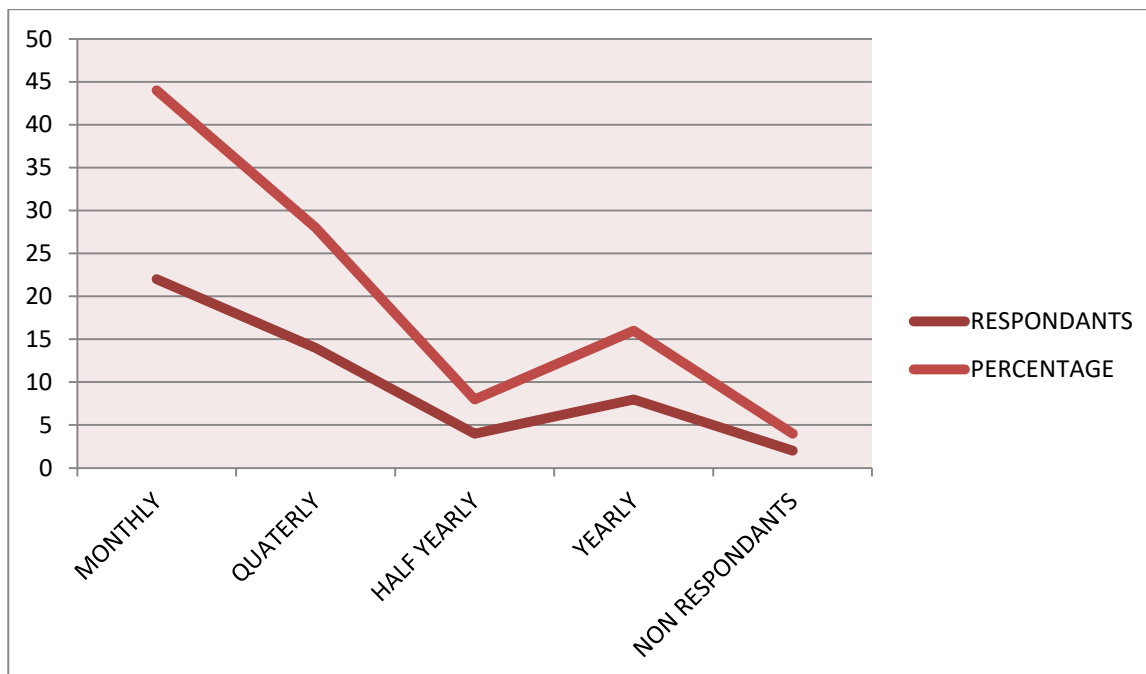
The above table enable us most of the employees developed skills and knowledge. Twelve employees developed in the area of social behavior

THE DURATION TO CONDUCT TRAINING PROGRAMS

DIMENSIONAL	RESPONDANTS	PERCENTAGE
Monthly	22	44
Quarterly	14	28
Half Yearly	4	8
Yearly	8	16
Non Respondents	2	4
TOTAL	50	100

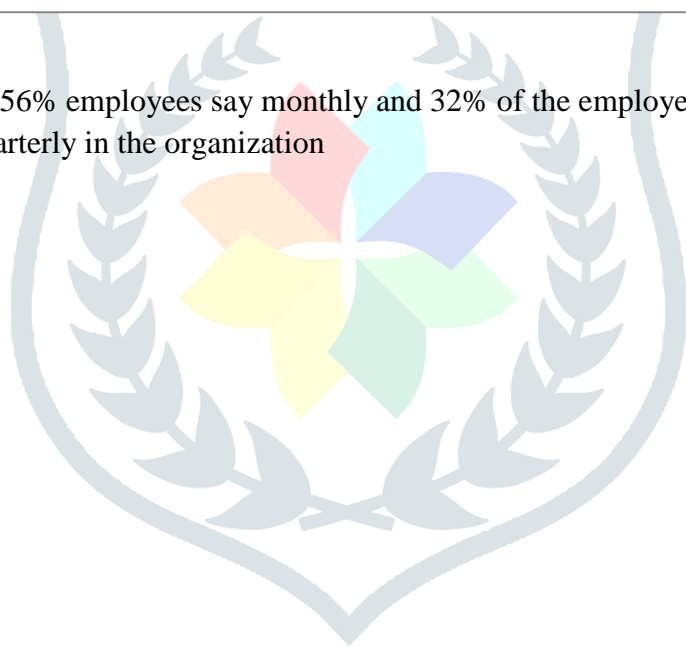
(Source-Questionnaire and oral interview)

