



STUDY PACK

ON

LEARNING AND DEVELOPMENT

INTERMEDIATE II

LEARNING AND DEVELOPMENT

INTERMEDIATE II

@CIPM 2023

FOURTH EDITION

**CHARTERED INSTITUTE OF PERSONNEL
MANAGEMENT OF NIGERIA**

CIPM House, 1 CIPM Avenue, Off Obafemi Awolowo Way,
Opposite Lagos State Secretariat, Alausa, Ikeja, Lagos.

Tel: 07001237555

E-mail: info@cipmnigeria.org, exams@cipmnigeria.org

Website: www.cipmnigeria.org

Facebook/X/Instagram/Youtube: @cipmnigeria

LinkedIn: Chartered Institute of Personnel Management of Nigeria

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FOREWORD

This fourth edition of the CIPM study pack is one of the learning resources recommended to persons preparing for certification through professional examinations. It is uniquely prepared to meet the knowledge standards of HR certification bodies and/or degree awarding institutions. The study pack is highly recommended to researchers, people managers and organisations responsible for human capital development in its entirety.

Each chapter in the text has been logically arranged to sufficiently cover all the various sections of this subject as itemised in the CIPM examination syllabus. This is to enhance systematic learning and understanding of the users. The document, a product of in-depth study and research, is practical and original. We have ensured that topics and sub-topics are based on the syllabus and on contemporary HR best practices.

Although concerted effort has been made to ensure that the text is up to date in matters relating to theories and practices of contemporary issues in HR, nevertheless, we advise and encourage students to complement the study text with other study materials recommended in the syllabus. This is to ensure total coverage of the elastic scope and dynamics of the HR profession.

Thank you and do have a productive preparation as you navigate through the process of becoming a seasoned Human Resources Management professional.

Olusegun Mojeed, FCIPM, fnli
President & Chairman of the Governing Council

ACKNOWLEDGEMENT

On behalf of the President and Chairman of the Governing Council, Mr Olusegun Mojeed, FCIPM, and the entire membership of the Chartered Institute of Personnel Management of Nigeria (CIPM), we acknowledge the intellectual prowess of Dr. Usman Emmanuel Bassi MCIPM in writing this well-researched text for Learning and Development. The meticulous work of our reviewer, Dr. Morufu Olasunkade Azeez, FCIPM has not gone unnoticed and is hereby acknowledged for the thorough review of this publication.

We also commend and appreciate the efforts of members of the Education Committee of the Institute, under the chairmanship of Mr. Henry Onukwuba, MCIPM for their unflinching support.

Finally, my appreciation goes to my internal project team, led by the Director, Professional Standards and Development, Mr. Gbenga Samuel Odetunde ACIPM, the Team lead, Certification and Licensing, Mr. Samuel Eviewho, ACIPM and Team lead, Professional Examination, Mr. Yinka Oyedere, MCIPM for making this project a success.

Oluwatoyin Naiwo, FCIPM
Registrar/Chief Executive

TABLE OF CONTENTS

CHAPTER ONE	1
INTRODUCTION TO LEARNING AND DEVELOPMENT.....	1
LEARNING OUTCOME.....	1
1.1.1 INTRODUCTION.....	1
1.1.2 LEARNING	3
1.1.3 TRAINING	6
1.1.4 DEVELOPMENT AND EDUCATION	7
1.1.5 LEARNING AND DEVELOPMENT STRATEGIES	9
1.1.6 THE PROCESS OF LEARNING AND DEVELOPMENT	12
1.1.6 THE PRACTICE OF LEARNING AND DEVELOPMENT.....	14
1.1.7 CONCLUSION.....	18
PRACTICE QUESTIONS	18
MULTIPLE CHOICE QUESTIONS.....	19
REFERENCES.....	20
CHAPTER TWO	22
EDUCATION: THE SOLID BASE FOR EFFECTIVE LEARNING.....	22
LEARNING OUTCOME.....	22
2.1.1 INTRODUCTION.....	22
2.1.2 WHAT IS EDUCATION?.....	22
2.1.3 MAJOR DRIVERS OF EDUCATION.....	24
2.1.4 CLASSIFICATIONS AND TYPES OF GLOBAL EDUCATION.....	24
2.1.5 EDUCATION AND NATIONAL DEVELOPMENT	25
2.1.6 THE CONCEPT OF EDUCATION AS A CATALYST FOR DEVELOPMENT.....	25
2.1.7 PROCESS OF DEVELOPMENT.....	26
2.1.8 INDICES OF DEVELOPMENT AND THE ROLE OF EDUCATION.....	26
2.1.9 NATIONAL POLICY ON EDUCATION FORMULATION OF EDUCATIONAL POLICY IN NIGERIA	26
2.1.10 GLOBALIZATION AND EDUCATIONAL DEVELOPMENT	29
2.1.11 BALANCED EDUCATION AND NATIONAL DEVELOPMENT.....	29
2.1.12 ENTREPRENEURSHIP EDUCATION	29
2.1.13 HUMAN RESOURCE DEVELOPMENT IN EDUCATION	30

2.2.14 GENDER EDUCATION.....	31
2.1.14 EDUCATION FOR POVERTY ALLEVIATION	31
2.1.15 ELEMENTS OF QUALITY EDUCATION.....	34
2.1.16 CONCLUSION.....	36
PRACTICE QUESTIONS	36
MULTIPLE CHOICE QUESTIONS	37
REFERENCES/FURTHER READING	38
CHAPTER THREE	39
COMPARISON OF EDUCATION WITH LEARNING, TRAINING AND DEVELOPMENT (LTD).....	39
LEARNING OUTCOME.....	39
3.1.1. INTRODUCTION.....	39
3.1.2 DISTINCTION BETWEEN EDUCATION, TRAINING AND DEVELOPMENT	40
3.1.3 EDUCATION, TRAINING, LEARNING AND DEVELOPMENT INTEGRATIVE APPROACHES	41
3.1.4 LEARNING	44
3.1.5 DEVELOPMENT.....	45
3.1.6 KEY DIFFERENCES BETWEEN TRAINING AND EDUCATION:.....	46
3.1.7 CONCLUSION.....	51
PRACTICE QUESTIONS	52
MULTIPLE CHOICE QUESTIONS	52
REFERENCES/FURTHER READING	53
CHAPTER FOUR.....	54
RELATIONSHIP BETWEEN TRAINING AND OTHER HR FUNCTIONS NEED FOR ORGANISATION TRAINING.....	54
LEARNING OUTCOME.....	54
4.1.1 EDUCATION.....	54
4.1.2 HUMAN RESOURCE MANAGEMENT	55
4.1.3 HUMAN RESOURCE MANAGEMENT SYSTEM	56
4.1.4 HUMAN RESOURCE PROCESS.....	56
4.1.5 THE MAIN HUMAN RESOURCE PROCESS	57
4.1.6 THE HR CORE COMPETENCIES	58
4.1.7 HUMAN CAPITAL PERSPECTIVES.....	59

4.1.8 THE ROLES OF TRAINING IN HRM.....	60
4.1.9 THE LINK BETWEEN TRAINING AND OTHER HR FUNCTIONS	60
4.1.10 FACTORS BRINGING ABOUT THE NEED FOR ORGANISATION TRAINING	61
4.1.11 CONCLUSION.....	62
PRACTICE QUESTIONS:.....	63
MULTIPLE CHOICE QUESTIONS.....	63
REFERENCES/FURTHER READING	64
CHAPTER FIVE	65
DEFINITION AND MEANING OF EDUCATION DIVERSITY	65
LEARNING OUTCOME.....	65
5.1.1 INTRODUCTION.....	65
5.1.2 CONCEPT OF EDUCATION DIVERSITY.....	65
5.1.3 EDUCATION CLASSIFICATIONS	66
5.1.4 IMPORTANCE OF EDUCATION	66
5.1.5 CONCLUSION.....	67
PRACTICE QUESTION.....	68
MULTIPLE CHOICE QUESTIONS	68
REFERENCE/FURTHER READING	69
CHAPTER SIX	70
DESIGNING TRAINING PROGRAMME.....	70
LEARNING OUTCOME.....	70
6.1.1 INTRODUCTION.....	70
6.1.2 WHY INVEST IN TRAINING?	70
6.1.3 APPROACHES TO TRAINING NEEDS	72
6.1.4 SYSTEMATIC APPROACH TO TRAINING NEEDS.....	72
6.1.5 THE DETERMINANTS OF TRAINING NEEDS.....	73
6.1.6 HOW TO CONDUCT IDENTIFICATION OF TRAINING NEEDS (ITN)	73
6.1.7 METHODS OF ANALYSIS AND TECHNIQUES TO CONDUCT ITN	74
6.1.8 TRAINING NEEDS ANALYSIS (TNA)	74
6.1.9 COMPONENTS OF TRAINING NEEDS ANALYSIS	75
6.1.10 DETERMINING THE TRAINING NEEDS	75
6.1.11 THE ROLE OF LINE MANAGER IN TNA	78

6.1.12 TIPS FOR EFFECTIVE TRAINING ANALYSIS.....	79
6.1.13 VALUE PROPOSITION OF TRAINING NEEDS	79
6.1.14 SETTING TRAINING OBJECTIVES	80
6.1.15 RELATIONSHIP OF AIMS AND OBJECTIVES	82
6.1.16 WRITING TRAINING OBJECTIVES.....	83
6.1.17 THE PRACTICAL USES OF TRAINING OBJECTIVES.....	84
6.1.18 SEQUENCE OF TRAINING PROCESS.....	86
6.1.19 NEED FOR PROGRAMME DESIGN	86
6.1.20 SIMPLIFIED TRAINING ROUTE MAP IN DEVELOPING TYPICAL TRAINING PROGRAMME	87
5.1.21 TRAINING DESIGN METHODS.....	89
6.1.21 INSTRUCTOR OR FACILITATOR:.....	92
6.1.22 TRAINING FACULTY	95
6.1.23 CURRICULUM DEVELOPMENT	99
6.1.24 TRAINING IMPLEMENTATION.....	102
6.1.25 CONCLUSION.....	103
PRACTICE QUESTIONS	104
MULTIPLE CHOICE QUESTIONS.....	104
CHAPTER SEVEN.....	108
PREPARATION OF TRAINING PROPOSAL	108
LEARNING OBJECTIVES.....	108
7.1.1 INTRODUCTION.....	108
7.1.2 WHY TRAINING PROPOSAL?	108
7.1.3 PROCESS OF PREPARING THE PROPOSAL	109
7.1.4 SUGGESTED FORMAT FOR TRAINING PROPOSAL	109
7.1.5 CONCLUSION.....	111
PRACTICE QUESTIONS –	111
MULTIPLE CHOICE QUESTIONS.....	111
CHAPTER EIGHT.....	114
PREPARATION OF TRAINING BUDGET	114
LEARNING OBJECTIVES.....	114
8.1.1 INTRODUCTION.....	114

8.1.2 FEATURES OF A TRAINING BUDGET IN THE PRIVATE AND PUBLIC SECTORS	115
8.1.3 TRAINING EXPENSE HEADS	115
8.1.4 CLASSIFICATION OF TRAINING STRUCTURE	115
8.1.5 FACTORS INFLUENCING THE PREPARATION OF TRAINING BUDGET STRUCTURE AND CONTROL.....	116
8.1.6 VARIANCE CONCEPT	116
8.1.17 FORMAT FOR VARIANCE ANALYSIS/EXPLANATION	116
8.1.8 RATIONALE FOR CONTROL MEASURE	117
8.1.9 BENEFITS OF A TRAINING BUDGET.....	117
8.1.10 CONCLUSION.....	117
PRACTICE QUESTION.....	118
MULTIPLE CHOICE QUESTIONS.....	118
REFERENCES/FURTHER READING	119
CHAPTER NINE	120
ELECTRONIC LEARNING AND COMPUTER BASED TRAINING (CBT).....	120
LEARNING OBJECTIVES.....	120
9.1.1 ELECTRONIC LEARNING AND COMPUTER BASED TRAINING (CBT).....	120
9.1.2 AIMS OF E-LEARNING.....	121
9.1.3 E-LEARNING PROGRAMME CONTENT	121
9.1.4 THE TECHNOLOGY OF E-LEARNING.....	122
9.1.5 POTENTIAL FEATURES OF E-LEARNING.....	123
9.1.6 DEFINITION OF COMPUTER-BASED TRAINING (CBT).....	125
9.1.7 SOME STRATEGIES FOR TRAINING MANAGERS.....	125
9.1.8 CONCLUSION.....	126
PRACTICE QUESTIONS	126
CHAPTER TEN	129
VARIOUS TRAINING METHODS/TECHNIQUES	129
LEARNING OBJECTIVES.....	129
10.1.1 INTRODUCTION.....	129
10.1.2 TRAINING METHODS AND TECHNIQUES.....	129
10.1.3 PROCESS FOR CASE DEVELOPMENT	131
10.1.4 PRE-EXISTING CASE	132

10.1.5 SCENARIO LEARNING	133
10.1.6 BENEFITS OF SCENARIO LEARNING.....	134
10.1.7 TRAINING APPROACHES	134
10.1.8 MENTORING	136
10.1.9 COACHING	139
10.1.10 PRINCIPLES OF ADULT LEARNING	143
10.1.11 ANDRAGOGY VERSUS PEDAGOGY.....	147
PRACTICE QUESTIONS	147
MULTIPLE CHOICE QUESTIONS.....	147
REFERENCES/FURTHER READING	149
CHAPTER ELEVEN.....	150
EVALUATION OF TRAINING FOR EFFECTIVENESS	150
LEARNING OBJECTIVES.....	150
11.1.1 INTRODUCTION	150
11.1.2 WHAT IS TRAINING EVALUATION?	151
11.1.3 WHAT IS EFFICIENCY IN CONTRAST TO EFFECTIVENESS IN TRAINING	151
11.1.4 WHY A TRAINING PROGRAMME SHOULD BE EVALUATED?	151
11.1.5 PLANNING EVALUATION	160
11.1.6 TRANSFER OF LEARNING.....	161
11.1.7 BENEFITS OF TRANSFER LEARNING.....	161
11.1.8 RETURN ON INVESTMENT (ROI) AS A METHOD OF EVALUATION.....	161
11.1.9 TRAINING RECORDS	163
11.1.10 FLOWCHART FOR THE TRAINING EVALUATION AND RECORDS PROCESS	164
11.1.12 TRACKING TRAINING RECORDS	166
PRACTICE QUESTIONS	166
MULTIPLE CHOICE	167
REFERENCES/FURTHER READING	169
CHAPTER TWELVE.....	170
MEANING AND DEFINITION OF DEVELOPMENT	170
LEARNING OBJECTIVES.....	170
12.1.1 INTRODUCTION.....	170

12.1.2 DEFINING DEVELOPMENT AND SUSTAINABLE DEVELOPMENT	170
12.1.3 SCOPE AND FEATURES OF SUSTAINABLE DEVELOPMENT	171
12.1.4 PRINCIPLES OF SUSTAINABLE DEVELOPMENT	172
12.1.5 TYPES OF SUSTAINABILITY	173
12.1.6 CONCLUSION.....	173
PRACTICE QUESTIONS	173
MULTIPLE CHOICE QUESTIONS.....	173
REFERENCE/FURTHER READING	174
CHAPTER THIRTEEN	176
PROFESSIONAL BODIES – LOCAL AND INTERNATIONAL	176
LEARNING OBJECTIVES.....	176
13.1.1 INTRODUCTION.....	176
13.1.2 PROFESSIONAL BODIES IN NIGERIA.....	176
13.1.3 THE ROLE OF THE CHARTERED INSTITUTE OF PERSONNEL MANAGEMENT OF NIGERIA (CIPM).....	177
13.1.4 CIPM’S ROLES	178
13.1.5 THE ROLE OF THE NIGERIAN INSTITUTE OF MANAGEMENT CHARTERED (NIM) IN MANAGEMENT EDUCATION IN NIGERIA.....	179
13.1.6 NIGERIAN INSTITUTE OF TRAINING & DEVELOPMENT (NITAD).....	180
13.1.7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT (CIPD) UK.....	182
13.1.8 THE SOCIETY FOR HUMAN RESOURCE MANAGEMENT (SHRM), UNITED STATES OF AMERICA	184
13.1.10 CONCLUSION.....	185
PRACTICE QUESTIONS	185
REFERENCE:.....	186
CHAPTER FOURTEEN	187
THE ROLES OF LEARNING, TRAINING AND DEVELOPMENT TO THE NATIONAL DEVELOPMENT	187
LEARNING OBJECTIVES.....	187
14.1.2 INTRODUCTION.....	187
14.1.2 CONVERGENCE OF LEARNING, TRAINING AND DEVELOPMENT WITH	187
14.1.3 WHY TRAINING FAILS?	188

14.1.4 THE ROLE OF LEARNING, TRAINING AND DEVELOPMENT TO NATIONAL DEVELOPMENT:	189
14.1.5 CONCLUSION.....	190
PRACTICE QUESTIONS	190
REFERENCES/FURTHER READING	191
CHAPTER FIFTEEN.....	192
THE ROLES OF GOVERNMENT IN LEARNING, TRAINING AND DEVELOPMENT	192
LEARNING OBJECTIVES.....	192
15.1.1 INTRODUCTION.....	192
15.1.2 THE ROLE OF GOVERNMENT IN IMPROVING TRAINING IN NIGERIA	193
15.1.3 THE ROLE OF CENTRE FOR MANAGEMENT DEVELOPMENT (CMD) IN MANAGEMENT EDUCATION IN NIGERIA.....	193
15.1.5 THE ADMINISTRATIVE STAFF COLLEGE OF NIGERIA (ASCON) AND MANAGEMENT DEVELOPMENT	198
15.1.6 INDUSTRIAL TRAINING FUND (ITF): Historical Background.....	201
15.1.7 NIGERIAN INSTITUTE FOR POLICY AND STRATEGIC STUDIES (NIPSS):	203
15.1.8 PUBLIC SERVICE STAFF DEVELOPMENT CENTRE (PSSDC).....	205
15.1.9 SUGGESTIONS ON HOW GOVERNMENT CAN IMPROVE TRAINING IN NIGERIA	209
15.1.10 PAST GOVERNMENT EFFORTS	209
PRACTICE QUESTIONS	209
REFERENCES/FURTHER READING	211
CHAPTER SIXTEEN	212
COMPARATIVE TRAINING MODELS.....	212
LEARNING OBJECTIVES.....	212
16.1.1 INTRODUCTION.....	212
16.1.2 BASIC CONCEPTS OF LEARNING.....	212
16.1.3 PRINCIPLES OF LEARNING.....	212
16.1.4 INTELLECTUAL CAPITAL CONCEPT	222
16.1.5 COMPONENTS OF INTELLECTUAL CAPITAL	224
16.1.6 MAKING IT HAPPEN	224

16.1.7 COMPARISON OF TRAINING MODELS IN BOTH THE PUBLIC AND PRIVATE SECTORS IN NIGERIA	225
16.1.8 CONCLUSION.....	226
PRACTICE QUESTIONS	226
REFERENCES	227
CHAPTER SEVENTEEN.....	228
THE PROBLEMS/CHALLENGES AND FUTURE OF TRAINING AND DEVELOPMENT IN NIGERIA	228
LEARNING OBJECTIVES.....	228
17.1.1 INTRODUCTION.....	228
17.1.2 SOME POSSIBLE SOLUTIONS	229
17.1.3 THE FUTURE OF TRAINING AND DEVELOPMENT IN NIGERIA.....	230
17.1.4 FUTURE TRENDS THAT WILL AFFECT TRAINING.....	231
17.1.5 CONCLUSION.....	238
PRACTICE QUESTIONS	238
REFERENCES/FURTHER READING	238
CHAPTER EIGHTEEN.....	239
LEARNING AND DEVELOPMENT: THE TECHNOLOGY IMPERATIVE	239
LEARNING OBJECTIVES.....	239
18.1.1 INTRODUCTION.....	239
18.1.2 TECHNOLOGY’S DISRUPTIVE POTENTIAL	240
18.1.3 EMERGING TECHNOLOGICAL ADVANCEMENT IN LEARNING AND DEVELOPMENT.....	241
18.1.4 WHY TECHNOLOGIES IN LEARNING AND DEVELOPMENT.....	244
18.1.5 CONCLUSION.....	245
REFERENCES/FURTHER READING	246
MULTIPLE CHOICE PRACTICE QUESTIONS	249
SOLUTIONS TO MULTIPLE CHOICE PRACTICE QUESTIONS 11	273
PRACTICE - CASE STUDIES ON LEARNING AND DEVELOPMENT	275
CASE STUDY 1: THE WALKAROUND MALL	275
QUESTIONS TO CASE: “THE WALK AROUND MALL” REQUIRED.	276
CASE STUDY 2: “MAKAR”.....	276
QUESTIONS ON CASE STUDY MAKAR REQUIRED	277

CASE STUDY 3: GOURMET-2-GO.....	278
QUESTIONS AND TO CASE: GOURMET-2-GO - REQUIRED.....	279
CASE STUDY 4: PARRIKA CHEMICALS.....	279
QUESTIONS CASE STUDY 4 REQUIRED.....	280
EXPERIENTIAL EXERCISES CASE STUDY	281
SUGGESTED SOLUTIONS TO CASE STUDIES	283
SOLUTION TO CASE STUDY 1: THE WALKAROUND MALL	283
SOLUTION CASE STUDY 2: MAKAR	284
SOLUTION TO CASE STUDY 3: GOURMET-2-GO.....	286
SOLUTION: CASE STUDY 4: PARRIKA CHEMICALS.....	288
SOLUTION TO EXPERIENTIAL EXERCISES.....	289

CHAPTER ONE

INTRODUCTION TO LEARNING AND DEVELOPMENT

LEARNING OUTCOME

After studying this chapter, you should be able to:

- i. Understand the Concepts and Fundamentals of Learning & Development;
- ii. Highlights the Components of Learning & Development;
- iii. Appreciate the Learning & Development as a Profession;
- iv. Explain the relationships between learning, training, education, development, management development and Learning and Development (L&D);
- v. Explain the individual and collective purposes of Learning and Development.

1.1.1 INTRODUCTION

In a rapidly changing business environment, knowledge and human capital are viewed as the main drivers of Organisational effectiveness and competitive advantage. The global workforce has been continually evolving because of a number of factors. An increasingly competitive business landscape, rising complexity, and the digital revolution are reshaping the mix of employees. Meanwhile, persistent uncertainty, a multigenerational workforce, and a shorter shelf life for knowledge have placed a premium on reskilling and up skilling. The shift to a digital, knowledge-based economy means that a vibrant workforce is more important than ever. Harrison, R (2009), research suggests that a very significant percentage of market capitalization in public companies is based on intangible assets—skilled employees, exceptional leaders, and knowledge. All of these trends have elevated the importance of the learning-and-development (L&D) function.

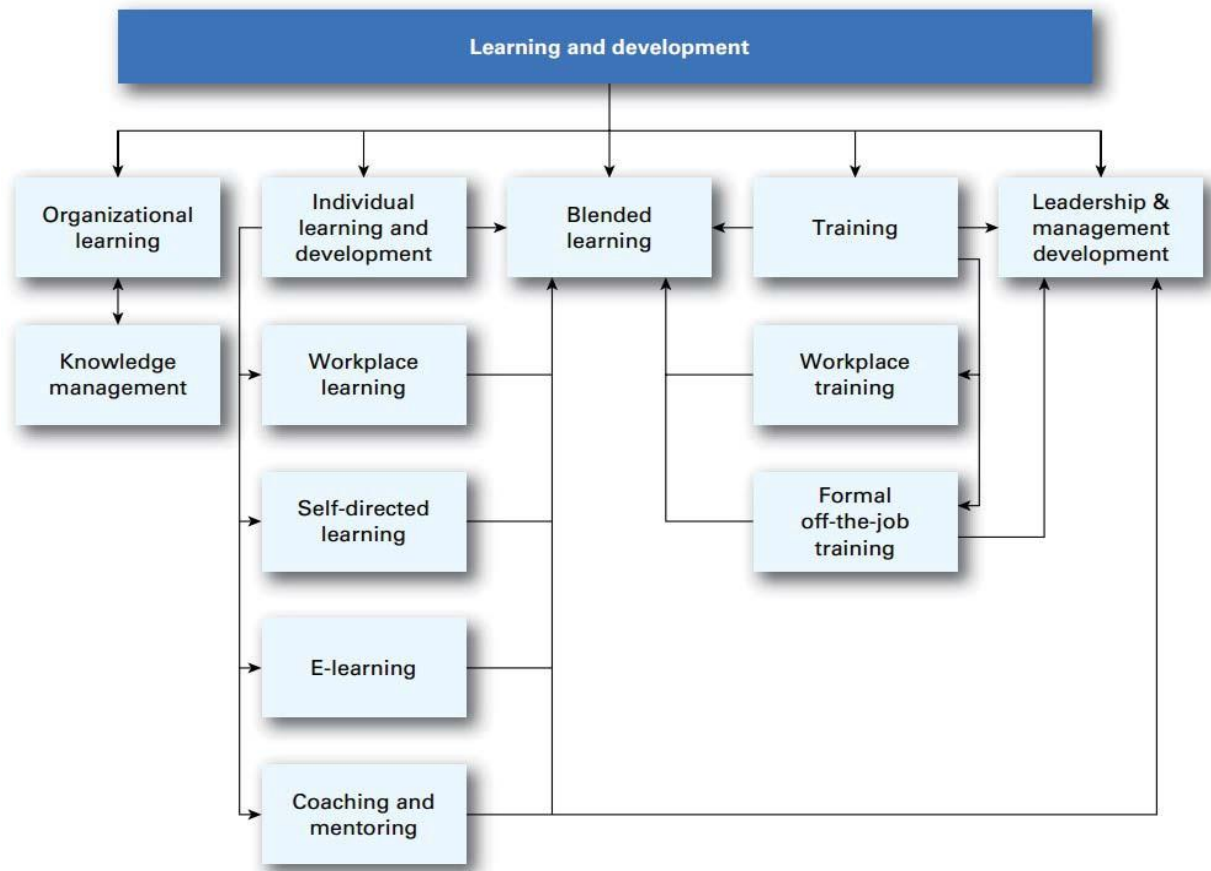
Learning and Development (L&D)

Learning and development is a systematic process to enhance an employee's skills, knowledge, and competency, resulting in better performance in a work setting. Specifically, *learning* is concerned with the acquisition of knowledge, skills, and attitudes. *Development* is the broadening and deepening of knowledge in line with one's development goals.

The goal of learning and development is to develop or change the behavior of individuals or groups for the better, sharing knowledge and insights that enable them to do their work better, or cultivate attitudes that help them perform better (Van Vulpen and Veldsman (2022)).

The primary motive of learning and development as an Organisational approach is to aid collective development through the collaborative, expert and moral stimulation and facilitation of finding out and knowledge that support trade goals, improve person knowledge, and recognize and construct on diversity.

The add-ons of learning and development are shown in Figure 1.1.



Source: Erik van Vulpen (2021)

Figure 1:1 Components of Learning and Development

The elements of learning and development are:

Learning: The procedure in which a person acquires and develops expertise, capabilities, behaviors and attitudes. The acquisition of knowledge, skills, or attitudes through experience, study, or teaching. Training, development, and education all involve learning. In other words, it is the acquisition of knowledge through training, experience, study and other means to enhance performance and career growth.

Development: The growth or recognition of an individual’s potential and competencies by means of the availability of learning and educational experiences. It is a long-term outlay wherein knowledge is continuously acquired and deepened through training and learning.

Training: The process involved in teaching an individual or group of people about what they do not know or improving on what they already know. Training is aimed at teaching immediately

applicable knowledge, skills, and attitudes to be used in a specific job. Training may focus on delivering better performance in the current role or to overcome future changes.

Education: The progress of the knowledge, values and working out required in all elements of life instead than the capabilities and skills relating to targeted areas of pastime.

Facilitation: this is driving conversations amongst people to invoke knowledge and engagement in order to address a particular issue(s).

Studying must be unusual from coaching. ‘Learning is the process wherein a character constructs new potential, knowledge and capabilities, whereas training is one of several responses a group can undertake to advertise studying’. Finding out is what contributors do; coaching is what businesses do to contributors.

The philosophy underpinning L&D is as follows:

- a. Learning and development activities make a major contribution to the successful attainment of the Organisation’s objectives and investment in it benefits all the stakeholders of the Organisation.
- b. Learning and development plans and programmes should be integrated with and support the achievement of business and human resource strategies.
- c. Learning and development should be performance-related – designed to achieve specific improvements in corporate, functional, team and individual performance and make a major contribution to bottom line results.
- d. Everyone in the Organisation should be encouraged and given the opportunity to learn – to develop their skills and knowledge to the maximum of their capacity.
- e. The framework for individual learning is provided by personal development plans that focus on self-managed learning and are supported by coaching, mentoring and formal training.
- f. The Organisation needs to invest in learning and development by providing appropriate learning opportunities and facilities, but the prime responsibility for learning and development rests with individuals, who will be given the guidance and support of their managers and, as necessary, members of the HR department.

According to Armstrong (2013), Learning and development is the process of acquiring and developing knowledge, skills, capabilities, behaviors and attitudes through learning or developmental experiences. It is concerned with ensuring that the Organisation has the knowledgeable, skilled, engaged and committed workforce it needs. Learning & Development is a Strategic & Systematic approach in determining learning needs, designing knowledge acquisition and apply the knowledge in enhanced performance and career growth. Learning, training, and development are often used interchangeably. However, there are subtle differences between these concepts, which are shown in the table below.

1.1.2 LEARNING

Learning is at the heart of Organisation. Learning has the power to enable individuals and Organisations to fulfill their personal and collective goals and ambitions. Individuals may be

transformed by their learning, but also through learning they may gain the power to transform the context in which they find themselves or to create new contexts for themselves. Learning potentially is transformative and emancipating. It is through learning that we can acquire new knowledge, skills and attitudes that may enable us to function and perform more efficiently and effectively and exercise greater choice in our working and personal lives.

Learning is the entire process involved in acquiring NEW knowledge, skills, attitudes, values and experience for better performance on the job and career growth/development. Learning is about gaining “something” NEW to do BETTER and continuously IMPROVE. Any Learning that does not TRANSFORM or REFORM the way jobs are done and new attitudes are adopted is considered as mere exercise.

Learning is a longer-term change in the knowledge possessed by an individual, their type and level of skill, or their assumptions, attitudes or values, which may lead to them having increased potential to grow, develop and perform in more satisfying and effective ways. Offering a definition of learning begs questions about how it relates to or differs from associated terms such as ‘education’ and ‘training’, which are also concerned with knowledge and skill acquisition, and also raises the question of why couple together ‘learning’ and ‘development’? Many authors (for example, Buckley and Caple 1992) have attempted to differentiate the various concepts that have at their core the issue of learning whilst others have concluded that to attempt to make any such distinction is potentially futile (see Stewart 1999). There is also a more fundamental question of how learning may itself be conceptualized and perceived.

The view of learning that was stated at the outset was essentially an optimistic, positive and humanistic one; however, as Holton (2000) has argued, learning may be seen in a number of ways, not all of which are positive:

1. **Positively (as a humanistic endeavour):** learning helps individuals to grow, aspire towards and realize higher-level needs; it enhances human potential individually and collectively for employees, Organisations, society and humanity (see Holton 2000).
2. **Neutrally (as the value-neutral transmission of information and knowledge):** this is a narrower technical-rationalist and instrumentalist view of learning which sees it as a means to solve everyday problems through the effective transferring of information and knowledge (see Holton 2000).
3. **Negatively (as a tool for societal oppression):** the assumption that learning is by nature good or at least neutral may be a naïve one since, as Holton (2000) argued, learning can also be a tool for oppression particularly outside Organisational settings (he cites certain political, religious and educational examples to illustrate the potential that learning can have as a means for repression and control).

The assumption that learning is a ‘good thing’ has also been questioned by certain theorists who espouse critical perspectives of management (for example, Contu et al. 2013).

In their view, the stance taken by some which asserts that ‘learning is the only sustainable source of competitive advantage’ makes it difficult to take up a position which is ‘against learning’ but such an uncritical position may overlook problematic L&D issues and practices. The potentially

negative connotations of learning are a matter to which we shall return in our discussion of the relationship between learning and training.

Component of Learning

Learning is an important psychological process that determines human behavior. Learning is a relatively permanent change in behavior that occurs as a result of experience or reinforced practice. Learning takes place if an individual behaves, reacts, and responds in a way that is taken from others as a result of experiences.

By birth, every person learns from his immediate environment. On the other hand, knowledge or skill gained through schooling or study is also called learning. Learning has many components.

- a. **Learning involves change:** Change may be good or bad from an Organisational point of view. People can learn unfavorable behaviors to hold prejudices or to restrict their output.
- b. **Learning ingrains the change:** The change must be ingrained. Temporary changes may be only reflexive and may not represent learning. Therefore, the requirement is that learning must be relatively permanent in nature.
- c. **Learning requires experience:** Some form of **experience** is necessary for learning. Experience may be acquired directly through observation or practice, or it may be acquired indirectly, such as through reading.
- d. **Learning involves concentration and participation:** Learning usually is quicker and long-lasting when the learner participates actively. As a result of participation, people learn more quickly and retain that learning longer.
- e. **Learning is not concerned with a specific place:** Learning does not occur in a specific place like in a classroom. It is informal and can be acquired anywhere, at any time.
- f. **Learning is not time limited:** There is no specific time for learning. A person can learn different things in his total lifetime.
- g. **Learning concerned with a person's behavior:** Learning is concerned with behavior. A change in an individual's thought processes or attitudes, if not accompanied by a change in behavior, would not be learning.
- h. **Learning creates deeper connections:** Learners benefited more from constructing deep explanations of the material than memorizing the facts. If there is no explanation for learning, then learning will be difficult for learners.
- i. **Learning has multiple paths:** There are multiple ways to learn things. But the learner should know which is the best learning method and select this one.
- j. **Learning requires feedback:** It is related to frequent feedback which learners should get from instructors and peers throughout the learning process. Feedback is the most effective if it is delivered in an enjoyable setting involving personal interactions and considerable support.

Components of Learning Process

The components of learning process are: drive, cue stimuli, response, reinforcement and retention.

- I. **Drive:** Learning frequently occurs in the presence of drive – any strong stimulus that impels action. Drives are basically of two types -primary (or physiological); and secondary (or psychological). These two categories of drives often interact with each other. Individuals operate under many drives at the same time. To predict a behavior, it is necessary to establish which drives are stimulating the most.
- II. **Cue Stimuli:** Cue stimuli are those factors that exist in the environment as perceived by the individual. The idea is to discover the conditions under which stimulus will increase the probability of eliciting a specific response. There may be two types of stimuli with respect to their results in terms of response concerned: generalization and discrimination. Generalization occurs when a response is elicited by a similar but new stimulus. If two stimuli are exactly alike, they will have the same probability of evoking a specified response. The individual can borrow from past learning experiences to adjust more smoothly to new learning situations. Discrimination is a procedure in which an Organisation learns to emit a response to a stimulus but avoids making the same response to a similar but somewhat different stimulus. Discrimination has wide applications in ‘Organisational behavior.
- III. **Responses:** The stimulus results in responses. Responses may be in the physical form or may be in terms of attitudes, familiarity, perception or other complex phenomena. In the above example, the supervisor discriminates between the worker producing low quality products and the worker producing high quality products, and positively responds only to the quality conscious worker.
- IV. **Reinforcement:** Reinforcement is a fundamental condition of learning. Without reinforcement, no measurable modification of behavior takes place. Reinforcement may be defined as the environmental event’s affecting the probability of occurrence of responses with which they are associated.
- V. **Retention:** The stability of learned behavior over time is defined as retention and its contrary is known as forgetting. Some of the learning is retained over a period of time while others may be forgotten.

1.1.3 TRAINING

Training, especially in the traditional view or from a non-L&D perspective, is often equated with learning and development. However, L&D is much broader than the provision of training courses for employees (although the latter may, of course, be part of planned L&D interventions in Organisations). Training is undoubtedly of value to individuals and Organisations, but it is by no means the whole story. It is concerned with a tactical approach to the acquisition of predefined knowledge and skills rather than the more strategically aligned perspective that characterizes human resource development (HRD) and the integrated view of L&D presented in this study guide. In this sense training is instrumental (i.e., it is a tool or a means to an end).

The distinctive features of training may be described and explained in terms of its process and effects, and also by looking at what it is not (for example by comparison with contrasting concepts

such as education). For example, Buckley and Caple (1992) described the process of training as mechanistic; whereas that of education, for example, is more 'organic' (though the authors are not specific as to the meaning of this, but which presumably means more amorphous, less constrained and more unpredictable); and the effects of training as specific, predictable and uniform, whereas those of education are more general, less predictable and variable. This distinction is helpful in that L&D practitioners may be concerned with enhancing performance in Organisational and business environments that are uncertain, rich and complex.

Therefore, to concern ourselves solely with training is too narrow a view, since for one thing it may focus too much upon the learning content (i.e. the subject of the particular training) but may ignore learning processes (i.e. how the content is acquired) and also may overlook the unplanned, incidental, informal and implicit learning that is inevitable in any Organisational or social context.

The process of learning is important because the ability to engage in learning and to manage learning more effectively may present a generic competence that can help an Organisation to differentiate itself from its competitors. Content may be comparatively easy to acquire (it may be bought in or copied comparatively easily from the public domain of knowledge); process is more difficult to emulate (and hence of greater competitive value as a means of differentiation).

Learning-how-to-learn may be as important as learning itself for individuals and Organisations. Boxall and Purcell (2013) noted that training is often predicated upon a deficit assumption (that is, there is a performance gap that needs to be filled).

However, not all training needs are to be predicated upon this assumption and by going beyond the deficit assumption we can postulate an improvement assumption in which there is a level of satisfactory performance that can be enhanced or exceeded through L&D. Specifying demanding or 'stretch' goals is one way in which employees' learning can be extended beyond the minimum required in order to perform.

1.1.4 DEVELOPMENT AND EDUCATION

Development is an increase over the longer term of the capacity that an individual has to live a more effective and fulfilling professional and personal life as a result of learning and the acquisition of knowledge, skills and attitudes. It is a directional shift towards a higher condition or state of being and in this sense is concerned with an outcome. Development in the L&D context should be considered distinct from development as a biological process of maturation (though of course aging may have an impact upon a number of L&D-related matters). Development occurs as a result of learning and can happen in any number of ways: for example, through training events (such as training courses) or via the methods of coaching, mentoring, planned and unplanned experiences in the workplace and so forth.

Some training may be highly focused and job specific (such as learning how to use a new piece of software), whereas other training may contribute to a broader and longer-term development programme (such as undertaking training in team-working skills as a part of a management development programme). In this sense training (and to the same extent education also) may be

seen as but one type of input into the developmental process. Individuals may differ in their motivations to engage in learning and development.

Maurer (2002) argued that the notions of the actual self and the possible self are critical aspects of an individual's orientation towards their development.

Taking Alderfer's notion of growth needs as a starting point, Maurer asserted that successful involvement in learning and development activities may strengthen an individual's orientation towards the attainment of what the self might become. A virtuous cycle may thereby operate where development-oriented individuals maintain or increase their interests in learning activities and projects. The building of learners' self-efficacy (the belief that one can perform tasks or behaviors) may be a crucial precondition for many individuals because as they become more effective as learners – and since learning often gives valuable payback – a positive feedback loop may operate.

A related aspect of self-efficacy is the ability to learn how to learn, unlearn, relearn and how to successfully engage in developmental and career planning activities. In one respect a 'learning-to-learn' capacity is likely to be founded upon individuals' understanding of their own personal learning preferences, styles and processes (i.e. what works for them and how this may be improved). Meta-cognition (defined here as thinking about and coming to understand one's own thinking and learning processes) is an important aspect of a developmental and life-long learning orientation. Managerial decisions to develop individual employees or groups of employees are not unproblematic. For example, if we examine the management of careers and the psychological contract, we find that tensions and issues of Organisational power and politics may become more focused through issues relating to L&D policy and practice.

One such tension is with respect to where the boundaries of development are – these may be different from each particular stakeholder's perspective. For example, is development, when viewed from the individual's viewpoint, for career purposes (and perhaps beyond the Organisation), or is it, from the Organisation's perspective, for employment in the Organisation or employability in the wider labour market? As far as the management of L&D is concerned these tensions may raise policy-related questions such as 'development of whom and for what purposes?' These questions are important from the point of view not only of developing fair and equitable L&D plans and policies, but also for how L&D is perceived, understood and implemented in an Organisation, and in relation to L&D's political role and its relationships with the power exercised by specific occupational groups (such as managers). These issues may have ramifications for other Organisational matters such as employee relations, employee involvement, workforce satisfaction and commitment, and may have a knock-on effect on human resource (HR) issues such as recruitment and retention.

Like training, education is an input to the developmental process and has been defined as the 'long term acquisition of valid and usable bodies of knowledge and intellectual skills and the development of the ability to think critically, systematically and independently' (Ausubel, 1995). The aims and effects of education are broader and deeper than training since its concern is with the whole person over a longer period. From an Organisational point of view, Ausubel's attributes

of an ‘educated individual’ (critical, systematic and independent) are likely to be those that some employees might be expected to bring with them when selected for employment.

The attributes are likely to vary in their level since what constitutes ‘educated’ will vary between occupations and contexts. Nonetheless, critical, systematic and independent individuals ought to be products of an effective educational system.

An Organisation’s policy may be to recruit educated employees and develop job-specific skills and thus enable the individual to apply her or his generic abilities to think independently, systematically and critically to workplace issues (this is especially true of professional and management occupations) and thus develop them further in situ into a unique set of difficult-to-imitate attributes.

1.1.5 LEARNING AND DEVELOPMENT STRATEGIES

According to Dave Ulrich, the most important thing HR can give an employer is a company that wins in the marketplace. The question is, what are the learning and development strategies that help to do this? A useful model that guides a learning and development strategy is created by van Gelder and colleagues (ENG). Its original name translates to ‘Pedagogical Analysis’. The model starts with the Organisational starting situation and prior knowledge based on which learning goals and objectives are defined. This information is used as input for the subject matter, teaching methods, and learning methods and activities. These lead to a certain result, which is monitored and evaluated. Based on this evaluation, the goals and objectives are updated.

Based on this model, we identify four phases required to create an effective learning and development process.

1. An analysis of training needs (starting situation).
2. Specification of learning objectives.
3. Design of training content and method.
4. Monitoring and evaluation.

An effective learning and development strategy relies on a process in which one continually moves through these four phases. Let’s examine them one by one.

Phase 1. Analysis of training needs

The first step is an analysis of the starting situations and prior knowledge to identify training needs. We don’t want employees to learn for the sake of learning. Otherwise, we would be happy to send them on a pottery course. Instead, we want employees to acquire new knowledge, skills, and attitudes that are relevant for their (future) function. This way learning is a way to create new business capabilities.

VALUE CHAIN OF LEARNING



Source: Erik van Vulpen (2021)

Figure 1:2 Value Chain of learning

Learning is a means to an end – it has a goal. Example of goals could be the development of digital capabilities in an analog firm that needs to transform, building analytical capabilities to create more business value through analytics, or simply making sure that everyone gets their mandatory certification in time so they can continue to do their work.

Identifying the learning goal requires you to analyze where the Organisation wants to go and what skills are missing to get there. This happens in three parts:

1. **Organisational analysis.** In this phase, the short and long-term goals of the Organisation are analyzed. The goal is to define the training needs that will help the company realize its business goals. These goals need to align with the Organisational climate in order to be effective in the long term. For example, an assertiveness training in a very hierarchical Organisation with a culture in which personal initiative is not appreciated may not be effective – it may even be counter-productive!
2. **Function, task, or competency analysis.** Besides the identified Organisational need, it is important to look at a function or task level. What are the competencies and skills required to be successful in one's job? The goal here is to identify the most important knowledge, skills, and attitudes for employees to be successful in their jobs, and to identify which of these are the easiest to learn.
3. **Personal analysis.** In this analysis, job performance is evaluated. Current competencies and knowledge, performance, and skill levels are identified. The key source for this analysis is oftentimes the employee's performance evaluation. The outcome of the analysis serves as input for the definition of the training needs.

Using these three analyses, training goals can be specified. However, it is important to ensure there is sponsorship and support within the Organisation for the initiative.

Sometimes, gaining support is easy, especially if there is an urgent Organisational need for learning and development. This makes building support easy. Other times you will have to put a lot more effort into specifying the case for learning in order to free up budget and ensure that employees get time off for learning.

Phase 2. Specification of learning objectives

The training need should to be translated into learning objectives. These objectives serve as the starting point for the design of the training's content and method.

According to Lievens F & Patterson F. (2011), a training objective consists of three elements.

1. **The ability to realize specific objectives.** For example, “as an HR business partner, I need to be able to identify a manager’s strategic people needs”.
2. **The conditions required for effective behavior.** For example, “during the 30-minutes check-in with managers, I need to be able to identify their strategic people needs and be able to summarize these to them to check if I identified these needs correctly”.
3. **A specific and measurable training goal.** For example, “after every check-in with a manager I have a double-checked the top 3 of this manager’s strategic priorities”.

This way training goals become highly specific and measurable. This helps to create an effective learning and development intervention aimed at improving these skills.

A learning intervention can have multiple learning objectives. Another example objective for this training could be that the HR business partner is able to relate each of the manager’s strategic objectives to HR policies that can assist the manager. Because these objectives are closely related, they can be part of a single training that will make the business partner a lot more successful in their role.

Phase 3. Design of the training material and method

In this phase, the teaching material and learning method are determined. This is where the choices about the training material, teaching method, and learning activities are made. This is often done together with an external trainer or training provider, and ideally also with involvement from the trainee.

In addition to learning methods, techniques, pacing, setting, and many more factors are determined.

Training can be trainer-centered or trainee-centered. Trainer-centered methods include seminars, presentations, lectures, keynotes, and lessons. Trainee-centered methods are more interactive and include case studies, role-playing, self-directed lessons, on-the-job training, simulation, games, and so on. Effective training usually includes a mix of methods.

Phase 4. Monitoring and evaluation

The last phase of the learning process is monitoring and evaluation. In this phase, the learning objectives are evaluated and learning effectiveness is assessed. A very useful model for evaluating learning effectiveness is Bloom's taxonomy, which we will explain later in this article.

In addition, student evaluations are collected and reviewed and improvements are made for future learning interventions.

When the training is seen as effective, it should result in a change in behavior. This means that the starting situation and knowledge in the Organisation will be changed for the next learning design.

Methods of learning

We have mentioned some methods of learning – but there are many more. We will list a number of them below. However, this list is far from comprehensive.

- i. **Lectures and seminars.** This is a more formal setting often used in universities with a lecturer and students. The setting inhibits interaction.
- ii. **Discussion groups.** Highly interactive setting aimed at sharing viewpoints.
- iii. **Debate.** Highly interactive setting aimed at convincing others of one's viewpoints.
- iv. **Case study and projects.** These actively involve the participant and activate them to come up with solutions and answers.
- v. **Experiential activities.** These involve active participation and are often used in team building
- vi. **Role Play.** A role is acted out or performed, for example as a technique to train customer interaction.
- vii. **Simulation/Games.** An increasingly popular and highly interactive way of experimental learning. With the rise of virtual and augmented reality, this can be made very realistic.
- viii. **Job shadowing.** Working with another employee who has a different experience to learn from them. This is a good way to learn and exchange ideas.
- ix. **Outdoor management development (OMD).** A form of experiential activities. A 2001 study by Hamilton & Cooper showed that this could be effective. I couldn't resist including this quote from their paper: "50 percent of the participants were experiencing high levels of pressure and reported low levels of mental wellbeing pre and post attendance. It was concluded that a greater impact could be achieved if the participants were not over-pressured and/or not experiencing low levels of mental wellbeing." Those poor managers...
- x. **Coaching.** Coaching focuses on hands-on skill development. The coach is often allocated and is the driving force. The coach follows and learns.
- xi. **Mentoring.** Mentoring is more strategic. The mentor is chosen by the mentee and the process is also driven by the mentee. Mentoring goes beyond skills.

These are some of the most common methods of learning in an Organisation. There are, however, many others. If you feel like we forgot an important one, feel free to mention them in the comments and we will add them!

1.1.6 THE PROCESS OF LEARNING AND DEVELOPMENT

The practice of learning and development should be based on an understanding of the processes involved in finding out and progress as described on this chapter. These tactics are difficult and

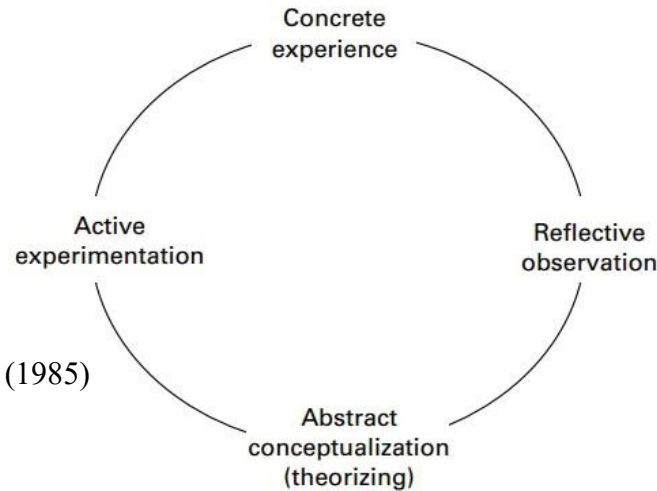
varies. They consist of the methods wherein participants and corporations' study, as defined through learning conception, the idea of Organisational learning, the doubtful suggestion of the educational Organisation, and the contribution made by participants to their possess learning and development (self-directed or self-managed finding out).

Members be trained for themselves and learn from other men and women. They be trained as individuals of teams and by way of interplay with their managers, co-staff and persons external the institution (social finding out). Persons be taught by way of doing (experiential studying) and with the aid of guideline. The ways where members learn will differ and the extent to which they can be trained will depend largely on how well they're inspired or self-influenced. Discretionary finding out can take place when members, out of their own volition, actively search to gather the abilities and potential they ought to perform their work comfortably. It must be motivated and supported. How humans can be taught is defined through learning theory, as described below. It depends on how well they are motivated to learn, their learning styles, the extent to which they are able of 'studying to learn' and the phenomenon of the educational curve.

The key learning theories are:

- I. **Reinforcement theory** – Founded on the work by this expresses the belief that changes in behavior take situation for that reason of an individual's response to pursuits or stimuli and the following consequences (rewards or punishments). Members can be 'conditioned' to repeat the behavior by constructive reinforcement in the form of suggestions and abilities of outcome. This is referred to as 'operant conditioning'.
- II. **Cognitive learning theory** – Learning includes gaining skills and understanding with the aid of absorbing information within the type of standards, principles and info and then internalizing it. Rookies may also be viewed as powerful understanding-processing machines.
- III. **Experiential learning theory** – Experiential studying takes location when men and women be taught from their expertise by absorbing and reflecting on it in order that it may be understood and applied. As a consequence, people come to be energetic dealers of their possess finding out.
- IV. **Social learning theory** – These states that potent finding out requires social interplay. Wenger (1998) instructed that all of us participate in 'communities of follow' (businesses of men and women with shared competencies who work together) and that these are our main sources of learning. Bandura (1977) considered finding out as a sequence of expertise processing steps set in coach with the aid of social interactions.

Author of [5] identified a learning cycle consisting of four stages, as shown in Figure 1.3.



Source: Kolb, D.A., (1985)

Figure 1: 3 The Kolb's learning cycle

These stages were defined as follows:

- I. **Concrete experience** – this can be planned or accidental.
- II. **Reflective observation** – this involves actively thinking about the experience and its significance.
- III. **Abstract conceptualization** (theorizing) – generalizing from experience to develop various concepts and ideas that can be applied when similar situations are encountered.
- IV. **Active experimentation** – testing the concepts or ideas in new situations. This gives rise to a new concrete experience and the cycle begins again.

Training programmes or events can be concerned with any of the following:

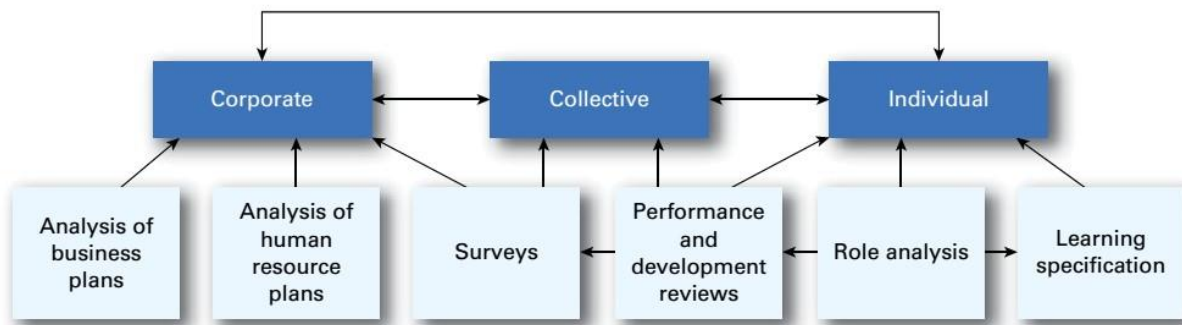
- a. manual skills, including apprenticeships;
- b. IT skills;
- c. team leader or supervisory training;
- d. management training;
- e. interpersonal skills, e.g. leadership, Team building, group dynamics, neurolinguistic programming;
- f. personal skills, e.g. assertiveness, coaching, communicating, time management;
- g. training in Organisational procedures or practices, e.g. induction, health and safety, performance management, equal opportunity or managing diversity policy and practice.

1.1.6 THE PRACTICE OF LEARNING AND DEVELOPMENT

All finding out hobbies have got to be headquartered on an understanding of what desires to be achieved and why it wishes to be completed. The rationale of the pursuits must be defied and this is performed by using settling on and analyzing learning wants within the institution and the corporations and members within it [20-24].

Finding out desires are by and large based on the foundation of common assumptions about what humans in distinct occupations need to be aware of and be capable to do, for instance managers need to learn about management. This is an effortless approach but it may be facile. The assumptions could be so generalized that the resulting learning occasion will probably be all matters to every person and nothing for anyone in targeted. So far as possible, proof must be accrued on finding out needs by way of hole evaluation and an evaluation of corporate, collective and individual desires. These three areas are interconnected, as shown in figure three.

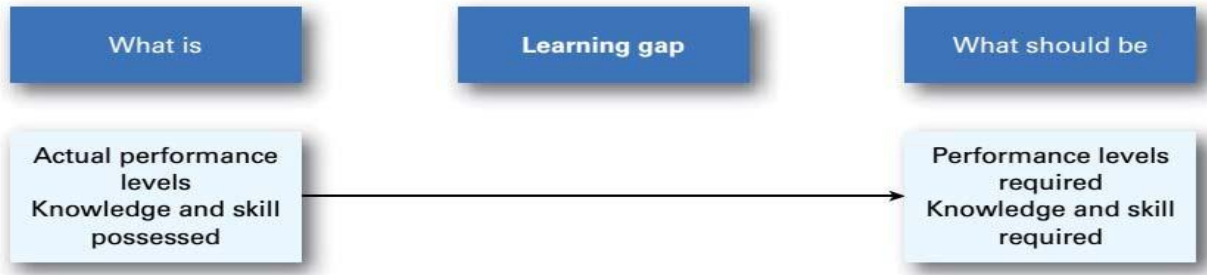
The analysis of corporate wants will lead to the identification of collective studying wishes in exceptional departments, services or occupations, whilst these in turn will indicate what character staff must learn. The method operates in reverse. Because the desires of character employees are analyzed separately, normal wants emerge, which may also be dealt with on a gaggle groundwork. The sum of crew and man or woman wants will help to outline corporate needs, although there may be some overarching studying necessities that can be related simplest to the corporation as a whole to gain its trade targets. These areas of evaluation are discussed below:



Source: Erik van Vulpen (2021)

Figure 1:4 Learning needs analysis – areas and methods

Learning wants evaluation is typically described because the method of determining the educational gap – the gap between what is and what must be, as illustrated in figure four. Hole evaluation involves determining the gap between what men and women know and might do and what they should understand and be capable to take action that the learning needed to fill the gap can be special. Knowledge on the character of the gap could also be obtained through one or more of the methods described below [25-28]. But this ‘deficiency mannequin’ of training – most effective hanging matters proper which have gone unsuitable – is restricted. Finding out is way more constructive than that. It will have to be worried with settling on and pleasant development wants – becoming persons to take on further tasks, collect new expertise to take care of changing work needs, or enhance a range of knowledge to facilitate multi-tasking.

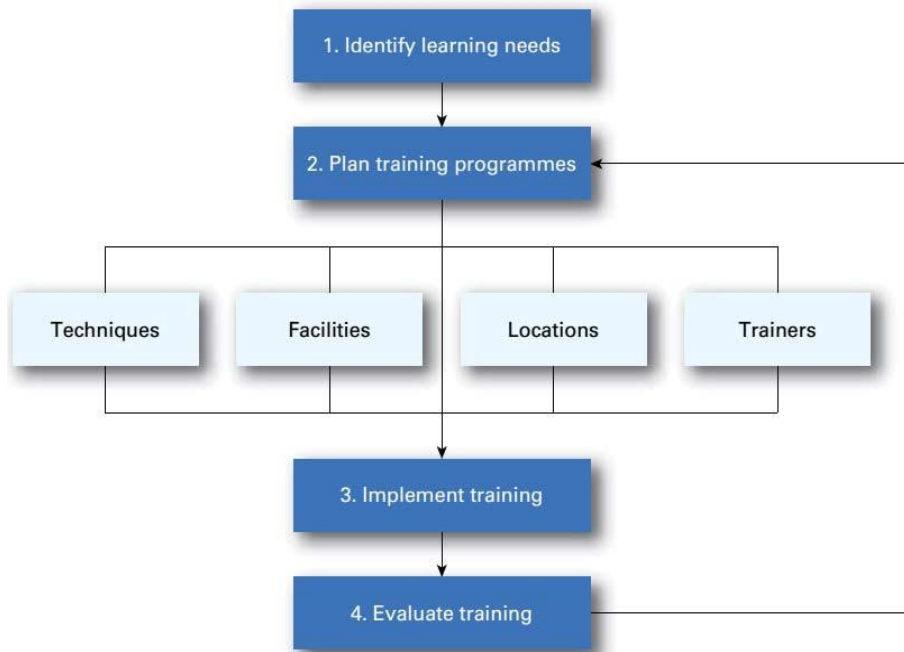


Source: Erik van Vulpen (2021)

Figure 1:5 The learning gap

Training must be systematic in that it is principally designed, deliberate and carried out to fulfill defined wishes. It is provided by individuals who comprehend teach and the have an effect on of training is cautiously evaluated [28-34]. The concept was once at the start developed for the commercial coaching boards in the Sixties and consists of a simple four-stage model, as illustrated in Figure 5:

- I. Identify training needs.
- II. Decide what sort of training is required to satisfy these needs.
- III. Use experienced and trained trainers to implement training.
- IV. Follow up and evaluate training to ensure that it is effective.



Source: Erik van Vulpen (2021)

Figure 1: 6 Systematic processes of Learning

IMPORTANCE OF LEARNING AND DEVELOPMENT IN AN ORGANISATIONAL PERSPECTIVE

1. **Increase in Efficiency/productivity:** Learning and Development brings about increase in quantity and quality of goods produced resulting in high productivity. A well- trained employee makes better and economical use of available resources (material, machines, and equipment). Optimum utilization of resources results in reduced cost on production and higher profits.
2. **Heightened Morale:** Learning and Development results in increased morale of employees because of reduction in dissatisfaction at work, reduced complaints, and reduced absenteeism, and increased interest in work during the post- training period. Heightened morale results in increased loyalty to the Organisation.
3. **Better Industrial Relations:** Training provides a platform for maintaining smooth industrial relations. Employees develop a feeling that Organisation is taking care and interest in them through training programmes.
4. **Reduced Supervision and Direction:** A trained employee knows what job he has to do and how to do that job and requires no guidance and supervision. Supervisors can devote their time to solve more important problems rather than concentrating on consent and regular supervision.
5. **Increasing Organisational Stability and Flexibility:** Learning and Development provides opportunities for the employs to learn and acquire skills to work in several departments in an Organisation. Training also results in low rate of labor turnover which means high consistency in Organisations in retaining people for long period of time. Low labor turnover means high Organisational stability. Flexibility is ensured because employees may be placed in several departments over a period of time as they acquire multiplicity of skills through adequate training.
6. **Technical Advances:** The pace of the technical advancement is another reason why training is necessary. The technology is changing so fast that, if a company wants to stay in the competition, it must develop the technical knowledge of its employees through continuous training.
7. **Organisational Complexity:** With the emergence of automation and mechanization, manufacturing of multiple products and by- products, etc., most of the companies have become complex. This calls for training in the skills of coordination, integration and adaptabilities to the requirements of growth and expansions.
8. **Standardization:** The methods of production are standardized through training. All trained employees follow same methods and techniques of production and hence there can be little variation in output and standards produced by different employees. By using standardized methods, the quality of output would be increased.
9. **Future manpower Needs:** Through proper Learning and Development employees become eligible for promotion handling more responsibility. An expanding and growing Organisation wishes to train the existing employees so as to place them in higher positions in future.
10. **Reduced Accidents at Workplace:** Untrained people are bound to commit errors while handling machinery and equipment resulting in incidents at workplace. Training eliminates (reduces) the possibility of incident due to mishandling of equipment, machinery, and other resources of the Organisation. Proper training and development programmes ensure safety in handling the Organisation's resources which results in reduction in the accident rates.

11. **Reduced Learning Time:** An untrained worker consumes a lot of time to learn the methods, technique of doing the work. Skilled and trained employees reach the acceptable level of performance within no time. Therefore, training results in reduced learning time.
12. **Confidence:** Learning and Development creates a feeling of confidence in the minds of workers. It gives safety and security to them at the workplace.
13. **New skills:** Learning and Development develops skills which serve as a valuable personal asset of a worker. It remains permanently with the workers himself.
14. **Promotion:** Learning and Development provides opportunity for quick promotion and self-development.
15. **Better Management:** A manager can make use of training to manage in a better way. To him, training the employees, can assist improve his planning, organizing, directing, and controlling.
16. **Standardization of procedures:** With the help of Learning and Development, the best available methods of performing the work can be standardized and taught to all employees. Standardization will make high levels of performance rule rather than exception.

1.1.7 CONCLUSION

The focal point of this chapter and the underpinning concept is learning and development. The definitions of learning that exist in the literature are diverse, and whilst it is well-nigh impossible to produce an all-encompassing definition that is likely to be valid across all contexts and perspectives, for our purposes learning involves a longer-term change in the knowledge, skill and attitudes that guide thought and action.

Furthermore, from the perspective of the performance improvement mission of L&D these changes in knowledge, skill or attitude (KSA) should lead to employees either individually or collectively having an increased potential to perform in more effective ways. Within this paradigm enhanced or effective performance is often defined in terms of productivity; more of the latter is assumed to be 'good' and, furthermore, the contribution of the individual employee is taken to be meaningful in these terms. In the L&D field the question of what constitutes 'good' or 'meaningful' work or learning is not often held up to scrutiny.

PRACTICE QUESTIONS

As Antonopoulos's research suggests, the distinctions and relationships between terms we sometimes take for granted, like learning and training, are not always so clear-cut.

- I. What are the relationships as you see them between learning as defined earlier in this chapter and training?
- II. Is learning an outcome of all training?
- III. How might the 'no change' or 'reduced capacity for effective action' outcomes of training arise in practice

MULTIPLE CHOICE QUESTIONS

1. _____ is driving conversations amongst people to invoke knowledge and engagement in order to address a particular issue(s).
 - a. Education
 - b. Training
 - c. Facilitation
 - d. Learning

2. **All, but one of the following is not a components of learning process.**
 - a. Drive
 - b. Reinforcement
 - c. Motivation
 - d. Retention

3. **An effective learning and development strategy relies on a process in which one continually moves through all of the following phases except.**
 - a. Development of Training contents
 - b. Analysis of training needs
 - c. Specification of learning objectives
 - d. Monitoring and evaluation

4. **Which of the following options is not a method of learning.**
 - a. Lectures and seminars
 - b. Job shadowing
 - c. Coaching
 - d. Curriculum development

5. **Highlight from the listed strategies that is not a merit of training and development**
 - a. It develops employees to acquire skills, knowledge and attitudes
 - b. It facilitates a raucous working environment in Organisation.
 - c. It reduces employee turnover through regular engagement.
 - d. It improves performances, productivity and results.

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CHAPTER TWO

EDUCATION: THE SOLID BASE FOR EFFECTIVE LEARNING

LEARNING OUTCOME

By the end of the Chapter, learners/readers are expected to:

- i. Define the concept 'education' in its broadest term;
- ii. Have an understanding of the scope of Education;
- iii. List and discuss the major drivers of Educations as well as;
- iv. Have knowledge of the classifications and types of global Education.

2.1.1 INTRODUCTION

When individuals can read, write and communicate in a language other than their mother tongues, they are able to transact business, exchange ideas and discuss issues meaningfully. It can be said that such individuals have a formal education.

Education as a concept connotes a life-long learning process which develops roundly reflecting different learning domains - the head (cognitive), hand (psychomotor) and heart (affective) of people so that they can positively contribute their own quota to national development and become very useful to themselves, community, nation and humanity as a whole. It is from this broad perspective of individuals surrendering their will to acquire knowledge, developing their minds, developing their skills, contributing their own quota to developing others, developing their Organisation by making them learning one; and developing their societies by adding value to the socio-cultural system that education will be examined and its benefits stressed.

2.1.2 WHAT IS EDUCATION?

What is Education could vary considering what it might mean to different people and scholars. John Dewey said, 'Education is the continuous reconstruction of experiences'. Aristotle's definition of education is the same as that of his teachers, that is, the "the creation of a sound mind in a sound body". Thus, to him the aim of education was the welfare of the individuals so as to bring happiness in their lives.

