THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PRODUCTIVITY

A CASE STUDY OF PEUGEOT AUTOMOBILE NIGERIA LIMITED

BY

NONYELUM MADUBUKO Mrs.

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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL
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ZAR1A

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DECLARATION

I hereby declare that the entire work contained herein is mine, and to the best of my knowledge has never been published or presented in any form, anywhere, for any other degree prior to this research. All materials used/consulted for this research have been acknowledged accordingly in the references.

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CERTIFICATION

This thesis entitled **"THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PRODUCTIVITY": A CASE STUDY OF PEUGEOT AUTOMOBILE NIGERIA LIMITED** *meets the regulations governing the award of the degree of* **MASTERS OF BUSINESS ADMINISTRATION, (MBA)** *of* **Ahmadu Bello University,** *and is approved for its contribution to knowledge and literary presentation in the field of management.*

Dr. P. D. Bagobiri 5/1/93 — 5/1/93
Name and Signature of Supervisor. — *Date.*

Dr. Sheik Abdullahi — ____
Head of Department. — *Date.*

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Dean, Post-Graduate School. — *Date*

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DEDICATION

To my beloved husband, Mike, for his encouragement, patience and understanding in the course of this project.

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I wish to acknowledge freely the many sources of theoretical principles and input data which together with the result of field survey constitute the text of this project

The successful completion of this project has been considerably enhanced by the assistance received from a number of individuals.

I am indeed grateful to my Project Adviser, Dr. P. D. Bagobiri who inspite of his very tight scheduledstill found time to read my work. His expert advise, criticisms and suggestions have brought the work to its present high standard. And to Mr A. B. Akpan of the department for his guidance and goodwill in this project.

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Lastly but not the least, I would like to extend my gratitude to all my lecturers. I did gain a lot from their knowledge.

Any errors and ommissions are mine.

NONYELUM MADUBUKO (Mrs).

A B S T R A C T

This study concerns the managerial problem, how to train and develop workers for a higher productivity. This problem has existed in companies and industries since the emergence of complex organisations and transfer of technology.

This research was conducted in Peugeot Automobile Nigeria Limited (PAN) located in Kaduna, Nigeria.

The objective of this project is to find out the Impact of Training and Development on employee productivity:

(1) What influences training and development bring to bear on productivity in a complex industry using assembly line method of production ?

(2) What training attitudes workers at all levels in PAN have ?

(3) Any differences in the level of training and development between different categories of PAN workers and their effects on productivity.

The work finally sought to make some recommendations on what PAN management can do to effectively train and develop the workforce to improve productivity.

A sample of two hundred respondents were randomly selected from a population of a little over one thousand five hundred workers. One hundred and fifty of the respondents completed the questionnaire.

The findings of this research revealed that:-

(1) There exists a general feeling of satisfaction with various training modules, both in the junior and the senior categories of workers in PAN. However, a more satisfactory feeling is expressed by the senior staff.

(2) That training and development exert a very strong factor on productivity in the company.

Based on the findings of this research it was recommended that:-

(1) PAN trainees must not see the period of training as a period of escape from work. Rather, they should see it as a period of serious concentration from where they would ultimately launch themselves into full reckoning in the company.

(2) The decision to recommend one for training must be preceeded by needs assessment usually determined from the Annual Performance Appraisal Report and not on the basis of the mood of the sponsor, participation in training programmes is not a cake to be shared by the person wielding power to those he likes.

(3) Management should see the general welfare of workers as an important factor to be considered in training and development.

(4) PAN employees should be encouraged to see themselves as an integral part of the company and take part in identifying training needs.

(5) A favourable and good working environment would enhance training and development.

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CHAPTER 1

INTRODUCTION

.1 STATEMENT OF THE PROBLEM

As a developing country, Nigeria's industrial structure was deformed: Nigeria faced predominance of primary production characterised by Mass illiteracy, lack of technical education and dexterity, primitive technology and under employment.

All these were coupled with low income, low savings, high population growth rate, inadequate investment, lack of industrial infrastructural facilities and above all lack of proper guidance and counselling particularly at the early stage of our educational career. Technical and Vocational Education therefore made little or no impact in our educational system. Under these conditions, the nation's manufacturing sector was beset with various human and technical problems other than the initial problems of the formative years. A summary of some of the problems crippling the industrial sector are as follows:-

(1) Problems of low per capital income viz low capital accumulation and hence low investible fund.

(2) Misplaced priorities and hence mis-channelling and misuse of technical and vocational education.

(3) Lack of basic training that produces better citizens, who will learn things that will enable them to lead fuller lives, in their private life as much as in their work capacity.

(4) Lack of certain general skills, which we can call life skills because they are of value in the workers whole lives and not just their working lives.

hese and other related problems hinder industrial and economic development and ıey therefore constitute a point of focus for this study.

An organisation whether public or private, exists and grows because it rovides the community with goods or services the community sees as worthwhile.

To do this efficiently, the company must function at an optimum level of productivity. This level is a direct result of the collective efforts of all employees. Yet not every employee works at the level established by the standard of performance for the job, the worker holds. Similarly, groups of employees may not consistently produce up to the required standard.

When there is a difference or gap between actual performance and the required standard, productivity suffers. Training can reduce if not eliminate this gap.

It does so by changing the behaviour of workers or individuals - by giving them whatever additional specific items of knowledge, skill or attitude they need to perform up to that standard.

Changing behaviour, then is the function of training. The end objective is to help achieve the goals of the company through optimum use of manpower.

Industrial training can solve a variety of manpower problems which militate against optimum productivity. Included are operating problems having a manpower component. These problems can emerge within any group, line, staff-unskilled, skilled paraprofessional, professional and lower, middle and upper management.

These problems will differ in nature, and yet all have a common denomination.

The solution requires workers to add to their apperceptive backgrounds specific, identifiable items of additional knowledge, skill or understanding.

In PAN these problems include need to:-

- Increase productivity
- Improve the quality of work and raise morale
- Develop new skills, knowledge, understanding and attitudes
- Use correctly new tools, machines, processes, methods or modification thereof.
- Reduce waste, industrial accidents, turnover, lateness, absenteeism and other overhead costs.
- Implement new or changed policies or regulations
- Fight obsolescence in skills, technologies, methods, products, markets capital management.
- Bring staff to that level of performance which meets the standard of performance for the job.

- Develop replacements, prepare staff for advancement, improve manpower development and ensure continuity of industrial leadership.
- Ensure the survival and growth of the company.

Industrial training can be a functional part of the company anywhere. All that is needed is evidence that an operating problem exists which can be solved in whole or in part through structured and controlled training activities. The following are examples of such problems:

- Newly employed workers need to become acquainted with the company goals, policies, structure, products or services. This information can be given through team briefing sessions. The training department is the unit best equipped to give such lessons.
- A new policy is to be implemented. Supervisors and foremen are brought together and the senior management who structured the policy explain the need, answer questions and get feedback.
- A new procedure, a new record form or a new machine is being introduced. Workers are brought together for explanations, demonstrations, questions periods, reactions and practice. Instruction is given by the person responsible for the proper use of the procedure, form or machine.
- The quality of written reports, letters or other documents needs to be improved. All persons concerned are scheduled into training sessions in which they review or develop standards, study or compose samples of desired materials and practice.

If the company is not itself capable of supplying needed instruction, external consultants can be used.

In PAN training is a functional part of the company by helping to improve productivity. The performance of the worker is the responsibility of the immediate supervisor. This performance reflects in part the supervisors interest in training and ability as a trainer.

Such training shall include the activities of designing and procurement of equipment, planning and installing of assembly machinery, tools and jigs".
Based on this therefore, the import of this research project is to determined whether or not training and development have been able to make adequate impact on employee productivity in PAN.
Also the extent to which the present training strategies in PAN could facilitate and sustain Nigerianisation policy will be looked into. Examination and appraisal will be made into the training and development methods in PAN with a view to identifying lapses and recommending ways of improvement.
As a note of reference emphasis will be placed on the notion of potential as a method of staff development and career path in PAN and other development and management options with a view to improving the company's productivity and finally the contributions of ITF in legalising training and development courses with PAN Training Department.

SCOPE OF STUDY

This research will cover Industrial Training and Development in PAN taking the years 1978 - 1990 for study. The paper will however limit itself to the impact of training and development on employee productivity. All the same, brief incursions will be made into the roles of Industrial Training Fund in legalising PAN's training courses, workshops and conferences. While the paper considers Industrial Training and Development in general, it will however have to make use of PAN Training activities for meaningful analysis in the later part of the essay.

HYPHOTHESIS.

The major hypothesis on which this essay is based is that training can solve a variety of manpower problems which militate against optimum productivity.

The solution requires workers to add to their apperceptive backgrounds specific identifiable items of knowledge, skill and attitudes that will make the worker perform better on the job. It is being hypothesised that:-

(1) Training has improved the quality of Peugeot products and raise morale

(2) Training has helped the worker use correctly new tools, machines processes, methods or modification thereof.

(3) Training has developed replacements, prepare staff for advancement improve manpower deployment, and ensure continuity of leadership.

(4) Training can increase productivity, ensure the survival and growth of PAN.

1.5 METHODOLOGY OF THE RESEARCH

Data of the research are both primary and secondary. Primary data are collected from the officials of PAN. These primary data are analysed through the use of bar charts amidst other statistical methods, while secondary data are analysed by using ratio and tabulations.

LOCATION OF STUDY

The study was carried out at Peugeot Automobile Nigeria Ltd. (PAN) in Kaduna, Kaduna State.

This researcher has chosen PAN as a case study

(1) Because the PAN Training Centre has received an ex-gratia award in 1984 from ITF as a Centre of Excellence owing to the quality and sophistication of its training programmes.

(2) Because of its proximity to the researcher

(3) Because of the peculiar technology of the assembly lines. The automobile technology is undergoing rapid technological changes. It would therefore be an interesting study to know the impact of training and development on employee productivity.

The researcher has obtained approval from the management to carry out the research in the company. The Assistant General Manager, (Training and Development) provided necessary information on staff as regards training modules, career development and staff population.

Further information on the company was sought in house journals, magazines, pamphlets, brochures and interviews with Managers and staff directly concerned with training, and direct production activities.

SAMPLE SIZE

A sample size of two hundred was selected. According to Ranyon and Haber (1982), Nachmias and Nachmias (1981), Backstarm and Cesar (1981), a sample size of about 5% of a population over one hundered is good enough for making reference of the entire population. PAN has one thousand, five hundred employees, the researcher decided that a sample size of two hundred which is about 14% would be good enough for the purpose of this research considering that it is not always possible to have a hundred percent response.

SAMPLING PROCEDURE

Since the company has the entire list of the workers and their PAN numbers, the researcher decided to do a random sample to arrive at the one hundred and fifty sample size 10.08 using a random number table.

The researcher therefore picked two hundred names of the employees.

QUESTIONNAIRE PROCEDURE

The main instrument of the research is the questionnaire. Questions were prepared bearing in mind the level of education of the majority of the workers. They were then drawn to be as simple as possible. A total of forty six questions were drawn and related to PAN, training development and productivit Respondents were required to indicate their feelings on a particular job facet. The questions were first submitted to management for approval and after so vettings and modifications, the modified and approved ones were finally administered. Two hundred questionnaires were administered. Ninety two questions were received from the junior staff and fifty eight were got from the senior staff. Thus analysis is based on a total of one hundred and fifty respondents representing 10.0% of the work force.

DATA COLLECTION

The management kindly allowed me to administer the questionnaires with one Personnel Officer in attendance.

Questionnaires were distributed to the sample selected by the researcher. This procedure eliminated the possibility that respondents would attempt the answer the questions the way management would want.

INTERVIEW

Structured and Unstructured interviews were also adopted to help give more qualitative information that was not obtained from the questionnaires.

Some Management Staff were also interviewed.

ANALYSIS OF DATA

Answers from respondents were coded by the researcher and were fed into the computer. Frequencies of response and percentages were obtained.

Results were presented in tabular form and textual discussion of major table was done. Decisions were taken through a comparative analysis of percentage scores under the cells satisfied and dissatisfied, **YES/NO** in order to determine whether the staff of PAN are satisfied or dissatisfied.

This has decribed the methodology adopted in this research.

6 RELEVANCE OF THE RESEARCH

This research is relevant to other reserchers in that it intends to be an investigative addendum to the foregoing studies as it will increase the frontier of knowledge already existing on the subject matter.

The relevance of this study also lies in the timing at this period when the country is undergoing crucial economic restructuring, privatisation and commercialisation, the crux of which diversify and expand our productive base. This invariably calls for prudent and effective human resources management in the face of slump and lack of technical know-how plaqueing the industries.

CHAPTER 2

REVIEW OF LITERATURE

2.1 MANAGING TRAINING STRATEGIES AND POLICY

Training is in the heart of any country's industrial vis-a-viz development system by virtue of its ability at developing the knowledge, skills, productivity and moral values required in an industrial setting. The purpose is to provide the conditions essential for workers and management staff to develop an understanding of the traditions and ideas influencing industrialisation and modernisation. It involves study of industrial cultures and of the laws of nature as well as the acquisition of other skills which are basic to industrial output, personal development, creativity and communication.

According to Rod Stone "Management of training activity can be distinguished by three levels of operation, policy, strategy and tactic s" Policy may be defined as a system of aims and principles which regulate working relationships. Richard B. Johnson, in his paper, "Organisation and Management of Training," postulates that "the organisation and management of the training function stem from its implementation policy". He goes further to assert that the training policy "is the basic statement giving the function its license and character. It defines its scope and the responsibility. It has its root in the basic policy of overall organisation. It shows clearly just how training is expected to contribute to the achievement of the goals of the organisation". The writing of this basic policy is one of the first steps to be taken when setting up a training function . In general terms this basic training policy should identify.

- *The reasons for establishing the functions*

- *The title of the person under whose general jurisdiction the the function will be carried out*
- *The title of the person to whom specific responsibility has been delegated*
- *The broad areas of activity with which the function will be concerned*
- *Other basic aspects which answer the question: How will training contribute to the goals of the organisation?*

Prof. Johnson goes on to assert that "as training activities expand, specilized policies may be needed. Each will have its root in the parent company. They become additions to the training and development policy manual". Each of course will have been approved by top management for harmony with the overall goals of the organisation.

The subject matter of this essay centres more on the impact and developmental functions, that training should perform in quality production. The need for a training policy in PAN therefore becomes very necessary in implementing policy. Good enough PAN has a training policy. The policy identifies what is to be done, how, by whom and in what manner. It should be revised from time to time as conditions and experience make this desirable, for all policies are but aids to management. However, I think that PAN training policy is carefully constructed and its life quite stable.

2.2 PAN TRAINING POLICY STATEMENT

INTRODUCTION:

"Peugeot Automobile Nigeria Ltd is committed to train and develop its staff to meet company objectives and provide opportunities for personal development. The company undertakes to provide appropriate training and development for all its staff at all levels so as to:

(a) Enable staff to respond to the needs of the business and its customers.

(b) Achieve high performance standards from staff

(c) Encourage staff to achieve their potential

(d) Cope with changing automobile technology and environmental influences.

(e) Develop a skilled and flexible work force

(f) Ensure retention of high quality PAN staff

(g) Assist the country to develop through conforming to government policies through its agents like the Federal Ministry of Industries, Industrial Training Fund, Centre for Management Development, Universities etc.

1. ALLOCATION OF TRAINING RESPONSIBILITIES:

The General Manager Personnel/Administration has overall responsibility for training:

The Assistant General Manager, Training and Development is responsible for the management of the training functions. Line Managers will have to cooperate with the training department in managing on the job training within their departments in the company.

The primary responsibility for training and developing individual employees lies with the training department in conjunction with immediate line superintendents or supervisory staff. This responsibility covers the identification for training, authorising training to meet the need, supporting the training and assessing the effects of training. The needs may relate to current job requirements or look to the future potential of the employee.

The training management is responsible for managing the Training Centre, providing advisory and support services to department heads, coordinating and monitoring training activities, and conducting training in specific areas to meet the company objectives in Human resources management.

TRAINING BUDGET:

An Annual Training Budget will be available within the company plus any supplementary payments available from government eg. Reimbursement claims from the Industrial Training Fund. The training costs will be charged to the training department.

TRAINING STRATEGIES:

The training management is responsible for advising and agreeing upon the training strategies to be adopted within the company. On-the-job training is the key to improving staff performance. this will be supported by off-the-job training where necessary. The back of the training needs will be met from a combination of the two methods. In some cases external coursed may be used for particular individuals or circumstances.

The duration of any training shall be determined by time to reach the required level of performance. The line manager will be responsible for releasing staff for training, briefing them on the training, de-briefing them after training, ensuring opportunities to practise and assessing competence.

MULTI SKILLING:

The company is aware that to meet the needs of the future a flexible work force is essential. Therefore a multi-skilling approach for all jobs within the organisation will be adopted to foster that flexibility. There will be a system of job description in order to identify the knowledge and

skills necessary for employees to carry out their duties efficiently and effectively.

BOND:

Employees receiving support for their development through overseas training will be obliged to sign a bond before its commencement, stating that after they complete their studies/training, they will work for the company for between 3 to 5 years depending on the duration of the course.

TRAINING PLANS:

Training plans will be prepared by the training department after each department has identified its needs, reviewed and updated annually.

ASSESSMENT:

Validation and Evaluation of training effectiveness will be undertaken by the training Centre Management, Instructors and Line Managers on completion of each training programme and results reported back to the Head of Training and Development.

DEVELOPMENT SCHEME:

The company is committed to training and developing PAN Staff to fulfil demanding and important roles within the company. An induction scheme for new employees will help this process.

CAREER DEVELOPMENT:

Staff development is to be encouraged among all staff to achieve their full potential. All employees are actively encouraged to discuss their career aspirations with their Line Managers.

To support personal development the company will consider helping employees to gain qualification through further and Higher Education.

Other self development opportunities will be provided through the availability within the company of open learning materials. Any support for employees shall be agreed by their Line Managers and the training management. Formal staff appraisal will be carried out by the Line Managers to review performance and determine the training and development needs of staff. Line Managers shall have as on-going objective the training of at least one immediate subordinate as a successor"

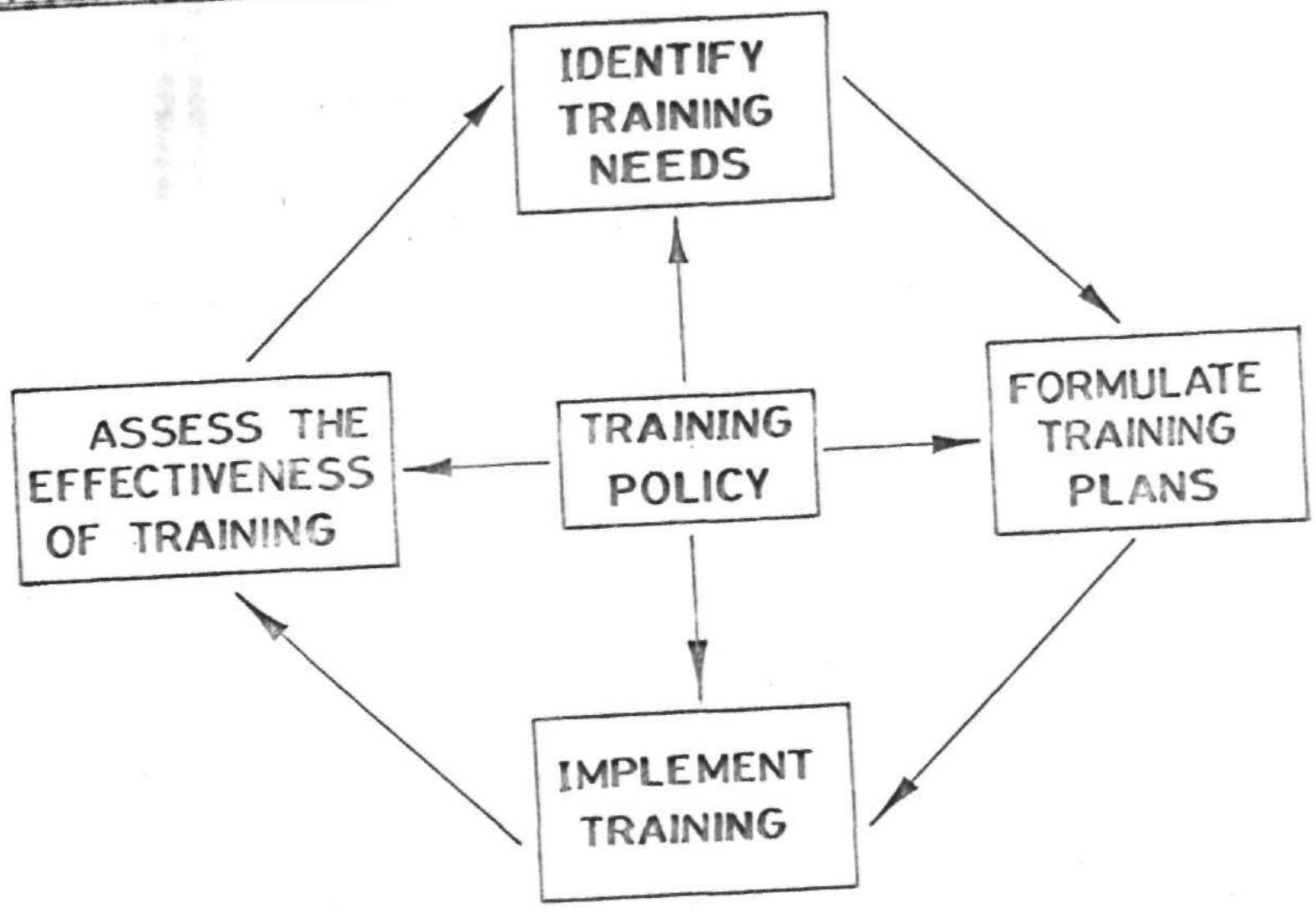
2.3 TRAINING STRATEGY

"Strategy is a process of directing activities towards achieving aims set out in the policy" Rod Stone, looks at the training strategies in the context of systematic training and states that "systemic training involves a four step cycle". In more detail, this could be described as involving the following steps.

