



MANPOWER TRAINING AND DEVELOPMENT: A PANACEA FOR PRODUCTIVITY IN AN ORGANIZATION

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Abstract

The paper examines the role of manpower training and development as a requisite tool for productivity in an organization. Data used to substantiate the argument was obtained from secondary sources such as textbooks, journal publications and other printed documents. Data was analyzed using content analysis. Human Capital Theory was used to support the argument in the paper. The findings of the paper reveal that the acquisition of requisite skills and competence by a person through training and development programmes such as on-the-job training or off-the-job training is an important determinant of productivity. It was concluded that if the potential of employees is not properly developed, the optimal level of productivity cannot be achieved. Recommendations were made for the improvement of manpower training and development in both private and public organizations through workshops, seminars lectures and other special courses for greater productivity and the attainment of objectives of the organization.

Keywords: Manpower, Training, Organization, Manpower Development, Productivity



INTRODUCTION

It is not out of context to say that manpower is the strong pillar of every organization, both private and public. Harbison (1973) observed that Human resources, not capital, income or material resources, constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production while human beings are the agents who accumulate capital and exploit natural resources, build social, economic and political organizations and carry out national development.

As the world turns into a global village, one cannot but point its possibility to the skill and intuitive nature of human thinking and capacity. Another opinion of human ability and input is in the work of the computer. What is a computer if not the human brain since a computer is 'garbage in, garbage out' It becomes imperative to realize that one cannot do without manpower in an organization. The development of manpower in Nigeria can be drawn back to the era of the Industrial Revolution (1760 – 1840) when the slave trade was abolished in favour of buying and selling goods and services, and establishing industries and schools. It was at this period that the importance of the development and utilization of human skills was felt in organizations.

Manpower training is a process of extensive education of employees through training programmes to boost their performance in an organization. Similarly, Nnadozie (2002) rightly observed that training and development of human resources in an organization is sine-qua-non to the growth and development of the organization. Effective human resources development involves the exploitation and utilization of material resources towards the achievement of the goals and objectives of an organization or government. Omole (2004) affirms that human resources development is concerned with providing learning and development opportunities, making training interventions and planning, conducting and evaluating training programmes. He further opined that manpower training programmes aim to see that the organization has the best and quality workforce it needs to achieve its goals for improved performance.

Against this backdrop, the study seeks to examine the role of manpower training and development as a requisite tool for productivity in an organization.

CONCEPTUAL CLARIFICATION

Some of the key concepts need to be clarified about their usage in this paper. This would enhance the easy and proper understanding of the literature. The concepts are as follows:

Manpower: this is the existing labour force that the organization can tap efficiently to realize its goals. It is also referred to as human resources as was used in this study.

Organizations

Organizations generally are associations of people working together towards the attainment of stated objectives. Personnel/ Human Resource administration presupposes the existence of organizations. This is because administration or management is more meaningful within the context of the organization.

Development: it is the intense change or upgrading in attitude and performance of an individual or organization. It is a multi-dimensional phenomenon.



Manpower development: the bodily and psychological enhancement in the behaviour of the available human resources in an organization.

Training: the act of obtaining knowledge and skills as well as how to apply them on an assigned job.

Productivity: This is the rate at which a person, company or country does useful work, usually judged by the number of people and the time necessary to produce them.

CONCEPTUAL REVIEW

Manpower Development

According to Beach (1998), human assets grow and increase in value, maintaining and upgrading employees' skills not only tend to increase productivity but also increase commitment and motivation. Beach asserts further that the approach to manpower development within the firm will vary according to the technology, traditional policies and the value of management.

Omole (2004) asserts that human resources development is concerned with providing learning and development opportunities, making training interventions and planning, conducting and evaluating training programmes.

From the definition above, Manpower development can be said to be a process that seeks to optimize an organization's usage of its human resources. It requires an integrated approach that addresses multidimensional aspects of employees, ranging from, enhancing technical and interpersonal skills to creative thinking and leadership.

Nadler (1970) was also of the opinion that human resources development refers to a series of activities conducted within a specific time and designed to produce behavioural change. However, in this definition, Nadler failed to identify the nature of the activities which individuals undertake to bring about behavioural change and also did not make explicit the underlying goals of development programmes for staff of organizations. This lacuna was filled by Armstrong (2004), who said that human resource development is concerned with the provision of learning, development and training opportunities to improve individual, team and organizational performance.

Croft (1996) further underscores the reasons why the practice of human resources development has become increasingly important thus;

- Human resources are becoming increasingly expensive to employ and as such, their management must be approached with utmost caution;
- Social science research has emphasized the importance of increasing productivity and the benefits of having a satisfied workforce; and
- Legislation and the development of industrial relations have encouraged the emergence of specialists who will be able to interpret and apply their skills to this area of management.