The Meaning of Education

"Education" is a broad term that can have many meanings, but it is generally defined as the process of learning and acquiring information. Formal learning in a school or university is one of the most common types, though self-teaching and so-called "life experiences" can also qualify. Communities around the world place a high value on educating people of all ages, whether formally or informally. It is widely believed that constant exposure to new ideas and skills makes people better informed workers, thinkers, and societal contributors.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. Education originated as transmission of cultural

heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as liberation of learners, critical thinking about presented information, skills needed for the modern society, empathy and complex vocational skills.

Concept of Education

The concept and meaning of Education bring to fore and cuts across the ideas of scholars and researchers on Education. Issues in Education are not a recent phenomenon. Education is the basis of human life. Development and progress of man depends on education. Education also constructs personality and beautifies it.

A child conducts himself like an animal at the time of birth; at that time, he acts as inspired by his instincts; education guides these instincts of his in order to provide maturity; it makes his behavior, his conduct and his activities proper and socially useful.

Education motivates, encourages and guides man from falsehood to truth, from dark to illumination, from ignorance to knowledge and from mortality to immortality. It is by education that man has reached this zenith of civilization According to some learned people, the word 'education' has been derived from the Latin term 'Educatum' which means the act of teaching or training. A group of educationists say that it has come from another Latin word "educare" which means 'to bring up' or 'to rise'.

According to a few other, the words 'education' has originated from other Latin term 'Educate' which means 'to lead forth' or 'to come out'. All these meaning indicate that education seeks to nourish the good qualities in man and draw out the best in every individual. The word 'Education' is derived from two words 'e' and 'duco'; 'e' means from inside and 'duco' means to develop. The two words combined together give the meaning to make something grow or develop from within. The concept of education may also be considered from the narrow and border point of view. In the narrow sense, education is equated with schooling.

Educational Structures around the World in Brief

Different countries place different emphases on education, though some form of schooling is mandatory for young children, almost, everywhere. Requirements are usually based on the belief that an educated population is best suited for advancement, both nationally and internationally. In most places, childhood schooling is offered free of charge; university training is also underwritten with government fund in some countries.

However, the reverse is the case in Nigeria, where educational institutions from elementary to tertiary institutions are run by both the governments and private individuals' side by side. Some states of the federation in Nigeria provide free education at the primary and secondary schools only while other states partially sponsor post-secondary education in form of bursary.

Discriminatory fees, are charged in favour of state indigene-students. Some states of the federation only offer to pay bursary to their indigenes, hereas private schools are fees-paying at all tiers of education – primary, secondary and tertiary.

2.1.3 MAJOR DRIVERS OF EDUCATION

Three major global drivers in education necessary for meeting the challenges of the 21st century are: education for sustainable development, *demographic* change, and *technological* advances. Without addressing the demands of these drivers, our education systems are, most likely, rooted in narrow robotic learning, blinkered to what is happening around us in the world, focused solely on knowledge for knowledge's sake, producing young people without the imaginative, creative thinking, problem-solving skills required to make the 21st century on planet Earth a positive and secure one for all its inhabitants. Navigating the Future of Learning report, developed by Knowledge Works, a nonprofit educational initiative, describes the challenges education will face over the next decade; five forces that will interact to transform teaching and learning. This forecast warns that climate change, algorithms, success metrics and progress in neuroscience are some of the factors that will alter, for better or for worse, the future of education.

1. **Migration and climate:** The migration caused by climatic volatility (extreme temperatures, fires and floods), together with the change of residence due to economic needs, will lead to the educational spaces that we know today to relocate or to become remote or mixed experiences.
2. **Automated Decisions:** Algorithms and AI are automating many of our experiences, services and interactions in order to achieve efficiency and personalization. In educational terms, these advances can create personalized and adaptive paths; however, they can also undermine student confidence with remote monitoring, impartiality and accentuation of prejudices.
3. **Optimization metrics:** Current metrics of success in education and business often treat people as assets or data that must be optimized. This environment of achievement based on metrics is affecting the health of workers and students, generating diseases and disorders such as hypertension, diabetes, fatigue, anxiety and depression. Presence of digital media is creating an ecosystem full of alerts, notifications and automatic movements that distract and shape the behavior of users in a desired and accidental way.
4. **Civic empowerment:** Through technology Dissatisfied with their governments, committed citizens are using digital channels to raise awareness, mobilize actions and build relationships. Such tools have the power to supercharge the influence of the civil sector. However, the failure to develop inclusive ecosystems will maintain an imbalance of power and an opening for the corporate sector to continue shaping conversations and solutions.

2.1.4 CLASSIFICATIONS AND TYPES OF GLOBAL EDUCATION

Classification of Education could be best understood when the nature of and motives for Education is understood. There are basically three forms of Education as classified here; they are the Formal, Informal and Non-formal Education.

Formal education takes the form of classroom instruction where there is a Teacher, Lecturer, Mallam, or Professor sharing thoughts and knowledge with people who have come to learn. Whereas, **Informal/Non-formal** education is a process of acquiring knowledge through informal ways. For example, an adult may want to know many things about the environment. He therefore

seeks knowledge and information from those who know better, jots down salient points and applies this information for his own benefits. Informal education is actually determined by the individual who has a quest for knowledge.

Some people would like to attend schools or colleges but do not have the opportunity to do so. Such people therefore strive to learn from others who have gone to school and practically imitate such people from what they have learnt from school. Therefore, such people may be able speak good English.

Atia-Apusigah (2015) states that education, whether formal or informal, has influenced various global, regional and national development initiatives. The import of education stems from its critical and direct role in engineering the direction of regional, national and community development.

2.1.5 EDUCATION AND NATIONAL DEVELOPMENT

Educated persons, whether literate or illiterate, can play varying roles towards national and community development. Yet, a highly literate society has a high chance of optimizing its development potential due to its privilege of possessing highly knowledgeable and skilled human resources and social capital (Akinpelu, 2019).

The development of indigenous manpower to serve as the propelling force for national growth and development is no doubt a key to Nigeria's socio-economic development. It was noted with concern that productivity and capacity building may not be far from the nascent realization of the primacy and centrality of humans in economic development and growth process of a nation – an aspect of the problem that falls into the mandates of the National Manpower Board. This is in tandem with the unfolding major developmental paradigm shift to a new programme with profound global appeal and impact – investment in human capital, otherwise called capacity building.

To complement the foundational role of education, there has been series of national and international workshops and seminars on capacity building in Nigeria since the mid-90s which gives the impression of Nigeria's deliberate policy and preparedness to build up her own indigenous capacity to repeat the success story of the "Asian Tigers" despite the latter's recent economic shocks.

2.1.6 THE CONCEPT OF EDUCATION AS A CATALYST FOR DEVELOPMENT

Education has been conceived as the basic development of a person's mind and personality. It is concerned with general acquisition of values, knowledge, skills and attitude; education provides a base from which a person can better appreciate the world. Education is therefore designed to remove the chains of ignorance, superstition and disease. Above all, it is a weapon for the restoration of the lost dignity of man. A one-time President of Nigeria, Chief Obasanjo, describes education as the key to the development of a people's ability to manage and induce change while facing the challenges of making choices and of increasing the range of choices. Education is a potential developer of the 'dormant' human mind. Hidden talents surface through education and the energy of a people is released

2.1.7 PROCESS OF DEVELOPMENT

Development involves a level of judgment which in itself is an abstract concept that can only be accentuated by man alone. Therefore, developing the innate potential of man (definitely through education) will open up his thinking faculty for self- development. It is possible to develop the natural resources of a society and leave out inhabitants who are either ill prepared (i.e. through lack of education) or unwilling or both to participate fully in the development process.

2.1.8 INDICES OF DEVELOPMENT AND THE ROLE OF EDUCATION

An educator contends that the level of education in developed societies is among the most important elements that explain the maintenance of those societies in a developed form. These include high degree of literacy, were proportion of school age children actually in school approaches 100 percent. Education is therefore the pivotal force in the maintenance of the present societies. Some salient points to note are: Illiteracy cannot survive in such a society because crucial communications are in written form rather than oral; Customary laws and more are completely unworkable, since both political and economic Organisation demand systems of written laws which are to be enforced throughout the nation. The schools are major centers for the inculcation of values and development of loyalty to national symbols that support such a system.

System of absolute dependence on advanced technology: Any breakdown in this system will spell disaster. In underdeveloped societies, people could find alternative e.g. in case of power failure. Such a failure in a developed economy could spell doom for the populace.

In such societies, sustainability is guaranteed through the production of a large number of educated and competent people handing over knowledge and experience from one generation to another to keep the system working. Education is therefore central to the very existence of the advanced economies.

In a developed economy, there is maintenance of demographic balance – a low death rate and a controlled fertility level. It is argued that education is one of the major factors that help to keep this balance and reinforce the population orientation towards the future. Education brings along with it an enhanced sophistication regarding biological processes.

2.1.9 NATIONAL POLICY ON EDUCATION FORMULATION OF EDUCATIONAL POLICY IN NIGERIA

Edem (1987) posits that policy is the thinking at a high level of abstraction, which expresses educational goals and the means of achieving them. Arguing further, policy according to Edem is the “the basis of day-to-day administration and serves as a guide to administrators when deciding the lines along which educational system should be conducted.”

Broad National Principles

A national policy on education is a way of achieving part of national objectives. The education platform provides a veritable development tool such that no policy on education can be formulated without first identifying the needs and the overall philosophy and objectives of the nation. The five

main national objectives of Nigeria as stated in the erstwhile fourth National Development Plan (NDP) which formed the basis for the National Policy on Education, are:

- a. A free and democratic society;
- b. A just and egalitarian society;
- c. A united, strong and self-reliant nation;
- d. A land of bright and full opportunities for all citizens.

Policy Outline, Aims and Objectives

Nigeria's philosophy of education is based on the development of the individual into an educated and effective citizen, and the philosophy espouses equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, as well as inside and outside the formal school system.

Consequently, the quality of instruction at all levels has to be oriented towards inculcating the following core values:

- a. Respect for the worth and dignity of individuals;
- b. Faith in man's ability to make rational decisions;
- c. Moral and spiritual values in interpersonal relationships;
- d. Shared responsibility for the common good of society;
- e. Respect for the dignity of labour; and
- f. Promotion of the emotional, physical and psychological health of all citizens.

For the philosophy to be in harmony with Nigeria's national objectives, it has to be geared towards self-realization, better human relations, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, political, scientific and technological progress. The national educational aims and objectives to which the philosophy is linked are therefore:

- a. Inculcation of national consciousness and unity;
- b. Inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- c. Training of the mind in understanding the world around us;
- d. Acquisition of appropriate skills, abilities and competencies both mental and physical as well as equipping the individual to live in and contribute to the development of his / her society.

The desire that Nigeria should be a free, just and democratic society; a land full of opportunities for all its citizens, able to generate a great dynamic economy, and growing into a united, strong and self-reliant nation cannot be over-emphasized. In order to realize fully the contributions of education to the achievement of the above objectives, all other agencies should operate in concert with the education sector.

Furthermore, to foster the much-needed unity of Nigeria, imbalances in interstate and intrastate development have to be corrected. Education is the greatest investment that the nation can make for the quick development of its economic, material, and human resources.

Procedures for the Attainment of the Above Objectives

The procedures to implement this policy are expressed as follows:

1. Education will continue to be highly rated in the national development planning process (e.g. Vision 20-2020) because it is the most important instrument of change. Any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution;
2. Lifelong education will be the basis for the nation's educational policies;
3. Educational and training facilities will be multiplied and made more accessible, to afford the individual more diversified and flexible choices;
4. Educational activities will be centred on the learner for maximum effect (i.e. both self-development and fulfilment);
5. Universal Basic Education (UBE), in a variety of forms, depending on needs and possibilities, will be provided for all citizens;
6. Efforts will be made to relate education to overall community needs;
7. Educational assessment and evaluation will be flexible based in whole or part on continuous assessment of the progress of the individual;
8. Modern educational techniques will be increasingly used and improved at all levels of the education system;
9. The education system will be structured, to develop the practice for self- directed learning;
10. At any stage of the educational process after primary education, an individual will be able to choose between continuing his fulltime studies, combining work with study, or embarking on full-time employment without excluding the prospect of resuming studies later on;
11. Opportunity will continue to be made available for religious instructions. No child will be forced to accept any religious instruction which is contrary to the wishes of his parents;
12. Physical education will be emphasized at all levels of the education system

Historical Perspective on the Content and Context of Education

Commissions such as the Asquith and Elliot Commission of 1943 were set up to examine the subject of education in the then colonies (Tamuno & Atanda) Sir Eric Ashby – a one-time Vice Chancellor of the Ado Bayero University, was invited by the Federal Ministry of Education to investigate how Nigeria could develop suitable education at the post- school certificate and Higher Education levels. The Ashby report gave birth to many other reports which led to a number of changes in the educational system. But the National Curriculum Conference held in Lagos in September 1969 was a landmark in the history of education in Africa.

The objectives of the conference were to review old, and identify new national goals for education in Nigeria. (Professor Babs Fafunwa). This was the first national attempt to change the colonial orientation of the Nigerian educational system and promote national consciousness and self-reliance. The outcomes of this were series of recommendations which then formed the basis of the

National Policy on Education. The National Seminar on Education of 1973 under Chief S.O. Adebo amplified, improved and adopted the recommendations of the 1969 National Curriculum Conference. It recommended above all, the 6.3.3.4 system of education as a full 6 years primary education followed by 3 years Junior Secondary education, 3 years Senior Secondary education, culminating in 4 years university education.

2.1.10 GLOBALIZATION AND EDUCATIONAL DEVELOPMENT

The world has become a small village enabled by availability and access to particularly, information technology. The force of technology, liberalization and globalization are reshaping the world at a fast rate. Unfortunately, the Nigerian education system which should equip its citizens with the necessary skills to keep abreast with the trend has not met the challenge. An authority describes globalization as an irreversible and incalculable revolution that is transforming the entire society. Globalization leverages the advantages offered by Information Communication Technology (ICT) to intensify economic independence on a global scale.

Apparently, these developments hold the promise of a major increase in world prosperity for all mankind (UNIDO, 1996). In our National context, Anya, (1998) notes that even though Nigeria has joined in signing the refrain of the universal impact of these forces of development as if they were clichés, Nigeria cannot in its present form and condition meet and keep pace with these challenges. In his opinion, the benefit of globalization is lopsided and confined to the societies of the developing world. This is because technology, more than it was in the 20th century, is the defining currency of the 21st Century. As has been demonstrated by development trends all over the world, the key to any meaningful national development and exploitation of the benefits of technology is in the acquisition of a balanced education. The present situation in Nigeria is far from meeting the expectations of extant technology.

2.1.11 BALANCED EDUCATION AND NATIONAL DEVELOPMENT

Anya further sheds lighter on what balanced education can achieve both for national development and global economic participation. Some of these benefits are:

- a. Generation of new knowledge and innovation;
- b. Provision of synergy between knowledge and practices with a premium on training, so as to turn out in regular succession trained workers who can enhance the momentum of national competitiveness;
- c. Increase in the knowledge content of manufacturing processes, thereby yielding to a broader range of customized products and greater flexibility in the manufacturing process.

2.1.12 ENTREPRENEURSHIP EDUCATION

Entrepreneurship is crucial to national development. All over the world, entrepreneurship has been recognized as a strong force in the battle for economic transformation (NECK & Nelson, 1987). In all ages, entrepreneurship has been responsible for pulling out most economies from the doldrums (Edet, 1987).

Entrepreneurship education provides the required manpower that can generate new economic development. It enables the identification and evaluation of economic opportunities, Resources availability and plan implementation have confirmed that entrepreneurs, through independent action and calculated risk taking, serve as catalysts for national development. In other words, the development of a conscientious entrepreneurial class will provide the necessary link between biochemical products of the new technologically based human capital development and the value-addition achieved by processing these products within the framework of a competitive international market.

This seems the only basis for breaking the dependence on oil as the major export and an opportunity to explore and exploit other viable resources in less volatile regions. Anya argues that the drive in this direction will help to achieve the necessary diversification of the Nigerian economy.

Until recently, the quality of Nigerian education has been more literary and academic, lacking practical and professional skills. Many beneficiaries of such education, except in government and some private establishments, find it difficult to be self-employed. Entrepreneurship education will, therefore, bring out the individual's talents and empower the graduate of this education system to take their destiny in their own hands by creatively identifying and tapping opportunities within their environment. Entrepreneurship education, therefore, has the capacity to transform our educated youths from job seekers to job creators, thereby reducing the alarming rate of unemployment in the country (Lalkaka, 1993).

However, this feat cannot be achieved unless there is cohesion in the system. There must be new orientation and inculcation of new value system that will make the individual appreciate the need for quality education and practical training.

2.1.13 HUMAN RESOURCE DEVELOPMENT IN EDUCATION

It is widely accepted that no educational policy in its totality can ever expect to rise above the quality of its teachers at all levels. The human resources needed to achieve the goals of the National Policy on Education (NPE) deserve closer attention. Teachers are the key drivers of education activities, so they must be committed. Commitment means genuine interest which culminates job satisfaction. The present situation of irregular payment of salaries in some states of the Nigerian Federation where teaching and learning facilities are lacking with frequent strikes and lockouts, seems to have contributed in no small measure to lowering of standards. Even in Federal Government College, despite the seemingly superior inputs in human and material resources, education standards are increasingly falling (Nwabueze, 1995). The reality is that teachers at all levels have 'one leg in schools and another leg outside' in search of better opportunities to meet their socio-economic needs. (World Bank, 1996).

There is, therefore, an urgent need to boost the morale of teachers through prompt payment of salaries, salary increments as and when due, equipping the laboratories, providing necessary amenities for research and psychological orientation for an improved value system that will enhance academic work. This will reposition our education system for sustainable national development.

2.2.14 GENDER EDUCATION

Gender issues affect economic as well as social development objectives. Gender issue is much more than an equity issue. This is because gender inequality in roles and rights of men and women affect economic growth as well as social stability and the well-being of the society (Jerome, 1994).

A gender-sensitive education for national development must, among others, address issues relating to the low enrolment of female children in parts of the South Eastern States and low enrolment of female children in many parts of Northern States. The situation has been aggravated by early marriages, inadequate and gender-biased teaching and educational materials; sexual harassment, and lack of adequate schooling facilities.

The logic behind gender concern in education for national development is borne out of the desire for equal access, the need to harness and maximize the resources of the society so as to enhance complementary efforts, improve the quality of life and build a sustainable egalitarian society (Kukah, 1996). Closely related to the issue of gender is that of poverty. To some extent, poverty has become endemic in Nigeria particularly among the rural women.

2.1.14 EDUCATION FOR POVERTY ALLEVIATION

As a result of economic crisis which has afflicted the country in the past one and half decades, there is need for education to alleviate poverty in Nigeria. This economic crisis has been due to global economic recession as well as poor and inconsistent government policies. Of particular reference is the World Bank/ IMF- inspired structural adjustment programme implemented by the General Ibrahim Babangida administration (Bangura and Beckman, 1989) which has been poverty-pervasive in Nigeria.

Poverty in Nigeria must be seen in a broad context to appreciate its adverse effects on education. Nigeria has the largest population in sub-Saharan Africa, with nearly 110 million in 1995 (World Bank, 1996) and over 150 million people as per 2016 census official figures.

The economy is predominantly rural and agrarian and it used to be the mainstay but has now been largely abandoned for a mono product, petroleum. Nigeria's complex political history and frequent, often abrupt, changes in successive governments have often led to sudden shifts in economic and social policies resulting in divestment and capital flight. Its income distribution pattern is lopsided. The report has succinctly noted, regional disparities and sociological factors, when combined with the differential impact of economic and social policies, have clearly accentuated poverty across the country.

In effect, education for national development as an instrument for poverty alleviation must target key issues like population control through education on fertility attitude and action; sanitation and hygiene habits for the control and prevention of the spread of diseases; nutritional education; informal income generating activities, waste management, etc. To do this will require a fundamental restructuring of education curricular at all levels of our education system. The challenges, though daunting, are desirable to overcome if education is to serve as a meaningful tool for national development.

Education and Capacity Building

Human capacity building (HCB) has been described as the impartibility of knowledge and skills to human beings through education and training for productive as well as consumptive ends (Balug, 1970). Capacity building from this perspective is indeed a form of investment with expected economic as well as social returns not only to the individual investor and his family but also the society at large. The economy, with time, begins to experience growth, while the beneficiary acquires the opportunity to contribute to and secure qualitative life by being able to make the right choices and command higher earnings profile.

It must be appreciated that the existence of a large pool of human population does not translate automatically to a productive resource. Human beings become productive resource or human capital only when they are able and, in a position, to contribute meaningfully to productive economic activities. They have to be trained to become agents of productive economic activities. Without training they remain as passive and inactive as other factors of production.

It could be likened to capacity building to industrial processing by which basic ores and raw metals are converted into useful tools by molding, tempering, shaping and sharpening them for some ultimate purposes. In the same vein, human beings can be fashioned to lead useful and happy lives and contribute to societal development by the development of their characters and potential abilities through education and training.

The National Manpower Board affirms that human development is the ultimate concern of all types of development – economic, social, cultural, political etc. Capacity building or human capital development responds to a wide-range of questions such as what people are able to be or do, the issues of longevity, health and mind development, their inalienable fundamental human rights to freedom of choice, speech, association, political, economic, social and other needs and ability to escape from avoidable diseases, malnourishment and illiteracy.

One of the remarkable attributes of enduring capacity building is the extent of its sustainability. Human Development Report (1996) maintains that sustainability of human capacity building is the essential component of the ethics of universalism of life, stressing that it is a matter of sharing development opportunities between all classes and groups of people: between the rich and poor, between the present and future generations.

It is of the view that sustainability demands for intra-generational as well as inter-generational equity Umo (1995) highlighted the following as the benefits of capacity building to individual, Organisation and nation:

1. The generalized capacity to absorb economic shocks as well as cope with the complexities of modern development;
2. Creating a corps of well-informed citizenry with positive attitude to national development;
3. Providing persons with technology abilities needed for industrialization;
4. Building the technical expertise for efficient institutional building and economic management.

Umo (1998) cautioned that the relationship between education and employment is not automatic; certain conditions have to be met including:

1. Extent to which education is congruent with labour market parameters;
2. Extent to which education is adaptable to the emerging dynamics in the labour market;
3. Speed with which investments, hence jobs, are generated in the economy; and
4. Efficiency with which job seekers and job givers sort out their demands and expectations resulting in job offers.

When any or a certain combination of the above conditions is not met, what results is the phenomenon of underutilization commonly expressed as unemployment and/or underemployment. This is a universal phenomenon which affects many nations including African countries. It is instructive to recall here that African Ministers in-charge of Human Resources Development (HRD) in their recently articulated African Common Position on Human and Social Development have underscored the need to strengthen and build human and institutional capacities to facilitate the execution of their development and social agenda.

Education prepares students for life-long success. It is not a phase; it is about life in a continuum. The educational programmes are failing in the objectives stated above, throughout the world, especially in the developing economies of the world. In a world undergoing revolutionary changes, education has just started moving up. This movement actually has to be geometric in order for human beings to have complete dominion over the environment. In summary, policies should define the quality of education and what role education should play in developing people and the society. Below are the issues they have raised.

Education Should Lead to Problem-Solving Skills

The status quo in the education sector has a lot of supporters. The present teaching methods and consequent assessments are reliable in their consistency of what they intend to measure. We also know how to design these tests. The tests are easy to arrange and oversee and understood by teachers and the community at large. They are inexpensive to grade and administer. They are scientific and objective; we can run the data through a variety of statistical calculations to analyses, sort, compare and rank.

On the other hand, do they really prepare people for what is important? Do they measure creativity, the ability to communicate to, or the capacity to develop new solutions? Mastery is not in the application of algorithms; it is in the ability to respond to the practical situation at hand. Viewed from this perspective, we are not measuring what is important but what is convenient.

Education Needs to Prepare Skills Needed Throughout Life

A standardized curriculum is another characteristic of industrialized model of society. It makes round pegs fit into round holes, or stands down square pegs until they round. The bureaucratic approach is reflected in standardized tests which measure how fast someone can respond to small and compartmentalized bits of information. The capable people will be those who can learn on the job, collaborate with other people and use a variety of resources to solve emerging problems and exploit opportunities. The learning system that supports such innovation and entrepreneurship

places primary emphasis on being open to inquiry and self-criticism. The question to ask is how the culture of trying and failing and trying again are accommodated by our pedagogy today.

Education Needs to Prepare for Traditional and Emerging Careers

The workplace of the 21st century is dramatically different from the 19th century. The business community throughout the world has been quite vocal in the criticism of academic products against the backdrop of technology-driven skills requirements and increasingly global competitiveness in the workplace. Today, strong academic skills need to be honed to solve real-world predictable and unpredictable problems and challenges of the workplace. This is a minimum requirement for the vast majority of the jobs in the industry.

The Need for Universal Education

Since most children go to school, it appears that anyone can have an education. This assumption is flawed. Many children come from disadvantaged living environments. They grow up in families where adults cannot read well, where books are scarce or non-existent, and where teachers themselves are illiterate. Girls are often unable to attend school because of household responsibilities or cultural constraints. Rural education is one of the most neglected areas throughout the world. Many of these children grow up as child labourers or miscreants with little chance of breaking the cycle. A developed country like USA has twenty-five million illiterates; in the developing countries this figure is exponentially larger. A radical approach is needed to attain the target of universal primary education by 2015. Otherwise, criminal activities, related to illiteracy, will keep on tearing the world apart. No person on earth can build a fence to protect himself against this peril no matter how fortified.

The pertinent question begging for an answer today is – Are your educational “factories” developing the “products” that are needed in the “marketplace”? That is, is there connection between ‘gown’ and ‘town’?

THE NEED: A fundamental reassessment of the objectives of Education

Education being the foundation for all other dimensions of life is confronted with the challenge of making a quantum leap to catch up with the development in other areas. Many education improvement initiatives such as Career Academies, High Schools that work, School-to-work and recent No-Child-Left Behind have been launched with varying degrees of success.

Ironically, most initiatives have focused on methodological and technical issues such as Charter Schools, Vouchers, Rigorous testing etc. Rarely has a programme been developed to alter the very goal of education. We need a reassessment that goes beyond school curricula, which is Meta-disciplinary and develops a rounded personality that will succeed in an evolving world.

2.1.15 ELEMENTS OF QUALITY EDUCATION

With the on-going Federal Government’s reforms, it is expedient that educational reforms should be holistic and incorporate improved educational standards, correspond with developments in other businesses and also provide life skills that enable individuals to lead a complete life. Specifically, it should:

1. Equip individuals for life-long learning to harness the ever-changing needs and technologies;
2. Create and meet world class standards. In an increasingly connected world, local standards are not good enough;
3. Provide a uniquely suitable education for each individual, within a large population;
4. Deliver integrated curricula that blend theory and practice meaningfully;
5. Encourage Learner participation in creating one's own rubrics, assessing one's objectives, determining one's progress and re-adjusting one's objectives as one continues to make progress;
6. Enable individuals to set life goals. People always perform better when they set their own clear goals. Readjustments should be encouraged and fine-tuned as things evolve;
7. Set standards with which the individuals compare their own performance. This in turn encourages goal-seeking behaviour towards a changing and evolving outcome;
8. Design curricula in a "Plug & Play" mode to allow for fine-tuning and mid-course corrections without excessive penalty for taking a particular fork in the road;
9. Build scalability in education dissemination to reach everyone in a timely fashion.

Coordinate with the Life-Long Experience

Corporations are presently bearing the brunt of the cost from this lack of educational reform. They need re-orientation of their employees from a 19th century learning model to one benefitting the 21st century. This becomes harder to do at the later age of their employees. The act of changing old learning habits into new ones and teaching life skills that are omitted in their schooling is a wasteful and unnecessary social cost. Moreover, the psychological stress on the individuals is inexcusable. Corporations today can influence the schools, by their power to recruit, to shape the suitable framework for the 21st century. More proactively, they can adopt a similar framework in their own training programmes to seamlessly provide for lifelong learning.

ADDITIONAL NEED: Provide these reforms with scalable methods.

Each industry has discovered suitable innovative methods to build excellence and scale the innovation without allowing the dynamic world to slow them down. The manufacturing, auto and service industries are good examples of this evolutionary growth approach. Can the techniques applied by other systems, such as automobile manufacturing, that produce complex mechanisms for mass consumption (i.e. mass customization) provide insights for education?

In today's world, we have several examples of reforms in small measures by individual institutions and champions. Working with that pace and strategy, changing small communities will take decades to ensure national and international reforms.

In a rapidly changing world, these reforms will become obsolete by the time they reach everyone. Therefore, the second challenge is to scale these changes and implement them at national and international levels immediately. Establishing such a scale up model, apart from regularly reviewing relevance of educational curriculum, can keep the education sector current.

Given these objectives, the need of today is two-fold:

- I. A robust framework to provide educational material with relevance and applicability to 21st century needs;
- II. A robust and reliable delivery consistently spread across the length and breadth of the nations, while also maintaining the immediacy of the reach.

2.1.16 CONCLUSION

Education is a lifelong learning process which enables every individual to acquire knowledge and skills in core fields of study. It also gives every individual the general knowledge of the society, and life. That is why education is often times defined as a process of acquiring life skills.

Education provides the bedrock for starting off very well in an employment in that it gives the individual the basic knowledge needed to function very well in the Organisation. The relationship therefore between education and training is quite appropriate in that while education provides the opportunity for having a holistic picture of life, training programmes are given to employees to help them improve upon their jobs. Development, on the other hand, further sharpens the skills of employees in advanced forms to corroborate the common idea that “quest for knowledge is insatiable for man”.

The Nigerian government has recognized the need for continuous training and retraining of the workforce and the need to develop the quality of the Nigerian people. This has therefore made government to have a new policy on education starting with universal basic education (UBE). This new policy is tagged 9-3-4, Nine years for primary/Post Primary Education, three years for Senior Secondary Education and four years for University Technical/Polytechnic Education. This is geared towards improving the life-skills of people so that they can contribute their own quota to rapid socio-economic, political and technological development of the Nigerian society.

PRACTICE QUESTIONS

1. Education is a solid base for effective training programmes”, highlight its key roles.
2. For a nation to advance in all ramifications, educational framework should be business-driven. What kind of framework should Nigeria and indeed Africa adopt for the 21st Century to achieve the desired goals?
3. Why should public and private sectors partner in the formulation of a reliable educational policy?
4. “Government is a key stakeholder in the educational sector”. Enumerate and explain Government roles.
5. Quality education is pivotal to the national growth in African States. Highlight and discuss features of quality education.

MULTIPLE CHOICE QUESTIONS

1. **All of the following are potential factors that can alter or transform for better or for worse, the future of education except.**
 - a. Migration and climate change
 - b. Curriculum optimization
 - c. Automated Decisions
 - d. Civic empowerment

2. **Entrepreneurship Education is about the following except**
 - a. prevention early school leaving
 - b. stimulate motivation of youngsters
 - c. learners developing the skills and mind-set to be able to turn creative ideas into entrepreneurial action.
 - d. Promotion of academic excellence and professionalism

3. **The key elements of quality education strengthening the quality of education in Nigeria includes all of the following except.**
 - a. The teacher and teaching methods
 - b. Educational content
 - c. Learning environment
 - d. School management and privatization

4. **All but one of the following is not one of the ways to sort out training needs.**
 - a. Proactive approach
 - b. Delivery approach
 - c. Monitoring approach
 - d. Reactions to unexpected problems to address changing job requirements

5. _____ **refers to an assortment of training Programmes that help people adjust to their new roles and learn more about the Organisation and its culture.**
 - a. Human resource Compliance
 - b. Human resource development
 - c. Human resource Management
 - d. Employee assistance program

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CHAPTER THREE

COMPARISON OF EDUCATION WITH LEARNING, TRAINING AND DEVELOPMENT (LTD)

LEARNING OUTCOME

By the end of this Chapter, learners are expected to be able to:

- I. Describe the concepts of Education, Learning, Training and Development (LTD);
- II. Compare and contrast the terms – Education, Learning, Training and Development strategies;
- III. Explain the benefits of the three concepts to employees’ growth and Organisation’s success in the workplace.

3.1.1. INTRODUCTION

Drucker (2018) in defining an “educated person” says, “Knowledge is not impersonal. Knowledge is always embodied in a person; carried by a person created, augmented, or improved by a person; applied by a person; taught and passed on by a person; used or misused by a person”. The shift to the knowledge acquires by a man in the society therefore puts the person in the Centre. He further corroborates that, in so doing, it raises new challenges, new issues, new and quite unprecedented questions about knowledge, society’s representative, the educated. The educated person now matters because with knowledge becoming the key resource, he faces new demands, new challenges and responsibilities.

Azeez (2013) further affirms Drucker’s postulation with the belief that emphasis has been shifted from just a man to a competent man who is knowledgeable enough to create value and support Organisation to achieve set goals.

Competent people supply the value chain in the process whereas their lack, or dearth of it can stunt or weaken the chain links thereby turning Organisation’s turning points to stumbling blocks. Education, training, learning and development are, therefore, interrelated and seem to overlap in the conscious efforts which aim at improving individual’s utilitarian value or effectiveness which in turn grows the Organisation for competitive advantage.

To make an individual become an educated person and, subsequently, upskill to human capital level requires a combination of human capital development such as education, learning, training and development to produce a complete or competent man in today’s world of work. These mutually inclusive strategies are contributory to optimally harness individual potential to their upper limit. (Azeez, 2011).

Education, Learning, Training and Development are four critical success processes that the individual undergoes to optimally harness his potential to the uppermost level. The four strategies are mutually inclusive in developing knowledge, skill and attitude to make one fit in life (employment and personal life) with the ability to create value. Individuals pass through various stages from the womb to the grave. All these developmental strategies gradually manifest in a

complementary manner to aid individual progressive growth and develop the strength to enable one realize his potential to the fullest.

The major concern in every Organisation, be it private or public, growing or going concern, is basically premised on how best to improve and develop people as a thinking asset to produce the desired Organisational targets and objectives. Ultimately, this process helps individuals to turn potentials to performance and result. Each of these concepts are briefly discussed hereunder:

3.1.2 DISTINCTION BETWEEN EDUCATION, TRAINING AND DEVELOPMENT

As earlier stated, education prepares the individual for a long life. Education remains a basic process of equipping individuals with requisite knowledge of different subject areas, personality types, cultural values and social norms and how to co-exist in the real world through a process of socialization. It gives individuals a broad base knowledge of human beings, the environmental factors, the impediments and challenges and the reality of having a strategy to surmount encumbrances. The emphasis in education should be the removal of ignorance from people's minds and how to bring about progress and development of the society.

Training basically addresses intervention to improve the individual's Knowledge, Skills and Attitude (KSA) on the job. The focus really is to bring about performance improvement in the performer (i.e. trainee). However, this is done through a variety of methods, a few of which are lectures, discussions, simulations, case studies, role plays and the use of a combination of pedagogy and andragogy in facilitating learning or in delivering training. Training is a job - specific and job-related activity, unlike education which is broad and general.

Development on the other hand is a further step on training. The sequence in education, training and development needs to align. It starts with a general knowledge to a specific knowledge and then a more specific knowledge. Development is a common exercise. After trainees have attained higher Organisational ranks, they then attend executive / management development programmes in form of a seminar, forum, workshop or symposium, all are short durations (i.e. between 1 to 4 days).

They share experiences with other senior/top Managers to ensure the achievement of the objectives of their Organisation

3.1.3 Education, Training, Learning and Development Integrative Approaches

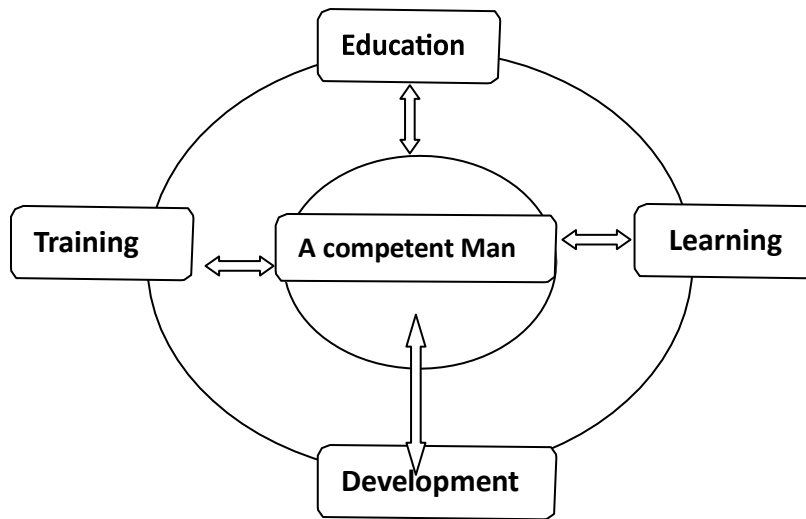


Figure 3.1

The diagram above depicts the integrative approach that can transform man from a mere labour to a competent man through the collaborative impacts of education, learning and development.

With the above overview of the interplay of the three terms and their effective role in transforming an unconsciously incompetent individual to a consciously competent man, it is now appropriate to treat each of them separately, in brief to show case each characteristic element.

Education

Education has proved to be a lifelong process. Most educational learning is done basically through real books – thinking, reading and writing. In today’s schools, the line between education and development may be thin especially at the college level where many areas of mental training are being passed off as education.

By definition, education is a means of learning to acquire basic knowledge in a formal or informal manner. It is a structured instruction to develop and improve mind, character and mental ability. Impliedly, the concept of education does not equal schooling, but it refers to the totality of what an individual gains while observing pupillage under the tutelage of a professional teacher, tutor or lecturer in structured institutions - elementary, college and tertiary school or college. The curriculum is aimed at delivering certain knowledge about facts, events, frameworks, values, beliefs, general concepts, principles, etc, to the students. This helps in developing or upgrading a sense of reasoning, understanding, judgement and intellect in an individual.

Education is the foundation for the development of a virile workforce in any country. No meaningful capital development can be realised except the education sector is properly positioned to ensure that the right knowledge, skills, and attitudes are taught in the formal, and non-formal educational system. The needs for rapid national development in the global context with its attendant stiff competition among countries makes it mandatory for educational reforms to take cognizance of the need to produce the right mix of human resource. Educational systems are

designed to achieve these objectives, it becomes more desirable to opt for a system of education where most of its entrants can justify the resources spent on their education, training and development.

This has made the Federal Government of Nigeria since the late 1970s to adopt education as an instrument for national development. Hence, policy design in education must seek to address this fundamental issue. The cardinal issues in Nigerian education are codified in the National Policy on education as contained in the first edition in 1977 and subsequent revisions.

The documents adopted the core objectives as stated in the previous chapter (1).

As a corollary to the aforementioned, all educational instructions should be based on:

1. Respect for the worth and dignity of the individuals;
2. Faith in man's ability to make rational decisions;
3. Moral and spiritual values in inter-personal and human relations;
4. Shared responsibility of labour; and
5. Promotion of the emotional, physical and psychological health of all children.

The basic principles and lessons learned during the process of education equips or helps a person to face future challenges, and it prepares a person for future jobs and other responsibilities. (Awopegba, P.O., 2016).

Education is a tool for achieving social responsibility, social integration, personal competency, and formal qualification. With the level of technology nowadays, education is not confined to classroom learning alone, but new methods are implemented that offer practical knowledge about the world in a virtual or internet-enabled, and online real time-platform.

With the level of advancement, there are various phases of education ranging across different levels, like kindergarten, primary, high school, higher secondary, undergraduate, postgraduate, etc. Certificates or degrees are awarded to the students when they have attained basic level of proficiency through examination to clear a particular level of attainment. Education provides the foundational level and life-long learning that prepares individuals to be further developed through training and development strategies. The ultimate result of education is employment rather than self-improvement.

The Students' Industrial Work Experience Scheme, otherwise known as (SIWES), creates opportunity for undergraduates to undertake work experience while at school to enable them have a feel of practice against the academic theory concepts. The internship programme affords them the opportunity to acquire some experience which will be useful to them later in life.

Also, the creation of agencies and professional bodies such as Centre for Management Development (CMD), Industrial Training Fund (ITF), Administrative Staff College of Nigeria (ASCON), Nigerian Institute of Management [NIM, chartered], Nigerian Institute for Training and Development (NITAD) are to complement education institutions to develop and equip individual various skills and competencies for capacity building of the nation's manpower in both private and public sectors of the economy.

TRAINING

Training is a key process through which the trainees get an opportunity to learn the key skills which are required to perform on the job. Training is learning with ease. It aids the employees to understand the complete job requirements.

Nowadays, many Organisations organize training programmes for the new recruits just after their selection and induction, to let them know about the rules, policies and procedures for directing their behavior and attitude as per the Organisational needs, to enable them be both job and Organisation fit. Training also helps the employees to change conduct towards their superior, subordinates and colleagues. It helps to groom them for their prospective jobs. Performance of an Organisation is a function of its capacity including workforce capability (machinery, tools, knowledge, skills and motivation).

Training is nothing short of learning by doing. It is a well-planned programme aimed at developing specific knowledge skills and attitude (KSA) of the employees. It is a common concept of human resource development technique where a conscious effort is made to improve the performance, competence and productivity of the existing and potential workforce through learning. Training programmes are specially designed by the Organisation to achieve definite goals to improve individual and corporate performance.

It helps in imparting job-related skills in the employees so that they can carry out the job efficiently and effectively to contribute to the corporate goals achievement. There are two types of training:

- I. On-the-job (OJT); or
- II. Off-the-job, paid or unpaid, part time or full time, depending on the contract of employment with the employer.

At the end of the programme, the knowledge gained are tested by observing, what the employees learned during training. Some common types of training are:

- I. Sensitivity training
- II. Vestibule training
- III. Job rotation
- IV. Laboratory training
- V. Apprenticeship training
- VI. Internship training
- VII. Orientation training

The merits of training as a development strategy include:

- a. Training results in higher productivity both quantitatively and qualitatively as expected.
- b. It develops employees to acquire skills, knowledge and attitudes.
- c. It facilitates a harmonious working environment in Organisation.
- d. It builds confidence in the employees for doing a job.
- e. It reduces employee turnover through regular engagement.
- f. It guarantees strict compliance to health and safety thereby lessening the chances of accidents.
- g. It improves performances, productivity and results.

3.1.4 LEARNING

Learning is a systematic way of acquiring skills, knowledge and behaviour required to perform optimally. It is a conscious process of absorbing information in order to increase skills and abilities and apply same in a variety of contexts to achieve a desired set of objectives. Learning is an advanced level of education which is connected to education, training and development to acquire appropriate knowledge, skill and attitude, a requisite to a successful career.

Quality of the learning largely depends on the quality of the training development strategy, willingness and ability of the learners from time to time. The role of trainer is very important as it can have a huge effect on the outcome of a course for the learner.

The characteristics of learning

Absorbing and retention of information is necessary as prerequisites to increase skills and abilities in order to achieve set goals. Learning is basically what we go through for non-specific and unexpected situations and the two are not mutually exclusive. While you do learn to do something specific, you are also inadvertently equipped with the knowledge and/or skills to face future challenges effectively.

Learning is all about equipping a person with information and competency to tackle not just today's issues, but preparing him/her to creatively come up with ways to effectively tackle problems or challenges in the nearest future.

It is important to note the difference between learning and training for better understanding to demarcate the two human resource terms. The two concepts are inseparably linked, but they are yet unique aspects of any educational process. Training is the impartation of information and knowledge, through speech, the written word, lecturing or other methods of demonstration in a manner that instructs the mind of the trainee. Apparently, learning on the other hand is the process of absorbing that information in order to increase skills and abilities and make use of them under different situations. Whatever the goals, the quality of the learning will rely largely on the quality of the training, and so the role of the trainer is very important as it can have a huge effect on the outcome of a course for the learner.

Learning Styles:

Learning takes place through different styles but doing remains the best approach. Effective learning approaches are:

1. Learning by Doing
2. Learning by Thinking
3. Learning by Watching and Listening
4. Learning by Feeling.

It depends on the circumstances; one may find that he uses all the four approaches. Generally, though, we all tend to:

- a. Learn more conveniently by doing, and
- b. Naturally, prefer a particular style to others.

More importantly, not everyone has the same preferred learning style. Other points to note as a student of Learning and Development is the importance of using a variety of styles to increase the learners' retention rate. Research has confirmed that *Retention Rate is:*

- a. 10% of what we learn
- b. 20% of what we hear
- c. 30% of what we see
- d. 50% of what we see and hear
- e. 70% of what we see and speak
- f. 90% of what we see, say and do

Five Principles of Learning:

The following learning principles aid effective learning, training, and development process by the learner and trainer; and both stakeholders in the business of learning, should be guided by them from start to finish of the value chain.

- a. **Participation:** involve trainees, learn by doing
- b. **Repetition:** repeat ideas and concepts to help people learn
- c. **Relevance:** learn better when material is meaningful and related
- d. **Transference:** transfer the learning to real world using simulations
- e. **Feedback:** ask for it and adjust training methods to audience.

3.1.5 DEVELOPMENT

Development is an all-inclusive term that encompasses the application of insight, hindsight to develop requisite foresight of the characteristic elements of education and training to build a complete competent individual who can take up higher responsibility in the foreseeable future. The training for employees to prepare them for higher roles now or in the nearest future is considered as development, also known as management or executive development. It is an on-going systematic procedure in which supervisory or managerial staff learn to enhance their conceptual, theoretical and generic knowledge. It helps the individual to bring efficiency and effectiveness in their work performance for better results.

Development is not only limited to a particular task, but it aims to improve the staff's personality and attitude for their all-round growth which will help them to face future challenges better. It changes the mindset of the employees and makes them more challenging or competing thereby preparing them for challenges. It is an organized activity in which the manpower of the

Organisation learns and grow; it is a self-assessment act. Now let us look at the similarities and differences contrasting between training and development.

Difference Between Training and Development.

Development is concerned with specific programmes of action to design and prepare a person with particular key learning opportunity combined with the impacts of education, learning and training for higher responsibilities.

Development is therefore the fall-out of combined impacts of the three tools - education, learning and training in special skills, practical knowledge and hands- on experience especially designed for individuals to enable them grow after having successfully performed in a given position at a particular period.

Development of capacity is the outcome of learning, training and education. The type of development depends on the needed work experience. Stated below is a list of development ideas across six categories:

- a. Discover
- b. Achieve
- c. Connect
- d. Apply
- e. Create
- f. Lead

Training and education are both different facets of learning. At first, it may be difficult to tell the difference between them, especially in today's school system, but there are major differences in training and education. Their purpose, history, and methodology are all vastly different.

As the technology needs updating, the manpower of the Organisation also needs to be updated, so the development is a must to key into the scheme of work. Development is an educational process which is unending, as education has no visible end. It involves training a person for higher assignments. It digs out the talents of the managerial staff and helps in applying the new knowledge, which is a requirement of the Organisation.

Examples of development methods that impact on individuals to be equipped with required skills, knowledge and attitudes are coaching, mentoring, counseling, job- rotation, role playing, case study, conference training, special projects etc. The performance of an Organisation is based on the quality of its employees, and so the greater the quality of employees, the greater will be their performance. The primary purpose of development is that managers or executives are prepared for future replacement.

Further highlighted below are the significant differences of the four concepts:

3.1.6 KEY DIFFERENCES BETWEEN TRAINING AND EDUCATION:

- i. Education focuses on creating lifelong independent thinkers whereas training focuses on skills sought after by employers.
- ii. Training refers to an act of inculcating specific skills in a person. Education is all about

- gaining theoretical knowledge in the classroom or any institution.
- iii. Training is a way to develop specific skills, whereas education is a typical system of learning in a generic way especially at the foundation level.
 - iv. Training is completely based on practical application, which is just opposite in the case of education that involves theoretical orientation.
 - v. The concept of training is narrow while the concept of education is comparatively wider.
 - vi. Training involves hands-on experience regarding the particular job. On the other hand, education involves learning in the classroom.
 - vii. Training prepares a person for the present job. Conversely, education prepares a person for future job and challenges.

Key Differences Between Training and Development

The major differences between training and development are as follows:

- i. Training is a learning process for new and existing employees in which they get to know about the key skills required for the job. Development is the training process for the existing employees for their all-round development.
- ii. Training is a short-term process, i.e., 3 to 6 months, but development is a continuous process, and so it is for the long term.
- iii. Training focuses on developing skill and knowledge for the current job; but development focuses on the building of knowledge, understanding and competencies for overcoming future challenges.
- iv. Training has a limited scope; it is specific and job-oriented. On the other hand, development is career-oriented and hence its scope is comparatively wider than training.
- v. In training, the trainees get a trainer who instructs them at the time of training in contrast to development in which the manager self-directs himself for future assignments.
- vi. Many individuals collectively attend the training programme. Development is a self-assessment procedure, and hence, an individual is responsible for his or her development.

Differences Between Training, Learning and Development

Baker (2014) enumerates the differences as follows:

- i. The fundamental difference between training, learning and development is that development takes a multi-dimensional approach to human resource development (HRD).
- ii. Training is one-dimensional and is based essentially on what has been referred to as the 'production-centered' approach. The 'person-centered' and 'problem-solving' approaches are generally missing from traditional HRD programmes. The traditional employment relationship performance orientation is based almost exclusively on directly developing the technical skills of employees.
- iii. The unpredictability associated with the contemporary marketplace and the increasing focus on the customer has elevated the importance of development in equipping people

- with the ability to solve unique problems and display initiative.
- iv. To be flexible and enterprising is now a core capability of the modern employee. Apart from displaying appropriate initiative, the dimension of personal development and its impact on overall work performance is now widely understood and accepted. Today's workplace needs a more wide-ranging approach to HRD beyond the reliance on technical training.
 - v. Personal development stresses an indirect link between the learning experience and work performance. The primary motivation for an Organisation to invest in personal development learning is to enhance employees' personal qualities that will have a positive impact on their overall work performance.
 - vi. For example, training programmes that improve people's mastery of themselves – such as courses on goal-setting, personal motivation, time management, and emotional intelligence – can have a resultant pay-off in terms of increased productivity.
 - vii. Problem-solving approach focuses on improving employees' ability to solve problems. This approach improves employees' ability to make more effective decisions on the job. The rationale for this approach is the direct and indirect connection between problem-solving capability and Organisational performance.
 - viii. Multidimensional strategy is a more comprehensive approach to learning and development that brings to light the strengths of each HRD perspective. Training is a narrow interpretation of learning and development. L&D professionals would do well to keep this in mind when planning their learning interventions.

Summary Difference between Training & Development

Employee training is distinct from management development or executive development. While the former refers to training given to employees in the areas of operations, technical and allied areas, the later refers to developing an employee in the areas of principles and techniques of management, administration, Organisation and allied areas, the latter refers to developing an employee in the areas of principles and techniques of management, administration, Organisation and allied areas. The table down below presents differences between training and development.

	Basis	Training	Development
1.	Nature	Training is an event	Development is a process.
2.	Focus	Training focuses on Technical, Mechanical oriented operations.	Development focuses on theoretical skill and conceptual ideas.
3.	Need	Training needs = Job requirement - Existing competencies	Development needs = Desired group Dynamism - existing attitude of values.

4.	Emphasis	Training is concerned with specific job skills and behavior.	Development is concerned with related enhancement of general knowledge and understanding of non-technical Organisation functions.
5.	Relevance	Training is mostly for non-managers.	The development is for managers and executives.
6.	Type of job	Training focuses on current jobs.	Development prepares for future jobs.
7.	Goals	Training focuses on short-term goals.	Development focuses long-term accruals.
8.	Process	Training is one- shot deal.	Development is a continuous on-going process.
9.	Orientation	The training is job-oriented process and is vocational in nature.	The development is general in nature and strives to inculcate initiative, enterprise, creativity, dedication and loyalty amongst executives.
10.	Growth opportunity	Training may result in enhancement of a particular job skill.	Development may result in personal growth and development of overall personality.
11.	Motivation	Training is the result of Organisational initiative and hence motivation is extrinsic	In development the motivation is intrinsic.
12.	Classification	Training can be classified into two major types : (i) On-the job training, (ii) Off-the job training.	No such classification is possible
13.	Voluntary / imposed	Training is usually imposed.	Development activities, such as those supplied by management development programmes, are generally voluntary.

14.	Relationship with career Development	The staff members may have no clear perception of the relationship between learning and career development.	Here, the staff members have experience and knowledge; a clear, direct relationship between self-development and career success.
15.	Evaluation	Evaluation for training is considered to be Essential.	No evaluation for development is possible.

Source: Tharenou P (2010)

Factors Influencing Training and Development

Change is obviously one factor that both impacts and is impacted by T&D. Other issues that often determine whether a firm achieves its T&D objectives are discussed next:

- 1) **Top Management Support:** For T&D Programmes to be successful, leadership support at the top is a requirement. Without top management support, a T&D programmes will not succeed. The most effective way to achieve success is for executives to take an active part in the training and provide the needed resources.
- 2) **Commitment from Specialists and Generalists:** In addition to top management, all managers, whether they be specialists or generalists, should be committed to and involved in the T&D process. “The primary responsibility for training and development lies with line managers, from the president and chairman of the board on down. T&D professionals merely provide the technical expertise.”
- 3) **Technological Advances:** perhaps no factor has influenced T&D more than technology. The computer and the Internet, in particular, are dramatically affecting the conduct of all business functions. Technology has played a huge role in changing the way knowledge is delivered to employees, and this change is constantly being extended.
- 4) **Organisation Complexity:** Flatter Organisation structures resulting from fewer managerial levels give the appearance of a simpler arrangement of people and tasks. This view, however, is not the case. The tasks of individuals and teams are now both enlarged and enriched. The result is that American workers are spending more time on the job and performing more complex tasks than ever before. Also, the interactions between individuals and groups have become more complicated. The traditional chain of command, which provides a sense of stability at the expense of efficiency, is outdated in many modern Organisations.

In recent years, the increasingly rapid changes in technology, products, systems, and methods have had a significant impact on job requirements. Thus, successful employees constantly upgrade their skills and develop an attitude that permits them not only to adapt to change but also to accept and even seek it. Many Organisations have changed dramatically resulting from downsizing, technological innovations, and customer demands for new and better products and services. The result is often that fewer people must accomplish more work at a more complex level. Supervisors and operative employees

performing in self-directed teams are taking up much of the slack from dwindling middle-management ranks. All these changes translate into a greater need for T&D.

- 5) **Learning Styles:** The general function of T&D involves knowledge and skill acquisition. Employees at all levels must continually upgrade their expertise in a dramatically changing and increasingly competitive environment.

3.1.7 CONCLUSION

It is assumed that individuals acquire education as the foundation for preparation for employment opportunities. Immediately after successfully passing the hurdle of recruitment and selection process, the induction of the new employees is done in which they get introduced to the new working conditions. The next thing is to go for training in which they get to learn many things which are the necessary requirements of the job. Whatever they learn from the training is verified by taking a follow-up, in which it is determined whether the training programme is helpful for the recruits or not. This is arrived at through training evaluation.

Having settled on the job, as the employees of the Organisation they begin to get many opportunities for their development. For example, manager coaching or teaching the new employees something related to their own work gives the new employees a chance to share their key learning or experiences with others.

Situations where an employee gets a specific task, which he or she has to complete presents him or her with a chance to know his or her potential. So, there are instances when employee gets an opportunity to develop himself mentally or physically for the future.

Development is all about building the personality and attitude of the employee for facing future challenges. Training and development are therefore vital for an employee, whether new or existing. Education, learning, training and development are therefore mutually inclusive in producing a complete and competent man who can effectively be job, Organisation and culture fit with ability and motivation to deliver on key performance indicators.

PRACTICE QUESTIONS

1. What are the major differences and similarities between education and training?
2. Government is a key stakeholder in education, training and development. Highlight and explain Government's roles in creating learning culture in the country.
3. Enumerate ten critical challenges hindering education, training and development in Nigeria.

MULTIPLE CHOICE QUESTIONS

- 1. The following objectives give insights into the approach and how to make training programmes impactful except.**
 - a. Employers must develop realistic objectives for employee training.
 - b. Employer must discourage employees from devising their own personal objectives for training
 - c. Employees training objectives and Organisational objectives must be compatible.
 - d. Results should be measurable and verifiable
- 2. Training is most effective to which of the following problems.**
 - a. Skill gaps
 - b. Attitudinal problems
 - c. Poor motivation
 - d. Attendance issues
- 3. The term which describes long term training which includes a combination of both on-the-job and in-class training is _____.**
 - a. Mentorship
 - b. Computer based training
 - c. Vestibule training
 - d. Apprenticeship
- 4. Which item is NOT an example of an indirect training cost?**
 - a. Overtime
 - b. Increased scrap
 - c. Room and food charges
 - d. Low productivity
- 5. _____ refers to the learning opportunities designed to help employees grow.**
 - a. Training
 - b. Development
 - c. Education
 - d. All of the above

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CHAPTER FOUR

RELATIONSHIP BETWEEN TRAINING AND OTHER HR FUNCTIONS NEED FOR ORGANISATION TRAINING

LEARNING OUTCOME

By the end of the Chapter, learners are expected to:

- I. Identify various core human resource functions in modern Organisations;
- II. Explain the relationship between training and other HR functions, and
- III. Enumerate the factors that could influence Organisational training.

4.1.1 EDUCATION

Organisations depend on basic resources to operate, succeed and sustain their existence to achieve the desired goals. These various resources can be mainly classified as follows:

- i. **MACHINERY** (Equipment)
- ii. **MATERIAL** (Input)
- iii. **MONEY** (Capital, Fund)
- iv. **MAN** (Employee, Workforce, Staff)
- v. **MINUTE** (Time)
- vi. **METHOD** (Strategy).

Source: Azeez, Ola 2015

Amongst these resources, man (i.e. personnel, staff, workforce, `employee, human resource or human capital) as variously referred to by stakeholders in the world of business, is regarded as a uniquely different resource that no Organisation can survive without. No matter how automated a modern Organisation is, man remains an indispensable factor as a result of his versatility, centrality and collaborating roles to all other factors of operations.

The modern reality in the world of today, demands in the marketplace and the attendant consequential complexities subsume that the varied business needs for man in the workplace have been shifted and the quality bar raised from a mere man to a competent man.

The emphasis today is on competence or competency as a key success factor for Organisations. To get the man in the right perspective, a lot of studies have been undertaken and concepts developed on competency – skill, knowledge and attitude. The effort geared towards this direction is to enhance the value- creating quality of a competent man.

Training or learning is a conscious effort by Organisations to bring out the best from their workforce otherwise known as human capital. It is a developmental tool consciously put in place to upgrade skills, enrich knowledge and to drive performance for good results. This is the singular reason that prompted United States (US) firms alone to spend an astounding \$30 billion a year on formal courses, on-the-job training and formal training. To build human capital's competence in this context includes improving knowledge, skills, work experience and personal qualities.

At the macro level, Harbinson (1973) corroborates this assertion and views man as a strategically critical asset. He affirmed that:

Human resource, not capital not income, natural or material resources, constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production; human beings are the active agents who accumulate capital; exploit natural resources; build social, economic, political Organisations; and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else

4.1.2 HUMAN RESOURCE MANAGEMENT

The Human Resource (HR) function describes the tasks involved in defining the direction, strategies and expected plans in measuring and, or determining workforce performance level. The human resource function is to establish the net worth or value of learning to upgrade employees' skills and knowledge that will enable them to meet the job expectations leading to high performance/productivity. The function provides comprehensive details about each process and helps the executives to ponder upon the areas that call for immediate attention especially when performance gaps are observed.

The terms – 'human resources management' (HRM), 'human resource' (HR) and 'human capital' have evolved overtime to replace the term 'personnel management' which describes the processes involved in managing people for optimal result and achievement of Organisations' goals. The concept of HRM underpins all the activities surrounding people management in the workplace.

Armstrong (2016) defines HRM as 'a strategic and coherent approach to the management of an Organisation's most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives'.

He further relied on Storey (1989) who regards HRM as a 'set of interrelated policies with an ideological and philosophical underpinning '. He identifies four aspects that constitute the meaningful functions and versions of HRM as stated below:

- i. A particular constellation of beliefs and assumptions;
- ii. A strategic thrust informing decisions about people management;
- iii. The central involvement of line management or line managers; and
- iv. Reliance upon a set of 'levers' to shape the employment relationship.

Armstrong makes further explanation on the practice of HRM system as adapted hereunder:

4.1.3 HUMAN RESOURCE MANAGEMENT SYSTEM

Human Resource Management operates through human resource processes that bring together in a coherent way:

- i. HR philosophies describing the overarching values and guiding principles adopted in managing people;
- ii. HR strategies defining the direction which HRM intends to pursue;
- iii. HR policies, which are the guidelines defining how these values, principles and the strategies should be applied and implemented in specific areas of HRM;
- iv. HR processes consisting of the formal procedures and methods used to put HR strategic plans and policies into effect;
- v. HR practices comprising the informal approaches used in managing a people; and
- vi. HR programmes that enable HR strategies, policies and practice to be implemented according to plan.

The above postulation of HRM system is relevant across the sectors of the Nigerian economy – private or public - as guiding principles to manage the human element to achieve set goals. It facilitates the realization of objectives in government for public sector and delivering on promises to stakeholders in business enterprises in the private sector.

4.1.4 HUMAN RESOURCE PROCESS

Human Resource process describes the tasks involved in defining the direction, strategies and plans for Human Resource Management (HRM). It details the tasks involved in measuring and analyzing workforce performance and managing change within an Organisation.

The modern human resources (HR) best practice Organisation is based on **strong, simple and effective HR Processes**.

The HR Processes as indicated in varied researches are always divided into the functional areas, namely: the design, development and re-design of the HR Processes. **HR Processes** are the basis for the management of the client satisfaction with human resources. When the clients understand the HR Processes and how they are connected and how the HR Processes interact, they feel comfortable and the satisfaction level increases.

The main HR processes reviewed and adapted are indicated below:



HR Management Guide Figure 4.1

4.1.5 THE MAIN HUMAN RESOURCE PROCESS

Human resource processes are measured and constantly monitored as gaps are identified in the processes. This brings continuous improvement for the benefit of the Organisation. The modern HR Processes are grouped into logical core HR branches as they provide the added support to the Organisation's internal and external customers. The main HR Process Areas are:

- a. Recruitment and Staffing
- b. Compensation and Benefits
- c. Training and Development
- d. Career Development
- e. Employee Relations
- f. Performance Management System
- g. Talent Management
- h. Leadership Development
- i. HR Controlling – Audit
- j. Organisational Development
- k. HR Planning
- l. HR Information Management

Strategic Human Resources role is based mainly on the right connection of all the processes as they provide the right support to managers and employees in the Organisation. The concern of Human Resources is about keeping the human capital competitive in the market and the logical grouping of HR Processes helps to connect and manage the individual processes to support business strategy and direction.

The HR process is Organisational, departmental and sometimes function-specific. Each Organisation divides the HR Processes differently, but the main HR processes are always in the

same group in each company as it is the HR best practice. All the processes are linked to the required competencies.

Competencies are not static; they are rather dependent on the goals of the business or Organisation needs. Some competencies that are important at a point will become less important, while others will emerge as more critical. The easiest way to identify the "no longer needed" competencies that need to be deleted and to identify the "future people competencies" is to continually map competencies with the relevant processes of the fast-growing business units. The strategy is to benchmark which future competency sets will be needed or discarded.

Competencies provide a way to observe and measure key skills and behaviours of employees. They offer an actionable list of abilities that serve as a guideline for job performance.

Competency mapping of HR processes is to elicit the establishment of benchmarks for the Organisation's desired level of proficiency for great performance and ultimate corporate success.

4.1.6 THE HR CORE COMPETENCIES

Webster in one of her unpublished works on How to manage core competency explains that the core competencies are the specific qualities an Organisation sees as being critical to how it does its business. The effective management of an Organisation's core competencies requires that they first identify their critical needs, as well as which of them are already being met and to what extent. She advised Organisations to properly map out the network of competencies and identify gaps in their core competencies; great strides could be achieved toward using Organisations' human assets to the greatest advantage.

Ellig (2000) enumerated three core competencies required of individual practitioners to meet the demands of the HR job content in today's HR practice:

- i. Knowledge Skills
- ii. Process Skills
- iii. Behavioural Skills

KNOWLEDGE SKILLS

To play the roles of a business partner behooves on an HR professional to have a holistic knowledge of the business environment, macro and micro elements and their consequential effects on the Organisations' stakeholders. To be job and Organisation-fit, the human resource expert should have the knowledge and know-how to create and add up to the Organisations' scorecard.

PROCESS SKILLS:

Human Resources Processes describe the tasks involved in defining the direction, strategies and expected plans in measuring and or determining workforce performance level in a structured and systemic flow from input and process to generate the desired output or result. Basic elements in the process skills context include but are not limited to the following:

1. Problem-solving

2. Diagnosis – paying attention to details to validate process flow to proffer the needed solution in a systemic way
3. Listening against hearing
4. Communication – two ways for feed forward and feedback
5. Innovation and creativity
6. Negotiating
7. Coaching
8. Career management
9. Training
10. Counselling.

BEHAVIOURAL SKILLS

This is the outward expression of alignment or connection with the Organisations’ core values, culture, best practices, and precedents needed to actualize or drive the purpose of existence – mission and vision. Behavioral skills are conscious derivatives an Organisation or government institution establishes to drive its direction in order to deliver on its promises to the stakeholders. Individual employee is expected to acquire this skill and be sensibly glued to the prescribed behaviors so as to assist in the realization of expected results.

Many Organisations have invested a lot on the human resource based on their beliefs that it is the most valuable asset. This has to a greater extent prompted the paradigm shift in measurement and investment. To key into the current reality, HR competencies must be developed around the current dispensation to be relevant as business partners.