1. *Establish the organisation's training policy*
2. *Determine whether training and development can provide the best solution to a problem within the organisation.*
3. *Determine the priority to be given to that particular problem*
4. *Identify the training need*
5. *Define the training/development objectives*
6. *Select the appropriate training strategy*
7. *Plan the training/development activity*
8. *Adopt the tactics necessary to implement the programme*
9. *Assess the effectiveness of the programme.*

PAN adopts a systematic training, a training strategy which involves deliberate and careful planning of a related series of events and activities which are chosen to enable effective learning to take place. Training strategies include a wide range of activities from formal courses to

SYSTEMATIC TRAINING INVOLVES A FOUR STEP CYCLE



carefully selected assignment. They may include activities which are normally thought of a coming onto the categories of training and development.

Industrial training management is much broader in scope then managing a series of courses or managing an off-the job Training Centre. It involves managing the learning activities of workers and groups within the organisation. Whatever form those learning activities may take, they should be of interest and concern to the training manager, and they need to be managed if the training is to be fully effective.

Much learning takes place on the job as a result of experiences the learner has. These experiences are not planned in the way that the activities on a formal courses are planned. Don Macdonald, states that "training strategies produce valuable learning, especially if they have been planned as part of the strategy for the individual learner's development". It is this "wide scope of training strategies which distinguishes them from training methods", Don Macdonald. "Training methods could be described as tactics". Stone. Example, a particular learner's programme might include

- *6 months secondment to a department in another part of the organisation.*
- *A formal course lasting two weeks*
- *A 3 month project in his/her own department*
- *6 months as assistant to a Senior Manager*

Macdonald, looks at the secondment, the formal course, the project and the work allocated as strategies in the overall training and development programme, while the tactics would be the detailed activities included in these strategies, the lectures, case studies, discussions, exercises which form part of the formal course.

WHAT STRATEGIES ARE AVAILABLE TO THE TRAINING MANAGEMENT

Stone says "there are many". Any of the following or combinations of them could be an appropriate strategy to adopt in a given set of circumstances.

(a) Planned Work Experience

(b) Education

(c) Self Development

(d) Experiential Learning

(e) Off-the-job Internal Learning

(f) Off-the-job External Learning

(g) On-the-job Training

(h) Group Learning

(i) Open Learning

(j) Distance Learning

(k) Development

(l) Organisation Development

(m) Technology based Training

Making an oppropriate selection of a strategy in Industrial Training may therefore, be quite difficult. Nevertheless, it can be critical to the success of the training.

The first step is for the training management to be aware of the strategies listed. Assuming that this requirement is met, Stone, recommends four major criteria for deciding on the appropriate strategy to use in a particular situation and this shall be of immense and professional benefit to PAN Training Centre.

- *Before selecting an appropriate strategy, we should first define the training/development objectives, the strategy,*

the tactics and the design of the programme as a whole should be governed by what the objectives tell us the learners have to learn.

- An enormous amount of waste occurs because of the training which does not produce the desired change of behaviour on the job. This happens because what has been learnt during training is not applied in the learner's work.
- The training was too theoretical and the learner has not understood the relevance to his other work.
- Pressures of work on return to the job did not give time for new methods to be tried. In general, therefore a strategy is less likely to succeed in producing learning transfer if it involves training away from the work environment and if it is closely related to training needs which are clearly understood by the worker and his team.

Macdonald, concludes that "the timing, duration, content and methods of training - and therefore the training strategies employed are affected by the resources available" Resources available include, the training expertise, the external facilities, the nature of external training the accommodation, equipment and resources for learning, capital and budget, financial assistance available from other sources eg. reimbursement claims from the Industrial Training Fund, and how much time can be devoted to training.

One can deduct that if the steps listed above (under "Managing Training Strategies, Policy and Systematic Training") are followed, the results are likely to be much better than they would be by attempting to manage training by trial and error or according to personal preference.

2.4 TRAINING ALONE WILL NOT PRODUCE BEHAVIOUR CHANGE

William C. Byham, questions "Can Supervisory and Management Training change the fundamental way of behaving in areas such as judgement, leadership, sensitivity, initiative, and business creativity" He argues that "while we would like to think they can, there is little evidence to back up the hope." Byham, states that "there are very few research studies that actually show behavioural change resulting from training or development. In the 1971 "Annual Review of Psychology" all the published training programmes up to that time were reserved. Few documented behavioural changes were found".

Since that review, training programmes have tended to become more behavioural as programmes using job enrichment and behaviour modification have been introduced, but still there are very few available documented cases of behavioural change particularly at the supervisory or managerial levels.

Particularly strong evidence against the notion that basic behavioural patterns in supervisors and managers can be changed comes from the "Management Progress Study" conducted by AT & T (American Telephone and Telegraph Co.). They put 124 new college entrants through an assessment centre where they joined the company, and after eight years reassessed them. No feedback on the assessment results was given to the individuals or to company management. No differences between the two assessments on most assessment center dimensions were found. This was inspite of the telephone company's organized programme of development through a variety of work assignments, special projects.

Surprisingly assessed interpersonal skills of the executives decreased over the eight years. The authors speculate that this loss may result more from a lessening of concern for group harmony as one goes through early adult years than the actual loss of ability. These findings are certainly contrary to what most managers would expect to be happening to the management trainees during their formative years, and they do not promote the hope that people can change their behaviour.

The "Management Progress Study" findings do not mean that people cannot change. What the study actually shows is that individuals, left to their own devices and exposed only to generalized training and development procedures, do not change. The very characteristics that make the Management Progress study such an excellent research study mitigate against behavioural change taking place. One must remember that the participants in the study were given no feedback whatsoever as to their performance in the fair assessment centre, therefore self development action were precluded.

What the negative results from the study, (or lack of positive results from other studies) show is that we have being going about training in the wrong way. Byham presents some reasons why conventional training systems and programmes have not worked. He says

1. *Practice does not make perfect rather practice with critique makes perfect. Without feedback relative to the success or quality or performance, a worker cannot improve. This according to him, explains why a supervisor can conduct 200 performance reviews and still do it poorly. The supervisor starts out doing a poor job and keeps on repeating the mistakes because no one tells him or her differently.*

2. *Tenure does not make a good supervisor. It seams clear from the "Management Progress Study" results that people in general don't change their basic skills by just being in work situation. In the study, the assessed management skills were largely unchanged over the eight years.*

3. *Experience is a poor teacher, although widely assured to the contrary, Byham finds no evidence that experience alone at planning or communicating due to experience, but no evidence shows improvement in quality. In some situation, Byham affirms that experience may even cause a decrease in skill, as evidenced by the lessening of assessed interpersonal skill reported in the "Management Progress Study" research and from studies of the interviewing skills of life insurance managers.*

4. *Learning by mistake is a waste of time - Byham states that his examination of how a supervisor or manager leaves new supervisory or managerial behaviour reveals that they do so by a very inefficient process. Learning from mistakes implies two happenings i) Stumbling on the right (or at least a better) method of behaviour and ii) Knowing that behaviour is better once tried. Both events are unlikely according to Byham. Managers very quickly get into habits of dealing with people, problems, challenges and the possibility of a manager recognising a better method when it occurs is even more unlikely. They develop a system and pretty much follow it inspite of differences in situations or people involved. Byham states that there is no reason to believe that humans will intuitively recognise the right way when it is shown "particularly when subtle, interpersonal relationships are involved". Many times managers will pick the poor way if it seems to work. A supervisor behave poorly in handling a problem but accidently gets positive reinforcement by a success experience. The behaviour seems to work.*

Poor habits or skills are thus encouraged.

Trial-and-Error Training is Inefficient: Byham says that the success of many highly organised and controlled training programmes has clearly shown the inefficiency of traditional trial and error, sink or swim training techniques.

One way to differentiate between amanagement development/management training programme is to say that development programmes consist of all on-the-job activities and training programmes of off-the-job activities. Industrial training programmes usually consist of in-house classes, study materials or programmes conducted away from work. Development programmes usually include all forms of on-the-job activity which increase skills and knowledge, such as being given a challenging assignment, participating on a task force or receiving a change in responsibility.

Manogement development activities are important in two areas

1. *as a follow-up of skills learned in training*
2. *as a source of training itself.*

However, Byham has enumerated some reasons why many of our conventional training and development activities are ineffective in bringing about behavioural change in certain dimensions such as leadership, delegation, initiative, planning, judgement.

Byham also takes a positive stance and suggests some ways that meaningful behaviour change can be brought about, known as "Byham's Laws of Behavioural Change".

1. *Adequate Diagnosis of Training and Development Needs is Vital. One can be the best trainer in the world, but without insight into the needs of the people being trained, it is difficult to achieve effective training. The result of poor diagnosis is that programmes very often train the wrong people about the wrong things at the wrong times.*

1. *Identification of the specific personal skills or dimensions needed in a job.*

2. *Identification of the specific strengths and weaknesses of trainees relative to the identified critical dimensions.*

3. *Identification of the specific problem situation or tasks most commonly confronted eg. absenteeism, induction of new employees*

Byham found out that many managers have difficulty identifying specific strengths and weaknesses of subordinates. The managers can't articulate how they want the subordinate to change. Terms like poor attitude and not working hard enough are used. Byham, therefore suggests that managers need to be taught how to diagnose better on the job and need outside help such as that provided by the assessment centre method. The diagnostic information provided from an assessment centre coupled with improved performance information, i.e. a vital step in the flair to behaviour change, concludes, Byham.

2.5 ANALYSIS OF INDUSTRIAL TRAINING LEGISLATIONS

The 1971 Industrial Training Fund Decree Nº 47 (as amended up to date) come four years before the commencement of actual production in PAN and seven years before the beginning of industrial training in the company. The ITF decree has its major content, "to promote and to encourage the acquisition of skills in industry and commerce with a view to generating a pool of indigenous trained manpower sufficient to meet the needs of the economy". To finance the scheme, the Decree provides for contributions on the part of employers, and for subventions on the part of the Federal Government. The Fund will bear part of the cost incurred by employers in training their employees by providing them grants for courses undertaken. Employers are made to note that grant payments are only a part of the return they can receive from the fund,

other returns include the general availability of trained and mobile manpower throughout the economy, the prompt attention and guidance of the training advisers of Fund, and the access to the wealth of information and expertise which the fund will build over the years.

It is very important to note that for on-the-job training, prior approval of the training programmes by the fund is also a basic requirement for consideration of claims for grant. PAN complies with the above conditions thereby legalising its training programmes as can be seen on the chart "ITF contributions and Reimbursement"

The establishment of ITF opened another phase in the history of Industrial training in Nigeria. The decree also raised the standard of Industrial training up to certain desirable level of training and productivity. The provision of monitoring team gave a good impetus on the programme. The 1971 decree is very important as it tried to put the evaluation and registration of industries for the purpose of training under ITF. The decree made training for industries compulsory.

The decree also gave the Nigerian Industrial System the strong take-off needed for the manpower development and productivity in the economy. The various advisory and consultancy services on training matters, such as helping components on the identification of training facilities all contribute in the training of viable indigenous manpower.

For example, in 1990 ITF made an approval of 13900 courses/ manpower for the training of 97,703 employees

- The implementation of fourteen (14) Direct Training Courses organised 84 times.
- Advisory and consultancy visit to 2,909 companies nationwide
- Payment of 49,698,156.00 as supervisory and students allowances under the Students Work Experience Scheme (SIWES)

The implementation of Sixty-Six (66) in plant Training Programmes for various companies.

The payment of ₦12,284,906.00 to contributing employers as Reimbursement of training expenses. Employers are required to submit their training programmes to the ITF for approval prior to implementation. In this regards. In 1990 for example a total of (13900) requests met the Fund's conditions for approval and were accordingly approved for the training of (97,703) employees all over the country. These figures exceeded those of 1989 by 2781, and 1209 respectively.

The above provides an insight of the contribution of the ITF to training and Development in commerce and industry.

From the above review, one can see that the two schools recommended certain reforms together. These range from a call that managers must be provided with basic training techniques on how to develop subordinates, th involvement of higher management in allocating sufficient resources to meet the needs of training and development, the consideration of the workers needs in terms of advancement, motivation and participation in matters affecting his welfare in the company. There is also a call that development plans must be committed in writing because employee development plans are as important as profit plans, and like profit plans, should be committed in writing for an effective follow-up. Change is difficult and only results from a massive, pinpointed, coordinated effort. One or two specific training goals must be defined and all training and development resources must be aimed at those goals.

The function of training and development therefore is to ensure that each employee makes a required contribution to the achievement of the goals of the company. The required contribution is represented by higher productivity and quality standard of performance for his/her job.

One key to the survival and growth of PAN is the efficiency of the workforce. Therefore, a major effort in successful organisation is directed at optimum use of manpower. To drive this into higher productivity is what training and development stand for.

It is apparent that, now more than ever before employee productivity is being given the attention that is required to optimise the motivation of skilled labour in the pursuit of economic development in the country.

It may not be possible to seperate the economic from the political event in the realms of analysis. But for all practical purposes, it is time to say that the nation's economic self-reliance in circumscribed as its political self-determination is truncated by its dependence on foreign capital and expertise.

Although Nigerian become independent of British domination in 1960, its post colonial economy combined to be dominated by Multi-National Corporation (MNC's) and even in terms of manpower, the involvement of foreigners in managerial, professional, technical and other skilled categories continued to be very significant. Between 1962 and 1970 for instance, the cummulative foreign private investment in Nigeria increased from 56.0% to 74.9% in the productive sector of the economy. The magnitude of the economy's domination is shown by the marked involvement of foreign concern in the trading business services of the Nigerian economy.

In terms of skilled manpower, not only did Nigeria continue to rely a lot on foreigners, it also paid heavily for this dependence. Indeed, there were more foreigners employed in the manufacturing industries than there were Nigerians, and the latter received less wages and salaries than the foremen.

Nigerias' training and manpower problems were further compounded by shortages in critical areas of the country. The 1962-68 six year plan highlighted the following aspect of manpower shortage:

(1) Inadequacy of executive capacity

(2) People with particular skills and necessary experience were lacking.

(3) Too few engineers, architects and quantity surveyors caused lags in the preparation of projects.

(4) The use of of foreign planners in the absence of skilled Nigerians created special problems and

(5) The colonial governments bureaucracy inherited at independence was oriented more to the administration of men than the management of complex projects (Dean 1972, 123-4).

It is important to note that part of the reasons for Nigerians manpower shortage was the low level of education and training in the Nigeria economy. This is typified by the low envolment in schools at independence. In 1960, there were only 2.9 million pupils in primary schools, 27,400 students in teacher training institutions, 134,000 in secondary schools and 1399 in the only two Universities in the country (Kashim, 1986:4). For a country with an estimated population growth rate of 5.6% in the years between 1953-1963 (Teriba and Kayode, 1977:14), this low enrolment figures was certain to engender a dearth of skilled manpower in the future.

In the face of this gross shortages of training and manpower development, Nigerias' post-colonial development pursuit became severely constrained during the first decade of independence. It was therefore necessary to execute effective measures to redress the problem and forestall it from having a snow-ball effect in subsequent decades. The Ashby Committee and several others were instituted between 1960 and 1970 with a view to uplifting the educational and manpower position in Nigeria (Akerele and Effiong 1990:12).

However, it was not until 1964 that Manpower Training and Development - MTD was launched into the mainstream of the Nigerian economic development process.

In 1964, the National Manpower Board (NMB) was established to attend to the low quality of management, the need for effective coordination of productivity and human resources development and the need to ensure that training is relevant to the need of the economy.

And following the observation by the International Labour Organisation (ILO) that management development and training programmes in Nigeria were inadequate the Nigerian Council for Management Development was established to coordinate and promote management training, consultancy and research in Nigeria. This was the genesis of the Centre for Management Development (CMD), the operational arm of the council, established in 1973 (Akerele and Effiong, 1991: 14). The Administrative Staff College of Nigeria (ASCON) which was also established in 1973, resulted from a research conducted by the University of Ife on the "Training Needs of the Federal Civil Service" in 1967.

However, the impact of these institutions on Human Resources Development was only to be felt from the late 1970's. Manpower shortage remained critical throughout the first decade of independence and even in the early 70's. Manpower needs for post colonial development were compounded by the post-civil war rehabilitation and reconstruction requirements.

In the second development plan (1970-74), Nigeria manpower needs were estimated thus:

(a) Senior category 50000 - Senior managerial 60%
Approximately, Engineering, Scientific and Miscellaneous
Professional fields 40%

(b) Intermediate category 150,000

(c) Skilled category 300,000

These estimates clearly put the attainment of the objectives of the second development plan in dire straights. The development and fair distribution of industries in all parts of the country, the expansion and diversification of the industrial sector, the import substitution and export oriented industrialisation (Teriba and Kayode, 1977:28) could not be attained in the face of the dearth in manpower, especially in the engineering, scientific and professional cadres as well as, in the intermediate and skilled categories.

Something had to be done. It was, therefore pertinent for Nigeria's progress and development to articulate into the specific objectives of the second Development Plan, the resolve "to initiate schemes designed to promote indigenous manpower development in the industrial sector" (Teriba and Kayode, 1977:29). Hence in pursuance of this development objectives, the Industrial Training Fund was established in 1971.

DEFINITION OF CONCEPT

In the context of the essay and for purpose of easy comparison Peugeot Automobile Nigeria Limited shall be employed wherever PAN is referred to.

Training: shall be defined as "a planned process to modify attitude knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organisation".

Development: encompasses "the growth of realisation of a persons' ability, through conscious or unconscious learning. Development programmes usually include elements of planned study of experience, and are frequently supported by a coaching or counselling facility".

Development is concerned with longer term improvements:, it tends, however to be more closely related to work even though it may be concerned with a wide range of abilities rather than just those which apply to one particular job.

Development programme may involve such activities as:

- *Job rotation*
- *Attachments or secondments to other sections departments or organisations*
- *Practical work projects*
- *Study visits*
- *Coaching*
- *Counselling*
- *Career planning and development.*

However, since the essay examines on the training aspects, development shall be used synonimously with training mainly.

