

# STRATEGIC HUMAN RESOURCES TRAINING AND DEVELOPMENT: A METHODOLOGICAL EXPOSITION OF THE PROCESSES AND BEARINGS ON ACCOMPLISHMENT OF EMPLOYEES' AND ORGANIZATIONS' GOALS

**Dr. Asadu Ikechukwu**

*Department of Public Administration University of Nigeria Nsukka.*

*Corresponding Email: ikejustin2@Gmail.com*

**Onah Celestine Chijioke**

*Social Science Unit, School of General Studies, University of Nigeria, Nsukka.*

*E-mail: celestine.onah@unn.edu.ng, onahchijioke@gmail.com*

**Dr. Aduma Aloysius**

*Department of Public Administration, Enugu State University of Science and Technology.*

*E-mail: aloyaduma@yahoo.com*

## ABSTRACT

Strategic human resources management is a desideratum for enhanced organizational competitiveness and comparative advantage. The competitive and comparative advantage capacities of organizations are indeed functions of human resource competencies and skills existing in the organizations. Thus, in a constant changing human resources environment, the imperative of employees' training and development cannot be over emphasized. The study explored the processes and imperatives of strategic human resources training and development to actualization of employees' and organizations' goals. The methodology of the work is qualitative and descriptive. Relevant data for the study were gathered via documentary source and structured oral interview administered to select management officers and employees. The generated data were analyzed using descriptive analytic technique. The study, among other things, revealed that regular cum strategic training and development of workers in an organization is indispensable for enhanced employees' commitment, performance and productivity. It also established that integration of employees' and organizational goals into training and development programmes is strategic for their mutual success. Hence, the study suggests that human resources managers in organizations should strive to design and execute strategic training and development programmes at different interval to enhance the competencies and skills of the employees.

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## 1. INTRODUCTION

The key intent of any profit making institute is to attain its favorite organizational service and productivity, by sustaining comparative advantage over its competitors in the market. Similarly, employees in organizations have some expectations. These expected goals to attain by employees may be physiological, social, physical, economical, self esteem and self-actualization. Human resources play critical role in organizational success. It is the galvanizing and driving force in any organization. Besides money, materials and machine, the prosperity of any business hinges significantly on the quality of its human resources. Without human assets action upon other prolific factors, in organizations, these factors remain latent. Hence, employees' and management's competencies are obligatory at all time to ensure effective administration of these productive assets so as to accomplish the mutual goals of the workers and organization. Training and development does not only build up employees' competencies and skills considered necessary for better productivity, service delivery and growth but also add to worker's commitment, loyalty and satisfaction. Training and development have gained impetus and acknowledged as a apparatus to help people grow within the business and be retained. Jerling (1996) posits that training and development of employees is a vital management instrument for maximizing the prospective capabilities of the employees to yield most favorable output. It is a basic apparatus that aid organizations to achieve the ever increasing challenges and high competitiveness for productivity in local and global market. Employees' training and development is a

work action that can make a very indispensable input to the overall success and effectiveness of an organization. Accordingly, the essential attributes of training in organization was underscored in theory of “scientific management” advanced by Taylor (1967). His theory explicated the necessity of training for high productivity, low accident rate, low wastage and maximum profit. Rao and Kumar (2014) have identified training procedure and posited that management development is concerned with the practice of formulating and executing fitting executive development programmes in order to develop the managerial and human relation skills of employees. Although employee training and development can occur simultaneously or complementarily, both do not automatically have direct relation to each other and as such should be conceptually separated. Despite the fact that training courses are normally formulated for a short term target whereas development entails a broader education for long term target, both are two side of the same coin and are mutually dependent. The upshot of both training and development is to change human behaviour towards attainment of organizational and employee’s accomplishment. It is against this backdrop that this study attempts to explore critically the processes and significant of strategic human resource training and development in organizations with a view to imploring human resource managers to strive to design and execute strategic training and development programmes at different interval to enhance the competencies and skills of the employees.

### **1.1 Research problem**

Notwithstanding the fact that training and development are considered strategic to the achievement of employees’ and organizational goals, some human resources managers either consider it as additional production cost to organizations or a cumbersome process that is energy consuming. Such managers give little or no attention to workers training and development. Besides, some managers of human resources who appreciate the vital nature of training and development are not conversant with the processes and techniques involved in designing and implementing effective development programme for enhance productivity. It is against this background that this paper attempts to systematically explore the steps and techniques involved the training and development of workers as well as the imperatives of strategic human resources training and development.

### **1.2 Significance of the study**

Theoretically, the study provides human resources students and scholars with information that will be relevant in further research by widening the frontier of knowledge on the hypothetical underpinning of strategic human resource development and training. Practically, it offers a useful guide to human resources managers who want to embark on evolvment and execution of effective training and development programme for accomplishment of employees and organizational goals. It also exposes human resources managers to the fundamental benefits of training and development with a view to encouraging them to consider training and development as essential cum integral part of organizational growth strategy.

## **2. LITERATURE REVIEW**

### **2.1 Human Resources Management and Strategic Human Resources Management**

Human resource management, according to Alan, Robert, Marian, and Jane (2011), can simply be conceived as the convergence of three factors: human beings, resources and management where human beings have the concrete and prospective resource (knowledge, skills and capabilities) that can be harnessed via effective management techniques to accomplish short-term organizations goals as well as personal needs. The focus of human resource management is on the effective overall management of an organizational workforce so as to contribute to the realization of targeted objectives and goals. Human resources encompass the total knowledge, skills, creative abilities, talents and aptitudes of an organization’s workforce as well as the value, attitudes and belief of the individuals involved. Human resources management depicts hiring people, building up their assets, exploiting, sustaining and compensating their services in tune with the job and organizational requirements with a view to enhancing the success of goals targeted by organization, individual and society. The purpose of human resource management is to guarantee that workers of an organization are utilized in such a manner that the workers get hold of the greatest probable benefit from their capacities and also achieve both material and psychosomatic reward from their work. Story (1995) maintains that human resource management is a distinguishing approach to employment management that work towards the achievement of competitive advantage via the strategic deployment of highly unswerving and capable labor force, employing a wide variety of cultural, structural and personal techniques.