The table below illustrates this paradigm shift from traditional view of human capital to the present view as formulated by Phillips (2015):

4.1.7 HUMAN CAPITAL PERSPECTIVES

Traditional View	Present View
Human capital is considered costs	Humancapital expenditures are viewed as source of value
The HR function is perceived as a support staff	The HR function is perceived as a strategic partner
HR is involved in setting the HR involved	The HR function is perceived as a strategic partner
HR is involved in setting the HR budget	Top executives are increasingly involved in allocating HR budget.
Human capital metrics focus on cost and activities	Human capital metrics focus on results
Focus is on data at hand	Attention is focused on data needed

Little effort to understand the Return on training	Use of Return on Investment (ROI) has become an important metric in return on investment on employees
HR programmes are initiated without a business need connected to them.	HR programmes are linked to specific business needs before implementation

Figure 4.2

Source - Armstrong (2016)

4.1.8 THE ROLES OF TRAINING IN HRM

Training is an integral part of HRM and serves as a catalyst to improve the efficacy of its functions generally in the following ways:

1. Training as a function identifies various segments and their connections for overall performance to create Organisation line of sight.
2. It identifies the global job contents and their process flows.
3. It creates a platform for competency mapping and minimizes corporate tolerance for non-performance.
4. Its periscopes value-adding input of different gamut of HR functions.
5. It eliminates non-value adding content of a job.
6. It establishes benchmarks on core competency needed to perform effectively and facilitates skill upgrading.
7. Training provides calibrating tools or evaluation metric to determine the return on investment and Organisation success.
8. Training elicits employees' commitment in Organisations through effective communication of management's expectations, candour and feedback loop.
9. It creates efficient service delivery and excellence by function – resourcing and planning, employee relation, performance management, disciplinary administration, rewards management.
10. Training ultimately engenders crossing Organisational boundaries to foster alignment - the unity of purpose among the people, process, and performance for profitable results.

4.1.9 THE LINK BETWEEN TRAINING AND OTHER HR FUNCTIONS

HR functions are basically concerned with the management and development of people in Organisations; whereas, training activities are involved in the development and implementation of HR strategies and policies and some or all of the following people management roles:

- a. Organisation development
- b. recruitment and selection
- c. learning and development

- d. reward system
- e. employee relations
- f. welfare, HR administration
- g. fulfilment of statutory requirements
- h. equal opportunity and diversity issues and any other matter related to employment relationship (Armstrong 2016).

POLICY GOALS OF HR FUNCTIONS

In order to achieve the expected roles of HRM, Caldwell (2014) stipulates 12 policy frameworks as guideline to aid the achievement of key HR functions in the workplace as adapted by Armstrong:

- a. Managing people as assets that are fundamental to the competitive advantage of the Organisation;
- b. Aligning HRM policies with business policies and corporate strategy;
- c. Developing a close fit of HR policies, procedure and systems with one another;
- d. Creating a flatter and more flexible Organisation capable of responding more quickly to change;
- e. Encouraging team work and cooperation across internal Organisational boundaries;
- f. Creating a strong customer-first philosophy throughout the Organisation.
- g. Empowering employees to manage their own self-development and learning;
- h. Developing reward strategies designed to support a performance-driven culture;
- i. Improving employee involvement through better internal communication
- j. Building greater employee commitment to the Organisation;
- k. Increasing line management responsibility for HR policies; and
- l. Developing the facilitating role of managers as enablers.

The net worth of the above policy goals is to elicit high level of Organisations' performance guaranteed in a highly motivated environment, right leadership and competent employees.

Whose responsibility is Training?

Every organisation, be it public, private–industrial, not-for-profit service, commercial or entrepreneur, holds the responsibility of training its human resource to a standard that will support them to perform at the upper limit of their abilities. Nevertheless, some employees complement this role through self-development efforts to upgrade their skills to become competent on their jobs.

4.1.10 FACTORS BRINGING ABOUT THE NEED FOR ORGANISATION TRAINING

Training is an organised procedure by which people learn knowledge or skills for a business development purpose. Training or learning is a conscious effort by organisations to bring out the best in employee. It is a developmental tool consciously put in place to upgrade skills, enrich knowledge and to drive performance for results.

Due to the modern reality in the world of business, demands in the marketplace and the attendant complexities, varied business needs for man in the workplace have shifted and the bar raised from

'a mere man to a competent man'. The emphasis today is on competence and competency has become a major success factor in organisations. To make employees job-fit, training is critical and indispensable. Training becomes a veritable tool to develop employee competency to enable them meet the job requirements and business needs. The efforts geared towards this direction are to enhance the value-creating quality of a competent man.

Every organisation provides training for its employees for a number of reasons including but not limited to the following:

- I. To equip employees with the needed competencies to be job-fit,
- II. To identify and remove performance deficiencies,
- III. To match the employees' abilities with the job requirements and organisational needs,
- IV. To discourage misalignment with organisational mission, vision and core values,
- V. To eliminate consumer complaints,
- VI. To overcome low production and, or sales volume,
- VII. To forestall merger and acquisition and the need to re-orientate the employees in line with the current trends and business needs,
- VIII. To establish of new training needs due to many factors,
- IX. To reduce labour turn-over,
- X. To reduce regretted exits of talents,
- XI. To enhance organisational viability and the transformation process in terms of capability building to drive organisational capacity,
- XII. To cope with new technological advancement.
- XIII. To improve quality and quantity of work,
- XIV. To increase productivity and efficiency,
- XV. To cope with increasing Organisational complexity resulting from increased mechanization and automation,
- XVI. To reduce certain behavioural changes in the employees,
- XVII. To reduce costs of production and minimize waste, and
- XVIII. To prevent skills obsolescence.

4.1.11 CONCLUSION

The chapter gives an insight into different concepts of human resource management function and the establishment of their connection with training and development activities. Efforts were made to distinguish traditional views from the current perspectives on human capital. Clear HR policy goals were stated to regulate the practice of HRM in training and development in order to achieve Organisational goals.

PRACTICE QUESTIONS:

1. What are the three core competencies required by an individual HRM Practitioner to meet up with the demands of HR job content in today's workplace?
2. Proffer business reasons for training and development function in the Organisation.
3. Discuss the roles of training in HRM.
4. State policy framework to aid the achievement of key HRM deliverables
5. Illustrate the paradigm shift from traditional to current HRM best practice.

MULTIPLE CHOICE QUESTIONS

- 1. Which of the following fields requires a skilled HR professional?**
 - a. Uncertainty
 - b. Technical functions
 - c. People handling
 - d. None of the options

- 2. Developing characteristics of people are needed to run business in _____.**
 - a. short term
 - b. medium term
 - c. long term
 - d. all of the above

- 3. Which of the following aims to put the financial measure on an Organisation's intellectual capital?**
 - a. Exchange of knowledge
 - b. Financial knowledge
 - c. The consortium
 - d. None of the above

- 4. Which of the following is involved in the in-basket training?**
 - a. Simulation
 - b. On-the-job training
 - c. Vestibule training
 - d. Coaching

- 5. When an employee is trained for a key position in the Organisation is called _____**
 - a. talent management
 - b. replacement planning
 - c. leadership development
 - d. Succession planning

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CHAPTER FIVE

DEFINITION AND MEANING OF EDUCATION DIVERSITY

LEARNING OUTCOME

At the end of this unit, you will be able to:

- I. Define Education Diversity;
- II. Have an understanding of the scope and contents in education; and
- III. Discuss Education classifications.

5.1.1 INTRODUCTION

This chapter discusses the definition and concept of Education Diversity; given the different conceptual definition from various authors. It also discusses the diversity as well as the scope and contents in education. It reviews the education classification.

5.1.2 CONCEPT OF EDUCATION DIVERSITY

Diversity in education represents a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many pursuits could be identified as possible. Human development tends towards diversity. On the one hand, diversity enriches human life and respects differences, balancing “harmony and difference.” On the other hand, the pursuit of pluralism poses many challenges, and such a pursuit may become a threat to the unity of the nation. Due to the threats to identity and loyalty as well as to the complete union of state power and territory, a diverse society will seek to establish and strengthen a common foundation for its civic values.

Multicultural scholars like Chen, Zhiyuan (2013) maintain that respecting pluralism in unity and establishing unity in pluralism must be the basic principle for developing a pluralistic society (Kymlicka 2015). We need to establish a diverse society that is balanced and coordinated. If self-definition is always found in distinction from others and if problems are not seen from the perspectives of others, establishing and maintaining social diversity will be challenging. In a diverse society, different cultures and nations will be understood and respected, and each individual will have the opportunity to create his or her own developmental path as long as it does not violate the basic principles of diverse social development.

Inevitably, the changes in social life will be integrated into education. Education itself is influenced by the diversity present in a society, and must adapt as that diversity morphs. Concurrently, changes in education will promote greater diversity in society. Education and diversity are intertwined, each constantly affecting the other. In this era of globalization, where economic and social exchange are becoming increasingly common and connected and the characteristics of social diversity are becoming increasingly pronounced, the features of a diverse education are becoming increasingly obvious. 3.2 Scope and contents in Education Diversity Multicultural education means different things to different people, even though the differences are not as great, confusing, or contradictory.

Some definitions rely on the cultural characteristics of diverse groups, while others emphasise social problems (particularly those associated with oppression), political power, and the reallocation of economic resources. Some restrict their focus to people of colour, while others include all major groups that are different in any way from mainstream Americans. Other definitions limit multicultural education to characteristics of local schools, and still others provide directions for school reform in all settings regardless of their characteristics.

It should be noted that many of these differences are more semantic than substantive and can be regarded as reflections of the developmental level in the field of multicultural education and also the disciplinary orientation of its advocates.

5.1.3 EDUCATION CLASSIFICATIONS

The educational programme is the basic unit of classification in. Each programme should be allocated to a particular level of education on the basis of its educational content, which in practice is determined by applying classification criteria such as typical starting ages, entrance qualifications, and type of qualification awarded.

The introduction of these multi -dimensional criteria was necessary to capture the complexities of modern education systems and represented a major shift from the uni-dimension ladder system. The levels to which Education programmes are classified are as follows:

- i. Pre-primary level of education
- ii. Primary level of education
- iii. Lower-secondary level of education
- iv. Upper secondary level of education
- v. Post-secondary, non-tertiary education
- vi. Tertiary education

The level of an educational programme should be determined by its educational content. It is very difficult, however, to directly assess and compare the content of the educational programmes in an international comparative way. Curricula are far too diverse, multifaceted, and complex to permit clear judgements that one curriculum for students of given age or grade belongs to a higher level of education than another. The kind of international curricular standards that would be needed to support such judgements simply do not yet exist.

The lack of such information on programme equivalence seriously undermines the international comparability of the statistics and indicators that are analysed by level of education and this remains a major challenge for future improvement.

5.1.4 IMPORTANCE OF EDUCATION

Education is significant to the development of a country. When well-planned and structured, education could be important for the development of a nation. Education is an important issue in

one's life. It is the key to success in the future, and to have many opportunities in our life. Education has many advantages for people. For instance, it illuminates a person's mind and thinking. It helps students to plan for work, or pursue higher education by graduating from university. Having education in an area helps people think, feel, and behave in a way that contributes to their success, and improves not only their personal satisfaction but also their community.

In addition, education develops human personality, thoughts, and social skills. It also prepares people for life experiences. It makes people have a special status in their own society and everywhere they live. I believe that everyone is entitled to have education "from cradle to grave". There are various benefits of having education, such as having a good career, having a good status in society, and having self-confidence. First of all, education paves the way for us to have a good career. We can have plenty of chances to work at any workplace we wish. It enhances the opportunities for a better and easier employment. The highly educated we are the better life chances we get. Moreover, education polishes our mind, reinforces our thoughts, and strengthens our character and behaviors toward others.

It equips us with information in various fields in general and in our specialization in particular, especially what we need to master in our job career. Therefore, without education we may not survive properly, nor have a decent profession. Furthermore, education grants us a good status in society.

As educated people, we are considered as a valuable source of knowledge for our society. Having education helps us teach others necessary morals, good manners and wise ethics. For this reason, people deal with us in a considerable and special way for being productive and resourceful. In addition, education makes us a role model in society, when our people need us to guide them to the right way and wise decisions. Thus, it is an honor for us to serve our community and contribute towards its advancement. In fact, being educated is an advantage to help our people and build a good society.

Besides, it is very well-known that having self-confidence is always generated from education. It is a great blessing for us to have self-confidence, which leads to many advantages and success in life. For example, it helps us manage specific tasks, tackle life's challenges and maintain positive stands. Additionally, having self-confidence is typically based on proper education; paving the path for us to success. Accordingly, self-confidence makes us aware of how well we perform a task or a range of actions. In short, being educated is undoubtedly being self-confident and successful in life. All in all, education is the process of acquiring knowledge and information that leads to a successful future. As discussed above, there are a lot of positive traits of having education, such as having a good career, having a good status in society and having self-confidence. Education makes us view obstacles as challenges to overcome with no fear; facing new things. It is the main factor behind successful people and the merit of development.

5.1.5 CONCLUSION

In this Chapter you have been able to define Education, the scope and content in Education Diversity as well as Education classification. The focus in this unit is; The Definition of education diversity and as well as discussion of the scope and contents in education based on various authors

and the understanding that education are classified as formal and informal. Under the formal we have the stages beginning from the Pre-nursery to the tertiary.

PRACTICE QUESTION

1. Define Education Diversity
2. Explain the scope to which Education diversity could be studied

MULTIPLE CHOICE QUESTIONS

- 1. The following are factors that bring about student diversity, EXCEPT.**
 - a. Exceptionalities
 - b. learning style
 - c. critical thinking skills**
 - d. socioeconomic status

- 2. _____ in education represents a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many pursuits could be identified as possible.**
 - a. Development
 - b. Learning
 - c. Diversity
 - d. Computer

- 3. The purpose of _____ is to teach theoretical concepts and develop a sense of reasoning and judgment**
 - a. Development
 - b. Training
 - c. Education
 - d. Teaching

- 4. The following are the benefits of learner's diversity except**
 - a. learner' self
 - b. awareness is enhanced by diversity
 - c. learner's diversity can promote harmony
 - d. learner's diversity contributes to dissension

- 5. All but one of the following is not a level to which Education programmes are classified in Nigeria.**
 - a. Pre-primary level of education
 - b. Mid-secondary level of education
 - c. Post-secondary, non-tertiary education
 - d. Tertiary education

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CHAPTER SIX

DESIGNING TRAINING PROGRAMME

LEARNING OUTCOME

By the end of the Chapter, learners are expected to:

- I. Define the identification of training needs;
- II. Explain various methods of identifying training needs for the individual, Organisation and the nation;
- III. Highlight the roles of Line Managers in Training Needs Analysis (TNA);
- IV. Illustrate the net worth of Training Needs activities.

6.1.1 INTRODUCTION

Training Design

To design an effective programme that will create a line of sight with organisations' business goals, close the individual performance gaps and address corporate competencies deficiency; training needs should be identified. Other key factors are learning objectives, sequence, instructors, location, methods of training, On-the-job and off-the job considerations and training administration. A focus on the architecture of the training design should be the basis.

6.1.2 WHY INVEST IN TRAINING?

Globalisation which has been enabled by information and communication Technology (ICT) has created a global village with high competition and speed in economic activities. To be a market leader in this highly challenging dispensation, people (i.e. employees) are a key factor for sustained top-level organisational performance. This is the reason why United States (US) business firms alone spend an astounding \$30 billion a year on formal courses and training programmes to build workers' competence.

The world of Business today is characterized by the following challenges:

- a. Increasing customers' demands for value from services or products received;
- b. Increasing globalization of business and the escalation of competition;
- c. Increasing technological / scientific breakthroughs;
- d. Increasing employee sophistication;
- e. Greater expectations from Younger Generation of Employees in respect of their quality of work, life and career management;
- f. Increased public scrutiny with respect to corporate governance and social responsibility;
- g. Greater customer expectations with respect to product and service quality;
- h. Increasing poverty and restiveness;
- i. Politics of deregulation.

Training is a veritable tool to adequately equip the employees to enable organisations respond to the current reality in the marketplace. It aids organisations with ‘bleeding’ edge, turning it to a leading edge to provide value for money, products and services.

Many organisations do curtail training activities in a period of recession due to the following misconceptions:

- a. Training is not valuable.
- b. Training is an expense, not an investment and therefore not adding up to the bottom-line.
- c. Anybody can be a trainer.
- d. The training department is a good place to put poor performers.
- e. Many training programmes are theoretical and are based on wrong assumptions.

The pertinent concern is that organisations should ensure that investment in training is supportive of future development, short- and long-term business goals and optimal returns on investment. To realize this, the following conditions should be articulated and put in place to drive training deployment:

- a. Top management commitment
- b. Articulated training policy for consistency and uniformity
- c. Involvement and participation of staff
- d. Motivation to elicit staff willingness and ability
- e. Culture of a learning organisation and organisation learning
- f. Knowledge sharing
- g. Continuous Learning
- h. Best Practices in learning and development
- i. Evaluation for determining returns on investment and expectations.

In designing training, some key factors should be considered and, or determined which include but are not limited to the following:

1. The choice of the main topics;
2. Writing out the right learning objectives;
3. Determining the flow or sequence of topics detailing the approaches to training;
4. Listing out training methods;
5. Preparation of training budget. Using the principles of adult learning and learner-centered learning to deliver training so that performance improvement could occur through an effective learning.

Training Needs Identification (TNI)

Training need is any gap or shortfall that prevents an individual, business, organisation or a nation from achieving the desired goals, particularly, a gap which could be removed through training. Training needs analysis (TNA), ON THE OTHER HAND is a systematic tool and means of

investigating and establishing business justification to deploy training intervention and address individual, departmental, organisational and, or national needs at a particular time.

It is expected that the failure in goals accomplishment could be overcome in the workplace through effective training after the conduct of training needs analysis.

Sola Fajana (2016) defines training as the process that involves developing skills and learning concepts, rules or attitudes in order to increase effectiveness on a particular job. The significance of training obviously is to improve productivity. With the resultant changes attributable to information and communication technology (ICT), training is being conceived as a continuous exercise throughout and beyond working life. It is pertinent to establish a regular basis for the training needs of a job so as to determine best ways these needs can be addressed.

DEFINITION OF CONCEPT - TNA

Training needs analysis is a logical process in which the gap between what the individual, business units, Organisation or a nation requires in terms of competencies (i.e. skill, knowledge and behaviour) to perform effectively and efficiently is determined.

Training needs analysis is the tool to establish the performance gap between the current and the desired levels and thereafter identify critical resources required to close the established competence gap. The tool should determine the root- cause of dismal performance and close the perceived gap. The analysis is premised on gathering and interpreting accurate data for identifying performance problems and proffering solutions to address the established shortfall in the expected performance standard.

Training needs analysis is linked to the training cycle usually referred to as the 4Ds namely **determine, design, delivery and discern**. These four components are very essential to achieving training objectives and a fault in one element may render the whole process ineffective.

6.1.3 APPROACHES TO TRAINING NEEDS

Mainly there are three ways to sort out training needs:

Proactive approach – the instructional designer scans the organisational system to search for real or potential problems. This aids in fulfilling the needs of different and future jobs.

Monitoring approach – A training department needs to track the trend of organisational performance and act rapidly to address problems that require training intervention to fulfil current job requirements.

Reactions to unexpected problems to address changing job requirements.

6.1.4 SYSTEMATIC APPROACH TO TRAINING NEEDS

A systematic approach to training needs is inevitable in competitive business environment. A continuous improvement is crucial in all organisations and training needs analysis becomes a useful tool to turn around a ‘bleeding’ edge organisation to a leading edge one. The following objectives give insights into the approach and how to make training programmes impactful:

- I. Employers must develop realistic objectives for employee training.
- II. Employer must encourage employees to devise their own personal objectives for training.
- III. Employees training objectives and Organisational objectives must be compatible.
- IV. The objectives should be clearly stated in writing.
- V. Results should be measurable and verifiable (Fajana, Sola, 2016).

6.1.5 THE DETERMINANTS OF TRAINING NEEDS

Banjoko (2016) posits that training needs form the basis for embarking on training activities. It is the assessments' findings that establish the gap(s) at individual, functional or organisational levels

Determining Training Needs (TN)

The determination of training needs provides a good basis for planning the training programme, choosing the training methods as well as the course content. TN must be based on the outcome of organisational needs analysis, task or job needs analysis as well as person needs.

- I. **Organisational Needs Analysis:** This entails a detailed assessment of the short- and long-term objectives of the organisation. It includes an analysis of human resource needs in terms of its short- and long-term objectives; an analysis of the organisation efficiency index and an analysis of the organisational strengths and weaknesses in different areas. An in-depth analysis will surface some deficiencies which require training or retraining the employees.
- II. **Task or Job Needs Analysis:** This entails an extensive consideration of the specific requirements of the tasks to be performed, the minimum acceptable standard of performance, the technical nature of the job and the combination of special skill requirements (i.e. technical, professional, interpersonal, managerial, conceptual, analytical and diagnostic skills) to get the job done effectively.
- III. **Person Needs Analysis:** The focus in this context is the person i.e. the job holder within the present and the near future. The analysis here focuses on individual strengths and weaknesses and on what should be the contents of a training programme that should turn the individual worker into a better performer.

Other determinants are:

- a. Performance Appraisal Reports
- b. Analysis of company's business results
- c. Stake holders' suggestions.

6.1.6 A. HOW TO CONDUCT IDENTIFICATION OF TRAINING NEEDS (ITN)

In order to achieve effective training outcomes, the Learning and Development Manager, Capability Managers or Competency Manager should do the following:

1. Have a basic knowledge of the organisation's vision and mission and align with the set

objectives;

2. Create a productive line of sight through, for example, a balanced scorecard;
3. Work with Line Managers to analyse the structure of the organisation;
4. Comprehensively seek and establish business units' key performance indicators;
5. Find out individual employee's occupational needs; and
6. Design, select, implement and evaluate relevant training for the employee.

B. SYMPTOMS SUGGESTIVE OF COMPETENCY GAPS:

1. Performance deficiency
2. High rate of consumer complaints/products recall
3. Poor quality of work output - products, services etc.
4. Low output – production, sales, etc.
5. Regretted exits of valued staff and talents
6. Poor work habit
7. Conflict of interests – Organisations and employees
8. Rampant conflicts, disputes, disaffection etc. due to poor interaction with fellow employees
9. Recurring incidents, near-misses and accidents
10. Over-promising and under-delivering in terms of customer satisfaction
11. Declining productivity
12. Low morale and declining motivation on the job.
13. Low bottom line and high-top line expenses.

6.1.7 METHODS OF ANALYSIS AND TECHNIQUES TO CONDUCT ITN

There are many methods and calibration tools for Identifying Training Needs in the workplace:

- i. Company's balanced scorecard;
- ii. Outcome of performance management (i.e. appraisal report);
- iii. Interview;
- iv. Survey;
- v. Questionnaire;
- vi. Brainstorming session and 'opinionnaire';
- vii. Observations on the job; and
- viii. Marketplace feedback report.

6.1.8 TRAINING NEEDS ANALYSIS (TNA)

Training needs analysis (TNA) is the foundation of the training cycle usually referred to as 4Ds – i.e. determine, design, delivery and discern. These four components are very essential to achieving training objectives and a fault in one stage may render the whole process ineffective.

Implementing training needs analysis is a major organisational task that requires inputs from workplace stakeholders – job holders, managers and training experts. Therefore, the TNA process has to be structured and well directed. A need analysis clarifies issues on who needs to be trained (target audience), what needs to be taught (content), when and where the training needs to be conducted (training environment). The analysis of results gathered requires a good understanding for proper interpretation.

6.1.9 COMPONENTS OF TRAINING NEEDS ANALYSIS

Below are the following four essential components as identified by an unknown expert:

Gap Analysis – At this stage, the comparison is made between the actual performance with the current competencies of the organisation against the required competencies for organisational or personal success.

Data Collection – Data could be collected by means of interview, examination records, observation of employers, government, group facilitation, review of relevant literatures and consultation with personnel in key positions. Multiple methods of reliable data collection should be used to get a complete picture from many view points on essential indicators like competencies, context of the training, end users' documentation and cost benefit analysis.

Analysis Stage – This is the building block of a training programme and forms the basis for who must be trained, when training will occur, and where training will hold. Competency is analysed by describing the What of 5 W's (What, Why, When, Which and Where). The product of this stage is the foundation for all subsequent development activities. It is desirable that a cost-benefit benchmark is done to determine the return on investment (ROI) on the proposed learning intervention intended to bridge the gap.

Use of Findings – The final step in the needs assessment process is to use the finding to make business decisions regarding the next steps in the training design process. The key learning is to draw out the implications for training and recommendations and provide input on corrective action to the implementation plan.

6.1.10 DETERMINING THE TRAINING NEEDS

The determination of training needs provides business justification for planning and deployment of training programme to close competency gaps. Also, it could proactively upgrade competencies to meet the future needs of the organisation and influence the decision on the techniques and methods as well as course contents.

The determination of training needs cannot be done in isolation. For training to be effective, it should be based on individual, organisational, and, or national needs analysis.

THE FOUR STAGES FOR SURVEY OF TRAINING NEEDS

Training needs is an all-encompassing activity at national, corporate / organisational, occupational and individual levels.

THE NATIONAL LEVEL

Training needs at the national level is done through National Manpower Planning in Nigeria. National Manpower Planning is the process of determining the policies and programmes of government that will develop, utilise and distribute manpower or human resource with a view to achieving a country's broader aims of socio-economic and political advancement.

HOW ITN IS CONDUCTED AT THE NATIONAL LEVEL OF A COUNTRY?

The National Manpower Board is saddled with the responsibility of manpower planning for the country's capacity building, resource development and the meeting of planning resource requirements. The identification of training needs is done through the following stages:

First Stage - The Board liaises with government and private sector agencies on the manpower needs in all the sectors of the economy and carries out systematic and scientific identification of manpower requirements in the various sectors of the economy through the use of questionnaires that are administered, analysed and interpreted.

Second Stage – This stage determines and categorises the needs of agencies and material resources available in the country.

Third Stage – At this stage, Collects the list of people that would need basic formal education, on-the-job training (OJT), in-service programmes and adult education are carried through a concerted effort of the Local, State and Federal Governments. All the ministries of Education and agencies responsible for education provide statistics on all the key data items and submit to the National Manpower Board.

Fourth Stage – This stage reviews the analysis of the structure of incentives vis- à-vis the utilisation of employed, unemployed, underemployed or unemployable manpower.

Fifth Stage – This stage is critical and strategic. It ensures the sustainability of all the above processes and activities through the development of institutions and organisations that will be responsible for the execution of manpower development programmes both within and outside the country.

Sixth Stage – The development of labour and management techniques, working conditions and industrial relations is done at this stage, basically in order to meet the needs, bridge the established gaps and ensure optimal productivity.

THE CORPORATE LEVEL

A survey of training needs is carried out at the corporate or organisational level to identify which department, division or section of the organisation constitutes a major hindrance in the attainment of the goals set out for the organisation. It is generally believed that training needs at this 'global' level can be triggered-off as a result of environmental change, work problems and manpower wastage. Each of these is briefly examined below.

(I) **ANALYSIS OF CHANGE:** Human organisations are “open-systems” which respond to change in their environment so as to ensure the relevance to and eventual survival in the environment, which is by no means static, but fluid and competitive. Thus, the people at the helm of affairs and who operate the systems, procedures and equipment in the organisation must be trained to acquire new knowledge, skills and attitudes, which will enable them to cope with the emergent new situation.

(II) **ANALYSIS OF WORK PROBLEMS:** A job holder often encounters some problems in his work, except the work is not challenging enough. But when such problem becomes rampant, this is an indication that the job holder is not adequately equipped to cope with the duties and responsibilities of the job.

Hence, an analytical study of the particular job is carried out to draw out its main features and its minimum requirements (job analysis and job description). Of course, an analysis of the physical, mental, social and psychological activities needed to do the job (job specification) is also thoroughly looked into to proffer workable solutions to work-related problems.

(III) **ANALYSIS OF MANPOWER WASTAGE:** Manpower wastage in this context means labour turn-over, that is the quick succession with which employees leave their paid jobs through whatever means – resignation, termination, retirement, dismissal, abscondment, deaths, etc. While it is taken that through natural attrition, labour turn-over is indispensable; nevertheless, organisations must avoid regretted exits of talents and valued employees. Consequently, data should be collated, studied and analysed for top management’s remedial action for reliable solutions to discourage high labour turn-over.

THE OCCUPATIONAL LEVEL

The second phase in the training needs series is the occupational level. The main preoccupation at this level is basically to determine the basic knowledge and skills required to carry out the various tasks in the performance of each category of jobs. To accomplish this objective, one has to engage in an analytical study of a given occupation to identify its component parts, the duties and responsibilities entailed and the circumstances in which it is performed. This process entails job description and job specification. The information so derived is useful for the following:

1. Job evaluation
2. Recruitment and selection
3. Learning and development
4. Wages and salary determination
5. Performance management system
6. Counselling
7. Manpower planning and development
8. Organisation structure

THE INDIVIDUAL LEVEL

The third and final level of determining training needs is focused on the individual in the organisation. The level of performance of the individual job holder is a function of ability,

willingness and motivation. Ability is a blend of interests and core values. An individual job holder must have a basic knowledge of what is to be done on the job, its rationale and the end-results for doing the job. Beside this, the job holder must also possess some degree of physical fitness to enable him move and take (physical) actions in the performance of his job. Finally, the job holder must possess certain attitudinal dispositions and morals without which he/she cannot perform to expectation. It is quite obvious that poor employee attitude and low morale have serious effects on the level of productivity. The objective of subjecting the individual job holder in the organisation to such a rigorous analysis is to spot the deficiencies which he may have, either in basic conceptual knowledge or requisite skills or and attitudes, or all, and which require modification, either by training or non-training means. To ensure a successful implementation, assessment of the individual becomes imperative through regular performance appraisal.

6.1.11 THE ROLE OF LINE MANAGER IN TNA

Conducting training needs analysis is too critical to be confined to HR Department or Training Manager alone, line management which is at the center of action needs to be involved and assigned roles as a key stakeholder in anchoring training needs to meet the business demands. This collaborative interface will make training intervention realistic, situation or company specific and success will be guaranteed.

Consequent upon this, Line Managers ‘should’ have a complementary role in Training function and should be able to conduct needs diagnosis to address skills deficiencies in their employees.

WHO IS A LINE MANAGER?

A line manager is anyone who is authorised to direct the work of subordinates and is responsible for accomplishing the organisation’s tasks. She/he is the one responsible for taking an employee or work group to a higher level of performance. They could be in the lower, middle or top layers of the management hierarchy. Junior or supervisory employees report to them. They are the main point of action in the organisation’s hierarchy.

TRADITIONAL ROLES OF A LINE MANAGER

These include:

- i. People management
- ii. Managing operational costs.
- iii. Providing technical expertise
- iv. Organisation of work allocation
- v. Monitoring work processes
- vi. Checking quality
- vii. Dealing with customers/clients
- viii. Measuring operational performance
- ix. Administering discipline

THE ROLES OF A LINE MANAGER IN TNA

- i. Conduct skills assessment
- ii. Set performance standards in line with the business plan
- iii. Calibrate the available skills against the required job
- iv. Match both skills and job
- v. Review performance level
- vi. Leadership -listen, ask, respond to suggestions, be fair and firm in dealing with issues.
- vii. Gather information through observation, questionnaires, 'opinionnaire'
- viii. interview, appraisal systems.
- ix. Analyse the established data.
- x. Close the performance gaps.
- xi. Help and support employees to take more responsibility for how they do their jobs by coaching and mentoring.

6.1.12 TIPS FOR EFFECTIVE TRAINING ANALYSIS

- i. Take TNA as seriously as the delivery of training.
- ii. Aggregate your findings with those of others on the benefits of collecting, collating and analysing data on training needs.
- iii. If necessary, work to persuade others of the benefits of collecting, collating and analysing data on training needs.
- iv. Remember to consider potential needs at the organisational, activity and individual levels.
- v. Investigate problems carefully, to avoid false assumptions.
- vi. Include yourself as someone with potential training needs.

6.1.13 VALUE PROPOSITION OF TRAINING NEEDS

Ola Azeez (2015) posits that in a tight budget situation, especially in a period of recession, training needs analysis is a vital tool to ensure focus on key issues and circumvent wasting resources or guiding against misdirected training activities that may not add up inputs in the value chains of training and development.

Business justification: Every organisation provides training for its employees for a number of reasons which include:

- I. **Removes performance deficiencies** –Training programmes are designed, after needs analysis has been conducted, to close identified employees' performance gaps.
- II. **Match employees' abilities with the job requirements and organisational needs** – Deficiencies are addressed through relevant training by developing employee's skill, knowledge and attitude to the job requirements.
- III. **Enhances organisational viability and transformation process:** Training assists individual employees in contributing to organisational viability, efficiency and the

- continuity of the organisational processes.
- IV. **Facilitates coping with new technological advancement:** Employees are adequately equipped with the knowledge and skills to cope with the demands of automation, mechanisation and computerisation.
 - V. Improves individual, team, and corporate performance in terms of output, quality, speed and overall productivity.
 - VI. Improves operational flexibility by extending the range of skills possessed by employees (multi skilling)
 - VII. Helps to develop a positive culture in the organisation, which is orientated towards performance improvement,
 - VIII. Provides higher levels of service to customers,
 - IX. Minimises wastage and undue financial exposure,
 - X. Improves the drive for national manpower capability development,
 - XI. Increases and ensures sustenance of Gross Domestic Products (GDP).

After successfully determining the needs or learning gaps through needs analysis, the next step is to determine the basic reason for training intervention, that is, what training and learning effort aims to achieve.

6.1.14 SETTING TRAINING OBJECTIVES

Upon completing the Training Needs Analysis (TNA), it is germane to set out in specific terms the aims and objectives of the proposed training. It behoves the planner or designer to translate these into a specific training programme. The final training and development objectives must state in clear and unambiguous terms what the training is setting out to achieve and what the learners will have gained by the end of it.

An objective for training can simply be defined as “an unambiguous formal statement of desired end results, normally to be achieved through a series of activities that will be detailed in the programme” (Rae, 2000)

He stated further that training objectives should specify:

- i. What the learners will be able to know or do at the end of the programme differently from at the start of the programme – that is, the change intended or other outcomes;
- ii. How they will demonstrate the extent of this learning – conditions for evaluation;
- iii. The standards they will need to achieve to confirm their new competence levels – standards;
- iv. Any time constraints that will be imposed to achieve the objectives – conditions.

THE 'SMART' OBJECTIVE SETTING

A frequently used acronym to remember how to set objectives is SMART. This translates as:

- i. Specific;
- ii. Measurable;
- iii. Achievable/Attainable;
- iv. Relevant/Realistic;

v. Time-bound

BENEFITS OF USING 'SMART' APPROACH

The SMART approach is a structured way of evolving training objectives as opposed to in a more general and unstructured manner. The approach is challenging and creates the opportunity to calibrate progress and success against predetermined benchmarks and criteria.

Rae (2000) suggested the below benefits of using SMART:

Specific

If the objective is specific it:

- i. Provides clarity and direction;
- ii. Lets everyone know exactly what is expected of them without vagueness or ambiguity;
- iii. Allows one to test for measurability (a link with another aspect of SMART);
- iv. Allows ones to test that the objective is achievable (another link with another aspect of SMART);
- v. Allows you to define timescales based on specific information;
- vi. Helps in the effective allocation of resources;
- vii. Clarifies the work plan so that weak points might be identified and other problem areas highlighted.

Measurable

- viii. Ensures that standards are set that are as far as possible measurable and justified at the start of the planning;
- ix. Enables ones to monitor progress of the plan and evaluate final results, determining whether the desired content has been included;
- x. Allows one to make amendments if the measurement system exposes problems.

Achievable

- xi. Objectives that appear to be too big and frightening can always be broken down into smaller, more digestible elements (after all, who eats an elephant in one swallow?!).
- xii. The practical effect of setting unrealistic targets will result in frustration and low morale among eventual learners, and will, if they have any conscience, make the planners feel uneasy at what they have done.
- xiii. Having to ensure that targets are realistic (not easy) encourages the planners to think through the stages of the training and identify possible problems at a realistic stage in the process;

- xiv. Setting realistic objectives will help the learner’s progress in a logical and realistic manner, rather than try to cut corners on safety, quality and process issues to meet objectives that are not achievable.

Relevant

- xv. Planners must ensure that the objectives and the content of the training material being designed are fully relevant to the learning group; and the training programme. Some sessions and activities, etc. are favourites of both the planners and the trainers, but the question is whether they are relevant to the programme audience. This does not rule out the ‘irrelevant’ icebreakers and learning span extenders that might need to be included in certain types of programme – they are relevant in their irrelevancy.

Time-bound

- xvi. Time-bound objectives (and content) are essential at the planning stage, although in some cases it may be very difficult to specify them. This is particularly so with the new training material, as the time needed will in many cases be an educated guess.
- xvii. Having to set deadlines can provide an impetus to getting things done and ensuring that everything essential is contained.
- xviii. Having definite deadlines imposed helps the planners to achieve their task on time, to prioritise workloads, and helps the learners to correlate the training activities with work-based ones where they have to keep to a timetable of work.

6.1.15 RELATIONSHIP OF AIMS AND OBJECTIVES

Leslie Rae (2000) states that the objectives describe and determine the manner in which they are constructed. Some are usually used as the end result for complete planning and/or training and are referred to as terminal objectives. There are enabling and lesson objectives which are important for the detailed construction of individual learning sessions.

According to Rae (2000), “enabling objectives describe what the learner will need to do to achieve the terminal objective, and the lesson objectives further define what has to be included so that the learners can achieve the terminal objectives once the programme has been completed successfully.

Below is a simplified comparison of how these objectives relate to each other within the overall aim, which is the general statement of intent.

LEVEL OBJECTIVE

Aims: Improve training programme effectiveness.

Terminal Objectives: The learner will be able to present a 20- minute session using a minimum of three training aids, having a written brief in a style preferred by the learner, and allowing five minutes at the end for questions.

Enabling Objectives: Give a 20-minute training input session.

Lesson Objectives: Develop a good knowledge of, and be able to adjust, the session brief to take account of the barriers to learning.

Source: Leslie Rae (2000)

6.1.16 WRITING TRAINING OBJECTIVES

To avoid losing focus and the incidence of manipulation, it is recommended that training objectives should always be written down. Consequently, the use of correct words and phrases is important. A consistent use of active verbs will ensure clarity in the objectives.

Below is the adapted list of suggested active verbs to be used in writing training objectives. The list is not exhaustive:

BROAD AREA POSSIBLE WORDING

KNOWLEDGE	Define	Write	Underline
	State	Recall	Select
	Recognize	Be aware of	
COMPREHENSION	Identify	Illustrate	Explain
	Justify	Represent	Judge
	Select	Name	Label
	Indicate	Formulate	Classify
	Perceive		
APPLICATION	Predict	Choose	Construct
	List	Reproduce	Select
	Show	Use	Explain
	Perform	Demonstrate	
Analysis	Analyse	Select	Justify

	Identify	Separate	Resolve
	Conclude	Compare	Breakdown
	Criticize	Contrast	Differentiate
SYNTHESIS	Combine	Argue	Select
	Restate	Discuss	Relate
	Summarize	Organize	Generalize
	Précis	Derive	Conclude
EVALUATION	Judge	Support	Identify
	Evaluate	Validate	Defend
	Avoid	Determine	Attack
	Recognize	Criticize	Choose
ATTITUDE	Prefer	Recognize	Be motivated to
	Relate to	Be aware of	Accept Identify with
			Be committed to

THE PRACTICAL APPLICATION OF THE TRAINING OBJECTIVE

1. Identify the aims and objectives from Training Needs Analysis
2. Clarify and agree on the actionable training objectives.
3. Establish priorities.
4. Check for feasibility
5. Check for errors and omissions.

Objectives process checklist

Figure 6.1

Source: Leslie Rae (2000)

6.1.17 THE PRACTICAL USES OF TRAINING OBJECTIVES

The practical uses of objectives form the basis for planning and designing training programmes and this is a pivotal tool in the hands of the planner, content designer, training administrators and, or the training planner. Rae (2000) categorised the uses into prior to the training event; at the start of the training event; during and at the end of the programme.

Prior to the training events:

Before the final objectives are applied to the construction of the training programme, copies of the objectives should be sent to at least, the people who took part in and contributed to the Training Needs Analysis (TNA).

When learners are being invited to take part in a training programme, the invitation should also include a clear statement of objectives for the event, whether it is a training course or some form of open learning. This will give them the opportunity to confirm or otherwise the suitability of the programme, possibly at the time of the pre-programme discussion with their line manager.

At the start of the training events:

Rae (2000) further states that the objectives can be used once the programme has commenced. Let us assume that the programme starts with a training course. At this stage, the objectives can be used in five ways:

1. It is very common for pre-programme training material not to be read, or read very superficially by the learners. Whether you suspect this or not, it is always a useful training move to start the programme with a restatement of the objectives, clarifying them as necessary.
2. Present, or re-present, the objective, and seek the views of the learners:
 - a) About the objectives, their relevance, the learners' understanding of them, and so on; and
 - b) Whether they wish to suggest any further objectives at this stage.
3. As part of the introductory session, while displaying the programme objectives, include comments about a) the programme objectives; and b) their personal objectives, preferably linking these to those of the programme. In this way 'objectives' start to become much more person-related features than the real ones.
4. The objectives, programme and personnel, can be used as or linked with the programme evaluation measures by seeking the learners' views on how everybody will know at the end of the programme whether the objectives have been achieved or not.
5. Using the objectives directly with the training programme brings home the fact that all the stages of the training/learning cycle are linked substantially, particularly at the early stage of training needs analysis

6.1.18 SEQUENCE OF TRAINING PROCESS

Training programme is defined as an interpretation of the training specification in terms of units of instruction or learning set out in chronological sequence and showing the time allowed for each unit (Department of employment, U.K. 1971)

Ugorji (2019) states that the design of training programmes is one of the five key phases in an integrated training process; the sequence is presented with the following elements:

1. Needs Assessment;
2. Objective Setting;
3. Programme Design;
4. Implementation
5. Evaluation.

The design of training programmes, needless to stress, is to close each of the first two phases before the needs assessment and objective setting. The design has significant effect on the last two phases. Details of the sequence flow is extensively contained in this study guide for reference and confirmation as may be required.

6.1.19 NEED FOR PROGRAMME DESIGN

The goal of any training is to achieve its stated objectives. The success of the training is therefore partly a function of the quality of the design. The following are the elements of a good training design (Ugorji, 2019):

- I. Clarifies programme goals and keeps them at close view at every phase of the programme implementation;
- II. Relates programme curriculum appropriately to identified needs; the objectives, background of participants and available resources;
- III. Guides the selection of key resources;
- IV. Ensures the commitment of management or programme sponsors;
- V. Provides the basis of communicating programme objectives, ideas and what is demanded of resource persons; and
- VI. Provides reliable implementation and evaluation

Training Sequence Flow



Figure 6.2: Training sequence flow

Source Azeez, Ola (2015)

The process involves an in-depth study and compilation of factors that have direct bearing on the training programme. It has the following key steps:

- i. Identification of training needs in line with business or individual overall objectives;
- ii. Designing the training programme and learning content;
- iii. Setting out sub-training objectives;
- iv. Construction of units of instructions;
- v. Deciding training modules;
- vi. Implementing training sequence with learning materials; and
- vii. Assessing the returns on investment

6.1.20 SIMPLIFIED TRAINING ROUTE MAP IN DEVELOPING TYPICAL TRAINING PROGRAMME

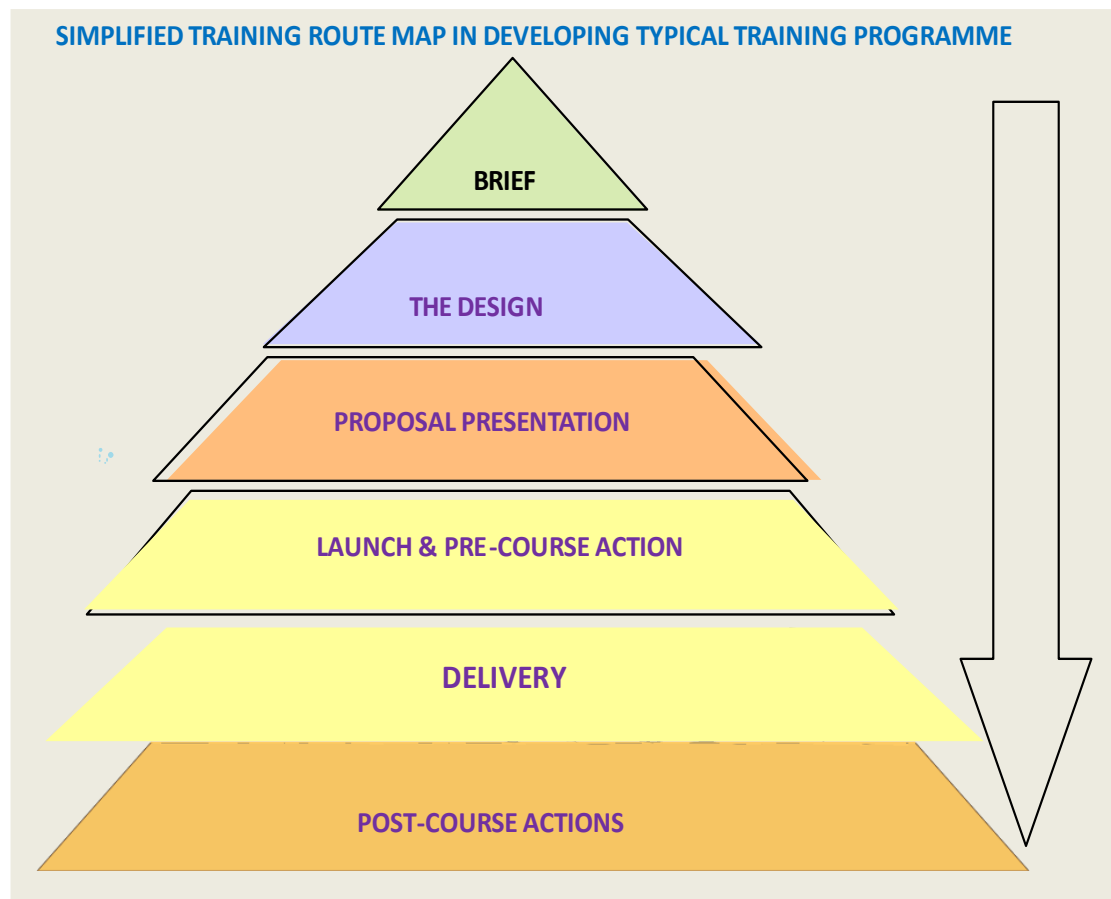


Figure 6.3: Training Route Map in developing a typical training programme

Source: Premand, P., S. Brodman, 2012

BRIEF

The brief explains the vision and the mission of the organization. It prepares the basis for training programmes for a company. The brief also clarifies the broad objectives and what the training intends to provide for the trainee. If it is the job of a marketer in a company, the brief must also be inclusive of the marketing functions of the trainee.

THE DESIGN

Training design is like developing a curriculum on a course of study where the course objectives are based on needs and the learning outcomes are specified.

These two aspects (i.e. needs and outcomes) should be clearly separated and not confused for training to achieve its effectiveness.

THE PROPOSAL

After completing the design comprehensively, an effective training proposal will then be presented to the client or internal customers for review and approval.

LAUNCH AND PRE-COURSE ACTIONS

This stage depends on obtaining appropriate approval to organize the training programme. Sequel to approval being obtained, the target audience will be formally invited to participate with joining instructions including requirements for a successful completion of the training programme.

DELIVERY

- i. Delivery is the real implementation of the planned training programme which should be guided by the comprehensive checklist. To ensure an effective training event, Training Administrators should prepare a checklist on the following:
- ii. The Delivery – Curriculum, Facilitator, etc.
- iii. The logistics – Equipment, Venue etc.
- iv. The Objective(s) – What is in it for me (WIIFM)
- v. The Participants- Attendance, Commitment, involvement,
- vi. The Fund – To provide needed resources
- vii. Evaluation – Assessment, Feedback

POST COURSE

This is the final stage which contains end of course evaluation, and finding out whether the brief is related to delivery. The four stage-evaluation framework (see figure 9.1) as formulated by Donald Kirkpatrick (1924) is a useful calibration tool to assess the training outcome.

Location (Learning Climate):

For a learning activity to be meaningful, it has to take place in a locational ambience that is conducive to both the instructors or facilitators and trainees or learners. It is therefore the

responsibility of either the instructor or programme administrator/organisers to create a physical, psychological and safe environment in which the participants can conveniently work and learn with ease.

To be a good learning climate, the following factors must be present at the location or venue where training programme is holding:

- i. Good atmosphere of physical condition – enough space, ventilation and cooling.
- ii. An environment of trust, acceptance and mutual respect.
- iii. A place that encourages self-learning and discovery.
- iv. An atmosphere that encourages openness.
- v. An ethical condition that allows and encourages that differences are good and desirable.
- vi. An understanding that individuals have a right to make genuine or calculated mistakes.
- vii. A recognition of the variety of ways for people to learn.
- viii. An environment that encourages the understanding of how individual learners will use the key learning points (KLPs).
- ix. A well-lit environment coupled with the availability of all required equipment and tools.
- x. Additional bullet point – A secured learning environment devoid of real or potential safety or security challenges that may distract and, or disrupt effective learning.

Training design methods are basically two – on the job or off the job

5.1.21 TRAINING DESIGN METHODS

Training design is concerned with specifying instructional objectives, sequencing training materials, incorporating learning principles, and identifying effective training methods. Training method refers to a way or technique for improving the knowledge and skills of an employee for doing assigned jobs perfectly. The Organisation has to consider the nature of the job, size of the Organisation & workers, types of workers, and cost of selecting a training method.

On-The-Job and Off-The –Job Methods

For an Organisation to be successful, employees must be provided with adequate training. A well-structured training program allows employees to learn more about their role, evaluate their performance, collaborate better and contribute toward the long-term vision of an Organisation.

Employees starting out at any Organisation are usually provided with two kinds of training. These two types of Organisational training are called on-the-job training and off-the-job training.

While both types of training have their distinct features, it's important to note that they complement each other and are equally important in creating the right work culture. An Organisation should invest in both types of Organisational training to achieve peak employee performance and drive growth.

THE TWO TYPES OF ORGANISATIONAL TRAINING

Employees starting out at any Organisation are usually provided with two kinds of training. These two types of Organisational training are called on-the-job training and off-the-job training.

While both types of training have their distinct features, it's important to note that they complement each other and are equally important in creating the right work culture. An Organisation should invest in both types of Organisational training to achieve peak employee performance and drive growth.

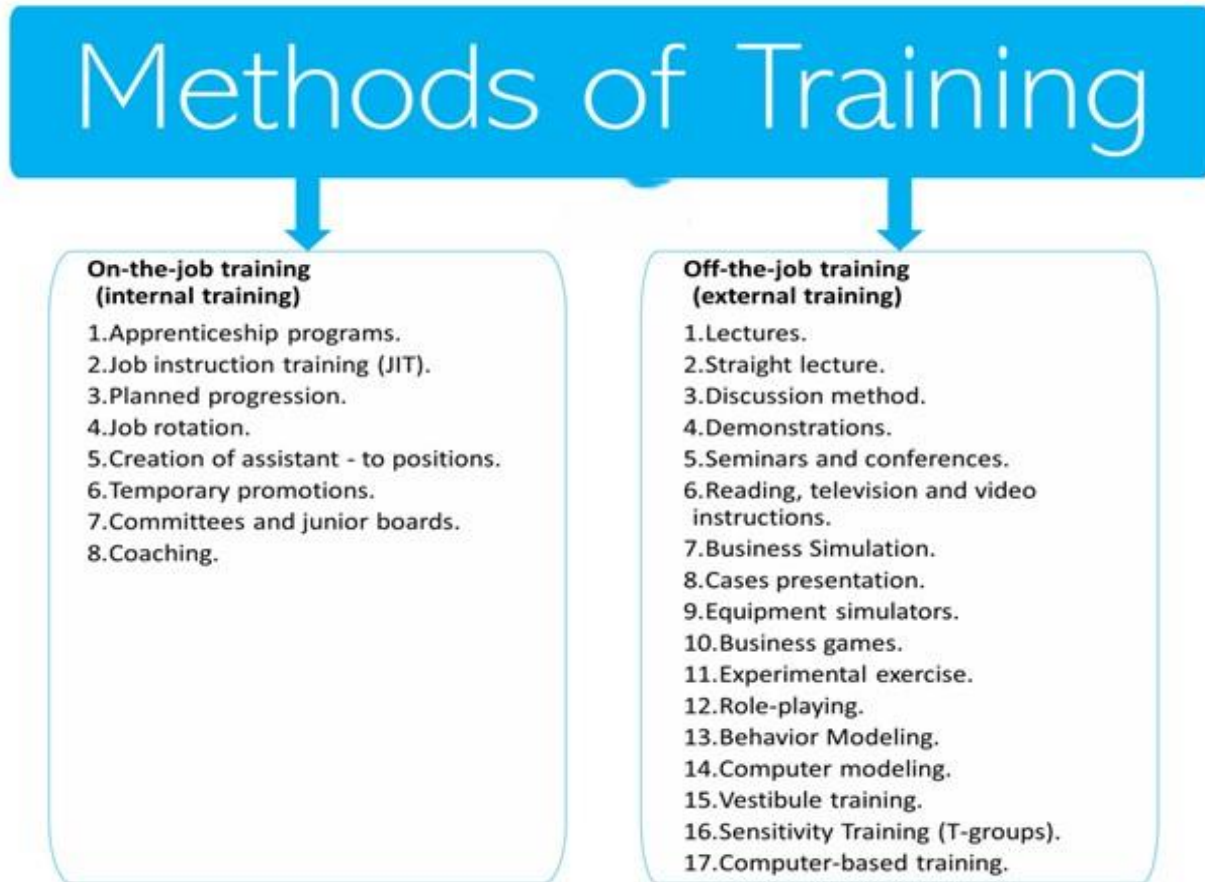


Figure 6.5 Training Model

Difference Between On-The-Job and Off-The-Job Training

The primary difference between on-the-job and off-the-job methods lies in their definition. While on-the-job training is used to improve skills through hands-on participation in the workplace during working hours, off-the-job training is defined as supplementary learning which takes place outside the workplace, but within the standard working hours.

To better understand the difference between on-the-job and off-the-job training let's break them down. The main differences can be categorized under these parameters:

	On-The-Job	Off-The-Job Training
Approach	On-the-job training is all about engaging the employees, helping them familiarize themselves with their work environment. This is done through practical exercises and	Off-the-job training takes more of a theoretical approach. Here the focus is providing conceptual clarity through

	methods such as mentoring, job rotation, multiple management sessions, etc	methods like lectures, seminars and case studies.
<u>Impact On Work</u>	As on-the-job training is integrated into the daily work routine of employees and takes place in the work environment; it doesn't disrupt the workflow of an Organisation	Off-the-job training requires employees to leave their work and attend the training for a certain number of hours every week.
Training Personnel	On-the-job training is usually provided by senior employees and executives, those who know the Organisation inside out and have imbibed the Organisation's values and culture.	off-the-job training, Organisations usually opt for outside experts. This is why off-the-job training is often provided by academicians and field experts (not from the Organisation) along with former employees.
Costs And Returns:	On-the-job training doesn't require lots of resources. In terms of infrastructure and/or work tools and equipment, most items are usually already available in the workplace. As for returns, on-the-job training has a more immediate impact on employee performance	For off-the-job training, more resources are required, starting from a space outside the workplace and proper simulation conditions to training personnel from outside. Off-the-job training generally takes more time before tangible benefits can be observed, because the skills it addresses take longer to develop
Goals And Scope	A key difference between off-the-job training and on-the-job training lies in the objectives they want to achieve	In case of off-the-job training, the training is supposed to make employees more confident and collaborative, besides making them more competent to handle a crisis.

Source: Rosemary Harrison (2005)

While Organisations should ideally focus on both types of training, it's natural for managers to prioritize one type of training over the other. This doesn't, however, mean that the other type of training is completely neglected. It has been seen that on-the-job training is more suitable for manufacturing Organisations, those that rely heavily on vocational training and producing large-scale goods on a regular basis. Off-the-job training, which is more to do with theoretical rather than technical aspects, is often preferred by non-manufacturing Organisations. Some of the methods can be further classified as follows.

- a. **Lecture method**: This is a trainer-centred in that the trainer is the sole provider of information. The best method is when the trainer presents a segment of training, questions the trainees frequently, and provides periodic summaries or logical points of development.
 - **Advantages**: Learners are encouraged to ask questions about points which are not clear, and the trainer is free to take the time to answer these questions. It is good for auditory purpose.
 - **Limitations**: The major limitation of this method is that only limited discussion is possible because of large classes and greater amount of material to be covered.
- b. **Demonstration method**: In this method, the learner observes the portrayal of procedure,

technique, or operation. The demonstration method shows how to do something or how something works. It may or may not introduce new methods.

- **Advantages:** It sets standards by showing exactly how a thing is to be done and the degree of proficiency required for meeting the set objectives. The demonstration appeals both to the sense of sight and hearing. The method saves time since principles, theories, and operations can usually be shown more quickly than they can be explained.
 - **Limitations:** Since students do not actively participate in all demonstrations, there is less reinforcement of teaching points if this method is used alone. Thus, this method should be followed with a practical exercise in which the learners will participate. This is not good for kinaesthetic people.
- c. **Practical Exercise** is a method of training in which the Learner actively participates, either individually or as a team member. He does this by applying previously learned knowledge or skills. This method may take several forms: team and independent practice.
- **Types of practice methods:** Team practice, role play, case study, brain storming, discussion, games and competition.
 - **Advantage:** Learners learn by practicing role. PE encourages learners to think about the subject from various perspectives. Students learn from each other. Also, learners become eager to learn in order to ‘beat the competition’ as competition creates enthusiasm.
 - **Limitations:** If not handled properly may create conflict among the learners because of competition. Learner’s confidence can be damaged if they are told their idea is ‘wrong’ or if they face aggressive opposition. It is a disadvantage for shy people.

6.1.21 INSTRUCTOR OR FACILITATOR:

The titles “instructors”, “facilitators” or “trainers” can be used interchangeably to describe anyone whose job or role is to impart knowledge and skills in others. Learners, trainees or participants can be used to describe the persons or group of people who receive or benefit from learning activities as directed by the trainers. A Professional trainer is known for making the difficult easy. He is a learning leader who directs the learning activities in a friendly manner that encourages the learners or trainees to want to learn without let or hindrance with the aim to acquire knowledge, skills, and attitude (KSA). A significant role of a facilitator is to create the best possible learning climate. For this to happen seven characteristics need to exist as presented below:

CHARACTERISTICS OF FACILITATOR’S ROLE IN THE LEARNING CONTEXT

1. Facilitators must confirm that the trainees or learners want to learn for effective learning to take place after all, it takes two to tango
2. He must design the content and process to be relevant and in context for the learner
3. He should practice the material or ideas that are integral parts of the training

4. Trainers should encourage the learners to translate ideas into their own words allowing ownership of the training
5. There must be a sense of creative tension formed in which learners find various ways to develop their learning
6. Trainees must have an expectation that the learning will make their work more effective.
7. Participants must have an expectation that the learning experiences will be fun-filled and positive.

LOCATION

Location is the entire environment where learning and, or training activity takes place. It encapsulates the ambience not only the venue where to hold training but also includes the supporting training technology, facilities and infrastructure that are necessary to support real training/learning business to take place. The environment includes both physical and psychological make up that may serve as enablers or barriers to learning. Preparation is not concluded for a programme unless a learning-friendly location is secured. The location among others should contain the attributes as listed below:

Attributes of a good location

- i) A good location is a serene environment devoid of any distraction, ranging from human traffic, noise pollution and other barriers that may hinder effective training and learning interface.
- ii) Uninterrupted power supply: In an environment where Power Holding is holding on to power as usual, there should be alternative arrangement for swift and smooth means of changing over through generating set or inverter when the normal supply goes off.
- iii) Adequate security is a must to ward off the incidence of security breach and malaise like armed robbery, kidnapping etc, so that both the trainers and trainees could hold their peace and learn effectively without any entrenched fear that may adversely affect their presence of mind.

Olatinwo (2015) further enumerates other “must have” conditions to be provided by training administrators in locating a good venue for a meaningful training to meet its desired goals as follows:

- iv) Equipping the training venue with all required gadgets such as magic board, overhead projector, flip charts/markers of varied colours, TV monitor and video players and other devices that may be required, must be appropriately arranged and made ready for use.
- v) Workshops with all equipment and machines to use for instruction, practice and demonstration and the workshop attendant appropriately stationed

- vi) The syndicate rooms for group discussions and case studies or breakout session prepared with all needed gadgets.
- vii) Water, toilet facilities, First Aid materials are made available.

Setting Arrangement

Finally, sitting arrangement is important and has to be carefully done to support the objectives of the training. The training Administrator or Co-ordinator should think carefully about the best way of arranging seating. It is sometimes a good idea to vary seating arrangements.

The most common options which is a function of the available space (perimeter square), size of the class, among other factors are:

- i. Rows of tables and chairs;
- ii. Tables arranged in a hollow U-shape;
- iii. Tables arranged in banquet style – lots of small tables, with four or five people per table;
- iv. Conference table – everyone seated around a single table;
- v. Circle of chairs;
- vi. Trios of tables (three tables arranged in a star)

What is an Internal Faculty?

This is the formation of corps of competent facilitators or trainers by organisations from among its staff who are different subject matter experts (SME). Subject matter expertise depends on the nature of the companies' operations. In a bottling company it may cut across areas like production, operation, engineering, quality assurance, supply chain, finance, research and development, sales and marketing, among other areas of specialisations.

Training department or learning centre, where one exists, usually coordinates the identification and development of experienced internal staff with potential and interest in training through intensive train the-trainers (T3) workshop for certification in various areas of the company or Ministry, and Department and Agencies, in the private and public services, respectively.

In the absence of a training department or learning facility, external resources like CIPM's Learning Centre, NITAD, ITF or CMD could be engaged to set the train-the-trainers' certification workshop by taking proposed trainers or facilitators through the workshop which exposes the participants to basic facilitation skills which includes all cycles of training design and implementation like curriculum design, training needs analysis, implementation and evaluation etc.

The aforementioned external training institutions will certify all participants who successfully partake in the workshop as qualified internal faculty to facilitate or deploy training in their area of expertise.

All internal staff in this context are referred to as Internal faculty. The internal faculty where it exists helps organisations, as a means of exponentially sharing knowledge sharing system. In

today's corporate world, many multinational companies use these competent and creative members to run their corporate academies such as sales and marketing, supply chain and gap schools.

Obisi, Chris (2011), while corroborating the significant needs for internal faculty, in his published article in the Australian Journal of Business and Management Research further establishes more facts on evolving training faculty drawing from various authorities as presented below:

6.1.22 TRAINING FACULTY

Training faculty consists of those who are in charge of training participants for in house. According to Fajana (1997) training faculty should be made up of competent instructors. The instructor should be competent in his or her areas of specialization and should have the personality to convey competence and ability. Atiomo (2000) explains that the training faculty should be aware in details of planned changes in policy, structure or process within the Organisation, as regards training and development. They should work more from within than from outside and be conscious of the need for continuity of training plans and activities.

The growing complexity of industry and its problems makes increasing demands on the training faculty members to improve the quality of the workforce at all levels. The training faculty should also have credibility with the trainees and should be able to use the chosen learning methods to meet learning objectives and also, be available whenever they are needed.

In the final analysis, training faculty members should not only come from within the Organisation but external consultants should also be encouraged to be faculty members so that they can bring independence, experience, expertise; and as Armstrong (1996) says, that "the external faculty members can bring a useful 'extra pair of hands' to the training activities".

Further to the foregoing, regardless of where the faculty members are sourced, the key point is that, he or she should demonstrate mastery in a particular area and be validated or certified as subject matter expert (SME) in any chosen field of proficiency in both the knowledge content and facilitation skills to be able to create and add values through effective impartation of skills, knowledge and attitude, or behaviours in the trainee or learners

Reasons to Conduct Training Inside of the Company by Internal Faculty:

1. Training programmes are tailored-made and not generic. It is more specific and customised to address a particular need which may be organisational, departmental or individual. Consistent and relevant materials are developed and utilized.
2. It is not time-consuming and, many times training programmes hold within the company premises, inside the conference hall learning centre, training room or hall, if such exists on the company's premises.
3. It is consistent and run with relevant company-specific materials.

4. It aids the principles of knowledge-sharing through the practice of organisational learning and learning organisation to grow the business
5. It necessitates the raising of Internal Faculty among the certified competent internal workforce who are products of train-the-trainers. Certified trainers in this context must have observed pupillage under the tutelage of experienced Trainers who will license the staff to facilitate.
6. It fosters a learning organisation to build a learning organisation.
7. It increases capacity building that improves knowledge base at a minimal cost
8. It supports effective implementation of performance appraisal fall outs through intervention that requires training and coaching through a formidable learning infrastructure within an organisation
9. It aids the chronicle of a body of knowledge that enhances excellence across board.
10. Internal training attracts lower costs

Training Aid Technology

Training or learning aid technology spices up training activities to reinforce key learning points and equally attract trainees' attention to enhance effective learning through its intrinsic qualities. The combination of imagery and sound otherwise known as audio-visual make learning effective that surpasses the mastery of the trainer without it. The plurality of both image-sound projection plays a complimentary role for attention drawing and interesting learning that aid assimilation. When the media of audio and visual are behavior appropriately, some of their intrinsic value make them highly attention-drawing.

Learning Aid Classification

Learning aid technology are classified according to the various ways they appeal to the sense of the trainee or learner. Olatinwo, J.O. (2015) classifies the technology into 3 categories as stated below in a tabular form:

Table 6.1: Learning Aid Classification

I) AUDIO	II) VISUAL	AUDIO- VISUAL
RADIO	NON-PROJECTED	TELEVISION
RECORDER PLAYER	PLANNED BOARD	WEBINAR
LANGUAGE	GRAPHIC	SOUND FILMS
LABORATORIES	COMIC	CLOSE CIRCUITS TV

Source: Olatinwo, J.O.(2015)

Source: Olatinwo, J.O. (2015)

TYPES OF TRAINING AID TECHNOLOGY

The above table classifies the various aids into three:

- i. Audio
- ii. Visual and
- iii. Audio-Visual.

