THE EFFECTS OF

TRAINING & DEVELOPMENT ON PRODUCTIVITY

A CASE STUDY OF:

PEUGEOT AUTOMOBILE NIGERIA LTD. (PAN)

BY

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TRAINING & DEVELOPMENT ON PRODUCTIVITY

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**A PROJECT SUBMITTED TO THE
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**DEPARTMENT OF BUSINESS ADMINISTRATION
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ZARIA, NIGERIA.**

December, 1997

DECLARATION

I hereby declare that this project was written by me, and that it is a record of my own research work. To the best of my knowledge, this project has not been presented to any Post Graduate School for the award of a higher degree.

KOLO JOY K

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CERTIFICATION

This project entitled THE EFFECTS OF TRAINING & DEVELOPMENT ON PRODUCTIVITY, A CASE STUDY OF PEUGEOT AUTOMOBILE NIGERIA LTD (PAN) by KOLO JOY K. meets the regulations governing the award of the Degree of MASTER OF BUSINESS ADMINISTRATION [MBA] OF AHMADU BELLO UNIVERSITY, ZARIA and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

To Oladapo, Ayodeji and Kikelomo

With Love

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ABSTRACT

The goal of an organization is to maximize production, one of the ways of achieving this goal is to have efficient staff. It is therefore necessary for such organizations to channel its resources towards training and development of its staff In other words, staff training and development is the key to increased production.

This study deals with the effect of training and development on productivity. A Case Study of Peugeot Automobile Nig. Ltd. It deals with the various methods and procedures for effective training in PAN Ltd.

Training and Development of staff should be given priority by any organization which aspires to such benefits as these:-

- Provision of a pool of skilled manpower.
- Improvement of existing skills, improvement of job performance and increased motivation of staff

The differences between Education and Training were discussed in the Study. The different types of training system in PAN Ltd. were elaborated; They arc: Technical, Management, Computer and External Training.

Training and Development is of great importance and no doubt an area of wide Scope of Study which needs careful attention by every organisation.

The Study reviews the importance and the need for training and development in PAN Ltd., and how effective it is being put into practice.

CHAPTER ONE

INTRODUCTION

TRAINING AND DEVELOPMENT

Human resources are the most dynamic of all organization's resources. They need considerable attention from the organization's management, if they are to realise their full potential in their work. Thus, motivations, leadership, communication, work restructuring, payment system, training and development may all be included in the issues which have to be faced by management today.

However, it is time to consider Training and Development and its Effect on Productivity: A Case Study of Peugeot Automobile Nigeria Limited Kaduna. First, we have to understand what training and development is and "What difference, if any, between "training" and "development"? Another question which we are to understand is the difference between "education and training." It will be very important to understand and examine these three terms and compare their meanings.

Training: This usually implies preparation for an occupation or for specific skills; it is more narrow in conception than either education or development; it is job-oriented rather than personal.

Development: This is usually a broader view of knowledge and skills acquisition than training. It is less job oriented than career-oriented, it is concerned more with employee potentials than with immediate skills, it sees employees as adaptable resources.

Education: This is usually intended to mean basis instruction in knowledge and skills, designed to enable people to make the most of life. In general, it is personal and broadly based. Generally, education is a matter for the community to sort out. Training and development, however, are matters for the individual organization to sort out. The purpose of training is to achieve enterprise objective and develop professional managers, middle and lower level staff. Unfortunate, there

often is little relationship between training activities and the aims of the organization. In an effective and efficient training programme, managers determine enterprise objectives and integrate them with developmental needs of employees. As enterprise with a need for long-range planning. For example, should match these demands with talents and aspirations of staff in the Company.

Training programmes can be formal or informal and can take place on-the-job or off-the-job. The latter means in-company, or in-service training or it also refers to externally provided training. Table 1.1 illustrates some of the different methods of on-the-job and off-the-job training, and indicates some advantages and disadvantages of each approach.