Bratton and Gold (2007) viewed human resource management as a strategic approach to management of employment relations that underscores that leveraging people’s abilities is vital to accomplishment of competitive advantage, this being actualized through a distinctive set of integrated employment policies, programmes and practices. It is a managerial standpoint which contends the necessity to set up an incorporated series of human resources policies to shore up organizational strategy. The variations in the definitions of human resources management have caused the surfacing of two dissimilar strand of thought: the soft and hard variant of human resources management (Storey, 1992). Strategic human resource management incorporates both perspectives. Soft human resources management focuses on workers training,

development, commitments and participation. It refers to human resource functions that gears towards development of motivation, quality and commitment of workers while “hard” human resource management concentrate principally on strategy where human resources are used to accomplish organizational goals. Hard human resources management is associated with the cost control and head count strategies particularly in business process like downsizing, lowering the wages, shortening comfort breaks (Bardwell and Clay don, 2007). . Notwithstanding generally accepted definition or features of human resource management, it is discernible that human resource management is a blend of people-oriented management practices that considers workers as assets, not cost; and its core objective is to generate and sustain a skilful and unswerving labor force to achieve competitive advantage (Senyucel, 2009)

Strategic human resource management refers to the use of human resource management practices to gain or sustain a competitive advantage in a competitive market. Talent acquisition, talent deployment, talent development and rewarding talent are all strategic human resources management technique that can impact on the organizational competence to attain its strategic objective (Gonzalez and Sheridan, 2008). Strategic human resource management underscores the imperative for human resource plans and strategies to be designed within the context of general organizational strategies and objectives and to be receptive to the varying nature of the organization’s external milieu. Martin-Alcazar, Romero-Fernandez, and Sanchez-gardey (2005) explicated that strategic human resource management is the integrated set of practices, polices and strategies through which organization manage their human capital that affect and is effected by the business strategy, the organizational framework and socio-economic environment. The origin of strategic human resources management is rooted in resource-based model of organizational competitiveness and sustainability which posits that every organization is an amalgamation of peculiar resources and capabilities that provides the underpinning for its strategy and that is the primary sources of its (financial), returns (Hanson, Dowling, Hitt, Ireland and Hoskisson, 2008). In this model, organizational resources are categorized into physical, human and organizational capital and the internal setting of the organization is considered to be of equal or greater significant than its external industry context. The internal environment of the organization includes the strategies, culture and structure. As Dunphy (1994) suggests, human resource management is about planning the optimum kind of workforce, hiring the best people, skilling appropriately and shifting the mix of talent according to demands of the market place. It is also about building a satisfied, productive and flexible labor force so that people like coming to work; are committed to their work and are set to innovate and change.

## **2.2 Human Resource (Employee) Training And Development**

Training and development simply connotes the imparting of specific skills, abilities and knowledge to a worker. Training and development deals with any attempt to improve current or future employee performance by increasing an employee’s aptitude to perform through learning, typically by changing the worker’s attitude or increasing his or her skills and knowledge. Onah (2012) contends that although training and development occur simultaneously or complementarily, both do not necessarily have direct relation to each other and thus should be separated conceptually. Training according to Mathis and Jackson (2010), is the process whereby people get hold of capabilities to execute Job. It provides workers with precise identifiable knowledge and skill for use in their current job. Organizational training may embrace teaching of “hard” skills such as teaching a branch manager how to assess an income statement. Soft skills include communicating, mentoring, managing a meeting and working as part of a team. Training is the well thought-out procedure by which people learn for a clear-cut function and the rationale is to accomplish a change in the conduct of those trained. Ubeku (1975) maintained that training is a continuous process in any organization, private or public. Training and development of the human resources of organizations is sin-qua-non to the growth and development of the organization. An organization that values its manpower resource usually has a well develop strategic training and development programme. It refers to the process of applying fitting instructive tactic to those situations in which improved performance can result from effective learning. Training encompasses the process of coaching, informing, and cultivating people so that they become well experienced to do the work and to perform in a position of greater difficulty and responsibility. It is the act of increasing the information and skills of an employee in doing a particular work.

Jacius (1971) describes training as a process by which the aptitudes, skills and abilities of employees to execute specific job are augmented. Training equips the worker with novel skills, technical knowledge, problem-solving facility and fresh attitudes and value considered necessary for effective execution of their official tasks. Training as an ordered activity is aimed at imparting information and/or instructions to enhance the recipient’s performance level of knowledge or skill. It is the acquisition of knowledge, skills and competencies as result of the learning of occupational or practical skills and knowledge that relate to specifics and knowledge that relate to specific valuable competencies. Goldstein and Ford (1993) view training as the logical gaining of skills, rules, concepts or attitudes that result in enhanced performance in another environment. Thus, training programmes are methodically organized. Strategically, training is used to help organization accomplish its goals and that of the employee. Strategic human resource training and development gives an organization the required human resources needed for effective competition and comparative advantage. Training affects organizational competitiveness by aiding in the retention of employees. One reason why many workers stay or leave organization is career training and development opportunities. Employers that spend in training and developing their workers may enhance retention effort.