USES OF SENSES IN LEARNING

TRAINER'S VOICE	MATERIALS	PROGRAMME
	PICTURE	
	CHARTS	
	FLIP CHART	
	MODELS	
	DIAGRAM	
	PROJECTED	
	POWERPOINTS	
	OVER HEAD PROJECTION	
	TRANSPARENCIES	
	SLIDESSTRIPS	
	FILMS	

Based on a number of studies carried out on learning, information is absorbed through five senses and they are classified into various proportion of the effectiveness in learning activities as stated hereunder:

The Five Senses of Learning are:

Sight: 75%

Hearing: 13%

Taste 3%

Smell 3%

Touch 6%

From the above analogy, sight is the most important and effective medium through which a learner takes information about six times more effective than ears. Other senses – taste, smell and touch combined, account for only approximately the same proportion as the ears. Effective learning is

enhanced with the use of all the senses where the ultimate objective – *understanding* – is achieved. Confucius further supports this in his famous quote:

“I hear – I tend to forget; I hear and see – I usually remember; I hear and see and do – I understand”.

THE ROLES OF TRAINING AID TECHNOLOGY (VISUAL AND AUDIO-VISUAL) IN LEARNING:

Training implementation has gone beyond one method of facilitation to be effective. Teaching adults requires the complements of varied methods and instructional materials with the application of training aid technology like video clips, computer view graph presentation, overhead projector, flip charts, apparatus, synchronised slide presentation, manuals and other audio-visual aids when necessary to illustrate or reinforce learning. Any method or medium of support to complement learning or teaching in form of audio or visuals or audio- visual aids combined to illustrate key points in any training programme is called training aid technology.

They are the means of improving communication between the facilitator/instructor or facilitator and the trainees. Training aid technology complements the content and increases transfers and retention of the key learning points (KLPs).

When audio-visual aid is used, it should be well sited so that all course participants can clearly see the pictures and receive the messages properly. They should not be used to cut the trainer away from the participants but rather help them to understand their facilitators the more (Onasanya, S.A.B, 2015).

Audio-visual media are commonly used in the following learning context:

- a. Lecture
- b. Business case method
- c. Practical learning
- d. Role playing
- e. Simulation

Characteristics

Olatinwo, J.O, (2015) identifies the following characteristics as distinguishing features of audio-visual from one another:

The term audio-visual is used to qualify any method that takes both image and sound into consideration to impact knowledge, skills and Attitude in a learning situation different from the use of audio tape or even, the overhead projector.

The following form the characteristics of training aids technology

1. The audio-visual media are designed to create a special learning situation in which two

main senses of Sight and Hearing are involved regardless of instructor's actions.

2. Application of both media or devices at any point by the trainer is additional information and it will only come at the end of the message to reinforce the main training objectives; to aid assimilation and accomplishment of objectives
3. The projection impliedly refers not only to the image on the screen, but also the drive expressed by the words
4. Both devices engagement involves symbolic function of language.
5. The utilization of the methods amounts to mediation in the sense that it provides a convenient means of passing a message that cannot be passed directly; they are transmitted unhindered. Both audio and visual methods are a mediator that reduces the incidence of any possible barrier.

Purpose of Training Technology Aids

1. It keeps and retains attention for effective teaching and learning
2. It gives the essence of the message of learning objectives
3. It puts emphasis on key learning points
4. It is a supplement and complement to learning through other alternative options
5. It stimulates memory.

6.1.23 CURRICULUM DEVELOPMENT

The curriculum development design process as released by the National Institute for Corrections in their work on Nuts and Bolts of Curriculum Development process can be classified into five basic steps with the below extract:

1. Needs assessment
2. The planning session
3. Content development
4. Pilot delivery and revision, and
5. The completed curriculum package. Each of the five steps are narrated below:

Step One:

Needs Assessment:

The first activity in the five-step design of a training curriculum is Needs Assessment data that helps the **Curriculum Design and Development Team** to fully understand the intent and expectations for the completed curriculum.

It should answer the following questions for those charged with developing the training program:

- I. What is the purpose of the new training program? Who is the audience? How long is the training program envisioned to be? Is this envisioned to be a program delivered by experienced facilitators or by agency personnel (not necessarily trainers or facilitators)?
- II. How was this determined as a need to be satisfied by a curriculum being developed to offer training on the issue? (The answers to this question will affect the design of training activities and content exploration strategies.)

III. What are the outcomes expected of the curriculum?

1. To train others to be trainers? (Capacity building)
2. To train agencies or Organisations on an emerging trend or issue?
3. To add to the body of curriculum around a certain subset of the issue?

Steps Two:

The Planning Session and Content Development

The Planning Session and Content Development steps typically occur in tandem. It is during the planning session that discussions occur about the content that is to be developed and delivered in the curriculum.

The Planning Session(s)

The team should meet at least once for a **Planning Session**, the initial phase of the curriculum design process. Planning sessions can be from one to four days or longer, dependent upon the complexity of the training program and the expected length of the program. For example, for a 36-hour training program, a two-three-day planning session would help the group begin to form as a team, understand and clarify the expectations placed upon them, and provide face-to-face opportunities for beginning the creation of a content outline creation.

Typical outcomes from a planning session should include:

- i. Overall expected program outcomes
- ii. Outline of major content focus areas (as specific as possible)
- iii. Suggested instructional strategies for each content area
- iv. Draft outline of the training program agenda (including tentative blocks of time for each content area)
- v. Draft performance objectives for each content area
- vi. Content development assignments with time frames for completion

The curriculum team coordinator should share information and samples of the format for lesson plans, participant materials and training and visual aids, as well as how the materials should be submitted (on disk or compact disk in a certain computer format, camera-ready hard copy, etc.)

Step Three:

Content Development

The work at this step is a fall-out of the result of the Planning Session, and is the heart of the curriculum development process. In this step, performance objectives are finalised for each content area, instructional strategies are developed for each performance objective, and as a result, lesson plans, participant materials, and training aids are developed by the team to guide participants to successfully meet the expected program outcomes and module performance objectives.

This is the piece of the curriculum development process that is the lengthiest. For example, for a 36-hour curriculum, with a medium level of complexity in terms of content, it may take from 30 to 60 content development days to successfully design and research content areas, instructional strategies, create lesson plans format, and design complementing participant materials and training aids.

Step Four:

Pilot Delivery and Revision

In this step, the curriculum is piloted with a sample of the target audience to validate the content, instructional strategies, and expected outcomes of the training program. There should be complete lesson plans, participant materials and training aids (visuals such as overhead transparencies, computer view graph/presentations, handouts, etc.) to test during the pilot delivery.

In essence the pilot delivery is the “test drive” of the curriculum to determine whether it meets expected outcomes.

Key focus areas on which to collect data during the pilot delivery are:

Does this meet the learning needs of the audience around this issue(s)? (Mechanisms to collect this are end-of-day reaction sheets/tools, end of course evaluations, and trainer observation of learners. Having an end-of program product such as an Action Planning tool to implement changes around curriculum focus issue(s) is also a useful measure.)

Pertinent questions at this stage of pilot delivery and revision to confirm the efficacy of the curriculum in view among others:

- i. Are the lesson plans and other trainer materials complete enough to guide their effective use with a group in training? (That is, are the instructions clear and complete?).
- ii. Are all materials sequenced with participant manual and materials?
- iii. Do the training aids and other visuals enhance learner’s focus and retention? Etc.)
- iv. Do the instructional strategies piloted help learners successfully complete the performance objectives? Do they need to be modified/revised/changed to be effective?
- v. What is the actual number of trainers/facilitators needed to effectively deliver the program as designed? What types of expertise and experience should the team have to be effective?

Other data relevant to the effectiveness of the programme.

- a. Was the time for each module sufficient?
- b. Was the sequencing of the learning appropriate? Etc.

In an ideal situation, there should be sufficient time between the pilot delivery and the due date of the curriculum project for revisions and another delivery to occur. This will encourage a thorough job towards producing a fool-proof, reliable curriculum guide for a well-thought-out document.

Step Five:

The Completed Curriculum Package:

The validated curriculum package contains all materials necessary in order to deliver the curriculum to its target audience. A comprehensive package should include master copies of all lesson plans and trainer materials (including suggested preparation methods, trainer qualifications to deliver the program, etc.), participant manual and complementing materials, and training and visual aids developed for the curriculum (slide shows, transparencies, etc.).

At this point in the development process, the curriculum is validated and is ready for further training program delivery and distribution. (National Institute for Corrections)

6.1.24 TRAINING IMPLEMENTATION

Key activities involved in the implementation of a successful programme are briefly stated below.

The designing of a training programme has taken into consideration vital elements such as the needs of the target audience against the expected job performance standard of improvement. Training implementation is a crucial phase in the training cycle in that it is at the stage that all resources planned are put together and deployed to carry out the programme in line with the curriculum and training plan.

The target audience needs to be advised in advance to give room for their release by their line managers on training event day/s. The training organisers should be mindful of the timing of training implementation period does not clash with the company's peak period or major event time within the organisation. If this balance is not struck, releasing participants may be an issue and will affect the success of the programme. All efforts should be made to reconcile any clash that may affect the implementation of training.

Training department or organisers should firm up all logistics required to facilitate implementation. All training implementation is usually provided for in the company-wide training budget provision under HR consolidated budget (see details on budget provision in chapter six).

Major logistics required to run a successful programme include:

Venue: Some organisations with a learning centre or training hall need to ascertain the availability of the facility by ensuring that no other event clashes with training period. Such a facility is usually sourced for externally at a cost—in some cases in the absence of the facility. The critical point here to note is the availability of the facility whether within or outside the company's premises.

Transportation: This is the arrangement for all delegates who may come from within and outside venue locations. The transport could be centrally coordinated to commute participants from and to the venue of training within the scheduled time.

Accommodation: This is usually provided for staff/participants who are from outstation. Some companies do provide guest house or in the alternative arrange with retained hotel facility to accommodate the participants at the company's expense. Some companies do allow allowance in lieu of accommodation where staff opts to arrange for own accommodation. In some organisations, per diem are paid to take care of these expenses for either local or international training.

Training Technology Aids – The aids such as overhead projector, screen, public address system (PAS), flip chart, markers, power point presentations, etc, are provided to facilitate the training programme. Where it is not available within the company, it is usually rented from training aids service providers.

Other lists that should be provided for include: meals, snacks, confectionaries, stationery.

Adjoining Instructions: These are handed out by the training administrators to all participants, detailing extracts of the company's training policy on 'dos' and 'don't's' during the training period.

Time table: Time table should be designed to detail items like date, time and different activities against allotted time for each. All activities should strictly be based on the timetable. This requires discipline from all concerned – administrators, trainers' participants, and service providers that provide different support to run the programme.

Trainer/Facilitator: The instructional requirement of each trainer/facilitator should be considered to ensure their availability as scheduled for the programme. Each trainer's slot should be based on their respective subject matter expertise. It is pertinent to note that the success or otherwise of any programme implementation depends largely on the competence and, impliedly, delivery capability of the trainers/facilitators; hence their selection should be

strictly done on subject matter competence in delivery technique to be sensitive to the needs of the trainees.

Training Evaluation: Evaluation is the last step in training implementation and this is done in four phases to determine the effectiveness in releasing the objective and by extension return on investment (ROI) in the programme. The four steps as adapted from Kirkpatrick's (1924) four-level framework of evaluation criteria are:

- i. **Reaction** – Trainees satisfaction level
- ii. **Learning** – Acquisition of key learning – knowledge, skills, attitudes and behaviour
- iii. **Behaviour** – Improvement from the training on behaviour on the job, and
- iv. **Results** – Achievement of business results by trainees as a result of the training intervention

6.1.25 CONCLUSION

In summary, an ideal training design content is expected to consist of action plan that will consciously bridge performance gaps established through TNA in the first instance in a sequence. What this chapter has been able to do is to basically explain the business justification for training design and to design effective programme content professionally through a simplified training road map. Approaches to training design were discussed along with the principles of adult learning. Ancillary supports such as the roles of an instructor/facilitator, methods of training, pre and post

training activities, establishment of internal faculty, training aid technology, curriculum development, and training implementation are discussed.

PRACTICE QUESTIONS

1. "A pertinent concern is that an Organisation should ensure that investment in training is supportive of its future development, short- and long-term goals and optimal returns on investment". Discuss.
2. How can you design an award-winning training content to turn a 'bleeding' edge organisation to a 'leading' edge profitable enterprise?
3. Write short notes on the following training imperatives:
 - i) Location
 - ii) Developing Internal Faculty
 - iii) Curriculum Development
 - iv) Training Implementation
4. State the training road map in developing a typical training programme.
5. What are the benefits of using 'SMART' approach in setting training objectives?

MULTIPLE CHOICE QUESTIONS

- 1. Which of the following is not a stage in the systematic training cycle?**
 - a. Evaluation
 - b. Assessing training needs
 - c. Planning the training
 - d. Job instruction on a one-to-one basis
- 2. The following are the benefits of giving the learner more decision-making opportunity with respect to learning task except.**
 - a. Promotes positive-attitude toward the subject matter
 - b. Results in students working more interactions among students
 - c. Encourage learners to share their personal history
 - d. Results in students working more consistently with lesser teacher intervention
- 3. is the process of providing training to persons who underwent training earlier in their job.**
 - a. retraining.
 - b. training.
 - c. internship training.
 - d. none of these

- 4. This model helps in determining and developing the favorable strategies, sequencing the content, and delivering media for the types of training objectives to be achieved.**
 - a. System model
 - b. Development model
 - c. Instructional system development model
 - d. Transition model

- 5. Formula and implementation of ideas take place at all levels of the Organisation in:**
 - a. Flat Organisation
 - b. Learning Organisations
 - c. Structured Organisations
 - d. Traditional Organisations

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CHAPTER SEVEN

PREPARATION OF TRAINING PROPOSAL

LEARNING OBJECTIVES

By the end of this chapter, students will be able to:

- i. Understand the significance of a Training Proposal;
- ii. Apply the process involved in preparing a 'sellable' proposal to a client;
- iii. Design an acceptable proposal format.

7.1.1 INTRODUCTION

A training proposal is a marketing and communication tool utilised by consultants to prospect for training programmes like any other service or product to existing or prospective clients. It is an expression of intent to assist an organisation deploy training intervention to bridge the identified performance gaps in the workforce.

Tajomawvo (2018) defined a proposal as a statement of interest. It is a document providing information about a given assignment or service and showing how that service will be carried out. In preparing the training proposal, the trainer has to ensure that the training programme is presented in very specific, clear and convincing terms. Needless to stress that the training proposal like any other selling document must be handled with utmost care (Ugorji, 2019).

To prepare a training proposal, the consultant must have been invited by the client to submit a proposal to address his/her needs. This is called solicited proposal, whereas, if a consultant decides to submit a proposal based on anticipated client's needs, this is an unsolicited proposal.

7.1.2 WHY TRAINING PROPOSAL?

Proposal basically for training serves the following business needs as enumerated by Ugorji (2019):

- I. An essential selling document content that reflects a structured problem-solving strategy to client's business challenges or new opportunities.
- II. Provides the basis for defining training assignment or engagement;
- III. Facilitates the discussion of the training programme;
- IV. Helps in eliciting input from other stakeholders and in making appropriate input/adjustments to their needs;
- V. Helps in articulating training programmes to management or other parties so as to facilitate training decisions;
- VI. Demonstrates the objectives and action plan for carrying out the training programme, resources required and cost of executing the programme;
- VII. Serves as a reference document once the proposal has been accepted and subsequently approved.

7.1.3 PROCESS OF PREPARING THE PROPOSAL

Below is the suggested step-by-step process for preparing a proposal:

- I. Initiative for preparing the proposal;
- II. Fact gathering;
- III. Consultation/involvement of other departments;
- IV. Designating of the training programme;
- V. Writing the proposal;
- VI. Presenting the proposal;
- VII. Review of the proposal;
- VIII. Decision making;
- IX. Communication on the proposal – approved or not approved.

7.1.4 SUGGESTED FORMAT FOR TRAINING PROPOSAL

Tajomawvo (2018) recommends that an effective training proposal as adopted by Ugorji (2019) should consist of the following sub-headings:

INTRODUCTION

This may include:

- i. information on the organisation, training policy, practices or development in the organisation that are related to the desired training;
- ii. initiative for the training proposal or the department or manager who has made the request for the proposal;
- iii. justification for the proposed training programme;

The client Organisation

For most consultancy proposals, this is necessary, perhaps optional in the training department's proposals. The information presented in this section usually includes:

- iv. when established
- v. ownership status
- vi. scope of operations
- vii. number and types of employees
- viii. products and services
- ix. market prospects/industry placing
- x. growth profile.

Rationale for the training

This may be presented as part of the introduction. Where emphasis has to be placed on specific problems facing the organisation e.g.

- xi. what problem(s) are being solved by the training;
- xii. where are the problems located (individuals, organisational structure, lack of motivation, environment);
- xiii. which are priority problems?
- xiv. which of the problems will the training cover?

Objectives of the training

- a. may present general and specific objectives;
- b. objectives should be related to the terms of reference;
- c. indicate what the trainees will be able to do after the training;
- d. objectives should be:
 - specific and clear
 - measurable
 - attainable within the time frame and should take the available resources into consideration.

Contents of the training

This is quite technical and should flow from the objectives of the training. The content should contain what participants are expected to understand from the stated objectives.

- a. Programme should not be overcrowded;
- b. Contents should match the background of the participants;
- c. Contents should have a logical sequence.

Training methods

- a. Choose adult learning methods (participatory methods);
- b. Use more of doing (hand-on techniques).

Too often, people state their willingness to use participatory methods but end up giving lectures.

Participants expected

- a. Should be well identified for each training programme;
- b. Objectives, contents and training method should match;
- c. The background of the trainer;
- d. Participants should have some form of homogenous characteristics;
- e. The ideal number of number of participants in a training programme is between 20 and 30.

Resource person (Faculty)

- a. Some will be within, some from other departments;
- b. Some will be drawn from outside the organization;
- c. Insist on knowledge of the subject, experience and ability to communicate (this is often not the case; a trainer is compelled to use available resource persons in the organisation).

Date and duration

These would depend on the operations of the Organisation. The dates and duration decided on should entail a minimum disruption to the operations of the Organisation.

Venue of the training programme

A suitable lecture hall is the one that:

- a. Has space for the trainees;
- b. Allows for free movement and breaking up of trainees into smaller groups;
- c. Ensures minimum interruptions and noise.

Training is sometimes better within the Organisation, more than outside the organisation. Often the trainer has to work within organisational constraints and may not have the required facilities.

Fees and discounts etc.

Responsibilities of Client and Consultant Pledge

It is expedient for all training proposals to have the format provided above, so as to serve as a good guide for training.

7.1.5 CONCLUSION

In conclusion, this chapter has been able to provide basic knowledge and concepts of training proposal structured content to sell a marketable training project to real prospecting clients. It has provided necessary guides on how prepare an acceptable content that can appeal to target audience's decision to engage a training consulting firm to offer services or intervention that can effectively address their business needs that enhance their leading or competitive edge on capability building, processes and procedure improvement for better performance and business sustainability.

PRACTICE QUESTIONS –

1. "In view of high competition in the market place, a professional Trainer or Training Consulting outfit requires the utilisation of marketable proposal to win prospects ". To do: List and discuss in detail the elements of a sellable proposal.
2. Discuss the major determinants of a good proposal.
3. Why training proposal is necessary in the marketing of a training programme?
4. Highlight the basic process of preparing a training programme.
5. Training proposal can make or mar business prospects. Discuss.

MULTIPLE CHOICE QUESTIONS

1. _____ is a document of statement of interest that outlines the approach and cost of carrying out an employee training program.

- a. Training Budget
 - b. Training Planning**
 - c. Training Proposals
 - d. Training stages
2. is a systematic and detailed analysis of jobs to identify job contents, the knowledge, skills and aptitudes required and the work behaviour.
- a. task analysis.
 - b. man power.
 - c. organisational analysis.
 - d. none of these.
3. _____ Accelerates training plan creation and serve as a valuable marketing tool.
- a. Training Budget
 - b. Training Proposals
 - c. Training stages
 - d. Training Planning
4. involves a study of the entire organisation in terms of its objective, human resources, resource allocation, utilisation growth potential and its environment.
- a. task analysis.
 - b. manpower.
 - c. organisational analysis.
 - d. all of these
5. Which one of the following is not a step in preparing a training proposal
- a. Writing the proposal
 - b. Presenting the proposal
 - c. Review of the proposal
 - d. Monitoring and Evaluation

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CHAPTER EIGHT

PREPARATION OF TRAINING BUDGET

LEARNING OBJECTIVES

By the end of this chapter, the students will be able to:

- i. Demonstrate the knowledge of training budget framework;
- ii. Examine the factors of variance principles in budget administration;
- iii. Examine the rationale and practice of training and budgeting in both the private and public sectors of the economy;
- iv. Review the tools and techniques of planning and budgeting in the private and public sectors of the economy.

8.1.1 INTRODUCTION

Budgeting is a planning tool Organisation use to plan the financials in terms of expected spends and revenue to generate over twelve calendar months that make a financial year (FY) to determine and forecast the bottom or profitability anticipated to achieve within an operating year. It is the standard practice to design an all-encompassing annual business plan (ABP) that covers all elements of operations across the departments or business units. Costing elements of ABP therefore is translated into financials or budget.

A good example is training budget which will be a function of organisation strategic direction. Training budget in a multi-national company is handled by the Learning Centre or Training Department under the Human Resource Department or Division. Training Budget is an integral part of the department's and impliedly, company-wide consolidated budget.

In most cases the Learning Department interfaces with the Heads of Department to identify and collate training programmes based on the Training Needs for individual, Department or organisation. A structured organisation budgets for all gamut of operations.

A budget is an organisational activity-based plan stated in monetary terms. The process of making the list of planned expenses and revenues is called budgeting. Elegbesumu (2018) also defines budget as a financial or quantitative expression of a plan of action prepared and approved prior to a defined period of time. It covers the policy to be pursued during the plan period for the purpose of attaining the given objectives.

TYPES OF BUDGETS

Budget is divided into two parts:

1. **Operating budget:** includes overhead cost, running expenses - salaries & wages costs for the professional training staff and expenditures for supplies, operating expenses and other direct and indirect cost otherwise known as (OPEX).

2. **Capital budget:** This includes major items like training equipment, facilities, building renewal and repairs (RR) etc. It is processed for approval as Capital Expenditure (CAPEX).

Some principles and practical rules of budgeting:

In preparing the training budget, the following principles are useful guidelines:

- I. Expenses must always be charged to the department or activity incurring the expenditures.
- II. Every item of expense in the business must be under someone's direct control.
- III. Managers responsible for operating a budget should be part of budgeting process
- IV. No one should be held responsible for expenditures over which he or she has no control.
- V. Unused funds budgeted for expenses may not be carried over from one year's budget to the next
- VI. Unused capital-budget funds may not be transferred into operating expenses or vice versa.
- VII. All individual expenditures must be approved by the appropriate levels of responsibility.

8.1.2 FEATURES OF A TRAINING BUDGET IN THE PRIVATE AND PUBLIC SECTORS

- I. Annual Business Plan (ABP) or Annual Work Plan (AWP) or Action Plan;
- II. Training Objectives;
- III. Training functions/activities;
- IV. Key performance indicators;
- V. Accountability;
- VI. Budget discipline and control.

8.1.3 TRAINING EXPENSE HEADS

A breakdown of the expenses charged to a training activity:

- I. Total salary costs
- II. Total departmental costs
- III. Supplies
- IV. Travel
- V. Postage
- VI. Total costs versus last financial year (FY)
- VII. Total manning and emoluments

8.1.4 CLASSIFICATION OF TRAINING STRUCTURE

Major training programmes featuring in any budget preparation covers 3 basic items, viz:

- A. **Management Training programmes** – Supervisory, management and soft skills-focused programmes;
- B. **Technical Training programmes** – Function-specific programme to improve operation efficiency e.g., engineering, accounting, supply chain, sales and marketing.
- C. **Leadership / Generic programmes** – Organisational development, change management, core values and cultural re-orientation.

8.1.5 FACTORS INFLUENCING THE PREPARATION OF TRAINING BUDGET STRUCTURE AND CONTROL

Potts (1998) suggests a checklist in preparing a budget cost centres allocation to provide focus and control. He advised that only by having sufficient number of individually defined cost headings can training spend be adequately targeted and measured.

THE CHECKLIST

These might include:

- I. line department/business unit 'budgets'
- II. 'corporate' budgets – these might be such as management development programmes, which are corporate as opposed to departmental.
- III. training staff costs;
- IV. training delivery costs – course fees to trainers;
- V. supplementary costs, e.g. attendance expenses;
- VI. sub-cost centres by training need group, e.g. accountants, sales etc.
- VII. cost of special programmes, Government programme involvements such as youth training
- VIII. statutory payments and subscriptions to Government and professional Institutes e.g. ITF remittance, CIPM/NITAD corporate membership subscriptions etc.

8.1.6 VARIANCE CONCEPT

Budget is a planning tool that is expected to be relatively stable but may change due to either unforeseen circumstances at the preparation stage or lack of discipline and control to spend as planned. The difference in the budget, below or above/negative or positive (+/-) is referred to as variance i.e. Budget against Actual spend. Many organisations demand budget discipline in administering their budgeted cost centres. Part of the control put in place is variance analysis explanation/report by the top management.

8.1.17 FORMAT FOR VARIANCE ANALYSIS/EXPLANATION

Below is the way to calculate the training budget variance

Positive Variance:

The sum of N50m was approved as the training budget for the 2011 financial year (FY) at ABC Oil and Gas Ltd. The Training Department budget year to date (YTD) as at end of December 2011 was N45m.

Variance is calculated thus:

Budget	Actual	Variance	Variance%
N50m	N45m	N15m	30

Interpretation:

The above hypothetical scenario reflects that the department spent less by N15m which translates to a positive variance of 30%.

Possible Explanation

The sum of N10m meant for training abroad was not spent as the event did not take place;
N3m earmarked for purchasing new equipment was not spent as the price has gone beyond the expected purchasing price;
N6m for repairs and renewal of training equipment was prudently managed as only N4m was spent and N2m saved in this account heading.

POINTS TO NOTE ON BUDGET ADMINISTRATION:

- i. Positive variance may not be acceptable all the time as some interpret it as penny-wise pound-foolish approach. Positive variance is not meant to be achieved at all cost as it does not mean a positive development at all times.
- ii. Overspending which translate to negative variance may be justified with approval for the following reasons:

If extra spending is a wise investment with multiplier value adding effects.

If spending now will be cost effective than procrastinating.

8.1.8 RATIONALE FOR CONTROL MEASURE

- I. To prevent waste arising from unbudgeted expenses.
- II. To aid right priority setting for value adding activities.
- III. To examine whether the cause for variances is value adding or otherwise.
- IV. To make planning adequate – reduce top line expenses and increase bottom line.
- V. To support the planning strategy to achieve the desired goals.

8.1.9 BENEFITS OF A TRAINING BUDGET

- I. Prudent allocation of scarce resources;
- II. It is a management strategy for target setting, planning and business decision-making;
- III. A sort of check and balance instrument as stated in the organisation chart of authority in granting authority to spend;
- IV. It is a communication tool and feedback mechanism;
- V. It is an evaluation, monitoring and coordination tool to achieve operation efficiency and effectiveness.

8.1.10 CONCLUSION

This chapter explains the budgeting process. Specifically, how to manage and control the training function efficiently so that the department can contribute productively to the organisation success. Budget is a planning tool that combine various training activities with financial or cost implication within a period of one year. It is also a tracking tool and measure useful to manage and plan

learning, training and development activities with main focus on effectiveness and efficiency that can contribute to both financial and developmental growth of the business.

PRACTICE QUESTION

1). “If you don’t know where you are going any road will lead you there” Spencer Alice in wonder land

Required:

1. Highlight the essence of training budget in both the public and private sectors of the economy;
2. “Positive training budget variance may be unhealthy to business goals.” Discuss.
3. Enumerate and explain the key elements that influence the training budget proposal.
4. Explain the impact of an efficient budgeting to a successful training implementation.
5. Prepare a budget check list that has cost implication to guide adequate planning of a management retreat session.
6. Budget is a planning tool, and supports the claim that if you fail to plan, you are planning to fail. Discuss.

MULTIPLE CHOICE QUESTIONS

- 1. A Training budget is a plan of action expressed in...**
 - a. financial terms
 - b. non-financial terms
 - c. both
 - d. subjective matter
- 2. Which of the following is not a feature of a training budget**
 - a. Action Plan;
 - b. Training outcome;
 - c. Key performance indicators;
 - d. Accountability
- 3. Budget is prepared for a...**
 - a. indefinite period
 - b. definite period
 - c. period of one year
 - d. six months
- 4. The success of budgetary control system depends upon the willing cooperation of...**
 - a. shareholders
 - b. management
 - c. creditors

d. all the functional areas of management

5. Research and Development budget and Capital expenditure budget are examples of

a. short-term budget

b. current budget

c. long-term budget

d. none of the above

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CHAPTER NINE

ELECTRONIC LEARNING AND COMPUTER BASED TRAINING (CBT)

LEARNING OBJECTIVES

By the end of this chapter, the students will be able to:

- i. Demonstrate the appreciation of the framework of electronic learning programme content;
- ii. Examine the potential features of e-learning technique;
- iii. State advantages of e – learning method;
- iv. Describe the constraints of Computer Based Training (CBT);
- v. Explain the advantages of Computer-Based Training (CBT); and
- vi. Highlight and state the net worth of online learning platforms and techniques. Also incorporate the techniques of learning in body of the chapter.

9.1.1 ELECTRONIC LEARNING AND COMPUTER BASED TRAINING (CBT)

WHAT IS E-LEARNING?

Electronic-learning commonly referred to as e-learning, is defined by Pollard and Hillage (2001) as the “the delivery and administration of learning opportunities and support via computer, networked and web-based technology to help individual performance and development”.

HISTORY OF E-LEARNING

The term ‘e-learning’ first appeared in the US in the mid-1990s but became prominent in the late 1990s. According to Michael Armstrong (2016), like many HR practices, it was based on earlier developments such as computer-based training, supported online training, open or distance learning and informal e- learning is essentially web-based. Although it can include the use of distributed technology products (mainly CD-ROMs), which do not require the user’s computer to be networked. In its fully developed form, e-learning is a more comprehensive approach to learning than the earlier developments, especially when blended with other learning methods.

Armstrong (2016) identified three types of e-learning as:

- i. Self-paced e-learning when the learner is using technology but is not connected to instructors or other learners at the same time;
- ii. Live e-learning in which by the use of technology, the instructor and the learner are together at the same time but in different locations; and
- iii. Collaborative e-learning, which supports learning through the exchange and sharing of information and knowledge amongst learners by means of discussion forums, communities of practice, bulletin boards and chat rooms.

9.1.2 AIMS OF E-LEARNING

In the words of Pollard and Hillage (2001) the objective is to provide for learning that's 'just in time, just enough and just for you'. It enables learning to take place when it is most needed ('just in time' as distinct from 'just in case') and when it is most convenient. Learning can be provided in short segments or bites that focus on specific learning objectives. The method is 'learner-centric' in that it can be customised to suit an individual's learning needs - learner chooses different learning objects within an overall package.

9.1.3 E-LEARNING PROGRAMME CONTENT

The content should be constructed in accordance with the following pedagogic principles:

- I. Learners must be stimulated by the learning process;
- II. The programme and content should be seen to be intrinsically relevant; the method of presentation should be of graphics, animations, audio, interactive simulations, scenarios, case studies, projects, question and answer sessions and problem-solving activities where appropriate – the programme should not simply involve 'page turning'
- III. Learners must be encouraged to respond to stimuli and should be engaged in the learning process;
- IV. Learners should understand their learning goals, preferably working them out for themselves but with help where necessary;
- V. The programme should be constructed in incremental steps and presented in 'bite-sized chunks or modules, each with clear objectives and outcomes;
- VI. Learners should be able to plan their learning (self-paced);
- VII. Learners must be able to measure their own progress but should be given feedback as well;
- VIII. Learners should be encouraged to reflect on what they are learning by reference to their own experience.

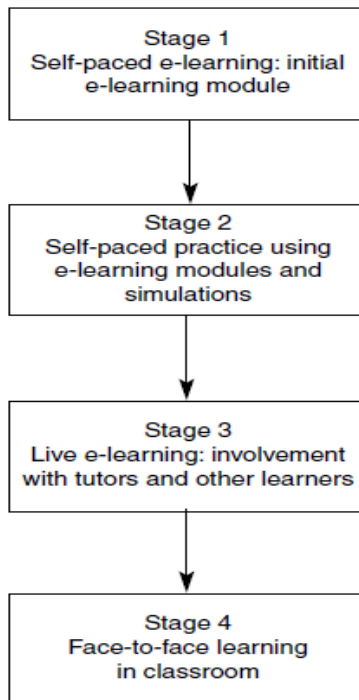
The content can be prepared with the help of authoring tools such as Macromedia (Authorware and Flash) [Michael Armstrong, 2016]

Delivery of e-learning

E-learning is delivered through websites and the intranet; CD-ROMs are also used extensively. Provision can be delivered through Power Point, video and audio clips, drag and drop questions, PDF files, links to websites, and web-enabled forums and learning communities.

Blended e-learning

In a sense, blended e-learning is balanced learning in that a balance needs to be struck between electronic learning, face-to-face learning and informal group learning through teams and communities of interest. An example of a blended programme is shown in figure 9.1 below:



A Blended Learning Programme Figure 7.1

Sourcd: Elkordy, A. 2016.

9.1.4 THE TECHNOLOGY OF E-LEARNING

According to Armstrong (2018), e-learning can offer up-to-date information to learners who are widely distributed geographically. Collaboration and the sharing of information between learners on one side and trainers and learners on the other side are possible but learners tend to work much of the time in isolation. The basic principle of e-learning is ‘connectivity’ – which is the process by which computers are networked, share information and connect people to people to interface in the learning process rather physical contact at defined venue and time. This is provided for hardware, software and connectivity components required to facilitate learning. In designing the e-learning system, consideration should be given to functionality i.e. what each part is expected to do to enhance connectivity that will drive the links for learning purpose.

E-learning Components:

Armstrong (2016) further identify the following e-learning landscape components:

The Learning Management System (LMS): - this provides users with access to various learning process that enable self-paced e-learning to take place. It can also help with administration, including curriculum management, and publishing

The Learning Content Management System (LCMS): this provides an authoring system for course or programme preparation, a collection of learning objects or modules (sometimes called a

repository), and a means of sending a completed course to a delivery system (sometimes called a delivery interface).

Learning Portals: These are access points to learning information and services that enable learners to locate content.

The e-learning Process

The e-learning process comprises first, defining the system, encouraging access, advising and supporting individual users/learners and encouraging and facilitating the creation of learning communities to link for knowledge sharing- learning purpose. It focuses on the learner basically. E-learning provides a means of satisfying individual peculiar learning needs. But individual learning may be supplemented by participation in learning groups.

The emphasis is on self-paced learning- learners control the rate at which they learn, although they may be given targets for completion and necessary guidance from instructors on how they should learn.

However, while self- directed learning is encouraged and allowed the impact of e-learning is strongly influenced by how well support is provided of the technology that counts. The quality of the content is important; however, it will be enhanced by support from tutors or ‘e-moderators’ (Armstrong, 2016). He further pointedly remarked that the latter as described by Salmon (2001) preside over the activities of a learning group in ‘knowledge exchange forums’, arranging contributions and information sharing and providing guidance and comments as appropriate.

9.1.5 POTENTIAL FEATURES OF E-LEARNING

These features include collaboration and sharing links to resources, learner control, delivery, and administration. It is important to note that not all these features are incorporated into online learning methods

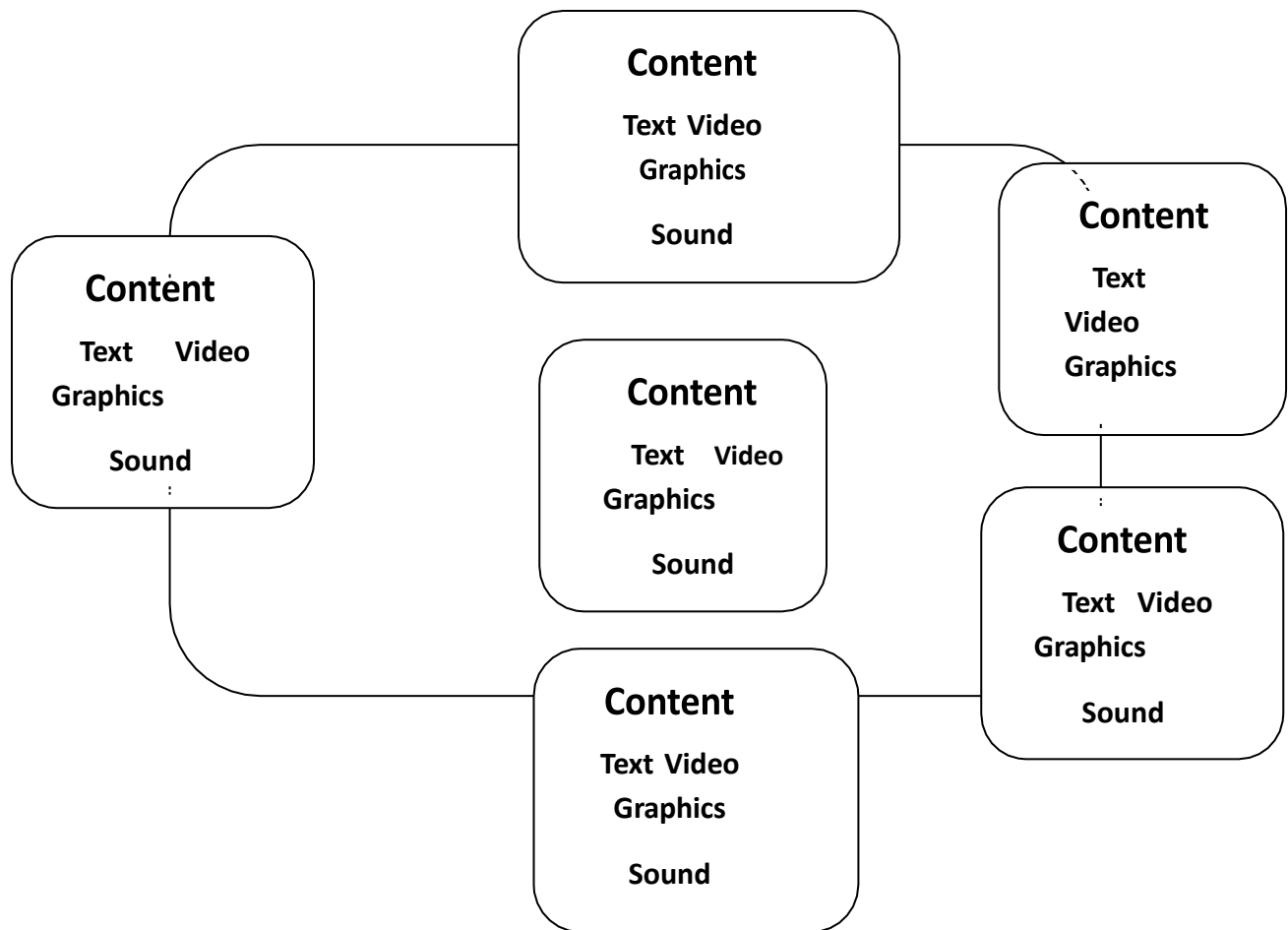


Figure 9.2 Source: Raymond Noe (2018)

These features of online learning give it potential advantages over other training methods. The advantages of e-learning are stated hereunder as highlighted by Beer (2000):

ADVANTAGES OF E-LEARNING

- i. It supports the company's business strategy and objectives.
- ii. It is accessible at any time and any place.
- iii. The audience can include employees and managers as well as vendors, customers and clients.
- iv. Training can be delivered to geographically dispersed employees through virtual learning platform.
- v. Training can be delivered faster and to more employees in a shorter period of time.
- vi. Updating of training data and activities is easy.
- vii. Practice, feedback, objectives, assessment and other positive features of a learning environment can be built into the programme.
- viii. Learning is enhanced through the use of multiple media (sound, text, video, and graphics) and trainee interaction.

- ix. Paperwork related to training management (enrolment, assessment etc.) can be eliminated.
- x. It can link learners to other content, experts and peers.

9.1.6 DEFINITION OF COMPUTER-BASED TRAINING (CBT)

CBT is a process of using the computer to effectively and accurately perform the training functions of an organisation by the trainers. It also encapsulates Computer Aided Learning (CAL) as its subset and finally explains training through Networking such as Local Area Network (LAN); Wide Area Network (WAN) and the internet.

FOR WHOM:

- a. Capability Development Managers
- b. Competency Development Managers
- c. Human Resource Development (HRD) practitioners
- d. Training and Development Managers
- e. Researchers
- f. Management Consultants
- g. Lovers of education, growth and advancement.

NET WORTH OF COMPUTER-BASED TRAINING

- I. Faster learning
- II. Reduction in Training cost
- III. Consistency of Information given during training/learning
- IV. Simplification of the Training Manager's tasks
- V. Improvement in the quality of learning because content retention by learners is 25% - 50% higher than through the traditional 1 to 1 or 1 to many teachings' method.
- VI. Effective implementation of a Training and Development Plan for an Association.

9.1.7 SOME STRATEGIES FOR TRAINING MANAGERS

- I. Formal Doggedness: sending formal promptings on the need to embrace CBT through memos, minutes, reports etc. They should not relent on their efforts in this regard.
- II. Knowing how to manage your boss – A book written by Raymond Monbiot on how to manage your boss is relevant in this regard. Once Managers know the likes and dislikes of their bosses, more often than not, they get along well with them and achieve results in their respective functions and departments. This means that their vision in the area of training and staff development becomes a *fait accompli*

CONSTRAINTS

- I. Lack or shortage of Funds
- II. Unstable power supply
- III. Resistance to change
- IV. Fear of job displacement

- V. High level of illiteracy
- VI. Low level of top management commitment.

9.1.8 CONCLUSION

E-learning and CBT were extensively discussed in this chapter. Different training models were highlighted such as reinforcement factors, information processing, social learning and transfer of learning. The public sector should take a cue from the private sector's success story so that there will be a balance in the production of highly competent workforce with the aid of modern technology.

PRACTICE QUESTIONS

1). "E- learning is just a mere fad and will definitely soon fade away in view of the fact that it constitutes a blocker to older generations' effective learning.

Required:

Enumerate and explain with evidences, the advantages of e-learning technique as justifications for generations across the divides to embrace it, as something that has come to stay;

1. Highlight the potential features of e-learning;
2. Prepare an acceptable business justification to your top management team at their next quarterly meeting in your efforts to upgrade your learning, training and development practice in the company to a world class standard.
3. Explain the framework of a blended e-learning approach
4. With good illustration, list and discuss the challenges of adopting e-learning in your organisation.
5. Identify and give an expository explanation on the component of the –e- learning 'landscape'
6. "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn." Discuss.

To do with:

- I. State and discuss the principles of learning.
 - II. What are the motivating factors to learning in the modern workplace?
7. State the likely challenges that may hinder the effective implementation of Computer-Based Training (CBT) in Nigeria.

1. The critical skill in e-learning is

- a. The ability to efficiently read and interpret instructions.
- b. The ability to chatting.
- c. The ability to interpret data
- d. The ability to browsing.

2. E-Learning is flexible it

- a. E-learning can be accessed in anyplace.
- b. E-learning can be accessed by anyone.
- c. E-learning can be accessed without a lot of rules.
- d. Learning can take place anytime and anywhere, as long as the necessary equipment is accessible.

3. What specifically is E-learning good for?

- a. Managing Interactive self-study and tutorials.
- b. Reduce learning time.
- c. Increase the consultation time.
- d. Enhances learning activities

4. What are Collaboration tools?

- a. Collaboration tools are a process that two or more learners communicate to works and learn together.
- b. Collaboration tools are devices that enable communication between learners and instructors only.
- c. Collaboration tools are devices that enable communication.
- d. Collaboration tools are devices that enable communication by two or more learners to make communication works and learn together.

5. Web whiteboarding allows a user to do the following, except:

- a. Enable both teachers and students to work in real-time.
- b. Emulates writing or drawing on a blackboard.
- c. Add audio.
- d. Contents can be saved for future presentations.

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CHAPTER TEN

VARIOUS TRAINING METHODS/TECHNIQUES

LEARNING OBJECTIVES

By the end of the Chapter, learners are expected:

- i. Describe the concepts of Case study and Scenario Learning Correctly,
- ii. Identify the key elements of Scenario building that aid learning,
- iii. Enumerate the benefits of both mentoring and coaching training techniques,
- iv. Differentiate between andragogy and pedagogy principles.

10.1.1 INTRODUCTION

Hands-on methods are training methods that require the trainee to be actively involved in learning. These methods include case study, scenario learning, on- the-job-training (OJT), simulations, business games, role plays and behaviour modelling. These methods are ideal for developing specific skills, understanding how skills and behaviours can be transferred to the job, experiencing all aspects of completing a task, or dealing with interpersonal issues that arise on the job.

10.1.2 TRAINING METHODS AND TECHNIQUES

It is important to note that there are two broad types of training methods.

1. Training design method
2. Training delivery method

Training design includes the preparation of written training objectives to meet either on-the-job or off-the-job training needs. Training delivery method includes seminars, fora, conferences that are carefully selected in order to achieve the objectives of the training programme.

In conclusion, objectives used in these occasions are virtually indistinguishable from validation and evaluation measures, as these are intended to check the satisfaction of the objectives compared to the learning received by the participants.

ON-THE JOB AND OFF-THE-JOB TRAINING MECHANISM/STRATEGY RECOMMENDED TECHNIQUES/METHODS GROUP TRAINING

- I. Lectures/presentations
- II. Courses/workshops/seminars
- III. Peer study groups
- IV. Action learning sets
- V. Focus groups
- VI. Discussion groups
- VII. Guided practical activities and exercise

ON-THE JOB DEVELOPMENT

- i. Coaching interventions
- ii. ‘Sitting by Nelly’ – sitting by experienced trainer and observes to learn how to do the tasks
- iii. Mentor support
- iv. Supervised practice
- v. Properly briefed delegation
- vi. One-to-one instruction
- vii. Workplace practice and experimentation
- viii. Tasks and projects
- ix. Personal development plans and management feedback.

SELF- STUDY

- i. Distance learning/open learning courses.
- ii. Self-study material, e.g. CD-ROMS
- iii. Planned reading/research
- iv. Individual written activities and exercises
- v. Video and interactive video
- vi. Intranet or internet
- vii. Practical experience linked to learning logs.

CASE STUDY

A case study is a description about how employees or organisation dealt with a difficult situation. Trainees are required to analyze and critique the actions taken, indicating the appropriate actions and suggesting what might have been done differently. A major assumption of the case study approach is that employees are most likely to recall and use knowledge and skills if they learn through a process of discovery.

Sola Fajana (2016) further describes a case as a set of circumstances or conditions or a state of affairs. It comprises of a real-life or hypothetical story or incidents and a set of questions that follows. The key issues are to be analysed for practical solutions or decisions.

Cases maybe especially appropriate for developing higher order intellectual skills such as analysis, synthesis, and evaluation. These skills are often required by managers and other professional employees. Cases also help the trainees develop the willingness to take risks given uncertain outcomes, based their analysis of the situation.

To use cases effectively, the learning environment must give trainees the opportunity to prepare and discuss their case analyses. Also, face-to-face or electronic communication among trainees must be arranged, because trainee involvement is critical for the effectiveness of the case method, learners must be willing and able to analyse the case and then communicate and defend their positions. The process below presents the flow used for case development. The steps are as follow:

Step One – This step identifies a problem or situation. It is important to consider if the story is related to the instructional objectives, that it will provoke a discussion, inform decision making,

can be shared in a reasonable time period, and be applicable to the situations that trainees may face. Information on the problem or situation must also be readily accessible.

Step Two – This step is to research documents, interview participants, and obtain data that provide the details of the case.

Step Three – Outline the story and link the details and exhibits to relevant points in the story

Step Four – The media used to present the case should be determined. At this point in case development, the trainer should consider how the case exercise will be conducted. This may involve determining if trainees will work individually or in teams and how trainees will report result of their analyses.

Step Five – Finally, the actual case materials need to be prepared. This includes assembling exhibits (i.e. figures, tables, articles, job descriptions, etc.), writing the story, preparing questions to guide trainees' analyse and writing an interesting, attention-getting case opening that attracts trainees' attention and provides a quick orientation to the case.

10.1.3 PROCESS FOR CASE DEVELOPMENT

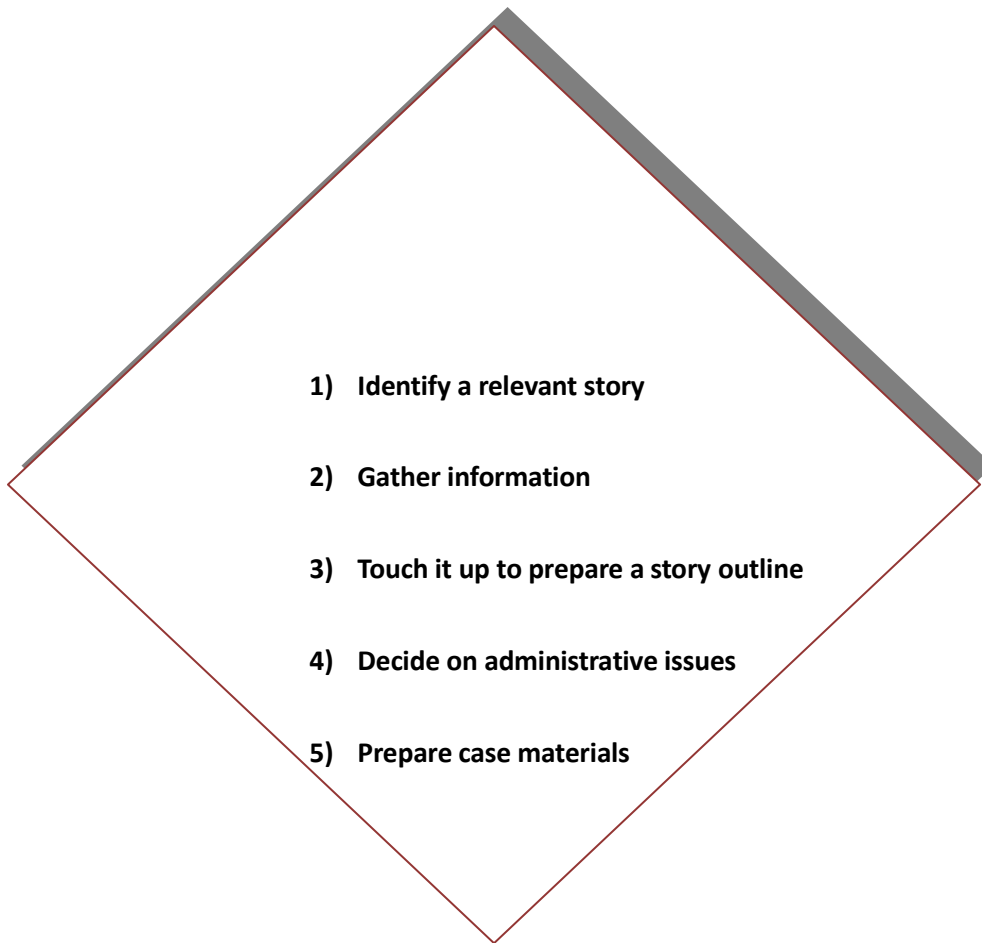


Figure 10.1

Source – Azeez, Ola (2015)

10.1.4 PRE-EXISTING CASE

There are a number of available sources of pre-existing cases. A major advantage of pre-existing cases is that they are already developed. A disadvantage is that the case may not actually relate to the work situation or problem that the trainee will encounter. It is especially important to review pre-existing cases to determine how meaningful they will be to the trainee. Pre-existing cases on a wide variety of problems in business management (e.g. human resource management, operations, marketing, and advertising) are available from Harvard Business School and various other local sources.

10.1.5 SCENARIO LEARNING

The world that people live and work in, is complex. The behaviours and skills required to solve a simple problem are always multi-dimensional. And yet much, or indeed most, training developed and executed in corporate training programmes are linear in nature. This mismatch between the real world and the training world makes it a certainty that organisations are wasting their training fund.

Wilt (2019) notes with enthusiasm that Scenario-Based Training (SBT), which has become industry standard in advanced countries, uses a script of real-world experience to training objectives. Scenarios are powerful training tools precisely because the future is unpredictable. It is therefore the way of the future.

The elements of a training programme that help adults to learn include the following scenario-based technique:

- I. Being engaged in the development of the training programme.
- II. Repetition to aid processing short term memory into long term memory.
- III. Making connection between the learning and items already in long term memory to aid processing items being learnt from short term memory into long term memory.
- IV. Making training immediately of use to get high levels of acceptance.
- V. Making training experiential allowing for periods of reflection.

The scenario-based training is much more reflective of how we learn in life. We make mistake after mistake and find our own patterns of action and reaction and make better judgments as we gain more experience. We become wise and can anticipate reactions to stimuli and act with that in mind. Scenario based training has much to recommend to corporate training. The most obvious opportunity for scenario-based training in corporate life is structured on- the-job training.

A combination of classroom drilling on skills and structured long-term projects utilizing cross functional teams over say, twelve months, to practice the skills, delivers benefits to the Organisation and reinforces the skills learnt in the classroom. Smaller projects, combined with classroom training, will significantly improve learning retention and application.

E- learning and board games where participants are thrust into life-like scenarios using video and audio that require them to make real life decisions and take real life risks without much preparation is a great way to cheaply get the benefits of scenario-based training.

Learning on reflection before plunging into the next scenario helps to build the patterns in the participants' minds that are the evidence that they have learnt.

Quizzes based on scenarios with a "What would you do next?" question builds quick and interesting repetitions into the training programme, helping transfer from short term memory to long term memory.

Incorporating scenario-based training into learning programmes will benefit a wide range of topics, including, for example:

- a. Customer service
- b. Negotiating
- c. Business to business marketing and sales.

10.1.6 BENEFITS OF SCENARIO LEARNING

- I. Scenario development helps to focus the organisation on consequences and key decisions.
- II. Policy development in practice situations brings out practical issues that are often missed in purely analytical methods
- III. Training with scenarios creates an atmosphere far more conducive to learning than lectures, video tapes and other widely used methods- it also provides documented, measurable results.
- IV. Scenario-based exercises engage the participants in an enjoyable and fruitful experience that stimulates thinking about results.
- V. Strategic scenarios provide an active learning experience with proven effectiveness.
- VI. Results are easily documented and reported while key learning points from varied scenarios are updated and tuned to the situational needs.
- VII. Scenario based training allows learning and development professionals to fill in the gaps between the cracks left by linear method of learning.
- VIII. Moreover, developing the scenarios by discussing what real life is like with the participants lock in their commitment.
- IX. Scenario based training is more fun; people learn more when they are having fun and it teaches people to learn from their mistakes, which is not a bad thing (Dwyer, 2017)

10.1.7 TRAINING APPROACHES

There are many training methods and techniques that are used to impart learning. Below are the brief descriptions of various approaches, in addition to those listed above:

1. **FORUMS (FORA):** It is a gathering of people to encourage knowledge, experience and ideas sharing on a chosen topic, theme or subject-matter. This could involve a professional group, a conglomerate, banks, manufacturers and focus group (e.g. stakeholders). It could be a one-day duration.
2. **WORKSHOP:** This technique consists of a gathering of participants to carry out practical aspects of job improvement methods. It could also be a gathering of participants where the instructor teaches, uses practical skills and demonstrates with tools, equipment, videos and other means of technology. Workshops solve problems by presenting real life situations, proffering real life solutions. Workshops are more practice oriented than seminars. They lend themselves to skills acquisition than knowledge acquisition. The duration of the workshop is usually two to three days.
3. **A SEMINAR:** This is more theory based and geared towards problem solving in the classroom discussions where speakers are invited to talk on thematic issues and a moderator summarizes the key points of each speaker. Whilst a workshop is more pragmatic in that it examines the practicality of issues and ideas, a seminar is academic.
4. **CONFERENCE:** It is a gathering of people usually of the same professional calling held to address a specific theme which is of importance to the profession and, or nation. Usually, on an annual basis, the conference theme changes and addresses new improvement

opportunities and how development and challenges in the profession could be sustained and overcome respectively. The subject matter experts are invited to lead the discussions on various topics or sub themes. The conference event which is usually carefully organized by the various professional institutes could be between 3 to 4 days.

5. **VESTIBULE TRAINING:** It is also called a semi-classroom training involving an instructor and students. The vestibule idea is that the training is done at a connecting room/chamber to the factory or workshop. A good example is Nigerian Bottling Company PLC (Coca cola) Technical Training Centre, where OND graduates are taken through 3 years intensive technician curriculum programme and deployed to production lines on successful completion at various Plants across the country.
6. **A LECTURETTE** is used when the main issues to be discussed bother on exercises and games. Exercises challenge the intellect and give more meaning to lectures or discussions when used as a training method. A lecturette is a very short lecture.
7. **IN-HOUSE TRAINING:** Training done within the Organisation. The Resource Persons/Facilitators/Trainers/Lecturers are usually Managers or top Officers otherwise known as internal faculty within the organisation and everything about in-house training is localised within the organisation for the benefit of the employees in the organisation.
8. **ON-THE JOB-TRAINING (OJT):** This is training carried out by the company to bridge identified performance gaps of the employees. It is done monthly in- house during working hours and in the company premises.
9. **OFF-THE JOB-TRAINING:** This is a training which takes the trainees away from the office. She/he does the training in a different venue not in the office to allow for more concentration.
10. **DISCUSSION SESSIONS:** allow trainees to present their different shades of opinions on a singular topic / issue and from the contributions, rich experiences are shared and possibly new or improved solutions emerge to address identified issues.
11. **COURSE:** This method is a collection of topics prepared and delivered to a group of participants by different Instructors on different subjects but on the same broad theme. A 3-day course on LEADERSHIP PIPELINE or A 10-DAY COURSE ON TALENT MANAGEMENT are good examples of courses. The essence is to improve the knowledge, skills and attitudes of trainees so that on return to the workplace, job performance can be improved.
12. **IN-PLANT TRAINING:** This is training done by selected Trainees in the company or in the plant. This is usually done for the plant employees alone, not for others from other locations of the company. It is a plant-specific training programme which is designed to address the problems or challenges peculiar to that unit of the organisation. The programme may be managerial, technical or generic in nature and duration may vary from 2 to 5 days.
13. **IN-SERVICE TRAINING:** The training is usually for a longer period of time. It is usually for educational purposes, to bring about job improvement for the trainee and sometimes may address career development issues for the employees. A degree/polytechnic course could take a period up to four (4) years or two (2) years. Most times, long duration in-service courses attract bonding of the employee for a period of one year of study leave with pay. In-service training comes with the formal permission of the training agency upon application and necessary management approval.
14. **SYNDICATION/GROUP ASSIGNMENT:** During training, participants are organised into 3-5 groups to peruse, review, analyse and proffer solutions to a given problem. Each

syndicate/group now presents their findings and results to the whole class; informed conclusive decisions are agreed by the entire class.

15. **ROLE-PLAY/SIMULATION:** This is a method where all the actors take on roles and act them out even though they were not normally used to such roles. This is to bring out the learning points for real life application.
16. **EXERCISES:** Participants and learners are exposed to practical demonstrations or quizzes on subjects they have been taught. The exercises could be to construct the tower of Baballoon with input or materials and instructions provided to them. This method sharpens and broadens the thinking ability and minds of the participants involved.
17. **CASE STUDY:** Some could be real; others are learning situations. When cases are presented, the intention is for the learner to take a cue from the pitfalls in the case so that they don't become victims too when faced with similar real-life situations.
18. **MANAGEMENT GAME:** Different games with WHOT playing cards or normal playing cards, Dominos and strategic winning games are developed to teach how to win in different management situations. Some of the games are practical, e.g., throwing of rings, squares, triangles.
19. **IN-BASKET /IN TRAY:** In-coming letters and other mails are put in a tray or basket and participants are given a very short time to sort the mails in order of importance and priority. For example, 15 minutes – 30 minutes could be given to sort 100 mails.

10.1.8 MENTORING

Mentoring is a workplace practice in which an experienced manager supervises, guides and supports selected junior employees with the intent to assist them develop on the job through a meaningful relationship between the mentor (senior manager) and mentee or protégé (the junior employee) so as to develop the latter and harness their potential to the uppermost of their capability (Azeez, Ola, 2014).

Fajana (2016) defines mentoring as “the process of using especially selected and trained individuals to provide care and advice that will help to develop the careers of other employees who have been allocated “. Usually, a mentor is a senior or management staff called mentor who is saddled with the responsibility of supporting the new or junior ones, referred to as protégé or mentee to enable them harness their potential to the fullest and become what they are capable of becoming in the workplace. The mentors may be chosen from among the key managers who need not necessarily be high flyers but have what it takes (maturity, experience, composure and patience) to inspire others to grow.

Mentoring can be considered a broader version of coaching usually introduced for the training and development of new entrants to the organisation or unit. The traditional approach to a new entrant is frequently a “GAFO” one, that is, “Go And Find Out”. Mentoring formalises this approach and gives the newcomers needed support in their early discovery period. It is pertinent to stress it at this juncture that a direct manager or boss cannot be his or her subordinates' mentor. Otherwise, too much influence could lead to abuse. However, direct manager/boss can and in fact is paid to be a coach to the direct report.

Who mentors are?

The mentor will usually be an existing member of the organisation drawn from the ranks of senior managers, line managers, training practitioners and where relevant, experts or specialists.

Criteria for appropriate mentor according to Leslie Rae (1998) will include:

- I. A genuine interest in helping younger or less experienced people
- II. No jealousy of or fear for their own position
- III. A wide knowledge of learning approaches, but not necessarily training techniques
- IV. Ability to create empathy with the learner
- V. The backing of the organisation so that all necessary resources are available, as well as time to practise the mentoring effectively.

Mentor Attributes

Rae (1998) listed the following detailed list of attributes expected of a good mentor:

1. Relating to the organisation:

- a. He knows the organisation – products, hierarchy, vision, mission, plans and culture.
- b. Has a good appreciation of the job the learner is performing.
- c. Knows the organisation's career and progress structure.
- d. Is well respected and regarded personally throughout the organization.

2. Empathy and understanding:

- a. Demonstrates a genuine interest in developing others.
- b. Can relate to problems found by inexperienced people.
- c. Can relate problems found by inexperienced people.
- d. Wants people to learn and perform well.
- e. Willing to respond to learner's needs even at unstructured and sometimes inconvenient times.

3. Training skills

- a. Can organise a learning process.
- b. Can personally train, teach, instruct when necessary.
- c. Can communicate facts, information, feelings and views and emotion fully and accurately.
- d. Has an understanding of learning styles, barriers, and motivation.

4. Time

- a. Has been allocated time by the organisation to fulfil the demands and needs of the learner.
- b. Is a good personal time manager.
- c. Devotes the required time to the mentoring function.

Types of Mentoring

There are three main types of mentoring in the workplace: directive, non-directive and supportive. Each operates with different approaches as briefly described below:

1. Directive mentoring

This approach seems to be most effective when the protégé is completely new to work, to the organisation and, or to the job. It is also more frequently used for less senior posts in which the work is very well defined and structured and contains defined procedures and systems. A mentor needs a great deal of his time to guide, instruct and direct the process to minimise incidence error the mentee may likely commit due to inexperience or impatience.

2. Non-directive mentoring

This is the opposite of directive mentoring and requires the mentor to avoid over leading or directing while ensuring that the learner is aware of how to obtain information or help when required. An approach using non directive mentoring might be to let the learner know exactly what they are required to do, in general terms, and place the responsibility on the learner to progress their learning steadily. The role of a mentor in this context is to provide guidance and advice. This approach will be mostly useful with learners who have substantial experience in the organisation or industry and in self-directed learning

3. Supportive mentoring

The supportive mentoring is a compromise approach between the aforementioned other two and takes features from styles. The mentor in this context is available when needed and contacted by the learner but also take proactive action. This however, does not mean prescribing for the learner, but involves discussion, counselling, encouraging and agreeing courses of action.

What a mentor is not?

It is necessary to point out at this juncture, what a mentor is not, before highlighting what a mentor does. A mentor is not a godfather who “bulldozes” barriers in the way of a mentee or protégé to enable the latter achieve accelerated or meteoric career rise. Also, a line manager cannot assume a mentor’s role to his direct staff, however, he can be a coach, otherwise, the relationship will reduce to master-servant one. If a line manager possesses both positional authorities along with the power to a mentor it obviously makes him command absolute power and undue influence over the staff/mentee. After all, they say, power corrupts and absolute power corrupts absolutely.

The Roles of a mentor:

Sola Fajana (2016) identifies the following role a mentor owes his assigned employee/mentee:

- I. Guidance on how to acquire the necessary knowledge and skills to do a new job
- II. Advice on dealing with any administrative, technical or people problems that employees often encounter especially in the early stages of their career.
- III. Provision of information on the way things are done around here, (i.e., in the workplace), viz culture, core values and organisational behavior or management style
- IV. Coaching in specific skills, especially such management skills as leadership, communication and time management
- V. Help in tackling projects – not by doing it for the protégé but by pointing him in the right direction, in other words helping the protégé to help himself and
- VI. Being a parental or ‘big brother’ figure with whom the protégé can feel at ease with to discuss his aspirations and concerns and be sure of somebody always willing to listen to

his problem and make ready for ‘ a shoulder to lean on’

Ola Azeez (2014) identifies various all-inclusive net worth that are beneficial to all stakeholders in the mentoring process. The benefits accrued are most apparently to mentees more, in form of wise counselling/advice, guidance, access to valued contacts and networks, reassurance and ultimately a broader perspective that supports his developmental needs to optimally harness his full potentials.

Meanwhile, organisations also benefit through competent employees, lower turnover of regretted exit from valued talents. Also, mentoring programme encourages organisational learning and engender a stronger culture learning organisation.

