

DEVELOPING THE HUMAN RESOURCES EFFECTIVENESS THROUGH TRAINING AND DEVELOPMENT

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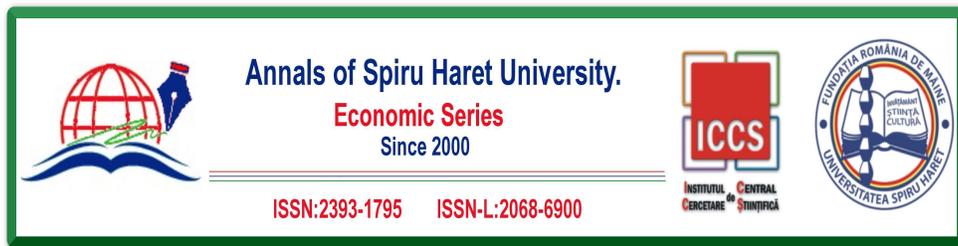
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How to cite: OKOLIE, U.C., & OMAMUYOVWI, A.I. (2020). "Developing the Human Resources Effectiveness through Training and Development." *Annals of Spiru Haret University. Economic Series*, 20(3), 81-95, doi: <https://doi.org/10.26458/2033>

Abstract

The environment of business is increasingly becoming more volatile and unpredictable and this randomness and disorder is draining potency from the over a century old bureaucratic paradigm that has dominated management practices across the globe. The fast pace of change is driving, obsolescence into yesterday's breakthroughs and today's success techniques cannot be extrapolated to solving tomorrow's problems with guarantee. Organizations must find a way of embracing the 21st century paradox of keeping everything running and at the same time changing everything. To be able to achieve this, organizations must create the capacity for continuous change, learning and improvement. The permanence of change demands a permanence of adaptive and creative behaviour on the part of organizations and requires managers to continually upgrade the skills and performance of employees and their own. Such constant improvement increases both personal and organizational effectiveness. Developing the human resources (employee) in this way involves training and development activities. It is against this backdrop that this paper underscores the



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indispensability of training development on human resources effectiveness in organizations. This paper relies on secondary data collected from books and journal articles, and was content analysed in relation to the scope of the paper. The paper concludes that the reasons organizations train and develop their workforce continually are to maintain effective performance, improve the quality of decision-making and raise the quality and timeliness of service delivery in today's competition business environment.

Keywords: *training; development; human resources; effectiveness; organizational performance.*

JEL Classification: J24, M5, M53

Introduction

The emerging world of the 21st century is that of chaos and change. Too much is changing for anyone to be complacent [Peters, 1987]. The environment of business is increasing becoming more volatile and unpredictable and this randomness and disorder is draining potency from the over a century old bureaucratic paradigm that has dominated management practices across the globe. The fast pace of change is driven obsolescence into yesterday's breakthroughs and today's success techniques cannot be extrapolated to solving tomorrow's problems with guarantee. The fundamental paradigm in the 21st has been a belief in equilibrium – that things can be stable and efficient. But the 21st century management paradigm is based on a far from equilibrium thinking. Far from equilibrium means that in a chaotic world, where technology, trends and workforces are in a constant state of flux, things will never stabilize. Everyday springs with new surprises and challenges, such that it becomes impossible for top management or managers to try to control things back into stable equilibrium. Rather, the new paradigm is to get comfortable with change.

Thus, organizations must find a way of embracing the 21st century paradox of keeping everything running and at the same time changing everything. To be able to achieve this, organizations must create the capacity for continuous change, learning and improvement. The permanence of change demands a permanence of adaptive and creative behaviour on the part of organizations and requires managers to continually upgrade the skills and performance of employees and their own. Such constant improvement increases both personal and organizational effectiveness.



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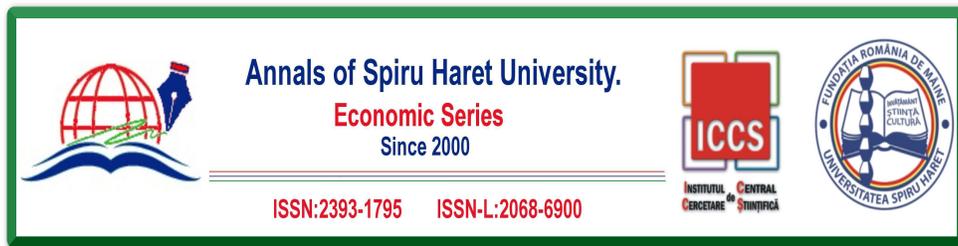
It makes organization members more useful in their current job and prepares them for new responsibilities and it helps the organization as a whole to handle new challenges and takes advantage of new methods and technologies that emerge [Bateman, & Snell, 2011]. Developing the human resources (employees) in this way involves training and development activities.