Fig-10
DURATION TO CONDUCT TRAINING PROGRAMS



Interpretation:

The above table shows that, 56% employees say monthly and 32% of the employees are says that the training programs are conducting quarterly in the organization



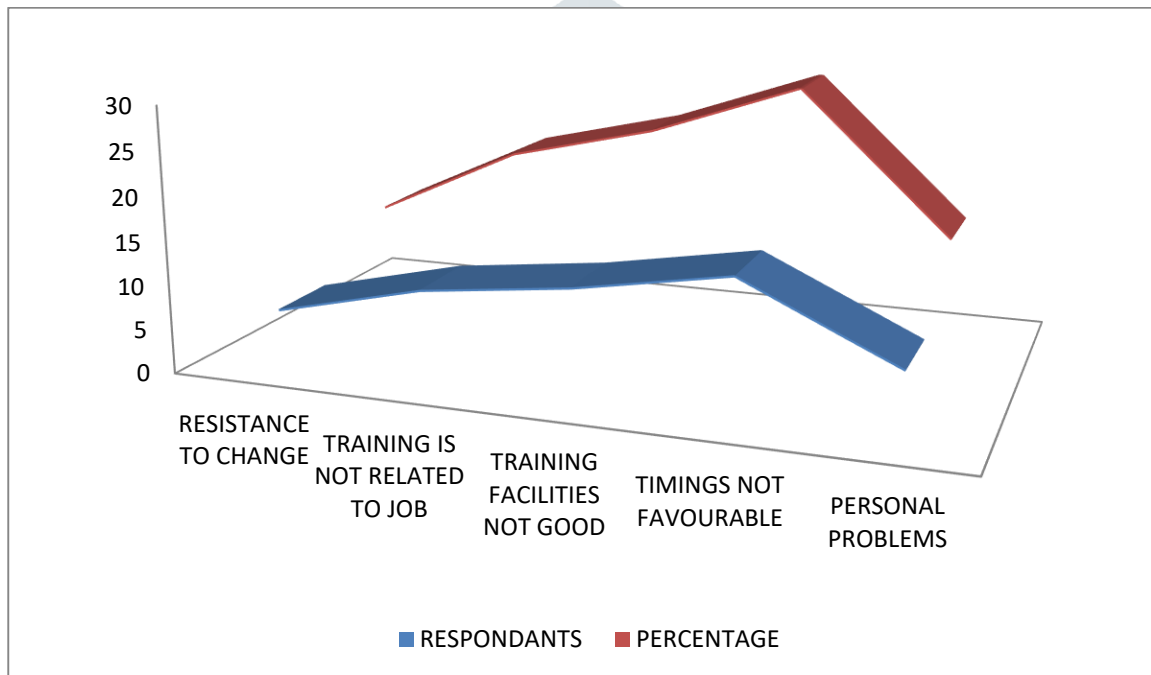
REASONS FOR NOT ATTENDING TRAINING PROGRAMS

DIMENSIONS	RESPONDENTS	PERCENTAGE
RESISTANCE TO CHANGE	06	12
TRAINING IS NOT RELATED TO JOB	10	20
TRAINING FACILITIES NOT GOOD	12	24
TIMINGS NOT FAVOURABLE	15	30
PERSONAL PROBLEMS	07	14
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-11