Finally, mentors often benefit by enhancing interpersonal skills, and gaining insight into the workings of organisation and team dynamics. It is also gratifying, for the opportunity to contribute to others’ growth and impliedly organisation’s improved capacity.

Finally, it is important to note that corporate mentoring programme should be tailored towards organisation’s needs and utilise same to drive the capability building efforts to achieve a lasting legacy of competent individuals in the leadership pipeline.

10.1.9 COACHING

Introduction

Coaching is possibly one of the most significant approaches in developing people skills. It takes place in the work environment, controlled by a coach the learner knows well, and utilizes work situations, problems and project to impart skills.

Coaching as a process and skills development technique can be simply defined as the ability, skills and experience of people by giving them the opportunity of training and development at work, utilizing systematically planned and stretching tasks of real work as the learning opportunity.

Why Coaching?

Coaching is an effective training medium to develop people in the workplace. When an employee has a performance issue, coaching as an effective tool helps address the gap, helps to improve performance and deliver on result to succeed. However, coaching is not only limited to managing poor performance but also includes assisting others aspire, achieve and sustain excellent performance. Good coaching entails understanding the nature of work problems, the person involved and the current situations with a view to jointly mapping out strategy to proffer solution to work-related tasks.

It is a two-way communication between two committed people (coach and learner) who are committed people engaged in problem-solving task. (Azeez, 2014)

Who coaches?

- i. The manager must be the person responsible for coaching. This does not necessarily mean that it must be the manager only who does the coaching.

- ii. Managers are in the ideal position to focus their power on the development of their staff because:

This is an inescapable responsibility.

They are responsible for the type of work that can be used in the coaching process.

Local experts including junior staff with expertise should be made, under management overall control.

Coaching is for who?

People for coaching consideration will include:

- I. People who are not performing to the required standards
- II. People who have to perform a new job or range of jobs in their employment, either because of job rotation.
- III. Introduction of new work, technology, technique or tools]
- IV. People who have shown potential for development and or promotion
- V. Frustrated people.

The Benefits of Coaching

Organisations and individuals should be convinced of the value creating instance of coaching as highlighted by Leslie Rae (1998). The benefits of coaching include:

To the Organisation:

Organisation have a greater chance of success when their employees are efficient and effective, constructively managed, supervised and given the opportunity to develop. The benefits are:

- i. Improved employees' performance without high costs of time away from the job and courses.
- ii. The workforce becomes more flexible and skilled and potential is developed internally.
- iii. Improved working relationships with better communications and interactions.
- iv. A greater openness in the organization.
- v. Change processes become easier.
- vi. Costs of coaching are less than formal training.

Benefits to the Learner

- i. Increased skill, confidence, flexibility, and self-reliance.
- ii. Use of real tasks gives a feeling of greater involvement, commitment and job satisfaction.
- iii. Opportunities are given to grow at work, to become more experience and to obtain an insight into work at higher levels.
- iv. People develop into active learners who look for more developmental opportunities.

Benefits to the Coach:

- i. Coaching is a wider opportunity to use develop people's skills on task specific job, saving time and money and improving a team environment.
- ii. More effective control over and greater flexibility in change situations.

- iii. With a fully developed staff, work and relationships run more smoothly.
- iv. Development or reinforcement of personal skills.

The Structure of Coaching

A coaching process as developmental tool will benefit all concerned from a structured approach in the following seven stages are highlighted below:

- i. **Stage one:** Recognizing the need for coaching
- ii. **Stage two:** Identifying the opportunity
- iii. **Stage three:** Setting the coaching climate
- iv. **Stage four:** Meeting the learner
- v. **Stage five:** Agreeing the assignment reviews and final review
- vi. **Stage six:** Implementation
- vii. **Stage seven:** Review

(Rae, Leslie, 1998)

Facilitation & Training

Both training and facilitation are all about imparting skills, knowledge, and experience in individual to be better equipped and able to perform effectively. However, the difference is in approach and methodology of achieving that. Simple analogy to differentiate the traditional training method from facilitation are stated below:

Training in latin words – trahere means to pull whereas facilitation – facilitas connotes easiness. Training is trainer or instructor led while facilitation respects the opinion and feelings of the trainees or learners i.e. imparting skills, knowledge and attitude with ease.

Association of Talents Development, USA, also identifies the following remarkable differences between training and facilitation:

There are essential differences between training and facilitation. These includes:

1. **Learning vs Thinking:** The essential difference is that training is about passing on learning and content. The training provides theory, information and activities to share and help retain the information. On the other hand, process facilitation is about helping the thinking in a group. The main difference is in almost simplistic terms: training is about learning and facilitation is about thinking.
2. **Hierarchical vs Collaboration:** Training the emphasis is on a hierarchical model where the trainer is the teacher and the learner is the student who supposedly knows less than the trainer. That might be the assumption of the student although it's not necessarily the assumption of the trainer.

The facilitator model is based on collaboration. It is a group of peers who have come together who themselves have the content. They need a structure to think through the information they have in a way that will result in something new and different. The facilitator provides the tools, structure, flow, calm, presence and energy to guide the group.

3. **Applying vs Communicating:** Under training, the trainer is really helping the group to apply the content he or she has given them. So the training would ideally contain a lot of demonstrating, practicing, and reinforcing of the concepts that have been shared. In the facilitator model the emphasis is more on communicating. It is about helping team members share their data points, understand one another, build cohesiveness of ideas and find ways to solve problems.
4. **Linear vs Flexible:** Here the difference is in the design. Training or education comes from a hierarchical model, there tends to be more of a linear plan in the trainers' outline. You decide what the learning outcomes are, you design your activities and content accordingly. And likely you rarely vary up that plan once you've tested and finalized your curriculum. It works well.

In contrast, the facilitator always has to have a flexible agenda. They simply cannot predict what is going to happen as a result of a tool being used that changes where the group may need to go or decides to go. No matter how much you interview beforehand and how you do your research, your job as the process facilitator is always to remain adaptable. You are changing and adapting in the moment. You are helping the group do some complex weaving of their thinking.

5. **Longer-term vs Immediate:** The trainer is really focused on achieving a longer-term outcome. They know that one day or two days or even five days of training is not going to necessarily have an immediate impact. The concepts have to be continually reinforced, practiced, refined for each situation. The facilitator has more of an emphasis on the short term. The result may be e.g., an immediate decision or an immediate consensus. In general, as a process facilitator, you're looking for short-term insights and often immediate results.

Difference Between Coaching and Mentoring (Comparison Chart)

BASIS FOR COMPARISON	COACHING	MENTORING
Meaning	Coaching is a method in which an individual is supervised by a superior person to improve his competencies and capabilities.	Mentoring is an advisory process in which a fresher gets support and guidance from a senior person.
Orientation	Task	Relationship
Emphasis on	Performance	Career
Time Horizon	Short Term	Long Term
Superior	Coach	Mentor

BASIS FOR COMPARISON	COACHING	MENTORING
Specialization	A coach who imparts coaching has expertise in the concerned field.	A mentor is a person having good knowledge and experience.
Type	Formal	Informal
Objective	To analyze the performances of the subordinates and improve them.	To help an employee to attain psychological maturity and effectiveness.

Figure 10.2

Source: Irby, B. J., and Boswell, J. (2016)

10.1.10 PRINCIPLES OF ADULT LEARNING

There are conflicting perspectives on adult learning as it relates to and separates itself from early childhood development practices and overall approaches to learning.

It is the common belief that all styles of learning are applicable to both early childhood and adult learning, with differences presenting themselves in regard to the use of the style based on the learning environment.

An adult is someone who has achieved the self-concept of being responsible for their own life.

The term Andragogy was originally used by Alexander Kapp (a German educator) in 1833, and was developed into a theory of adult education by the American educator, Malcolm Knowles.

Theory of Adult Education

Knowles' theory can be stated as four simple postulates:

- i. Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- ii. Adult learning is problem-centred rather than content-oriented (i.e. orientation to learning).

Andragogy

Andragogy is the art and science of helping adults learn. Malcolm Knowles is the father of andragogy as he proposed five factors involved in adult learning.

The five assumptions underlying andragogy describe the adult learner as someone who:

- i. Has an independent self-concept and who can direct his or her own learning;
- ii. Has accumulated a reservoir of life experiences that is a rich resource for learning;
- iii. Has learning needs closely related to changing social roles;
- iv. Is problem-centred and interested in immediate application of knowledge;
- v. Is motivated to learn by internal rather than external factors (Merriam, 2001, p.5).

Knowles used these principles to propose a program for the design, implementation and evaluation of adult learning. Since the development of his theory, he has acknowledged that the principles he outlined did not apply solely to adult education. The development of the theory simply illustrates that the designer "should involve learners in as many aspects of their education as possible and in the creation of a climate in which they can most fruitfully learn" (Merriam, 2001). Main focus with the development of andragogy was the notion of the material being very learner centered and the learner being very self- directed.

Principles:

- i. Adults need to be involved in the planning and evaluation of their instructions.
- ii. Experience (including mistakes) provides the basis for learning activities.
- iii. Adults are most interested in learning about subjects that have immediate relevance to their job or personal life.
- iv. Adult learning is problem-centred rather than content-oriented.

Advantages/Strengths:

- i. Andragogy is very self-directed and allows the learner to take control of his or her learning.
- ii. Andragogy is very broad based and the method can be implemented in a variety of educational situations.

Disadvantages/Weaknesses:

- i. Although the principles behind andragogy are very applicable in most adult learning situations it is not necessarily limited to implementation within adult learning.
- ii. Historically, andragogy has been hard to classify. It has been referred to as "a theory of adult education, theory of adult learning, theory of technology of adult learning, method of adult education, technique of adult education, and a set of assumptions."

Variables Affecting Adult Learning

Learning opportunities for adults exist in a variety of settings ranging from a formal institution to a place of employment. It is important to acknowledge prior knowledge and experiences of learners, including their ability to recognize their own skills as lifelong learners

Considerations for adult development and learning include biological and psychological development (including deterioration and disease processes that may occur) and socio-cultural and integrative perspectives on development (Merriam, 1999). While the most common reason for adults to place themselves in a learning environment is a life-changing event, once in that environment there are many factors that affect the learning experience. The most significant is referred to here as the briefcase brought with them.

Briefcase may include:

- i. Life experience (including life altering events that affect cognitive abilities)
- ii. Work experience (including development of thinking patterns based on this experience)
- iii. Positive/negative previous adult learning experiences

- iv. Performance affectors, including cognitive abilities
- v. Time between learning interactions
- vi. Aging factors

Toolkit for Facilitators of Adult Learning

Much of adult learning occurs in a corporate environment involving a variety of training processes. Trainers/facilitators need to have a working skill set to meet the demands of fast-paced, changing environments. New trends involve instructional designers and facilitators becoming long-term assets to training departments. Expectations are for trainers to arrive not only with delivery skills, but also with design experience and application of learning theories in a variety of settings (Meyer, 2013).

The most significant trend that continues to make an impact on facilitators is the demand for the incorporation of technology into the content and delivery of professional development (King, 2013).

The professional development toolkit for trainers should include:

- i. The basics of design and delivery - needs assessment, developing objectives, creating an agenda, selecting appropriate activities, providing for transfer, designing and conducting evaluation activities.
- ii. An understanding of diverse clients and their different learning styles.
- iii. The ability to read the context, assess needs, and select or create appropriate mini-learning sessions that are often delivered as just in time learning.
- iv. The use of reflective practice skills to make sense of their situation, tailoring learning solutions to their own and other local learning needs, developing and nurturing collaborative communities of practice.
- v. The ability to coordinate university-based certificate, and in-service Programmes designed as learning laboratories.
- vi. The ability to develop activities that increasingly involve active experiential learning and debriefings.
- vii. The ability to use more than one delivery system, particularly online and eLearning.
- viii. The use of learner-centred instruction, especially self-directed learning, means trainers will need to create better ways to include opportunities for reflection, clarification, and guidance.

Professional development of facilitators of adults' learning should promote dialogue, reflection, and quality. The integrative approach to professional development involves key elements (Lawler, 2013).

Professional development:

- i. Is adult education
- ii. Is learner centered
- iii. Is transformative learning
- iv. Needs to address motivation
- v. Needs to address technology learning

Training is today critical in five areas (Riddle, 2000). These are stimulating creativity, assessing innovation options, focusing on the customer, designing new services, and implementing change. All these require a broad range of skills on the part of the trainer. Development of trainers should include demonstrating multiple approaches to delivering the same information.

Learning Related to Adult Learning

The four Learning related to adult learning are Action Learning, Experiential Learning, Self-Directed Learning, and Project-Based Learning. In each section, a brief introduction is provided as well as the pros and cons of each theory. The flash animation on this subject matter was designed and developed by Cheng-Yu Tsai and I-Yung Hou (2017).

Action Learning

Consider this quotation making a case for action learning. "Emphasize action learning. Classroom training is inefficient. Half the people in the room are secretly working on their "real" jobs; half are so relieved not to be doing their real jobs, they've turned their minds entirely off. Half already know half the stuff being taught and are playing Buzzword Bingo on their Palms; half will never need to know more than half of it (Stewart, 2001)."

Action learning is a commonly used term in many discussions regarding adult learning in a variety of business settings.

If it is to be distinguished, action learning is basically the small components that create the main team involved in a learning community. Action learning has been compared with project work, learning communities and various forms of simulation used in management development. It has been more widely used recently for organisational problems (Yorks, 2000).

"Action learning is defined as an approach to working with, and developing people, which uses work on a real project or problem as the way to learn. Participants work in small groups or teams to take action to solve their project or problem, and learn how to learn from that action. A learning coach works with the group in order to help them learn how to balance their work, with the learning from that work (O'Neil, 2000)."

Components of Action Learning:

- i. The first part of action learning is creating action groups based on programmed learning, "the expert knowledge" and learning or real-world experiences. These are small groups, generally consisting of 3 or 4 people.
- ii. Emphasis is placed on diversifying these small groups so that each group is best equipped to contribute to the learning community.
- iii. A learning coach is designated for each group. Together, the learning coaches also form a group.
- iv. From there, a project group leader is chosen. Both the project group leader and the learning coaches act as organisers, facilitators and overall motivators for the action groups (O'Neil, 2000).
- v. Action learning involves learning from experience through reflection and action with the

support group.

- vi. It is important that the groups remain constant and have specific duration, which means the opportunity to establish themselves over a solid time period (Wade, 1999).

10.1.11 ANDRAGOGY VERSUS PEDAGOGY

Knowles stated that andragogy (Greek meaning: "man-leading") should be distinguished from the more commonly used pedagogy (Greek meaning: "child- leading").

- i. This is known as andragogy and contrasts with pedagogy, the teaching of children (including undergraduates ages 18-22).
- ii. Pedagogy is teacher-centred and subject-centred, while andragogy is student-centred.
- iii. Whoever adults are, they need to be taught by methods which acknowledge and respect the fact that they are adults and not children.
- iv. Andragogy consists of learning strategies focused on teaching adults.
- v. It is often interpreted as the process of engaging adult learners in the structure of the learning experience.
- vi. Andragogy has been used by some to allow a discussion of the difference between self-directed education and taught education.

PRACTICE QUESTIONS

1. State the benefits of scenario learning in the modern day
2. What are the elements of a training programme that help adults to learn?
3. Present the steps involved in case development.
4. Highlight and discuss the significant contributions of mentoring programme in organisation learning
5. Enumerate and explain the structure of an effective coaching intervention.
6. State the difference between the principles of pedagogy and andragogy.
7. Training and facilitation are two sides of a coin. Give expository comparison of both developmental concepts.

MULTIPLE CHOICE QUESTIONS

1. **The following training aims to provide broad training to enable the trainee to take up a wide variety of tasks within his field of specialization**
 - a. Demonstration
 - b. On-the-job training
 - c. Apprenticeship
 - d. All of the above

2. **The following method is used to give to trainees the important information in permanent form for immediate of future use**
 - a. Lecture methods
 - b. Conference
 - c. Written instructional method
 - d. Training within the industry (TWI)

3. Training within the industry (TWI) scheme imparts training_____

- a. job instructions
- b. job rotation
- c. job method
- d. all of the above

4. The following is not a on the job training method

- a. Understudies
- b. Job rotation
- c. Management by objectives (MBO)
- d. Case study method

5. Personnel management is a_____

- a. point of view
- b. technique of thinking
- c. philosophy of management
- d. All of the above options

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CHAPTER ELEVEN

EVALUATION OF TRAINING FOR EFFECTIVENESS

LEARNING OBJECTIVES

By the end of the chapter, students will be able to:

- I. Define training evaluation;
- II. Explain why evaluation is important;
- III. Discuss the strengths and weaknesses of training evaluation;
- IV. Distinguish efficiency and effectiveness in training evaluation;
- V. Calculate the return on investment (ROI);
- VI. Describe how training evaluation is done.

11.1.1 INTRODUCTION

Training like any other HRM function should be evaluated to determine its effectiveness. Evaluation is a critical tool to measure the impact of training on individuals, business units and the entire organisation.

According to Michael Armstrong (2016), it is important to evaluate training in order to assess its effectiveness in producing the desired outcomes specified when the activity was planned and to indicate where improvement or changes are needed to make the training deliver business value.

Evaluation is a matter of basic principles – what were you training for? In evaluation, the organisation, its managers, and the HR people should be asking pertinent questions such as:

- i. What has been learnt?
- ii. What is the cost?
- iii. What is the business impact/change?
- iv. What value has been delivered?
- v. Who does it?
- vi. Who pays for it?

Training evaluation is the ultimate level of the training cycle usually referred to as the 4Ds – i.e. **determine, design, delivery and discern**. These four components are very essential and interlinked to achieving training objectives, and deficiency or deviation in one element may render the whole process ineffective.

It is worthy of note that expressing training impact in quantitative terms, is not an easy task as some activities are more amenable than others. All training activities, however, must be seeking to improve skills, knowledge, attitudes, behaviour and performance. It is vital at the outset to have selected or designed the evaluation measures to be used. Some may be generic; others may be specific to the particular training intervention. (Potts, 1998).

Evaluation process commences with an effective training plan. Planning for training implies having determined what the basic needs are and having articulated the topics, resource persons,

cost implication, course venue and all other incidental inputs needed to make training results-driven.

As a process, training evaluation gives an insight into how well different stages of a training cycle were carried out. If after a careful evaluation, the target performance gap is not closed, another training needs analysis has to be conducted. Evaluation as a measurement tool provides useful information on the positive behavioural change of trainees.

11.1.2 WHAT IS TRAINING EVALUATION?

Armstrong (2010) states “that it is important to evaluate learning, in order to assess its effectiveness in producing the outcomes specified when the activity was planned, and to indicate where improvements or changes are required to make the learning programme even more effective”.

As pivotal to the learning and development strategy, Leslie Rae (1998) defines training evaluation as “the assessment approach that considers the complete training/ learning process and is principally concerned with measuring the effects and impact on the individual’s practice at work of the learning linked with expenditure on the training in terms of whether it was cost and value effective”

11.1.3 WHAT IS EFFICIENCY IN CONTRAST TO EFFECTIVENESS IN TRAINING

Peter Drucker aptly defines efficiency as ‘doing things right’ and effectiveness as ‘doing the right things’.

Effectiveness: “Do the right things - actions that bring about the right results. The degree to which organisation’s outputs meet the needs and wants of its stakeholders – customers, suppliers, competitors and regulatory agencies.

Efficiency: “Do the things right” - concerned with how well something is done. It is the ratio of outputs to inputs.

It is possible to be good on one side of the coin and be short on expectation on the other. For HR function and especially the training experts to be strategic they need to be both effective – doing things to achieve the set goals and also efficient - doing the right things by taking action that brings optimal results at minimal cost.

11.1.4 WHY A TRAINING PROGRAMME SHOULD BE EVALUATED?

Noe (2018) highlighted the following as business justification for evaluating training programme:

- I. To identify the programmes’ strengths and weaknesses. This includes determining if the programme is meeting the learning objectives, if the quality of the learning environment is satisfactory, and if transfer of learning to the job is occurring.
- II. To assess whether the content, organisation, and administration of the programme – including the schedule, accommodation, trainers, and materials – contribute to learning and the use of training content on the job.
- III. To identify which trainees benefit most or least from a programme.
- IV. To assist in marketing programmes through the collection of information from participants

about whether they would recommend the programme to others, why they attended the programme, and their level of satisfaction with the programme.

- V. To determine the benefits and costs of the programme.
 - VI. To compare the costs and benefits of training versus non training investments (such as work design, or better employee selection system, conducive environment, leadership support etc.)
 - VII. To compare the costs of different training programmes in choosing the best programme.
- Evaluation forms an integral part of learning activities. It serves as the basis for the comparison of objectives (criterion behaviour) with outcomes (terminal) behaviour) to confirm the extent the goals of the training activities have been achieved as intended.

Basically, the setting of objectives and the establishment of methods of measuring results are an essential part of the planning stage of any learning and development programme.

The best-known framework for training evaluation was developed by Kirkpatrick (1983). The four-level, which became progressively more demanding and revealing as adapted by Noe later in 2002 is depicted in the diagram below:

TRAINING EVALUATION: A COMPREHENSIVE APPROACH

Evaluation is a process of determining the value, worth, and significance of something against set standards. Evaluation is considered as an important element in the designing of training Programmes because information gathered in the process of evaluation helps the trainer as well as the Organisation to modify and develop the training session so that it becomes more constructive and adds more value. "Evaluation is to gather, examine and interpret the information gained about any aspect of a program of education or training for providing judgment on its effectiveness and efficiency and any other outcomes it may have" (ELLINGTON et al. 1993).

Process of examining the effectiveness of any training intervention is called training evaluation. It is one of the most important aspects of training interventions. Training evaluation checks following aspects, first it helps to determine whether training has had the desired effect, secondly do participants able to implement what they have learned.

All training programmes should be evaluated not just to justify the investments but evaluation should be done to bring improvement and modification in the training session so that it becomes more impactful. Majorly good training interventions initiated with identifying the TNA i.e training need analysis and ends with evaluation process (Gopal, 2009).

Checking effectiveness, assessing whether defined objective is achieved or not is what evaluation is. Training effectiveness refers to bring in advantage by a training session to the organisation and its employees, it can be enhancement of skills, knowledge and attitude that will ultimately help an organisation to become competent in this global competition scenario. Though, it is considered a tough task to measure the effectiveness of training session because of long duration involved to figure out its impact on trainees and organisation as well as it is intangible in nature (Prasad, 2005).

Evaluation is comparison of observed value with the set standard, which will ultimately provide judgement about the quality of training session (Holli and Colabrese 1998). Training evaluation is

systematic process of collecting all necessary information about the effect of session that will help in bringing improvement and modification if requires in programme so that better outcome can be achieved. Training evaluation give surety whether trainees are able to implement their learnings at their work places (Nagar, 2009). Current scenario of justifying the outcome of training session made it necessary to have a well-planned and reliable evaluation process, which will ultimately make organisation continue its investment in training programmes.

Although evaluation is considered as difficult to execute because it is tough to set measurable objectives and even tougher to gather useful information and interpret the outcome, still experts of training evaluation believe that evaluation is one of the most important processes, it is not considered as another element to the training but incorporated within the training process (Kirkpatrick, 1998). Thus, training evaluation cannot be ignored.

Evaluating the effectiveness of training

Evaluation can be defined as a systematic process of measuring the effects of Training. There are a number of types of evaluation, varying in form, the data they yield, and the situation to which they can be effectively applied. Training Evaluation determines the value of Training through systematic process; this is assured through assessment of effectiveness of Training, learning, application of new knowledge and Skill in work practices. Measuring the training effectiveness should be an important asset for the Organisations. There are some criteria for measuring the success of training; direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, performance change (Singh Narendra, 2011).

Evaluation should be used flexibly in meeting the needs of different parts of the Organisation. Data derived from an evaluation process can be used to measure the value added by a Training program, to analyze processes, to prove cause and effect and to acquire diagnostic data for Organisational development. The effectiveness of management training influences the growth and development of individual's potential and the accomplishment of Organisational goals. A management training programme can be considered effective in developing the required knowledge, skills and ability among personnel, only when the objectives, course contents, methods, and evaluation aspects are systematic and well- integrated.

Training Evaluation Measurement Models

Different models of training evaluation are chalked by different scholars, still concept of evaluation is considered as underdeveloped. Evaluation is considered as an expense that can be ill afforded. Still scholars have tried to come up with effective evaluation mechanism that can actually help in evaluating the training programme and justifying the investments made in terms of time, energy and money. Some famous models of training evaluation include:

1. Kirkpatrick Model (1959)
2. Phillip's Evaluation approach by Phillips (1996)
3. CIRO approach by Warr, Bird & Rackson, (1970s)
4. Kaufman's five-level Evaluation, (1992)
5. CIPP Evaluation model by Daniel Stufflebeam and colleagues in the (1960s)

Here is explanation of few popular models:

1. The Kirkpatrick’s Four Level Approach

In order to classify areas of evaluation, the first one would be Kirkpatrick Four Levels of Evaluation. Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), first published his Four Level Training Evaluation Model in 1959, in the US Training and Development Journal.

Kirkpatrick model is now nearly 59 years old. Its elegant simplicity has caused it to be the most widely used methods of evaluation training Programmes. Almost Organisations that conduct evaluations use the Kirkpatrick model.

Table 1: Kirkpatrick Four Levels of Evaluation

Advanced level of evaluation	Level 4: Results	Did the change in behavior positively affect the Organisation?
	Level 3: Behavior	Did the participants change their behavior based on what was learned in the program?

Basic level of evaluation	Level 2: Learning	What skills, knowledge, or attitudes have change? By how much?
	Level 1: Reaction	Were the participants pleased? What do they plan to do with what they learned?

Source: Alsalamah, A., & Callinan, C. (2021)

The first level of evaluation (the reaction level) can provide invaluable data on problems that have arisen during the training program and, sometimes, an insight into the causes if the program is less than fully effective. The reaction and learning levels are relatively easy to organize but they do not provide any significant indicators of the final test of a training program. He defined Knowledge as “I know it”, Skill as “I can do it right now” and Attitude as “I believe this will be worthwhile to do on the job” (Alsalamah, A., & Callinan, C. (2021).

Accordingly, Kirkpatrick inserts two further levels. The performance level tries to measure job performance through a range of evaluation tools over a period of time. Closely allied to this is the results level that seeks to measure the effect that the training program on the overall performance of the Organisation. The power of the Kirkpatrick model, therefore, lies in its potential as a diagnostic tool in monitoring progress in overall reform objectives.

Critical Appreciation of Model

Kirkpatrick's Four-Level Training Evaluation Model is popular and widely used; there are a number of considerations that need to be taken into account when using the model. One issue is that it can be time-consuming and expensive to use levels 3 or 4 of the model, so it's not practical

for all Organisations and situations. This is especially the case for Organisations that don't have a dedicated training or human resource department. The model also assumes that each level's importance is greater than the last level, and that all levels are linked. For instance, it implies that Reaction is less important, ultimately, than Results, and that reactions must be positive for learning to take place. In practice, this may not be the case.

Most importantly, Organisations change in many ways, and behaviors and results change depending on these, as well as on training. For example, measurable improvements in areas like retention and productivity could result from the arrival of a new Team Lead or from a new computer system, rather than from training. Kirkpatrick's model evaluate training in a "scientific" way, however, so many variables can be changing in dynamic Organisations that analysis at level 4 can be limited in usefulness.

2. Kaufman’s Five Level of Evaluation approach

It is named as “Kirkpatrick Plus”. Some researchers, recognizing some shortcomings of Kirkpatrick’s four level approaches, have attempted to modify and add to this basic framework. It is articulated by Kaufman, Keller, and Watkins in 1995, this evaluation framework connects performance to expectations.

Table 2: Kaufman’s Five Level of Evaluation

Level	Evaluation	Focus
5	<i>Societal Outcomes</i>	Societal and client responsiveness, consequences and payoffs.
4	<i>Organisational</i>	Organisational contributions and payoffs.
3	<i>Application</i>	Individual and small group (product) utilization within the Organisation
2	<i>Acquisition</i>	Individual and small group mastery and competency
1b	<i>Reaction</i>	Methods’, means and processes’ acceptability and efficiency
1a	<i>Enabling</i>	Availability and quality of human, financial, and physical resources input

Source: Alsalamah, A., & Callinan, C. (2021).

Level 1: Resources and processes; Level 1 is divided into two levels, 1a and 1b. Level 1a focuses the evaluation lens on inputs, such as the availability and quality of materials needed to support a learning effort. Level 1b considers processes. What’s their quality? Are they efficient? Are learners satisfied with them? Compared to Kirkpatrick’ level 1 (Reaction), Kaufman’s Level 1 focuses not only on learner satisfaction, but on the Organisational factors that can impact learner satisfaction.

Level 2: Acquisition; this level is focused on individual small group payoffs, called “micro” benefits. Are the objectives or desired outcomes of the learning intervention met? It’s pretty analogous to Kirkpatrick’s Level 2 evaluation (Learning), but Kaufman notes that the learning intervention may not necessarily be training.

Level 3: Application; it is a micro analysis, examining individual and small group impacts. The relevant inquiry here is whether newly acquired knowledge and skills are being applied on the job. Level 3 also is quite similar to Kirkpatrick’s Level 3 Behavior/ Performance).

Level 4: Organisational payoffs; here, the analysis examines macro benefits. What are the benefits from an Organisational standpoint? Level 4 is analogous to Kirkpatrick’s Level 4 (Results).

Level 5: Societal contributions; Kaufman considers this a mega analysis. How is the Organisation contributing to its clients and society? Is it responsive to client/societal needs? This moves evaluation beyond the Organisation, and examines the extent to which the performance improvement program has enhanced society and environment surrounding the Organisation (Kaufman, Keller & Walkins, 1995).

Comparison with Kirkpatrick Model

The “Kirkpatrick Plus” framework doesn’t stray that far from Kirkpatrick’s Evaluation Model. While measuring Organisational payoff’s an important part of an evaluation, it will be not be judicious to consider only effects of a learning intervention from all the other variables that impact ROI. The Organisation’s commitment to success, by providing necessary resources, processes, and other supports should be subject to as much scrutiny as the learner’s performance. Issues of health, continued profits, pollution, safety, and well-being are central. The basis for mega- level concerns is an ideal vision, which is a measurable statement of the kind of world required for the health, safety, and wellbeing of sustainable world. Level 5 has no analog in Kirkpatrick’s Evaluation Model.

3. CIRO (Context, Input, Reaction, Outcome) Approach

The CIRO four level approaches was developed by Warr, Bird and Rackham (1970). Adopting the CIRO approach to evaluation gives Organisation a model to follow when conducting training evaluation.

Table 3: CIRO Four Level of Evaluation

Level	Evaluation	Focus
1	<i>C</i>	Context or environment within which the training took place
2	<i>I</i>	Inputs to the training event
3	<i>R</i>	Reactions to the training event
4	<i>O</i>	Outcomes

Source: Alsalamah, A., & Callinan, C. (2021).

As the name suggests, a context evaluation seeks to measure the context within which a training program takes place. It scrutinizes the way performance needs were identified, learning objectives were established, and the way the objectives link to and support the necessary competencies. Training objectives may be at three levels: The ultimate objective: The particular Organisational deficiency that the training program will eliminate. The intermediate objectives: The changes to

the employees work behaviors necessary if the ultimate objective is to be achieved. The immediate objectives: The new knowledge, skills or attitudes that employees need to acquire in order to change their behavior and so achieve the intermediate objectives. In addition, it ought to consider how these components of the program reflect the culture and structure of the Organisation. Input evaluation tries to measure a number of inputs to a Training program, with a view to assisting managers in the process of identifying those which will be most cost-effective. Accuracy of the inputs is crucial to the success of the training initiative (Warr, Bird & Rackham, 1970). If, for example, the wrong types of learners were chosen to attend a Webinar based program, this would be a waste of time and money for the Organisation. As in the Kirkpatrick model, the reaction evaluation tries to measure how the trainee officers reacted to the program. Against what was intended by the program, this type of evaluation draws on the subjective opinions of participants about the Training and how it might be improved. Finally, the outcome evaluation should measure the training outcomes against the benchmark of the Programmes 'objectives (Janakiram, 2011).

Comparison with Kirkpatrick Model

The key difference in CIRO and Kirkpatrick's models is that CIRO focuses on measurements taken before and after the training has been carried out. One criticism of this model is that it does not take into account behavior. It is, therefore, more suited to management focused training Programmes rather than those designed for people working

at lower levels in the Organisation. The four levels of outcome evaluation that has strong parallels with the Kirkpatrick model:

1. the learning outcomes of trainees i.e. changes in their knowledge and skills,
2. the outcomes in the workplace i.e. changes in actual job performance,
3. outcomes for the relevant areas of the Organisation i.e. departments or specialist units, and finally,
4. the outcomes for the Organisation as a whole.

In addition to evaluating the context, inputs, reactions and outcomes to training and development, Organisation must continuously measure the costs. A cost/benefit analysis is usually conducted prior to committing to any training initiatives. Costs must be monitored to ensure that they don't scale over budget.

4. Phillip's Five Level Return on Investment Approach

The return-on-investment model is based on the Kirkpatrick's evaluation model. Phillips added an additional step of ROI, which provides a monetary valuation of the training impact. Return on Investment (ROI) is a measure of the monetary benefits obtained by an Organisation over a specified time period in return for a given investment in a training program. It assumes conversion of qualitative issue into quantitative measures. ROI can be used both to justify a planned investment and to evaluate the extent to which desired return was achieved (Phillips Jack, 1997).

Table 4: Five Level ROI Approach

Level	Evaluation	Focus
1	<i>Reaction & Planned Action</i>	Measures participant's reaction to the program and out- lines specific plans for implementation
2	<i>Learning</i>	Measures skills, knowledge, or attitude changes
3	<i>Job Applications</i>	Measure change in behavior on the job and specific application of the training material
4	<i>Business Results</i>	Measures business impact of the program
5	<i>Return on Investment</i>	Measures the monetary value of the results and cost for the program, usually expressed as a percentage

Source: Alsalamah, A., & Callinan, C. (2021).

Critical Appreciation of the Model

ROI Model cannot measure all the aspects of training success: whether the learners liked the training or not, the numbers of learners participating in the training, the extents to which learner's personal objectives were accomplished. ROI adds the fifth level to the Kirkpatrick for some reason.

There are some pros and cons of calculating ROI of a training program. The costs of training are known and expressed in monetary terms, but the benefits are often soft, subjective, and difficult to quantify and convert into the monetary terms. Costs are known up front, before training, but benefits may accrue slowly over time. But on the other hand, course objectives and content will become more lean, relevant, and behavioral with focus on monetary results rather than on the acquisition of information. And by calculating ROI on the courses where it is possible, it is more apt to be trusted on the ones cannot evaluate at four levels.

Effective training enhances the knowledge, skills, attitudes and behavior of people and hence their performance resulting in competitive Organisation. Training is a substantial Organisational investment getting a satisfactory return on investment means linking the training function and activities to the company's overall business activity. The investment in people, both in developing and maintaining the appropriate skills, is vital part of the Organisation's strategy for the future. The improved performance of individuals leads directly to profit. If an Organisation wants highly motivated, up to date, creative and productive workforce, they need to start and build a strategy for the future. This strategy has to recognize that corporate performance is totally dependent upon the performance of the Organisation's people. This leads to a clear commitment to invest in these people through training.

5. CIPP Evaluation model

Context, Input, Process and Product are four parameters on which CIPP Evaluation Models focus on. CIPP Model of evaluation was develop by Daniel Stufflebeam and colleagues in the

1960s. This framework developed with aim of linking evaluation with programme decision-making. It is an attempt to make evaluation directly relevant to decision making.

Context evaluation: This is to determine the extent to which objective of training session match with Organisation need. It involves evaluation of training needs analysis and formulating objectives of the session in the light of these needs.

Input Evaluation: Assessment of action plan this level is to measure the extent to which session strategies, procedures, and activities support objectives identified. Input evaluation is to examination of the planned content of the session.

Process Evaluation: A process evaluation is the critical aspect of programme implementation. It involves evaluation of preparation of reaction sheets, rating scales and analysis of relevant records (Prasad, 2005). Process evaluation is a continual assessment of the implementation of the action plan that has been developed by organisation. It is an ongoing and systematic monitoring of the programme. A process evaluation provides information that can be used to guide the implementation of programme strategies, procedures and activities as well as a means to identify successes and failures. The objectives of process evaluation are:

- a. to provide feedback to organisation and their employees about the extent to which the activities are on schedule are being carried out as planned and using time and resources in an efficient manner;
- b. to provide guidance for modifying or explicating the programmes action plan as needed, particularly since not all aspects of the plan can be anticipated or planned in advance;
- c. to assess periodically the extent to which programmes personnel are performing their rules and carrying out their responsibilities;
- d. to provide an extension record of the programmes, how it was implemented and how it compares to what was intended.

Product evaluation: It involves measuring and interpreting the attainment of training and development objectives. In other words, it can be said that the purpose of product evaluation is to measure, interpret and judge the extent to which an organisation's improvement efforts have achieved their short term and long-term goals. It also examines both intended and unintended consequences of improvement efforts.

A training program is not complete until the Organisation has evaluated training results. A key to obtaining consistent success with training Programmes is to have a systematic approach to measurement and evaluation. Recognition of right training methods and training effectiveness measurement techniques are crucial for the Organisation's training success in the competitive digital, global and dynamic environment.

11.1.5 PLANNING EVALUATION

In view of the fact that evaluation covers the whole training activity and process, it must be considered early in the design and planning process, and planning as well as practice must start long before the training event takes place.

Stated hereunder is the net worth of training evaluation.

Reasons for evaluation

Before commencing work on a programme, planners must be aware of the reasons for evaluation so that they can ensure it is included in the total training process. Consequently, evaluation:

- a. can justify the investment in the training;
 - b. ensures that the training is seen to make a change in the working practices of the individual and the organisation;
 - c. evaluates the training investment in terms of costs versus value (bottom - line) benefits;
 - d. ensures that valid responses to challenges about the training are possible;
 - e. provides the instruments from which concrete evidence can be produced to enable senior management to be aware of the effectiveness of the training programmes;
 - f. enables assessment of the planning and design of the training programmes;
 - g. ensures that the training programmes are achieving their objectives;
 - h. demonstrates whether the learners are achieving their objectives;
 - i. helps the learners to appreciate what they have learned, what they have to do with this learning and provides a mechanism for achieving practice.
 - j. helps to suggest improvements to the training programmes;
 - k. helps trainers assess their own achievement and provides evidence for their managers also to do this;
 - l. at its most effective level, evaluation involves more people than just the trainer and the learner;
 - m. supports the practical implementation of learning by the learners when they return to work.
- (Rae, 2000)

The benefits listed above notwithstanding; many consider conducting training evaluation as a waste adducing some reasons for their action.

Reasons given for not evaluating

These are manifold and very revealing of the attitude of many to evaluation. These reasons include:

- i. 'You can only know when a course has been successful or not'
- ii. 'You don't need to have all those pieces of paper to know how successful you have been'
- iii. 'Evaluation only works for practical training'
- iv. 'Evaluation is somebody else's responsibility'
- v. 'Nobody has ever asked me to do it'
- vi. 'The client didn't raise the question of evaluation or didn't want to pay for the extra work involved'
- vii. 'What more do you want? I hand out a questionnaire at the end of the course!'

- viii. 'It would take up so much time that I wouldn't have any time to train'
- ix. 'The difficulty of isolating the effects of training from other variables means that it is often impossible to prove the direct impact of training' (Rae, 2000).

11.1.6 TRANSFER OF LEARNING

After a company conducts a needs assessment, ensures that employees are ready for training, and creates a learning environment, its next step is to ensure that what is learned in training is applied on the job. The hallmark of any effective training outcome is the ability and motivation of the learners to apply newly acquired skills on the job for better results.

Noe (1998) posits that transfer of learning refers to trainees effectively and continually applying what they learned in training (i.e. knowledge, skills, behaviours, cognitive strategies) to their jobs.

The work environment plays an important role in ensuring that transfer of training occurs. In this context, environmental factors include managers' support, peers' support, technology support, the climate for transfer and the opportunity to use newly acquired capabilities on the job. Transfer of training is also influenced by trainee characteristics and training design. Trainee characteristics consist of cognitive ability, reading skills, knowledge retention

11.1.7 BENEFITS OF TRANSFER LEARNING

In organisations where transfer of learning is a practice the following benefits are available:

- I. Opportunity to apply learned skills affords the organisation to meet and surpass the needs of its clients;
- II. The employees are informed, transformed and empowered to harness their potentials and serve better;
- III. It engenders mutual relationship among the key stakeholders to elicit knowledge sharing.
- IV. It builds a better organisation culture and makes work values to be articulated;
- V. Transfer of learning brings out the best in employees; (vi) Organisation is able to focus and track its mission and vision.
- VI. Achieving return on investment becomes realizable and business justification is achieved without stress.

11.1.8 RETURN ON INVESTMENT (ROI) AS A METHOD OF EVALUATION

According to Noe (2018), return on investment (ROI) refers to comparing training's monetary benefits with the cost of training. ROI is considered outside of Kirkpatrick's four-level framework and is often referred to as level 5 evaluation. Training costs can be direct and indirect.

Direct costs include salaries and benefits for all employees involved in training function, including trainees, instructors, consultants, and employees who design

the programme; programme materials; equipment or classroom rentals, or purchases; and travel costs.

Indirect costs are not related directly to the design, development, or delivery of the training programme. They include general office supplies, facilities, equipment and related expenses; travel and expenses not directly billed to the programme; training department management and staff salaries not related to any one programme; and administrative and staff support salaries.

Whereas **benefits** are the value that the company gains from the training programme.

Determining return on investment

The need for continuous improvement through training is inevitable to meet the dynamics of the marketplace. Therefore, feedback can be obtained through training evaluation to calibrate performance based on indices such as productivity, profitability, labour turn over, customer satisfaction, market share, line utilisation and return on investment (ROI) is germane.

For empirical evidence, return on investment method is highly recommended by some schools of thought as a means of calibrating (assessing) the overall impact of training intervention on organisational performance.

Cost-benefit analysis is the process of determining the economic benefits of a training programme using accounting methods that compare training costs and benefits. Training cost information is important for several reasons:

- I. To understand total expenditure for training, including direct and, or indirect costs.
- II. To compare the costs of alternative training programmes.
- III. To evaluate the proportion of money spent on training development, administration and evaluation as well as to compare monies spent on training for different groups of employees (e.g. exempt versus non- exempt).
- IV. To control costs.

How to calculate return on investment

To calculate return on investment, the following steps are recommended:

- I. Identify outcomes (e.g. quality, accidents etc.).
- II. Place a value on the outcomes.
- III. Determine the change in performance after eliminating other potential influences on training results.
- IV. Obtain an annual amount of benefits (operational results) from training by comparing results after completing a training programme with the results before training (in naira).
- V. Determine the training costs (direct costs + indirect costs + development costs+ overhead costs + compensation for trainees).
- VI. Calculate the total savings by subtracting the training costs from benefits (operational results).
- VII. Calculate the ROI by dividing benefits (operational results) by costs. The ROI gives an estimate of the naira return expected from each naira invested in training (Noe, 2018).

Phillips et al (2000) advised that the other part of a cost-benefit analysis is the cost of the programme. Tabulating the costs involves monitoring or developing all the related costs of the programme targeted for the ROI calculation. He identifies the following components as germane:

- i. The cost of design and development of the programme possibly prorated over the expected life of the training programme.
- ii. The cost of all programme equipment, software, and hardware (prorated).
- iii. The cost of the instructor-facilitator if appropriate, including preparation time as well as delivery time.
- iv. The cost of the facilities for the programme if applicable.
- v. Travel, lodging, and meal cost for the participants for the time involved in the programme.
- vi. Administrative and overhead costs of the education and training function allocated in a convenient way to the technology-based training programme.
- vii. The cost related to the needs assessment and training evaluation.

Calculating ROI

ROI is calculated by using programme benefits and costs. The cost-benefits ratio is the programme benefits divided by cost. The formula is:

Programme benefits (Total) /Programme costs (Total)

The ROI of training uses the net benefits divided by programme costs. The net benefits are the programme benefits minus the cost. The formula is:

Net Programme benefits /Programme costs (Total)

This is the same basic formula used in evaluating other investments in which ROI is traditionally reported as earnings divided by investment.

11.1.9 TRAINING RECORDS

Every organisation stresses the importance of training and it is a legal (e.g. regulatory role of Industrial Training Fund [ITF]) requirement in many industries.

Training Managers, Capability Development experts and Human Resource Practitioners spend countless hours identifying, preparing, delivering, and assessing training impact to improve corporate performance and increase productivity. After many training person days, there is need to evaluate the skills the trainees have acquired and applied in the job.

There are associated training records detailing various activities, efforts and strategies deployed to address performance deficiencies, up skilling, and re-orientation of the employees in the workplace. Records of who was trained, when they were trained, and what skills they have acquired, applied and become proficient in, are normally documented. Training records provide documentation for regulatory agencies such as NAFDAC, CBN, Manpower Board, AFBTE, Auditors, Federal Ministry of Labour and Productivity, ITF, for the purpose of personnel evaluations, promotions, deployment, secondment and, or salary increases.

Training records can be used as a basis for goal setting or aid in selecting employees for assignments by matching employee's competencies with required skills. Records are useful for chatting and reviewing personal progress towards annual performance goals.

Record Keeping Methods

Management of training records can be very simple or complex. Records include certificates in a file to a customised electronic database. There is no single way to keep records but some methods make it easy to store, retrieve and use data.

There are a lot of electronic programmes specifically designed for managing training records. This requires having a web presence. Some offer online database management or data storage.

Paper records are the most common way to manage training records. Files can be created and managed by person, by subject, or by date. Attendees sign a long sheet in addition to certificate of attendance received for each training programme they attend. Both documents serve as evidence and reference tool

for training attendance. In order to maximise the usefulness and functionality of a paper file system, consider using a single summary sheet for organising training records. If using the file folder method, this form can be stapled to the front of the file folder for ease of access and reference; it can also be managed electronically. To be useful, summary forms must be kept current. The use of a single summary sheet per employee allows the manager to easily see what has been accomplished, tally the training hours logged, identify topics covered and mastered, and see what training gaps if any, exist. This method enables the manager to easily compare year over year training. A summary sheet is useful when planning upcoming training or goal setting for next year. A number of such forms can be found on the internet by using a good search engine.

11.1.10 FLOWCHART FOR THE TRAINING EVALUATION AND RECORDS PROCESS

Collins (2015) suggests detailed record keeping flow chart and Standard Operating Procedures (SOP) for effective evaluation and training activities records management in organisations. As indicated below, the flowchart extensively spells out step- by- step records management procedures from the commencement of training events till the end of the process. The SOP is an effective tool in the hands of a training administrator in managing recordkeeping procedure. The SOP (see below 11.2 diagram) indicates the various forms, the use and who does what in the process flow to ensure optimal utilisation of the two key training deliverables (evaluation and recordkeeping).

SOP Flowchart for the Training Evaluation and Records Process at xxx.

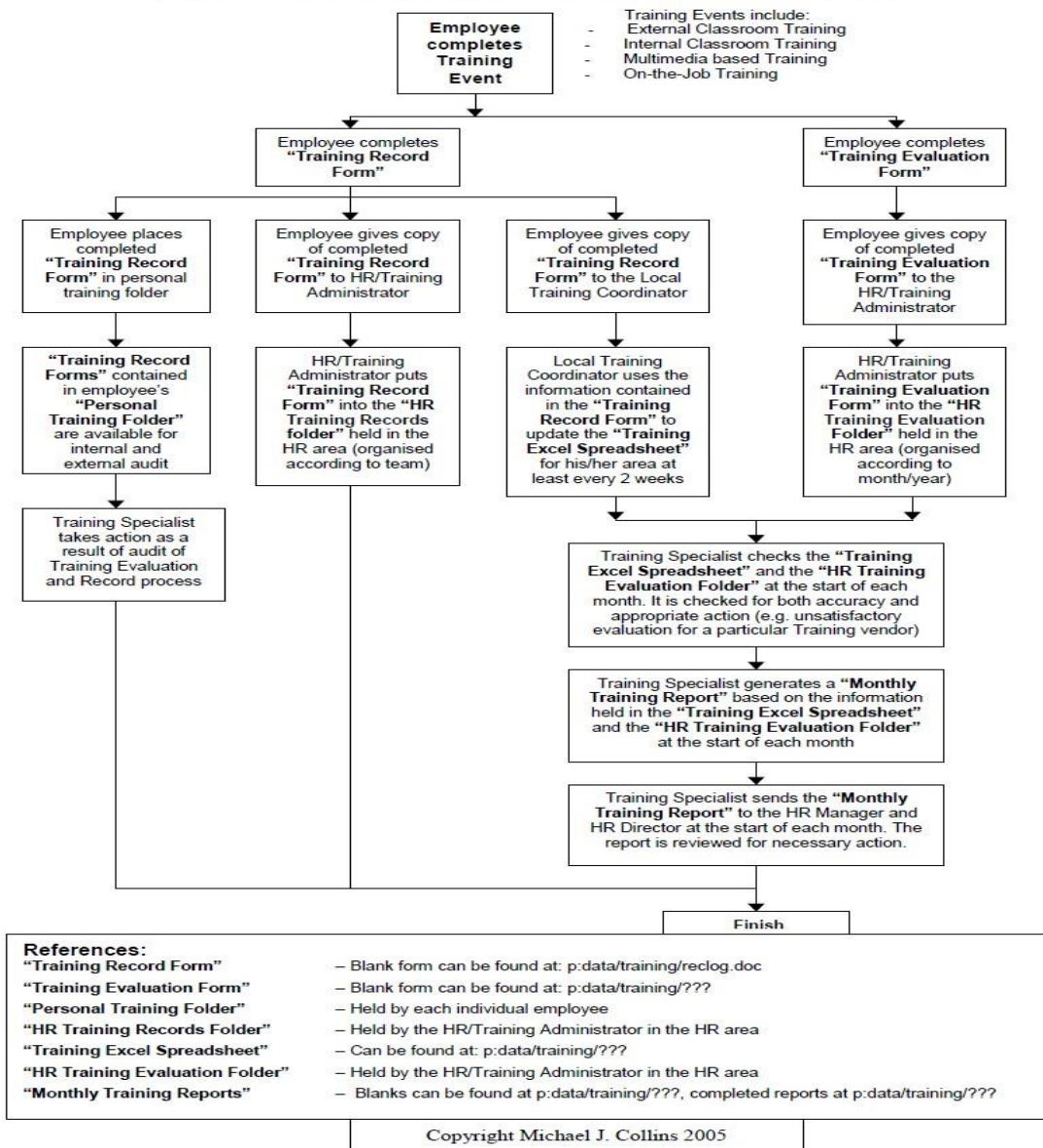


Figure 11: SOP & Flowchart for the Training Evaluation and Records – Michael J. Collins (2015)

11.1.12 TRACKING TRAINING RECORDS

“Today’s action is tomorrow’s history” - Proverbs.

Tracking of documented records aids easy data access to support strategic decision-making process. Tracking and reporting employee training requirements and progress at multiple levels. This includes course objectives, skills acquired/mastered and employee personal data such as job title, department, work group, division, facility and location.

Methods of Tracking

- I. Establish training contract before training events involving key stakeholders. The supervisor and employee agree on what is expected to accomplish from the programme objective;
- II. Encourage self-mailer where employee commits to implement agreed course objective within the time frame. He will produce two copies of the action plan to self and training department to follow up on the implementation as planned action;
- III. Automate the process of scheduling and assigning training schedules and requirements;
- IV. Send automated email alerts to employees and supervisors required to complete upcoming and overdue training programmes;
- V. Report on training costs by course, employee, job title, work group, location, year, job grades etc.
- VI. Streamline training management workflow, reducing duplication of employee efforts;
- VII. Archive training histories by year-round for internal and external audit preparedness.

Benefits of Training Record keeping

- a. **Centralise Organisation’s training data** – Access, maintain and manage training metrics in real-time from a single and secured source.
- b. Streamline training set-up scheduling and assignment
- c. **Drive effective training completion** - Reminders to employees and their supervisors keep training requirements on track and drive their completion.
- d. **Complete visibility into training performance:** Comprehensive management dashboard displays reports and scorecards providing a real-time snapshot of employees’ training performance metrics.
- e. **Reduce training costs** – eliminate waste of time, avoid duplication, and prevent loss of resources and money through inefficiencies in managing company-wide training.
- f. **Ensure regulatory compliance** – Avoid compliance related penalties and fines; exceed training management requirements for regulatory standards such as ITF, ISO and OHSAS and ensure 100% audit preparedness.

PRACTICE QUESTIONS

1. “Evaluation of training and development is usually conceived as a *posthumous* exercise designed to determine the extent of learning that has taken place and its impacts on the business goals”.

Required:

Critically assess evaluation for criteria measurements to determine the cost- effectiveness of any training programme.

“What cannot be measured, cannot be controlled; what cannot be controlled cannot be managed”
Discuss in relation to training and development function.

Required:

Give an expository explanation on the key benefits of training evaluation.

2. Describe how training evaluation is done in organisations
3. How can learning be effectively transferred?
4. What is Training record? What types of training should be retained in an organisation’s database?

MULTIPLE CHOICE

1. **The evaluation training model was developed in the year**
 - a. 1985
 - b. 1970
 - c. 1975
 - d. 1980

2. **Which of the following is a technique of evaluation?**
 - a. Longitudinal or time - series analysis
 - b. Transfer validity
 - c. Inter - organisational validity
 - d. None of the above

3. Which of these is a hindrance to effective training?
 - a. Career planning workshop
 - b. Aggregate spending on training is inadequate
 - c. Mentoring
 - d. Career counselling

4. **A technique, including formal methods for testing effectiveness of training program, considered as**
 - a. design of evaluation
 - b. controlled experimentation
 - c. in-house development
 - d. consolidation of gains

5. **A category, testing the learned skills and principles, known as**
 - a. measuring reaction
 - b. measuring learning

- c. measuring behavior
- d. measuring results

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CHAPTER TWELVE

MEANING AND DEFINITION OF DEVELOPMENT

LEARNING OBJECTIVES

At the end of this unit, you will be able to;

- I. Define development and sustainable development;
- II. Discuss the scope and features of sustainable development;
- III. List and discuss the principles of sustainable development as well as the types of sustainability.

12.1.1 INTRODUCTION

In this chapter you will learn about the definition of development and sustainable development, the scope and features of sustainable development, the principles of sustainable development as well as the types of sustainability.

12.1.2 DEFINING DEVELOPMENT AND SUSTAINABLE DEVELOPMENT

Development might mean many things to individual, scholars and society. To some, development might mean growth and improvement in the wellbeing of a society. It has political, economic and social concepts. Politically it might mean an improvement in the governance of a country; economically development might mean an improvement in the GDP of a nation while socially development might be concerned with the social wellbeing of a country.

For Shah (2018) “Development means “improvement in country’s economic and social conditions”. More specially, it refers to improvements in way of managing an area’s natural and human resources. In order to create wealth and improve people’s lives”. Desirable development should take into consideration factors like poverty, unemployment, human capacity building, adequate social amenities and issues of corruption (Solaja, 2014).

It means the process of development is not static, but changes with the working structure of s society. Development can be defined as bringing about social change that allows people to develop and achieve their human potential. Development is basically an economic concept that has positive connotation. It involves the application of economic and technical measures to utilize available resources to instigate economic growth and improve people’s quality of life (Rabie, 2016).

Development is “the capacity of economic, political and social systems to provide the 100-enabling environment for the well-being on a sustainable and long-term basis (Barder, 2012). Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. Abuiyada (2018) defined development as “the process of building active and sustainable communities based on social justice and mutual respect”. It is the development and improvement of the quality of life taking into consideration three key factors; increased standard of living, enabling and favourable condition for living and increased choice (Gabre, 2020).

Development covers human, political and economic development (Diale, nd). ‘Development’ is a process of structural societal change”. Importance of development in the society includes; 1. To increase the standard of living of citizen in a country. 2. Development helps in the utilization and in the management of population of a country. 3. Development ensures for the effective management of resources of the environment. 4. Development ensures the measurement and index of all components of development of the society, especially in the measurement of the income and expenditure of a country. 5. Development increases the chances of employment and job opportunity of a country. 6. Development entails the increase in the revenue and the provision of basic infrastructural development. 7. It ensures the increase in goods and services. 8. Development creates avenue for technological innovations for technological growth. 9. Development promotes the increase in agricultural production and increase in food production. 10. Development encourages sustainable environmental conservation and environmental sustainability.

Sustainable development has been defined in various ways, but the most frequently quoted and acceptable definition is the one from Our Common Future, which is the also known as the Brundtland Report. It defined sustainable development as the development that meets the need of the present without compromising the ability of the future generation to meet their own needs.

Sustainable development is a way of organizing society so that it can exist in the long term. This means taking into account both the imperatives present and those of the future, such as the preservation of the environment and natural resources or social and economic equity (You matter, 2020). The overall goal of sustainable development (SD) is the long-term stability of the economy and environment; this is only achievable through the integration and acknowledgement of economic, environmental, and social concerns throughout the decision-making process (Emas, 2015).

Sustainable development centres around inter and intra generational equity anchored essentially on three-dimensional distinct but interconnected pillars, namely the environment, economy, and society (Mensah and Casdevall, 2019). It is an enlarged view of development that extends beyond simple measures of “growth”. It raises quality of life (happiness, satisfaction, secured and descent life, fair, equitable and accessible). It is a long-term thinking with a commitment to social equity and fair distribution of benefits and costs, both geographically and across current and future generations. It means living in a way to create lasting economic prosperity, environmental health, and social justice for current and future generations (Bhandari and Abend),

12.1.3 SCOPE AND FEATURES OF SUSTAINABLE DEVELOPMENT

Sustainable development covers these broad areas; the economic, social, and environmental aspects of human activity.

The basic features and criteria of sustainable development as noted by Legrand (2021) include; 1. “It must allow the basic needs of present and future generations to be fulfilled with regard to demographic constraints, such as: access to water, education, health, employment, and the fight against hunger or malnutrition. 2. To improve quality of life, which involves easier access to medical care, social services, culture, and therefore also social well-being? In addition, respect for rights and freedoms and the promotion of new forms of renewable energy such as wind, solar, and

geothermal power, are important aspects of sustainable development. 3. Sustainable development must allow the planet's resources and condition to be protected for future generations and natural assets to be shared. 4. Narrowing the gaps between rich and poor countries, insofar as these gaps, if maintained or accentuated, could be the cause of violent conflict, which by its very nature leads to regression rather than development”.

12.1.4 PRINCIPLES OF SUSTAINABLE DEVELOPMENT

The principle of sustainable development includes;

- a. Create opportunity for economic sustainability and conservations of the environment and biodiversity: the environment is important for the sustenance of livelihood. Depriving humans the opportunity to harness the potentials of the environment would invariably mean a deprivation of their right. However, opportunity should be created for a sustainable harnessing of the environment. This could be done through the use of clean energy financing and development, investment in green and community sustainability, sustainable energy, transportation and better waste disposal mechanism.
- b. Development of sustainable society: a sustainable society is the society that is conversant with her environment, understands that the environment is a resource that must be sustained, preserved and kept for the future generation. This understanding must be propagated in the form of awareness creation to follow in the direction of a sustainable society. Development of a sustainable society should also take into consideration all stakeholders in the society, from government, citizens, corporate bodies should understand that the environment is a resources that must be preserved by all means. It could the form of sustainable environmental policies.
- c. Development of human resources and control of population growth: one major problem of the environment is the issue of population increase. Human population puts pressure on the scarce resources in the form of unsustainable practices and harnessing of the environment resources. Humans over time have stood as the number one factor to environmental issues. Reorientation of human approaches and of the application of human resources would go a long in managing the issues of environmental problems and sustainability. One of the way forward has been in the area of managing and controlling population growth. When this can be achieved, the problem of the environment will to an extent be managed and controlled.
- d. Public participation in environmental decision: The problem of the environment is the problem of every individual in the society. Also the way forward in environmental conservation is the prerogative of every member of the society. It follows that every decision on the environment especially in sustainable management of the environment should encourage a collective effort from all stakeholders of the society.
- e. In this instance also, the voice of indigenous society should be felt in the and heard in the issues of environmental conservation and sustainability, since they are both custodians and possesses indigenous knowledge of the environment, especially in conservation practices.
- f. Polluter pay and environmental accountability: Society should be held accountable in environmental exploitation. We are all accountable to the environment, therefore it is mandated

that whoever pollutes the environment should be held accountable and must pay the charge and price for pollution. No individual should be given favourable condition once there is a proven fact that there is a direct unsustainable impact on the environment. It is important to note that the price for polluting the environment should be placed in a way that it will deter potential violator and environmental polluter.

12.1.5 TYPES OF SUSTAINABILITY

The basic principles of sustainability are summed up as the three pillars namely: the economy, society, and the environment, while Goodland (2002) listed the four

main types of sustainability to include; human, social, economic and environmental. “Social sustainability means maintaining social capital. Social capital is investments and services that create the basic framework for society”.

12.1.6 CONCLUSION

This section defined development and sustainable development, explored an understanding of the scope and features of sustainable development, pointed out the principles of sustainable development and as well as an understanding of the sustainability principles. The basic point to note is that;

1. The overall goal of sustainable development (SD) is the long-term stability of the economy and environment.
2. Sustainable development covers these broad areas; the economic, social, and environmental aspects of human activity.
3. The basic principles of sustainability are summed up as the three pillars namely: the economy, society, and the environment.

PRACTICE QUESTIONS

1. Define development
2. What is sustainable development?
3. What are the basic principles of sustainable development?

MULTIPLE CHOICE QUESTIONS

1. **Development concerned more with _____**
 - a. Immediate performance
 - b. succession planning
 - c. career growth
 - d. All of the options

2. Development provides _____ and _____, which will be helpful to employees in higher positions

- a. general knowledge, Behaviour
- b. general knowledge specific skills
- c. general knowledge, attitudes
- d. Specific skills, attitudes

3. Development concerned more with _____

- a. Immediate performance
- b. succession planning
- c. career growth
- d. All of the above

4. The strategic training and development process begins with:

- a. Choosing strategic training and development initiatives.
- b. Identifying the business strategy.
- c. Developing websites for knowledge sharing.
- d. Identifying measures or metrics.

5. _____ refers to the learning opportunities designed to help employees grow.

- a. Training
- b. Development
- c. Education
- d. All of the above

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CHAPTER THIRTEEN

PROFESSIONAL BODIES – LOCAL AND INTERNATIONAL

LEARNING OBJECTIVES

At the end of this chapter, students will be able to:

- I. Provide a list of some professional bodies/institutes in Nigeria;
- II. State their roles in Nigeria's socio-economic development;
- III. Compare and contrast local professional bodies with international professional bodies and their respective roles to the community in the practice of learning, training and development.

13.1.1 INTRODUCTION

Professional bodies are established and mandated by laws (Decrees or Act of Parliaments) to regulate the practice of their professional callings to ensure professional ethical standards, excellence and advancement. These professional bodies congregate professionals such as Human Resource Practitioners, Trainers/Facilitators, Accountants, Engineers, Medical Doctors, Lawyers, Nurses, Journalists, Computer Scientists/Engineers, Civil Servants, Teachers, Directors and others. To ensure legal backing, these professional bodies are by law required to be chartered by an Act of parliament through the legislative arm of the Federal Government of Nigeria (i.e. National Assembly – The Senate and House of Representatives).

This chapter will provide valuable insights to the readers about the roles of these professional bodies and their contributions to capacity building and national development.

13.1.2 PROFESSIONAL BODIES IN NIGERIA

Some professional bodies conducting training in Nigeria include:

- i. The Chartered Institute of Personnel Management of Nigeria (CIPM)
- ii. Nigerian Institute of Management Chartered (NIM)
- iii. The Nigerian Institute of Training and Development (NITAD)
- iv. Institute of Chartered Accountants of Nigeria (ICAN)
- v. The Nigerian Society of Engineers (NSE)
- vi. Council for Registered Engineers (COREN)
- vii. Chartered Institute of Taxation of Nigerian (CITN)
- viii. Institute of Chartered Secretaries and Reporters (ICSR)
- ix. Institute of Chartered Secretaries and Administrators of Nigeria (ICSAN)
- x. Institute of Directors (IoD)
- xi. Association of National Accountants of Nigeria (ANAN)
- xii. Institute of Chartered Arbitrators and Mediators (ICAM)
- xiii. Nigerian Economic Society (NES)

13.1.3 THE ROLE OF THE CHARTERED INSTITUTE OF PERSONNEL MANAGEMENT OF NIGERIA (CIPM)

CIPM'S PROFILE

The Chartered Institute of Personnel Management of Nigeria (CIPM) is the Nigeria's regulatory HR body empowered by legislation (Act 58 of 1992) to determine the standards of knowledge and skills to be attained by persons seeking to become registered as HR professionals/practitioners, raising those standards from time to time, and through our efforts, enabling effective and impactful people management and organizational development in the associated areas. Another key element of the Institute's mandate is the regulation of the practice of human resource management in Nigeria in all its aspects and ramifications.

CIPM'S MANDATE

The Institute is a corporate body charged with the general duties of:

- i. Determining what standard of knowledge and skills are to be attained by persons seeking to become registered as Personnel Managers/HR Practitioners and raising these standards from time to time as circumstances may permit.
- ii. Securing in accordance with the provisions of the Act, the establishment and maintenance of a register of members and publication from time to time, the list of those persons.
- iii. Regulating and controlling the profession in all aspects and ramifications; performing through the Council under the Act, the functions conferred on it by the Act.
- iv. Developing and maintaining high standards of professional competence and ensuring that the management of Human Resources in Nigeria, both in the public and private sectors, conforms to the best professional standards.
- v. Conducting research into and publishing materials relating to the discipline of Human Resource Management.

OBJECTIVES OF THE INSTITUTE

- vi. Harnessing key drivers for business and organisational capability
- vii. Excellent networking opportunities.
- viii. Crafting and advocating "Glocal" HR best practice.
- ix. Driving professional development and growth.
- x. Providing resources and practical solutions to HR challenges.