(1) On-the-Job Training Methods	Advantages	Disadvantages
(a) On-the-Job Instruction	Relevant: develops trainee - supervisor links.	Noise, bustle and pressure of workplace.
(b) Coaching	Job-related, develops boss - subordinate relationship.	May subject to work pressure, may be done piece meal.
(c) Counselling	Employee needs help and boss provides it.	Counselling skills have to be developed.
(d) Delegation by boss	Increases scope of job; provides greater motivation.	Employee may make mistake or may fail to achieve task.
(e) Secondment	Increases experience of employee; creates new interest.	Employee may not succeed in new position.
(f) Guided Project / Action Learning	Increases knowledge and skills in work situation, but under guidance.	Finding suitable guides and mentors.
(2) (A) Off-the-Job Training methods	**Advantages**	**Disadvantages**
(a) In-company lectures / Talks	Useful for factual information.	One-way emphasis; little participation.
(b) Group discussions	Useful for generating ideas and solution.	Required adequate leadership.
(c) Role-playing exercises	Useful for developing social skills.	Require careful organizing.
(d) Skills development exercise e.g manual operations, communication skills e.t.c.	A safe way to practise key skills.	Giving tactful feed back is not easy.
(B) External:	Leads to qualification;	Careful organization required.
(a) College courses (long)	comprehensive coverage of theory; wide range of teaching methods.	Length of training time; not enough practical work.
(b) College courses (short)	Supplement in-company training; independent of internal politics.	May not meet clients needs precisely enough.
(c) Consultants / other Training organizations.	Client's needs given high priority; fills gaps in company provision; good range of teaching methods.	Can be expensive; may rely heavily on "packages".

There is probably a greater awareness today that training must be viewed as part of a set of complex inter-related variables which together determine the pace of development. At the micro level, the performance of an individual is jointly influenced by his ability and motivation, his performance will be lower than will be the case otherwise.

The primary contribution of training is to improve ability. It cannot do a great deal to improve an individual's motivation which depends on other factors such as compensation, working conditions, and personality characteristics. Thus, training influences performance through the ability factor and plays only a partial role in determining the overall level of an individual's performance.

1.2 STATEMENT OF PROBLEM

The training and development of staff in an organization is often one of the most difficult aspects of management. The personnel managers and training managers are faced with the problems of where and when to train their staff? What training is to be provided? How it is to be provided, by whom it is to be provided and where it is to be provided. These are the areas where the study needs to be directed to Peugeot Automobile Nigeria Limited: Does training and development actually increase productivity in the company's products or level of production? For many companies the resources put into training and development represents a considerable investment in time, money and manpower. This investment needs to be evaluated from time to time to ensure as much as possible that it is being deployed wisely. The statement of the problem of this project will examine to what extent Training and development increased productivity in Peugeot Automobile Nigeria Limited. What are the methods and policies of training staff in PAN Limited. Why there are inadequate training policies in PAN Ltd.? Why there are problems in the design and management of training institution in the organization? The paper will seek answers to a variety of problems and questions. Therefore the study will be presented in an understanding manner, the various ways through which training and development can improve manpower and its effect on increase in pro-

ductivity of the organization (PAN Ltd).

Thus, organizations, companies, individuals, private investors can exploit this opportunity to select the methods of training and development of their staff in the most useful and effective ways.

1.3 AIMS AND OBJECTIVES OF THE STUDY

Every organization or company has a purpose of training its staff. The aims and objectives of training and development is that management should expect training to lead to improved and more efficient inputs through the development of skills, knowledge, and abilities in their personnel. The boundaries of training may also be drawn through a policy directive. Peugeot Automobile Nigeria Limited has its objective of training and development of their staff which are as follows:

To give both technical and management training skills to the staff. With aids of good training and development, the staff will be able to get Industrial training which is relevant to their area of specialization.

To train the Factory workers (garage staff) major distributors staff in order to meet challenges of maintenance and repairs of Peugeot brands for the satisfaction of the customers.

To increase productivity and efficiency in the process of manufacturing or assembling of cars in the factory which help the productivity flexibility of output.

To increase the standard of production with aids of technical training, it has improved the standard and quality of Peugeot Automobile Nigeria Limited products (brand of cars).

Training and development will give room for expansion and growth of the organization which is the main goal and objective of every organization.

The research also aims to distinguish between manager development, managerial training and organizational development. To identify typical failure in managerial development, some problems involved and the necessary systems approach to manager development.