Human resource development or employee development in the context of organization is a process by which the employees of an organizations are helped, in a constant designed way to: acquire or sharpen capabilities requisite to accomplish various roles associated with their current or preferred future roles; develop their broad capacities of persons and discern and exploit their internal potentials for their own and/or organizational development purpose; and develop an organizational culture in which supervisor-subordinates relationships, teamwork, and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employee. Development denotes the growth or realization of a person's capacity via intentional and non calculated learning. Management development could be seen in terms of advancement an apprentice makes in learning managerial concepts, theories and techniques on how to run an organization (Sah, 1991). It is an activity intended to develop the performance of existing managers to meet the necessity of the organization in prospect and enlarge the understanding of management. Virmani and Seth (1985) describe training as the acquirement of concepts, theories, knowledge, skills and attitude and development as the application of acquired knowledge, skills and attitude to the job for enhancing the effectiveness of an organization.

Management development is the premeditated experience; guided growth and training opportunity provided for those that execute management roles. Nwachukwu (2006) distinguishes training from development by stating that training is organization efforts geared towards assisting worker to acquire primary skills requisite for the efficient performance of the activities and functions which the worker is employed to do while development is concerned with activities carried out to expose a worker to performance of further duties and assume position of important in the chain of command of the organization. Training and development are both process of behavioural transformation targeted at enhancing performance. Nevertheless, where the key aim is to obtain a set of capacities that will help a worker to perform a job sometime in future, the worker is said to have undergone development process. Development is the overall improvement and rise of a worker's skills and capacities via deliberate or non deliberate learning process. For Akpan (1982), manpower development is the process whereby a worker is equipped to grow in the job through the acquisition of broad experience breadth and increasing confidence stemming from the performance of different and tested responsibilities, the objective being to enable the employee to attain the height or realize his best in his profession of employment. But Cole (2002) posits that staff development has to do with any learning activity that is aimed at further needs instead of instant need and which is more concerned with career growth than present performance.

The focus of employee development is towards organization future needs of staff and the growth need of workers in the work place. Campbell (1971) differentiate training and development by stating that training courses are typically formulated for a short term purpose whereas development courses involves a wider education for long term purposes. Training and development therefore refers to attempt to enhance employee effectiveness through a planned and purposeful learning procedure. Invariably, training leads to development in skill, knowledge and attitudes. Development is not primarily skill-oriented. Rather, it offers general knowledge and attitude which will be helpful to employee in higher status. In summary, training and development can be differentiated in the following ways: training is concerned with immediate needs while development is concerned with predicted needs; training is job oriented while development is man oriented; training generally deals with specific job requirement while development deals with organizational requirements or task complexes. Nevertheless, the consequence of training and development is to create positive change in the behaviour of the employee so as to enhance their capacities to perform tasks and meaningfully contribute to the realization of employees' and organizational goals. Therefore, in this study training and development are viewed to be synonymous.

### **2.3 Training and Development Process**

Training and development in organizations undergoes a methodical process. The manner in which an organization plan, organizes and structures its training and development influences the way workers experience the training, which in turn affects the effectiveness of the training. Effective training demands the application of logical training process. The figure below outlines the crucial stages in a typical training process.



Fig. 1. Training process

Source: Aswathappa (2002:180)

### 2.3.1 Organizational Objectives and Strategies

The first footstep to be taken in planning for employee training is to evaluate the objectives and strategies of the organization to see whether the strategies adopted have been able to enhance the attainment of the preferred objectives. At this stage, critical questions are necessary: what production are we in? At what level of quality do we anticipate to supply this service or product? Where do we anticipate being in the future? The human resources strength and weakness of an organization can only be properly evaluated after responding these interrogations and other germane ones.

### 2.3.2 Needs Assessment

The first step in training need appraisal is analyzing the training that might be significant. Evaluating organizational training needs is the problem-solving stage of a training plan. Training needs assessment analyzes current problems and future challenges to be met through training and development. The evaluation of training needs takes into contemplation matters of workers and organizational performance to find out if training can help. Needs assessment measures the competencies of an organization, a group or an individual as they relate to what is needed. It is important to ascertain what is happening and what should be happening thereafter before taken decision on whether training will be useful and what kind of training needed. Training consumes vast sum of money and as such organizations are expected to assess the training need of their workers before spending such colossal assets on training. Organizations that execute training programme without proper needs appraisal may be committing errors. The three sources of information used to analyze training needs are organizational analysis, job/task analysis and individual analysis. Organizational Analysis: Training needs can be analyzed by examining organizational outcomes and looking at prospect needs of the organization. Planning for training involves the identification of the knowledge, skills and abilities required now and in the future as changes occur in the jobs and organization.

Both internal and external surroundings shape training and must be given acknowledgment when carrying out organizational analysis. Organizational analysis emanates from the various organizational performances operational measures. Departments with high turnover, high customer complaint, high rate of grievances and accident, high level of absenteeism, low level of performance, waste / scrap as well as other weaknesses can be pointed out. Sequel to identification of such challenges, training objectives can be formulated if training is the answer. Focus groups of managers can be utilized to assess changes and performance that might need training during organizational analysis (Mathis and Jackson, 2010). Job/task Analysis: Another way to analyze training need is to review the jobs involved and the tasks executed in those jobs. Training needs can be identified by comparing the job requirement with the knowledge, skills and abilities of workers. Training gap in job or task can also be identified through employee survey. Employees are allowed to incognito assess the skill levels of their peers and measure the skill levels necessary to be successful. This does not only find out the job needs but also increases the workers' perception of their own learning requirement (Pierre and Oliver, 2009). Training need survey can take the nature of questionnaires or interviews with supervision and workers individually or in groups. Individual Analysis: Training needs can be analyzed by focusing on individuals and how they act upon their job. An individual whose performance falls below the projected standard evidently needs training. Performance deficiencies may be attributed to lack of skills and knowledge or any other challenge. If performance deficiencies stem from poor skill and

knowledge, training is the solution but if it is attributed to faulty selection, poor job design, uninspiring supervision etc, the remedies may be transfer, job redesign, improving quality of supervision etc (Aswathappa, 2002). In assessing training needs through individual analysis, the following information sources are useful: Performance appraisal, skill test, assessment centre exercise, questionnaires and survey, job knowledge tools, internet input, records of critical incidents, individual assessment test etc. Evaluation of training needs must also focus on anticipated skill of workers because technologies changes fast and new technology requires new skill from the employee. Moreover, individual may also need training because of possible transfer or promotion.