REASONS FOR NOT ATTENDING TRAINING PROGRAMS



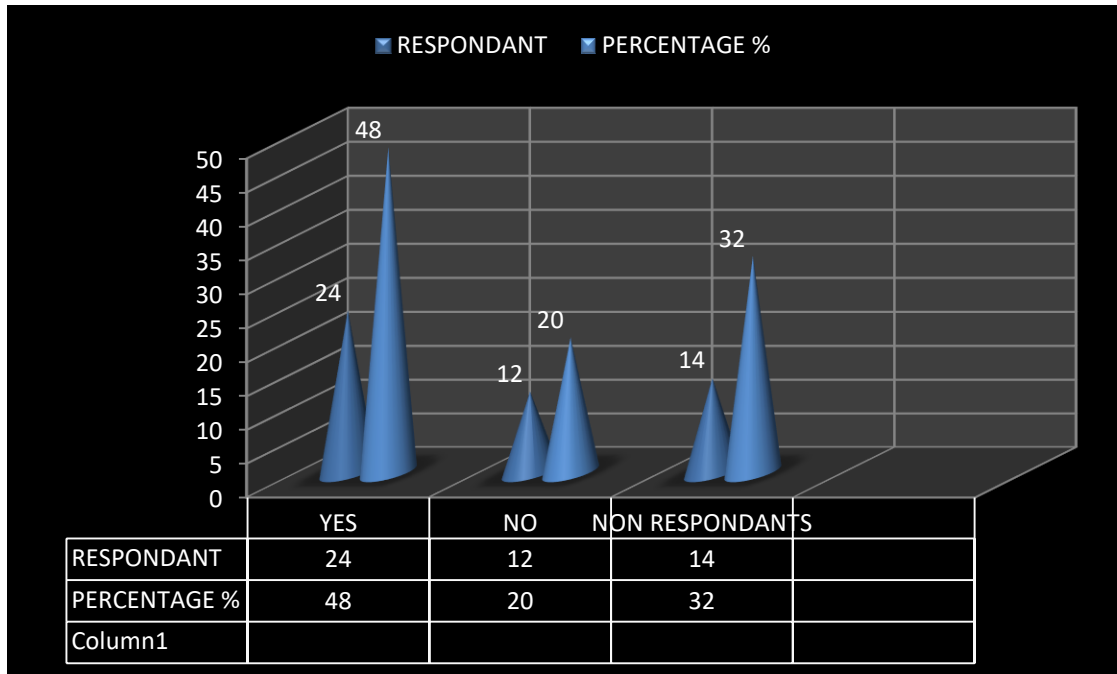
6 Interpretation:
 The above table shows that the employees had not attended training due to training is not related to their job and training timings are not favorable.

THE TRAINING RELATED TO WEAK AREAS

DIMENSION	RESPONDANTS	PERCENTAGE%
YES	24	48
NO	12	20
NON RESPONDANTS	14	32
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-12
TRAINING RELATED TO WEAK AREAS



Interpretation:

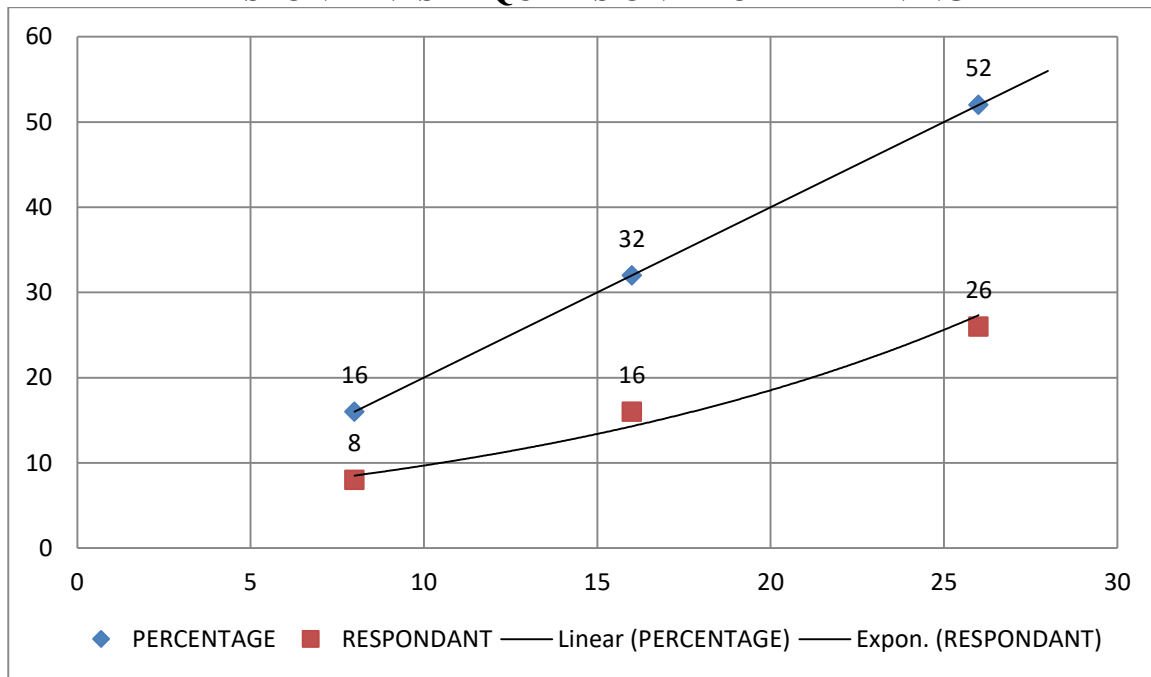
The above table shows that 48% employees says that training is related to only weak areas and another 48% says that training is not related to weak areas.

THE NUMBER OF RESPONDENTS REQUIRES ONE MORE TRAINING

DIMENSION	RESPONDANTS	PERCENTAGE %
YES	26	52
NO	08	16
NON RESPONDANTS	16	32
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-13
RESPONDENTS REQUIRES ONE MORE TRAINING



Interpretation:

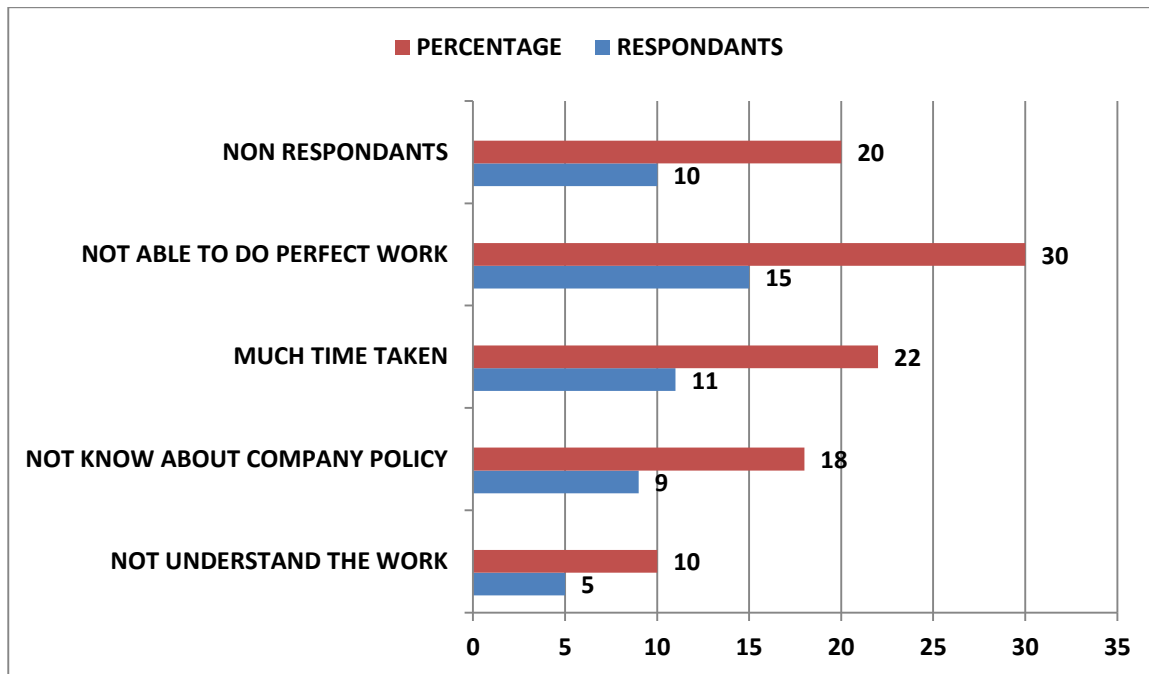
The above table shows that 52% of the employees are asking one more training to improve their performance and 32% are ideal about t&d program in the organization.