However, the purpose of this study will have future benefits to organizations, enterprises and

investors, observers and Peugeot Automobile Nigeria Limited especially in the Training Department of (PAN Ltd.) since, planning, evaluating and forecasting is vital to the future of any organization, with training and development, the research will assist towards promotion of Industrialization through efficient and effective training.

The importance of this research can not be over-emphasized.

1.4 SCOPE OF THE STUDY

The scope of the study is to examine and investigate to what extent Training and development increases productivity and its effects in Peugeot Automobile Nigeria Limited. The focus of this study, however, is not training in the public sector. It will concentrate on training and development in Peugeot Automobile Nigeria Limited, Kaduna.

Management training for enterprises has also given considerable attention to the firms environment and the application of tools and techniques to the functional aspects of enterprise management such as marketing, finance, production, personnel, industrial relations, planning and control.

The application of economics, mathematics and behavioural science to these functional areas has been a major development in Training and development in recent years.

Because training is a vast field, the paper will specify the preconditions for training effectiveness in national perspective. It will seek answers to a variety of questions. How has management training evolved over the years? What pattern and indicators of growth in terms of inputs and outputs can be obtained from published data? How does PAN Limited Training Department perform their training functions? What are the major activities and programmes and the role of Training and development in Peugeot Automobile Nigeria Limited (PAN Ltd.)? What is the cost of training and types of training and development in PAN Limited.

A major limitation of this study is its exclusive reliance on published information. Readers are therefore, advised to bear in mind this limitation while interpreting the findings of this paper.

1.5 PRESENTATION OF THE STUDY / PROJECT

The project is organised into five chapters. The first chapter is the introductory part. Chapter Two is literature reviews on the general view on training and development and types of training. Chapter Three presents the various methods of data collection and limitation of the methods. The Fourth Chapter is the Data Presentation and analysis. The Concluding Chapter is the Summary of various Chapters and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.0 GENERAL VIEW / EVOLUTION AND GROWTH OF MANAGEMENT TRAINING

Management training in developing countries is essentially a post-World War II phenomenon. The number and variety of training institutions expanded significantly after the war when many countries in Asia and Africa became independent. This is not to imply that training activities were non-existent in their pre-independence days. In Latin American countries, which had won their independence long before most other developing countries, public service training, through haphazard methods had existed for many years. Legal training was the dominant influence on their training system which borrowed heavily from the French tradition. In South Asia, the British tradition of generalist training had left its mark even in the colonial days British as well as Indian officers who joined the Civil Service were given education in selected British Universities and special Colleges set up for this purpose. In the then undivided India. In Africa, facilities for Training administrators and managers were more or less non-existent in the colonial days and as such positions were filled almost exclusively by expatriates. Take less developed countries as a whole, training infrastructure was extremely limited in scope and rudimentary in nature until three decades ago. Whatever facilities existed, were a reflection of the systems and practices of the colonial governments which ruled or influenced them.

In the 1950s there was a remarkable shift in the approaches and attitudes towards training in many less developed countries. The rapid expansion of the roles and functions of government into new economic and social fields led to a much sharper focus on training. A United Nations special committee on Public Administration problems in 1951 noted the scarcity of highly trained personnel in the public service and management trainees and advocated further study for the availability of "qualified personnel at the intermediate and higher levels". The new upsurge of interest in train-

ing was soon reflected in the very first United Nations (UN) technical assistance program which led to the establishment in the 1950s of new Institutes of Administration in Argentina, Brazil, Burma and some countries in Africa. .Such Institutions were also established in the late 1950s and early 1960s. Among the American Foundations, the Ford Foundation spent over $23 million in support of "development planning and management" during 1955 - 59. This accounted for 30% of the foundation's total budget and led to the establishment of public administration institutes in several countries with major involvements in Egypt, India, Indonesia and Pakistan. The United Nations, the United States of American Agency for International Development (USAID) and Ford Foundation together are estimated to have spent about $250 million in support of institution building in the third world for public administration and management training and trained over 7,000 persons during the period 1951 - 62.