Human Resource Development involves "a series of organised activities conducted within a specific time and designed to produce behavioural change".

It includes improving performance on the present job (training): preparing individuals for future but identifiable occupations within the organisation (education) and helping individuals to grow to meet future but as yet unspecified directions or organisational growth (development).

However, training, education or development in the context of this essay are not necessarily mutually exclusive. They are interdependent because they seek to achieve different but inter-related objectives.

Productivity - means output per worker, or per worker-hour, but also can be used to refer to the output - per-unit of the other inputs: capital, and land. Employee productivity determines how high the average standard of living can be. Our productivity as a nation determines the total value of our output. And that is what determines the total value of our income.

CHAPTER 3

PAN, AN OVERVIEW, BRIEF HISTORY, AND WHAT IT DOES.

3.1 HISTORICAL PERSPECTIVE:

The initiative to establish a vehicle assembly plant in Nigeria was taken by the then Federal Military Government in the early part of 1960. The idea was however concretised on 6th October, 1969 when the Federal Military Government invited 16 reputable vehicle manufacturers in the world to submit proposals for the establishment of vehicle assembly plants in the country.

Twelve years before the initiative was taken, in 1957 to be precise, Peugeot cars made their first entry into Nigeria when about 100 units of the Peugeot "203" models were imported into the country by individuals These cars soon became very popular due to their legendary reliability and suitablity to Nigerian road conditions. These were followed by rugged "403", many of which can be seen on the road.

The demand for Peugeot cars in Nigeria rose sharply again in the 1960's with the further introduction into the country of the Peugeot "404" model. With the high demand for Peugeot products, which was a mark of acceptability, it was therefore no surprise when on 7th May, 1971, Automobile Peugeot, France, proposal was selected out of those tendered by 16 various vehicles manufacturers.

December 15, 1972, marked a watershed in the life of Peugeot Automobile Nigeria Limited. It was on this day that Peugeot Automobile Nigeria (PAN) was incorporated as a limited liability company with an authorised share capital of ₦3,000,000 naira. 27 months only after incorporation, the assembly plant was commissioned by the then Head of State, General Yakubu Gowon, on 14th March, 1975, though PAN commenced full operations on 2nd March, 1975.

PAN Shareholders:

The shareholders of the company are as follows:-

	NAME OF SHAREHOLDERS	% Share	No of Shares	Nominal Value ₦	Paid-Up Value ₦
1.	Federal Ministry of Finance Incorporated ("MOFI")	35	2,625.000	5,250.000	5,250.000
2.	Nigerian Industrial Development Bank Limited ("NIDB")	5	375,000	750,000	750,000
3.	Katsina State Development Company Limited	5.3	397.500	795,000	795,000
4.	Kaduna Industrial & Finance Company Ltd.	4.7	352.500	705,000	705,000
5.	SCOA Nigeria PLC ("SCOA")	5	375,000	750,000	750,000
6.	UTC Nigeria PLC ("UTC")	5	375,000	750,000	750,000
7.	Automobiles Peugeot France	40	3,000,000	6,000.000	6,000.000

3.2 SET OBJECTIVES:

PAN at inception had as its objectives the following amongst others to:

(1) Chart a course for Nigeria's industrialisation in the area of assembling and manufacturing of Peugeot vehicles.

(2) Engage in the local assembly or production of cars suitable to Nigeria's physical environment and climate condition.

(3) Articulate a definite and viable policy on local contents development and reduce over-dependence on imports in auto-industry and thereby help conserve foreign exhange for the country.

(4) Produce and distribute vehicle spare parts and accessories to supplement the products of the plant.

(5) Serve as an avenue for transfer of technology by providing on-the-job training to Nigerian workers, (fig 1) technicians and managers who will eventually develop technologies usable in many aspects of the economic life of the country.

(6) Create employment opportunities for Nigerians by developing an industrial network of suppliers who would contribute to the establishment of basic technologies in the field of machining, stamping, manufacturing of plastic parts.

How far have these objectives been realised ? To answer this question requires first of all, an insight into the type of management structure drawn to achieve the objectives.

MANAGEMENT STRUCTURE

The organisation structure of PAN (fig 2) is well structured to enhance efficient and effective operations. At the apex of the pyramidal chart is a Board of Directors, headed by a Chairman. The board is charged with the responsibility of formulating policy guidelines for implementation by the general management team.

The general management team which overseas the day to day activities of the company is headed by the Managing Director, assisted by the Deputy Managing Director, a Nigerian; there are four General Managers who run the affairs of the company's four major divisions which are, Industrial Division, Commercial Division, Finance, and Personnel/Administration Division. Directly, attached to the office of the Managing Director are the office of the Company Secretary/Legal Adviser and four other functional departments.

(1) Internal Audit (2) Corporate Planning, (3) Data Processing (4) and Public Relations.

PAN organisation chart is not rigid. It is dynamic, and has responded to new circumstances and new economic conditions. The major movement of staff in November, 1990 particularly at Senior levels was to allow for renewed motivations and new ideas.

The Head Office of Peugeot Automobile Nigeria Limited is in Kaduna and is organised as follows:-

- A General Management will overall responsibility for the company's activities in Nigeria.
- The financial management with overall responsibility for accounting.
- And a Commercial management that includes:
  * The Marketing and development, responsible for PAN Ltd sales policy.
  * The planning department in charge of order and delivery scheduling.
  * The delivery centre which takes delivery of new cars assembled by the plant, and tests and dispatches them.
  * The Aftersales department which provides assistance to our distributor's garages in the form of advice and training.
  * And the Spare parts department, which assists our distributors with spare parts orders and now has its own spare parts warehouse.

The Kaduna workshops include essentially:

- A body welding shop with 8 lines for cars, including anti-rust protection areas.
- A huge modern paintshop where the cars receive 6 coats of anti-rust protection and paint, the capacity of which has been expanded to over 250 cars per/day.
- Assembly lines for engines, gear boxes, front suspension, rear axles, and mechanical components to the chassis line.
- Two complete assembly lines with integrated air conditioning equipments where the car bodies are mounted on the above trains.

The components are supplied by Peugeot Automobile (CKD parts) and by Nigerian suppliers (local content).

PAN has made a tremendous investment of over 2 billion naira in order to cope with the extra ordinary success of Peugeot cars in Nigeria.

3.3 ACHIEVEMENTS:

Since its establishment, PAN has constantly intensified efforts towards realising its objectives. In its first 10 months of operation (March to December, 1975), PAN recorded a production figure of 2,600 cars. Its annual production figures increased steadily reaching an all-time record of 59,000 cars produced in 1981. (Table 1) Production Global)

However there was a gradual decline in the annual car production figures occasioned essentially by the global economic recession. Thus in 1989, PAN produced only 5,900 cars representing 9% of capacity utilisation.

The global decline in economic activity in the country in particular, also had a corresponding down turn in sales figures.

This problem is further compounded by some governments' economic and industrial policies such as the high tariff on completely knocked down parts (CKD), allowing the importation of fully built-up cars particualrly used cars at relatively low tariff, and the high interest rates on loans charged by banks. The result is a gradual decline in capacity utilisation of PAN from 100% in 1981 to 10% in 1987, 16% in 1988, 9% in 1989, 12% in 1990, and 19% in 1992.

Though the future looks bright for PAN in the years ahead, these challenges need to be addressed for increase in production and product competitiveness through various means of cost reduction relative to overheads and financial charges.

PAN Training Centre started with eleven (11) Expartrates under the management of ORT (Organisation for Rehabilitation through Training) an International Training Consultancy firm based in London. This frim has been able to train their Nigerian counterparts that the phase of Nigerianisation has been completed since November, 1989.

PAN Training Centre was established as a result of the management's recognition of the paramount need for the continuous development of knowledge skills

[redacted] of the workforce as essential to company success, worker

The Training Centre recommends training policies and ensures their implementation it trains manpower up to the top management level and to the standards approved by the Industrial Training Fund. It also provides training opportunities to all levels of staff when organisation changes are planned.

The Training Centre directs the application of psychometrics and Industrial Psychology in the Recruitment selection and promotion of deserving members of staff. Job competences constantly interchange with changes in technology, changes in economic climate, worker advancement and career growth. The implications of these rapid changes are greater expectations from training and development functions.

Human resource development is therefore an essential tool in PAN effectiveness. The Training Centre programme is based on modular approoch and is provided in two seperate units.

- Industrial Training (within the company)
- Aftersales/Distributors Network Services. The courses are offered free of charge.

Training plans are formulated as a result of identification of training needs Identified training needs are further defined into training objectives and evaluation.

The current training staff strength is 40 and the department handles training activities for the 1500 (in data analysis) industrial staff in PAN, plus 300 staff from suppliers and 1500 Aftersales distributors personnel.

All courses are duly approved by Industrial Training Fund (ITF). The training activities are structured on a yearly/monthly basis and further broken down into weekly activities

The PAN Training Centre runs the underlisted courses regularly.

- Supervisory Management
- Storekeeping, Driving
- Automotive and Related

- *General Maintenance and Mechanic, Pneumatics.*
- *Electrical Maintenance*
- *Body Panel Beating/Welding*
- *Body Panel Beating and Spray Painting.*
- *Language courses - French and English*
- *Computer Training*
- *Aftersales/Distributor Network Engineering and Mechanical Starting*

(e.g. Annual Training Plan 4, Weekly Training Plan 5).

The instructional materials are prepared and based on instructional methodology:

- *Lecture method*
- *Task instruction*
- *Case study, role plays and management games*
- *Demonstrations*
- *Group discussions*
- *Projects and problem solving techniques.*

PAN Training Centre has a cordial working relationship with the Industrial Training Fund. After the visit of the Governing Council of Industrial Training Fund (ITF) in 1984, PAN Training Centre attained the status of a MODEL Training Centre. This was because of the good quality of the teaching staff, the trainees, good quality of instructional materials, training aids, technical equipment and resource centre.

PAN Training Centre has been granted an Ex-gratia Award by the Industrial Training Fund owing to the quality and sophistication of their training systems (the first few Training Centres to receive such a prestigious award in the country.

Training in PAN is a serious staff development pursuit. Notwithstanding the limitations of the resources, the company has spent over ₦8,000,000.00 (in data analysis) in training and manpower development.

PAN has equally paid ₦2,300,000.00 as Industrial Training Contributions to Industrial Training Fund while a total of 200,000 (in data analysis) man days have been expended on staff training with a breakdown of 135,000 man days on industrial training and 65,000 man days on Aftersales Network training (in dota analysis).

Part of PAN's training effort is directed towards Adult Education Programme in keeping with the directives from the Adult Education Department of the Kaduna State, Ministry of Education. Some workers who are unable to read and write properly are subjected to intensive basic education and general knowledge preparatory to taking examinations which will equip them to more job challenges and jot satisfaction.

The total number of staff who can now speal and write good english in compliance with the adult literacy policy of the Kaduna State Ministry of Education is 38.

PAN Training Centre conducts proficiency tests in all fields for promotion and skill competence. Training effectiveness is also assessed through this means. Promotion tests for staff are also carried out as the needs arise. The total number of staff who passed through proficiency tests is 1336 out of which 758 were successful as at May/June 1990.

Senior and management staff are developed through special education courses in Nigeria.

- Centre for Management Development (CMD)
- Ahmadu Bello University, Zaria. (ABUCON).
- Administrative Staff College of Nigeria (ASCON)
- Industrial Training Fund (ITF).
- Nigerian Institute of Management (NIM).
- Institute of Personnel Management (IPM).
- Special courses by Universities, Polytechnics and External Consultants.

Expressing support for the call to ameliorate the unhealthy situation, PAN's Senior Staff Association in a speech read by its Chairman on the occasion of PAN's 15th Year Anniversary called on the "Federal Governemnt to ban the importation of cars into the country and to reduce the tariff on CKD" to cover all locally assembled cars in order to give more production to assembly plants in the country.

Speaking in a similar vein, the PAN Junior Staff, through its Chairman, not only appealed to the Federal Government to patronise made-in-Nigeroa cars but to also "place a total ban on importation of second hand vehicles known as Tokunbo" because individual motor companies that import them do not have facilities for Aftersales service. The union also called on the government toreduce drastically the tariff on completely knocked down parts and "review seriously the high lending rates by banks in Nigeria for the survival of our industries".

Weathering the storms, PAN can boast of having produced over 460,000 Peugeot vehicles since its inception.

PAN management proudly refers to Nigeria as a "Peugeot Country" because Peugeot vehicles account for about 70% of intra and inter-city travels, which means that 7 out of 10 vehicles plying our roads today are Peugeot cars.

The Kaduna Assembly Plant now produces, the following models:

- "504" GR Base
- "504" GR/AC
- "504" Family and fomily AC, Ambulance
- "505" ST
- "505" Evolution
- "J5" Buses/Luxury

It is pertinent to note that the Kaduna Plant had once produced:

Peugeot	"404"
"	"504" L
"	"504" GL
"	"504" SR 2000

3.4 LOCAL CONTENT SOURCING/DEVELOPMENT:

Over the years, PAN has been investing millions of naira in the development of its vehicle components locally. This is in pursuance of the Federal Government objective and the aspirations of Nigerians to see the emergence of a NIGERIAN MADE car. PAN Limited is also aware of the necessity for Nigeria to develop locally made components instead of simply importing them.

In the last four years, PAN has intensified its local content drive. In 1987 it attained 10% local content integration, and this rose to 22% in 1988 and 29% in 1989, in 1990, it attained 35% local content integration and it is projected that will rise to 46% by 1993 (Tables 2,3 & 4).

There are two outlets created toward realising these goals. They are the in-plant and out-plant both of which are meant to lay for Nigeria, a solid foundation of a strong Automobile Industry based on the development of all basic techniques found in any industrialised country. Through the in-plant scheme, PAN has evolved techniques of stamping and machining. It now assembles Peugeot engines, in-plant, machines its own engine fly-wheel, brake drums, and disc and manufactures tools every month for its press-shop. The press shop is capable pressing all parts requiring press machines of up to 120 tons and presses more than 250 different parts. In order to develop further the capability for in-plant, local content manufacture, PAN is currently engaged in a series of projects aimed at expanding both the press and machine shops, through the purchase of more presses and machine tool equipment worth up to eighty million naira (₦80,000,000.00).

Through the out-plant programme, over 50 suppliers spread all over the country supply PAN with 560 different items which include paints, glasses, evaporators, stamp parts, harnesses, pedal system, front grills, tyres, seat covers, frames, chemicals, aluminum cast parts, carpets, batteries, exhaust pipes, fuel tank, radiators, clutches, seat belts, alternators, head-lamps etc.

According to the Public Relations Manager, Hajia Lami Tumaka, "it is appropriate however to point out that, local content development to 75% or more is unrealistic at the present level of technical infrastructure available in the country. For a high local content to be viable, it will be necessary to have production figure of at least 100,000 cars per year but PAN at present is producing ten times less than this figure".

QUALITY CONTROL:

In conformity with the contract of confidence between PAN and users of its products, parts supplied are thoroughly inspected and those found to be below standard are rejected.

The Quality Control Manager says that in 1986, 4.4% of load delivered were rejected; 1987, 11.5%, 1988, 5.6%, 1989, 6.5% and within the first five months of 1990 6.6% of loads delivered were rejected.

Every car produced by the plant is systematically tested and carefully checked for safety and quality at every stage of production. For improved safety, these cars are fitted with standard dual braking system. The cars are then road-tested on a special track to meet the same high standards as in France.

AFTER SALES SERVICE:

In order to ensure that every Peugeot vehicle owner has easy access to adequate service facilities where ever he/she may be and at the cheapest cost possible, PAN feeds its network of over 200 accredited garages located throughout the country with adequate supply of genuine spare parts from its central spare parts warehouse in Kaduna.

It is obligatory for every PAN distributor to open and maintain a functional service/repair garage.

The Aftersales department offers various tailor-to suit tuition free training for all categories of network of staff. Instructors in conjuction with technical field staff monitor post training performances of trainees at their respective distributor garages. Special tools are sold by PAN spare parts department to its network of distributors to enhance efficiency and product knowledge. Currently, every Peugeot car sold is guaranteed for one year or 60,000 km whichever comes first as a further testimony of quality assurance.

EXPORT DRIVE:

The Federal Government has given top priority to the export of non-oil commodities in its efforts to diversify its source of foreign exchange and avoid being dependent on a single commodity (oil) which can be vulnerable.

To create a favourable environment for export by removing certain hardships being experienced by companies like PAN. That is, exempting imported constituents of exported goods completely from import duties. In the case of PAN, the Export Manager - Alhaji M. K. Salami, says that this would generate " a 3.5% reduction of cost which represents a significant incentive in export trade where the general difference in price-spread is around 5% between competitors". Other factors militating against export, continued, Alhaji M. K. Salami, include "punitive tariffs amongst member countries within the ECOWAS, and long delays in refunding customers duty draw backs". Inspite of all these contraints, concludes Alhaji M. K. Salami, "it is encouraging to note that PAN is currently engaged in expanding its export sales. This measure involves the restructuring of the export department in the commercial division and is already in progress".

3.5 NIGERIANISATION POLICY:

At its inception in 1975, PAN had 81 expartriates in its employment since then, many Nigerians of the middle management have been trained by the company for eventually take-over of some key management positions in conformity with the Nigerianisation policy (Table 5)

In 1990 there were only 16 expartriates left in the company employment, such experts are placed on approved temporary expartriate quota by the Federal Ministry of Internal Affairs in conjuction with the Federal Ministry of Industries.

From the chart one can deduct the honest intentions of PAN Management and the gradual reduction of expartriates and their replacement by suitably qualified Nigerians.

TRAINING AND DEVELOPMENT (For details Please see chapter iv).

FRINGE BENEFITS

The company as at 1991 employed 1692 people. There is a free canteen facilities where the company's personnel take a free meal while on duty, without leaving the plant. Free medical facilities are offered to the employees. A clinic and qualified medical staff and stand-by ambulance are provided to meet the needs of its personnel.

The plant closes every year and the personnel enjoy 21/30 days Annual Leave together with leave allowance. Many fringe benefits are offered to the personnel, most especially granting of motor cylce and car loans.

PAN has a good football team, the Peugeot Lions and also sponsor sporting events like tennis, golf, polo etc.

Peugeot (France) provides Peugeot Automobile Nigeria Limited with advice and assistance in the fields of Technology Organisation, and Training, essential through a team of highly qualified French Specialists whose main contributions is to prepare the propressive transfer of responsibilities to Nigerians.

FUTURE PLANS/CHALLENGES

PAN plans to intensify efforts toward realising its local content integration programme by committing much of its investible funds into Local Content SOurcing. It also plans to intensify efforts in its export promotion drive.

Other challenges to be addressed in the near future are in the areas of increasing its products competitiveness through the constant search for reduction of costs, (including overheads and financial charges) and improving its network of commercial skills in order to reach more markets and sales efficiency within an ever increasing competitive environment.