CIPM'S VISION

"To be the Institute of Choice for People Management"

CIPM'S CORE VALUES (SCRIPT)

- i. **Service:** We understand the needs of our stakeholders and are committed to their delight;
- ii. **Creativity:** We innovate to create value and drive the advancement of new frontiers;
- iii. **Respect:** We recognize that every individual holds a special value and as such will ensure their dignity in all our interactions;

- iv. **Integrity:** We commit to being honest in all our dealings;
- v. **Professionalism:** We are committed to continuous learning and uphold the best practice in our field;
- vi. **Teamwork:** We collaborate to deliver results.

13.1.4 CIPM'S ROLES

As Africa's foremost apex regulatory body of Human Resource management practice in Nigeria, the CIPM has the responsibility of building for Nigeria, quality manpower for sustainable development. This is the role the Institute has been diligently playing since inception through its various organs and training development programmes geared towards imparting the required knowledge and skills in various sectors of the Nigerian economy.

Taking a cue from the Institute's mission statement which inter alia reads "to regulate the practice of human resource management in Nigeria and promote excellence in the acquisition of knowledge and skills of practitioners, thereby contributing to sustainable national development", the Institute has contributed immensely to manpower training and development through its numerous training programmes that cut across diverse skills through seminars, sectoral HRM fora, Annual Public Lecture and Annual International Conference and Exhibition. Besides, it has developed specific development programmes such as Mandatory Continuing Professional Education (MCPE), Special HR Forum, Open training Programmes, In-plant Programmes for members and non-members.

The Institute is equally playing strategic roles in helping to build and develop a virile, skillful and proficient manpower that could face the global challenges of the twenty first century.

CIPM AND NIGERIA'S SOCIO-ECONOMIC DEVELOPMENT

For a nation to develop socio-economically, the literacy level and the training regularity of the workforce is germane. 1960 to date, professional training institutions like CIPM and others seem to have been able to impact upon skill development and competencies of their members.

These institutions will have to organise more professional fora, public lectures, seminars, symposia and training needs evaluation to ensure that the vision of the country is attained.

CIPM KEY STAKEHOLDERS

- i. Governing Council
- ii. Members of the Institutes
- iii. Federal, State and Local Governments in Nigeria
- iv. Employers of Labour
- v. Employee Unions and Associations
- vi. Employers' Associations
- vii. Educational Institutions
- viii. Professional Bodies

CIPM Membership – Dimension and Value Proposition

ON A FUNCTIONAL LEVEL:

Access to a network of competencies, resources and strong knowledge base

ON EMOTIONAL LEVEL:

Members are respected and their professional self-worth is enhanced by the CIPM

ON SELF EXPRESSIVE PLATFORM:

Members have strong endorsement and status in their profession

13.1.5 THE ROLE OF THE NIGERIAN INSTITUTE OF MANAGEMENT CHARTERED (NIM) IN MANAGEMENT EDUCATION IN NIGERIA

The Nigerian Institute of Management (NIM) Chartered is the premier management Institute in the country which was established in 1960.

NIM AIMS AND OBJECTIVES

The Institute is a professional body for managers and administrators from all sectors of the Nigerian economy. It is an independent institution, with non- political, non-profit-making motive. Its main objectives are as follows:

- i. To encourage and develop the art and science of good management.
- ii. To provide facilities for interested persons to meet and discuss managerial practice and problems with a view to improving standards of managerial performance in Nigeria.
- iii. To collect and disseminate information on all management subjects; and
- iv. To encourage and provide all facilities and assistance that may be required by those studying for professional examinations in management subjects.

HISTORICAL BACKGROUND OF THE INSTITUTE

Immediately Nigeria became independent in 1960, some expatriates and indigenous managers in Nigeria became interested in forming a professional management body to accomplish the set objectives and contribute to the development of the national economy. Such managers were mostly members and students of the British Institute of Management resident in Lagos, managers and supervisors who had attended some management or supervisory courses run by an expatriate Consultancy Group at the Yaba College of Technology and participants in other specialized management programmes.

In February 1961, Mr. John Clayton, then Senior Official of the Ministry of Commerce and Industry, convened a general meeting and advocated the formation of a new indigenous organisation which would be free to associate with bodies having similar aims in other parts of the world.

RELATIONSHIP WITH OTHER INSTITUTES AND INSTITUTIONS OF HIGHER LEARNING

The Committee of Vice Chancellors of Nigerian Universities annually elects three representatives of the Universities for the Governing Council of ASCON and the Nigerian Council for Management Development in the past. It is presently represented in the Advisory Committee of the Agricultural and Rural Management Training Institute (ARMTI)

Apart from these formal relationships, NIM uses Professors and Lecturers in its programmes. However, relationships in this area are not as extensive as they could be for three main reasons. First, NIM has a reasonably large body of full-time and capable manpower at the Institute.

Second, NIM has a very strong bias for what the course participant “Must know” to perform well (as against what he should know, and what would be nice for him to know) and we feel that academic institutions do not by their very nature, have the same emphasis. Third, dependence on guest lecturers to be there on time, to be fully prepared, and to cover the grounds envisaged by the designer of the programme has, quite often, proved very unhealthy.

NIM has also used the conference centers of at least two Universities for her programmes – an arrangement that did promote and would continue to promote cooperation in other areas. It is hoped that there would be greater cooperation between NIM and the institutions of higher learning, particularly in the area of research, publications, use of libraries and possibly consultancy. There appears to be a lot of scope for such cooperation.

ROLE OF NIM IN NATIONAL DEVELOPMENT

It is on record that the Institute has played a pioneering role since its inception in 1961. Many of the emerging Organisations are headed or actively supported by persons who are either past specialist staff of the Institute or have had the

benefit of one or more of the Institute’s programmes. Various management training programmes originally designed and executed by the Institute have been taken over by various public and private sector institutions. CMD and NCEMA continue to design and execute many new programmes, either offered publicly as open programmes or in-plant training format.

13.1.6 NIGERIAN INSTITUTE OF TRAINING & DEVELOPMENT (NITAD)

Introduction

The Nigerian Institute of Training and Development was established in 1989 by Human Resource Development (HRD) Practitioners and Researchers. It metamorphosed from the fusion between Nigerian Association of Training and Development (NITAD) and Institute of Training and Development (ITD) U.K Nigerian Branch. It was incorporated as a Company, limited by guarantee in 1994. The key objectives of this professional body are to improve the practice of Human Capital Development in both public and private sectors of the Nigerian economy in order to enhance

effectiveness, efficiency, productivity and promote high professional standards in human resource development.

THE INSTITUTE:

The Nigerian Institute of Training and Development is the professional association whose members are involved in or concerned with human resource learning, training, development and facilitation functions in Nigeria. Members work in all sectors of the economy.

IT'S VISION:

To be a world class Institute for Training and Development.

IT'S MISSION:

To develop and maintain best practices in training, learning and development, by providing accrued professional education to enhance its members' development and influence its environment positively.

CORE VALUES:

- I. Creativity
- II. Variety
- III. Team bonding
- IV. Good Communication
- V. Continuous Learning

THE ROLE OF THE NIGERIAN INSTITUTE OF TRAINING AND DEVELOPMENT (NITAD) & ITS PARTNERS

The professional development activities of NITAD are aimed at facilitating the exchange of knowledge, skills and experience for those engaged in training and development and at achieving a better utilization of human ability and potential in business, industry and government. The institute promotes international interaction and exposure of its members through a strong affiliation and co-operation with the International Federation of Training and Development Organisation (IFTDO) which is the apex world body for training and development.

The Institute currently has more than 6,000 individuals and 500 corporate members. The services rendered are recognized and supported actively by the Industrial Training Fund (ITF) which is a Parastatal of the Federal Government of Nigeria. Furthermore, the Institute enjoys the goodwill of the Office of the Head of Service of the Federation, Abuja. The Institute is also highly patronized by numerous corporate bodies in the private and public sectors of the economy.

OBJECTIVES OF NITAD

The Institute was established to achieve a number of objectives to support the Nigerian economy.

1. Promote the science and practice of training in Nigeria
2. Promote a forum for exchanging and imparting knowledge skills and experience amongst those engaged in training.

3. Encourage and sponsor appropriate research in the field of Training and Development and publish such findings for the advancement of the public education
4. Give professional accreditation to Practitioners who satisfy the necessary requirements laid down by the Council.
5. Establish and maintain standards of competence and conduct for the profession.
6. Maintain a register of membership.

INTERNATIONAL PROFESSIONAL BODIES

13.1.7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT (CIPD) UK

A notable Human Resource Management author, Armstrong (2000) in one of his presentations on the connection between learning and performance, explains that “The presence of so many delegates and visitors from overseas and the partnership between the Chartered Institute of Personnel and Development (CIPD), and the International Federation of Training and Development Organisations (IFTDO) demonstrate this ...” collaboration between professionals and professional bodies.

PROFILE

We believe that as well as creating value for organisations and economies, work can and should benefit individuals and society at large too. Work must do more than meet our basic financial needs - it should give us meaning and purpose, and contribute to our overall well-being.

Its purpose

As a registered Charity, the CIPD was established to promote the art and science of the management and development of people for public benefit.

The Institute is committed not only to finding and championing ways of defining and organising work that create economic and societal value, but also to promoting ways of improving individual working lives.

The HR and L&D professions hold the key to unlocking that sweet spot. Good people management and development are not only good for the financial performance of a given business, but also for the well-being of its workforce and for the long-term prosperity of the economies and societies in which we all work.

HISTORICAL BACKGROUND:

The CIPD was granted Royal Charter in July 2000, having demonstrated preeminence, public interest, stability and permanence. This was followed in July 2013 by the power to confer individual Chartered status on HR and L&D professionals. The Institute’s Charter and Bye-laws constitute its governing document, setting out its charitable purpose, powers and how they are constituted.

To amend the Charter, it needs approval from at least 75% of those voting at its annual general meeting (AGM), as well as approval from the Privy Council and endorsement from the Charity Commission.

In addition, their Regulations, which are approved by the Board of Trustees, set out how their powers are put into practice through various terms of reference and governance procedures in support of its Charter.

Its vision

The CIPD believes that by growing and developing a community of professionals that champion better work and working lives, she will help ensure that work creates value for individuals, organisations, economies and society.

Its vision is to define and represent the international benchmark for excellence in people and organisation management and development.

CIPD has been doing, and will continue to do this by:

- i. using its voice to influence relevant stakeholders and encourage them to invest in the HR profession, as well as other capabilities that help to champion better work and working lives;
- ii. ensuring that the HR profession (and CIPD membership) remains respected and trusted all around the world by broadening and strengthening the definition of professionalism in HR, and ensuring that the HR professionals of the future are equipped with the knowledge, skills and behaviours to earn that trust and respect;
- iii. investing in the CIPD's own future as a sustainable knowledge business that sets the standard of excellence in people and Organisation development.

CIPD GOVERNANCE

The CIPD is a registered charity. Its charitable purpose, as prescribed in her Charter and Bye-laws, is to promote the art and science of the management and development of people, for the public benefit.

CIPD Board members govern the strategic direction of the CIPD and as charity trustees are entrusted with ensuring that it is solvent, well run and delivering on its charitable purpose in compliance with Charity law, as well as its Charter and Bye-laws.

The Board is supported by the CIPDs' Council and four Committees with delegated powers. The day to day operational management of the CIPD - and development of its strategy - is delegated to the Chief Executive, who is supported by the Executive Team.

The CIPD Council is an advisory body made up of one representative from each of its across the UK and Ireland, as well as the CIPD's Board members. Council meets at least twice per year and is consulted on a range of strategic decisions, including the setting of membership fees, on which it has the final say.

The CIPD Board has four Committees to which it delegates certain powers:

- i. The Audit Committee
- ii. The Nominations Committee
- iii. The Remuneration Committee
- iv. The Membership and Professional Development Committee.

13.1.8 THE SOCIETY FOR HUMAN RESOURCE MANAGEMENT (SHRM), UNITED STATES OF AMERICA

PROFILE OF SHRM

The Society for Human Resource Management (SHRM) is the world's largest HR professional society, representing 285,000 members in more than 165 countries. For nearly seven decades, the Society has been the leading provider of resources serving the needs of HR professionals and advancing the practice of human resource management. SHRM has more than 575 affiliated chapters within the United States and subsidiary offices in China, India and United Arab Emirates.

HISTORICAL BACKGROUND:

Originally founded in 1948 as the American Society for Personnel Administration (ASPA) by a small but visionary group of personnel administrators, SHRM has grown into the world's largest HR membership Organisation. SHRM has a dedicated staff of over 350 and is headquartered in the Washington, D.C. metropolitan area.

ITS VISION:

“To be a preeminent and globally recognized authority whose leadership, perspective, resources and expertise are sought and utilized to address the most pressing, current and emerging human resource management issues.

MISSION:

SHRM's mission is to be a globally recognized HR professional society that exists to develop and serve the HR professional, and advance and lead the HR profession. SHRM provides education, thought leadership, certification, community and advocacy to enhance the practice of human resource management and the effectiveness of HR professionals in the Organisations and communities they serve

13.1.9. ASSOCIATION FOR TALENT DEVELOPMENT (ATD) PROFILE:

The Association for Talent Development (ATD) is a professional membership Organisation supporting those who develop the knowledge and skills of employees in Organisations around the world. The association was previously known as the American Society for Training & Development (ASTD).

ATD (Association for Talent Development) is the world's largest association dedicated to the talent development profession. Its members come from more than 120 countries and work in public and private Organisations in every industry sector.

***Vision:** Create a world that works better*

Mission: Empower professionals to develop talent in the workplace

Purpose

The Association supports the talent development profession by providing trusted content in the form of *research, books, webcasts, events, and education Programmes*. She hosts a variety of conferences several times a year, including the premier international gathering for talent development practitioners.

13.1.10 CONCLUSION

This chapter provides a list of notable professional bodies in Nigeria and abroad and their value-adding efforts to socio-economic development of the country. The activities of the Chartered Institute of Personnel and Development, United Kingdom, have been reviewed with insights on global best practices in human Resource Management.

PRACTICE QUESTIONS

1. The Chartered Institute of Personnel Management of Nigeria's (CIPM) vision "Is to be the foremost people management Institute in Africa, respected across the world"

Required:

- I. Highlight and discuss the Chartered Institute of Personnel Management's mandates
 - II. As the apex regulator of HRM practice in Nigeria enumerate and explain CIPM's core values to drive its objectives.
2. Write short notes on two International Professional Bodies.
 3. What are the professional Institutes' roles to Nigeria's socio-economic development?
 4. Discuss with illustrations the purpose of NITAD's existence

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CHAPTER FOURTEEN

THE ROLES OF LEARNING, TRAINING AND DEVELOPMENT TO THE NATIONAL DEVELOPMENT

LEARNING OBJECTIVES

By the end of the chapter, students will be able to:

- I. Identify the impacts of learning, training and development to the Nigerian growth;
- II. Examine some possible solutions to training and development in Nigeria.

14.1.2 INTRODUCTION

Banjoko, Simbo A. (2016) defined training as “an organised procedure by which people acquire knowledge and, or skills for a definite purpose”. It is a process for equipping employees with specific skills. The objective of job training according to Gardner (1973), is to enable employee perform his job in such a way as to meet the standards of output, quality, waste control, safety and other operational requirements. Nevertheless, the problem is that many organisations especially the ailing ones do not place much premium on training as a serious business issue. This and other related issues will be dealt with in this chapter.

14.1.2 CONVERGENCE OF LEARNING, TRAINING AND DEVELOPMENT WITH NATIONAL GROWTH

Learning, Training and Development are integral parts of human resource management system. This arm of HRM practice combined, contributes immensely to the manpower or capacity building of individual, organisation, industry and nation at large. Training as a term describes the role of a trainer, instructor or facilitator to impart ability in individual and bring out their best. It describes completely, all inputs from training needs analysis, curriculum development, to the entire value chains of deploying the strategy to build a competent individual across the nation to change or improve his skills, knowledge, and attitude or behaviour to enable one to become what he is capable of becoming – that is, harnessing his potentials to the upper limit.

Meanwhile, learning is the conscious effort individual makes through willing submission and active participation to absorb or acquire imparted skills, knowledge and attitude for a turn-around and transformation to be processed and transformed better than the initial state of being.

Whereas, development is the outcome and application of training and learning which makes individuals to perform at higher roles having imbibed, acquired and, or being upskilled. This aspect is very critical and can be challenging, if due process and necessary alignment required was not observed in the previous inputs-elements in training and learning. The trainer should be able to deploy training tools and the trainee should be willing to learn. Both partakers should have motivational-fit to blend and drive the process productively. There should be smooth alignment of aforementioned strategy to produce the desired results that will impact development.

Contributory efforts in the community of learning, training and development practice is essential to the advancement of a nation. To improve and sustain the nation's gross domestic products (GDP) which ultimately, place the economy in a good stead with its multiplier effects on the growth of individual, industries and the entire nation at large.

Vital issues in Learning, Training and Development

According to Armstrong (2000) the following issues are relevant to Training and development effectiveness:

- i. Organisation training and development philosophy
- ii. Strategic focus in Training
- iii. Relevance of training
- iv. Training process
- v. Identifying Training Needs and Training Needs analysis
- vi. Identifying Training Objectives (Obisi, Chris, 2011)

14.1.3 WHY TRAINING FAILS?

Why Training Fail Organisations training practices can fail for many reasons. Burak, Elmer and Smith Robert (1977) give the following reasons:

- i. The benefits of training are not clear to top management.
- ii. The top management hardly rewards supervisors for carrying out effective training.
- iii. The top management rarely plans and budgets systematically for training.
- iv. The middle management, without proper incentives from top management, does not account for training in production Organisation.
- v. Training external to the employing unit sometimes teaches techniques on method contrary to practice of the participants scheduling.
- vi. Trainers provide limited counseling and consulting services to the rest of the Organisation.

In order to leverage on the import of learning, training and development, certain prerequisites need to be put in place to equip organisation

Equipping the Organisation for Training

The Organisation should equip itself to perform a training role. Among other things, this involves the followings:

- i. Analysing the Organisation's strengths and weaknesses in training in the light of the needs assessment surveys and identification of the areas of training.
- ii. Training the staff in training skills where relevant, studying the management of the training function of employers' Organisations which have developed an excellence in the practice of training to enhance knowledge upgrade.

- iii. Improving the Organisation's information/research/knowledge base.
- iv. Developing training courses and materials, where necessary entering into arrangements with outside individuals or institutions to design and/or conduct training programmes.
- v. Appointing a training manager, or at least a person to plan and coordinate the Training.
- vi. Acquisition of the training equipment needed. (Sriyan, 1997).

14.1.4 THE ROLE OF LEARNING, TRAINING AND DEVELOPMENT TO NATIONAL DEVELOPMENT:

Syriyan (1997) identify the following key roles of LTD influencing the growth of a nation's development:

1. National educational and skills training policies and schemes. This could be affected in a variety of ways:
 - a. Through representation on the policy boards of national training institutions and possibly governments' ad hoc committee.
 - b. Identifying employers' education and skills needs and providing feedback from employers.
2. Employers' Organisations e.g. NECA in Nigeria could form executive training committees within the Organisation such as the Education Committee in the Japan Federation of Employers' Associations (NIKKEIREN), the Industrial Education and Training Committee in the Korean Employers' Federation and the Committee on Manpower and Development in the Singapore National Employers' Federation.
3. Influencing government, education and training authorities to correct inappropriate policies and to commence preparing for the future education and training needs if HRD policies are to have impact.
4. Initiating or promoting teacher education programmes to impart knowledge about the role of business in society and the need for business development in the environment etc.
5. Promoting closer links between employers and educational and training institutions.
6. Influencing course content e.g. management course contents to include more human relations management subjects, and even basic management in occupational safety and health and environmental management.

Other Roles includes:

7. An employers' Organisation to raise awareness among employers of the need for increased investment in the development of human capital as an essential condition for achieving completeness.
8. Influencing government to compensate learning Organisation by increasing the current reimbursement by Industrial Training Fund (ITF) in Nigeria
9. Training of human Resource Managers, given the fact that their role still tends to be downgraded relative to other management functions such as finance, marketing and production. This role could also be undertaken through training support given to professional bodies like an institute of personnel management.

10. Maintaining a directory of relevant training programmes/courses and categorize practitioners into Subject Matter Expertise (SME) to improve the country's productivity and gross domestic product (GMP)
11. Employers' Organisation should be able to influence the provision of training incentives to be offered to employers, through the tax system or training levies. Numerous examples in countries abound which can provide useful ideas to employers' Organisations

14.1.5 CONCLUSION

This chapter basically explains the roles of learning, training, and development in national development. It also narrates the prerequisites, problems as well as proffer solutions to the all-inclusive developmental tools which contribute to a nation's growth. Finally, it concluded with a projection into the future for training and development in Nigeria.

PRACTICE QUESTIONS

1. "If you don't train them don't blame them". It has been noted with concern that successive Governments at all levels have been paying lip service to staff training and development in the Public sector.

To do:

Recommend what the government roles should be to reposition the training and development practice in Nigeria for a better future.

2. List and discuss the role of learning, training and development to the growth of a nation.
3. Identify and explain the elements required to equip an organisation with training process.
4. Why does training fail? Discuss.

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CHAPTER FIFTEEN

THE ROLES OF GOVERNMENT IN LEARNING, TRAINING AND DEVELOPMENT

LEARNING OBJECTIVES

By the end of the chapter, students will be able to:

- I. Identify the roles of government in improving and regulating the practice of learning, training, and development to Nigerian growth;
- II. Highlight different government agencies in manpower development functions in Nigeria; and
- III. Harness opportunity through which government can support the agencies to be able to carry out their mandates effectively.

15.1.1 INTRODUCTION

The Nigerian government (both State and Federal) like other governments worldwide places emphasis on the need to nurture and produce competent manpower to achieve an enviable national productivity. Review of budgetary allocations in the recent did not past confirm an improvement and increase in the funds appropriation to the Ministries, Departments and Agencies (MDA) saddled with capacity building responsibility. To close up the gap in this context it gives birth to some national manpower development/capacity building bodies or centers across the country.

Federal Government of Nigeria like other country has a strategic role in supporting the practice of learning, training and development in building national manpower capability in various forms including regulating the practice as well as establishing training institutions for various cadres of national workforce. This is what the government does by creating Industrial Training Funds to regulate while some training facilities are established to provide training support to up skill.

In the same vein, some states of the Federation have staff development centres in their respective states like Simeon Adebayo Staff Development Centre in Oyo State and Lagos State's Public Service Staff Development Centre like other staff development centre across the states of the Federation.

Listed below are some of the Public sector's training facilities confirming the government's role in this regard through the creation and, or regulation of learning, training and development in the following ways:

- i. Centre for Management Development
- ii. Administrative Staff College of Nigeria (ASCON)
- iii. Nigerian Institute for Policy and Strategic Studies (NIPSS)
- iv. Industrial Training Fund
- v. Public Service Staff Development Centre – (PSSDC) – a case study of Lagos State capacity
- vi. building strategy.

15.1.2 THE ROLE OF GOVERNMENT IN IMPROVING TRAINING IN NIGERIA

Government's role in improving the practice of Learning, training and Development has been so tremendous since independence till date. Its role has been carried out by various agencies it established through either decree in military regime or acts of parliament in democratic regime at different time in the history of the country. The agencies established to support its programmes and policies are basically articulated to regulate, impart and equally equip nation's manpower capability to improve on and sustain national gross domestic products (GDP) through competent workforce.

For instance the creation of Administrative Staff College of Nigeria (ASCON) and Centre for Management Development (CMD) are to prepare public servants from certain cadre for higher roles while Industrial Training Fund (ITF) is to regulate and ensure that employers of labour provide training regularly and also make them remit one percent of their annual payroll value to the Fund and in turn reimburses the remitting organisations 50% of amount remitted for verifiable training programmes held by employers to encourage continuous staff development through training.

Below are few agencies established by both Federal and State Government to carry out its programmes, policy and regulations, they are:

15.1.3 THE ROLE OF CENTRE FOR MANAGEMENT DEVELOPMENT (CMD) IN MANAGEMENT EDUCATION IN NIGERIA

HISTORICAL BACKGROUND OF THE CENTRE AND ITS COUNCIL

The Centre for Management Development is the operational arm of the Nigerian Council for Management Development. The Council is a Federal Government Agency established in 1972 to stimulate, promote and co-ordinate management education, training and development throughout the country.

By giving the Council an operating agency, the Federal Government sought to raise the functions of the Council well above that of a consultative and advisory organ and expose it to direct involvement in management training development and research and provide it with an effective instrument for policy implementation and programme co-ordination throughout the country. In a way, therefore, the history of the Centre is also the history of the Council.

History

The history of the Council dates back to a meeting of the National Manpower Board which was held on October 20, 1965. The meeting, while deliberating on a report on productivity in industry observed that a major bottle-neck to raising labour productivity was the comparatively low quality of management at all levels. The meeting also noted that while a considerable number and variety of facilities for management training were available in the country, the lack of effective co-ordination via a central source of information led to wastage and unnecessary duplication of courses.

The Manpower Board thereafter directed its secretariat to initiate action for the establishment of machinery for coordinating management training with a view to eliminating unnecessary duplication while ensuring that courses reflected in frequency, level and types meet the needs of the country's economy.

Consultations with various providers and users of management training led in 1966 to the establishment of the Nigerian Council for Management Education and Training to coordinate and obtain agreement on management training programmes. However, the Council's lack of adequate support for its running and the intervention of the Nigerian Civil war prevented positive development of the Council. It is therefore no surprise that this first experiment in planned coordination of management education and training at national level did not meet even the most modest expectations.

This initial setback did not obviate the need for adequate supply of well trained and experienced managers, nor did it discourage those concerned from making further efforts, in the interest of the nation's fast-growing economy, to achieve the objectives for which the Council had been established.

In fact, the need for well-coordinated management programmes was emphasized in 1969 by an International Labour Organisation (ILO) report which said that although various management training programmes were offered to meet limited needs and interests, there was an appalling lack of coordination in the areas of contents and standards. Some of the organisations offering programmes served only their own staff or limited the coverage of their courses to certain functional courses and none had the staff or resources to offer programmes to more than limited sections of management or to cover more than limited range of management interests.

The second National Development Plan 1970-74 provided the Federal Government the opportunity to re-affirm its commitment to assist in the development of adequate executive capacity for the country. The Government therefore decided, as a project under the Plan to reconstitute the Council which in composition is the country's National Manpower Board. It also decided to set up the Centre for Management Development to reinforce and strengthen the existing complex of management training institutes and facilities.

On Monday, January 31, 1972, the newly reconstituted Council was inaugurated. The Council embraced various interests involved in the development representatives from the Ministries of Labour, Establishment, Industries, Education and Economic Development and representative of the Nigerian Employers Consultative Association (NECA), the Nigerian Association of Chambers of Commerce & Industries, as well as three persons close relationship with management training. In January 1973, the Centre for Management Development was the Council's operating arm.

In setting up both the Council and the Centre; the Federal Government took care to delineate specific responsibilities for both bodies. The functions of the Nigerian Council for Management Development (NCMD) and the Centre for Management Development (CMD) are stated in sections 2 and 16 respectively of Decree No.51 of 1976.

THE FUNCTIONS OF THE COUNCIL

Act 51 of 1976 assigned the following specific functions to the Council:

- I. To advise the Minister (that is, Federal Minister of National Planning) on policies, plans and programmes for the enhancement of number, quality and effective utilisation of the managerial manpower resources of the country in all sectors of the economy;
- II. To formulate policies and guidelines for the coordination of management education and training activities throughout the country;
- III. To develop and promote high national standards of management education, entrepreneurial development, and supervisory training;
- IV. To keep and maintain a register of training institutions and their training programmes including their subjects, locations, standards, duration, type and costs;
- V. To assist, from time to time, the training programmes offered by institutions listed in the register mentioned in paragraph (d) above with a view to determining their competence and whether they deserve financial support by Council; and
- VI. To provide a forum at which representatives of both the public and private sectors and of management training institutions could exchange information and ideas on trends in management education and training.

FUNCTIONS OF THE CENTRE FOR MANAGEMENT DEVELOPMENT (CMD)

The following are the functions of the Centre for Management Development (CMD) as spelt out in Section 16 of Decree 51:

- I. The provision for the Council, background information and other technical data necessary for the Council's policymaking and coordinating functions;
- II. Provision of management advisory and consultancy services to Nigerian enterprises;
- III. Establishment and maintenance of an up-to-date library for management studies;
- IV. Publication of journals, research papers and books on modern management and supervisory techniques; and
- V. To sponsoring, promoting and conduct of research into all aspects of management and allied subjects in relation to the Nigeria situation.

In addition to these functions, the Federal Government, from time to time, gave additional responsibilities to the Centre, for example, in 1977, the Federal Executive Council directed the Centre to assist in the development of the small-scale industrial sub-sector of the economy through the design and provision of suitable training packages for small-scale industries in the nation.

TRAINING AND DEVELOPMENT ACTIVITIES OF THE CENTRE

The Centre is not just a training institution. Its role in management development in the country is three dimensional – promoting, coordinating and initiating. The Centre’s promotional role essentially entails stimulating the interest of organisations in the training and development of their management manpower as well as inspiring individual practicing and prospective activities to improve management practices and performance in enterprises in Nigeria.

In addition to assuring the interest of organisations in developing their executive manpower, the Centre coordinates the activities of the various private and public institutions which are engaged in management education, training and development. This role requires laying down standards of performance, evaluating the work of the institutions concerned and establishing norms of performance. It also entails close liaison with these institutions, cooperating materials and making available to them such resources as would help them to carry out their own tasks.

As a strategy for performing its coordinating functions, the Centre promotes the formation of professional institutes and associations in collaboration with which standards are set, norms of performance worked out and ethics of the management professions agreed upon. Among the institutes/associations initiated and nurtured by the Centre are the Nigerian Association of Management Consultants (NAMCON) and the Institute of Management Consultants of Nigeria (IMCON) which are associations of management consulting firms and of individual management consultants respectively. These are instruments for upgrading management consultancy in Nigeria both qualitatively and quantitatively.

The Association of Schools of Management Education and Training (NAMSET) looks after the quality of management education and training available to Nigerians. The Nigerian Marketing Association (NIMARK) aims at improving the quality of marketing as a profession, while the Nigerian Association of Small-Scale Industrialists to articulate the problems of this vital sector and promote training consciousness among its members.

As a resource institution, CMD has a number of support schemes for both individuals and institutions involved in management education, training and development. These schemes which aim at improving the quality of management materials, teacher development (award of several fellowships to individuals for updating of knowledge and the initiation of train-the-trainer programmes for their multiplier effect), exchange programmes (exchange of Nigerian faculty with teaching institutions abroad to widen knowledge), management research, and facilities improvement (financial grant to equip library, provision of audio-visual equipment, etc.).

The Centre also takes the initiative in research, consulting and training. Management research occupies an important place in CMD’s programmes of activities. The Centre’s research effort is partly to ensure that its corporate activities have a sound basis and are tailored to the needs of the country and partly to contribute to management knowledge in Nigeria.

The Centre provides consultancy services to small scale and medium-size indigenous enterprises. It has designed a series of training programmes for Management Teacher/Trainers development comprising: MANDEV workshop series, Train-the-trainers series; and case Writing Workshop

series. Through these programmes CMD has increased the number and enhanced the quality of management educators and trainers in Nigeria since its inception in 1973.

CMD also organises a number of other programmes which focus on specific management functions and problem areas, for example, the Programming for Improved Performance and Organisational Improvement Seminars, Production Management Programmes and Strategy for Public Enterprises Seminars. Other courses include 'How To Run a Business', 'Construction Management Seminar', 'Printing Management Seminar', 'Management Consultants Training Seminars', 'Economic Management and National Budget Seminars, and training courses tailored to the needs of small scale industrialists.

In sum, the Centre engages in training either to fill an identified gap in the training requirements of managers in the country or run courses which training institutions in the country do not find profitable to be involved in, but which it knows are necessary and relevant to the needs of the country. CMD activities

thus cover the whole range of management development activities - education, economic management, training consultancy, research etc.

RELATIONSHIPS WITH INSTITUTIONS OF HIGHER LEARNING

In pursuing its role of coordinating management education and training activities in the country, the Centre provides support to public and private enterprises. It promotes development of management curriculum in institutions of higher education in the country. It encourages coherence of courses and their relevance to the Nigerian environment. The Centre is currently developing series to teaching materials. One of them is management case studies that are derived from the Nigerian situational context.

The institutions of higher learning in the country have over the years assisted as interveners in CMD's Management training workshops, case writing series and in-plant training. On the other hand, CMD has personnel of the institutions of higher learning attend MANDEV programmes, International Teachers programme and Train-The-Trainers programmes in France. CMD has collaborated in joint programmes like the Management Career Awareness programme at the University of Nigeria, Enugu Campus. Some research efforts have been undertaken between the staff of the CMD and those staff of the institutions of higher learning.

ROLE OF CMD IN NATIONAL DEVELOPMENT

The most intractable problem which the country has faced in the preparation and execution of its development plans is inadequate executive capacity. This is reflected in serious shortfalls in the number and quality of various categories of manpower. The progress reports on its Development Plans have identified the manpower factor as a major source of constraint in the implementation of projects in practically all the sectors of the economy.

In our educational institutions the problem of manpower shortage is equally acute. For instance, the staff shortages in the institutions of higher learning have been estimated at about 40 per cent.

The relatively high dependence on expatriate personnel in the technical, scientific and professional fields is also an indication of the acute shortage of indigenous manpower in these areas. From this cursory survey of labour situation, it is obvious that we still have a long way to go in solving the problem of manpower shortage in the economy.

Another problem is underutilization or inefficient use of available manpower. This situation occurs when available manpower is not optimally deployed. This has the unfortunate effect of compounding the already intractable manpower problem.

In addition, various manpower development agencies like the Centre for Management Development (CMD), the Industrial Training Fund (ITF) and the Administrative Staff College of Nigeria (ASCON) have been established, all aimed at tackling the country's manpower problem.

15.1.5 THE ADMINISTRATIVE STAFF COLLEGE OF NIGERIA (ASCON) AND MANAGEMENT DEVELOPMENT

The historical origin of the Administrative Staff College of Nigeria (ASCON) dates back to February 1967, when the Institute of Administration, University of Ife (later renamed Obafemi Awolowo University) was mandated by the Federal Government of Nigeria to undertake a survey of the Training Needs of the Federal civil service. Early in 1968, the report of the survey was submitted, and in it, Professor Wolle, the Consultant who handled the survey, recommended that the Federal Government should accept that:

- I. Training as the instrument for development of an employee is but one aspect of efficient manpower utilization;
- II. Anticipating in advance the type and quantity of manpower required to carry out government functions is as essential as anticipating the need for money;
- III. Assuring that the civil servants are developed to their full potential is a responsibility of the government, and
- IV. Failure to provide training for the employees is frequently a failure of the supervisors to plan their work, schedule leave and recognize the benefits of training.

In addition to the foregoing, was the recommendation that there should be a staff College with responsibility for all high-level administrative training for the Federal Government.

On 30th April 1969, the Federal Government issued a white paper titled "A statement of Federal Government policy on staff development in the Federal Public Service" on Professor Wolle's report and in it, approved among other things, the establishment of an administrative staff college to cater for the development of senior executives to all cadres and specified the need for this College to be independent of Universities.

Following the issuance of the White Paper, the Administrative Staff College of Nigeria was established by Decree No. 37 of 1973 (later Act. No.39) with the following objectives:

- I. To provide higher management training for the public and private sectors of the Nigerian economy;

- II. To provide and arrange for a competitive study and investigation of the principles and techniques of management and administration, and, for promotion of a better understanding between persons connected with management and administration in the various spheres of national life;
- III. To conduct research into problems of management and administration arising in different spheres of national life;
- IV. To award grants, scholarships or travel fellowships for research in public administration and allied subjects;
- V. To establish and maintain a library;
- VI. To undertake, organise and facilitate study courses, conferences, lectures, seminars and the like and to promote the aforesaid object, and
- VII. To undertake, and provide for the publication of journals, research papers and books in furtherance of the aforesaid objects.

However, in November 1978, the team (Federal Military Government) reviewed the *modus operandi* of ASCON and directed that, to enable the College cope adequately and effectively with the training needs of the public service, it should henceforth restrict its role to the training and development of public officers only.

VISION AND MISSION STATEMENT OF THE CENTRE FOR MANAGEMENT DEVELOPMENT (CMD)

The vision of the Centre for Management Development is to be a world-class management development institution that sets standards for excellence in management development and economic administration, and its mission is to stimulate, promote and coordinate management development for the achievement of management excellence in Nigeria and beyond.

MANDATE OF THE CENTRE FOR MANAGEMENT DEVELOPMENT (CMD)

The mandate of the Centre includes the following:

- i. Policy Making, Promotion and Coordination of Managerial Manpower Development
- ii. Accreditation and Registration of Management Trainers and Training Institutions
- iii. Management Advisory and Consultancy Services
- iv. Reference Library for Management Development
- v. Sponsoring, Promoting and Conducting Research into various Facets of Management Development
- vi. Publishing Journals, Research Papers and Books on Modern Management
- vii. Quality Assurance and Benchmarking of Best Practice in Manpower Development.

RELATIONSHIP WITH INSTITUTIONS OF HIGHER LEARNING

ASCON's relationship with Institutions of higher learning is guided by one of the statements contained in the Federal Government's White Paper on Late Professor Wolle's Report. The White Paper specified that the Administrative Staff College was to be set up and was to be independent of the universities but cooperating with them in every way possible. To this end, ASCON cooperates with institutions of higher learning both within and outside Nigeria in the

implementation of some programmes where it has been considered necessary and appropriate to do so. One good example is the post-graduate diploma course in Public Administration which ASCON runs in partnership with the University of Lagos. To qualify for this course, officers must have served in the public service for at least two years. The objective of the course is to provide the participants with solid management concepts and theories, as obtains in the universities, and more. The course provides participants with the ability to appreciate the dynamics of the public service and the skills to grapple with the real-life issues and challenges of the service. In this way, the course helps to meet the needs of the public service and developmental needs of its staff. It is gratifying to note that this programme has been found by sponsoring Organisations to have effectively bridged the gap between theory and practice.

The College's cooperation with institutions of higher learning is not confined to running programmes like Post-graduate Diploma in Public Administration (PGDPA) alone or making use of their staff as guest speakers on its programme. It extends to manning jointly with their staff on consulting assignments. One such assignment that comes readily to mind is the survey of Training needs which ASCON undertook for the Government of Zimbabwe. A three-man team consisting of two ASCON staff and one university staff handled this assignment from the beginning up to the submission of the report. The assignment is indeed an eloquent demonstration of ASCON-University collaboration, which it is hoped, will be sustained and improved upon in the years ahead.

Another area of collaboration which ASCON intends to explore is that of joint research projects or research projects singly carried out by the Universities Staff but financed by ASCON. It will be recalled that one of the objectives of ASCON is to conduct research and award grants, scholarship or travel fellowship for research in Public Administration and allied subjects.

Outside Nigeria, ASCON has collaboration arrangements with the University of Strathclyde, United Kingdom in developing one of the regular financial management programmes, while similar arrangements once existed with Royal Institute of Public Administration –RIPA (now terminated) and Bureau of Management Course.

The relationship with higher institutions within and outside Nigeria is healthy and mutually beneficial. However, ASCON should avoid the danger which is ever present, of becoming too academic in orientation. This warning should not be construed as anti-academic or intellectual. While theory helps to illuminate and improve management practices, the credibility of ASCON rests and will continue to rest on its ability to reconcile theory with practice. The value of the former lies in the new insights and understanding it offers practicing managers in tackling the complex and various problems of their organisations.

ROLES OF ASCON IN NATIONAL DEVELOPMENT

The role ASCON is expected to play in national development is underlined in the report of the Public Service Review Commission submitted in 1974 which highlighted *inter alia* that “the main constraints to Nigeria's development is lack of skilled and experienced men and women to carry out the task at hand. In order to help to correct the deficiency, ASCON proposed changes and strengthening of both the Manpower Planning and Training Machinery of Government. If

implemented, these should enable the public service to know specifically their manpower requirements”

To increase executive or managerial capacity, the College has developed and mounted a number of training programmes and in addition, offered and continues to offer consulting services to public institutions. While the number of managers trained or consulting services undertaken could give an indication of the potential impact of ASCON activities on national development, this of itself, does not give an indication that the training efforts are affecting the pace and rate of ASCON development. The reason for this is obvious. Apart from the fact that the College has not been able to reach the number and categories of public servants that it wishes to reach, the performance of its course graduands are affected by number of factors. The organisational climate, attitude of the boss, peers and subordinates and the motivational level of the graduands themselves are key factors that determine whether or not the new capabilities and attitude acquired on courses are in fact transferred to work situations. Series of evaluation studies would need to be conducted in order to ascertain whether or not ASCON programmes have resulted in changes to individual/group and organisational performance.

Besides improving managerial effectiveness and efficiency through training programmes, ASCON also helps to stimulate through its programme of conferences, seminars and workshop, discussions and debates on the content and process of development.

The value of this approach lies in the sharpening of issues, reorientation of focus and improvement in the relationships of key groups whose agreements are crucial to determination of developmental priorities and successful implementation of development projects.

PROJECTS

Given the level of support ASCON currently enjoys, the commitment and dedication of the directing and teaching staff and the increased demand for ASCON services, the Administrative Staff College will continue to be in the forefront of the vanguard to improve public service performance. In order to reach more public institutions and public servants, efforts in the coming years will be geared towards: increasing the College’s consulting services; mounting performance improvement programmes for occupational groups; ensuring the establishment of training units in every large ministry and agency and the training and exposure of their officers who will handle the bulk of their training; and taking measures to rationalize and coordinate training efforts in the public service.

15.1.6 INDUSTRIAL TRAINING FUND (ITF): Historical Background

Established in 1971, the Industrial Training Fund has operated consistently and painstakingly within the context of its enabling laws Decree 47 of 1971 as Amended in the 2011 ITF ACT.

Vision Statement

To be the foremost Skills Training Development Organisation in Nigeria and one of the best in the world.

Mission Statement

To set and regulate standards and offer direct training intervention in industrial and commercial skills training and development, using a corps of highly competent professional staff, modern techniques and technology.

Objectives

The objective for which the Fund was established has been pursued vigorously and efficaciously.

The main thrust of ITF programmes and services is to stimulate human performance, improve productivity, and induce value-added production in industry and commerce. Through its SIWES and Vocational and Apprentice Training Programmes, the Fund also builds capacity for graduates and youth self-employment, in the context of Small-Scale Industrialization, in the economy.

Status

The Industrial Training Fund is a grade 'A' Parastatal operating under the aegis of the Federal Ministry of Industry, Trade and Investment. It has been operating for 42 years as a specialist agency that promotes and encourages the acquisition of industrial and commercial skills required for national economic development

Governing Council

A Governing Council of thirteen members drawn from the public and private sectors are appointed by the Federal Government to manage the Fund. This is to reflect the co-operative spirit of the enterprise, the need for private employers, organized labour, and the providers and users of training to co-operate in identifying training needs and devising training policy and system.

Support Service

As part of its responsibilities, the ITF provides Direct Training, Vocational and Apprentice Training, Research and Consultancy Service, Reimbursement of up to 50% Levy paid by employers of labour registered with it, and administers the Students Industrial Work Experience Scheme (SIWES). It also provides human resource development information and training technology service to industry and commerce to enhance their manpower capacity and in-house training delivery effort.

Its Services:

General Training Needs Identification and Intervention

This area encompasses the following activities:

- i. Industry Training Need Identification.
- ii. Development & Implementation of Training Intervention to address gaps identified during the Identification of Training Needs.
- iii. Industry Based Research Activities.
- iv. In-depth Diagnostic Studies of Small and Medium Scale Enterprises.
- v. Productivity and Efficiency Improvement Training (PEIT).

Short - Term Training Services

Implementation of Short-term training programmes is one of the key Performance indices of the Fund as it draws the Fund closer to its clients. Activities in this area include:

- i. Scheduled Training Programmes
- ii. Unscheduled Training Programmes
- iii. New Course Design and Development

Advisory Services and Quality Control

One of the main thrusts of the Fund is to set and regulate standards in companies' training activities in the following areas:

- i. Approving their training plans and programmes.
- ii. Monitoring in-company training implementation.
- iii. Grants and reimbursement services.
- iv. Monitoring and evaluation of Company apprentice training.
- v. Monitoring of Student Industrial Work Experience Scheme (SIWES)

Students Industrial Work Experience Scheme (SIWES)

This Scheme was designed to expose students to industrial work situation they are likely to meet after graduation. Therefore, the Scheme affords students the opportunity of familiarizing with and being exposed to the needed practical skills and experiences in handling machinery and equipment that are not readily available in institutions

Management of Fund's Resources

Revenue generation, managing human and material resources are vital aspects of the Fund's growth and development. To achieve the Organisation's goals and objectives, the Fund has over the years given attention to these indices. The expenditures were prudently made as per approved budgets while Internal Audit carried out its functions to ensure that no cost centre was over spent or misappropriated.

15.1.7 NIGERIAN INSTITUTE FOR POLICY AND STRATEGIC STUDIES (NIPSS):

THE NATIONAL INSTITUTE'S PROFILE

The Nigerian Institute for Policy and Strategic Studies (The National Institute), is a high level centre for reflection, research and dialogue. In the institute, academics of excellence, seasoned policy makers and initiators and other citizens of mature experience and wisdom, drawn from all walks of life across the sectors of the economy (public and private), meet to reflect and exchange ideas on the great issues of society, particularly as they relate to Nigeria, West Africa, Africa, society and humanity in the context of a constantly challenging world. NIPS is a model Institution for inculcating the highest national ideals and achieving the best results for National development and utilization of resources.

HISTORICAL BACKGROUND

The Nigerian Institute of Policy and Strategic Studies (NIPSS) was established and commissioned on Monday, September 3rd, 1979 through a military Decree number 20 of 1st January, 1979. One of the reasons the then military Government of General Olusegun Obasanjo decided to establish the NIPSS was to get first rate public servants and other professionals in the public service of the country like the Army, the Navy, the Air force, the Police Force and Organised Private Sector (OPS) like labour and statutory corporations that were not purely civil service establishments.

Criteria for establishing the Nigeria Institute for Policy and Strategic Studies at Kuru, near Jos was to have young men and women who might likely make it to the peak of their respective careers to be sent to or assembled at the coolest and quietest part of the Country for a period of six to nine months to consider the challenges facing Nigeria and proffer solutions. The first set of 40 participants was admitted and commenced studies on 20th August, 1979 as Senior Executive Course 1 (SEC 01/1979) and they spent twenty-eight weeks (six months).

Its Vision

To be the apex centre of policy research and reflection for a better Nigeria and human society”

Its Mission

“To serve as the centre for policy, advocacy, advice and training for the Nigeria, West African region in the context of a dynamic and changing world.”

Why NIPSS was established?

The Federal Military Government of Nigeria (FMG) established the Institute to address the following national challenges militating against the growth and development of the country:

- I. Weaknesses in National Unity
- II. Weaknesses in Federal System of Government.
- III. Weaknesses in National Governance System
- IV. Weaknesses in National Socio-Economic Management System.

Major Objectives of the National Institute:

- i. Conduct of course for top level policy makers and executives
- ii. Conduct of social and public policy research
- iii. Act as consultants for policy implementation
- iv. Organize brainstorming sessions
- v. Publish books, records, reports and articles to disseminate its activities.

Unique Strategies

- I. Practical situations are taught, whereby the course participants are grouped into syndicates with areas of coverage
- II. Local study tours of states in Nigeria
- III. African study tours.

IV. Intercontinental study tours.

ORGANOGRAM OF THE INSTITUTE

The Institute is currently organized broadly into four Directorates:

- i. Studies
- ii. Research
- iii. Administration
- iv. Library

There are, however, several support departments and units such as Finance and Works.

Others are: Seminar/Publications, Audit, Public Relations and Protocol and ICT all of which are under the Office of the Director-General. These departments and units all work together to fulfil the objectives of the Institute.

BOARD OF GOVERNORS

At the top of the organisational chart of the Institute is the Board of Governors. The governance of the Institute and the general direction of its affairs are vested in the Board of Governors consisting of a Chairman, the Director-General and nine other members. Apart from its responsibility for policy and the general direction of the affairs of the Institute, the Board has the specific responsibility to consider and approve the following:

Responsibility of the Board:

- i. A long-range plan of activities for the Institute;
- ii. The programme of studies and research to be undertaken by The Institute;
- iii. The annual budget of the Institute;
- iv. The investment plans of the Institute.

An annual report to be submitted to the President on the activities of the Institute and its administration, including audited accounts for the preceding year.

STATE'S CAPACITY BUILDING STRATEGY – A CASE STUDY OF LAGOS STATE

15.1.8 PUBLIC SERVICE STAFF DEVELOPMENT CENTRE (PSSDC)

THE STAFF DEVELOPMENT CENTRE PROFILE

HISTORICAL BACKGROUND

The Public Service Staff Development Centre (PSSDC) was established by the Lagos State Government in 1994. The establishment of the Centre arose from the need to effectively coordinate capacity building, learning and development activities but more importantly, with a view to promoting excellence in Public Service delivery. Since establishment over 20 years ago, PSSDC has provided niche and cutting-edge learning and development programmes in the Public Service of Lagos State with tremendous observable impact.

In line with the desire of its stakeholders to make Lagos become Africa's model mega city that works for all and with a view to enhancing her ability to play in the dynamic world of human resource management and capacity building, PSSDC received tremendous support from the Lagos State Government. This support heralded the commencement of an ambitious transformation programme that has since changed its perception by critical stakeholders in the Public Service capacity building industry in Nigeria and beyond. Under dynamic and focused management, PSSDC successfully designed and implemented a change programme that has revitalised its outlook, its processes and capacity, its learning and development delivery and has validated its claim to be a Public Service organisation with a Private Sector orientation.

ITS VISION & MISSION

PSSDC aims to be the leading Public Service capacity building institution in Africa with a world-class reputation.

To achieve this, PSSDC will be providing human capacity solutions through learning and development initiatives to public service stakeholders using technology-driven resources.

PSSDC has re-directed for relevance, recognition and has developed a set of strategic institutional objectives to underpin this vision.

SERVICE DELIVERY

Lagos State Public Service Staff Development Centre is a capacity building institution involved in the design and implementation of cutting-edge learning and development programmes and a wide range of consultancy services. Our offerings help Organisations and agencies improve service delivery as well as provide solutions to Organisational development issues.

Its Learning and Development offerings are arranged across nine areas, each of which comprises courses designed to meet the corporate and individual needs of Organisations and their employees. It focused on designing and implementing programmes that help the Public Service deliver on its mandate while reaching out to other public sector stakeholders.

PSSDC's Strategic Institutional Objectives include:

- i. To proactively partner with all relevant arms of government in the **design** and **implementation** of value-adding training and development initiatives in a structured, systematic way consistent with the emerging new Lagos State Public Service.
- ii. To provide **consulting** in Organisational Effectiveness and Service Delivery, Visioning and Living the Vision, Implementation of Strategy Documents, e.g. LASEEDS, Industrial Relations for good governance.
- iii. To conduct **value assurance** of learning and development consultancy providers to ensure content and curriculum depth, relevance and applicability to the vision of the state.
- iv. To develop PSSDC into a **business-minded**, self-sustaining and **commercially viable** institution.
- v. To create and sustain a stimulating environment for staff to unleash their potential and **deliver** surpassing **productivity**.
- vi. To be a veritable **resource and research centre** showcasing the achievements of Lagos

State to Africa and to the World.

Milestones:

To date PSSDC has achieved the following among others:

- i. Developed an Institutional Transformation Plan (ITP) and implemented an Organisational Change process which has resulted in a more focused and professional attitude to service delivery;
- ii. Modernized learning and development in curriculum design and delivery thus becoming a reference point for professionalized learning and development;
- iii. Conceptualized and developed game-changing programmes to address competency gaps in transitional managerial levels in the Public Service in Lagos State;
- iv. Developed a new model of experiential learning on all learning and development programmes;
- v. Reorganized and refocused functional departments into strategic business units;
- vi. Strengthened its Consultancy capacity to compete and has successfully responded to Expressions of Interest (EoI) and executed consultancy jobs within Lagos state, in other states of the Federation and to a number of Federal Government agencies;
- vii. Provided enhanced physical environment and a conducive physical ambience, a model of functionality in the Public Service;
- viii. Created an environment for the re-awakening and unleashing of the potential of staff through the institution of human resource policies;
- ix. Projected a consistent brand and revamped its goodwill and credibility;
- x. Successfully re-engineered its financial position and introduced cost effective measures that has enhanced revenue;
- xi. Recognized within Nigeria and internationally as a partner in providing human capacity solutions.

RELATIONSHIP WITH OTHER TRAINING INSTITUTIONS

PSSDC as a key player in learning, training and development globally, collaborates with the following major stakeholder in the community of practice with frontline professional national and international bodies and institutions relevant to human resource management and capacity building particularly such as:

- I. The Chartered Institute of Personnel Management of Nigeria (CIPMN);
- II. The Nigerian Institute for Training and Development (NITAD);
- III. The Nigerian Institute of Management (Chartered);
- IV. International Federation of Training and Development Organisations and,
- V. the Galilee International Management Institute (GIMI), Israel

MEMBERSHIP OF CAPACITY BUILDING INTERNATIONAL ORGANISATIONS

A learning Organisation that recognizes the imperative of change and sustainable excellence in service delivery, PSSDC is an active member of numerous national and international capacity building Organisations including:

- I. The International Federation of Training and Development Organisations (IFTDO) and
- II. The West African Management Development Institutes Network (WAMDEVIN).

Ministerial Mandates/Responsibilities/Functions

The Law No. 5 of 2013 (which repealed Edict No.9 of 1994) empowers the Centre to:

- I. partner with all relevant Ministries, Departments and Agencies of government within the State in the design and implementation of qualitative, well defined and structured training programmes;
- II. provide mandatory training schemes for staff on Grade Levels 02 to 12;
- III. develop courses/seminars for other officers on other Grade Levels;
- IV. provide consultancy services with a view to contribute to Organisational effectiveness, human resource development and service delivery;
- V. collaborate and participate in training programmes for public servants in all areas of the Centre's competence;
- VI. provide learning and development programmes needed for career progression in line with the State Government's human resource management policies and vision;
- VII. provide learning and development programmes for all government employees and public servants as may be considered necessary for the enhancement of their education and productivity;
- VIII. establish strategic partnership with and act as regional learning and development partner for other national and international agencies;
- IX. undertake research and act as a resource center establish and maintain a Library and Resource Centre reflecting the various disciplines in the Centre; pioneer and showcase the use of emerging technologies in learning and development;
- X. undertake the publication of journals, research papers and books in furtherance of its functions under the provisions of this Law;
- XI. undertake commercial ventures relating to its functions under this Law to generate additional funds to augment Government's funding;
- XII. establish such campuses, faculties, institutes, schools, extra-mural departments and other teaching and research units within the State as may from time to time be necessary;
- XIII. conduct annual value assurance of Training Service Providers in collaboration with the Ministry;
- XIV. award certificates; and partner with internal and external stakeholders for the benefit of the Centre.

Departments/Units

- i. Office of the Director-General
- ii. Public Affairs Unit
- iii. Internal Control Unit
- iv. Business Support Unit
- v. Corporate Services (Administrative & Human Resources) Directorate
- vi. Programmes Directorate

- vii. Technical Services Directorate
- viii. Planning & Research Directorate
- ix. Finance & Accounts Directorate
- x. Management Consultancy Services Directorate

For the continuous improvement of learning, training and development practice to make noticeable impact on the national development and ultimately gross domestic products, in Nigeria the following suggestions should be adopted by the government

15.1.9 SUGGESTIONS ON HOW GOVERNMENT CAN IMPROVE TRAINING IN NIGERIA

- I. The Industrial Training Fund (ITF), should be provided with more power to prosecute employers of labour who fail to train their staff or those who fail to remit or short remit the statutory deductions to the Fund.
- II. The Fund's Centre of Excellence (CoE) for own staff development should be upgraded to a world class standard. Same should be extended to other Government's agencies.
- III. Training equipment imported into the country by training institutions should attract lower or zero tariffs and or import duties.
- IV. More training equipment manufacturing companies should be established by government. The only private company so far is RAPIDO in Aba, Abia State.
- V. Government should encourage Small-Scale Industrialists (SMIs) and entrepreneurs to train their staff with a token fee annually from her coffers.
- VI. Government should once in a while, assist non-governmental agencies and private sector employees to attend overseas training through technical assistance with the host training country.
- VII. Crafting of training policy that will compel Government official- participants at training to display high-level discipline on the attendance and application of skills acquired unlike the current practice which places undue emphasis on estacode.

15.1.10 PAST GOVERNMENT EFFORTS

- i. Past efforts of Government were limited to formal Organisations. Government should now get a list of the informal Organisations who are presently contributing to the economy in publishing, science and technology, water management, waste disposal, energy production, education, training etc and partner with them.
- ii. Monitoring and evaluation of government partnership should be sincerely, scientifically and professionally carried out without bias.
- iii. Future sustainable master plan training programmes should be drawn by government to foster training technology so that the nation can truly witness greatness.

PRACTICE QUESTIONS

- 1. Write short notes on any three of the following agencies:

- I. Administrative Staff College of Nigeria
- II. Centre for Management Development
- III. Nigerian Institute for Policy Strategic Studies (NIPSS)
- IV. Industrial Training Fund (ITF)

V. Lagos State's Public Service Staff Development Centre (PSSDC)

2. Proffer solutions through diverse ways government involvement can improve on the practice of Learning, Training and Development practice can make impact on national development.
3. Suggest action plan on what Government should do to address the 'neglect' of the past in training administration with emphasis on SMIs and SMEs?
4. Enumerate and proffer solutions to training and development problems in Nigeria.
5. "Government is a major stakeholder in training and development function in any nation"

To do:

- Highlight and explain the expected roles of government in training and development in Nigeria.
6. "Training and development as a profession has not received enough attention to make much impact in Nigeria's drive to achieve National Development through capacity building"

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CHAPTER SIXTEEN

COMPARATIVE TRAINING MODELS

LEARNING OBJECTIVES

By the end of this chapter, students should be able to:

- I. Explain the meaning of training models;
- II. Compare training models between public and private sector organisations;
- III. Explain what role government should play in improving training and development in Nigeria;
- IV. Identify possible solutions to past government efforts aimed at improving training; and
- V. Differentiate the training models in both the Public and Private sectors.

16.1.1 INTRODUCTION

Training Institutions across the sectors of the economy have a strategic role to play in the national development of a nation. In Nigeria, the private sector is noted to take the lead in the area of employee training and development, compensation and benefits, welfare, career management, succession planning and so on. This chapter will examine some models of training in these two sectors of the Nigerian economy.

16.1.2 BASIC CONCEPTS OF LEARNING

- i. **Learning:** A systematic way of acquiring skills, knowledge and behaviour required to perform at optimal level;
- ii. **Education:** Structured instructions to develop and improve character or mental power;
- iii. **Development:** Learn to improve skills, knowledge or modify behaviour required to achieve organisational goals;
- iv. **Training:** Organisational performance is a function of its ability (knowledge and skills), opportunities (tools) and motivation (will and incentives) to articulate its action plan profitably, achieve set goals and enhance continuity.

16.1.3 PRINCIPLES OF LEARNING

The Learning principles are guidelines for how people learn most effectively. The more these principles are reflected in training, the more effective training is likely to be. These are the basic principles or conditions that facilitate learning. Learning is a change in behavior as a result of experience. All living is learning.

1. **Readiness** - Readiness means determination and enthusiasm in order to acquire knowledge. Individuals who apply an enthusiastic approach towards learning can learn in the best way, and if they lack a desire for learning, they cannot learn properly. Individual learn best when they are ready to learn and they do not learn well, if they see no reason for **learning**.

2. **Participation:** Learning should permit and encourage the active participation of the learner. Participation improves motivation and apparently engages more senses that reinforce the learning process. As a result of participation, people learn more quickly and retain that learning longer. For example, most people never forget how to ride a bicycle because they actively participated in the learning process.
3. The learning activities should be experiential rather than just informational. Therefore, the trainers should arrange the physical surroundings to facilitate small group interaction and promote the sharing of ideas.
4. **Repetition/Exercise:** An important principle of learning is to provide the learner with the opportunity for practice and repetition. To gain the full benefit of training, learned behaviors must be overlearned to ensure smooth performance and a minimum of forgetting at a later date. Proficiency in learning and retaining new skills is improved when individuals visualize themselves performing the new behavior.
5. **Relevance:** Learning is helped when the material to be learned is meaningful. The learning should be problem-centered rather than content centered. People are motivated to learn when training is immediately relevant to help them solve a current problem. Learning something just because someone says “it is important” is not as motivating.
6. **Principle of Intensity:** A learning exposure that is realistic, effective, or pleasurable helps in the enrichment of teaching, unlike an experience that is usually routine or unexciting, etc. According to the principle of intensity, the learner grasps more from the realistic experience rather than experiencing the poor I substitutions.
7. **Principle of Recency:** According to this principle, the things that are learned recently are more likely to be recalled by the learner. If a learner is acquiring new facts and is far away from old facts for a long time, then it is the tendency to forget those old facts if not reviewed recently. For example, it is easier to remember what happened yesterday, but it is difficult to remember what happened a month ago or a year ago.
8. **Transference:** Because the training occurs in a special environment, an important question to ask is whether learning will transfer to the actual job situation. Transfer of training occurs when trainees can apply the knowledge and skills learned in training courses to their jobs. The training has failed if the learning in one setting does not transfer to the actual job situation.
 - i. Three transfers training situations are possible;
 - ii. Positive transfer of training when the training activities enhance performance in the new situation;
 - iii. negative transfer of training, when the training activities inhibit performance in a new situation; and
 - iv. no observable effect of training.

9. **Socialising Intelligence:** Intelligence involves far more than the ability to think quickly and retain knowledge. Intelligence is a collection of problem-solving and reasoning abilities and the mental habits that contribute to the frequent application of such abilities. Learning principle is a collection of concepts about one's right and obligation to grasp and make sense of the world, as well as one's ability to figure things out through time. As a consequence of the daily pressures placed on them, learners develop clever mental habits.

The Socializing Intelligence is principle of effect, it is based on the emotional reaction of the learners. It states that learning is strengthened when accompanied by a pleasant or satisfying feeling and that learning is weakened when associated with an unpleasant feeling.

10. **Feedback:** Feedback gives learners information on their progress. Performance feedback is a necessary prerequisite for learning. Feedback improves performance not only by helping learners correct their mistakes but also by providing reinforcement for learning.

Knowledge of results is a positive reinforcement in itself. Learning activities have more intrinsic interest if feedback is available. Nevertheless, performance feedback should do more than inform learners whether they are right or wrong.

Types of Learning

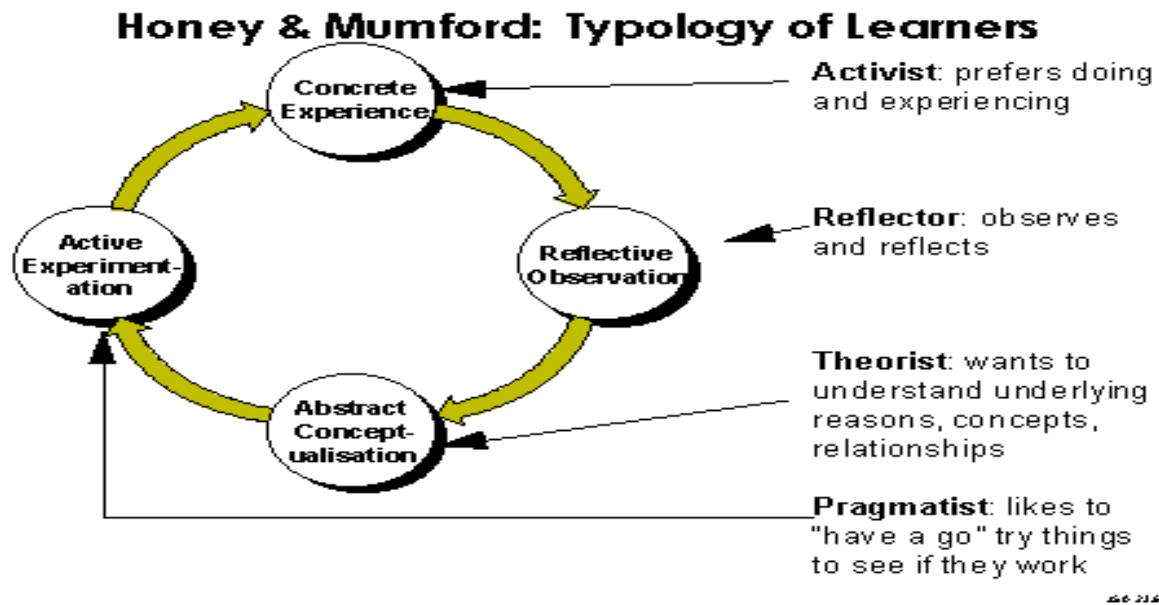


Figure 16.1

Source: Potts, Michael, 1998, An A-Z of Training and Development, Pp 150.

Learning Theory

Reinforcement – changes in behaviour take place as a result of an individual's response to events or stimuli and ensuing consequence (rewards or punishments).

Cognitive – involves gaining knowledge and understanding by absorbing information and internalizing it.

Experiential – learning from experience is a personal construction of meaning through experience.

Social Interaction – effective learning requires social interaction. Learning is a series of information processing steps set in train by social interactions.

Kolb's Learning Style Inventory

Kolb et al (1974) as adopted by Armstrong identified a learning cycle consisting of four stages as shown in the diagram figure 16.2. He defined these stages as follows:

Concrete experience – this can be planned or accidental.

Reflective observation – this involves actively thinking about the experience and its significance.

Abstract conceptualization (theorizing) –generalizing from experience in order to develop various concepts and ideas which can be applied when similar situations are encountered.

Active experimentation –testing the concepts or ideas in new situations. This gives rise to a new concrete experience and the cycle begins again.