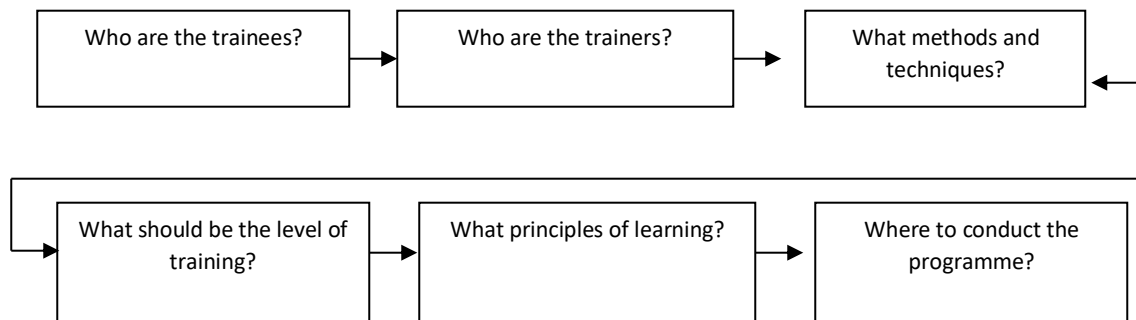
**2.3.3 Establishment of Training and Development Goals**

Once training needs are evaluated, training and development goals have to be set up. In order words, once training needs have been ascertained using training needs analysis, training objectives and priorities can be set up by a ‘gap analysis’ which shows the disparity between where an organization stands with its employee capabilities and where it needs to be. Training objectives and priorities are then determined to fill the existing gap. Goals have to be tangible, demonstrable and measurable. This is easy where skill training is involved but behavioural objectives such as attitudinal changes can be more complex to state. There are three types of training objectives identified by Mathis and Jackson (2010). They are attitude, knowledge and skills. Attitude entails creating interest in and awareness of the essence of something (eg sexual harassment training) while knowledge objective deals with imparting cognitive information and details to trainees (eg comprehending how a product works). The skill training objective deals with developing behavioural changes in how jobs and various task requirements are executed (eg improving speed on an installation).

The success of training should be evaluated in relation to the objectives set up. Rao (1992) and other scholars have precisely identified that some common objectives of training and development are to: improve the job performance of managers currently in post; afford adequate substitute in the event of unpredicted short term changes such as deaths, transfers, resignations or any other sudden development; raise the general level of management thinking and perceptive in all branches and at all levels in the organizations; offer supply of managerial talent which will fulfill the anticipated needs of the future development of the organization in terms of ecological change and growth; broaden the frontiers of knowledge in the understanding of the management function; give the specialists an overall view of the functions of an organization and equip them to coordinate each other’s effort effectively; heighten the self-assurance of the member of the management group; improve thought process and analytic ability; expand the standpoint of the executive regarding his position and responsibilities; comprehend the problems of human relations and improve human relation skills; arouse creative thinking; enhance performance skills and knowledge; increase personnel efficiency and more effective organizational operations

**2.3.4 Training and Development Programme**

Once training and development objectives have been established, training and development programme can commence. Whether job-specific or broader in nature, training and development programme must be designed to tackle the definite objectives. Effective training and development design takes into contemplation the learners, instructional strategies and how best to get the training from class to the job. For training and development programme to be flourishing, the learners must be willing to learn; that is having the ability to learn. The learner must be motivated to learn, have self efficacy, see value in learning and have a learning style that fit the training.



**Fig. 2.** Steps in Training and Development Programme

Source: Aswathappa (2002:183)

**2.3.4.1 Who are the Trainees?**

Trainees should be chosen on the basis of self appointment, Submission of supervisors or by the human resources department. Whatever is the basis, it is suggestive that two or more target audience is established. For instance, rank-and-file employees and their supervisors may be taught jointly about a new work procedure and their relevant duties. Bringing

several target audience together can also facilitate group processes such as problem solving and decision-taking, elements valuable in quality circle projects.

#### *2.3.4.2 Who are the Trainers?*

Training and development programmes may be carried out by person including the following: Faculty members at universities, specialist in other parts of the corporation, industry association, members of the personnel staff. The person selected to conduct training depends on where the programme is held and the nature of skill that is being taught. Training imparting fundamental skills are generally conducted by staff of the human resource department or specialists in other department of the organization. However, interpersonal and hypothetical skills for managers are delivered at universities. Large companies commonly maintain their own training departments whose workers conduct the programme.