Training and development have become increasingly vital to the success of modern organizations. This supports the assertion of Oluwaseun (2018:181) who posits that training and development is “an important activity that increases the performance of employee in an organization and is a building block which enhances the growth and success of an organization”. Armstrong (2009) affirmed that organizations could benefit from training and development through winning the ‘heart and minds’ of their employees to get them to identify with the organization, to exert them more on its behalf and to remain with the organization. It is in this context that this paper underscores the indispensability of training and development on human resources effectiveness in small, large and complex organizations.

Review of Related Literature

Training and development are the processes of investing in people so that they are equipped to perform well and are part of an overall human resource management approach that hopefully will result in people being motivated to perform [McDowell, & Saunders, 2010; Jehanzeb, & Bashir, 2013]. The term “training” is often used casually to describe almost any effort initiated by an organization to foster learning among its members. However, many experts distinguish between training, which tends to be more narrowly focused and oriented toward short-term performance concerns, and development, which tends to be oriented more towards broadening an individual’s skills for future responsibilities [Bohlander, & Snell, 2007]. The two terms tend to be combined into a single phrase ‘training and development’ – to recognize the combination of activities organizations use to increase the skill base of employees. Training and development according to Oluwaseun (2018:182) is “an educational process that involves the sharpening of skills, concepts, changing of attitude and gaining of more knowledge to enhance the performance of employees”.

Today, the rapidly changing technologies require employees to continuously hone their knowledge, skills and abilities (KSAs) to cope with the new processes and systems. Jobs that require little skills are rapidly being replaced by jobs that require technical, interpersonal and problem-solving skills. Other trends toward



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empowerment, total quality management (TQM), teamwork, and international business make it necessary for managers, as well as employees, to develop the skills that will enable them to handle new and more demanding assignments. However, we cannot engage in any far-reaching and grounded discussion or proceeding any further without first explaining the concepts of education, training and development.

Education

Education is defines as the process of learning and training [Webster Dictionary, 2010]. Thus, to educate means to develop knowledge, skill or character of a person. In the light of the above, education therefore means a process by which an individual gains knowledge, insight, develops attitudes or skills [Achugbue, & Ochonogor, 2013]. To educate the mind is to liberate it from the shackles of fear, prejudice, ignorance, superstition, and to develop free, independent and responsible citizens. Cole (2002) sees education as nay long-term learning activity aimed at preparing individuals for a verity of roles in society; as citizens, workers and members of family groups. The focus of education is primarily on the individual and his needs and secondly on the community as a whole, i.e., on society's needs, thus, society's needs can include the need for respect for law and order, the need for a variety of talents to sustain economic activities and the need to protect itself from external aggression. In today's competitive and changing business environment, it is imperative that management constantly educate their employees about upcoming changes before they occur. It should communicate not only the nature of the change but its logic, thereby it should provide an environment in which management can explain the rationale for the change and perhaps improve it.

Training

Training is said to be a practical education which can be used to enhance skills, experience, and knowledge and to overcome inefficiencies [Shakeel, & But, 2015]. According to Bateman and Snell (2011: 357), training refers to "teaching lower-level employees how to perform their present jobs." Training is "any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task" [Cole, 2002]. Examples of training needs include the need for efficiency and safety in the operation of particular machines or equipment, the need for an effective sales force and the need for competent management in the organization, etc. Therefore, Berge, Vermeil, Berge, Davis and