Productivity

It is important to realize that productivity is not a uniform universal concept as there exist many different definitions that are suitable under different conditions.

Productivity is commonly defined as a ratio between the output volume and the volume of inputs.



In other words, it measures how efficiently production inputs, such as labour and capital, are being used in an economy to produce a given level of output.

The least controversial definition of productivity is that it is a quantitative relationship between output and input (Iyaniwura and Osoba, 1983).

This definition enjoys general acceptability because of two related considerations. Firstly, the definition suggests what productivity is thought of in the context of an enterprise, an industry or an economy as a whole. Secondly, regardless of the type of production, economic or political system, this definition of productivity remains the same as long as the basic concept is the relationship between the quantity and quality of goods and services produced and the quantity of resources used to produce them (Prokopenko, 1987).

Eatwell and Newman (1991) defined productivity as a ratio of some measure of output to some index of input use. Put differently, productivity is nothing more than the arithmetic ratio between the amount produced and the amount of resources used in the course of production.

From the definitions above, productivity generally refers to the ratio of output over input and there can be different yardsticks used as measure.

Organizations

Organizations generally are associations of people working together towards the attainment of stated objectives.

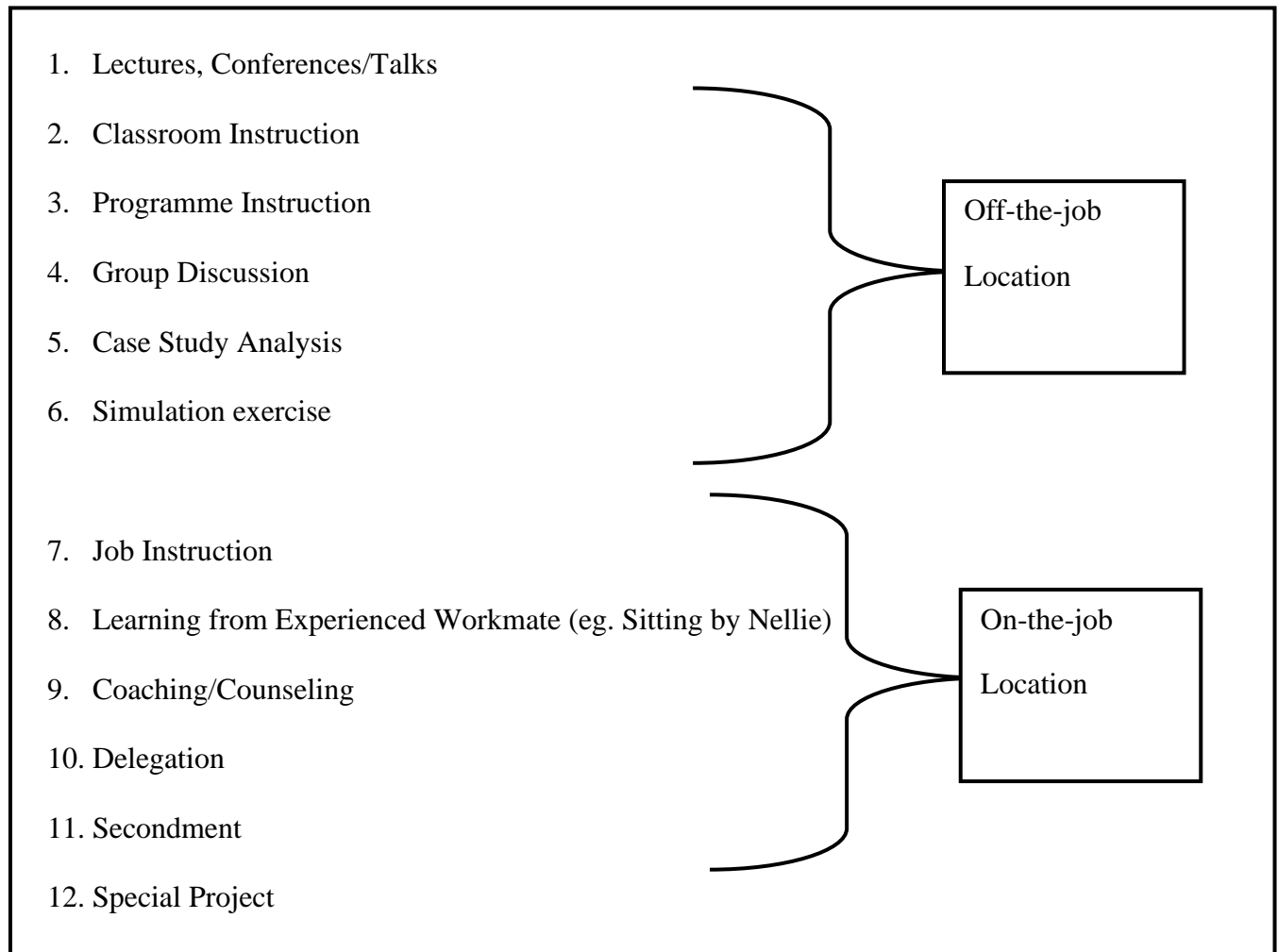
Scott (1968) defines an organization as a system of coordinated activities of a group of people working together under authority and leadership. Ile (1999) sees an organization as an association of two or more people who work together in a structured way to achieve a specific goal or set of goals. Organizations are social constructs created by groups in society to achieve specific purposes using planned and coordinated activities. These activities involve using human resources to act in association with other inanimate resources to achieve the aims of the organization (Farmhan and Horton, 1996). This is because organizations exist to achieve objectives with the efforts of individuals to attain synergy.