This new wave of Institution building in public administration in the 1950s was aided by both bilateral and multilateral technical assistance programs which view training as a critical ingredient in the development process.

An unusual installation of factors triggered the boom in infrastructure building in less developed countries in the 1950s. First the political independence won by a large number of countries and the urgent need to indigenize and modernise their civil service generated a strong demand for, or at least brightened their receptivity to, training. Secondly, the emergence of the concept of technical assistance by important bilateral and multilateral agencies provided a timely vehicle to respond to this need. Thirdly, the optimism and conviction of professional opinion as well as political leadership during their period was that transfering of knowledge and skills from developed countries through training was a valid approach to the development of less developed countries and therefore, facilitated the large-scale allocation of resources in support of Public Administration and Management Training (PAMT).

By the end of the 1960s, however, this momentum of Institution building for PAMT with

international support had begun to decelerate.

United States of America Agency for International Development (USAID), for example, took a decision in the mid-1960s to cut back on public administration assistance to less developed countries in the belief that there were no immediate pay-off in terms of improved development performance. USAID officials found such assistance difficult, sensitive and uncertain" it was felt that development administration needed different approaches and tools from what the U.S. based public administration models had to offer; the Ford Foundation came to similar conclusions. So the share of public management related programs in the Foundation's budget declined from 30% between 1955 - 59 to 19% between 1970 - 74.

Nevertheless, many donors increased their Projected Related Training (PRT) to less developed countries in the 1970s with a strong component of management training in their development projects. For example, the World Bank PRT increased from $67.2 million in 1976 to $86.8 million in 1981.

In The Third World countries, there has been a growing tendency on the part of donors to organize training grants for their own countries today. Use of training fellowships in the home country as a percent of total fellowships has increased from 5% to 13% between 1970 and 1979. But the percentage increase is more than 30% today. Training abroad, however, continues to be the dominant feature of donor assistance by way of fellowships.

In Nigeria today every organization emphasizes on training and development of their staff in order to standardize activity with uniform and treasurable inputs and outputs. Training of staff can lead to increased productivity. Through adequate and efficient training and development of staff, many organizations, enterprises and companies, have reaped the benefit notwithstanding the cost involved.

2.2 DEVELOPED COUNTRIES EXPERIENCE IN TRAINING

The United States of America (U.S.A.) has long led the world in public administration and management training in terms of the official support given to such training by government and the vast network of educational and training institutions engaged in this activity. The annual expenditure on training in the United States was estimated at $10 billion in the 1960s. American Universities have offered pre-entry programmes for the public service since the 1920s, and their graduates have risen to eminent positions in various government departments in the United States Government at the national and state levels have established their own training centers to conduct In-Service Training (IST) for their personnel ranging from the training of clerks to those of officials in the highest professional and administrative echelons.

In relative terms, the investment of U.S. Universities in IST for government has been much less significant than in Pre-Entry Training (PET). At the University levels in recent years, the trend has been to move away from training techniques toward greater emphasis on policy and programme planning and analysis within the United States of American Government, the focus on IST has been further strengthened by the passing of the Government Employees Training Act in 1958 which specified Government's training policy and increased the flexibility and financial support for training. It is estimated that one out of four U.S. Federal employees benefit from some form of formal training at government expense every year and that one third (1/3) of the total training budget is devoted to public administration and management training.

Public service training in European countries has also undergone significant changes since World War II. In Britain, the Administrative Staff College at Henley and Universities such as Manchester, have been active in the training of civil service and staff of various companies in Britain for many years, though in terms of the numbers trained, their coverage have not been extensive. On the whole, British universities have not been as involved in pre-entry training (PET) for the Government as their American counterparts. Britain, which has traditionally believed in

generalist education for its civil servants, a major landmark was the establishment of a Civil Service College in 1970 on the recommendation of Fulton Committee. The purpose of this new training and research institution was to cope with the weaknesses arising out of generalist education by providing in-service training in administration and management to public servants and companies at middle and higher levels, and to undertake research and consultancy work relevant to management and training development.