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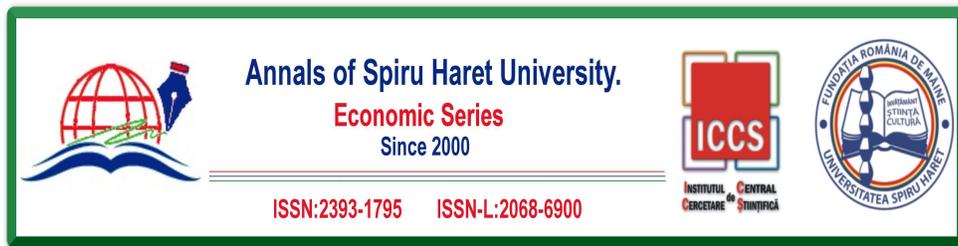
Smith (2002) see training as the planned and systematic modification of behaviour through learning events, activities and programmes which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their task effectively. To enhance job performance, training skills and behaviours have to be transferred to the workplace, maintained over time and generalized across contexts [Holton, & Baldwin, 200; Khan, Khan, & Khan, 2011]. Training is a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance [Buckley, & Caple, 2000]. Effective training programmes help in building a supportive and conducive learning environment to the employees and at the same time help them to deal effectively with foreseeable challenges, easily and in time. Improved capabilities, knowledge and skills of the talented workforce have been proved to be the main source of competitive advantages in a global market [McKinsey, 2006; Samwel, 2018]. Also, training methods include lectures, role playing, business simulation, behaviour modelling, conferences, vestibule and apprenticeships, etc.

Types of Training

i. *Orientation training*: It is typically used to familiarize new employees with their new jobs, work units and the organization in general. It is a training designed to familiarize new employees with policies, procedures and culture of the organization. If well done, orientation training has a number of benefits, including lower employee turnover, increased morale, increased productivity, lower recruiting and training costs, facilitated learning and reduced new employee's anxiety [Bertagnoli, 2000].

ii. *Team training*: It teaches employees the skills they need to work together and facilitates their interaction [Gordon, 2007]. It is a training that provides employees with the skills and perspectives they need to collaborate with others [Bateman, & Snell, 2011]. Today, organizations rely on teams to attain strategic and operational goals. The contributions of the individual members of the team are not only a function of the KSAs of each individual but of the interaction of the team members. Team training not only increases quality and customer satisfaction, but has also helps decrease costs and sets up a model for preparing employees for the future [Phillips, 1996].

iii. *Cross training*: It is the process of training employees to do multiple jobs within an organization. Cross-trained employees learn how to do different jobs



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within an organization as well as their own. Part of the motivation for cross-training is that it gives organizations flexible capacity. Employees can be dynamically shifted when and where they are needed, unlike specialized workers and equipment which cannot. Cross-training increased productivity, decreased turnover, pares down labour cost and laid the foundation for careers rather than dead-end jobs [Bohlander, & Snell, 2007]. Cross-training gives employees the ‘big picture’, makes them more creative and better problem-solvers [Lorraine, 2004].

iv. *Diversity training*: It focuses on building awareness of diversity issues and providing the skills employees need to work with others who are different from them. According to Bateman and Snell (2011:359), diversity training focuses “on identifying and reducing hidden biases against people with differences and developing the skills needed to manage a diversified workforce”. They further noted that diversity training often seek to improve managers’ skills – their ability to delegate effectively, increase the motivation of their subordinates, communication and inspire the achievement of organizational goals. Diversity training, when done well, can enhance communication, improve responsiveness to social issues, reduce lawsuits, create a climate of fairness, improve productivity on complex tasks, increase revenues and profits and support the competitive capability of the organization [McLean, 2004].

Development

Development involves teaching managers and professional employees broader skills needed for their present and future jobs [Bateman, & Snell, 2011]. “The focus of development tends to be primarily on an organization’s future manpower requirements, and secondary on the growth needs of individuals in the workplace. Examples of development needs might be the need for managers and professional employees to be able to utilize the facilities offered by microcomputers in the operation of the business, the need for replacing senior staff with potential candidates from within the organization and the need for preparing employees to accept change” [Cole, 2002].

In the view of Antonacopoulou (2000), development is the capacity and capability building on an employee and, thus, for the whole organization to meet the standard performance level. Thus, employee development means to develop the abilities of an individual employee and organization as a whole [Hameed, & Waheed, 2011]. Employee development is “an integrated set of planned programmes, provided over a

period of time, to help assure that all individuals have the competence necessary to perform to their fullest potential in support of the organization's goals" [Jacobs, & Washington, 2003]. Thus, development focuses on building the knowledge and skills of organizational members to take on new and future responsibilities.