According to Robbins (1983), the organization works as a consciously coordinated social entity with a relatively identifiable boundary that functions on a relatively continuous basis to achieve a common goal or set of goals.

Training and Development.

One area of manpower resource development which is relevant to the effective use of employees is training and development (Egbo and Okeke, 2009). They went further to state that it is only a few people who argue against the importance of training as a major influence on the success of an organization. In collaboration with this, Onah (2003) posits that the importance of staff training and development in any organization is clear if we recognize that the structure that sustains every organization depends on the individuals who operate the structure. Nevertheless, there is a need for training in the organizations. According to Cole (2002), training needs are any shortfall in employees. He identifies two major typologies of training which we further classified under the group of six training methods each. These he presented as follows:

Figure 1.1 Methods of manpower development



Source: Cole, G.A (2002). Personnel and Human Resource Management 5th Edition, London: Continuum.

Figure 1.1 above shows the various methods of Manpower Development. Manpower Development can be carried out at a location outside the workplace which is referred to as "Off-the-job". Manpower Development can also take place within the workplace, referred to as "On-the-job".

Orientation:

This method according to Omodia (2009) is an integral part of the recruitment exercise in that once an employee has found appointable, it is expressed that such an employee needs to be positively oriented in line with the aspiration of the organization for effective discharge of the function. The orientation programmes according to Onah (2003), should include refresher courses largely for



management staff pool staff for whom orientation programmes may be necessary include cleaners, messengers, drivers, clerical officers, typists, secretaries, executive officers and administrative officers. The orientation programmes in his view should be organized by the personnel services department in liaison with the department, for pool staff, drawing from the resources available within the water board. He also posits that this training programme should be done once every two years and participation should be mandatory since they serve as a sort of retraining and upgrading programme.

Induction Training:

This often consists of a short course or programme of items aimed at assisting recruits to adjust to the organization and to provide them with background information. Typically courses include talks and films about the organization's structure and facilities and the provision of literature containing regulations and useful information (Ezeani, 2006).

Special Courses:

This is classified by some education rather than training. Included in this category are the OND and ADP programmes offered in some designated institutions such as the University of Nigeria, Nsukka; Ahmadu Bello University, Zaria, University of Jos and Obafemi Awolowo University Ife, for the training of local government officials. It is important to state that these special courses cannot be dismissed simply as general education since they can be directly related to the affected employees' particular jobs (Ezeani, 2006).

Apprenticeship Training:

The usual apprenticeship programme combines on-the-job training and experience with classroom instruction in particular subjects. Apprenticeship programme tends towards more education than on-the-job training in which knowledge and skill in doing a craft or a series of related jobs are involved. Apprenticeship programmes are available in several crafts such as machining, electrical works, welding, carpentry etc (Ezeani, 2006).

Pre-Entry Training:

This is the training given to an individual in preparation for entry into the civil service. The purpose is “to prepare the aspirant for the selection examination, to develop the knowledge and qualities which would make for his subsequent success” (Tyagi, 2004).

Pre-entry training is specialized in nature and the general objective potential is to make an individual fit for a given potential career. It could take the form of vocational or professional training (Egbo and Okeke, 2009).

In-Service Training:

These are schemes not merely designed to improve academic qualification but with the training needs of the system, and not only the officer but necessary for the enhancement of the staff member's performance on the job (Onah, 2003). Lawai (2006), in his view, posits that this method involves training outside the organization or workplace in higher institutions of learning or vocational centres under the sponsorship of the organization or on terms that may be agreed upon between the organization and the workers.



Vestibule Training:

This is a method of manpower development through the acquisition of skills in a relaxed working environment (Nongo, 2005). Under this method, the trainees practice their skills with identical equipment that they use or he is expected to use in their actual place of work. This method is most suitable for sensitive operations where maximal perfection is expected. The purpose is, therefore, to enable perfection in work workplace.