In France, training is strongly oriented to the development of technocratic elites who are influential in both the public and private sectors. The Government of France is well known for its systematic approach to the training of public servants, especially at the entry level. The new French model, known as the Grand Ecoles types of training, is the basis for access to key positions in the administration and for Career promotion. The National School of Administration and Management (ENAM), established in 1945, follows a curriculum that emphasizes both practical and theoretical training. Training starts with a year of administrative training in ENAM. Recent reforms in ENAM have widened the scope of field placements, which now also includes industry. Subjects of study includes administration, budgeting and finance, international relations and law, and economics and management studies. Additional Field attachments are sandwiched between these studies.

Graduates are ranked according to their performance at ENAM which in turn determines their first job assignment in government. Middle - level personnel in France are trained at Regional Institute of Administration. The French approach thus has an exclusive focus on pre-entry Training, and has significantly influenced the new training institutions of its former colonies.

In France as well as in other European countries, law is still the favoured qualification for a public servant. Thus, French Universities continue to engage in the teaching of administrative law to the neglect of public management.

The Federal Republic of Germany and Italy provide in-service training for their public service through government-owned institutes of public administration.

A survey shows that most of the training for the public service in Europe is organized by governments and not by universities.

An interesting model of training for the public service is found in Japan which until World War II had emphasized law as the preferred back ground for its bureaucratic elite. Since the 1950s, the Japanese training system has undergone major changes. Legislation has been enacted by the government specifying its training policy and the institutional arrangements for public service training. While each ministry plans its own training so also every organization and company. The National Personnel Authority (NPA) is the coordinating agency for all training in the public sector. In addition to on-the-job training, which has a long history in Japan, systematic and scientific training for all categories of personnel and production workers is now organized through a vast network of institutions.

Career development and training are closely linked through the NPA, PET and (which includes short term training as well as studies abroad) are planned as part of the career development of personnel from the time they join the government.

The government's own facilities, such as the National Institute of Public Administration, rather than Universities, play a major role in In-Service Training (IST). The rapid expansion of IST in recent decades enables the Government to provide a training opportunity to one out of four public servants yearly. The focus of training in Japan is not merely on the acquisition of technocratic skills, but also on the creation of a strong sense of nationalism, cooperative work culture, and an empirical approach to administration.

The foregoing review reveals the diversity of approaches to Public Administration among the more developed countries of the world. Despite their differences, the governments of all these countries, however, seem to play a growing and pro-active role in the training of their personnel; the coverage is most extensive in the United States and Japan. Governments' own training institutions are responsible for most of the in-service training in all countries.

2.3 MANAGER DEVELOPMENT PROCESS AND TRAINING

The term "manager development" refers to progress a manager makes in learning how to manage. "Managerial training" on the other hand, pertains to the programs that facilitate the learning process.

To become operational, the manager development process has to be broken down into more detailed steps. These are depicted in figure 2.1.

A good training program is not static; it considers the training needs of managers in the present job and in the next job. It also takes into account broad enterprise needs and plans in the distant future present job; manager development and training must be based on a needs analysis derived from comparism of "actual performance" and behaviour. Such analysis is shown in Figure 2.2. If a district manager has decided that the selling of 1,000 units is reasonable expectation, but the actual sales are only 800, a "gap" results that is 200 units short of the sales target. Analysis of the deviation from the standard might indicate that the manager lacks the knowledge and skills for making a "forecast," and that "conflicts among subordinate managers" hinder effective team work. Based on this analysis, the "training needs and methods" to overcome the deficiencies are identified. Consequently, the district Sales Manager enrolls in "courses in forecasting and conflict resolution." Further more "organisation development" efforts are undertaken to facilitate co-operation among organization with reference to figure 2.1. Next job is a similar process applied in the identification of the training needs for the next job. Specifically, the "present competency" is compared with the "required competency" demanded by the next job. For instance, a person who has