Kolb's Cycle

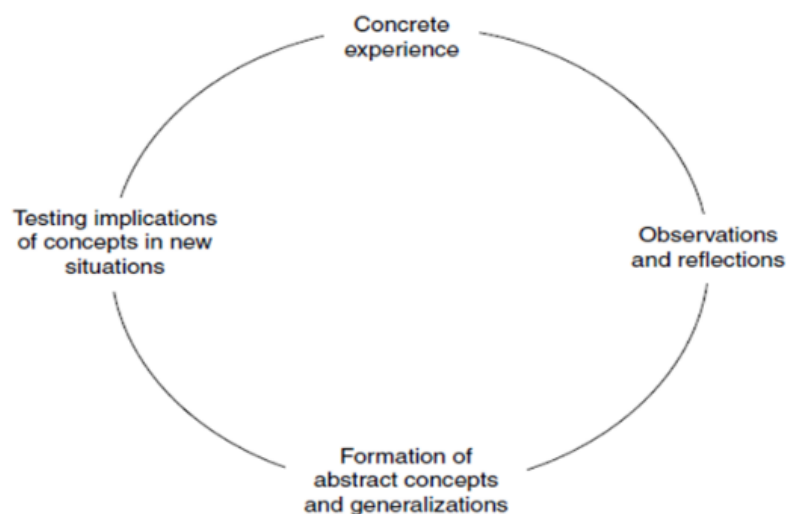


Figure 16.2
(Armstrong 2016)

Learning Process

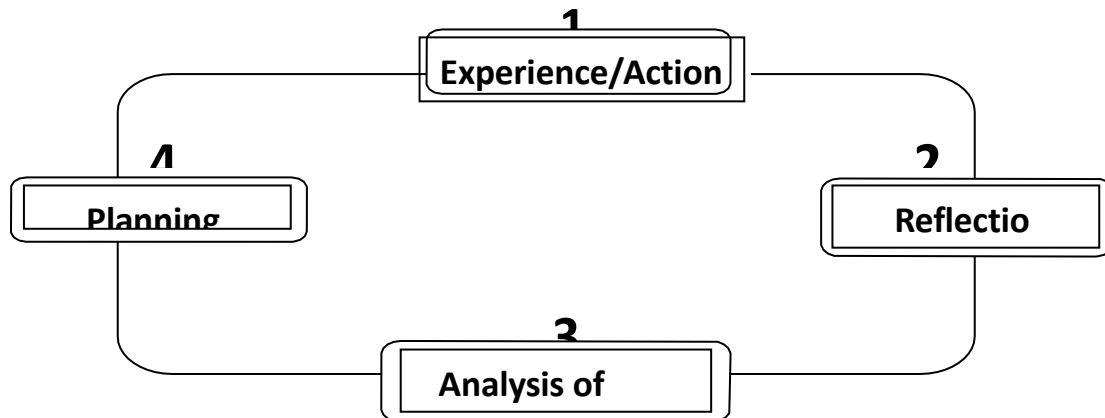


Figure 16.4

Source - Ola Azeez, 2015

Diagram 16.4 above explains that people learn from experience. This starts the process of learning followed by reflection on the first experience, this goes on to helping the learner to analyse and break down learning into understandable bits. Finally, from the analysis, the learner is able to plan how to study or learn and understand what he/she is learning.

LEARNING ORGANISATION

Learning Organisation can be defined as an Organisation which proactively makes efforts both in the form of investment and encouragement to educate their employees so that the company can adapt with the rapidly changing technology and business environment.

In addition to education, a learning Organisation gives support to its employees to take risks with innovative and creative ideas. In this way, they inculcate creative thinking and learning from experience and experiment in its employees.

What is a learning Organisation?

A learning Organisation is an Organisation of modern times. In the present times, technology and method of business and operations are changing so fast that it is possible that the method opted by a company becomes obsolete fast before it realizes and it makes difficult for the company to survive in such environment.

Therefore, nowadays, more and more Organisations are becoming learning Organisations to stay ahead in the competition. A learning Organisation emphasis on the learning, which is tuned with the goals of the Organisation. Learning expands the skills of its employees to obtain the results they want to obtain.

The simplest concept behind a learning Organisation is that new ideas and new skills are necessary for learning. New ideas born by risk-taking and creative thinking or sometimes can be obtained from the outside of the Organisation such as from knowledge experts.

However, a true learning Organisation is that which improves the way it's working style by adopting new ideas and knowledge. Even though it seems so simple to convert an Organisation into a learning Organisation, but it is not that simple as there have been many unsuccessful examples of Organisations which tried to become a learning Organisation.

Because despite acquiring new knowledge, they were failed in implementing that knowledge to their day-to-day activities. However, there are examples of a few Organisations such as Honda and Corning, which have successfully implemented new knowledge acquired into their methods of operations.

Peter Senge's Five Disciplines of the learning Organisation

The concept of big learning Organisation become popular when Peter M. Senge wrote about the concept in his book "The Fifth Discipline" in 1990. Peter M. Senge defines the concept of a learning Organisation as an effort of a group of people to learns and to improve their capabilities to create that they want to create.

He has mentioned the characteristics of a learning Organisation in the form of "five disciplines of a learning Organisation."

1. **Shared Vision:** A shared vision is an important characteristic of a learning Organisation as it provides a common goal to the members of the Organisation. As a result, they feel motivated to learn to achieve a common goal. The vision for the Organisation must be built by the interaction with the employees, not the Organisation.

A shared vision is essential for a learning Organisation as it provides focus and energy to the employees for learning. In a non-learning Organisation, the vision of the leader is forced on the employees, and they are asked to work to realize that vision.

In such scenarios, employees don't feel motivated to put efforts. However, when vision is built by interacting with employees and by compromising an individual's vision and the Organisation' vision is referred to as shared vision and the benefit behind choosing the shared vision is that the employees will feel that their thoughts have been given values and they are working for something that they want to do rather than what they were told to do.

Therefore, implementing the practices of shared vision creates an environment where people trust one another and collaborate their ideas to fulfill the goals of the Organisation. Employees take more interest in the work that they are doing and also share their knowledge and experience in enhancing the learning of the Organisation.

2. **System Thinking:** System thinking is a base concept of the learning Organisation. It's mean that business managers should not Analysis a problem individually as a business is made of many small objects. That means all the decision taken by the Organisation and their consequences are correlated to one another.

A learning Organisation adopts this method of thinking while assessing the performance of the company and rather than focusing on the mistake made by one employee focuses on the actions of the whole team.

According to system thinking it is important an Organisation to have all these characteristics to become a learning Organisation and if in case any of the characteristics is missing the company will fail in realizing it's true goal. However, as mentioned by O'Keeffe, these characteristics can be acquired over time by making continuous efforts and can be developed simultaneously.

3. **Team learning:** The concept of a learning Organisation can only become successful if a company focuses on the learning of the whole team rather than the learning of an individual. However, team learning is constituted by the accumulation of individual learning.

Learning Organisation adopted strategies such as openness and boundary-crossing, which encourages team learning and when a team performs better when they learn together. Team learning also creates a positive work environment where people listening to one another carefully and also present their views and can openly talk about their disagreement about the ideas of one another.

There are many benefits of team learning such as the understanding among the team members improves, members, become insightful about the complex issues, together they can make innovative actions, and coordinate their actions to achieve goals. With the help of team learning, even the smallest information about the project can be shared with members of the team. In such an environment, the creativity of the whole team is used for the project at hand. However, there are requirements which should be fulfilled for successful team learning.

Followings are the requirements for team learning:

- I. Team learning requires Emily to participate in the discussion and present their views without hesitation.
 - II. An effective team learning requires knowledge management structure so that knowledge acquired can be used properly.
 - III. Team learning requires discipline and routine otherwise poor knowledge management structure might result in wastage of time and energy, not team members.
 - IV. An open environment for employees to present their views honestly.
4. **Personal Mastery:** The fourth discipline of Peter Senge's five disciplines of a learning Organisation is Personal Mastery. The meaning of personal Mastery is when an individual puts his 100% to Learning related to the project. An employee put efforts to learn so that he can bridge the gap between his knowledge and skills and the knowledge and skills required for the task at hand.

An Organisation is always a competitive edge of its employees learn fast and willingly than the employees, not other Organisations and employees not only acquire information but they also learn how to implement this information to get better results.

An Organisation can organize staff training, self-improvement Programmes, or training for the latest technology, but it will only be useful if an individual is ready to learn. It has been seen that people learn more when they take an interest in the work, they do rather than by participating in formal training. Personal Mastery is much more than just learning. It is clarity for personal vision, personal drawbacks, and interpreting reality clearly.

Therefore, rather than providing training for a month or a week to employees to help them learn an Organisation should create an environment where learning becomes an essential part of day-to-day activities of the Organisation. According to Peter, we should not only provide technical knowledge but should train the subconscious of an individual because if a person gets powerful, they can perform even what they don't expect to form themselves.

5. **Mental Models:** The last discipline of Peter Senge's five disciplines is a mental model. A mental model can be defined as what employees think about the Organisation and its goals. A mental model is the ability of the brain of an individual to perceive the world and its assumptions about the system. What people think and assume is known as their mental model. It is necessary to set the mental model of the employees of an Organisation according to the norms and values of the Organisation. Discard obsolete and unnecessary values in order to unlearn. Work on current business practices and integrate new skills at the workplace.

Benefits of a learning Organisation

A learning Organisation has many benefits. Let us learn about them one by one.

- I. **Competitive Edge:** A learning Organisation has a competitive edge over other similar companies. In a learning Organisation, there is a continuous flow of new knowledge and talent. A learning Organisation makes the use of this new obtained knowledge and skills to beat their competitors.
- II. **Improved decision-making:** Decision-making is part and parcel of every Organisation. People are required to make decisions on a daily basis. In a learning Organisation, there is a better flow of information and rather than blindly following the decision made by the higher authorities all employees of the Organisation participate in the decision-making process and don't hesitate to present their own point of view. As a result of this, the decision-making of the Organisation become effective because the decision is not taken on the basis of the expertise of one person but using the experience and knowledge of many people.
- III. **Improved Efficiency:** In a learning Organisation, employees are encouraged to learn and use their knowledge for innovation, and there is no restriction on the flow of the information. The knowledge and skills of employees are improved on a daily basis. As a result of this, the work efficiency of the Organisation improves, and it makes more profits.

- IV. **Knowledge sharing in the Organisation:** As I have mentioned, in a learning Organisation, employees are encouraged to use their new knowledge and skills in the work in their hand and sharing knowledge with other employees to get better results.
- V. **Improved use of resources:** A learning Organisation makes the best use of resources available to fulfill the needs of customers. Having knowledge of new technologies, they can constantly improve their customer service, which helps them to retain customers for a longer period of time and also satisfy their needs better than other Organisations.
- VI. **Better corporate image:** When an Organisation consistently improve their service and provide products of the best quality, the corporate image of the company automatically improves. With the improved corporate image, the Organisation not only get more business, but it also attracts investors and business partners. In addition to this, your Organisation also attract new talent which will help your Organisation grow.
- VII. **Encourages teamwork:** In a learning Organisation, all employees have an equal right to provide their views and share their ideas without hesitation. Managers in an Organisation make employees work as a team rather than giving orders to them. Such behavior raises the sense of community in the Organisation and employees of the Organisation work towards a mutual goal by helping one another rather than playing politics in the Organisation and the productivity of employees improves because of the positive environment in the Organisation.
- VIII. **Fast change adaption:** In the present competitive world, change is inevitable, and change happens way to fast. If an Organisation is not a learning Organisation and is not working to gain new knowledge and skills than it is always going to stay behind in the competition. But if an Organisation is consistently improving and gaining new knowledge than it will not find difficult to adapt to change and stay ahead in the competition.

Challenges to become a learning Organisation

Even though the concept of learning Organisation looks quite lucrative but it is not free of challenge. Turning a traditional Organisation into a learning Organisation is not an easy task and followings are the challenges that an Organisation might face when trying to become a learning Organisation.

- a. **Not all employees are honest:** Some employees will take advantage of the freedom given to them and feed on the talent of other employees.
- b. **Difficult to give credit:** In a learning Organisation, a decision is made with mutual communication and when this happens, it becomes difficult to give credit to one employee.
- c. **Lack of respect for senior:** when employees at all levels work together and take a decision after discussing with each other. People at lower rank happens to cross their line and sometimes become disrespectful to their seniors.
- d. **More arguments and lower productivity:** More people come with more ideas and it becomes difficult to convince everyone to get agreed with one idea. As a result of which people start arguing with one another and rather than quick decision making it takes a longer time to take even simple decision. All of this affects the real productivity of the Organisation.

- e. **Employees waste time when the boss is not around:** Employees who are accustomed to working in a traditional Organisation take advantage of liberty given to them and they don't work when there is nobody around to supervise them.
- f. **People run out of new ideas:** Creativity is not a regular process. Sometimes an employee will come up with 2-3 innovative ideas in a day and sometimes he can't even think of one good idea for months. This can impact the work of the Organisation. In such scenarios, some employees prefer a traditional environment where they are only supposed to follow the order given to them and not having the constant pressure of coming up with innovative idea regularly.

What is required to develop a learning Organisation?

An Organisation is not a learning Organisation when it develops organically. Therefore, major changes are required to make to turn an Organisation into a learning Organisation. Learning Organisation can be developed with the efforts of the leaders of the Organisation.

As they hold the power to lead their employees and with their involvement, it would be easy to make an Organisation a learning Organisation. In this section, you will learn about the steps that you should follow in order to create a learning environment in the Organisation.

- a. **Make training and development Programmes formal:** In many Organisations, the training is considered by employees as a mini vacation. They don't give much importance to the things taught to them during the training because of the lack of the formal status of the training Programme.

If you want to make your Organisation a learning Organisation then, first of all, make all the training Programmes mandatory for all the employees of the Organisation and there should be an evaluation system to evaluate the knowledge of the employees who have taken the training. In addition to the internal training Programme, deserved and willing employees should be encouraged to take courses to learn about the new and latest technology which can be used for the development of the Organisation.

- b. **Give recognition when an employee learns a new skill:** Being a leader, it is your responsibility to keep your team up to date on their skills. Because the success of your Organisation depends on the skills of your employees. Therefore, an Organisation whose employees have good learning capacity stays one step ahead from their competitors. Leaders not only should encourage the employees to learn new skills but also give recognition to them when they do the same. This will not only boost the confidence of the employees but will also give encouragement to other employees of the Organisation. It will be beneficial for your Organisation if more employees will learn new skills. Therefore, never forget to give proper recognition to employees who learn a new skill.
- c. **Get feedback from employees:** Your employees are the true judges whether training sessions were helpful for them or not and how much the training provided to employees helped them to improve their skills and what courses they want to be included in the training Programme of the Organisation.

- d. **Motivate them to learn:** Competition is the best motivation to encourage employees to enhance their skills. When there is a new position opening in your Organisation announce it in the Organisation and tell them what skills and knowledge are required for employees to be at that position. This will encourage your employees to learn fast. By doing this you will not only save your expenses on recruitment of new person outside of the Organisation but you will also ingrain the idea of “learning will bring promotion” in your employees. It will be a win-win situation for you and also your employees.
- e. **Finance external training:** Technology changes rapidly and it will be both difficult and expensive for your Organisation to include develop training Programme every time a new technology comes in the market. Moreover, not all employees have equal learning capacity and will to learn new skills.

Therefore, rather than organizing a training Programme let your desired employees take a course on a relevant technology from outside and finance their expenses. This will not only bring new skills in your Organisation but it will also save extra expenditure on a full-fledged training Programme.

16.1.4 INTELLECTUAL CAPITAL CONCEPT

Armstrong (2016) stated that the concept of human capital is “associated with the overarching concept of intellectual capital, which is defined as the stocks and flow of knowledge available to an organisation. It is an intangible resource associated with people which, together with tangible resources (money and physical assets), comprise the market or total value of a business.

Talukdar (2018) describes Capital, in the business context, as any asset that will produce future cash flows. The most well-known asset types are tangible in nature. Tangible capital therefore refers to the physical and financial assets of the organisation. The value of such assets is disclosed periodically (by publicly listed companies) and can be found easily on the balance sheet of the Company’s financial records.

Intellectual capital is just that a capital asset consisting of intellectual material. To be considered intellectual capital, knowledge must be an asset able to be used to create wealth. Thus, intellectual capital includes the talents and skills of individuals and groups; technological and social networks and the software and culture that connect them; and intellectual property such as patents, copyrights, methods, procedures, archives, etc. It excludes knowledge or information not involved in production or wealth creation. Just as raw materials such as iron ore should not be confused with an asset such as a steel mill, so knowledge materials such as data or miscellaneous facts ought not to be confused with knowledge assets. (Stewart. 1997)

Physical assets can mean land, machinery, inventory, plants, trucks, etc. whereas financial assets refer to the shareowners’ equity, retained earnings, working capital, prepaid expenses, accounts receivables, etc. Intangible assets on the other hand, such as the skills of the workforce and its organisation, are increasingly becoming important towards determining future profits. However, they are much harder to determine, harder still to quantify into a value and therefore are never

reported. Hence these types of assets remain largely invisible to the external world – and more often than not to insiders as well. (Talukdar (2018)

Intangible resources are defined by Bontis (1998) as the factors other than financial and physical assets that contribute to the value-generating processes of a firm and are under control.

Thomas Stewart, a pioneer in the study of such intangible assets, is credited with having coined the term ‘Intellectual Capital’ to refer to these assets. After more than a decade of studies by various other scholars in this area, there is general agreement that Intellectual Capital itself is composed of three distinct types of capital - Human Capital, Structural Capital and Relational Capital.

- a. Human Capital is the availability of skills, talent and know-how of employees that is required to perform the everyday tasks that are required by the firm’s strategy.
- b. Structural Capital is the availability of information systems, knowledge applications, databases, processes and other infrastructure required to support the firm in executing its strategy.
- c. Relational Capital is the external linkage of the Company with Suppliers and Customers that enables it to procure and sell goods and services in an effortless manner.

CHARACTERISTICS OF INTELLECTUAL CAPITAL

Talukdar (2018) observed that although Intellectual Capital is similar to tangible assets in its potential for generating future cash flows, it is radically different from tangible capital in the following respects:

- a. Intellectual assets are non-rival assets. Unlike physical assets which can only be used for doing one thing at a time, intellectual assets can be multiplexed. For example, a customer support system can provide support to thousands of customers at the same time. It is this ability to scale as needed that makes intellectual assets far more superior to physical assets.
- b. Human Capital and Relational Capital cannot be owned, but have to be shared with employees and suppliers and customers. Growing this kind of capital therefore requires careful nurturing.
- c. Structural capital is an intangible asset that can be owned and controlled by managers.

However, it cannot be traded easily since no market exists for this purpose. Moreover, customers do not care about the Structural capital of their suppliers since everyone likes dealing directly with real human beings rather than with systems.

- a. Structural capital, in the form of just-in-time procurement processes and real time inventory control systems can be substituted for expensive capital expenditure such as storage warehouses. Hence the knowledge economy has opened up opportunities for every firm to explore whether inexpensive intangible assets can do the work of costly physical assets.
- b. Firms that leverage their intellectual capital to do knowledge work are able to generate higher margin of profits than those who provide mass-produced solutions.
- c. Human, Structural and Relational Capital often work together in judicious combinations to give rise to core competencies that assume strategic significance. Hence it is not enough to

invest in people, systems and customers separately, but in combinations that produce added value.

SOCIAL CAPITAL

Armstrong (2016) identifies social capital as another element of intellectual capital. This capital consists of the knowledge derived from the network of relationships within and outside the organisation. Putnam (1996) defined social capital as "the features of social life – networks, norms and trust – that enable participants to act together more effectively to pursue shared objectives."

16.1.5 COMPONENTS OF INTELLECTUAL CAPITAL

The majority of classifications of intellectual capital are about three aspects viz: human capital, structural capital and customer capital. Some social scientists believe that central to components of intellectual capital, is human capital, which denotes what a single employee brings into the value adding processes. The human capital encompasses professional competence, social competence, employee motivation, and leadership ability (Halim, 2010).

Sometimes structural capital is divided into three categories of process capital, spiritual property and innovation capital (Chatzkel, 2002).

McGraw (2015) posits that intellectual capital revolves around knowledge for a gradual developmental progression and inquisitive/probing questioning. It starts with the self-motivated individual, eliciting creativity, gradually proceeding to systemic understanding, acquiring cognitive knowledge and ultimately ends at the level of experimentation, hands-on experience with the right attitude to engender application of acquired advanced skills:

16.1.6 MAKING IT HAPPEN

Having achieved advanced skills and the know-how, the application of these optimally drives the value proposition accruable to intellectual capital in a learning organisation. Stewart (2013) proffers the following strategies:

- i. Treat knowledge as an asset only if it is capable of yielding an economic return.
- ii. Build human capital by developing the skills, competencies, and abilities of individuals and groups who deliver value to customers.
- iii. Convert human capital into structural capital by organising the exchange and sharing of knowledge.
- iv. Optimise customer capital—the value of relationships with suppliers, allies, and customers—by building brand equity and customer loyalty.
- v. Use knowledge assets to reduce the expense and burden of carrying physical assets, or to maximise return on those assets.
- vi. Look for competitive advantage from innovation, customisation, and service rather than from economies of scale.

WHY SHOULD INTELLECTUAL CAPITAL BE MEASURED?

Since you cannot manage what you cannot measure, and you cannot measure what you cannot control and you cannot achieve what you cannot control then, measuring the net worth of intellectual capital becomes quite important, if not absolutely necessary.

A review of over 700 academic papers that studied Intellectual Capital measurement related issues found five generic reasons for measuring Intellectual Capital (Marr et al 2013):

- i. To help organisations formulate their strategy
- ii. To evaluate strategy execution
- iii. To assist in the firm's diversification and expansion decisions
- iv. For use as a basis for management compensation
- v. To communicate with external shareholders

The first three of these purposes relate to internal decision making - the purpose is maximising operating performance for generating revenues at the lowest cost and the sustainability of supplier and customer relations and market share. The fourth point relates to the executive incentive scheme and the fifth relates to signaling motivations to external stakeholders.

There are various other studies that have concluded likewise that Intellectual Capital measurement is necessary and beneficial for both efficient internal governance and succinct external communications. If the primary objective of all for-profit companies is to effectively manage their future cash flows, then they need to manage the ultimate drivers of these cash flows – the intangible assets. (Talukdar, 2018)

16.1.7 COMPARISON OF TRAINING MODELS IN BOTH THE PUBLIC AND PRIVATE SECTORS IN NIGERIA

S/N	TRAINING MODEL	PUBLIC SECTOR	PRIVATE SECTOR
1.	Reinforcement Model Pavlov programmed learning	Used frequently based on the identified training needs	Used more frequently for needs specific training and driven by Training Department
2.	Information processing model LAN, WAN, MAN, Virtual	Gradually embraced. It is however sparingly used.	In high demand to facilitate training activities like for other functions
3.	Social learning theory/model- Observation of work is done using mental	Seldom used, not really put into use	Still in use with high prevalence

4	Transfer of learning – the newly trained enlightens or educates others.	Approach to training makes knowledge transfer or sharing very difficult	Key learning points transfer on the job coupled with knowledge sharing is encouraged.
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Figure 16.5

Source: Wapmuk, L.S. (2011)

The interpretation from the above table is that the private sector is still more focused in employee training and development than the public sector counterpart. The CIPMN has made efforts through Annual Conferences, Special Programmes to improve government operations by providing training for both public and civil servants. It also appeals to government to encourage their employees to use the skills and knowledge acquired to develop its Ministry, Departments and Agencies.

16.1.8 CONCLUSION

This chapter covers various elements on training models in general and specifically both in the sectors of the economy – Private and Public. It touches the concepts like basic concepts of learning, principles of learning and types of learning. It also deals with intellectual capital and its varied characteristics along with social capital and components of intellectual and practitioners can make it happen from the insight of all the aforementioned principles and learning framework.

PRACTICE QUESTIONS

- I. Explain the basic concept of Learning in the modern day
- II. Enumerate the types of Learning
- III. Highlight the characteristics of intellectual capital
- IV. Draw the comparative analysis between public and private sectors learning models
- V. Social capital is a separate entity from intellectual capital. Discuss with good examples to differentiate each of the concepts.
- VI. Describe the learning process with good analogy to support your points

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CHAPTER SEVENTEEN

THE PROBLEMS/CHALLENGES AND FUTURE OF TRAINING AND DEVELOPMENT IN NIGERIA

LEARNING OBJECTIVES

By the end of the Chapter, learners are expected to:

- I. Highlight perennial problems and challenges confronting training and development and be able to proffer solutions;
- II. Identify the future trends that are likely to influence training departments and trainers;
- III. Discuss how these future trends may impact training delivery and administration as well as the strategic role of training departments; and
- IV. Benchmark current training practices.

17.1.1 INTRODUCTION

Problems of Learning, Training and Development in Nigeria

Listed hereunder are myriad of challenges hindering the effectiveness of learning, training and development in the country as highlighted by Banjoko in 2000:

- i. Lack of political will by successive Governments to accord capacity building the priority it deserves by allocating the lion share in the annual budget allocation to support training institutions like CIPM, NITAD, ITF, ASCON, ARMTI, etc.
- ii. Inappropriate or lack of definition of training objectives (either short-term or long-term objectives) as many training programmes are not goal- directed.
- iii. Lack of proper determination of training needs from personal, task and organisational perspectives in the practice of learning, training and development.
- iv. Faulty selection of instructional methods e.g. techniques that are adequate for imparting knowledge may not be appropriate for inducing behavioural changes
- v. Non-involvement of training department in the follow-up training necessary in putting the new skills to use.
- vi. Sometimes, individual trainees fail to have as much stake in their development as necessary. Estacode and per diem collection receive more attention than the knowledge content and key learning of training programmes attended,
- vii. Inadequate definition and understanding of how the body of knowledge and theory of the principles of learning can enhance learning substantially. These concepts usually emphasize the need to make learning to be learner-oriented rather than trainer – oriented and the need to make trainees more active than passive; interested; and motivated rather than frustrated and bored.

viii. Lack of post-training support. No transfer of learning from the training environment to job environment would take place if obstacles are deliberately stacked on the way of the trainee thus preventing him from putting his newly acquired knowledge to practice.

Fajana (2016) further corroborates Banjoko (2016) with the following as part of the major problems bedeviling training and development:

- I. Burying or sacrificing the training function in organisational politics.
- II. Unwarranted jumping or muddling of the steps in the standard training process (viz., design, implementation and evaluation).
- III. Failure to systematically evaluate the effects of training.
- IV. Failure to engage credible professional trainers and adequately brief trainers on the specific trends in an organisation.
- V. Inadequate exposure to the benefits of training through the organisation's annual reports, profit and loss Account etc.
- VI. High-cost state of training equipment and materials such as multi-media, projector, laptop, iPad, flipchart, magic board etc.
- VII. Slow response to globalisation call by the Nigerian Government. The country is struggling to operate online whereas developed countries are optimally utilising e-commerce, e-government, e-learning, e-training, e-symposium, LAN, WAN etc.
- VIII. Political consideration in selecting people for training.

17.1.2 SOME POSSIBLE SOLUTIONS

Banjoko (2016) proffers a systematic training function-related approach to resolving the challenges by carefully following a systems approach to training and development, some of these problems can be overcome using the four crucial phases to achieve result-oriented training and development. The stages are:

- I. The Training Needs assessment phase;
- II. The Design phase;
- III. The Implementation phase;
- IV. The Evaluation phase;
- V. Genuine commitment and political will to fund training adequately by Government and carry out scientifically based evaluative studies in improving training and development in Nigeria;
- VI. The will to encourage and utilize research results through training will create a new mind-set for Nigerians to develop through training and development;
- VII. Reduction in tariff and duties payable on imported training equipment;
- VIII. Partnering with some embassies from developed countries on the training needs of Nigeria;
- IX. Responding positively to the globalization calls.

17.1.3 THE FUTURE OF TRAINING AND DEVELOPMENT IN NIGERIA

The effect of globalization will be its direct impact and implication to training and development as a function and role in the economic advancement strategy of Nigeria. This will reflect in the following ways.

1. Government should fix the economy to mitigate the untoward effects of recession on business and attract foreign investors to establish industries.
2. If the Federal Government of Nigeria shows commitment towards Millennium Development Goal (MDG), Training and development in Nigeria will assume a higher height in the years ahead as Government will have no choice than to respond to the call of globalisation adequately well to achieve the aforementioned goals.
3. Solution to some organisational problems will be scientifically derived through training and development intervention.
4. With an ever-growing population of above 160 million, the country can provide at least 20% of the world best trainers, which will earn more foreign exchange.
5. The country will be a world class economy in her striving to be among the best 20 economies in the year 2020 provided her citizens are properly trained, competent and developed.

The future of training and development activities in Nigeria is that training has become increasingly vital to the success of modern organisations. Organisations often compete on competencies – the core sets of knowledge and expertise that give them an edge over the competition. Training plays a central role in nurturing and strengthening these competencies and in this way has become part of the backbone of strategy implementation. Training has helped many ailing companies to turn their stumbling blocks to turning points. No wonder many companies in the developed countries place premium attention on capacity building to sustain their advancement and higher productivity.

In addition, rapidly changing technologies require that employees continuously hone their knowledge, skills and abilities (SKAs) to cope with new processes and systems. With globalisation, jobs that require minimal skills are rapidly being replaced by jobs that require technical, interpersonal and problem-solving skills. Other future needs tend towards empowerment; total-quality management, teamwork, and international business make it necessary in both private and public sectors of the economy to develop the skills that will enable employees to handle new and more demanding roles and responsibilities (Snell, 2017).

Fajana (2016) while contributing to the imperative of training in the future noted that effective utilisation of employees for best results in a competitive environment has assumed a new trend. Maintenance practices are required in the area of training and development for staff. Everyone needs to be trained about the desirability of teamwork as is emerging in global workplaces.

Apparently, the focus of training and development at the individual, organisational and/or national levels in the foregoing emerging trends is pivotal. The net worth of training as a means of improving individual productivity, organisational and national development cannot be over emphasized in a competitive world with changes evolving at a very fast pace.

17.1.4 FUTURE TRENDS THAT WILL AFFECT TRAINING

Snell et al (2017) in taking proactive diagnostics on global trends in learning and development practice came up with the following eight factor-futuristic trends with high potency to shape the training practice in no distant future in Nigeria and other countries alike:

1. **Greater use of new technologies for training delivery** – The use of online learning, mobile learning (iPods, iPads, podcasts, internet/intranet, webinar etc.) other new technologies will likely occupy the learning space and increase in the future for several reasons:
 - I. The cost of these technologies will decrease.
 - II. Companies can use technologies to better prepare employees to serve customers and generate new business.
 - III. The use of these new technologies can substantially reduce training costs related to bringing geographically dispersed employees to one central training location (e.g. travel, estacode, per diem, etc.)
 - IV. These technologies allow trainers to build into training programmes many of the desirable features of a learning environment (e.g. practice, feedback, reinforcement) at a minimal cost.
 - V. As companies employ more contingent employees (e.g. part-timers, consultants) and offer more alternative work arrangements (e.g. flexible work schedules), technology will allow training to be delivered to any place and at any time.
2. **Increased demand for training for virtual learning and work arrangements** – virtual work arrangements include virtual teams as well as telecommuting-work that is conducted in a remote location (distant from headquarters) where the employee has limited contact with peers but is able to communicate electronically. The critical feature of virtual work arrangements is that location, organisation structure, and employment relationship are not limiting factors.

However, there are two training challenges for virtual work arrangements:

Companies will have to invest in training delivery methods that facilitate digital collaboration. Digital collaboration refers to an interaction between two or more people mediated by a computer. The web, intranet and learning portals enable employees to access training from their desktop and collaborate with others on an as-needed basis. For companies with virtual work arrangements, having knowledge, knowing which employees possess it, and sharing knowledge within and across functions, teams and individuals are critical for effectiveness. Teams and employees must be provided with tools that they need for finding knowledge – knowledge that can be used to provide a service, develop or manufacture a product or refine a process.

3. **Increased emphasis on speed in design, focus in content, and use of multiple delivery methods**

Sequel to emerging technologies, trainers are challenged to find new ways to use instructional design. Shifts are taking place in who is leading the learning (from instructors to the employee) as well as where learning is taking place (from workplace to mobile learning). Trainers need to determine, for example, the best way to design an effective training programme using podcasting. Despite the use of new technologies for learning, the fundamental questions

remain: Why is training occurring? Who is the audience? What resources are necessary so that employees can learn what they need to know?

The traditional training design model has been criticized for several reasons:

- I. It is a linear approach driven by subject-matter experts.
- II. The Instructional System Design model uses a rational, step-by-step approach that assumes that the training content is stable.
- III. Given the accelerated demand for training to be delivered just in time, traditional training takes too long. **Rapid instructional design (RID)** is a group of techniques that allows training to be built more quickly. RID modifies the training design model that consists of needs analysis, design, development, implementation, and evaluation.

There are two important principles in RID:

- i) Instructional content and process can be developed independently of each other.
- ii) Resources that are devoted to design and delivery of instruction can be re-allocated as appropriate.

Training departments will be expected to reduce the number of courses and programmes that are offered without directly addressing a business issue or performance problem.

4. **Increased emphasis on capturing and sharing intellectual capital** – companies that recognise the strategic value of becoming a learning organisation and are concerned about the loss of valuable knowledge because their baby boomer employees are retiring will continue to seek ways to turn employees' knowledge (human capital) into a shared company asset. Trainers and the training department will likely be charged with managing knowledge and coordinating organisational learning.

The increasing use of new technologies to deliver training and to store and communicate knowledge means that trainers must be technologically literate. That is, they must understand the strengths and weaknesses of new technologies and implementation issues such as overcoming users' resistance to change. Also, many companies have created positions such as knowledge manager or chief information officer whose job is to identify reliable knowledge and make sure it is accessible to employees.

5. **Increased use of true performance support-** Companies are moving away from courseware and classes as a performance improvement method and are instead adopting true performance support that is available during the work process. Embedded learning refers to learning that occurs on the job as needed; it involves collaboration and new learning technologies such as instant messaging integrated with knowledge management. Embedded learning may become increasingly prevalent in the future because companies can no longer have employees attend classroom instruction or spend hours online learning that which is not directly relevant to their current job demands.

Formal training programmes and courses will not disappear but will focus more on development of competencies that can benefit the employee and the company over the long term, whereas embedded learning will focus on providing the learning that the employee needs to complete key

job tasks. Embedded learning products include task-specific, real-time content and simulation that are accessible during work as well as real-time collaboration in virtual workplaces.

One vision of the future is that employees will be presented with short learning episodes embedded in their work, will be alerted when the learning episodes are needed, will have direct connections to experts, will continuously be connected online wirelessly, and will have simulations guideline.

Every employee will have a dynamic display (a personalised “dashboard”) that provides a unique view into the company. The display will be customised to each employee’s role and background and will give employees a current picture of specific job responsibilities.

Employee can be provided with real-time performance support through communications with experts and through automated coaching.

6. Increased emphasis on performance analysis and learning for business enhancement –

Because of an increasing focus on contributing to the company’s competitive advantage, training departments will have to ensure that they are seen as helping the business functions (e.g. marketing, finance, production) meet their needs. Consider how companies in different industries expect training to influence their bottom line.

Training departments should shift the focus from training as the solution to business problems to performance analysis approach. A performance analysis approach involves identifying performance deficiencies and examining training as one possible solution for the business units (the customers). The department needs to continue instructing managers to consider all potential causes of poor performance before deciding that training is the solution. Poor employee performance may be due to poor management, inefficient technologies, out- dated technology rather than only deficiencies in skill or knowledge.

Three ways training departments are to be involved are:

- i. Focusing on interventions related performance improvement
- ii. Providing support for high-performance work teams.
- iii. Developing systems for training administration, development and delivery that reduce costs and increase employees’ access to learning.

7. Increased use of training partnerships and outsourcing training –

Training outsourcing refers to the use of an outside company (external services firm) that takes complete responsibility and control of some training or development activities or that takes over all or most of a company’s training including administration, design, delivery and development. There are several reasons for companies to outsource their training. Two main reasons are:

- i. That employees need to learn specialised new knowledge that companies want to gain access to for best practices and cost savings. External suppliers may be consultants, academics, etc.
- ii. External suppliers can be partners or sole providers of training services. The key decision for companies will not be whether to outsource but rather how much training to outsource.

IMPLICATION

As the roles of external suppliers of training increase, trainers will need to become business savvy in contract negotiations and make versus buy analysis. Trainers will need to know how to properly identify and select vendors.

Trainers may be called on to support managers and employees who will actually conduct training programmes and increasingly are likely to need competency in designing train-the-trainers' programmes.

8. A change model perspective to training and development – The specific process that should be used to determine and implement change varies by company and by types of problems and opportunities.

Four conditions are necessary for change to occur:

- I. Employees must understand the reasons for change and agree with those reasons;
- II. Employees must have the skills needed to implement the change;
- III. Employees must see that managers and other employees in power positions support the change;
- IV. Organisational structures such as compensation and performance management systems must support the change.

For managers and employees, change is not easy. Even when employees know that a practice or programme could be better, they have to learn to adapt to it and manage its inadequacies. Therefore, resistance to new training and development will emerge; trainers should consider how they can increase the likelihood of its acceptance.

The four change-related problems that need to be addressed before implementation of any new training practice are:

- I. resistance to change
- II. loss of control
- III. power imbalance
- IV. task redefinition.

Resistance to change refers to managers' and employees' unwillingness to change. They may be anxious about change, feel they will be unable to cope, value the current training practice, or not understand the value of new practice.

Overcoming Resistance to Change

Resistance to change can be overcome by involving the affected people in planning the change and rewarding them for desired behaviour. It is also critical for managers to divide the implementation of the new practice into steps that are understandable and that employees believe they can accomplish. These needs may include better-quality training, faster access to description of training programmes, a link between training and compensation, and more meaningful training access to training programmes from their personal computers (PC).

CHALLENGES AFFECTING THE LEARNING AND DEVELOPMENT INDUSTRY

For those charged with facilitating professional Learning and Development in Organisations today, embracing the aforementioned trends and redesigning their learning tools amidst the evolving business landscape, offers obstacles and opportunities. Drivers of success differ significantly from prior decades, and L&D professionals and experts are expected to keep up with the following challenges and adjust accordingly in order to deliver meaningful L&D experiences. The L&D industry is tough and competitive.

According to the 2017 Workplace Learning Report by LinkedIn, “the L&D industry is complicated, with varying structures, shifting priorities, disruptive technologies, and multiple audiences to appease. It’s a lot to keep tabs on, and it’s becoming increasingly more complex as new skills and new ways of learning emerge”. L&D professionals constantly face challenges and have to work their way above or around it, and often devise strategies to overcome such challenges in future.

Let’s have a look at the top challenges the L&D experts have to overcome in order to succeed and deliver learning experiences and Organisational performance:

- i. **Limited budget and Return on Investment (ROI):** Allocating budget and measuring the ROI in L&D have become critical challenges in the industry. Most executives realize that learning is crucial when Organisations experience significant growth and increase competition. They intuitively feel that there is value in providing learning opportunities and they logically anticipate a pay off in important bottom-line measurements such as productivity improvements, quality enhancement, cost reduction and time savings (Thompson & Lu, 2017). Yet, the issue arises from the lack of evidence to show that the process is really working. In addition, the evolving learning landscape has pushed companies to move away from traditional learning models to new learning experiences. However, measure learning in this modern ecosystem is not easy. The way learning is measured is changing (Spar et al., 2018) and the learning hours as well as the hours of content development no not carry the same value anymore. While the payoffs are assumed to exist and L&D appears necessary, more evidence is needed and companies will have to be creative with how they allocate or adjust their budget in the future. As learning continues to evolve, the way companies look at budgets needs to change as well. Just as traditional learning technology cannot deliver modern and diverse learning experiences, an outdated budget strategy cannot keep up with the demands of the modern learning Organisation.
- ii. **Defining the success of L&D Programmes:** While there is no silver bullet to define ROI, talent development is looking for ways to measure learning based on team metrics and retention. Executives and managers argue that measuring the impact of L&D could never be exact and tangible, they agree though that measuring retention and team metrics could be a great start (Spar et al., 2018).
- iii. **Lack of top support:** According to the Harvard Business Research Report (2018), in 2016 they noted how important C-suite support was for creating and sustaining best-in class development Programmes. However, two years later, they are noticing a disconnect between L&D teams and senior executives and board members. L&D teams feel that their Programmes are not well supported and there is a misalignment of priorities within the Organisations. The

challenge is that L&D Programmes can only succeed if they are reinforced by clear and consistent C-suite support as well as by focused action driven from the top of the business. Creating Programmes to get managers engaged with L&D is a critical ingredient to increase employee engagement with learning (McShane & Von Glinow, 2013) and to guarantee the success of the L&D mission. The leaders are the most public figures of the Organisation. They have the power to shape culture from the top down and advocate for the power and importance of continuous learning and growth.

- iv. **Getting employees to make time for L&D:** Although L&D Programmes seem to be a great tool of employee engagement and retention, executives and managers agree that getting employees to make time for learning is one of their biggest challenges (Thompson & Lu, 2017, Spar et al., 2018). The truth is that today's learner is different from the learner of yesterday. Therefore, Organisations have to deliver modern learning experiences to meet the expectations of their modern learners and to motivate them to make time for L&D. Modern learners feel more content when they are able to go at their own pace and focus on their individual areas of interest and improvement. Using a responsive Learning Management System (LMS) that covers most the attributes of device friendliness, ease of use and navigability could be one way to tune into modern learner's expectations faster. Successively, this would help L&D teams deliver a better leaning experience, increase engagement and participation.
- v. **Appealing to diverse and multigenerational audience:** Organisations are becoming more and more age and culture diverse. L&D plays a major role in bridging the gap of skills and talent. However, appealing to a broad audience is one of the most common L&D challenges today. The key for L&D teams is to get to know their audience, pay attention to the different groups' traits and try to provide the right tools and resources according to their working and learning style. By keeping these characteristics in mind, L&D can cater its training to a multigenerational workforce.
- vi. **Having a small L&D team:** A big challenge small and medium size Organisations are facing is the small size of their L&D team. Recruiting expert and experienced staff or training them to handle all the L&D activities can be costly and time consuming. This prevents companies from engaging beyond the basic on-the-job-training (OJT) and successively from reaping the benefits of a more holistic L&D experience. Such a situation can be handled with the help of Learning Management System vendors. However, this is not a low-cost solution either but the free support and admin services the LMS vendors offer could leverage the lack of an internal L&D staff/team. Another option is to collaborate with outside Organisations, such as Universities or professional associations, to build together a culture of learning and share the cost of learning opportunities.
- vii. **Aligning L&D goals to the company's overall strategy:** Although there are many top performing Organisations that consider human capital to be their most important asset and have therefore made L&D their top priority, there are still many Organisations where L&D is not viewed as strategic. These Organisations still consider L&D as a simple and supportive function whose cost has to be minimized. The challenge for the L&D teams is to earn a seat at the corporate strategic planning table. L&D has to be seen as a high value strategic function

that through shaping the desired culture, fostering new ways of thinking, and developing new behaviors can enable and drive company's results (Hawkins, 2015). Ensuring that the learning experience reflects the Organisation's overall priorities is the best way of reconciling learning with Organisational development.

- viii. **Striving to keep the learning content relevant and up to date:** A big challenge for L&D professionals is content relevancy. There is one rule that every L&D strategy must follow: the learning experience has to stick; learners must be able to easily assimilate the training content, remember it and apply it in the real world. By striving to keep learning content relevant and with a lasting impression, Organisations make sure their employees have the most up to date skills they need for their job. Furthermore, it is important for companies to take an inventory of existing learning and development resources to ensure that the activities in place reflect the company's learning strategy (Ben-Hur et al., 2015). In addition, for Organisations operating in more than one geographic region, there is an extra challenge: to create content "*without borders*" that is relevant to employees with relatively similar job responsibilities in different countries, eliminating at the same time cultural bias and encouraging global mindset. The challenge overall is to create relevant content that resonates with the audience and that learners can transfer on their jobs after training (Mager-Lightfoot, 2018).

Rapid technological changes and globalization are disrupting the traditional course of business and learning and for that reason, L&D has evolved substantially in recent years.

Those leaders who understand how to drive results in an increasingly competitive and everchanging global environment recognize that investing in human capital is key to achieving success and a better-trained workforce improves performance and efficiency.

In our study, we tried to analyze how changes in the market have altered the L&D industry, the current trends that shape the learning field and the challenges professionals have to overcome in order to manage the business of learning and deliver effective and purposeful learning experiences.

Talent acquisition, management and development are the top priorities for many Organisations around the world today. The key trends for today's business reflect Organisation's desire to unlock the full potential of their current and future talent to drive business outcomes. L&D is becoming a strategic partner in supporting major Organisational changes, in aligning training with business corporate strategy, in meeting new learners' expectations and delivering modern and personalized learning experiences. L&D is becoming key component for professional and Organisational performance. It is often leveraged as an employee incentive and plays an active role in retaining and engaging employees.

Organisations should take note of the current trends and start reengineering the L&D functions and teams in order to build solid training Programmes that will make an impact to the employees and to the business.

However, all these quick changes and rising expectations place additional pressure to the L&D teams who have to overcome numerous challenges in order to design and deliver relevant training. L&D top challenges are tied to demonstrating business impact, getting funds and proving ROI.

Defining the power and the success of learning is extremely difficult and it becomes even more complex when L&D projects lack the support of executives and managers. C-suite's support and engagement is pivotal in creating and sustaining training and development Programmes. Once C-suite gets involved, employees will also be more motivated and will make time for L&D. Another significant challenge is to appeal to this diverse workforce and create training content that will resonate with their skills, interests and jobs requirements.

Most Organisations keep a close look to the current trends and carefully assess all the challenges in order to build a solid and transformative learning culture that identifies real training needs, creates experiences, reports value to the individual and to the business and rewards growth.

17.1.5 CONCLUSION

This chapter discussed the various problems/challenges confronting the training and development function in Nigeria. It also explores the foresight into future trends likely to influence training and development. New technology will have a growing impact on training design, plan, delivery and evaluation.

PRACTICE QUESTIONS

- I. Training will become “business unusual” in the next 3 years. Discuss the future trends that will impact training.
- II. What skills will trainers need to be successful in the future in Nigeria?
- III. What misconceptions do managers have about training? How could you change those misconceptions?
- IV. Highlight and discuss how new technologies will impact training in future?
- V. What are the implications of virtual work arrangements for training?

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CHAPTER EIGHTEEN

LEARNING AND DEVELOPMENT: THE TECHNOLOGY IMPERATIVE

LEARNING OBJECTIVES

By the end of the Chapter, learners are expected to:

- I. Explain importance of technologies in Learning and Development;
- II. Explain the emerging technological in advancement Learning and Development;
- III. List benefits & challenges in the application of technology in Learning and Development;
- IV. Emerging Technological Advancement in Learning and Development.

18.1.1 INTRODUCTION

Technology is a key component of working life, and Organisations are taking advantage of the benefits offered by digital tools to enhance their learning and development strategies. The rate of technological change is swift, outpacing research and practice. How can learning and development practitioners choose the right technology?’

Significant technological advances are being made across a range of fields, including information communications technology (ICT); artificial intelligence (AI), particularly in terms of machine learning and robotics; nanotechnology; space technology; biotechnology; and quantum computing to name but a few. These breakthroughs are expected to be highly disruptive and bring about major transformative shifts in how societies function.

The technological advances in question are driven by a digital revolution that commenced more than four decades ago. These innovations are centered on the gathering, processing, and analyzing of enormous reams of data emerging from the information sciences with implications for countless areas of research and development. These advances promise significant social and economic benefits, increased efficiency, and enhanced productivity across a host of sectors.

Technology has become an integral part of daily working life; most employees work with machines that are capable of carrying out simple tasks more efficiently, be that automating processes, providing access to information at the click of a button, or connecting people from globally distributed offices to share ideas online in minutes. Indeed, trend analysts (Gartner 2016) suggest that the lines between digital and ‘real’ worlds will become increasingly blurred in the future, especially with the growing availability of virtual or augmented reality.

Use of technology has changed how we design and deliver effective learning experiences. Technology is the defining buzzword of the 21st century. Our smartphones and tablets have made quantum leaps in usability and transformed our lives. One major domino effect of technology is being felt in the education and training sector. With its multiplier effect, technology can become a mighty social leveler, creating access and success for all. Melding new technology with existing infrastructure to create click-and-mortar platforms can empower the current generation with job-ready skills.

Technology deployment for skill development can lead to lower costs, higher quality, and greater reach, while reducing the burden on physical infrastructure. Social innovations are blooming in a world that has become a global village due to the collapse of geographical and temporal boundaries. Learning by doing is the new mantra for vocational education and skill development.

Technology refers to methods, systems, and devices which are the result of scientific knowledge being used for practical purposes. These include:

- i. The use of science to invent useful things or solve problems.
- ii. Applying science practically in our environment to make human life easier.
- iii. Set of knowledge, skills, experience and techniques through which humans change, transform and use our environment in order to create tools, machines, products and service that meet our needs and desires.

Types of Technology

- i. Communication technology.
- ii. Construction technology.
- iii. Product technology.
- iv. Medical technology.
- v. Architecture technology.
- vi. Business technology.
- vii. Educational technology
- viii. Information technology.
- ix. Space technology

18.1.2 TECHNOLOGY'S DISRUPTIVE POTENTIAL

But there are mounting concerns that these technologies and how they are used will pose serious challenges, including labor force dislocations and other market disruptions, exacerbated inequalities, and new risks to public safety and national security. The technologies are mostly dual use, in that they can be used as much to serve malicious or lethal purposes as they can be harnessed to enhance social and economic development, rendering efforts to manage them much more complex.¹ Relatively easy to access and use, most of them are inherently vulnerable to exploitation and disruption from both near and far.

In parallel, geopolitical tensions around the world are growing, and most countries increasingly view these technologies as central to national security. The potential for misuse is significant. And greater economic integration and connectivity mean that the effects and consequences of technological advances are far less localized than before and are liable to spread to countries and industries worldwide.

Technological innovation is largely taking place beyond the purview of governments. In many cases, the rate of innovation is outpacing states' ability to keep abreast of the latest developments and their potential societal impacts. And even if one or a handful of national governments devise

policies for managing these effects, the global reach of many emerging technologies and their impacts requires new approaches to multilateral governance that are much more difficult to agree on. A greater number and variety of actors must be involved to initiate, shape, and implement both technical and normative solutions.

18.1.3 EMERGING TECHNOLOGICAL ADVANCEMENT IN LEARNING AND DEVELOPMENT

1. **Virtual Reality:** what really makes VR stand out as a unique learning tool for the workplace are ‘immersion and presence’. Immersion describes the level of detail with which a virtual environment can be rendered, while presence describes the user’s psychological response to the said environment. It allows for learners to experience the feeling of being in and experiencing a digitally simulated environment, which in turn leads to higher levels of engagement and retention.
2. **Augmented Reality:** requires that user be able to move around relatively freely in the real-world AR can enhance traditional learning by offering a 3D view of objects, which allows for better comprehension.
imagine med students looking at a 3D model of a heart, with the chance to open it up and see what the real thing would look like. AR is not just about making the learning process more interesting and fun; it’s fundamentally about increasing comprehension through the visualization of objects that would be difficult to replicate in real life.
3. **Artificial Intelligence:** AI is a great source for just-in-time information. A big part of L&D is not just formal learning. It is also what happens on the job. Equipped with smarter learning paths. With AI, we can learn from the user, we can understand what they're good at, what they struggle with. This allows us to show them only information that is relevant to them, personalized.
4. **Big Data:** Big data is a concept used to describe large volumes of data that can be analyzed in order to mine insights that lead to better decisions Big Data can be used to understand how the learner is acquiring information and at what pace; this allows Instructional Designers to create more personalized learning paths.
5. **Podcasts:** A multi-media digital file distributed over the Internet to be watched and listened to on a computer, iPod or other device Podcasts are not exactly an emerging technology, but rather an emerging use of a technology that’s been around for a while
6. **Bite-Sized Learning:** Micro-learning: breaks down information into small, manageable chunks instead of subjecting students to long, uninterrupted sessions. The idea is to get information into employees’ brains quicker and easier by cutting it into smaller pieces. Bite-sized learning has the potential to transform the way employee training is provided. The biggest barrier to learning at work is time – Tackling the challenges of upskilling and training employees is no mean feat.
 - a. Simplify Learning
 - b. Better Engagement
 - c. Blended Learning Opportunity
 - d. Personalized Learning Experience
 - e. Accessible Distance Learning

- f. Gamification
- g. Immersive Learning
- h. Increased Productivity & Efficiency

The future of technology and learning

Technology in many forms has become an integral part of our existence, and as such, it changes how we work, communicate, collaborate, and how we grow. With numerous tech-based solutions and digital innovations, we can actually empower lifelong learning for people of all ages, no matter their current education levels or skills.

In lifelong learning, the role of information and communication technology (ICT) is one of empowerment, enhancement of creativity and support. The current technology on our desktop, in our homes and in our community provides a powerful toolbox for support of lifelong learning. lifelong learning provides new opportunities for active participation in society, empowering citizens to increase their influence over social, cultural and economic factors, locally and further field, as ICT permits remote participation.

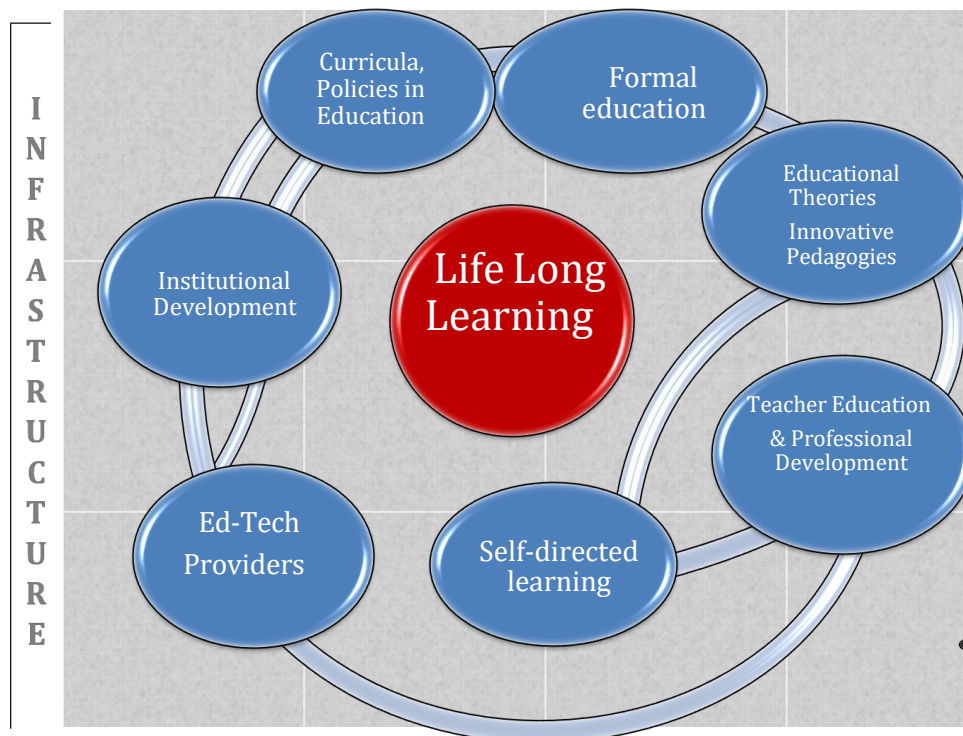


Figure 18:1 Relevant dimensions influencing education, formal and informal learning in a digitally driven world, selection.

Learning in a world of emerging technologies

Learning occurs seamlessly between the classroom and everyday activities. (Hegarty, 2014) Learning is facilitated not only by teachers, even more often by peers and in the workplace. The learner must be able to reflect on the experience, use analytical skills to conceptualize the experience, make decisions and solve problems to use the ideas gained from the experience.

Knowledge is continuously gained through both personal and environmental experiences. Digital technologies allow for learners to have far more access to constant information than past generations and technology bridges learning inside of the classroom into student's everyday lives.

21st Century Skills, Requirements for Lifelong Learning

21st Century (Learning) Skills are outlined as a set of abilities that learners need to develop in order to succeed in the information age. The International Education Advisory Board suggests that twenty-first century learning is and will continue to be linked to information technology. That's why there is an increasing demand for a thorough review of knowledge, skills and character necessary for deep and relevant learning. Governments around the world seek to equip young people with the skills they need for life and employment (Hughes & Acedo, 2016; Cruz, n.d; Schuwer, 2017).

Digital Literacy

21st century Literacy Skills comprise skills in Information Literacy, Media Literacy skills and Technology Literacy, briefly summarized as Digital Literacy. Information Literacy refers to effective search strategies and evaluation techniques (learn how to evaluate the quality, credibility and validity of websites). Digital literacy is the ability to find, evaluate, utilize, create and share content in meaningful ways that require critical and creative thinking skills. (Spires et al., 2018; New Zealand MLP, 2015; Lynch, 2018a).

With the increased importance of technology in society, digital literacy has gained recognition as a most valuable tool for lifelong learning. It is important to be aware of limits and barriers of technology for self-directed and lifelong learning, A digitally fluent person can articulate why the tools he/she is using will provide the desired outcome. (New Zealand, 2016; Zhe Guo, 2016).

Digital literacy encompasses skills that differ for educators and learners, because teaching with technology is inherently different from learning with it. (Johnson et al., 2015; IFLA, 2017; Kavanagh & O'Rourke, 2016), It addresses the vision for young people to be confident, connected, actively involved lifelong learners.

Soft Skills: Soft skills together with the use of technology empowers finding, analyzing and synthesizing information aimed at solving problems.

Critical Thinking: The ability to think clearly and rationally, to analyse and combine information to develop their own understandings, separating facts from fiction. as well as being able to reflect independently (questioning how authentic, valid and useful digital information is).

Creative Thinking: Using digital tools for accessing, creating, designing and sharing digital content in purposeful ways, develop approaches to problem solving, (important when a problem requires an innovative solution). This encourages to grow and encourages (young) people to take risks.

Collaborating and communicating with people of different cultures; developments in cloud computing enable collaboration that transcends physical distance and geopolitical borders.

18.1.4 WHY TECHNOLOGIES IN LEARNING AND DEVELOPMENT

Technology is transforming learning and development. Learning and development technologies are a whole new world of digital learning and emotional engagement. Whatever the company, from private to public, non-profit to corporate, SMEs to mega conglomerates, the majority of Organisations rely on their employees for growth, new ideas, and success. Employees need to be engaged, learning and growing their own skills to feel happy in their place of work. Here are ways that technology is changing Learning and Development in the workplace.

1. Technology Enables and Encourages Personalized Learning: No matter how many employees you have in the same role, or with the same requirements in their role, each individual will have a different set of strengths and learning style. Learning Management Systems record individual performance and can be connected to a host of tools and resources, allowing individuals to learn at their own pace and in their own style.

2. Technology Supports Increased Learning Through Flexible Learning: Technology is wonderfully flexible, making learning less location-dependent. Technology streamlines processes, cuts out the noise, and provides information in digestible chunks in formats that employees can actually remember and use. Flexible learning is a combination of digital and non-digital technology that ensures the continuity of inclusive and accessible learning in the form of online, offline, or blended modes of teaching and learning processes.

3. Technology Makes Learning Fun: Before you cringe or dismiss this as utter pseudo-nonsense, this aspect of technology is crucial to learning. If you can't spark a genuine interest, capture and keep your audience engaged, or trigger some degree of curiosity, your training will not be effective. Using learning technologies can help you check all those boxes. Learning technologies promote interaction and responses from learners. Learner's engagement levels tend to go up, whether using an interactive whiteboard, gamified learning content or playing a serious learning game.

4. Learning Technologies Allow Peer and Social Learning: Much of Gen-Z and millennials' learning now comes from User-Generated Content. That's right, TikTok is teaching and people are watching, listening, and learning by the millions, every minute. Much of TikTok's addictiveness is in how the information is presented; small nuggets of knowledge relayed and explained with visuals, closed captions, song, dance, and music backgrounds. Use technology to streamline data storage, create safe environments for sharing information and upskilling employees, and encourage social connection and collaboration in the workplace.

5. Learning Technologies Invite AI And Adaptive Learning Into The Workplace: Artificial Intelligence (AI) in the workplace can seem daunting. It's presumably expensive and difficult to work with. But before we even start arguing our point, what exactly is AI. AI offer fantastic solutions for Learning and Development problems facing large corporations today. Learning technologies that are grounded in AI and adaptive learning are extremely effective for reaching learning goals in the workplace.

6. Learning Tech Gives Employees Instant Feedback: In today's world, we increasingly expect everything to be instant. From instant coffee to instant messaging, we're trained less and less in

delayed gratification and can easily feel demotivated and disinterested in a task if we can't get some form of gratification straight away.

It's not just employees that want feedback; employers want to see L&D strategies delivering and teams improving too. The technology delivering the Programme, be it a standalone tool or a Learning Management System, often can collate and present data seamlessly, providing actionable feedback for L&D teams.

7. Learning Technologies Are Mobile: Mobile learning or mLearning is becoming increasingly prominent. Mobile phone uses range from social media like Twitter, YouTube, TikTok, and Instagram to learning platforms and workspaces. Many websites now have responsive designs, making them easily accessible on mobile devices. Many learning environments also allow for offline access or downloadable content so that learners can learn on-the-go. None of this would be possible without technology, and understanding the power of mLearning could have positive impacts on your Learning and Development outcomes.

8. Cloud-Based Learning Enables Access To Learning Anywhere In The World: Businesses are becoming progressively more reliant on "the cloud" for storage and communication. The cloud, which basically refers to servers, located in data centers around the world, and accessible over the internet, offers an excellent learning solution. Learning technologies are steering businesses away from restrictive, linear, and passive styles of training. Instead, training can be personalized, inclusive, and made accessible from anywhere in the world, thanks to the cloud.

9. Learning Technologies Can Be Time Efficient Solutions in Busy Work Schedules: It can take a lot of convincing for a time-pressured team to take on Learning and Development as a priority. Learning technologies can completely reverse that by teaching complex and challenging (or just plain tedious, yet vital) information in exciting, context-relevant ways. A Virtual Learning Environment can provide a space where shyness, embarrassment, and fear of failure are diminished and instead the opportunity of trying again where mistakes are made or working constructively and collaboratively on the same Programme is available.

In Summary, learning technologies are essential for effective L&D Strategies. Data, technology, and plain old common sense all conclude that technology is essential, and when used correctly, can be massively helpful to L&D strategies in businesses. A workplace made up of happy, fulfilled, and curious employees, young and experienced, new and old, whatever their roles and responsibilities, will undoubtedly have a glowing Learning and Development Programme that challenges and upskills employees regularly.

Employers can now use data to correctly manage their employees' development and really see their investment in each employee come to fruition. Adopt technology into your L&D strategy and start cultivating a workspace filled with individuals who are committed to their job, proud to be a part of the company, and excited to come to work each day.

18.1.5 CONCLUSION

To meet the needs of the distributed workforce, many of whom are already technically savvy and used to accessing online resources to acquire information, we must design training and learning

delivery methods with technology in mind. That means we must make our training flexible, accessible, equitable, and engaging through the use of interactive elements and good design.

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APPENDIX

SOLUTIONS TO PRACTICE MULTIPLE CHOICE QUESTIONS

Chapter 1	1.	2	3	4	5
Answer	C	C	A	D	B

Chapter 2	1.	2	3	4	5
Answer	C	D	D	B	B

Chapter 3	1.	2	3	4	5
Answer	B	A	D	C	B

Chapter 4	1.	2	3	4	5
Answer	B	C	A	A	D

Chapter 5	1.	2	3	4	5
Answer	C	C	C	D	B

Chapter 6	1.	2	3	4	5
Answer	D	C	A	C	B

Chapter 7	1.	2	3	4	5
Answer	C	A	B	S	D

Chapter 8	1.	2	3	4	5
Answer	C	B	B	D	C

Chapter 9	1.	2	3	4	5
Answer	A	D	A	D	C

Chapter 10	1.	2	3	4	5
Answer	A	C	D	D	D

Chapter 11	1.	2	3	4	5
Answer	C	A	B	B	B

Chapter 12	1.	2	3	4	5
Answer	C	C	C	B	D

MULTIPLE CHOICE PRACTICE QUESTIONS

1. **Learning to prepare the individual but not related to specific present or future job is called:**
 - a. Training
 - b. Counseling
 - c. Development
 - d. Education

2. **The Reinforcement theory focuses on the impact which external environmental consequences have on behavior. The theory was popularized by:**
 - a. Frederick Herzberg
 - b. Victor Vroom
 - c. Abraham Maslow
 - d. B.F. Skinner

3. **Who is described as being a radical behaviourist?**
 - a. Skinner.
 - b. Bandura.
 - c. Watson.
 - d. Pavlov.