Coaching:

This is an on-the-job training which according to Onah (2003) will develop the strengths and potentials of subordinates and help overcome their weakness. To Onah, coaching requires time, but if done well, it will save time, money costly mistakes by subordinates, which in the long run will benefit everyone, the superior, the subordinates and the Water Board

Classroom Instruction:

This consists of using standard lecture and discussion techniques for training on the technical aspects of the job. For example, during such periods managers could be called together from time to time and lectured on a given technical aspect of their jobs. In this way, they acquire more skills and build up more confidence in their jobs (Onah, 2003).

Simulated Training:

This is having a manager learn by giving him examples of typical situations to deal with and to study. There are a number of this type of training such as

- Case study method
- In basket testing
- Management gaming (Onah, 2003).

Lectures, Conferences and Talks: These are among the most common methods of transmitting information or training. They provide ample opportunity for trainee interest and share experiences with their counterparts, both within and in other organizations.

Job Instruction: this approach is used by supervisors for training subordinates. It is based upon four steps which consist of preparing the trainee, presenting the knowledge, and allowing the trainee to perform. It is a logical approach and forms the basis of a great deal of traditional training (Ezeani, 2009).

THEORETICAL FRAMEWORK

There are many theories of manpower development, but the framework of analysis within which this study is built is the Human Capital Theory, centred on the classical theories of growth, learning and the labour markets.

Human Capital Theory initially formulated by Becker (1962) and Rosen (1976) argues that individual workers have a set of skills or abilities which they can improve or accumulate through training and education.

The basic assumptions of the theory posit;

Firstly, Human Capital is the intangible economic value of a worker's experience and skills. This includes factors like education, intelligence, skills, health and other things employers value such as loyalty and punctuality

Secondly, Human beings can increase their productive capacity through greater education and skills



training.

The suitability of the Human Capital theory over others to underpin this study is based on its belief that employees are the main assets of the organization and their productivity can be improved through training and development. It is believed that human beings can also attempt to figure out whether training increases productivity. According to Aguinis and Kraiger (2009), training helps in increasing the worker's skills, knowledge, behaviours and capacities which leads towards the success of an organization. Training and development is the most important constituent of the human resource that helps in increasing the organizational performance (Bowra et al, 2011). The theory also puts forth the premise that in this competitive world, to sustain the market, an organization must train its employees to make them more resourceful, and innovative. However, Human Capital theory has attracted criticism and has been accused of blaming individuals for the defects of the system, making pseudo-capitalists out of workers, and fudging the real conflict of interest between the two.

TRAINING AND DEVELOPMENT AS REQUISITE TOOL FOR PRODUCTIVITY

The acquisition of requisite skills and competence by a person through training and development programmes is an important determinant of productivity. It offers the personnel an opportunity to imbibe the desired attitude and stream behaviour that enforce productivity by helping them learn effective organization techniques and time-tested efficiency practices in the use of resources. By so doing, the individual worker develops the necessary self-confidence in him or herself and limits the supervisory role of managers.

According to Akintayo and Babajide (2005), manpower development programmes were capable of influencing high turnover of profit, improved quality of service, better use of human resources, increased safety on the job (reduced number of accidents), increased staff motivation, less resistance to change, less cost due to human errors, more efficiency and productivity. Manpower training and development can be said to be a process that seeks to optimize an organization's usage of its human resources. It requires an integrated approach that addresses multidimensional aspects of employees, ranging from, enhancing technical and interpersonal skills to creative thinking and leadership.

Therefore, since every organization is established to deliver the desires, interests and wishes of its owners, the employees within the workplace or environment must earn loyalty, devotion, involvement and commitment required to contend auspiciously and effectively towards the achievement of the organizational objectives. Hence, human beings or employees need training and development to be effective and productive in their work, Egbo and Okeke (2009).

SUMMARY

Based on our findings, it is right to say that the success of every organization depends heavily on the quality and productivity of its workforce for improving and maintaining standards and quality. Low productivity in an organization can also be linked to other factors such as a lack of or inadequate materials, infrastructures or the inability to carry out hands-on activities. Ultimately, many studies have shown that productivity mostly depends on manpower training and development.

CONCLUSION

In conclusion, based on findings, training and development are very important tools for productivity in both private and public organizations. Organizations should therefore make



manpower training and development a major priority and concern.

RECOMMENDATIONS

The paper recommends that:

Periodic and constant Manpower Training and Development programmes should be organized for employees of both private and public organizations in Nigeria regularly, for bodily and psychological enhancement in their behaviour.

Both private and public organizations should regularly provide a budget or set aside funds for manpower training and development of staff, through workshops, seminars, lectures and other special courses. Organizations should also appraise staff knowledge on their job and recommend them for training that will promote their productivity. These employees should also be trained and efficiently utilized in their specific fields to give their best on the job.

Finally, reassignment of staff training is crucial for optimal utilization after gaining a higher qualification and staff reference or selection for training should be done based on need and competencies.



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