#### *2.3.4.3 Training Delivery Method and Technique*

There are varieties of training methods and techniques used to train employees. The method adopts depends on learning objectives, type of training, size of the target population, learning styles and interest of learners, course contents, length of training programme, training interest and aptitude. Techniques obtainable for training and development can be categorized into two types: on-the job techniques are learning or training on the site or the workplace while off-the job techniques are learning given in a place away from workplace of the person. Below are training delivery methods

##### *2.3.4.3.1 Training delivering methods*

**On-the-Job Coaching:** It is a method in which an employee is assigned to more knowledgeable worker or supervisor to learn the skills obligatory for the job. The trainee is placed under a particular superior who acts as an instructor and teaches job knowledge and skills on the trainee. A seasoned worker shows the employee assigned to him how to do the task. **Job swapping or Rotation:** This method is where two workers substitute jobs for a period of time. The transfer of executive from job to job and from department to department is called job rotation. It develops requisite diversified skills and broad outlook crucial at the superior management level. It motivates the workers and permits them to develop innovative skills. **Audio-Visuals:** Audio-visuals include television slides, overheads, video-types and films. These could be utilized to provide an ample range of practical examples of job situations and conditions in the reduced period of time. The quality of presentation can be controlled and will remain equal for all training sets. However, audio-visuals constitute a one-way system of communication with no scope for the audience to raise doubts for clarification. There is no flexibility of presentation from audience to audience (Leap and Crino, 1990). Audio-visual equipments are used for joint presentation of sound and vision. Sound and vision effect human sensory organs and put the learner in a position as if he is experiencing the event problems and environment as authentic. Audio aids smooth the progress of presentation of learning stimulus through sound, talks, dialogue, lecture etc.

Sounds are typically presented via radio; tape recorder, record player and sound track. People learn by hearing from these media. Visual aids assist presentation of learning stimulus through vision and people learn by seeing posters, exhibits, pictures etc. **Lecture:** This is a spoken presentation of information by instructors to large addressees. It is the finest procedure to present and explicate series of facts, concepts and principles. The lecturer is understood to have a substantial level of knowledge of the subject matter. The lecturer organizes the material and gives it to a group of trainees in the form of talk. The good characteristic of lecture method is that it can be used for a very large assembly and hence the cost per trainee is low. This method is principally employed in colleges and universities. The main uses of lecture in development of manager are: it is direct and can be used for a larger set of trainees; it presents the general idea and span of the subject obviously; it presents the principles, conception, policies and experience in the shortest time. The limitation of the lecture technique is that it violates the theory of learning by practice. It is a one-way communication method for there is no feedback mechanism from the trainees. Besides, long period of lecturing may lead to tedium.

**Mentoring and Coaching:** Mentoring is a process by which an employee can be trained and developed by an experienced person. Mentoring method is akin to on-the-job method except that it is used as a continuing method to train and develop a worker. It focuses less on skill training but more on employee development. A mentor is a trusted and experience advisor who has direct impact in the development of a worker. **Brown Bag Lunch Training Delivery:** This is normally an informal training delivery method and involves personal development as well as specific task associated skills. The training typically occurs during lunch time when workers are expected to eat together while someone presents to them training information. **Web-Based Training Delivery:** It involves the use of technology to deliver training. Synchronous web-based learning type makes use of instructors to smooth the progress of the training. It is self directed web-based training and bears various names such as e-learning or internet-based, computer-based or technology-based training. E-learning or online training is the use of organizational intranet to conduct training online. **Job Shadowing Training Delivery:** The process involves on-the-job training and the worker's learn skills by watching someone who is more experience in the job than him. **Apprenticeship** makes use of this method of training delivery. **Vestibule Training Delivery:** It is also known as "near site" training. It usually occurs in a seminar room, conference room, or symposium and works well in delivery orientation as well

as some skill related training. This method of training can also be used for technical training; professional training etc. Vestibule training utilizes equipment which intimately resembles the actual ones on the job. However, training occurs in a place away from the work milieu. A special area or a room is set aside from the main production area and equipped with furnishings similar to those found in the actual production area. The trainee is then allowed to learn under simulated conditions, without disrupting ongoing operations (Aswathappa, 2002). The primary merit of this method is that it relieves the employee from the pressure of having to produce while learning. The stress is on learning skills required by the job.

**Role playing:** This focuses on human relation issues instead of actual one. The *raison d'être* for role playing is to create a pragmatic situation and have the trainees assume the parts of specific personalities in the situation. It is asking the participant to assume the role of a particular person in the stimulated problem state of affairs. The participant interacts with other participants assuming dissimilar roles. For instance, a male worker may assume the role of a female supervisor or and the supervisor may assume the role of male worker. Then both might be assigned a typical work situation and ask to respond as they expect others to do. The outcome is a better understanding among individuals. Role playing enhances interpersonal relation and cause attitudinal change (William and Keith, 1993).  
**Case study:** Case study is a written narrative of an actual situation in business which provoke in the reader the need to decide what is going on, what the situation essentially is or what the problems are and what can and should be done. Cases are prepared on the basis of actual business state of affairs that occur in organizations. The trainees are given cases for discussing and deciding upon the case. They are asked to find out the clear and implicit problems for which they have to recommend solutions. This exercise enhances the trainees' decision-taking skill by facilitating their analytical and judging capacities. In fact, in case study, the trainees study the cases to find out the problems, analyze causes, develop alternative solutions, select the best one and implement it (Decenzo and Robbins, 1988).  
**Conference:** A conference is a meeting of several people to discuss the subject of common concern. This method allows each member to contribute to the subject matter. This method is apt where problems have to be analyzed and examine from diverse perspectives. It helps the participants to develop their capacity to modify their attitudes. Participants appreciate this method of learning because it allows them to express their views and exchange ideas.