Table 1. Difference between Training and Development

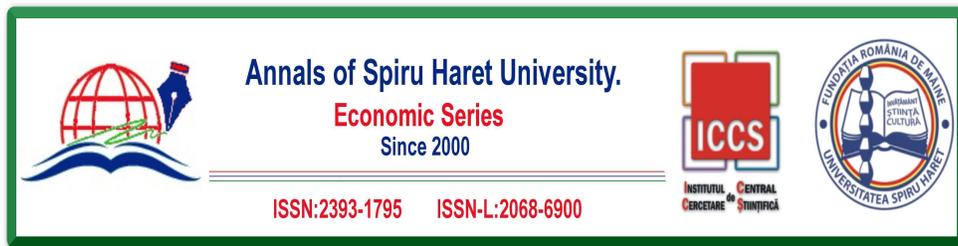
S/N	Training	Development
1	Training focuses on technical, mechanical oriented operations	Development focuses on theoretical skill and conceptual idea
2	Meant for operatives	Meant for executives
3	It is short term process	It is continuous process
4	It focuses on present need of an employee	It focuses on future need of an employee
5	It is for non-managers	It is for managers and executives
6	Meant for job-oriented process and is vocational in nature	Expansion is general in nature strives to inculcate initiative, creativity, dedication, loyalty amongst executives
7	Motivation is extrinsic	Motivation is intrinsic
8	Assessment for training is considered to be essential	No assessment for development
9	It is concerned with specific job skills and behaviour	It is concerned with related enhancement of general knowledge and understanding of non-technical organization function.

Source: Hiregoudar & Patil (2019). *Contemporary issues and trends in training and development*

Training Methods for Management Development

i. **On-the-job Experiences.** Some skills and knowledge can be acquired just by listening and observing or by reading. But others must be acquired through actual practice and experience. By presenting managers with the opportunities to perform under pressure and to learn from their mistakes, on-the-job development experiences are some of the most powerful and commonly used techniques [Bateman, & Snell, 2011]. Methods of providing on-the-job experiences include the following:

1. *Coaching:* This refers to a form of management development in which a manager through direct discussion and guided activity helps a subordinate to learn to



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solve a problem or to do a task better [Megginson, & Boydell, 1979]. Coaching also involves a continuing flow of instructions, comments and suggestions from the manager to the subordinate.

2. *Understudy Assignments*: It grooms an individual to take over a manager's job by gaining experience in handling important functions of the job.

3. *Job Rotation*: It provides, through a variety of work experience, the broadened knowledge and understanding required to manage more effectively. According to Bateman and Snell (2011), job rotation is a process where employees are assigned to different jobs in the organization to broaden their experience and improve their skills. It is frequently applied to managers as well as lower-level employees.

4. *Lateral Transfer*: This involves horizontal movement through different departments, along with upward movement in the organization.

5. *Special Project and Junior Boards*: This provides an opportunity for individual to become involved in the study of current organizational problems and in planning and decision-making activities.

6. *Action Learning*: This gives managers time to work full-time on projects with others in the organization, in most cases; action learning is combined with classroom instructions, discussions and conferences.

7. *Planned Career Progressions*: It is the process of utilizing all these different methods to provide employees with the training and development necessary to progress through a series of jobs requiring higher levels of knowledge and skills [Alutto, 1999].

ii. **Management Games**. Training experiences have been brought to life and made more interesting through the development of management games, in which players are faced with the task of making a series of decisions affecting a hypothetical organization. The effects that every decision has on each area within the organization can be simulated with a computer programmed for the game. A major advantages of this technique is the high degree of participation it requires [Bohlander, & Snell, 2007].

iii. **Case Studies Analysis**. Case study is a useful method used in classroom learning situations, participants learn how to analyse (take apart) and synthesize (put together) facts, to become conscious of the many variables on which management decisions are based and in general, to improve their decision-making skills [Whitcomb, 1999]. Thus, the method is useful for giving participants an opportunity to experience problem-solving in a relevant context.