Figure 1

PAN IS AN ACTIVE MEMBER OF ITF — ITF DIRECTOR

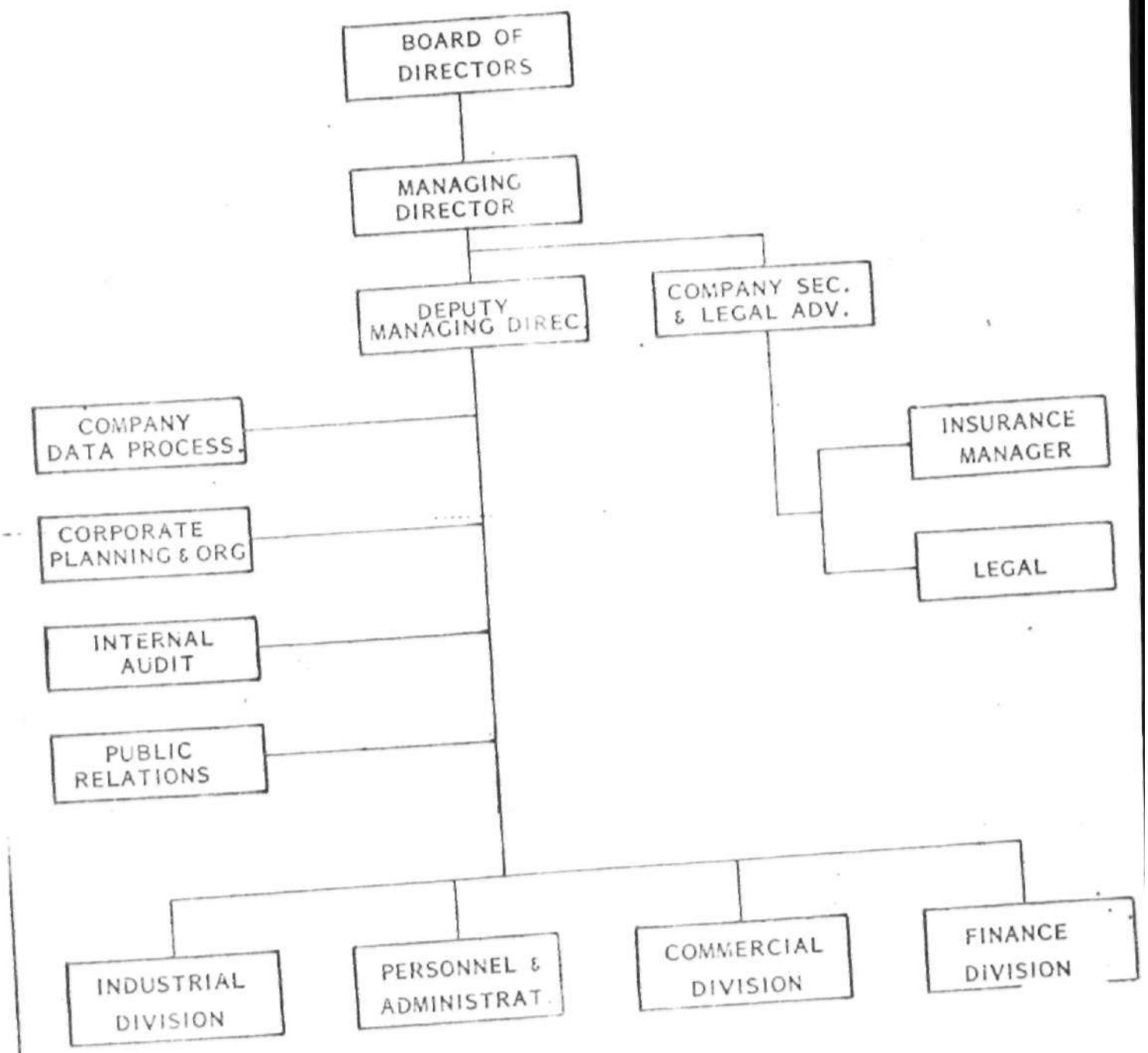


Alhaji Hassan Ahmed II.
I.T.F. Director.

Figure 2

CORPORATE ORGANIZATION CHART

SEPTEMBER, 1991



PEUGEOT AUTOMOBILE NIGERIA LIMITED

Table 1

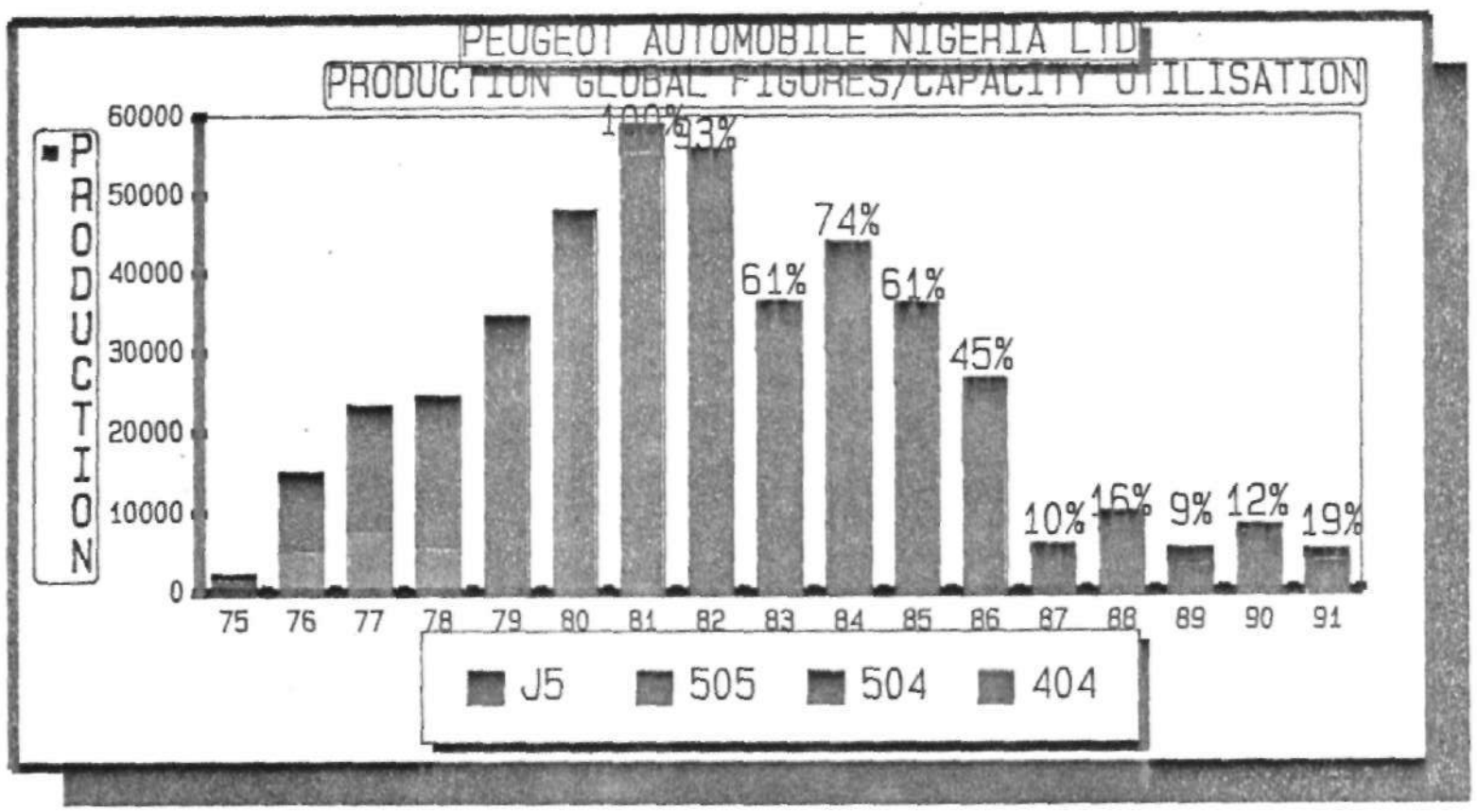

PEUGEOT AUTOMOBILE NIGERIA LTD
PRODUCTION GLOBAL FIGURES/CAPACITY UTILISATION
PRODUCTION
60000
50000
40000
30000
20000
10000
0
100%
93%
61%
74%
61%
45%
10%
16%
9%
12%
19%
75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91
J5
505
504
404

Table 2

LOCAL CONTENT EVOLUTION

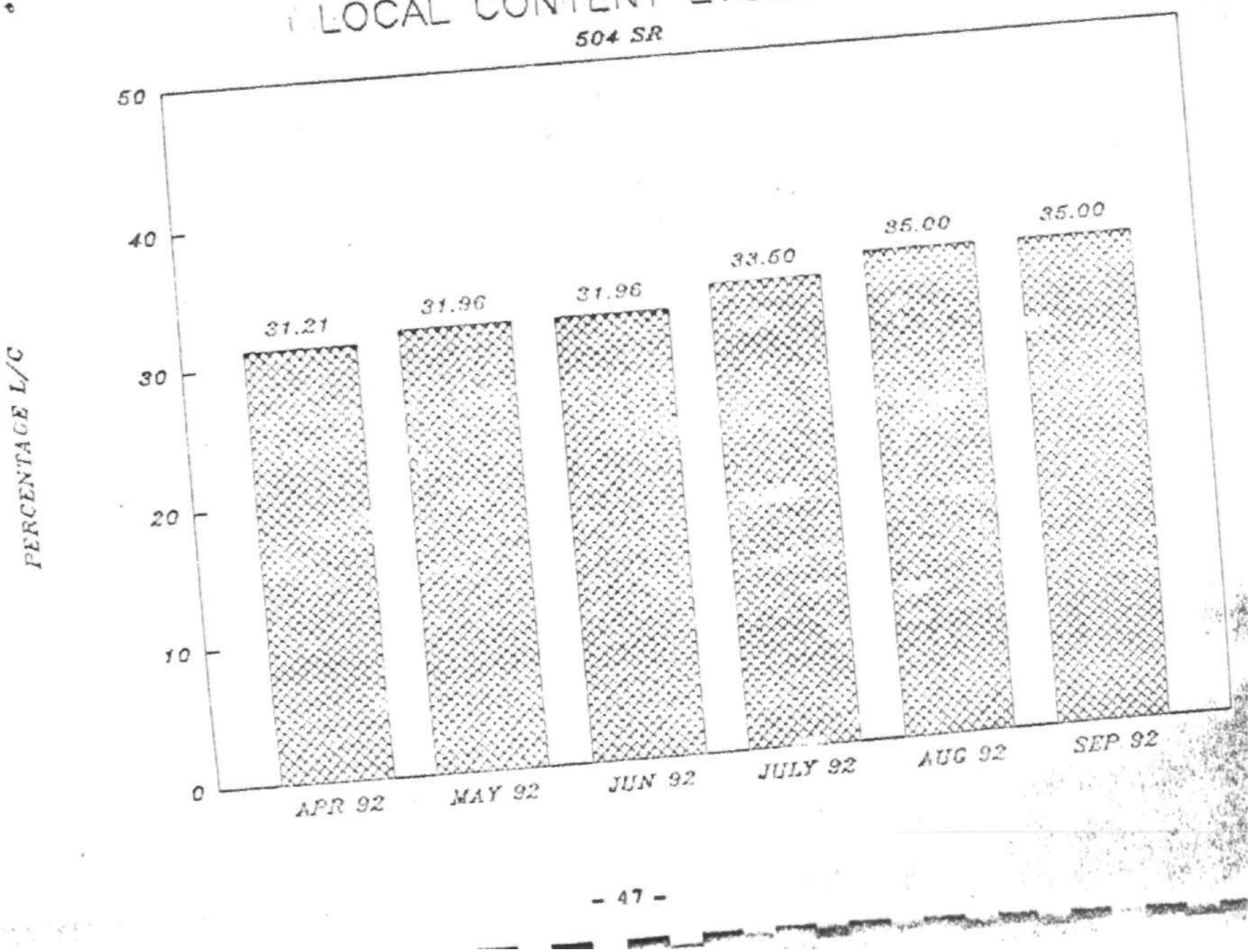


Table 3

LOCAL CONTENT EVOLUTION

504 SW A/C

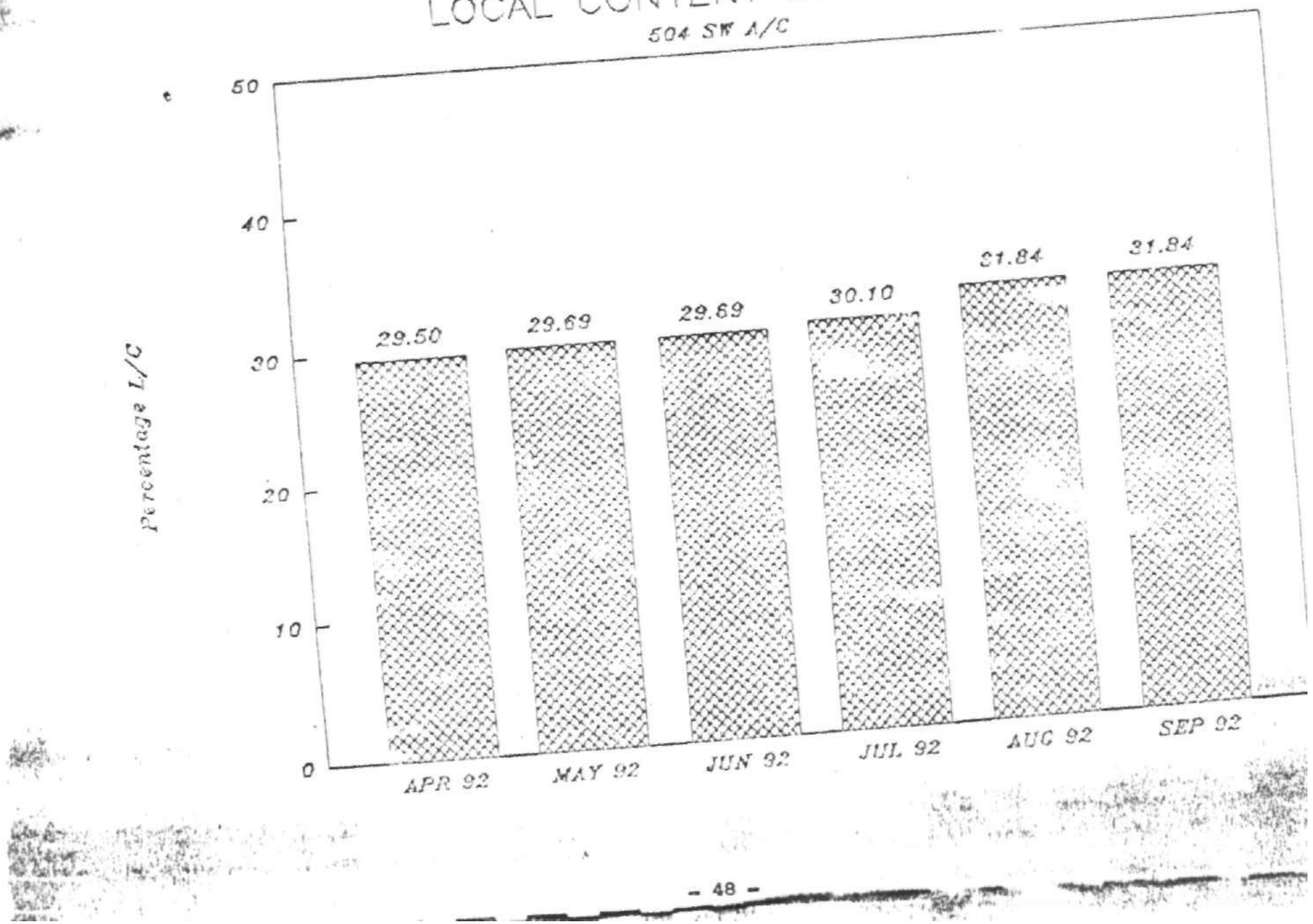


Table 4

LOCAL CONTENT EVOLUTION

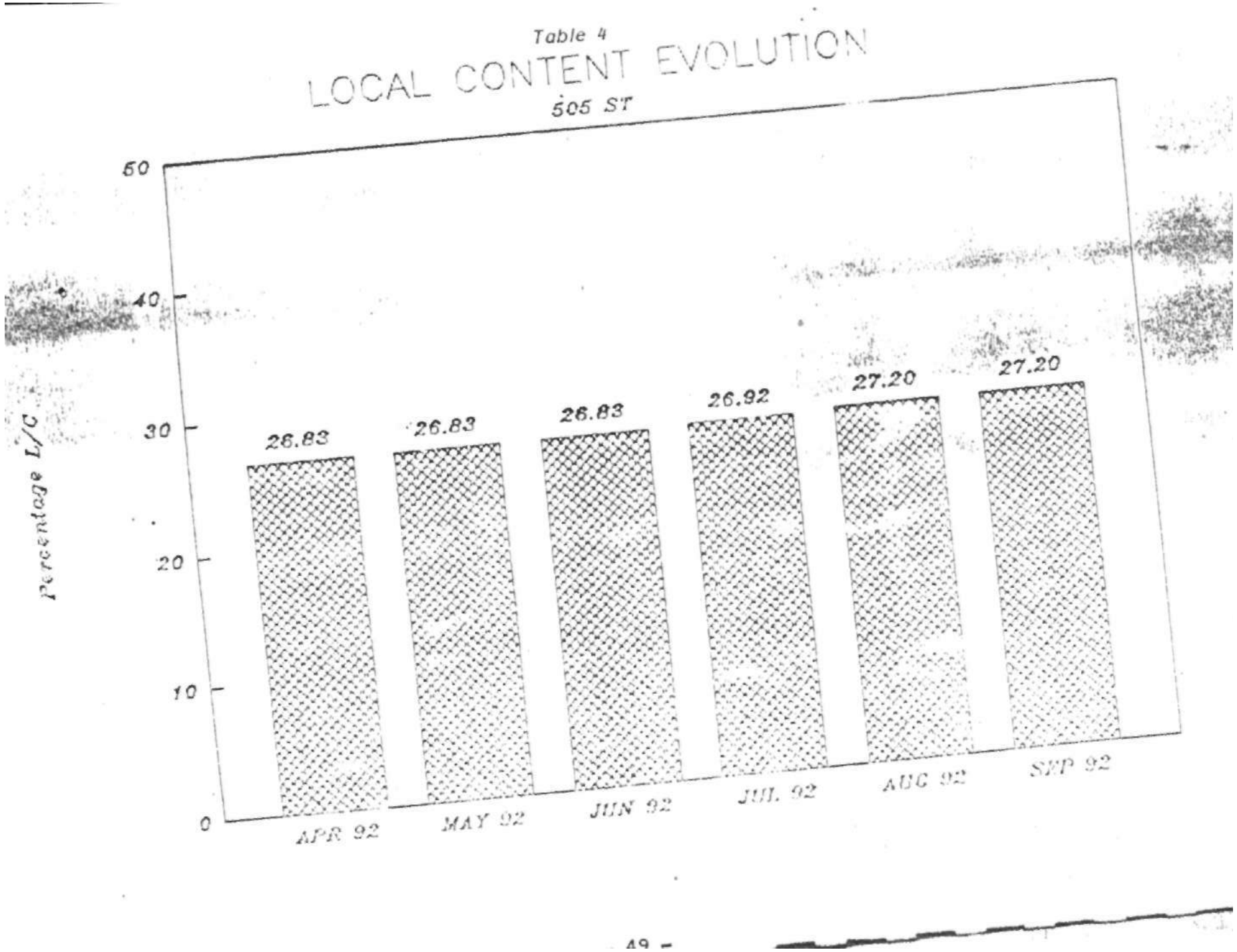
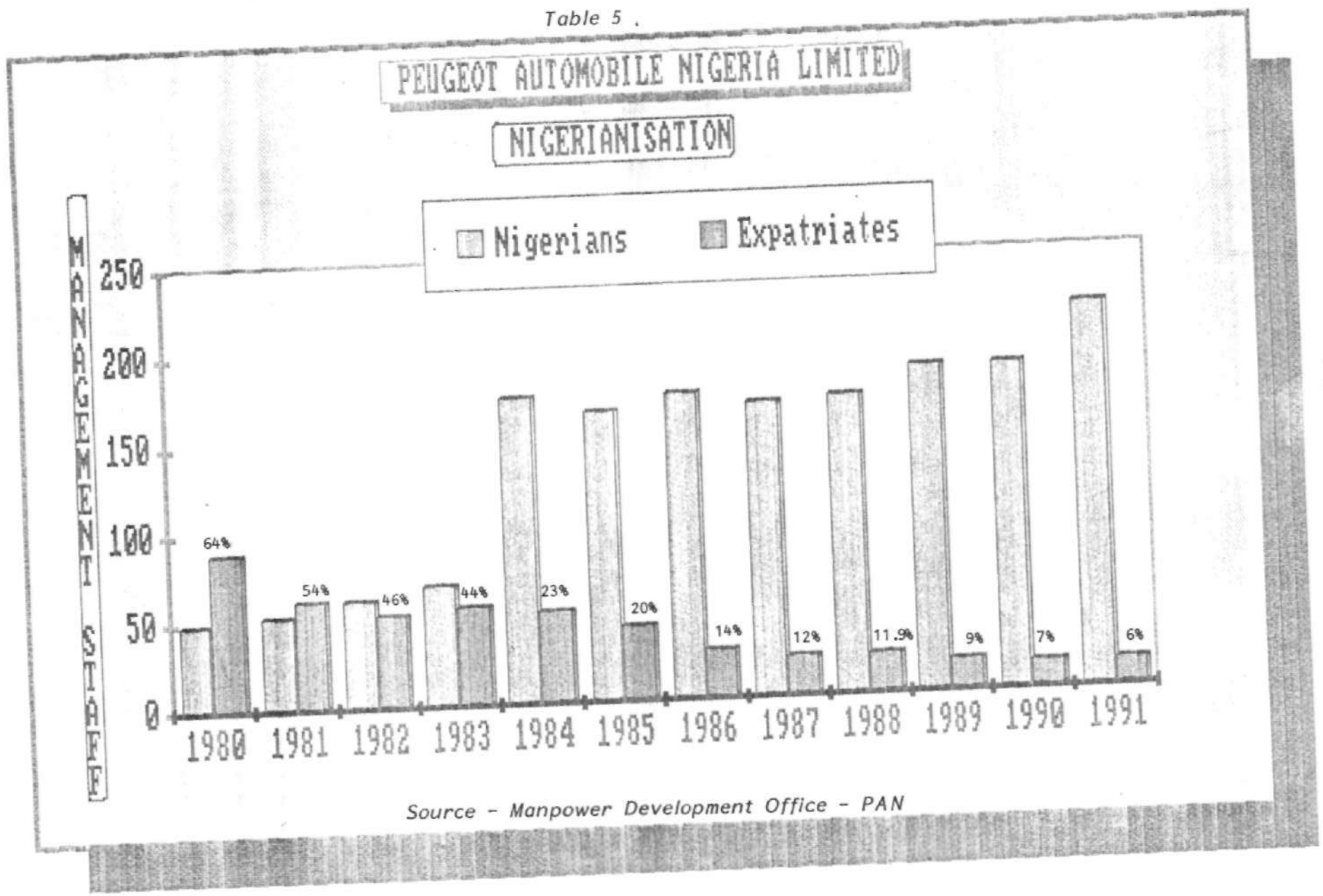


Table 5 .