4. **Learning by identifying one's own learning objectives refers to:**
 - a. Other directed learning
 - b. Self-directed learning
 - c. Structured learning
 - d. Unstructured learning

5. **The Kolb's learning cycle stages include all of the following except.**
 - a. Concrete experience
 - b. Active participation
 - c. Reflective observation
 - d. Abstract conceptualization

6. **Kolb's experiential learning style theory is seen when a person progresses through a cycle of all of the following stages except.**
 - a. Having a concrete experience
 - b. observation of and reflection on that experience
 - c. None active experimentation and observation
 - d. the formation of abstract concepts (analysis)

7. **An auditory learner prefers learning by:**

- a. Writing in a journal
 - b. Having a class discussion
 - c. Real-life examples
 - d. Studying an infographic
8. David Kolb's model of learning styles factors in a learner's:
- b. Level of interaction (doing vs. watching)
 - c. Level of abstraction (concrete vs. abstract)
 - d. Levels of abstraction and interaction
 - e. Level of interest
9. Which of the following is not a key learning style?
- a. Visual learners
 - b. Expository learners
 - c. Auditory learners
 - d. Kinesthetic learners
10. _____ absorb ideas and information through seeing. They generally favor illustrations, maps, diagrams, demonstrations and videos
- a. Visual learners
 - b. Expository learners
 - c. Auditory learners
 - d. Kinesthetic learners
11. _____ use touch and movement to understand the material. For instance, they appreciate hands-on activities, interactive projects, writing and dance.
- a. Visual learners
 - b. Expository learners
 - c. Auditory learners
 - d. Kinesthetic learners
12. All but one is not a principles of Learning
- a. Participation
 - b. Repetition
 - c. Extraneous
 - d. Transference
13. Which of the following is not among the Ellig (2000) core competencies required of individual practitioners to meet up with the demands of the HR job content in today's HR practice:
- a. Knowledge Skills
 - b. Process Skills
 - c. Behavioral Skills

- d. Structural analysis skills
14. Which of the following is not a level to which Education Programmes are classified in Nigeria.
- a. Pre-primary level of education
 - b. Mid secondary level of education
 - c. Upper secondary level of education
 - d. Post-secondary, non-tertiary education
15. _____ is a logical process in which the gap between what the individual, business units, Organisation or a nation requires in terms of competencies (skill, knowledge and behaviour) to perform effectively and efficiently is determined.
- a. Training needs analysis
 - b. Training Budget
 - c. Training Programme
 - d. Training research
16. Which of the following is not a factor in determining Training Needs in an Organisation.
- a. Financial and Budgetary need Analysis
 - b. Organisational Needs Analysis
 - c. Task or Job Needs Analysis
 - d. Person Needs Analysis
17. In order to achieve effective training outcomes, the Learning and Development Manager, Capability Managers or Competency Manager should do the following except.
- a. Have a basic knowledge of the Organisation's vision and mission and align with the set objectives;
 - b. Give out a target for line Managers to determine employee's performance
 - c. Find out individual employee's occupational needs;
 - d. Design, select, implement and evaluate relevant training for the employee.
18. Which of the following are symptoms of competency gaps in an Organisation.
- a. Regretted exits of valued staff and talents
 - b. Rampant conflicts, disputes, disaffection etc. due to poor interaction with fellow employees
 - c. Low morale and declining motivation on the job
 - d. All of the above
19. The Training Route Map in developing a typical training programme consist the following except
- a. Brief
 - b. Bidding
 - c. Proposal presentation
 - d. Delivery

20. All but one is not major logistics requirement to run a successful training Programme.
- Venue
 - Payment
 - Training Technology Aids
 - Trainer/Facilitator
21. Training refers to the process of imparting _____ skills
- Specific
 - General
 - Important
 - Over all
22. Which of this is a step-in training process?
- KSA deficiency
 - Provide proper feedback
 - Obstacles in the system
 - Use of evaluation models
23. _____ seeks to examine the goals of the organisation and the trends that are likely to affect these goals.
- Organisational Support
 - Organisational analysis
 - Person analysis
 - Key skill abilities analysis
24. Which of these is the benefit of needs assessment?
- Assessment makes training department more accountable
 - Higher training costs
 - Loss of business
 - Increased overtime working
25. Which of these is an off - the - job training method?
- Television
 - Job rotation
 - Orientation training
 - Coaching
26. Which of the following is a learning principle?
- Recognition of individual differences
 - Schedules of learning
 - Transfer of learning
 - All of the above

27. Which of the following is a method used in group or Organisational training needs assessment?
- Consideration of current and projected changes
 - Rating scales
 - Interviews
 - Questionnaires
28. Choose which of the following is a benefit to the individual while receiving training?
- Creates an appropriate climate for growth, communication
 - Aids in increasing productivity and/ or quality of work
 - Satisfies a personal needs of the trainer
 - None of the above
29. Which of the following is a benefit of employee training?
- Improves morale
 - Helps people identify with organisational goals
 - Provides a good climate for learning, growth and co - ordination
 - All of the above
30. How does training and development offer competitive advantage to an organisation?
- Removing performance decencies
 - Deficiency is caused by a lack of ability
 - Individuals have the aptitude and motivation to learn
 - None of the above
31. Which of the following is not method of off the job training
- Group discussion
 - Job instruction
 - Role play
 - Case Study
32. In general training is related to
- Conceptual
 - developmental
 - technical aspects
 - Human skills
33. Personnel management of an Organisation specifically deals with human resources in respect of
- Their procurement
 - Develop their skills, knowledge and attitude

- c. Their motivation towards the attainment of Organisational objectives
- d. All of the above

34. _____ is widely used for human relations and leadership training

- a. Business games
- b. Role playing
- c. Case study method
- d. Job rotation

35. The following is vertical expansion of the job

- a. Job rotation
- b. Job enrichment
- c. Management by objectives (MBO)
- d. All of the above

36. Demonstration type of training method is used to train

- a. Workers
- b. Supervision
- c. Managers
- d. All of the above

37. The training effects that are to be measured consist of

- a. reaction
- b. learning
- c. behavior
- d. all of above

38. Pre-job training is otherwise known as.

- a. orientation training.
- b. safety training.
- c. job training.
- d. promotional training.

39. The two basic issues to address in training evaluation are

- a. design of evaluation
- b. the things to measure
- c. in-house development
- d. Both A and B

40. The evaluation of trainee's reactions to a training Programme is classified as

- a. measuring reaction
- b. measuring learning
- c. measuring behavior

d. measuring results

41. In a career development, offering and discussing variety of paths for career development, included

- a. individual role
- b. manager role
- c. employer role
- d. line manager

42. In career development, providing assistance Programmes for academic learning is an art of

- a. individual role
- b. manager role
- c. employer role
- d. line manager

43. In career development focus, individual goal setting is the part of

- a. training and development
- b. performance appraisal
- c. recruitment and placement
- d. human resource planning

44. In career development, seeking out career resources is included in

- a. individual role
- b. manager role
- c. employer role
- d. line manager

45. In career development, assessing your own skills is included in

- a. individual role
- b. manager role
- c. employer role
- d. line manager

46. The teaching of current employees with the skills needed to perform effectively on job is

- a. training
- b. negligent training
- c. both A and B
- d. learning

47. Formulating 'SMART' performance training objectives is included in

- a. need analysis
- b. instructional design
- c. implement

- d. evaluate
48. The first step in training process is
- a. need analysis
 - b. instructional design
 - c. implement
 - d. evaluate
49. Providing new employees with the basic information regarding background is
- a. employee orientation
 - b. employee training
 - c. both A and B
 - d. none of above
50. When an employee harms a third party because of inadequate employee training, it is called
- a. training
 - b. negligent training
 - c. both A and B
 - d. none of above
51. Under training method actual job conditions are duplicated or stimulated.
- a. off the job training.
 - b. vectibute training.
 - c. On the job Training
 - d. all of these.
52. The final step of the strategic training and development process involves:
- a. Choosing strategic training and development initiatives.
 - b. Identifying the business strategy.
 - c. Identifying measures or metrics.
 - d. Creating concrete training and development activities.
53. Business-level outcomes chosen to measure the overall value of training or learning initiatives are referred to as _____.
- a. values
 - b. goals
 - c. business strategies
 - d. metrics
54. Which of this is a step-in training process?
- a. KSA deficiency
 - b. Provide proper feedback
 - c. Obstacles in the system

- d. Use of evaluation models
55. Transfer of learning to the workplace needs to be made for the training programme to have been successful. Which of the following can hinder this process?
- a. All of the below
 - b. Lack of managerial support
 - c. Ridicule from colleagues
 - d. Low self-efficacy
56. Organisations develop through training and development which bring benefits to Employees as well as the organisations. Which of the following would not be regarded as a common feature that would result from training in today's modern workplace?
- a. Same job for life
 - b. Be able to move more easily between jobs and other organisations
 - c. Improve chances of promotion
 - d. Develop a range of transferable skills
57. Training needs analysis can take place at organisational, task, and person levels. At the organisational level, it broadly examines what are the organisation's strategic plans and where is training and development needed to fit into the planning. Organisational training needs generally occur when:
- a. There is some kind of barrier hindering the achievement of organisational aims and objectives which is best removed by training.
 - b. Information technology systems need upgrading.
 - c. Other competing organisations are conducting extensive training programmes.
 - d. Government provides additional funding.
58. The first phase of a training programme is a training needs analysis. What does this aim to do?
- a. Establish the training resources required
 - b. Produce selection criteria
 - c. Identify the training objectives
 - d. All of the above
59. In his contribution to understanding learning and learning outcomes, Gagne produced six types of learning related to human performance which he called capabilities, but which of the following is correct?
- a. All of the below
 - b. Cognitive strategies
 - c. Basic learning
 - d. Motor Skills
60. There is no one theory of learning that can be applied to any training programme. The social learning theory has been used successfully in many settings and can be broken down into

- component parts involving observation, practise, and feedback. Bandura found that various factors also enhanced training such as:
- a. All of the below.
 - b. Models being the same race and gender as the trainee.
 - c. Models perceived to be friendly and helpful.
 - d. High status models
61. Anderson's theory of skill development distinguishes between declarative and procedural knowledge. Procedural knowledge refers to knowing how to do something, but what is declarative knowledge?
- a. Factual knowledge about a task
 - b. Muscle memory
 - c. Automatic task processing
 - d. Associative knowledge of the task
62. Evaluation forms the final stage of the training programme and various models of evaluation have been produced to meet this aspect. Whose model has the four levels of Reaction, Learning, Behaviour, and Results?
- a. Kirkpatrick
 - b. Goldstein
 - c. Cooper and Robertson
 - d. Alliger and Janak
63. Re-designing a business process, in getting more efficient and effective results, known as
- a. redesigning jobs of workers
 - b. assigning additional activities to workers
 - c. moving workers from one job to the other
 - d. reengineering
64. The term 'job enlargement' means
- a. redesigning jobs for workers
 - b. assigning additional activities for workers
 - c. moving workers from one job to the other
 - d. none of above
65. The term 'job enrichment' means
- a. redesigning jobs for workers
 - b. assigning additional activities to workers
 - c. moving workers from one job to the other
 - d. reforming and analyzing the job
66. The competency-based-job-analysis means defining the job in terms of
- a. measurable competency
 - b. behavioral competency
 - c. observable competency

- d. all of above
67. A job enrichment is a way to
- a. motivate employees
 - b. compensate employs
 - c. staffing new employees
 - d. all of above
68. A company's HR team is responsible for
- a. training of supervisors
 - b. monitor the appraisal system affectivity
 - c. training the employees
 - d. all of above
69. The human resource department plays/serves as
- a. advisory role
 - b. line authority
 - c. hiring department only
 - d. training department only
70. The ranking of all the employees, measuring a specific trait such as communicating is measured in
- a. graphic rating scale method
 - b. management by objectives
 - c. alternation ranking method
 - d. paired comparison method
71. Which of the following is true about a learning Organisation?
- a. A learning Organisation discourages learning at the group and Organisational levels.
 - b. A learning Organisation restricts employees from experimenting with products and services.
 - c. In a learning Organisation, employees learn from failure and from successes.
 - d. In a learning Organisation, employees are discouraged from asking questions and admitting mistakes.
72. The step in which the employer and employee discuss performance and plans for future is
- a. defining the job
 - b. training session
 - c. feedback session
 - d. interview sessions
73. A rating scale which enlists traits and performance values is called
- a. graphic rating scale method

- b. management by objectives
- c. alternation ranking method
- d. in-house development

74. The model of personality as learned habits was developed by:

- a. Dollard and Miller.
- b. Watson.
- c. Bandura.
- d. Skinner

75. The Lewin's process consists of

- a. unfreezing stage
- b. moving stage
- c. refreezing stage
- d. all of above

76. In traditional focus, providing opportunities for learning is the part of

- a. training and development
- b. performance appraisal
- c. recruiting and placement
- d. human resource planning

77. In a career development focus, the information about individual interests and preferences is a part of

- a. training and development
- b. performance appraisal
- c. recruiting and placement
- d. human resource planning

78. Training occurs as a result of _____

- a. Instruction
- b. education
- c. development
- d. all of the above

79. _____ is concerned more with career growth than immediate performance

- a. Training
- b. Education
- c. Instruction
- d. Development

80. The purpose of _____ is to teach theoretical concepts and develop a sense of reasoning and judgment

- a. Development
- b. Training
- c. Education
- d. Teaching

81. _____ is a theoretical learning in classrooms

- a. Development
- b. Training
- c. Education
- d. Teaching

82. Which of the below does not describe the nature of Training

- a. Application oriented
- b. Broad perspective
- c. Specific task
- d. None of the above

83. _____ is application oriented

- a. Training
- b. Education
- c. Learning
- d. None of the above

84. Training is _____

- a. Narrow perspective
- b. Broad perspective
- c. long term
- d. None of the above

85. Which of the following is not a method of Individual training need identification?

- a. Attitude survey
- b. work sample
- c. exit interview
- d. interview

86. Which of the following is a method of group training need identification?

- a. Attitude survey
- b. work sample
- c. exit interview
- d. interview

87. Which of the following is not a method of group training need identification?

- a. Quality Circle

- b. work sample
- c. exit interview
- d. MB

88. Evaluation helps determine the extent to which _____ have been achieved

- a. efficiency
- b. profit
- c. training objectives
- d. employee satisfaction

89. Evaluation gives insights for

- a. reviewing
- b. adjusting
- c. revising goals
- d. All of the above

90. Evaluation of training model was developed by

- a. Donald Kickmatrix
- b. Donald Kirkpatrick
- c. David Kirkpatrick
- d. David Kickmatrix

91. The reduction in turnover rate, rise in production, change in attitudes and less supervisory needs are classified as

- a. post measure variables
- b. pre-measures variables
- c. typical costs
- d. typical benefits

92. The concept of four level training evaluation (reaction, learning, behavior and results) is given by

- a. Donald Kirkpatrick
- b. Robert Mathis
- c. John (No Suggestions)
- d. none of above

93. It is not a major input to learning:

- a. Capability
- b. Change
- c. Competency
- d. Sensitivity

94. In training evaluation, the measurement of how much of the concepts, attitudes and theories learned have made impact on job is classified as

- a. learning evaluation step

- b. behavior evaluation step
 - c. reaction evaluation step
 - d. results evaluation step
95. In training evaluation, the measurement of training effect on performance and observation of job performance is classified as
- a. reaction evaluation step
 - b. results evaluation step
 - c. learning evaluation step
 - d. behavior evaluation step
96. The expense of training, materials of training, salary and time of trainees and trainers are classified as
- a. typical costs
 - b. typical benefits
 - c. post measure variables
 - d. pre-measures variables
97. The elementary way of employee's learning in which the employees of an Organisation copy the behaviors of someone else is classified as
- a. behavioral modeling
 - b. active modeling
 - c. spaced modeling
 - d. massed modeling
98. The type of learners who focus on the graphics and the process and purpose of the training are classified as
- a. massed learners
 - b. visual learners
 - c. auditory learners
 - d. tactile learners
99. The type of practice in learning which considers the performance of trainees of all the duties and tasks related to job is classified as
- a. active practice
 - b. spaced practice
 - c. massed practice
 - d. spatial practice
100. The kind of learners who uses the training resources by getting their hands on the task are classified as
- a. auditory learners
 - b. tactile learners
 - c. massed learners

- d. visual learners
101. The kind of learners who take keen interest in the information told by someone about the training content are classified as
- a. massed learners
 - b. visual learners
 - c. auditory learners
 - d. tactile learners
102. skills, such as flexibility, dependability and problem-solving, are personality traits that cannot be taught.
- a. True
 - b. False
103. Which of the following are one of kind of skills inventory, regression, replacement charts, Markov analysis?
- a. Training plan
 - b. Retention plan
 - c. Redundancy plan
 - d. Forecasting methods
104. The practice of investing in training to enhance workers' expertise and prepare them for new jobs with better opportunities is commonly referred to as:
- a. Broad banding.
 - b. Reorganizing.
 - c. Upskilling.
 - d. Piloting.
105. Which of the following strategies is critical for learning and development given the current skills gap?
- a. Upskilling and reskilling current employees.
 - b. Outsourcing training and development activities.
 - c. Providing tuition reimbursement and student loan repayment benefits.
 - d. None of the above.
106. Training occurs as a result of _____
- a. Instruction
 - b. education
 - c. development
 - d. all of the above
107. Development provides _____ and _____, which will be helpful to employees in higher positions
- a. general knowledge, Behaviour
 - b. general knowledge specific skills

- c. general knowledge, attitudes
 - d. Specific skills, attitudes
108. _____ is tangible in nature
- a. Development
 - b. Training
 - c. Both a & b
 - d. Neither a nor b
109. In general training is related to
- a. Conceptual
 - b. developmental
 - c. technical aspects
 - d. Human skills
110. Which of the following is not a method of group training need identification?
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 - b. work sample
 - c. exit interview
 - d. MBO
111. Which of the following is not method of off the job training
- a. Group discussion
 - b. Job instruction
 - c. Role play
 - d. Case Study
112. Top level managers require _____ skills the most;
- a. Technical
 - b. Interpersonal
 - c. Conceptual
 - d. Mechanical
113. How does training and development offer competitive advantage to an Organisation?
- a. Removing performance deficiencies
 - b. Deficiency is caused by a lack of ability
 - c. Individuals have the aptitude and motivation to learn
 - d. None of the above
114. Which of the following is a benefit of employee training?
- a. Improves morale
 - b. Helps people identify with Organisational goals
 - c. Provides a good climate for learning, growth and co – ordination
 - d. None of the above

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117. Which of these is the benefit of needs assessment?
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118. In his contribution to understanding learning and learning outcomes, Gagne produced six types of learning related to human performance which he called capabilities, but which of the following is correct?
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120. Training needs analysis can take place at organisational, task, and person levels. At the organisational level, it broadly examines what are the organisation's strategic plans and where is training and development needed to fit into the planning. Organisational training needs generally occur when:
- There is some kind of barrier hindering the achievement of Organisational aims and objectives which is best removed by training.
 - Information technology systems need upgrading.
 - Other competing organisations are conducting extensive training programmes.
 - Government provides additional funding.

121. _____ refers to dynamic and analytical understanding of theories, concepts, principles and issues related to the job of the participants and their application to specific situations in the performance of the job or in the social interactions.
- Knowledge
 - Skills
 - Competencies
 - Attitude
122. When the time is less, which techniques are recommended for Training needs analysis (TNA):
- Interview
 - Work samples
 - Focus group discussion
 - Test
123. Areas of improvement like knowledge, skills etc. are identified which needs improvement through:
- Job analysis
 - Performance gap analysis
 - Monitoring
 - Training delivery
124. Which of the following is not included in Gagné's six types of learning?
- Basic learning
 - Affective learning
 - Cognitive strategies
 - Motor Skills
125. According to Kirkpatrick's model, which of the following is the order in which
- Training evaluation should take place?
 - Reaction, learning, behaviour, results
 - Results, learning, reaction, behaviour
 - Learning, behaviour, results, reaction
126. Which of the following should not be included in a training objective?
- The location of where the behaviour should be exhibited
 - The conditions under which the behaviour is to be exhibited
 - The criterion behaviour
 - The standard of performance of the behavior
127. Fitts (1962) proposed that skill development occurs in which of the following orders?
- Affective, cognitive, associative, autonomous

- b. Associative, cognitive, autonomous
 - c. Cognitive, affective, associative, autonomous
 - d. Cognitive, associative, autonomous
128. Declarative knowledge refers to:
- a. The ability to explain how to perform a task
 - b. Knowing what is required in order to perform a task
 - c. Factual or explicit knowledge
 - d. Knowing how to do something
129. Aptitude-Treatment Interaction refers to which of the following?
- a. Individuals with higher aptitude learn more quickly
 - b. Different individuals benefit from different types of training methodology
 - c. The interaction between an individual's ability to perform a task and how they are treated by trainers
 - d. The relationship between trainers' personality and trainee satisfaction
130. Reaction level data can be improved by asking trainees
- a. How much they enjoyed the training
 - b. How difficult and useful they found the training
 - c. How useful and enjoyable they found the training
 - d. How difficult they found the training
131. Which of the following factors did Baldwin and Ford (1988) not identify as
- a. Important in the transfer of learning to the workplace?
 - b. Financial support (resources, funds for training)
 - c. Work environment (support and opportunities to use)
 - d. Trainee characteristics (ability, personality and motivation)
132. What are the three main groups of learning outcomes according to Kraiger, Ford and Salas (1993)?
- a. skill-based, cognitive and affective
 - b. Skill-based, motivational and affective
 - c. Affective, motivational and cognitive
 - d. Motivational, skill-based and cognitive
133. The systems model of training contains three phases: _____, training and Development, and evaluation.
- a. Preparation
 - b. Assessment
 - c. Introduction
 - d. Organizing

134. In assessing training needs, an examination of production efficiency, labor costs, turnover, and accidents would be part of which training needs analysis?
- Personnel
 - Task
 - operations
 - Organisational
135. Training is most effective in resolving:
- Skill gaps
 - Attitudinal problems
 - Poor motivation
 - Attendance issues
136. The process in which the Organisational client and the job trainer work together to support business goals is classified as
- performance and training integration
 - performance identification
 - performance consulting
 - individual interaction
137. The systematic procedure in which the people contribute in Organisational goals achievement by acquiring capabilities is classified as
- Training
 - Planning
 - Staffing
 - Hiring
138. Consultants for training and development render consulting at:
- Individual and interpersonal level
 - Managerial level
 - Organisational level
 - All of the above
139. Training and development is a _____ of an Organisation.
- System
 - Sub-system
 - Element
 - Component
140. Which of the following is the best definition of a learning Organisation?
- An Organisation which facilitates the learning of all its members and continuously transforms itself.
 - An Organisation in which the managers are encouraged to develop

- c. An Organisation which facilitates the learning of all its members in order to preserve the status quo
 - d. An Organisation which does a lot of training on an ad hoc basis
141. Information processing model and the social interaction model refers to:
- a. Cognitive theory of learning
 - b. Behaviorism theory
 - c. Forgetting theory
 - d. Retention theory
142. The stage in which the learning curve levels off is called:
- a. Learning capability
 - b. Discouraging stage
 - c. Over learning period
 - d. Learning plateau
143. This domain is concerned with a learner's attitudes, personal beliefs, and values.
- a. Affective domain
 - b. Cognitive domain
 - c. Psychomotor domain
 - d. Conceptualization domain
144. Learning is a:
- a. Cognitive process
 - b. Emotional process
 - c. Both a and b
 - d. None of the above
145. This learning style prefers using your body, hands and sense of touch:
- a. Kinesthetic
 - b. Logical
 - c. Social
 - d. Mathematical
146. It is understood as the ability of an Organisation to gain insight and understanding from experience through experimentation, observation, analysis and a willingness to examine both success and failures:
- a. Learning Organisations
 - b. System thinking
 - c. Organisational learning
 - d. Mental models
147. What is the definition of learning?

- a. A procedure during which a person learns to associate a reflex response with a new stimulus.
 - b. A relatively permanent change in behavior due to experience.
 - c. A conditioned response dies out.
 - d. The conditioned response is only produced when a specific stimulus is presented.
148. A learning objective describes the only major skill for the
- a. Course
 - b. Unit
 - c. Lesson
 - d. All of the above
149. Some of the advantages of e-learning are
- a. Train more independent learners in the learning process
 - b. Does not require the preparation of learning.
 - c. Reaching a wider geographical area.
 - d. A and C
150. The phrase "transfer of training" refers to:
- a. Moving training schedules around to accommodate production concerns
 - b. Freely sharing written training material with colleagues
 - c. Acquiring and evaluating skills during a training course
 - d. Implementing and maintaining new knowledge and skills back in the workplace
151. A key principle of adult learning suggests that adults:
- a. Are keenly open to change
 - b. Tend to be problem centred
 - c. Do not need theoretical knowledge, just practical applications
 - d. Prefer a relaxing "lecture style" training delivery
152. The evolution of training activities has moved towards:
- a. Specific on the job requirements using technology as the learning coach
 - b. Time and motion studies
 - c. Needs driven by productivity and efficiency concerns
 - d. Identifying opportunities to build intellectual capital
153. The diagnostic process of needs assessment often starts with:
- a. A job analysis
 - b. A gap analysis
 - c. A concern
 - d. An Organisational audit

154. The systems model of training contains three phases: _____, training and development, and evaluation.
- Preparation
 - Assessment
 - Introduction
 - Organizing
155. Training needs assessment is usually related to:
- Organisational performance
 - Individual
 - Both Organisational and individual performance
 - None of the above
156. ____ refers to dynamic and analytical understanding of theories, concepts, principles and issues related to the job of the participants and their application to specific situations in the performance of the job or in the social interactions.
- Knowledge
 - Skills
 - Competencies
 - Attitude
157. Areas of improvement like knowledge, skills etc. are identified which needs improvement through:
- Job analysis
 - Performance gap analysis
 - Monitoring
 - Training delivery
158. Which of the following should not be included in a training objective?
- The location of where the behaviour should be exhibited
 - The conditions under which the behaviour is to be exhibited
 - The criterion behaviour
 - The standard of performance of the behavior
159. Development of Organisational culture that values creative thinking and analysis is typically the training implication of the _____ strategy.
- concentration
 - disinvestment
 - internal growth
 - external growth

160. In assessing training needs, an examination of production efficiency, labor costs, turnover, and accidents would be part of which training needs analysis?
- Personnel
 - Task
 - Operations
 - Organisational

SOLUTIONS TO MULTIPLE CHOICE PRACTICE QUESTIONS 11

Question	Answer	Question	Answer	Question	Answer	Question	Answer
1	D	41	C	81	C	121	A
2	D	42	C	82	B	122	C
3	A	43	B	83	A	123	B
4	B	44	A	84	A	124	B
5	5	45	A	85	C	125	A
6	C	46	A	86	C	126	C
7	B	47	B	87	B	127	C
8	C	48	A	88	C	128	B
9	C	49	A	89	D	129	B
10	A	50	B	90	B	130	A
11	D	51	B	91	D	131	A
12	C	52	C	92	A	132	C
13	D	53	D	93	D	133	C
14	B	54	D	94	A	134	B
15	A	55	A	95	D	135	A
16	A	56	A	96	C	136	C
17	B	57	A	97	B	137	A
18	D	58	C	98	B	138	D
19	B	59	A	99	A	139	B
20	B	60	A	100	B	140	A
21	A	61	A	101	C	141	A
22	D	62	A	102	B	142	B
23	B	63	D	103	D	143	A
24	A	64	B	104	C	144	C
25	A	65	A	105	A	145	B
26	D	66	D	106	D	146	A
27	A	67	A	107	C	147	B

28	C	68	D	108	B	148	C
29	B	69	A	109	C	149	D
30	A	70	C	110	B	150	D
31	B	71	C	111	B	151	B
32	C	72	C	112	C	152	A
33	D	73	A	113	A	153	C
34	B	74	A	114	B	154	B
35	B	75	D	115	C	155	A
36	A	76	A	116	A	156	A
37	D	77	D	117	A	157	B
38	A	78	D	118	A	158	C
39	D	79	D	119	D	159	C
40	A	80	C	120	A	160	D

PRACTICE - CASE STUDIES ON LEARNING AND DEVELOPMENT

CASE STUDY 1: THE WALKAROUND MALL

Melanie Smith is the mall manager for the Walkaround Mall, located in Johannesburg, Gauteng. Walkaround is owned by an investment group, RDH, which owns 11 other malls and two dozen shopping centres. Melanie manages Walkaround on behalf of RDH Investments, and was recently transferred to this mall after achieving notable success at a similar mall in central Cape Town. Walkaround features over 100 shops and businesses, each of which has either a short- or a long-term lease managed by Melanie. All leases are computed on the basis of a minimum, plus a percentage of shop (or business) sales Rands.

Two other malls operate in the area, one larger and one smaller; Q Stores and K Stores moved into the area, in new shopping centres, for the first time in 2008.

Part of Melanie's role as mall manager is to help develop the overall business of the mall. She was able to show 12% total mall sales increases annually during her three years in Cape Town. Typically, mall strategy is to focus on three conditions in order to increase mall sales:

- i. Increase the occupancy rate with quality shops.
- ii. Make physical changes that make the mall more attractive.
- iii. Ensure that the workforce within the mall is skilled and motivated.

Melanie was concerned when Walkaround had only a 4% increase in total sales in 2007, so when she moved to Johannesburg at the beginning of 2008, she focused on the three crucial conditions. During 2008 she lost six shops but replaced each with a similar shop. All four of the 'anchors', or large department stores, remained on long-term leases.

RDH Investments approved a general facilities facelift but there was no new construction and none was likely during the next two to three years.

Melanie decided that she needed to move on condition 3 and focus on the managers and sales employees. All employees work for their own shops, not for the mall, but Melanie met with some of the shop managers and developed a T&D plan to help the shops train their employees. The manager of Shoes-Are-You told Melanie, 'If you can help train our employees to be better salespersons, I know we could increase our sales.' The T-Shirt World manager suggested that 'the shop assistants who sell the most are those who are pleasant and smile at customers.'

By May 2008, Melanie had scheduled a one-hour training programme titled 'Increase Your Sales and Smile!' The programme would be repeated at various times over a two-month period so that every employee would have a chance to attend. A business professor from a local university presented the programme using a videotape, a brief lecture and a short role- playing exercise, to emphasise the basics of effective selling. Almost 50% of all employees attended the sessions, and many of the trainees said that they really enjoyed the programme and that it was helpful. Melanie made hopeful predictions when talking with RDH managers at their offices during October.

However, in mid-January 2009, Melanie was distraught as she sat in her office and read the figures. Overall sales had increased – but only by 4.5%. Had the training programme, which she had

designed with the professor, had only a 0.5% effect? She now wonders what she can do to influence the employees working in the mall to help boost sales since her hands are tied on conditions 1 and 2.

She has a meeting scheduled for Monday to discuss the mall performance figures with RDH in Durban.

QUESTIONS TO CASE: “THE WALK AROUND MALL” REQUIRED.

1. *What were the flaws in her training approach?*
2. *Should she design another training approach to help increase 2009 sales?*
3. *Did she follow the three phases of an effective T&D plan?*
4. *What objectives for training would be appropriate for her situation?*
5. *Is examining the total sales of all mall shops the best, or only, evaluation method available?*
6. *Can the sluggish sales at Walk around be solved by an effective T&D programme?*

CASE STUDY 2: “MAKAR”

Title: “MAKAR” Gained profit by missed opportunity & lost wealth.

“Makar” a textile manufacturing unit located in the city of Jaipur with enough infrastructure and a good workforce. The Organisation is specialized in shirting and suiting particularly the supplies that are done in Rajasthan only. The Organisation is run by the CEO who is commonly known for well educated, experienced, a businessman with a humane approach. Mr. Mukund CEO “Makar” considered the employees as a competitive advantage of his Organisation and want to keep the workforce always updated to face the challenges from their competitors.

Mukund the people’s leader

Mr. Mukund, who heads the production himself, developed an efficient top management group which includes Mr. Prem Heading marketing, Mrs. Mrunal leading HR and T&D, Mr. Vaidya leading finance. All these department heads are always been supportive heads for the ideas of Mr. Mukund in handling the workforce. Mr. Mukund always quotes that “I believe that satisfied, educated, the dedicated workforce will be a key to success at any condition to any Organisation. Money spent on employees will always be an investment for my Organisation.”

Activity of the Organisation

Training and development become a day to activity in the Organisation. Employees are been trained by well-versed trainers in that area. The Organisation also encourages the employees to do further studies as part of the career development Programme and they get a helping hand from the Organisation.

Happy Employees

The employees of Makar are very much satisfied with this kind of support from the Organisation and they realized that being with Makar their personal growth will be assured. Because of the above-said things Makar had many advantages like highly trained and qualified workforce, highest quality of supplies assured, less rate of attrition, dedicated workforce, meeting the targets on time, satisfied workforce, etc...

Announcement by Mr. Mukund

One day the employees of Makar were in deep Grief when the news hit the office that Mr. Mukund CEO made an announcement, " Dear employees. You all are my colleagues rather than my employees. I always feel that I am one of you with more responsibility. Now my age is not allowing me to shoulder that responsibility, I wish to give way to my younger generation. So I have decided to handover the charge to Mr. Mithun, My only son, who had completed his studies and returned to India. I know you all will be with him as a pillar and extend your support, in the same manner, you supported me. Without you people, this Organisation would not have reached these heights. I am Sure you all will support him.

Now it has been three months since Mr. Mithun take over the charge and from day one he started auditing in almost all the departments with a motto to reduce cost. And he got a strong statistics that the compensation is the highest cost bared by the company compared to any other cost incurred in the Organisation.

Mitun's decision: Shocked Mrunal

Mitun called Mrs. Mrunal the head HR and told her "Mrs. Mrinal, I need an immediate action plan to reduce the labor force by 30% by way of Lay-off" he continued, "Mrunal I hope you are getting my point and I want it to happen soon". Mrs. Mrunal got shocked by listening to this decision and said to Mr. Mithun that "Sir it is my responsibility to tell you that the workforce which we have is an excellent, well trained, loyal and self-motivated workforce. In case of lay off such the competitors will take advantage of that. We can think of other options rather than Layoff."

Mr. Mithun was not in a position to listen to her words he said that "sorry Mrs. Mrunal I am not ready to review my decision and neither wants any alternatives for this I want this work to be done within a week". Finally, with all her regrets Mr. Mrunal reduced the workforce by 30%. On the other hand, the employees who were waived from Makar joined the competitors with a better package.

One day in his office Mr. Mithun was discussing with Mrs. Mrunal that the cost of labor in the Organisation has been reduced to a great level which increases the net profit also. After listening to this Mrs. Mrunal said that "it is well-said sir, we have reduced the labor cost and increased the profit but it is more true that we have missed the great opportunity to grow more by losing our wealth to the competitors"

QUESTIONS ON CASE STUDY MAKAR REQUIRED

1. *“Employees are the competitive of the advantage of Makar” comment on this statement relating to the approach of Mr. Mukund CEO*
2. *How did you judge the actions taken by Mr. Mithun to reduce the cost of labor was it really a successful one.*
3. *“We have gained the profit by losing our wealth” discuss the statement of Mrs. Mrunal and support her statement.*
4. *From the above-said case find the opportunity which was missed by Makar due to the lay off as mentioned by Mrs. Mrunal.*

CASE STUDY 3: GOURMET-2-GO

Gourmet-2-Go is a fast food restaurant that has been in business for more than seven years. Its philosophy is to provide *quick, convenient, healthy and tasty food*. It is situated in Roodepoort, Johannesburg. Barry and Wynona are the owners of Gourmet-2-Go. The Business which started as a small family-owned enterprise has expanded rapidly. Two months ago they were forced to move to bigger premises. Although the restaurant has a small seating area with ten tables for customers who prefer to sit down and eat their main focus is on take- away gourmet food. What distinguishes this business from the other well-known fast-food restaurants is that it serves a variety of gourmet foods instead of a fixed type menu found at its competitors.

Consumers have become much more health conscious over the past few years and Gourmet-2-Go’s menu has thus been well received in the area. The local gym is also situated in the same building and a large number of customers order food from the restaurant after they have visited the gym. Customers place orders in person or by telephone and collect the order 25 minutes later. Although customers are in general extremely happy with their food and the service they receive at Gourmet-2-Go, some have indicated that they would like the option to have their food delivered to them. In view of this, the owners contacted a local delivery company, Easy-Meals.

The company provides a delivery service to a number of restaurants in the area. An additional fee of R10,00 is charged for each delivery within a radius of 5 km of the restaurant. The customers pay cash when the food is delivered. The computer programmers who initially installed Gourmet-2-Go’s computer systems also added another module to the system to provide for deliveries and the capturing of relevant information. All existing customers were informed about this new service and a sign was placed outside the restaurant advertising it. The company also developed a website where orders could be placed. Because the restaurant is situated in a prime location in Roodepoort, the turnover has increased rapidly. Barry realises that he will need more staff to deal with the growth in the business.

Barry and Wynona were also approached by a potential business partner, Ms Josephine Boudreaux. She would like to open a franchise of Gourmet-2-Go in Pretoria. They discussed this at length and decided that the time was ripe to implement their long-term vision of opening franchises in other

cities in South Africa. After inspecting the potential premises that Josephine identified in Pretoria, all the relevant contracts were signed. The new franchise will be opening in the next two weeks.

QUESTIONS AND TO CASE: GOURMET-2-GO - REQUIRED

- 1. Barry realises that when they employ additional staff, one of the first things that will also apply to be addressed is their training. This will also apply to staff at the franchises that will open as there is an “our way” of doing things. As a business consultant recently approached by Barry you must inform him how he can go about doing this the correct way. Also indicate who will need training.*
- 2. Josephine is the new franchisee and she phones Barry and Wynona to arrange for the training of her new staff members. What would you advise Barry and Wynona in terms of the training that they will have to provide? Give reasons.*

CASE STUDY 4: PARRIKA CHEMICALS

Parrika chemicals is a well-known name in the chemical industry from past 42 years. They hold a good market share and also involved in manufacturing various chemicals which is used in various industries like FMCG, Pharma, Pesticides, Leather and various other industries. Hence Parrika is having 2 big plants, namely Alpha and Gamma, for the manufacturing of chemicals. Alpha being the parent plant and Gamma being started 10 years back.

Vijay is a young, dynamic and committed employee in the accounts department of Gamma plant. Vijay is working with Parrika Chemicals from more than 6 years. He is an MBA finance graduate, with versatile knowledge in Finance. Moreover, his committed nature was never a question and known for that, almost in the entire plant.

Vijay Expects Transfer

However, Vijay always looks forward for a transfer to the parent Plant Alpha as he feels he can get so much to learn there. Vijay is applying for the same from last 3 years. Every time he use to wait eagerly for the transfer list which usually displayed in July 1st of every year. Eventually his name was not there in the list all the time. First two times he didn't took it seriously and waited for another chance. Subsequently when his application rejected for the third time he was absolutely disturbed.

Vijay got disappointed

Finally, he decided that its time to speak with the HR team. He took an appointment where in during the meeting Mr. Sudan head HR, Ms. Kavery head Finance both were present. Curious Vijay directly started with the question “Why my name is not there in the transfer list”? “I want to know the reason for the rejection of my application”. Even though there is no difference in compensation and benefits he still always wanted to be there.

Undoubtedly, both Sudan and Kavery were shocked by the tone and reaction of Vijay. Still, they maintained the temper and tried to be cool. Kavery started “Vijay, you are one of the best performing employees in the department. You and David, your own classmate, joined the organisation together. Still, you got many training and opportunity for various courses than him, can you deny the fact.”

Vijay is privileged

Vijay, actually got understood that he is privileged still he maintained the furious anger and said, “Yes it very true, but the fact is he got transfer in his second application. Now he is in Alpha and I am still here.”

Sudan started, “But, Vijay why you apply for the transfer every year, the compensation, benefits, timing, culture everything is same in both the plants”. There prevailed an absolute silence. Vijay broke the silence, “All are same, but the finance department is big there with lot many employees. I can perform more; I can shine more.”

Kavery’s Decision

Kavery Says, “Ok Mr. Vijay, Now I understood your issue. Being the head finance, I am giving my Pre-concern, If MR. Vijay applies for transfer next year, I don’t have any issue in giving clearance to him”. HR head was not convinced with the happenings because the fact is Kavery was the reason for his rejection of transfer.

Sudan Recollected

He recollected the conversation between him and Kavery on the transfer application of Vijay Kavery says, “Sudan, Vijay is very dynamic. In very young age he is excelling well. I want to mold him in various financial aspects. If we put him in Alpha he may not get the exposure in all aspects as the department is big. “Moreover”, Kavery continues, Mr. Mohite who is sub head of finance will get retired in 2 years. So I wish Mr. Vijay to take over the position.” Now, Sudan taught both Kavery and Vijay are not in a situation to understand. So, he planned that next day he will talk with both of them and make the things and intention of Kavery transparent.

Sudan was shattered the next day when he received the resignation letter from Vijay stating that due to personal reason, he is resigning the job.

QUESTIONS CASE STUDY 4 REQUIRED

- 1. What should Sudan do now*
- 2. Who is at fault*
- 3. To Which concepts of HRM you can correlate this case*

EXPERIENTIAL EXERCISES CASE STUDY

INDIVIDUAL: SUPERVISION - A BASKET CASE?

Purpose

To understand how the in-basket technique for developing managers works by participating in an in-basket exercise.

Introduction

The in-basket is a simulation consisting of notes, letters, memos and other information that is typical of the kind of printed material that daily crosses a manager's desk. The term "in-basket" is derived from the fact that supervisors and managers face a constant barrage of written requests, questions, concerns, and problems that must be attended to - the kinds of things that often end up in a manager's in-basket. This management T&D technique forces the manager to make decisions: more specifically, decisions about how to act on (if at all) the things that land in the in-basket. The exercise itself teaches the training participant how to act on a variety of problems that confront managers daily.

The task

Assume that you supervise 25 blue-collar employees in a middle-sized manufacturing company (1,200 employees) and that you are participating in a management T&D programme that uses the in-basket technique. Listed below are brief descriptions of items sitting in your in-basket. For each item, answer the following two questions:

1. How important is this item? (Assign one of the following numbers: 1, not important at all; 2, somewhat important; 3, important; 4, very important; and 5, extremely important.) Be prepared to explain and defend your answer.
2. What specifically should be done with this item? Some options to consider (you may develop others) are: 1: **Act** on the item immediately; 2: **Postpone** acting on it until a later date (specify how much later); 3: **Delegate** the item to someone else to act on (assume you have a secretary or an assistant and that the organisation you work for has a normal line/staff organisational structure with staff assistance from the human resource department, and others) if you choose this option, specify who should act on the item; 4: **Seek more information** about the item (specify what information you would seek); and 5: **Do nothing**. Be prepared to defend your answer.

In-basket items

1. A request from a company to provide a work reference on a former employee you supervised. The employee was a machine operator. He worked for you for about a year and, overall, did satisfactory work, but nothing exceptional.
2. A telephone message to call your spouse immediately.

3. An anonymous letter, signed "concerned female employee", who complains of sexual harassment in your work group. A male employee who is one of your subordinates is named as the harasser.
4. A letter from an excellent employee who wishes to set up an appointment to discuss her future with the company. She states that she is "burned out" in her job and wants a promotion to a more responsible job. She insinuates that she will look for other employment if she is not promoted soon. There are no job opportunities in your work unit and only a handful in other areas of the company.
5. A letter from the HR manager, who expresses concern about the plant becoming unionised. He wants to meet with you to discuss specifically what you can do to stop "all this talk about a union".
6. A letter from an EE representative who wants to talk to you about a complaint filed against your company by a former employee. She (a black female) alleges that you fired her not because of poor performance (as you stated to her) but because she was black.
7. An anonymous letter stating that alcohol and illegal drugs are being consumed in cars and vans in the company parking lot during lunch hour.
8. A note from your boss that a supervisory position will be open in a few months. He wants to know who, if anyone, among your current nonsupervisory employees might be a good candidate for the job.

2. GROUP: TEACHING THE TEACHERS Purpose

To experience the work that is required when assessing actual training needs and to try to develop an evaluation method that will provide the information employers really want. Group discussion may expose the student to needs and outcomes that she or he did not think were important.

THE TASK/QUESTION

Perhaps every semester you perform student evaluations on some or all of your instructors. Unless you are guilty of the rater error of leniency, or unless you are taught by an exceptional instructor, you give negative ratings to one or more items describing your instructor.

1. *Write down three specific weaknesses of one of your ineffective or mediocre instructors. Do not write down the instructor's name since it is his or her teaching in which we are interest.*
2. *From into small groups, four to six to a group, and discuss your lists. Next, your group should rank-order the identified weaknesses into a list of at least five weaknesses. Discard any weaknesses that cannot be improved through training.*
3. *Write training objectives that you would like to see met through some type of T&D programme. However, the group should not yet choose what type of training should be conducted.*

4. *Briefly specify which T&D methods could be used to achieve these objectives.*
5. *Describe a different evaluation technique for each objective your group specified. Will your evaluation techniques really prove that the weaknesses you originally identified (in step 1) will be corrected after the training?*
6. *How might you go through these same steps if you were the academic department chair, the academic vice president, a parent, or a government legislator?*

SUGGESTED SOLUTIONS TO CASE STUDIES

SOLUTION TO CASE STUDY 1: THE WALKAROUND MALL

QUESTION 1

One flaw in her overall training approach was that it was a one-shot tactic. Her needs assessment phase only consisted of discussing training needs with some OF the managers. This assessment was an individual analysis, and the training given was at the individual sales associate level. However, Smith is gauging her success based upon organisational analysis level data. More appropriate evaluation would be at the individual level (e.g., how much did each trainee increase in sales?). The needs assessment was insufficient and should have included other tactics, such as the use of advisory committees, surveys and questionnaires from sales associates, observations of sales associates, examination of performance documents, etc.

No T&D objective were set. Setting such objectives would have focused upon realistic outcomes that could be expected from the training programme. If Smith wanted more smiling, a post-training observation could be conducted to see if sales associates were indeed smiling at customers more. Objectives would have focused on the training material, since that trainer/consultant would want to achieve whatever objectives were set.

No performance gap was identified. An increase of 4-4.5 percent may be satisfactory. Smith should have attempted to objectively judge whether last year's increase actually indicated a gap in performance.

If objectives had been set, and a performance gap identified, then the most appropriate training technique could be chosen. Instead the away-from-the-job techniques of role-playing, videotape, and lecture were presented in a very short session. Other away-from-the-job techniques could have been chosen such as vestibule training, along with OJT like mentoring, coaching, and job instruction training. The techniques chosen seem to have been chosen on the basis of time rather than effectiveness.

The T&D evaluation consisted of the mall-wide sales increase figures. As discussed above, this might not be a reasonable outcome measure since so many non-training factors are included as variables. Other evaluation possibilities would include trainee (and store manager) reaction surveys, gauges of trainee knowledge or skill improvements, and observation of behaviour changes.

A major unaddressed question is, can sales be increased substantially through the use of any T&D programme? External factors may be far more important, such as the local economy that has a high unemployment rate. Not every problem can be solved through training!

ANSWER TO QUESTION 2

Perhaps. However, she should more carefully follow the T&D steps namely: needs assessment, training and development (design and delivery) and evaluation. She should more objectively identify what needs exist and set training objectives before designing a programme. Goals should be more realistic and focused than simply expecting some unknown level of sales increase for the entire mall. If the only important goal is increased sales volume, then sales force training may not be an important approach.

ANSWER TO QUESTION 3.

As discussed more fully in answers to 1 and 2, no. This was one of her main flaws.

ANSWER TO QUESTION 4

More realistic evaluation possibilities would include trainee reaction surveys, surveys of store manager's evaluation and observation of changes in their trainees, some manner of testing of trainee knowledge or assessing skill improvements, customer surveys to discover before and after assessments of the skills and helpfulness of sales associates, and mall-wide observations of behaviour changes.

ANSWER TO QUESTION 5

Total sales of the entire mall is organisational (mall) level information being used for individual level training evaluation - a mismatch between the implementation and evaluation of this training. Generally, several outcomes should be evaluated to determine the effectiveness of any T&D programme. The one chosen, total sales increase, may not even be within the control of the trainees. Much more attention should be given to the evaluation of the training given.

ANSWER TO QUESTION 6

As discussed above, external factors may be far more important, such as the local economy. What a "sluggish" sales increase is seems to be undetermined, but needs identification. Training should be used when training will make a difference, otherwise other approaches should be used - like altering the selection of stores, or increasing the attractiveness of the mall. Not every problem can be solved through training.

SOLUTION CASE STUDY 2: MAKAR

The solutions discussed here are just key points out of my observation and perception. You may come out with better solutions. It is purely based on how you perceive the case and how you analyze it. Hope the answers will help you. If you get better solutions, please post it in the comment box it may help others.

Question 1

1. “Employees are the competitive advantage of Makar” comment on this statement relating to the approach of Mr. Mukund CEO

Competitive Advantage means the point where you specialized when compared to that of your competitors. That is an edge over your competitors. In the said case Mr. Mukund and his team enabled employees to get well trained and also encouraged to precede their further studies. Hence, they become skilled, educated, well trained, and qualified employees.

When the employees are been considered as the competitive advantage of any Organisation then it becomes a greater strength of that Organisation. Because when the employees are the competitive advantage that means that they are well trained and they are much satisfied with the Organisation the same way a well-trained and satisfied employee will produce products which are rich in quality.

To comment on the statement said by Mr.Mukund it is true that employees are the competitive advantage of Makar. The reasons why employees are considered so is a) they are well trained up to date b) they are educated c) skilled d) Habituated to cope up with the change in technology e) producing high-quality f) time-bound etc.

Question 2

2. How did you judge the actions taken by Mr. Mithun to reduce the cost of labor was it really a successful one?

As soon as Mithun took over the charge, he wants to reduce the cost of production or you can say the overall expenses of the company in all means. When he noticed that the cost of labor is very high he didn't analyze in the way why it is high and what the company is getting because of spending on it.

According to me decision taken by Mr. Mithun is not a wise or successful Idea because: - a) Mr.Mukund has spent years together and invested lots of money to mold the employees in such a way. Mr. Mithun's decision will not allow him to encash the investment done by his father he b) Mr. Mithun fire the employees from the Organisation on whom they have invested because of which the competitors will get a chance to utilize the benefit of money that Makar had to spend on the employees.

c) this decision may also reduce the level of motivation and morale of the remaining employees as the job security becomes a question mark in Makar.

Question 3

3.“We have gained the profit by losing our wealth” discuss the statement of Mrs. Mrunal and support her statement.

Mrs. Mrunal HR head of Makar was opposing the decision of Mr. Mithun from starting itself. Because being an HR Mrunal was clear that the amount spent on employees for training is not an expense but it is an investment. But Mithun didn't listen to her words. And being an employee, she has been forced to separate some of the employees from MAKAR. And Mrunal did it. But she is not happy about what she had done. So, she said this statement. This statement is very well suitable

for Makar. Let us separate this statement in two parts and discuss “We have gained the profit + by + losing our wealth”

In this statement “We have gained the profit” means by reducing the workforce Makar has reduced the expenses which resulted in an increase in the profit “losing our wealth” means Makar has invested a lot of money on employees by way of training and made them a strong workforce which is also a competitive advantage to Makar. By separating them from Makar it is can be said that Makar lost its wealth and wealth here denotes the highly skilled employees.

Question 4

4. From the above-said case find the opportunity which was missed by Makar due to the lay off as mentioned by Mrs. Mrunal.

Mrs.Mrunal said that “Makar has missed a good opportunity by means of Layoff”. The opportunity mentioned here is:-

When we go through the case carefully it was mentioned that “Makar has a good infrastructure and workforce”, but it is serving the need of Rajasthan only. And it is also mentioned that Makar has gained a good value among the customers as they don’t have any negative points to say about Makar.

In this situation when it is noticed that Makar has an excess workforce that is well trained the CEO should consider the option of extending the business to nearby states. This will develop the business and increase profit. Expansion of Business is the Opportunity which was Mentioned by Mrs. Mrunal in the case.

SOLUTION TO CASE STUDY 3: GOURMET-2-GO

QUESTION ONE

Barry and Wynona will have to follow a systems approach to training and development; this implies that they will have to start with a needs assessment, followed by the design and delivery of the training and lastly the evaluation of the training. They will have to ensure that they firstly identify the training needs and then choose an appropriate intervention or method of training delivery. Once the staff members have been trained, they also need to evaluate the training to ensure that it addresses the need. All staff members will have to be trained, including the existing staff members as they need to learn how to use the additional module that was installed on the computer system. They will need to be able to take orders by telephone and ensure that all the orders are delivered to the customers on time. The new staff members will have to be trained on all the systems, customs and related aspects to ensure that they adhere to the company policies and standards.

Before Barry and Wynona even consider opening more franchises they will have to have a training strategy in place. In fact they need to link the training and development efforts to the goals and objectives of the company. Training is strategic when it develops essential worker capabilities, encourages adaptability to change, promotes ongoing learning in the organisation, creates and disseminates new knowledge throughout the organisation and facilitates communication and focus.

To execute this process successfully, the development of a strategic training plan is required. Such a plan may consist of four major stages:

Stage 1: Strategise – during this stage HR and training managers work with management to determine the strategic linkage between training and the strategic business plan.

Stage 2: Plan – the next stage involves planning. Here training objectives and expectations of training should be identified and specific measurable learning objectives created.

Stage 3: Organise – having completed stage 2 it must now be decided how training will take place and how many resources will be needed.

Stage 4: Justify – the final step in the process will involve the evaluation of the process to determine the extent to which the goals set in stage 1 have been met.

This plan should be implemented effectively in order to be successful. In terms of the future, Barry and Wynona will also have to have a policy in place regarding the training of franchisees staff members. Included in this policy should be a requirement for staff members to attend compulsory training whenever the business, systems or products change. This will have to form part of the contract as well. Ongoing customer service training will be essential to ensure that the staff members provide good customer service.

QUESTION 2

The assumption is that Barry and Wynona will have proper franchise agreements in place as well as relevant policies and procedures. These will be made available to all franchisees. Standard training for all the staff members by an external accredited service provider can be considered, such as the HACCP Academy which is registered with the Food and Beverage SETA. The external provider can take responsibility for the training all staff members at every franchise countrywide. This training will focus on food safety management, which is important to ensure that the restaurant produces and sells food that adheres to the safety requirements and laws. The training will probably be presented as formal lectures there could even be on-line refresher courses for the staff. The staff members also have to be trained on their specific computer system(s). This can be done offsite by the developers of the software, or another provider, and may include a component of on-the-job training as

well. The reason for this is that they need to operate the systems effectively to provide good customer service. The team leaders can also coach the staff members and train them on the job regarding the philosophy of the company. New staff members will have to undergo the same training when they commence duty.

Gourmet-2-Go can also train their employees on company-specific aspects such as the company's values, mission and business ethics as part of the formal orientation process.

Question 3: If Gourmet-2-Go decides to use the latest wireless technology to enable customers to also pay by debit or credit card, what will the implications be in terms of training for Gourmet-2-Go?

The staff members (current and new) will have to be properly trained to use the latest technology. The managers should also be trained and they have to be in a position to train other staff members in this regard. To ensure that the managers do not become obsolete, they need to keep abreast of the latest technology. It is also important from a customer point of view to ensure that the company uses the latest technology.

Question 4: Josephine does not intend to manage the franchise herself. She wants to appoint a manager to fulfil this role. Wynona and Barry are concerned about this and they brief Josephine on the technical, conceptual and human relations skills that the person should possess that will fulfil this role. Help Wynona and Barry to compile a list of the important aspects to note.

Answer:

Technical skills	Conceptual skills	Human relations skills
<p>These include knowledge of equipment, work methods and work technologies. These skills are much more important for the traditional first-level managers than for middle and top-level managers. First-level managers often conduct on-the-job training for employees and troubleshoot problems with the organisation's technology. An example in this case could be the introduction of the new module on the computer system or the use of the new credit/debit card machines. In addition, some first-level managers are working supervisors and on occasion perform their subordinates'</p>	<p>These are the ability to view the organisation as a whole and to coordinate and integrate a wide array of organisational functions, activities, goals and purposes. For example, the manager of a large manufacturing plant must integrate production, marketing, engineering and financial functions and objectives so that departmental and organisational goals are achieved. The need for conceptual skills, or vision, becomes increasingly critical as the employee progresses from first-level management to top management. In</p>	<p>One popular definition of a manager is one who accomplishes his/her work through others. In this sense, every manager is a leader, and human relations skills are equally important for managers at all organisational levels. Important human relations skills include the ability to communicate with employees, to establish strong interpersonal relations and to build cooperative, satisfying relationships among workgroup members. In a restaurant it is extremely important that the</p>

Grant, A. M. (2014)

SOLUTION: CASE STUDY 4: PARRIKA CHEMICALS

Here I am providing you with an idea for answers. Use these solutions as a guidance to develop your own answers. You are encouraged to analyse the case and come up with your own solutions.

1. What should Sudan do now?

Sudan is having three options:

1. **Accepting the resignation letter** and allowing him to leave the organisation a major demerit in this option is the Organisation may lose a highly talented employee.

2. **Offer him a transfer to Alpha** Discuss and can counsel him to take back his resignation by fulfilling his wish of transfer.
3. **Mentor him to stay back:** Mentor him properly and making the things transparent and make him to stay back in the organisation. He also needs to convince Kavery for this.

2. Who is at Fault

Undoubtedly all three of them have committed some or the other mistake. They failed to retain the talent. They won in recruitment, identifying the talent but failed in retaining the talent. Let us discuss it one by one.

Sudan: Being the HR manager he is having the primary responsibility for proper flow of information. He could have kept the things transparent.

Kavery: As she is the head of Vijay, could have cleared the issue as soon as Vijay applied for first transfer. Also tried to made her intention clear to him.

Vijay: Vijay failed to discuss the matter to his head or the HR manager. At least after knowing the fact that Kavery is the reason for denying the transfer he must have asked her for reason.

To conclude they could have retained the talent if maintained proper system, flow of information, transparency, mentoring etc. in proper time.

3. To Which concepts of HRM you can correlate this case

We can correlate this case with the following concepts of HRM

Recruitment- Proper recruitment of Vijay

Training- Vijay undergone number of training

Career planning- He got opportunity to get training and courses also

Succession planning- Vijay was trained for sub head finance post

Retention- Failed to retain talent

Transparent Policy- Transparency was missing throughout the case

Talent management- the whole case was on talent management, identification of talent (Successfully done) Mentoring (Failed) Communication (Failed) talent retention (Failed again).

SOLUTION TO EXPERIENTIAL EXERCISES

1. INDIVIDUAL: SUPERVISION – A BASKET CASE?

Purpose

To understand how the in-basket technique for developing managers works by participating in an in-basket exercise.

This is an important exercise that should be assigned as an individual homework assignment, then used as starting point for a class discussion. There are no right or wrong answers to an in-basket exercise. One of the important benefits of going through this exercise is to develop managerial skills in several areas: delegation, problem-solving, and identifying priorities. In-baskets are routinely used in assessment centre evaluations, and evaluators often will rate an individual's ability to identify priorities and delegate tasks.

2. GROUP: TEACHING THE TEACHERS Purpose

To experience the work that is required when assessing actual training needs and trying to develop an evaluation method that will provide the information employers really want. Group discussion may expose the student to needs and outcomes that she or he did not think were important.

Here's an opportunity to sneak in a hardworking assignment because it's on a topic on which they have strong feelings. Students routinely evaluate professors at most universities, and so are familiar with identifying teaching weaknesses (performance gaps). In fact, you may know some students who seem to be professionals at this!

Students will write down three weaknesses. You will need to challenge them to be specific and somewhat detailed. You might start off by suggesting that "crummy teacher " is not specific, but that "does not follow the reading and assignment schedule" is more helpful. Small groups should list ALL of the weaknesses, then rank order them, toss out those not ripe for training assistance, then shorten their list to about five weaknesses.

Having identified these "performance gaps" the groups next need to refer to the discussion in the chapter on T&D objectives. If you are teaching by wandering around between groups make sure that the objectives are ones that can be evaluated after a training intervention. Objective and quantifiable are the two important tests for these objectives.

The writing of the training objectives provides the most important insights. For a longer exercise have students choose the methods and evaluation techniques. The evaluation should match up one-to-one with the objectives.

The final step allows the exercise to be modified depending upon the perspective of the T&D designer. Be sure that they see that there would be a difference in expectations and therefore different perceived "performance gaps".

Answers to Review Questions

Question 1: What are the major internal and external influences on T&D programmes?

Answer: Internal influences include business strategy and organisational objectives, competitive position, and workforce and workplace characteristics. The latter may require a broad spectrum of training needs, from basic literacy training to complex skills training. External influences such as industry standards, industry growth, and the available relevant labour pool may also influence the need for training and the approach to be taken.

Question 2: What are the three levels at which a T&D needs assessment can be made? Describe some of the methods available at the different levels.

Answer: Organisational Analysis: analyses organisation-wide indicators of possible gaps. Companies often compute attendance, accident, and turnover rates as well as logging the number of lawsuits, complaints, grievances, and other indicators.

Operations Analysis (job/task analysis): similar to job analysis in that the focus is in determining how a job should be performed - and setting the desired level of performance. You can't train someone to do a job until you determine how it should be performed. Many employers are involved in reengineering their organisations, and so operation analysis is currently being emphasised.

Individual Analysis: determines WHO needs WHAT skill, knowledge, or proficiency. This section suggests several methods such as advisory committees, assessment centres, attitude surveys, group discussions, questionnaires, tests, direct observations of behaviour, PAs, performance documents, and exit interviews.

Question 3: Name and distinguish the various OJT and away-from-the-job training techniques?

Answer: OJT includes: job rotation, lateral promotions, enlarged and enriched job responsibilities, and committee assignments (shadowing) all of which expose the employee to new and different job duties. The employee is learning by doing - gaining useful experience directly important to the employer. Job instruction training (JIT) and learnerships give directive training while the trainee is performing some useful work. The learnership programmes even require class/home work. Coaching and mentoring provides directive and instructive assistance to the learning employee as needed.

Away-from-the-job techniques include both off-site and on-site (but away from the trainee's specific work area) programmes of many types. Videotape programmes are used by many, and lecture-oriented training arise by most employers. Research has indicated that the lecture works as well as more integrative learning approaches (IL) even though trainees prefer IL. Conferences and discussions, vestibules and simulations, and other technology-based systems are also (somewhat less) popular. Case studies, role-playing, management games and simulations all work well for certain away-training programmes. In-basket exercises and the entire assessment centre set of exercises provide insight and skill training, as does wilderness training and T-groups (sensitivity training). Membership to professional organisations provides the opportunity to sharpen skills and keep up-to-date in many ways.

Question 4: When, and in what circumstances, will OJT be more effective than away-from-the-job training techniques? Which approach is more expensive to the organisation?

Answer: OJT has many advantages. The trainee/employee is:

- a. performing work - producing output;
- b. being taught by an expert at the task which is the subject of training;
- c. performing in the real work environment and requires no special facility;

- d. receiving training which is informal and relatively inexpensive; and
- e. building a cooperative relationship with the trainer/supervisor.

To extent of getting output from the trainee, finding an expert at the task, performing in the real environment, or building a better relationship is very important in the training situation, then OJT is a superior choice.

However, some of the shortcomings of OJT may indicate that this approach may not be the best choice. The trainer/supervisor may not be motivated to perform training duties and only train in a half-hearted manner. This trainer/supervisor may also be a great performer, but a poor trainer, on the task. Finally, while the trainee/employee is training his/her output and quality will likely be low, causing an inefficient use of resources.

Away-from-the-job training is often the most cost effective since a group, rather than an individual, can be trained. Even though the bill from away-from-the-job training may seem high, the hidden costs of dedicating a supervisor, inefficient use of materials and machinery by the trainee, and the inefficiency of interruptions and delays are large. However, the loss of a trainee's output while away needs to be considered, as does the major problem with away-from-the-job training - transfer of leaning problems.

Question 5: How do the training needs of managerial employees differ from the needs of professional nonmanagerial employees, or from those of frontline employees in service or production industries?

Answer: The short answer is that the differences are growing smaller as TQM and other empowerment and team approaches are reengineered into today's organisations. As management is being pushed down into the lower levels of the organisation, all employees (professional and front-line) need increased conceptual skills along with human relations and technical skills. This is the reason that the differences between "employee training" and "management development" are minimised in this text and in modern HR practice.

To the extent a separation in skills continues, the management training would emphasise conceptual and long-term vision while professional and front-line training would emphasise technical skills.

Question 6: What are the important principles of learning and learning styles discussed in this chapter? How should knowing these principles improve the design of a T&D programme?

Answer: Since T&D and learning are closely related, the design of training programmes should incorporate knowledge gained from the educational field. Principles of learning include paying attention to the:

1. motivation of the trainees;
2. participation of trainees in the entire T&D process;
3. feedback given to the trainees during the learning process;

4. organisation of the training programme;
5. repetition or practice of the training materials; and
6. application of the material, to minimise the transfer of the learning problem.

The design of a T&D programme should provide for success by ensuring that each of these principles are addressed. Attention should also be paid to the learning styles of the trainees- such as neurolinguistic programming, whole-brain learning theories, and adult learning theory.

Question 7: How have technology advances changed the T&D methods available to employers? Are high-tech training programmes superior to the lecture and discussion approaches?

Answer: Technology-based T&D systems have integrated technology advances in computing and other hardware into videodisc/CD and other computer-based learning techniques (CBL) as well as improved simulations and management games. Complexity can be built into such high-tech training approaches in a way not possible just a few years ago. However, research on the lecture method indicates that while it has become popular to criticise this method, the learning results following lecture training are comparable to other, more popular, methods. We should not overlook the convenience factor which expensive high-tech training offers, since employees could go through the same programmed training at their own convenience, rather than at the designated training meeting time.

Question 8: What are the major mistakes employers make in choosing the method and topics for training programmes? Which of the three steps of T&D is most neglected in the workplace?

Answer: T&D consists of three steps: (a) needs assessment, (b) designing and delivering T&D and (C) evaluation. Too often the employer signs on to a current training fad - choosing a popular training method (such as a personality training programme) - without ever going through a needs assessment phase to examine whether there is a need for such an intervention. As a result, employers are particularly poor at setting T&D objectives. The final outcome of training approached in this manner can be compared to going on a trip without identifying a destination and planning how to get there: you might or might not like where you end up.

Organisations are also poor at evaluation T&D programmes. If no objectives were set in the needs assessment phase it is difficult to have a meaningful evaluation. In sum, we are better at implementing a programme, but are not very sure at why, or what the work place improvement was - "We did some training, and enjoyed it, but I wonder if anything is improved?"

Question 9: How can an employer enhance the transfer climate of the workplace? What can an organisation do at work to help employees learn and remember the training they receive away- from-the-job?

Answer: Some current research is identifying the importance of the transfer climate on the effective transfer of learning. What goes on at the workplace can have much to do with how much a trainee learns and remembers. For instance, it is hard for a trainee to retain management training

s/he has just received if s/he is unable to apply the new ideas due to a rigid, closed-minded, organisational climate that is resistant to change and new ideas. Support for implementation of new information and ideas must flow from the superior and throughout the organisation.