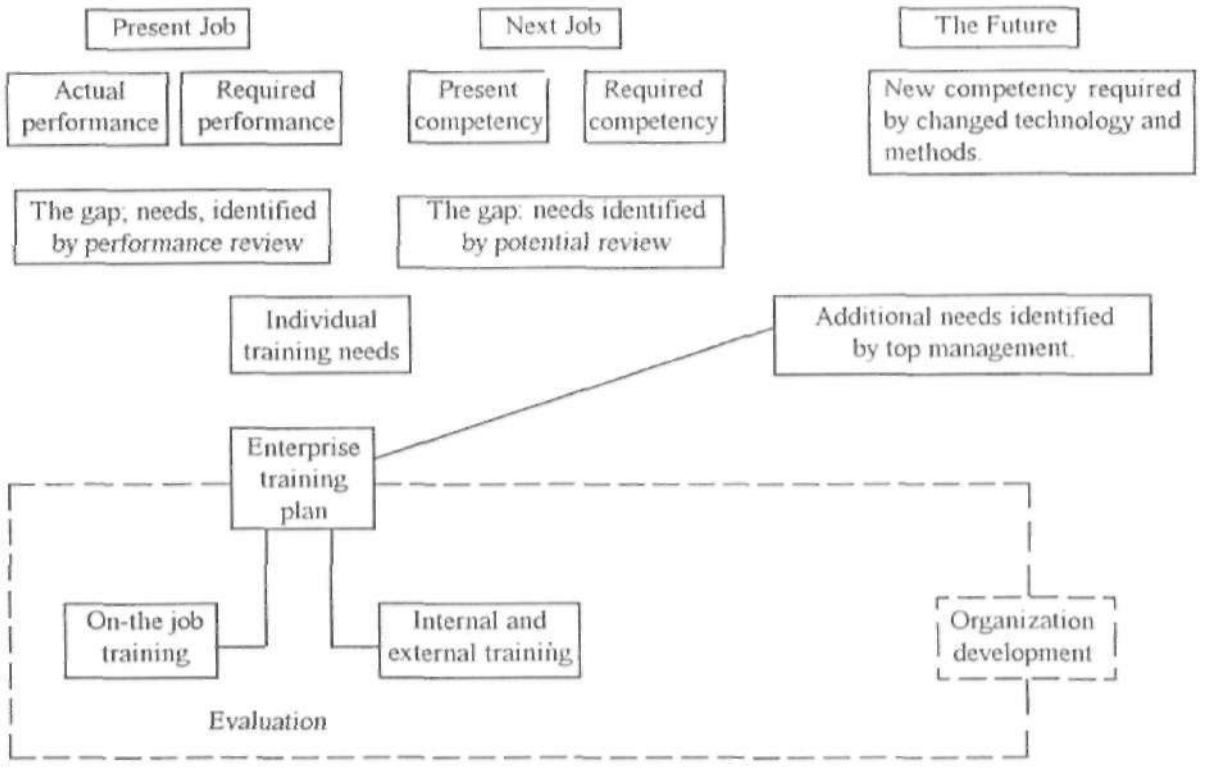
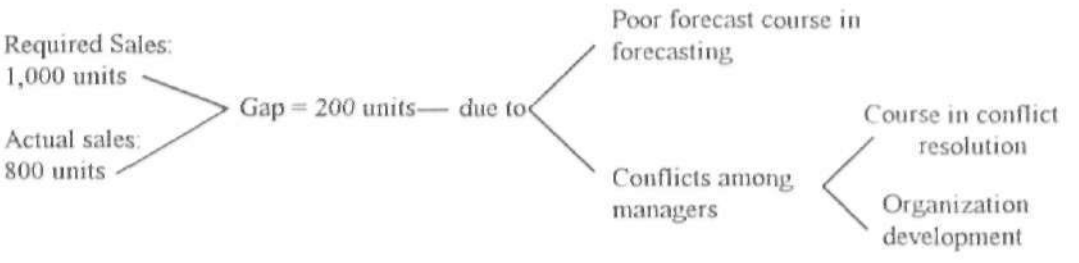


Figure 2.1 Manager development process and training [Adopted from John W. Humble], improving Business Results [Maidenhead, England]; Mc Graw-Hill Boot.

Figure 2.2 Training needs analysis.



worked mainly in production may be under consideration for a job as a project manager. This requires training in the functional areas such as engineering, marketing, and even finance. Thus, the systematic preparation for a new assignment certainly is a more professional approach than simply thrusting a person into a new work situation without training.