Source - Manpower Development Office - PAN

CHAPTER 4

TRAINING AND DEVELOPMENT IN PAN

4.1 The PAN Training Centre since its establishment in 1978 is now 14 years rendering training services to keep the factory in production. At the early stage of training, it was conducted at the caravan now hosting the Security Department. It was virtually impossible for all Heads Department to release their staff for training. The concept of training then did not go down well as a means of achieving higher productivity. It was the period of meeting the day's target. Releasing workers for training was regarded as a waste of time in production sense, provided the day's target was met- no matter how.

The only training option available for the training and development was the O. J. T. (on the job training). This was partly so due to inadequate training facilities and workshops. The O.J.T. approach which took the form of explaining, demonstrating, asking questions, allowing for practice/ testing and correcting/reviewing was found appropriate for the production system in those days.

The arrival of O.R.T. (Organisation for Rehabilitation through Training) training consultants based in London in 1978 and their Nigerian counterparts exploited this medium of training to carry job analysis, job description and codification of different trades and specialities. That was the major break- through which till date form the base for training and staff development in PAN. (Figure 1)

The ultra modern training centre (fig. 2) built at a cost of ₦1.8 million was commissioned early 1979 providing the necessary training infrastructure and facilitating the opportunity to carry on both classroom and workshop training activities. Today the PAN Training Centre stands as an edifice and one of PAN's major investments in the development of Nigerian economy.

The PAN Training Centre offers training to both Industrial and Aftersales Distributor Staff and Government Parastatals free of charge. (Tables 1, 2, & 3)

Real classroom/workshop training took off in 1979 when the department moved from the plant to the present site. Training commenced in full and all the staff invited for training were pleased because a new method of doing the job better, easier and faster was introduced by the training and development department. With the training received from the expert Instructors, the quality of PAN products are much better than what it was before the establishment of the training department.

The Training Centre started with eleven expartriates. PAN Management has been able to training Nigerian-Counterparts that we can say that the Nigerianisation phase has been completed since November 1989 with a Nigeria as the Assistant General Manager and the Head of Department.

The staff strength of the department is 39 as can be seen from the organisation chart (fig. 3) and the department offers different categories of training, classified into two main areas:-

- Industrial Training
- Aftersales Network Training

Training and development in PAN is designed to give immediate positive results on quality product and to enhance the career of staff. It is organised to effectively cover all levels of staff, management, supervisory, artisans and operatives, whose skills and knowledge are required to ensure high quality production.

In order to encourage the transfer of the required, knowledge skills and attitudes to the staff, so that they make effective impact directly on the work-post, the training programme (fig. 4) is broken down into concise units of knowledge, on a precise subject area called modules which are derived from a rigorous analysis of the relevants tasks. The tasks have earlier been defined from a thorough job description, based on the identified training needs (fig.5)

Appropriate lesson plans (fig. 6) and handouts are prepared in advance from the modules, before the lesson are delivered. Usually a module is broken down into several lessons and each lesson is validated and retained, if found to be effective at the end of teaching, otherwise it is reviewed.

4.2 DIFFERENT CATEGORIES OF TRAINING - INDUSTRIAL TRAINING

Automotive and related section contributes to the advancement of training in PAN and has developed various courses and trained assembly workers to high levels of competence in the early days of PAN Assembly workers were mostly recruited at the gate. Most of them were roadside mechanics who were considered to be semi-skilled and able to loose and tighten bolts only. The level of this category of staff today has been developed through the modular system of training and some are now advanced technicians, supervisors, foremen and charged with higher professional responsibilities.

This section was the first to develop the staff level of competence up to P1 Auto Mechanic, P1 Panel Beating Retoucher in 1979. Todate it has developed various tests up to P3 level (the highest) to encourage and motivate staff with adequate knowledge/skills for the company growth. The section always intervenes to render training services in assisting to solve production problems. A special instance could be mentioned when production was having problems with 505 door adjustment in 1981. The training automobile specialists worked for over six moths on the line teaching operatives better methods and techniques for door aajustment. At the end of special training, the doors problem on 505 SR was corrected without loss of to p oduction target of 240 cars/day while maintaining good quality. Other areas of Industrial Training including Welding, Storekeeping, Panel Beating, Spray Painting, General Mechanics/Pneumatics, Languages (Table 4) Man days/ Trade Population 1991).

4.3 PROFICIENCY TESTS

As a way of motivation, staff development and career evolution, the training department introduced proficiency tests. These are usually given to artisons in the plant to test their capability and competence in their areas of specialisation. After a successful completion of the test, the candidate is promoted to the next level. Today there are Proficiency tests for almost all the technical trades in the company some of which have up to three stages P1, P2, P3.

The number of successful candidates from 1979 to 1989 is 574 out of total of 984 who have been tested (Table 5)

The Supervisory Management courses are run for foremen, Supervisors, Superintendents and Senior Management Staff to improve their supervisory management skills knowledge and attitudes to enable them lead their subordinates effectively, motivate them and maintain good human relations which lead to effective team building. Furthermore, possession of sound supervisory skills and knowledge are often the criteria for promotion to first line supervision.

4.4 THE AFTERSALES TRAINING (NETWORK)

Avery high area of considerotion, the Aftersales Training Section is part of PAN Training Department where all skills are practically demonstrated. The objectives for the creation of this section include to:-

- provide a skilled technical manpower capable of mai..taining qualitative workshop services to Peugeot car owners.
- provide resources for the dissemination of technical information to all PAN Network Garages.
- assist the direct promotion of PAN products at the consumers level.
- contribute to technological development of the country in the production of technical skill.

The benefits of this section at the production level are - Factory data and aftersales recommendations can be communicated to the customers through the interventions of this section.

Latest repair techniques and auto technology are transferred to the technicians who represent the customers

- Criticisms on our products can be received by the Aftersales Training staff from the Network and transmitted to Quality Department for improvement and/or modification of the product.

<u>At the Customers Level:</u> Technicians handling repairs and maintenance of Peugeot cars find the Aftersales Training Centre as the best forum to solve technical problems existing in their repair garages.

The distributors staff are progressively developed from the workshop floor to a highly skilled workshop administrator level.

PAN numerous distributors (240) have found a big relief in what would have constituted their major headache in terms of skilled manpower, but for the creation of this section. The Aftersales Instructors travel to the distributors various garages all over the country, to assist them identify their training needs, as well solve all training matters on the spot.

The distributors workshop personnel are trained on various courses depending on their discipline, automobile mechanics, electricians, panel beaters, spray painters.

The Training Centre has as its policy to extend its services to the public organisations that possesses the fleet of Peugeot cars. Hence trainees are drawn from the Nigerian Police Force, Nigerian Airways, Nigerian Army, Universities and Federal Government Parastatals to mention a few.

The courses are tuition free in addition to free lunch, overalls are supplied to be used during the course duration (Table 6) showing major courses run at at the Aftersales Training Section).

4.5 COURSE VALIDATION

There is the absolute need to validate all the courses conducted at the Training Centre by the Instructors. They therefore visit the garages of the course beneficiaries for training follow-up in order to:-

- Find out the effect of the courses on both the trainee and the workshop.
- Compare the productivity and efficiency of the trainees with his pre-training performance.
- Discover of the training given is actually applied and if it is suitable.
- Identify other problem areas and provide remedies.
- Discover possible new training needs.

CERTIFICATION: Proficiency certificates are awarded to trainees that completed all their course packages and who were successful at the written and practical examinations.

Trainees are exposed to real job situations that they actually face in their repair garages.

They usually feel motivated to participate in order to acquire new knowledge, skills and attitudes. By doing so, most of their classrooms are being served for the company. The company has realised substantial amount from the repairs of some other cars through this section.

4.6 THE RESOURCE CENTRE

The Resource Centre exists symbiotically with the training centre and therefore serves its interest and that of the entire company. It also provides information services to meet the growing needs of its parent body: the subject interest of the company is the most important. The resource centre maintains a collection of trade directives, manufacturers catalogues, books, journals on Automobile Engineering and its called subjects, Management, Storekeeping, Computers, English and French Languages.

The following services are provided in the Resource Centre of PAN Training School.

- It keeps the staff informed in all subjects in order to be aware of new development.
- Makes available current periodical literature which may have bearing on any problems likely to develop.
- Maintains a comprehensive collection of general technical and scientific reference books.
- Encourages the use of the library by workers, trainees for research and development of training materials.
- Provides basic reading and audio visual materials needed in the staff training processes within the company.
- Provides loan services, film viewing, translation exercises, newspapers for reading and newspaper clipping.

PAN Resource Centre is very neat, orderly, and decent. It is worth visiting for its collection of books and other literature on automobile engineering and its related subjects.

4.7 THE TECHNICAL BUREAU

This is a section of the training department. The main function is the production of all documents, handouts and the teaching aids used by the Instructors in the classrooms, workshop and laboratories. This section is also responsible for duplicating , photocopying and printing most of the common documents used in the company.

Some of the teaching aids produced in the technical bureau include overhead transparencies, slide pictures, handouts, posters, pictures, write-ups, video films and illustration through diagrams.

The technical bureau, has four main sections:-

- *the main office*
- *the photo laboratory*
- *the library*
- *the printing room*

The technical bureau is equipped with modern equipment for various purposes which include drafting machines and other drawing instruments that facilitate the work.

4.8 THE NOTION OF POTENTIAL IN STAFF DEVELOPMENT

One of the key result areas in staff development which attracted PAN managements interest right from the inception of the Training Centre in 1978 was the notion of potential in staff development. The notion of potential aims at guiding the company in making the optimum use of available human resources. It incorporates the organisation and individual sub-systems which maximise the growth, development of staff and productivity within the company environment.

PAN has classified its human population for staff developmental purposes into five, Ref PER/31/CON of 19th September, 1989 - Messrs Mansuy/ Madubuko.

They are

- *Evolutive Potential*	*14.82*	-	*15%*
- *Pillars*	*23.15*	-	*23%*
- *Middle Population*	*51.39*	-	*51%*
- *Wrong Placement*	*9.72*	-	*10%*
- *Undesirable*	*0.92*	-	*1%*
			100%

- *Staff population Levels 3 - 8 = 800*

The document under the above reference described the

(1) Evolutive potential as staff generally under 35 years, very irreproachable in the quality of their work, have good demonstration of dynanism and job competence: they are company "think tank" and richness of tomorrow, have progressive but steady potentials, will be moved to other departments to confirm capabilities by their Managers, shall be trained in other functions to develop polyvalences. These set of achievers are "high fliers" and shall enjoy rapid promotions and adequate renumerations in other to attract, motivate and retain them in the company.

(2) THE PILLARS: There are generally above 40 years: very highly skilled and knowledgeable in supervisory management techniques, can very readily be relied upon, if given guidelines can perform with less problems, they participate in improving team spirit, very cooperative and serviceable: they hardly will face a new situation and rarely will adopt to new job techniques, routine and would lack aptitude of polyvalence.

***(3)** MIDDLE POPULATION: These are unclassified in any categories and can be good or inefficient depending on job circumstances.*

***(4)** WRONG PLACEMENT: Generally not performing well in the job, improper job adaptation, when you succeed to fit him to a place much more agreable to his competence will demonstrate good potential.*

(5) *UNDESIRABLE:*

Those under this group are definitely ready for sack. It is a good management strategy for PAN to classify its available human resources into potentials because a successful company needs a team of high fliers with helicopter quality and gifted potential in making policy decisions, for setting the direction of the company and and allocating resources and monitoring returns. This process provides opportunity for accelerated growth and for securing experience, the special knowledge and the special management skills which will result in the team capable of providing exemplary leadership expected of high achievers.

According to Madubuko, the notion of potential is very important in staff development in PAN, because rapid technological changes and steady growth of an enterprise like PAN means that meaningful assessments of potentials must be made in order to adapt to job challenges. PAN needs confident minds who are capable of supervision, taking of significant rosks and full responsibility learning by doing, polyvalence and experience in more than one area of specialisation, positive disposition and sound character. Early identification of young men and women with high potential and favourable attitudes to work, continued.

Madubuko, will lead to increased personal involvement and commitment to company objectives, more effective integration at the corporate company plans, and operations, a more realistic approach to appraisals encompassing seperate evaluations of past performance and of long term future potential, adaptability to training and increased emphasis on productivity programmes geared to the personal needs of each individual worker and considerable personal involvement. A well-assessed potential results to the possibility of future development, career rotation and placements as well as equitable renumeration policy, job enrichment and attendant motivational effects.

Potential therefore is a quality of the individual worker and not that of the function or job. It is characterised by the highest level of function to be attained by staff at the end of his career. It is attributed partly according to:

- *Individual qualities*
- *Intellectual capacities*
- *Social aptitude*
- *Performance qualities*
- *Dispositions*

The weighting of the above factors will however, depend on the individual, his functions and job classification in PAN.

It is the management of PAN that determines the staff potential and this is reviewed and harmonised each year taking into cognisance the relevant achievement motivation elements.

To aid the staff develop to his peak, PAN looks critically:

- *at the challenges of the job including the necessary aptitudes, training dispositions and job competence.*
- *evaluates the levels of the functions that the staff can reach at the end of his career.*
- *provide to each function an evolution of a just renumeration curve.*
- *organise a meeting between the management and the staff to fix the objectives, concrete and measurable action plans.*

Potential must therefore reflect efficiency, good results and participation obility to work in teams, to treat and find efficient methods of solving team problems, positive constitutions in team efforts achieve desired results, to respect all the workers no matter the level. Equally important is the development of high sense of responsibility, improvement in the communication network and adaptation of PAN resources towards future technological evolutions.

I, therefore, feel that honest application and harmonisation of potentials are important management techniques in maintaining a just and efficient crisis free industrial climate and renumeration policy. It helps to develop training, motivation and staff productivity without which it will be difficult to perform in the company.

4.9 STAFF CAREER DEVELOPMENT IN PAN

PAN has an updated staff career development in operation Ref: PAN/IN/ORT 392/JA/89/FO: doted 7th November, 1989 and signed by the General Manager, Personnel and Administration, Alhaji M. D. Abba.

The procedure is designed to ensure consistency, and effective control throughout the company. According to PAN classification (table 7) staff on Levels 1 - III are classified as Junior staff, while from Levels IV-VIII are Senior staff.

A complete procedural package is hereby drawn out for the company. This built up package is aimed at ensuring uniformity, effective control and consistency of application in the areas of:

(1) PROMOTION:

(a) Promotion must be seen as a factor for career development of staff, subject to potential, performance, further training and availability of vacancy.

(b) Staff promoted after merit increment exercise, shall also enjoy the recommended salary increase.

(c) Any promotion should attract 5-10% increment.

(d) Annual Promotion Forecast

This forecast which serves as a guide for annual staff promotion, is a pre-requisite for implementation, and should be sent to the Personnel Officer not later than 30th November, each year.

(e) Promotion Time Table:

(i) For levels V and above, promotion shall be undertaken during the third quarter of the year.

(ii) For Levels III and IV, it will be undertaken during the second and fourth quarters.

(iii) For Levels I-II, it will be undertaken in any quarter of the year.

(f) There must be a promotion test for any staff changing level, including those for Proficiency Tests, and any staff to be promoted from step 2.2 to 2.3

(g) Frequency of Promotion:

(i) A minimum average of 2 years continuous service in the same level, and 3-4 years for any staff moving to Senior Staff position (4.3 to 5.1)

(ii) A staff who stays on the same level for a period of 5 years without promotion, is subject to promotion audit.

(h) Correct Use of Forms & Career Curves :

The appropriate promotion proposal formats must be completed along with the career curves for staff. (Note that career evolution curves shall be prepared by Personnel Office).

(i) Steps/level must not be skipped

(j) Promotion can only be given to staff who have no serious disciplinary action, during the last 12 months before the date of proposals.

(k) Career evolution curves, shall be prepared for levels III and above by Personnel Office, and could be seen on request.

) STAFF POTENTIAL:

(a) Potential should be determined by the Head of Department

) Potential should be determined for staff on levels III and above.

) Potential exercise must be reviewed annually, and completed forms must be submitted to Personnel Office on, or before 31st May, for levels (3-4) and 30th June, for Levels 5 and above.

) STAFF APPRAISAL:

(a) Appraisal should be for all staff

(b) Appraisal should be a dialogue, between the superior and his subordinates (the appraisee must be given the opportunity to discuss problems and prospects of the job).

(c) The Head of Department and the appraisee must sign the completed appraisal form, which must be countersigned by the Head of Division.

(d) Completed appraisal forms must be submitted to the Personnel Office, not later than 30th November of each year.

(4) MERIT INCREMENT:

(a) Merit Increment for all staff shall be awarded two times in a year, (January to July) according to management directives (formula).

(b) Eligible employees shall be those without any serious disciplinary action, for the past 6 months before the award of merit increment.

(c) Merit inrement shall be given to staff who are newly promoted.

(d) No merit inrement shall be given to any staff already earning the maximum salary of the level. It is expected that the minimum and maximum salary structure should be well respected.

(5) This procedure is expected to operate throughout the company, and any other information required, should be directed to the Personnel Division.

Figure 1

PAN PROMOTES MANPOWER TRAINING AND DEVELOPMENT — MD



MR. P.M. FAUCONNIER,
Managing Director.

"In line with the above enabling Decree of I.T.F., therefore, our Training Centre which started with eleven expatriates in 1978 under the management of ORT an International Training Consultancy firm in London has been able to train Nigerian counterparts that we can proudly remark that the phase of Nigerianisation is now completed and the Department fully Nigerianised since November 1989 with a Nigerian as the Assistant General Manager and the Head of Department."