**Sensitive Training:** Sensitivity training uses small numbers of trainee, usually fewer than 12 in a group. They meet with passive trainer and insight into their own and other people's behaviour. Meetings do not have any agenda and are held outside workplace. Discussions in the meeting focus on why participant behave as they do, how they view one another, and the emotion and feeling raised in the interaction process (Hinrichs, 1976). The objectives of sensitivity training are to provide participant with increased awareness of their own behaviour and how others perceive them. The specific outcome sought include enhanced ability to sympathize with others, improve listening skills, greater frankness, increased accommodation of individual differences and improved conflict management skills. The disadvantage of this method is that once the training is concluded the participants may resort to their old behaviour or habit.  
**Simulation:** A simulator is any kind of equipment or technique that duplicates a nearly as possible real condition experienced on the job (Dale 1980). Simulation, therefore, is an attempt to create an actual decision-taking situation for the trainee. Simulation creates likely problem circumstances and decision alternatives to the trainee. For instance, activities of an organization may be simulated and the trainee may be required to take a decision to support those activities. The outcomes of those decisions are relayed back to the trainee with an explanation of what would have occurred had they really been made in the workplace. The trainee learns from the feedback and enhances his subsequent simulation and decisions taking in work place (Leap and Crino, 1990). The more generally held simulation exercises are case study, role playing and vestibule training. Other training delivery methods include laboratory training, internships and assistantship, orientation, understudy, incident method, in-basket method managerial grid, cross training, teleconferencing, group-based classroom, self-guided training etc.

#### 2.3.4.3.2 Types of Training

There are varieties of types of training that an organization adopts. However, the type to be used by any organization depends on the quality of available resources; type of organization, and objectives pursued as well as the priority placed by organization on training. Some of the varieties of training include:

**Technological or Technical Training:** It is type of training meant to teach the new employee technological aspect of the job such as the use of computer. It addresses software or other programme that employees utilize in the course of their job.

**Quality Training:** This type of training acquaints the workers with means of averting, detecting and eliminating non quality products in enterprise that produce goods. In other words, it familiarizes every employee with the means to produce high-quality merchandise.

**Skill Training:** It focuses on the skills that workers actually require to know in order to perform their job effectively. It includes proficiencies needed for actual execution of task.

**Soft Skill Training:** Soft skills do not have direct relation with employee job but are significant in achieving efficiency and effectiveness. It may be training on good communication and negotiation skill needed for good service delivery.

**Professional Training:** This training is required to be up to date in a particular professional field. It is usually given externally and might be eliciting specific knowledge needed about a profession to carry out a job.

**Team Training:** The objective of team training is to build cohesiveness among team member, permitting them to get acquainted and facilitate good relationship. It empowers them to enhance decision, problem solving and team development skill.

**Managerial Training:** After an employee has spent some time with an enterprise, he may be identified for promotion. When this happens, managerial training might be given to get him ready for management role.

**Safety Training:** This type of

training is to ensure that workers are protected from hazard and injury caused by work-related accident. This training can as well include disaster training.

### **2.3.5 Learning Level and Learning Principle**

In designing training and development programme, the next inquiry after determining the training delivery methods is to decide the level of learning. There are three fundamental levels at which training and development inputs (education, skills) can be taught. At the lowest level, the worker or potential worker must acquire basic knowledge. This means developing a fundamental comprehension of a field and becoming familiar with the language, concepts and relationships involved in it. The objective of the next level is skill development or acquiring the capacity to execute in a specific skill area. The highest level targets at increased operational proficiency. This entails getting further experience and enhancing skills that have already been developed. All the inputs of training can be provided at the three levels and how effective they are assimilated hinges on many principles of learning. Training and development programme are more likely to be effective when they integrate the following tenets of learning; employee motivation, recognition of individual difference, practice opportunities, reinforcement, knowledge of result (feedback), goals, schedules of learning, meaning of material and transfer of learning (Randal, et al 1989).

Motivation to learn is the fundamental requirement to make training and development programme effective. Motivation stems from the conviction that training brings some increase in status and pay. Motivation alone is not enough. The employee must possess the aptitude to learn. Ability varies from person to person and this variation has to be given acknowledgment when organizing training programme. Notwithstanding individual differences and whether a trainee is acquiring a fresh skill or learning knowledge of a specific topic, the trainee must be given the opportunity to put into practice what is being taught. Practice is also vital after the trainee has successfully been trained. Practice can be a form of positive reinforcement. Reinforcement includes anything that increases the strength of response and tends to induce repetitions of the behaviour that preceded the reinforcement. Positive reinforcement strengthens and enhances behaviors by the presentation of desirable results, while in negative reinforcement the individual shows the desired behaviour to avoid unpleasant thing. Knowledge of results is a necessary condition for learning. Feedback about the performance will enable the learner to know his level of performance and make amend where necessary.

Goal setting can also enhance knowledge of results. Individuals generally perform better and learn more swiftly when they have goals, principally if the goals are specific goals, and convincingly difficult. Goals that are too complicated or too easy have little motivational values. Schedule of learning is very essential. It involves duration of practice session, duration of rest sessions and positioning of rest pauses. In fact, the most well established tenet of learning is that distributed or spaced learning is better than constant learning. What a trainee learnt must be transferred to the job for training to be meaningful (Randal, et al 1989). After determining the training learning level and principles, a final consideration is where the training and development programme is to be carried out. Should it be at the job itself or on site but not the job or off the site. Generally, basic skills are taught at the job, fundamental grammar skill on the site and interpersonal and conceptual skill off the site.

### **2.3.6 Implementation of Training and Development Programme**

Once the training and development programme has been effectively designed, execution follows. The implementation step is also referred to as delivery period. In this stage, training design is at last implemented. Programme execution involves action on the following lines: Deciding the setting and organizing training and other facilities, scheduling the training programme, conducting the programme, monitoring the progress of trainees. Implementation is faced with some challenges. Some managers are too busy to engage in training efforts. Also there could be non availability of trainers with requisite training skills because training and development requires a high measure of ingenuity and other personal skills including communication skills. Training can be executed in the organization and this is known as in-house training. In this type, the trainer may be from the organization or specialist/consultants outside the business. The type of training in which organization sponsor their executive to attend in other organization or institution is called external training. Training as earlier stated can be implemented on-the job or off-the job. On-the job training is given while doing the job and does not necessitate sending the employee away from work. The trainees learn by practice. Off-the job training is where the trainees are either sponsored for external training or are given classroom training in the organization