Future progressive organizations go even one step further in their training and development approach; they prepare for the more distant future. This requires a forecast of new competency that will be demanded by changing technology and methods. For example, the expected energy shortages may require that managers be trained not only in the technical aspects of energy conservation but also in energy-related long-range planning and creative problem solving.

These new demands created by external environment, have to be integrated into enterprise training plans which focus on the present and the future. These plans are contingent, on one hand, on the training needs and, on the other, on the various approaches to manager development that are available.

2.4 APPROACHES TO MANAGER DEVELOPMENT: ON-THE-JOB TRAINING

Many opportunities for development are to be found on the job. The trainees learn and at the same time contribute to the aims of the enterprise. However, because this approach requires competent managers who can teach and coach trainees, there are limitations to on-the-job training.

(a) Planning Progression: This on-the-job technique gives mangers, a clear idea of their path of development. Managers know where they stand and where they are going. For example, a lower-level manager may have available an outline of the path from superintendent, to works manager, and eventually to production manager. The manager then knows the requirements for advancement and the means to achieve it. Unfortunately, there may be an over-emphasis on the next job instead of good performance of present task. Planned progression may be perceived by trainees as a smooth path to the top, but it really is a step-by-step approach which requires that tasks be well

done at each level.

(b) Job Rotation: The basic purpose of Job rotation is to broaden the knowledge of manager or potential manager and other staff. The trainees learn about the different enterprise functions by rotating into different positions. These include rotation (1) to non-supervisory work, (2) to observation assignments (3) among the managerial training positions, and (4) to middle-level "assistant" positions; and (5) there is even unspecified rotation to different managerial positions.

The theory behind job rotation would appear to be good, but there are difficulties. As the term indicates, in some job rotation programmes participants do not actually have managerial authority. Instead, they obscure to assist line managers, which does not give them the responsibility that would have if they were actually managing. Even in rotation to managerial positions, the participants in the training program may not remain long enough in the position to prove their future effectiveness as managers. Furthermore, when the rotation program is completed, there may be no suitable positions available. Despite these draw backs, if the inherent difficulties are understood by both managers and trainers, the positive aspects of job rotation should benefit trainees.

(c) Creation of "Assistant-to" Position: The creation of "assistant-to" positions is frequently used to broaden viewpoints of trainees by allowing them to work closely with experienced managers who can give special attention to the developmental needs of training. Managers can, among other things, give selected assignments to test the judgement of trainees. As in Job rotation, this approach can be very effective when superiors guide and develop trainees until they are ready to assume fully the responsibilities of managers.

(d) Temporary Promotions: Individuals are frequently appointed "acting" managers when, for example, the permanent manager is on vacation, ill, or making an extended business trip or even when a position is vacant. Thus temporary promotions are departmental device as well as a convenience in the enterprise. When the acting manager makes decisions and assumes full responsibility, the experience can be valuable. On the other hand, if such manager is merely a figurehead,

makes no decisions and really does not manage, the developmental benefit may be minimal.

(e) Committees and Junior Boards: Committees and "Junior Boards", also known as multiple management, are sometimes used as developmental techniques. These give the trainees the opportunity to interact with experienced managers and experienced workers. Furthermore, trainees become acquainted with a variety of issues that concern the whole organization. Thus, they learn about the relationships between different departments and the problems created by the interface of these organizational units. Trainees may be given the opportunity to submit reports and proposals to the committee or the board and to demonstrate their analytical and conceptual abilities on the other hand trainees may be treated in a paternalistic way by senior executives; although trainees are appointed to committees or Junior boards, they may not be given opportunities to participate, which would frustrate and damage them. The programme would then be detrimental to their development.

(f) Coaching: On-the-job training is a never-ending process. This is evidenct in athletic coaching. To be effective, coaching, which is the responsibility of every line manager, must arise from a climate of confidence and trust between superiors and trainees; patience and wisdom are required of superiors who must be able to delegate authority and give recognition and praise for jobs well done. Effective coaching will develop the strengths and potentials of subordinates and help them to overcome their weaknesses. To be sure, coaching requires time, but, if done well, it will save time, money, and costly mistakes by subordinates, which in the long run will benefit all the superiors, the subordinates, and the enterprise.