Figure 2

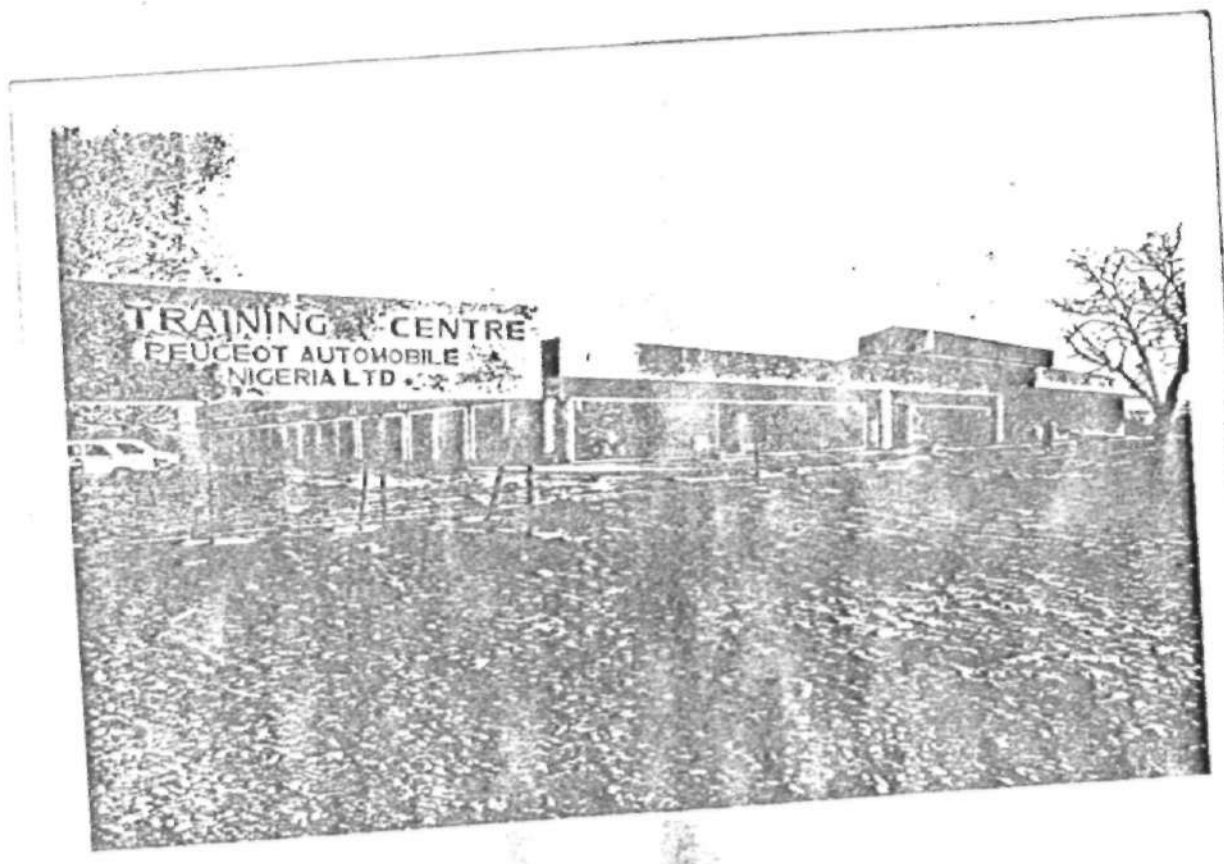


Table 1

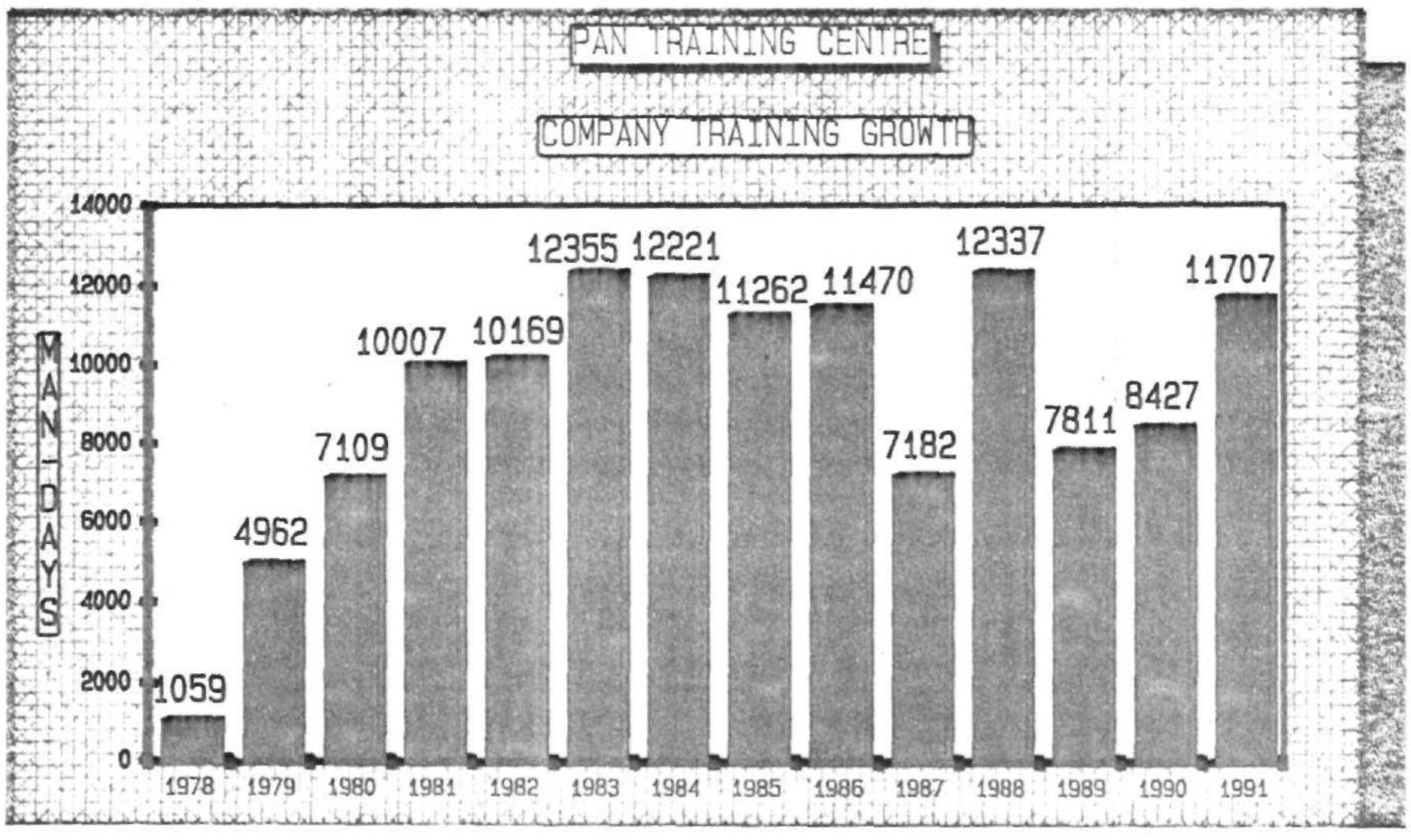

PAN TRAINING CENTRE
COMPANY TRAINING GROWTH
MAN-DAYS
14000
12000
10000
8000
6000
4000
2000
0
1059
4962
7109
10007
10169
12355
12221
11262
11470
7182
12337
7811
8427
11707
1978
1979
1980
1981
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1987
1988
1989
1990
1991

Table 2

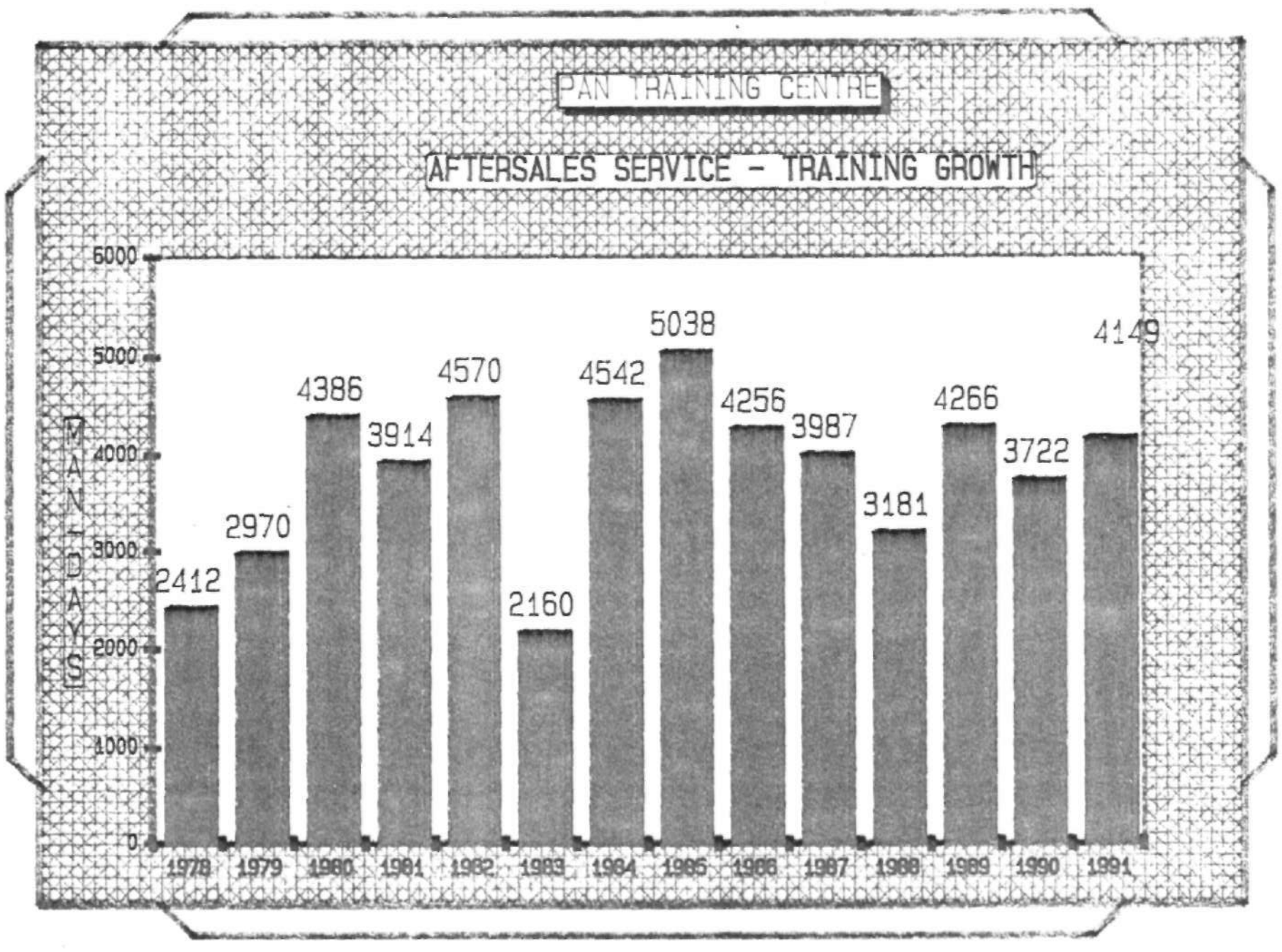
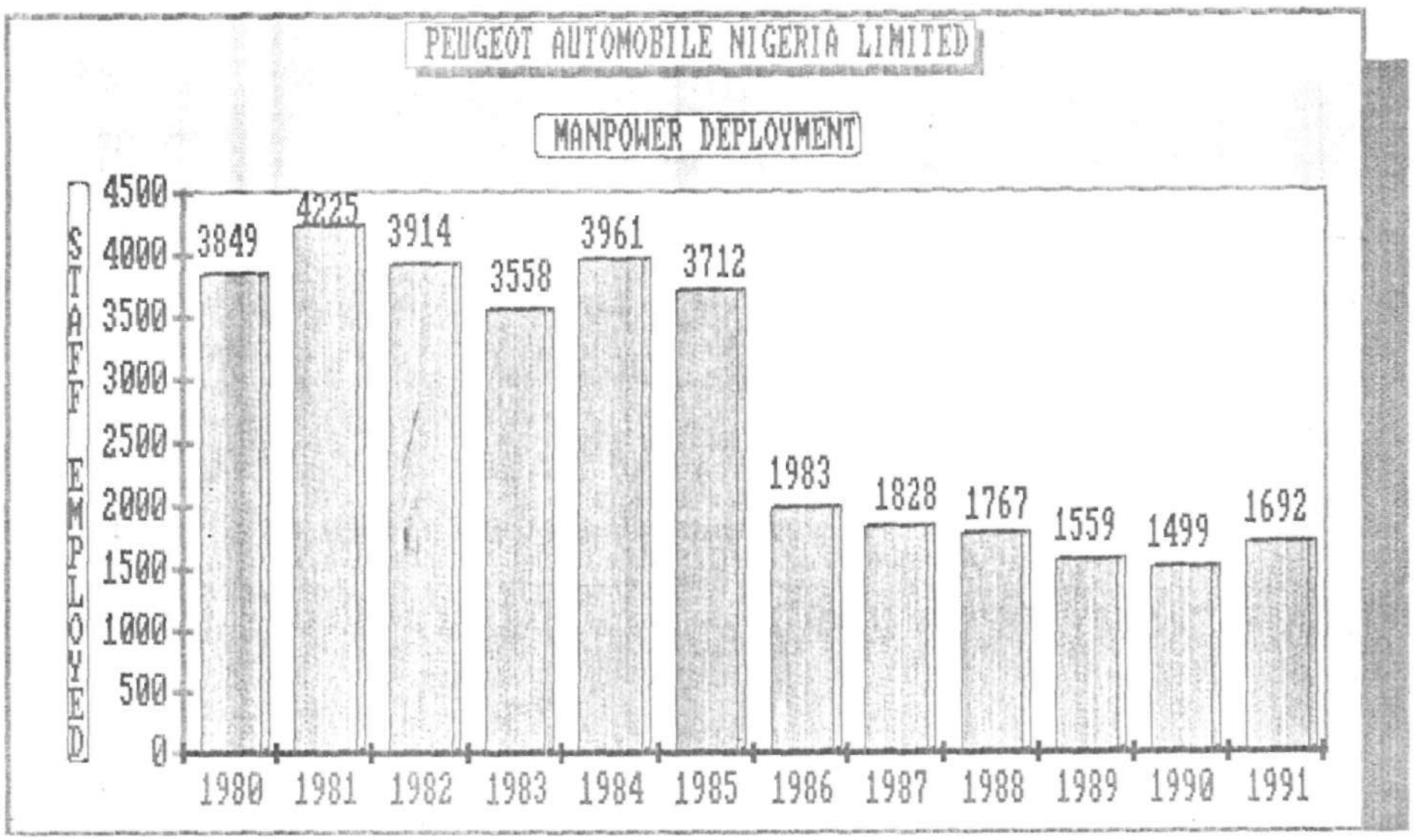

PAN TRAINING CENTRE
AFTERSALES SERVICE - TRAINING GROWTH
MAN-DAYS
6000
5000
4000
3000
2000
1000
0
2412
2970
4386
3914
4570
2160
4542
5038
4256
3987
3181
4266
3722
4149
1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991

Table 3 .



Source - Manpower Development Office - PAN.

PAN LTD. ORGANIZATION CHART — TRAINING | September, 1992.

7:1-3 | 6:1-3 | 5:1-3 | 4:1-3 | 3:1-3 | 2:1-3 | 1:1-3

- A.G.M. Training & Dev.
- Prin. Instructor - Auto
- Instructor - Spray Paint
- Instructor - P/Beating
- Instructor in Training
- Snr. Instructor - Maint
- Instructor - Mech. General
- Instructor - Electrical
- Instructor - Storekeeping
- Instructor - Superv. Mgt.
- Instructor - French
- Instructor - English
- Administrative Officer
- Admin. Officer.
- Admin. Asst. Testing
- Secretary
- Storekeeper
- Foreman - Handyman
- Handyman
- Typist
- Receptionist
- Depstach Clerk
- Driver
- Head of Tech. Bureau
- Photographic Technician
- Draughstman
- Resource Centre
- Head of Printing Section
- Asst. Tech. Officer(Office Ma
- Printing Operator
- Prin. Admin. Officer-Afs.
- Inst. - Body & Paint
- Instt. Auto. Elect. Afs.
- Inst. Auto. Gen. Afs.
- Snr. Inst. Auto. Gen.
- Snr. Inst. - Body/Paints
- Handyman - Afs.
- Demonstrator
- Snr. Computer Officer

Figure 4

METHOD OF PREPARATION OF THE TRAINING PROGRAMME

Before implementing a Training Programme the following steps have to be taken.

1. Identification of Training Needs. (This exercise involves the company personnel at all levels and the Training Department).

2. Establishment of accurate job Descriptions for each job speciality found in Peugeot Automobile Company (see page for sample).

3. Analysis of these Job Descriptions with specific tasks in order to define Knowledge, Skills and Attitudes required to perform these jobs. Modules are then derived from these tasks.

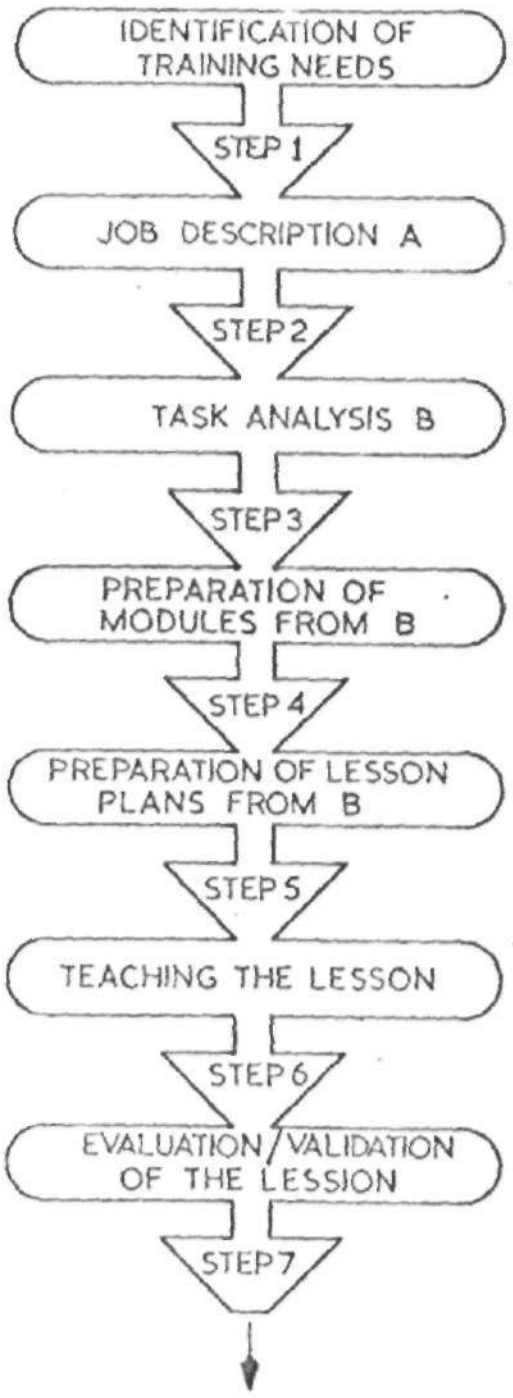
4. Combination of KSA's achieved in various modules demonstrate the competency and ability required to perform the job properly

5. Development of specific lessons for each module (see example on page 99)

6. Development of instructional packages (including audio visual Aids) to complete the process.

   - Handouts (sample on page 102)
   - Overhead Transparencies
   - Slides, Filmstrips/Cassettes.
   - Video tapes/Cassettes U-Matic, 16 mm film.

7 Beside is graphic presentation of the above.



AT THIS STAGE THE PROGRAMME CAN BE RETAINED IF FOUND EFFECTIVE OR THE WHOLE PROCESS REDONE WITH CRITIQUE AND ANALYSIS. THIS HAS PROVED MOST EFFECTIVE.