THE PROBLEMS EXPECT WITH TRAINING

DIMENSION	RESPONDANTS	PERCENTAGE
NOT UNDERSTAND THE WORK	5	10
NOT KNOW ABOUT COPANY POLICY	09	18
MUCH TIME TAKEN	11	22
NOT ABLE TO DO PERFECT WORK	15	30
NON RESPONDANTS	10	20
TOTAL	50	100

(Source-Questionnaire and oral interview)

Fig-14
PROBLEMS EXPECT WITH TRAINING



Interpretation:

The above table shows that 36% says that may not be aware of company policies, 32% says that much time taken to complete the work. 18% of the employees has not responded to this question.

Limitation of the study

- 1) Training is an expensive affair and an expensive process.
- 2) Training may result in displacement of work and loss of output as regular office fees are likely to be interrupted or delayed due to time spent in training
- 3) Sometimes, it is difficult to get good training instructors and leaders.
- 4) Self-reliance and the capacity for new ideas can be solid.

Scope For Future Study

The scope of training depends on the category of employees. As we all know that training is a continuous process and is essential not only for newly selected employees but also for the employees present at all levels of the organization.

1. Rank and file: Employees who do not have administrative or supervision work.

2. Supervisory staff: First line foreman, supervisor and their immediate supervisor.

Staff: Specialized personnel such as technical and professional persons are connected to the line organization as consultants

Middle management: All managerial employees with positions between line supervisors and top management.

Top Officers: All officers who have a great responsibility for overall planning and control.

Finding

1. All the employees know that the organization is conducting training programs regularly and all of them had taken training.
2. 96% of employees had satisfied with the training and 92% employees stated that the training helps the career.
3. 88% employees felt that the training is necessary for their job.
4. After training half of the employees have developed in the area of skills and knowledge and limited members have developed in the area of social behavior.
5. After training 20% employees felt happy and 56% employees satisfied at medium level.

Recommendation

1. Training should be given on current issues such as change management, because although employees are fully satisfied with the training programs, they still feel that training should be given to issues related to the current business scenario.
2. Training sessions should not be too long, long sessions should be divided into modules.
3. Self-directed learning should be encouraged in some areas. This will save the company time and reduce costs

Conclusions

1. The essential analysis of training is done considering the opinions of not only the superiors, but also the trainees. This was confirmed by the response from both trainees and instructors. The trainees felt that they were involved in the analysis of their own needs and also said that the management was very cooperative and tried to incorporate their opinions and suggestions as far as possible. Thus, as far as this aspect is concerned, the trainees were satisfied with the subsequent procedure.
 2. Both trainers and trainees felt that in the future trust should be on developing people skills, not just functional skills. They also said the ER station area would be a focus area.
 3. Most trainees were not involved in planning the training program.
- To both the trainees and the trainers, to the construction training program

Agreed on the most essential elements to make it successful. The final ranking obtained is the same in both cases. This just goes to show that Domino's Pizza (Jubilant Food Works Ltd.) is aware of the participants' needs and also understands which elements are most important to the trainee. For both, a clear objective is the most important element that makes a training program successful. We conclude that Domino's Pizza (Jubilant Food Works Ltd.) efforts towards training and development have been very successful. Employees are satisfied with the training activities, but feel that they should be involved in planning the training program. In their view, instead of stating that they have to participate in a training program, they should take their views on all issues.

They should have a say in making decisions about the contents, physical arrangements, etc. This will involve them further in the exercise and they will be more open to learning

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