### **2.3.7 Evaluation of Training and Development Programme**

The final stage in the training and development process is the evaluation of training outcome. Hamblin (1970) define evaluation of training as any attempt to get feedback on the effects of training programme and to appraise the value of training in the light of that information for enhancing future training. Scriven (1967) classified the purpose of evaluation into formative and summative evaluation. Formative evaluation focuses on enhancing the training process and the effectiveness of training. It is an internal assessment procedure employed by trainers to evaluate their own work and find ways to make sustained improvements in the training progression. It is used to monitor the quality of an instructional design projects and assure that they attain their established objectives. Summative evaluation on its own is result oriented and

focuses on evaluating the effect of accomplished training programme to ascertain when they actualized their goals and their relevance in future. The key objective of assessing the training programme is to find out if they are accomplishing exact training objectives, which are correcting performance deficiencies. Secondly, it ensures that any changes in trainee abilities are as a result of training programme not any other condition or circumstance. Without evaluation, there is no mechanism for establishing the changes to be made to the training programme, the scale of learning attained by participants and the effectiveness of training along both monetary and non monetary metrics. Reliability of training and development programme is greatly enhanced if it is established that the organization and individuals actualized their goals from it. Virmani and Seth (1985) posit that training and development programme evaluation should be founded on the following tenets; evaluation specialists must be clear about the goals and purposes of evaluation; evaluation must be incessant; evaluation must be specific; it must provide the means and focus for trainers to be able to assess themselves, their practices and their products; it must be based on objective methods and standard; pragmatic target dates must be set for each phase of the evaluation process.

Training can be evaluated at four levels: the reaction, learning, behaviour and result levels. At reaction level, organizations appraise the reaction level of trainees by conducting interview with or without administering questionnaires to the trainees. The trainee reactions may be surveyed by asking them to fill forms that requires them to rate the worth of the training, the style of the instructor and utility of the training to them. The learning level can be assessed by measuring how well trainees have acquired facts, ideas, concepts, theories and attitudes. Test on training material are often used for assessing learning and they can be given both prior to and subsequent to training to provide comparable scores. If test scores exhibit learning problems, then the trainer will be given feedback and course contents can be redesigned (Mathis and Jackson, 2010). However, learning enough to pass an examination does not mean that trainees will keep in mind the training content in successive month or that the training will change job behaviour (Chen, 2007). Assessing training at behavioral level means evaluating the effect of training on job performance through observing job performance. At outcome level, employers assess result by measuring the effect of training on the achievement of employee and organizational objectives.

Several techniques of evaluation can be used in organizations. In experimental and control group technique, each group is arbitrarily selected, one to obtain training (experimental) and the other not to receive training (control). Measures are taken of the pertinent indicator of success prior to and subsequent to training for both groups. If the gains shown by the experimental groups are better than those by the control group, the training programme is taken to be flourishing. In other words, after training, if the trained group work appreciably faster than those who were not trained, the training can be reasonably considered to be effective. This technique is also called pre/post-measure with control group. Another evaluation technique is longitudinal or time-series analysis. Here measurements are taken before training commences and are continued during and after the training is completed. The results are plotted on a graph to find out whether changes occurred and remain the end result of the training efforts (Barack and Smith, 1982). The most understandable method to assess training effectiveness is to find out after the training whether the worker can perform the way the management expects him to perform. This is a post-measure approach. This may involve the sending of questionnaires after the completion of programme to obtain their views about the significance of the programme. This could also be achieved through interview. This approach measures the knowledge and skills that workers have at the beginning and end of training. If the measurement demonstrates that the results after training are satisfactory then the training may be considered effective. However, test after the training do not always demonstrate vividly if a performance is a consequence of the training or could have been realized without the training.

### **3. METHODOLOGY**

The methodology of this study is both qualitative and descriptive. Relevant data for the study were generated through secondary sources and structured oral interview administered to select management officers and employees from different private and public organizations in Nigeria. The secondary sources include eliciting relevant information from organizational training and development documents, books, journals, periodicals and internet materials published by authorities on human resources management. The number of interviewees was thirty (45) comprising fifteen (15) management officials and fifteen (30) non-management employees purposively selected from five (5) productive organizations in Nigeria. Three management representatives and six non management employees for each of the two categories of the interviewed persons were selected from the five chosen productive organizations. The data generated from secondary sources and interviews were subjected to descriptive analysis

### **4. THEORETICAL FRAME WORK**

The theoretical frame work that guides the analysis of the study is human resource training and development model which attempts to explicate the necessity for training and development to both employees and organization. The theory views training and development as essential logical process and prerequisites for enhance productivity as well as accomplishment of workers' and organizational objectives. A good training and development programme involves coherent steps which ensure that the objectives of the programme are attained at minimal cost. The theory posits that it is strategic for workers' objectives and organizational objectives to be considered and integrated into organizations' development and

training programme. This ensures that the organization remains competitive and has comparative advantage over its competitors in the market. Thus, strategic human resources development and training is a desideratum for enhanced organizational competitiveness and comparative advantage in a global competitive market.

## **5. FINDINGS**

The results of reviewed work and respondents' views demonstrate that strategic training and development are essential for a firm to remain relevant and maintain its comparative advantage in a global competitive market. Human resources are invaluable assets of organizations and need to be trained and retrained to enhance efficiency. Regular training and development of human resources is beneficial to the employees, the organization and society in general. Strategic training and development programmes do not only integrate employees' and organizational goals but facilitate the accomplishment of the goals.