Figure 5

PAN LTD. TRAINING DEPARTMENT	INDIVIDUAL ANALYSIS OF TRAINING	A/TF

DEPARTMENT.....

TRADE/SPECIALITY.....

YEAR .....

KNOWLEDGE, SKILL, EXPERIENCE.

USE MODULE NUMBERS AS SHOWN IN PAN TRAINING PROGRAMME, IF NOT, GIVE BRIEF DETAIL OF COURSES DESIRED

SL.No	NAME	PAN No	TEAM	LEVEL	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Date .....

Figure 6

F_1.10
L.F

MODULE: $F_1$10 Industrial and Business Appreciation

TITLE: F_1 10.2 Financial Terminologies and interpreting the Balance Sheet

TOOLS & EQUIP: Nil

TRAINING AIDS: Hand outs on:

1. Sources of finance (long-term, short-term)
2. Financial ratios;
3. The balance sheet;
4. Chalk and chalkboard.

OBJECTIVES: The trainees will be able to;

1. Write the Financial Terminologies;
2. Enumerate the capital structure of business;
3. State how they could help in generating fund for PAN

INTRODUCTION: Write terminologies on the chalkboard;
Introduce the course;
State the objectives of the course

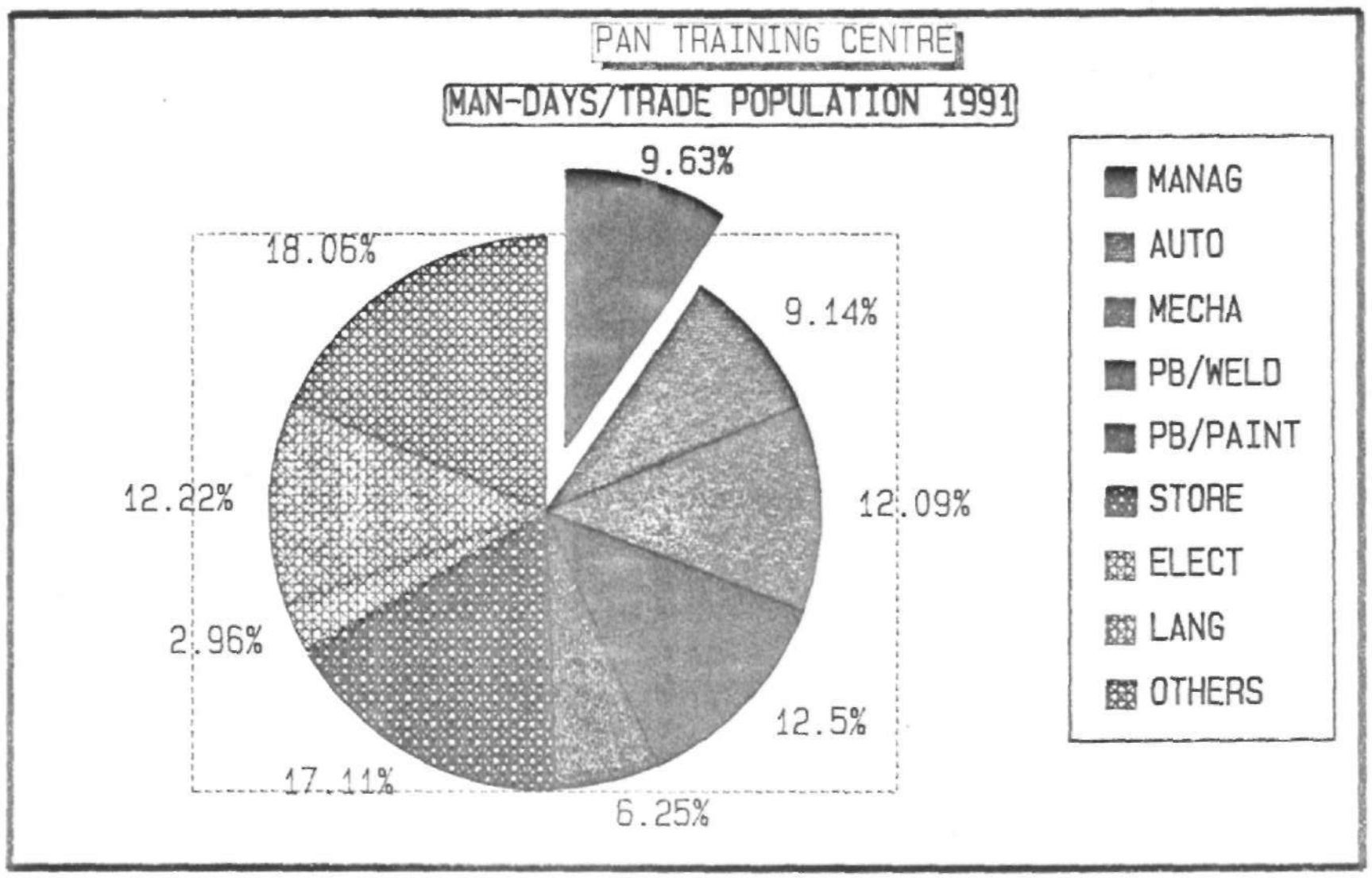
PRESENTATION:

1. Review the first lesson and link it with the present;
2. Define finance and financial management;
3. Ask trainees to explain each of the financial terminologies on the chalkboard;
4. Write good responses on the chalkboard and add own;
5. Show hypothetical firm with some imagined capital structure; distribute handouts on financial ratios and sources of capital available to industrial business.
6. Emphasise the importance of each financial ratios and the interest they each represent.

CONCLUSION: Lead class discuss on topical issues;
Ask questions and summarise the lesson.

EVALUATION: This should be continuous.

Table 4


PAN TRAINING CENTRE
MAN-DAYS/TRADE POPULATION 1991
9.63%
18.06%
9.14%
12.22%
12.09%
2.96%
12.5%
17.11%
6.25%
MANAG
AUTO
MECHA
PB/WELD
PB/PAINT
STORE
ELECT
LANG
OTHERS

PEUGEOT

PEUGEOT AUTOMOBILE NIGERIA LIMITED

NUMBER OF STAFF TESTED

Proficiency Tests Developed	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	Total
P1 — Auto mechanics	—	22	10	21	6	—	—	11	21	—	—	90
P1 — Auto Electrical Retoucher	—	—	—	—	26	—	—	—	—	—	—	26
P1 — Trim Retoucher	—	—	16	—	7	—	—	11	—	3	—	47
P1 — Assembly Retoucher	—	—	2	14	12	—	—	—	—	14	—	42
P1 — Detector 'Acceptor	—	—	—	—	—	10	—	—	—	14	—	24
Assy/QControl	—	—	7	16	6	—	—	—	5	—	—	34
P1 — Car testers	—	—	—	—	—	—	—	—	—	1	—	1
P1 — Salvage Tailor	—	—	—	—	—	—	—	—	4	—	—	29
P1 — Panel Beater Retoucher	—	8	—	10	7	—	—	—	11	6	8	48
P1 — Panel Beater on the line	—	—	2	—	14	—	7	—	—	6	—	24
P1 — Spray Painter Cabin	—	—	—	—	10	—	8	—	8	—	—	20
P1 — Spray Painter Retouch	—	—	—	—	12	—	—	—	7	—	4	32
P1 — Body Welder	—	—	—	—	9	—	12	—	—	6	—	13
P1 — Maintenance welder	—	—	—	—	—	—	7	—	—	—	—	3
P1 — Mechanical adjuster	—	—	—	—	—	—	3	—	—	—	—	3
P1 — Jig fitter	—	—	—	—	—	—	—	6	8	5	6	25
P1 — Detector/Acceptor Body	—	—	—	—	—	—	—	6	10	—	—	16
P1 — Detector/Acceptor Paint	—	—	—	—	—	—	—	6	—	5	—	11
P1 — Panel Beater paint	—	—	—	—	—	—	—	6	—	—	—	6
P2 — Auto-mechanics	—	—	—	6	24	—	—	—	16	—	—	46
P2 — Assembler	—	—	—	—	—	—	10	—	—	—	12	22
P2 — Maintenance welder	—	—	—	—	—	—	—	4	—	3	—	7
P2 — Panel Beater Body Retouch	—	—	—	—	—	—	—	11	—	—	5	22
P2 — Spray Painter	—	—	—	—	—	—	6	—	—	—	10	10
P3 — Auto-mechanics	—	—	—	—	—	—	—	—	—	—	—	9
P1 — Electrical maintenance	—	—	4	30	—	21	9	—	—	—	—	10
P1 — Storekeeping/inventorist	—	—	—	21	16	16	22	—	17	12	—	83
P1 — Mechanical General	—	—	—	—	27	—	4	—	—	26	—	49
P1 — Carpenter	—	—	—	—	4	—	—	—	22	—	—	8
P1 — Fire Fighter	—	—	—	—	—	9	—	—	4	—	—	9
P2 — Electrical Maintenance	—	—	—	—	—	—	8	—	—	—	—	9
P1 — Miller	—	—	—	—	—	—	—	2	12	—	8	28
P1 — Turner	—	—	—	—	—	—	—	3	—	—	—	2
P1 — Air-conditioning/Refridgeration	—	—	—	—	—	—	—	—	3	—	1	7
P1 — Metrology	—	—	—	—	—	—	—	—	3	—	—	
P2 — Storekeeping/Inventorist	—	—	—	—	—	—	—	—	29	—	11	
P2 — Jig Fitter	—	—	—	—	—	—	—	—	—	5	—	
P2 — Carpenter	—	—	—	—	—	—	—	—	—	1	—	

AS AT JUNE, 1988 GRANDE TOTAL = 957

Table 6

PAN.LTD

COURSES RUN AT THE AFTERSALES TRAINING SECTION

All courses are conducted on the modular system. Here the courses available are grouped according to their grade levels.

MODULES	Nos AS$_1$M
MECHANICAL COURSES	
GRADE III	
Measurements	123
Intern. Combustion Engine	10
Engine Maintenance	10A
Vehicle Inspection	10B
First Service	10C
Engine Overhauling	11
Transmission I	12
Front Axle I	13
Brakes I	14
Workshop Safety	20
GRADE II COURSES	
Engine Tuning	22
Engine Overhauling II	23
Transmission II	24
Front Axle II	24
Brakes II	26
GRADE I COURSES	
Handling Equipment	30
Engine Fault Tracing	31
Transmission Fault Tracing	32
Front Axle Fault Tracing	33
Brakes Fault Tracing	34
PANEL BEATING COURSE	
GRADE I	
Bodyshop Supervisory	ZP 70A
Course	ZP 70B
Documentation	
WORKSHOP ADMIN COURSES	
Warranty Processing	Z 71
Workshop Organisation	Z 72

MODULES	Nos AS$_1$M
PANEL BEATING COURSES	
GRADE III	
Use of Hand Tools	41
Use of Power Tools	42
Oxy-Acetylene Gas Welding	43
Brazing	44
Minor Repair Technique	45
GRADE II COURSES	
Damage Dozer Application	46
Major Repair Technique	47
Body Bench Application	48
Body Equipment	49
ELECT. GRADE II COURSES	
Basic Electricity	50
Starting System	51
Charging System	52
Body Elect. Equipment	53
Car Radio 1	54
Car Air Condition	55
ELECT. GRADE I COURSES	
Starting System Faults	60
Charging System Faults	61
Body Electrical Faults	62
Car Radio II	63
Car Air Condition Faults	64
SPRAY PAINTING COURSES	
Introduction to Painting	80
Spray Painting Equipment	81
Safety in Vehicle Finishing	82
Surface Preparation	83
Spray Painting Technique	84
Spray Painting Faults	85

PAN LTD.

Table 7

Annex V

SCALE OF CLASSIFICATION LEVELS 1 to 8

		1	2	3	4	5	6	7	8
		WORKERS EVOLUTION						PER/ADM/FIN/COM	
LEVEL & STEP	COEF of POT.	ARTISAN	PROFESSIONAL ARTISAN	MANOVAN	PROFESSIONAL	SUPERVISOR	TECHNICIAN	ADMINISTRATION PERSONNEL	COMMERCE FINANCE
8.3 8.2 8.1		MANAGING DIRECTOR/DEPUTY MANAGING DIRECTOR/HEAD OF DIVISION							
7.3 7.2 7.1		DEPUTY/ASSISTANT HEAD OF DIVISION/HEAD OF DEPARTMENT							
6.3 6.2 6.1		ASSISTANT HEAD OF DEPARTMENT/PRINCIPAL/SENIOR OFFICER							
5.3	365				SUPERINTENDENT 3				
5.2	335				SUPERINTENDENT 2				
5.1	305				SUPERINTENDENT 1				
5.A	285				WO	SO	TO	AO	
4.3	270				AWO 3	S3	ATO 3	A A O 3	
4.2	255				AWO 2	S2	ATO 2	A A O 2	
4.1	240				AWO 1	S1	ATO 1	A A O 1	
3.3	225	A6	AP 3	H3	P3	F3	T3	A A 3	
3.2	215	A5	AP 2	H2	P2	F2	T2	A A 2	
3.1	200	A4	AP 1	H1	P1	F1	T1	A A 1	
2.3	190	A3			PA			A C 3	
2.2	180	A2						A C 2	
2.1	170	A1						A C 1	
1.3	165	OP3						A W 3	
1.2	160	OP2						A W 2	
1.1	155	OP1						A W 1	

LEGEND:

ALPHABETICAL ORDER

A	-	Artisan
AA	-	Administrative Assistant
AAO	-	Assistant Administrative Officer
AC	-	Administrative Clerk.
AO	-	Administrative Officer
AP	-	Professional Artisan
ATO	-	Assistant Technical Officer
AC	-	Administrative Clerk
AW	-	Administrative Worker
AWO	-	Assistant Workshop Officer
F	-	Foreman
H	-	Handyman
OP	-	Operative
P	-	Professional
PA	-	Professional Assistant
S	-	Supervisor
SO	-	Supervisory Officer
T	-	Technical Officer
WO	-	Workshop Officer

HIERARCHICAL ORDER

AO	-	Administrative Officer
TO	-	Technical Officer
SO	-	Supervisory Officer
WO	-	Workshop Officer
AAO	-	Assistant Administrative Officer
ATO	-	Assistant Technical Officer
AWO	-	Assistant Workshop Officer
S	-	Supervisor
F	-	Foreman
T	-	Technician
P	-	Professional
H	-	Handyman
A	-	Artisan
AA	-	Administrative Assistant
AP	-	Professional Artisan
PA	-	Professional Assistant
AC	-	Administrative Clerk
AW	-	Administrative Worker
OP	-	Operative.

CHAPTER 5

RESULTS AND DISCUSSIONS

In this chapter, the results of the questionnaires on the Impact of Training and Development on employee productivity would be presented and analysed.

Responses from 92 Junior Employees and 58 Senior Staff(10.0%) would be analysed side by side. Tables would be used where necessary to show the results.

Respondents who indicate 6, 5, and 4 would be regarded as satisfied with a particular job aspect while 3, 2 and 1 would be regarded as dissatisfied with a job variable.

TABLE 5.1

5.1 How long have you worked for the company.?

(TENURESHIP)

		N = 92 Junior Staff Percent	N = 58 Senior Staff Percent
0 =	Missing	2.4%	0.0%
1 =	Less than one year	2.8%	6.3%
2 =	1 - 3 years	2.9%	15.6%
3 =	4 - 5 years	26.0%	27.0%
4 =	6 - 7 years	26%	10.0%
5 =	8 - 9 years	21.6%	14.3%
6 =	10 - 11 years	13.9%	20.0%
7 =	12 - 13 years	3.2%	3.4%
8 =	14 - 15 years	0.1%	1.7%
9 =	16 - 17 years	0.5%	1.5%
10 =	18 - 19 years	0.4%	0.2%
		100.0%	100.0%
	Missing Cases	7	6
	Response Percent	94.3%	90.8%

In the table above 26.0% among the junior staff have spent 4 - 5 years another 26.2% have stayed for between 6 - 7 years, 21.6% have worked between 8 - 9 years in the company. 13.9% junior workers have also worked between 10 - 11 years, 3.2% show 12 - 13 years, and 2.8% have worked in the company for less than 1 year, thus bring a total of 87.7% of the junior staff who have been on their jobs between 4 - 11 years while 8.1% have worked for less than 4 years. The result indicates that most of the junior workers have been in the company almost since its inception in 1972.

Among the senior staff, employees who have spent between 4 - 5 years represent the highest percent of 27.0% while 20.0% have spent between 10 - 11 years, 14.3% have been on active service between 8-9 years, 15.6% have worked in the comoany for less than 3 years and 6.3% for less than 1 year. A total of 71.3% of the seminar staff have worked in the company between 4 - 11 years.

Comparing the results of the junior and senior staff, more of the senior staff have stayed longer in the company than junior workers. One can also deduct the growth and development of staff in the company and with negligible turnover. The presence of job sotisfaction could be responsible for the long tenureship. The effect of Structural Adjustment Programme and difficulties of securing good job does not make room for job search and mobility. Besides, there are little rooms for workers trained in Automobile Technology to find alternative employment because there are few companies that can recruit them. There are seven car and lorry assembly plants in the country and this makes mobilitty within the trade group a bit difficult.

TABLE 5.2

5.2 How satisfied are you with training functions in PAN ?

	N = 92 Junior Staff	N = 58 Senior Staff
	Percent	Percent
1 = Most Dissatisfied	0.7%	0.0%
2 = Very Dissatisfied	3.7%	0.0%
3 = Dissatisfied	6.5%	13.0%
4 = Satisfied	57.9%	44.7%
5 = Very Satisfied	24.0%	23.4%
6 = Most Satisfied	7.2%	18.9%
Total:	100.0%	100.0%
Missing Cases	7	6
Response Percent	94.3%	90.8%

In the junior staff category 57.9 indicate that they are satisfied with training functions in PAN, 24.0% feel very satisfied and 7.2% are most satisfied while 0.7 are most dissatisfied. We can see that 88.7% of the junior staff can be said to be satisfied with the training functions, while 10.9% are dissatisfied.

Among the senior staff, 44.7% show that they are satisfied with the training functions in PAN, 23.4% feel very satisfied while 18.9 are most satisfied. 13.0% indicate that they are dissatisfied with the training functions in PAN. Comparing the two results (junior staff and senior staff) the result is expected that a higher percent of the senior staff are more satisfied with the training functions in PAN. Results in the table indicate very close relationship, among the very satisfied in the junior staff 24.0% and 23.4% in the senior level. From the above it can be said that favourable conditions for training exist for both junior and senior staff. However, the senior staff being very satisfied could indicate more delegation, good training opportunities and adaptation to new work methods.

TABLE 5.3

5.3 How much do you feel that training contributes to high productivity ?

	N = 92 Junior Staff Percent	N = 58 Senior Staff Percent
1 = Nothing at all	6.3%	0.0%
2 = Very Little	5.7%	0.1%
3 = Little	18.4%	6.3%
4 = Much	41.4%	39.6%
5 = Very Much	28.2%	54.0%
Total:	100.0%	100.0%
Missing Cases	7	6
Response Percent	94.3%	90.8%

In the junior employees 41.4% indicate that training contributes to high productivity in the company, while 28.2% agree that training contributes very much to higher productivity. On the whole 70.1% of the junior employees feel that training contributes meaningfully in high productivity in the company. 23.7% claim that training contributes little while 6.3% feel that training contributes nothing at all.

The result shows a feeling of importance attached to the impact of training on employee productivity. A feeling that training is an important management tool of staff development in the company. This feeling is not unexpected as most junior staff need training as means of enhancing quality production.

Among the senior staff 54.0% respondents indicate that training contributes very much to high productivity, 39.6% claim it contributes much. Only 6.3% of the total respondents feel that training contributes little to high productivity.

Comparing the tables for both the junior and senior staff one, can see that in the senior staff, there is a feeling of more significant contribution, 54.0% of the total respondents in the senior staff as against 28.2% in the junior staff feel that training contributes very much. This result is however not expected where jobs in the senior level have greater professional consciousness, sense of responsibility and effective leadership, stone 1991.

TABLE 5.4.