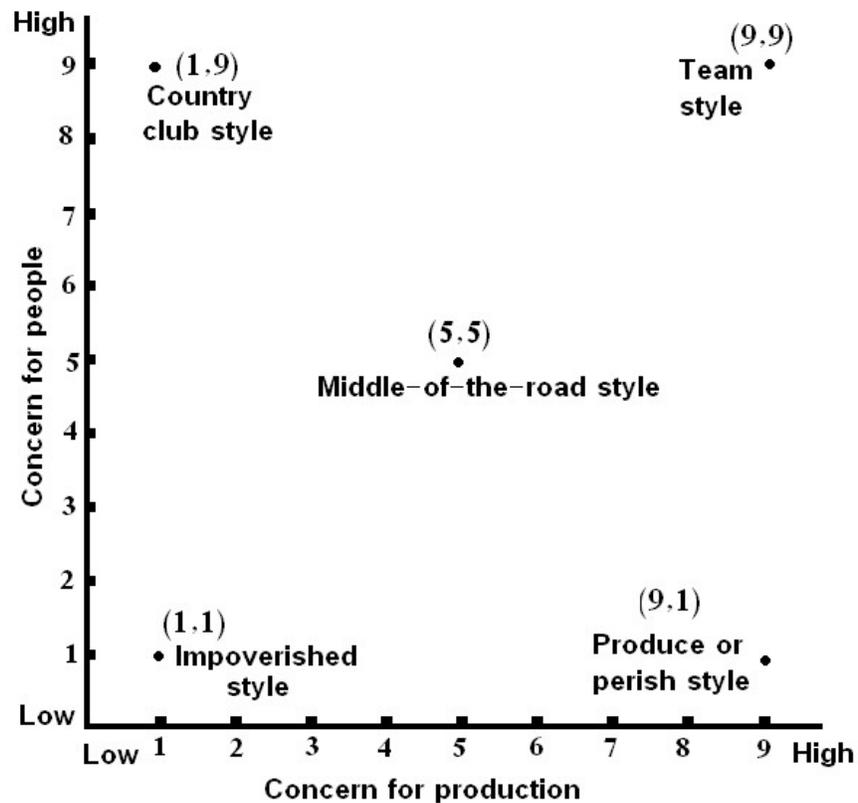


Figure 1. Managerial Grid Model

Source: Blake, R.R., & Mouton, J.S. (1964). *The Leadership Grid*, London: Gulf Press

iv. **Seminars and Conferences.** In management development, seminars and conferences are used to communicate ideas, policies or procedures, but they are also often used when attitude change is a goal. By participating in seminars and conferences, managers and supervisors learn to identify necessary personal and organizational changes and to become more effective in their interpersonal relationships and their work groups. Outside seminars and conferences are often conducted



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jointly with universities and consulting firms. One such programme that focuses on management development is the leadership grid. The seminars and conferences focus on two dimensions of effective leadership: concern for people and concern for production [Blake, & Mouton, 1964]. These two dimensions are represented in the grid shown above.

v. **Role Playing.** Consists of assuming the attitudes and behaviour – that is, playing the role of others, often a supervisor and a subordinate who are involved in a particular problem. By acting out another's position, participants in the role playing can improve their ability to understand and cope with others [Bohlander & Snell, 2007]. Role playing is used widely in training managers to handle employee issues relating to absenteeism, performance appraisal and conflict situations. It is also used widely in training healthcare professional to be empathic and sensitive to the concerns of patients.

vi. **Behaviour Modelling.** This is an approach that demonstrates desired behaviour and gives trainees the chance to practice and role-play those behaviours and receive feedback. It is one technique that combines several difference training methods, and therefore multiple principles of learning. Behaviour modelling helps managers interact with employees, handle discipline, introduce change and increase productivity [Stanley, 2004].

Importance of Training and Development

Today's technological development and organizational change have caused some top management to realize that success lie on the skills and abilities of their workforce. Thus, this means considerable and continuous investment in training and development. This has been brought to light by the rise in human resources management, with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency. According to Cole (2002), the potential benefits of organization's investment in training and development include the following:

- i. Maintenance of a sufficient and suitable range of skills amongst employees.
- ii. The development of knowledge and skills in the workforce.
- iii. The harnessing of work experience and other forms of on-the-job development in a planned way.
- iv. Achievement of improved job performance and productivity.
- v. Improve product quality.

- vi. Improved service to customers.
- vii. Increased motivation amongst employees.
- viii. Increased job satisfaction.
- ix. Increased value of employee in the labour market.
- x. Improved prospects of internal promotion.
- xi. Improved earnings and profitability.
- xii. Reduced costs and wastage.
- xiii. Public recognition and competitive advantage.