## **6. DISCUSSIONS AND CONCLUSION**

### **6.1 Discussion**

The importance and need for strategic training and development in any organization cannot be over stressed. Training and development is strategic in achieving employee's and organizational goals. In fact, training and development is the essence of human resource development. As Rao (1992) noted, training and development deals with creating conditions that enable people to get the best out of themselves and lives. At organizational level, the goal of training and development is usually to have proficient and motivated workers to guarantee higher level of productivity, profitability and growth of the organization. Without experienced, loyal and committed workers, organizations can only achieve little even if they are in possession of quality technology and other productive assets. In actuality, organization at individual level channels their human resource training and development efforts toward developing competencies, culture and commitment among the individual workers and groups.

Training leads to acquisition or development of knowledge, skills, techniques, attitudes and experiences that facilitate an individual to make his most effective contribution to the combined effort of the team of which he is a member. Management training improves managerial practices with the help of modern management practices in the organization. Training reduces the rate of turnover, absenteeism, accident, late coming, wastage, stress, indiscipline etc in an organization. The survival of any organization in the constant changing and competitive environment is the quality of its human resource. The effectiveness of the human resources that operate in an organization depends on training and development. Training and development equip an organization with right number and calibre of employees needed for competitive strength and comparative advantage. What an organization represents is a reflection of its human resource capabilities. Thus, the triumph of an organization is an expression of the competencies of its human resources.

Training and development programme, as pointed out by Aswathappa (2002), helps to eradicate performance deficiencies in employees particularly when the deficit is as a result of lack of abilities rather than motivation; the individuals involved have the aptitude and motivation needed to learn to do the job better; and supervisors and peers are supportive of the desired behaviour. There is greater stability, flexibility and capacity for growth in an organization that embark on regular and strategic training. Training contributes to employee stability. After training programme, employees become efficient, and efficient workers add to the growth of the business. Growth renders stability to workforce. Moreover, trained employees are more enthusiastic and geared up to keep on with the organizations. They are less probable to leave the organization. Training and development makes workers to be multitalented in operation and such workers can be transferred to any job. This guarantees flexibility. Organizational growth is an exhibition of success which is reflected in enhanced profit making. Training reduces the level of control on employees and gives manager sufficient time for other management activities. Trained employees supervise themselves, they are accountable and expect more freedom and autonomy and less direction. Through training and development programme employees achieve personal growth because the programme gives the participants a wider understanding, sense of self actualization and fulfillment, an enlightened outlook and value system that give supports to personal growth.

Proper training and development has been instrumental in improvement of employee health and safety. Well designed training and development programme can help avert accident in industries and create a safer work situation, since experience and knowledgeable worker are less prone to accident. The self-esteem of employee can be boosted through training. Training and development improves the required skills that augment the satisfaction and confidence of workers. This in turn results in workers' keenness and pride which is an indicative of high morale. Succinctly Tessin (1978) has outlined some relevance of training and development to attainment of organizational and individual (employee) goal. According to him, benefit of strategic training and development of employee to organization include: Leads to improved profitability and/or more positive attitude towards proceeds orientation; improves the self-esteem of the work force and the job knowledge as well as skills at all level of organization; help people identify with organizational goals and as well create an enhanced corporate image; aids in organizational development and understanding as well as carrying out organizational

policies; aids in handling conflicts at work place and improves labour-management relation; aids in increasing productivity and quality of work and as well make organization get more efficient decision-making cum problem solving skill ; aids in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display.

Furthermore, the benefits of training and development to individual which in turn ultimately should benefit the organization according to Tessin (1978) include: Helps the individual in making superior decisions and effective problem-solving; in the course of training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalized; aids in encouraging and achieving self development and self-confidence; helps a person build up speaking and listening skills as well as writing and develops a sense of growth in learning :increases job satisfaction and recognition; provides information for improving leadership, knowledge, communication skills and attitude. Besides, benefits in personnel and human relations, intra group and intergroup relation and policy implementation were highlighted as follows: Enhance communication among individuals and groups; build unity in group; improves interpersonal skill; makes organizational policy, rules and regulation practicable; conducive environment for learning, growth and co-ordination; aids in orientation for new employees.

## 6.2 Conclusion and Recommendations

Strategic training and development of employees is a key factor in remaining competitive in business. It enhances the competitive capacity of an organization and gives it comparative advantage over other competitors. Training and development in an ever dynamic human resource operating environment does not only allow an organization to keep up technologically with other contending organizations but also gives the organization the edge when recruiting or retraining employees. Training and development enhances performance, productivity, quality, motivation, commitment, safety, service delivery, punctuality, etc. Succinctly, strategic training and development is a desideratum for attainment of employees' and organizational goals and as such should be the philosophy and vision of organizations.

Considering the imperative of strategic human resource training and development for attainment of employees' and organizational goals, the following suggestions are proffered:

1. The Management should include, inter alia, the import of strategic training and development philosophy on a continual basis in its vision. It is not probable to achieve the benefit of training and development without a serious attention of the management
2. The management ought to set out its goals towards enhancing the productivity as well as efficiency of its workforce with ease and contentment on the rule of management. The training and development programme should be structured with clarity and lucid interpretations.
3. The management should commit itself to apportion major resources and ample time to training, this is what high performance organization do. Training and development be supposed to be seen as investment that brings dividend to the organization.
4. Management should ensure that all-inclusive and methodical approach to training exists, and that training and re-training are done at all levels on a continuous and ongoing basis.
5. Management should guarantee that there is suitable linkage among organizational, operational and individual needs. They should ensure that training add to competitive advantage and strategies of the firm.
6. The workers should be evidently made to appreciate the objective of the training programme and the output expected from them. The employees ought to be enlightened on the training and development programme.
7. Management should create a system to evaluate the effectiveness of training and development. Assessment of training and development programme should be on continuous basis. The feedback from the employees and the management should be employed to further the design and delivery of the programme.

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