5.4 The training provided by the company is:-

			N = 92 Junior Percent	N = 58 Senior Staff Percent
1	=	Least Adequate	5.0%	0.0%
2	=	Little	4.2%	4.2%
3	=	Not Much	10.3%	10.6%
4	=	Adequate	50.8%	42.4%
5	=	Very Adequate	29.2%	42.8%
		Total	100.0%	100.0%
		Missing Cases	7	6
		Response Percent	94.3%	90.8%

In this situation, 50.8% of the junior staff stated that training provided by the company is adequate, 29.2% indicate that training provided is very adequate while 10.3% claim that not much is derived from training provided in the company, 4.2% indicate that little is derived from training provided by the company. A total of 70% of the junior staff can be said to recognise the adequacy of training provided by the company. This result agrees with the contribution of training to productivity. The conclusion can be reached that the junior staff find training as contributing to high productivity. This adequacy of training can be as a result of the sophistication in the identification of training needs and the richness of the course contents in the training programmes.

Among the senior staff, the highest point of 42.8% indicate that training provided in the company is very adequate. 42.4% claim that the training provided is adequate, 10.6%, indicate that not much adequacy is provided by training, while 4.2% claim that training provided is little.

A total 85.2% of the senior staff find training provided in the company quite adequate as against 14.8% who feel that training provided is quite little. Compared to junior staff of 70%, it shows that more senior staff feel that training provided by the company is quite adequate. This tilting of feeling among senior staff could be as a result of freedom for decision making, responsibility attached to positions., and evaluation of training programmes.

TABLE 5.5

5.5 How satisfied are you with manpower development efforts ?

			N = 92 Junior Staff Percent	N = 58 Senior Percent
1	=	Most dissatisfied	2.0%	0.6%
2	=	Very dissatisfied	0.6%	0.7%
3	=	Dissatisfied	2.5%	0.2%
4	=	Satisfied	20.8%	35.2%
5	=	Very Satisfied	43.7%	42.0%
6	=	Most Satisfied	30.4%	21.3%
		Total:	100.0%	100.0%
		Missing Cases	7	6
		Response Percent	94.3%	90.8%

In the above 37.4% of the junior staff claim that they are most satisfied with PAN manpower development efforts, 43.7% are very satisfied, while 20.8% are satisfied. 2.5% claim that they are disatisfied, 0.6 say they are very dissatisfied and 2.0% are most dissatisfied. From the above a total of 95% of the junior staff can be said to be satisfied with the manpower development efforts in PAN, while a total of 5.0% feel that they are not satisfied. There is a general feeling of satisfaction recorded here. The fact that promotions and training are continuous in the company.

Junior staff have grown remarkably from operative level to professionals and skilled grades.

Among the senior staff the following results were obtained, 42.0% are very satisfied with manpower development efforts in the company, 21.3% indicate that they are most dissatisfied, while 35." are satisfied. 0.2% claim that they are dissatisfied, 0.7% are very dissatisfied and 0.6% are most satisfied.

A total of 97.2% of the senior staff are satisfied with the manpower development efforts while 2.8% indicate their dissatisfaction.

This feeling among the senior staff could be as a result greated skill, knowledge and attitude acquisition which they manifest in their jobs. It could also be attributed to longer tenureship which has influenced their rapid movements, job rotation and study visits.

TABLE 5.6

5.6 *More training will make me work harder.*

			N = 92 Junior Percent	N = 58 Senior Percent
0	=	Missing	5.2%	5.5%
1	=	Least certainly	4.0%	0.0%
2	=	most uncertainly	1.8%	3.2%
3	=	Uncertainly	9.5%	7.3%
4	=	Certainly	62.5%	54.0%
5	=	Most certainly	17.0%	30.0%
		Total	100.0%	100.0%
		Missing Cases	7	6
		Response Percent	94.3%	90.8%

In the above table, 62.5% of the junior staff are certain that more training will make them work harder and efficient, 17.0% are most certain, while 4.0% are least certain that more training will make them work harder. The results indicate that 79.5% are quite certain that training will make them quite efficient while 15.3% are uncertain. One factor that may be responsible for this is that when compared to other organisations, workers in PAN are subjected to a continuous systematic training designed to meet new changes in Automobile management and engineering. Satisfaction experienced with training can be attributed to staff development efforts. Klein and Maher (1966) stated that fringe benefits provided by the organisation such as medical, training, housing, transport can help increase high productivity. Among the senior staff 54.0% are certain that training will make them work harder and efficient, while 30.0% are most certain. 16.5% think that training will most uncertainty make them work harder. On the whole, 84.0% among the senior staff are certain training that training will make them work harder and efficient.

A comparison of the results obtained from both the junior and senior staff show that more senior staff are certain that training will make them work more harder. One factor that can be responsible for this is the fact the more senior staff enjoy overseas training. This benefit coupled with staff development efforts the senior staff enjoy are bound to increase this feeling.

TABLE 5.7

5.7 How easily accessible is your Instructor ?

			N = 92 Junior Staff Percent	N = 58 Senior Staff Percent
0	=	Missing	0.5%	0.1%
1	=	None at all	0.4%	0.7%
2	=	Very little	2.5%	0.9%
3	=	Little	2.4%	1.4%
4	=	Much	64.2%	75.5%
5	=	Very much	30.0%	21.4%
		Total:	100.0%	100.0%
		Missing Cases	7	6
		Responce Percent	94.3%	90.8%

In the table above 64.2% among the junior staff indicate that the Instructors are much accessible to them, 30.0% are much while 5.3% feel that the Instructors are less accessible. The results indicate that the Instructors are close in monitoring, and evaluating classroom activities, a very strong factor in Industrial Training.

For the senior staff, 75.5% feel that the Instructors are much accessible to them, 21.4 feel that they are very much accessible, 3.1% feel that the Instructors are less accessible. Comparing the results on their feelings, the senior staff seem to have close relationship with their Instructors, a strong point of tutorials and syndicate groups influencing positively learning and training.

TABLE 5.8

5.8 How friendly are your Instructors ?

			N = 98 Junior Staff	N = 58 Senior Staff
			Percent	Percent.
0	=	Missing	0.6%	0.8%
1	=	Mot unfriendly	0.5%	0.0%
2	=	Very friendly	2.6%	0.0%
3	=	Unfriendly	1.4%	2.2%
4	=	Friendly	21.2%	10.3%
5	=	Very friendly	55.1%	60.3%
6	=	Most friendly	18.6%	26.4%
		Total:	100.0%	100.0%
		Missing Cases	7	6
		Response Percent	94.3%	90.8%

A total of 94.9% of the junior staff indicate that their Instructors are friendly while a total of 5.1% claim that the Instructors are unfriendly. The results show that there is a good rapport and classroom relationship among the junior staff and the Instructors, and this is bound to create a favourable industrial training condition.

Among the senior staff 97.0% indicate that their Instructors are friendly and only 3.0% show that their Instructors are unfriendly. These results show that the senior staff are more satisfied with relationship with Instructors. This is probably so because, the senior staff can communicate effectively at a good level and may likely share some common interests at work.

Table 5.9

5.9 Training is more committed to higher productivity than any other section of production YES/NO

		N = 98 Junior Percent	N = 58 Senior Percent
0 =	Missing	0.4%	0.0%
NO =		4.8%	3.1%
YES =		95.2%	96.9%
		100.0%	100.0%
	Missing Cases	7	6
	Response Percent	94.3%	90.8%

Indicating that training is more committed to higher productivity, 95.2% of the junior staff agree while, 4.8% disagree. The result here shows that the junior staff understand the impact of training on employee productivity, a strong point that training can overcome problems of quality production. Among the senior staff a very high percent of 96.9% agree that training is more committed to higher productivity, while 3.1% disagree. This is not surprising because even on the line the senior staff are engaged on on-the-job training and as such are familiar with the need for acquisition of skill, dexterity and efficiency in production.

TABLE 5.10

5.10 *There has been a considerable impact of training and development on employee productivity.* YES/NO

		N = 98 Junior Staff	N = 58 Senior Staff
		Percent	Percent
0 =	Missing	0.7%	0.0%
NO =		7.3%	2.5%
YES =		92.7%	97.5%
	Total:	100.0%	100.0%
	Missing Cases	7	6
	Response Percent	94.3%	90.8%

7.3% in the junior staff feel that there is no considerable impact of training and development of employee productivity, while 92.7% indicate that there is a considerable impact. This might have been derived from the acquisition of new skills and relevant knowledge by the staff and opportunity for on-the-job training.

Among the senior staff, 2.5% feel that training has not made a considerable impact on employee productivity while 97.5% indicate that training has made a considerable impact of employee productivity. Compared to junior staff and the senior staff both are certainly in agreement that training and development have made a considerable impact on employee productivity. This can be attributed to more challenging jobs, job rotation, greater opportunity to learn and easy adaptation to new modifications on the assembly lines.

5.11 *Result Findings*

The followings were made:

(1) That most workers in the company have spent between 4 - 14 years

(2) PAN Staff feel generally satisfied with Industrial Training. This is highly rated by the senior staff.

(3) Both junior and senior staff feel very highly that training and development contribute positively on employee productivity.

(4) Junior and senior staff claim that training and development provide them with opportunity for job rotation, job enrichment and motivation.

(5) Majority of the junior and senior staff claim that they are satisfied with the training functions.

(6) It was also found out that training is a strong motivating factor in staff development processes.

(7) Both junior and senior staff indicate that the training provided by the company is adequate.

(8) PAN Staff are also satisfied with manpower development efforts in the company.

(9) PAN Staff agree that more training will make them work harder

(10) There is a general friendly atmosphere between the Instructors and trainees.

TEST OF HYPOTHESIS

5.12 The last section presented the result findings.

In this part we would see to what extent these findings relate to the stated hypothesis:

The first hypothesis states that training and development can solve a variety of manpower problems which militate against optimum productivity (Johnson). This hypothesis is accepted.

Research findings indicate that junior staff are generally satisfied with training and development. They claim that training and development will make them work harder. The result also shows a general feeling of satisfaction with training activities in PAN. Another factor to be considered is the general feeling that training contributes to high productivity as well as the cordial relationship between the trainees and the instructors.

This invariably would improve performance.

The second hypothesis states that industrial training has been able to satisfy production needs in PAN. This hypothesis is also accepted.

Training and development efforts in PAN are rated very highly because the respondents have been able to develop polyvalence skills, dexterity and psychomotor skills relevant in automobile technology. This finding proves one point that in developing countries transfer of technology as a way of improving performance can be a reality judging by PAN experience.

This is reinforced by this write up in PANEWS, August 1988, Page 2.

"A Special Spray Painting Course was also given to eight selected operatives from the line and trained as professional spray painters. Today, they are now the best metallic spray painters on 505/504 models.

Another significant contribution was the launching of the 505 1986 model, where preparatory courses were given in the areas of electrical harnesses and dashboard wiring.

ACCORDING TO REPORT ON TOTAL QUALITY IMPROVEMENT TRAINING FROM 3RD AUGUST - 11TH SEPTEMBER 1992 (WEEK 32 - WEEK 37) REF PAN/PER/TRG/414/MM DATED 12/11/92

Following the recent meeting between AGM - Training and Development and production management; a need was identified to accelerate the training of the second batch of staff on Total Quality Improvement. This action was considered necessary inorder to isolate those already trained from being contaminated through bad quality habit of their colleagues not yet trained.

A general appraisal of the first batch of 468 previously trained was evaluated to have made favourable positive impact on the general level of quality awareness across the production workforce. Comments from various shop showed that worker's attitude and general orientation towards process and product quality had tremendously improved for the past six months. Monthly Reports from Quality Evaluation and analysis Comfirmed the improvement trends of AQL of 167 pts. This showed that workers are becoming more conscious on quality requirements of their work, and the attitude of those already trained could positively influence their colleagues work habit and better approach to improved material handling and product conformance.

Consequent upon the aforementioned results the previous training programme was therefore updated to include "The concept of Total Quality" and "use of Quality Films" to reinforce the learning experience.

Courses and tests on Quality Control System in PAN have since been developed to improve the quality of cars produced in PAN. There is an impressive datum on proficiency test developed and number of staff tested 1978 - 1988 [illegible]. Result findings show that PAN staff seem to "appreciate the impact of training and development on productivity as an important element of their career in the company".

CHAPTER 6

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

The result from this study shows a general feeling of satisfaction with various training and development facets both in the junior and in the senior staff. However, a more satisfactory feeling is expressed by the senior staff.

Results indicate that with production facets like training and development, more of senior employees show more satisfaction than the junior staff. Contrary to expectation, junior staff in the company rate these production facets as OK.

One major finding of this research shows training to be a very strong job aspect in production. Respondents were very consistent with responses that had to do with training. It shows that this factor is not easy to be influenced by other factors. The reason for training and development being presented as a very strong factor can be attributed to rapid technological changes prevalent in Automobile Manufacturing Plants worldwide.

Most research work on Human Resource Development in developing countries have found training as playing insignificant impact on productivity, while development itself has been found in some studies to be a source of satisfaction. Contrarily, this work proves otherwise, workers in PAN seem to express a general feeling of satisfaction with training and development efforts in the company.

6.1 FACTORS RESPONSIBLE FOR RESULTS

Some factors that can be held responsible for the obtained results in PAN are:

(1) The nature of the Training. It is likely that the Instructors are qualified and dedicated, thus meeting the training needs of the company. It is also probable that the management is allocating the necessary resources to the training centre management, that PAN staff are inclined to give satisfactory responses, so as to continue to grow and develop in the company.

(2) The general organisational climate. PAN management may also be doing a lot to improve the organisational climate as well as the condition of service in the company. From the researchers observation, a clean and ambiant climate prevail in the company.

(3) *Meeting Quality Standards. With the entry of Tokunboh vehicles, in the country, the automobile market is becoming competitive, PAN has to train and develop its staff to meet good quality standards of production, thereby withstanding competition in the automobile market.*

(4) *Management Intervention Responses; this factor cannot be ignored. In the course of this research, it was observed that management intervention is much in the company. It is therefore not unlikely that this might have affected the responses received.*

6.2 RECOMMENDATIONS

The following recommendations would be made to guide management in evolving a more training and development approach to PAN workers.

(1) *PAN trainees must not see the period of training as a period of escape from work. Rather they should see it as a period of serious concentration from where they would ultimately launch themselves into full reckoning in the company.*

(2). *The decision to recommend one for training must be preceeded by needs assessment usually determined from the Annual Perfomonce Appraisal Report and not on the basis of the mood of the sponsor, participation in PAN Training programmes is not a cake to be shared by the person wielding power to those he likes.*

(3) *PAN Training Centre should provide remedial courses for supervisors and foremen going on promotion.*

(4) *Management should see the general welfare of workers as an important factor to be considered in training and development.*

(5) *PAN employees should be encouraged to see themselves as an intergral part of the company and take part in identifying training needs.*

(6) *A favourable and good working environment would enhance training and productivity.*

It is the opinion of this researcher, that some companies in Nigeria are still lagging behind on works on Training and Development and their impact on employee productivity.

For this reason, it is suggested that more research should be done in this area.

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APPENDIX i

DEPARTMENT OF BUSINESS ADMINISTRATION

INSTITUTE OF ADMINISTRATION

AHMADU BELLO UNIVERSITY - ZARIA.

DATE: *13th July, 1992*

Dear Sir/Madam,

I am a post graduate student of the Department of Business Administration I am conducting a ***Research*** *on the* ***IMPACT OF TRAINING AND DEVELOPMENT*** *of your Productivity.*

I fervently believe that by completing this questionnaire, you would be contributing sincerely to the success of this project.

I would therefore appreciate your sincere and candid answers.

I hope to collect the completed questionnaires in five days time. I would be available in the Personnel Office from 2.00 p.m. - 4.00 p.m., Monday to Friday in case you require further explanation on any of the questions.

Thanks for your co-operation.

Yours sincerely,

NONYELUM MADUBUKO (Mme).

QUESTIONNAIRE

THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PRODUCTIVITY

A CASE STUDY OF PEUGEOT AUTOMOBILE NIGERIA LIMITED.

A PROJECT FOR THE PARTIAL FULFILMENT OF MASTERS DEGREE

IN BUSINESS ADMINISTRATION - AHMADU BELLO UNIVERSITY, ZARIA

MRS NONYELUM MADUBUKO.

INSTRUCTION: *All the information given here will be treated with confidentiality and used for research purposes only.*

SECTION A: *(Personal Information)*

(1) The name of your department

_____

(2) How long have you worked for the company

_____ Years

(3) Your trade

_____

(4) Your age

_____

(5) Your marital status

_____

Educational qualification

_____

PLEASE TICK YOUR CHOICE OF ANSWER

(6) How satisfied are your with training functions in PAN

6 Much satisfied 5 Very satisfied 4 Satisfied 3 Dissatisfied

2 Very dissastified 1 Most dissastisfied.

(7) How much do you feel that training contributes to high productivity ?

5 Very much 4 Much 3 Little 2 Very little 1 Nothing at all

(8) *The training provided by the company is*

5 *Very adequate* 4 *Adequate* 3 *Not much* 2 *Little* 1 *Least adequate*

(9) *How satisfied are you with manpower development efforts*

6 *Most satisfied* 5 *Very satisfied* 4 *Satisfied* 3 *Dissatisfied*

2 *Very dissatisfied* 1 *Most dissatisfied.*

(10) *What would you want training to achieve in the company ? Rank in order of preference 1 - 4*

(a) *Fringe benefits*

(b) *Safety*

(c) *High productivity and efficiency*

(d) *Authority*

(e) *Promotion*

(11) *More training will make me work harder*

5 *Most certainly* 4 *Certainly* 3 *Uncertainly* 2 *Most uncertainly*

1 *Least uncertainly*

(12) *How easily accessible is your Instructor ?*

5 *Very much* 4 *Much* 3 *Little* 2 *Very little* 1 *None at all*

(13) *How friendly are your Instructors ?*

6 *Most friendly* 5 *Very friendly* 4 *Friendly* 3 *Unfriendly*

2 *Very unfriendly* 1 *Most friendly*

SECTION C:

Instruction: Mark **"YES"** *or* **"NO"** *against the following statements*

(1) *Training services generally have improved over the years (Yes/No)*

(2) *Training is more committed to higher productivity than any other section of production (Yes/No)*

(3) *There has been a considerable impact of training and development on employee productivity (Yes/No)*

(4) *If you receive training elsewhere, would you leave the company (Yes/No)*

(5) *Industrial training is not desirable as long as production is on (Yes/No)*

(6) *As training and development improve, so production increases (Yes/NO)*

(7) *Industrial training and development have been influencing production yearly (Yes/NO)*

(8) *More training and development will make we work harder (Yes/NO)*

(9) *Staff development is owing in part to job advancement (Yes/NO)*

SECTION D:

(1) *The Nigerian Government entered into joint venture and licensing agreement with Automobile Peugeot, France establishing Peugeot Automobile Nigeria Limited., when was Peugeot Automobile Nigeria Limited established ? and when did training of staff start ?*

(2) *What purpose is Peugeot Automobile Nigeria Limited to serve in training and development ?*

(3) *What is the ownership structure of Peugeot Automobile Nigeria Limited like ? Is there any specific clause in the agreement on the transfer of technology ?*

(4) *What is the company's Nigerianisation policy, and how many Nigerians hold key Managerial Positions in the company as a result of training and devlopment.*

(5) *How many Nigerians are employed by Peugeot Automobile Nigeria Limited.*

(17) *What management skills do you consider necessary in the administration of Training Centre and functions ?*

(18) *Describe the other Training Technical Resources which enhance staff development in Peugeot Automobile Nigeria Limited.*

(19) *What other facilities can the Training Department offer in addition to training courses.*

(20) *How do you evaluate the effectiveness of training ?*

(21) *What role does validation play in your training functions ?*

(22) *Explain the influence of classroom communication and lesson plans in training activities in Peugeot Automobile Nigeria Limited.*

(23) *What are the sources of your human resources development, appraisal, development and training systems, succession management intervention and training improvement strategies.*

(24) *Explain the strategic role of human resources management in a changing environment.*