Also some of the key benefits for organizations that make employees' training and development a priority as suggested by Oluwaseun (2018) include increased productivity, return on investment, increased employee satisfaction, employee performance, market growth, organizational performance and employee retention. Similarly, Younas, Farooq, Khalil-Ur-Rehman and Zreen (2018) affirm that training and development enhanced employees' performance and organization's performance. Therefore, in today's competitive business environment, feedback from employee is very essential for organizations and the more knowledge the employee acquires, the better he or she performs and is able to surmount the challenges of the global market.

Training and Development Process

Training and development is a continuous process as the skills, knowledge and quality of work needs constant improvement. Since businesses are changing rapidly, it is critical that organizations focus on training their employees after constantly monitoring them and developing their overall personality. Thus, organizations adopting a systematic approach to training and development will usually set about defining their needs for training in accordance with a well-organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives:

- i. The organization, i.e., cooperate requirements;
- ii. The department, or function of 'the job or occupational group';
- iii. The individual employee;
- iv. Steps for training and development processes are;
- v. Determine the need for training and development for individuals or teams;
- vi. Established specific objectives and goals which needs to be achieve;
- vii. Select the methods of preparation;



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- viii. Conduct and implement the programmes for employees;
- ix. Evaluate the output and performance post the training and development sessions;
- x. Keep monitor and evaluate the performance and formerly see more training id required.

Challenges of Training and Development

Training and development of employees is an issue that has to be faced by every organization. Closing the skills gap is now a critical area of human resource development for organizations to continuously penetrate the market. Skills gap basically threatens the productivity and competitiveness both in organizational and operational levels [Alemu, 2017]. According to Abdullah (2009), the major challenges to training and development include shortage of intellectual HR development professionals, coping with the demand for knowledge workers and fostering learning and development in the workplace. Abba and Dawha, 2009 cited in Asante and Alemna (2015) indicate that inadequate funding, lack of written training and development polices, lack of professional personnel, time, individual needs and the inability to fulfil rising expectations and lack of support from the top management are the major challenges of training and development. Other possible constraints include failure of management to accept responsibility for employee training and development, lack of knowledge and skills by managers in directing and executing training and development, lack of information concerning the nature of the training and development process required and there is a risk that after the training and development session, the employee can quite the job.

Empirical Review

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs [McDowell, & Saunder, 2010]. In their study in banking sector of Pakistan, Younas *et al.* (2018) found that training and development have positive and significant relationship with employee performance. Also, Khan *et al.* (2011) in their survey study of 100 employees of different organizations of Islamabad, Pakistan found that training and development have significant effect on organizational performance, the study by



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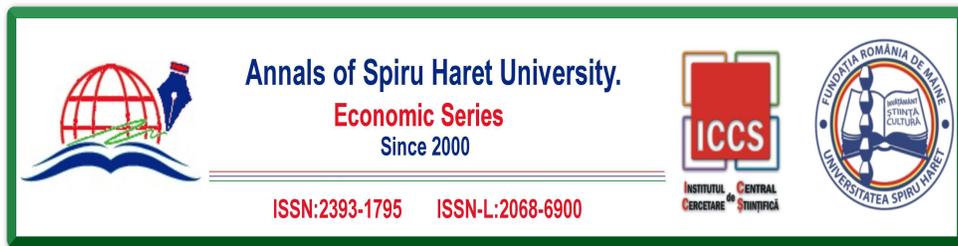
Samwel (2018) in Shinyanga and Mara Regions of Tanzania revealed that employee training has a significant effect on the performance of drilling companies. In addition, a study of public and private sector organizations in South Africa revealed that training and development is a motivational variable for retention. The result delivered strong indication of a relationship between training and development and employee retention [Samuel, & Chipunza, 2009].

Conclusion

The availability of an employees' access to training and development programmes are critical in facilitating growth in organizations, particularly in areas of technological improvements and performance. Training and development is an essential role in human resources development. It is assumed to be an important role in the awakening of the advancement of technology which has resulted in growing competition, increase in customer's expectation of product quality and service delivery and a subsequent need to lower costs. In conclusion therefore, employee training and development is becoming an increasingly critical and strategic imperative for organizations in the current, volatile and unpredictable business environment. Today, training and development increase the efficiency and effectiveness of both employees and the organization and much of an organization's investment can be wasted if training and development programmes are often misdirected, poorly designed and inadequately evaluated and these problems directly affect organizational performance and effectiveness.

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**DOCTORAL AND POSTDOCTORAL
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