2.5 EFFECTIVENESS OF TRAINING IN ORGANIZATIONS: THE PRECONDITIONS

Training has often been prescribed as a panacea for the ills of developing countries. In the heyday of technical assistance during the 1950s, there was a widely held belief that the performance of poor countries could be significantly improved by helping their citizens to absorb the

technologies and skills developed in the west.

Training was identified as the prime instrument in the transfer process and this in turn provided the rational for foreign aid to strengthen the development of man-power resources in developing countries such as Nigeria for example Nigeria gained alot of technical and training assistance from Britain (British Government). The slow space of progress and unexpected barriers to growth experienced by the third world in subsequent years seem to have tempered those over-optimistic expectations and led several international agencies to cut back on their allocation for managerial and administrative training.

There is probably a greater awareness today that training must be viewed as part of a set of complex, inter-related variable which together determine the pace of development.

At the micro-level, the performance of an individual is jointly influenced by his ability and motivation. Even if a person scores high on ability, but low on motivation, his performance will be lower than will be the case otherwise. The primary contribution of training is in improving ability. It can not do a great deal to improve an individual's motivation which depends on other factors such as compensation, working conditions, and personality characteristics.

Thus, training influences performance through the ability factor and plays an important role in determining the overall level of individual's performance.

There is clearly a relationship between the role of training at micro and macro levels. To the extent that training can be used to augment the abilities of the workers, citizenry, companies and various organizations, it might help improve the aggregate performance of the country's economy.

The supply of training as an input to every organization, however, is no guarantee that it will be effectively utilized at the macro level (capacity utilization). This is particularly true of organizations staff training. From a policy standpoint, it is important, therefore, to identify the preconditions necessary to ensure the effectiveness of training in organizations. The five preconditions are discussed below:

(1) The Educational System: The training system can only build on what the educational system can offer; the existence of a sound and stable educational system i.e where there is no constant strike, closure of universities and other higher institutions.

For example, the recent university senior lecturers strike (ASUU) is a staggering blow to the educational sector which would have paralized the educational sector in Nigeria. The existence of a sound educational system which backs up the training system is essential. When the educational foundation is weak or inappropriate to the country's needs, training becomes an uphill task. To some extent, the mismatch may be due to inadequate manpower planning by the government and private enterprises, which may have neglected the development of certain categories of manpower by the education system.

(2) Training Policies and Management of Institutions: A national policy on training, its design and management is a pre-requisite for effective training. When training is organized haphazardly, and training concepts, content, and methodologies are not properly adopted to the local environment, both training and the training institutions usually fail to make the impact expected of them.

(3) The Stock of Educated Manpower: A reasonably good supply of educated manpower is a necessary pre-condition for organizations for effectiveness of training. Some less developed countries are plagued by a general shortage of educated manpower. This is not necessarily a problem of the educational sector alone. Demographic factors as well as past policies of development may have led to a condition of continued manpower shortage which makes it difficult for the organization to attract adequate supply of educated manpower. Under these conditions, competition for trained manpower become intense and rapid turnover or depletion of personnel in the public sector renders training less effective.

(4) Personnel Policies and Systems: Training is unlikely to be effective as long as the personnel policies and systems of the organization do not support this activity. For example, if training is not integrated with the career development plans of organizations and systems for performance evalu-

ation, it is unlikely that "effective demand" for training will be created. The reluctance of organizations and governments to sponsor people for training and the lack of motivation on the part of organization's staff to take advantage of training opportunities could largely be attributed to this factor.

(5) The Administrative Culture of Organizations: For an organization's system to be effective, it requires an administrative system that is performance oriented in its patterns of authority and communication, attitude to work, and values. Even government has an administrative culture which is the combined outcome of work socialization and the interaction of complex administrative structures over long period of time. While limited tools and techniques of management can be transfered with relative ease through training, without major changes in its administrative culture, it is difficult to make management training an effective input for development. In a sense, it is the weight of this broader non-result oriented administrative culture which inhibits the realignment of personnel policies in several organizations.

An analysis of these five pre-conditions show that some of them influence training effectiveness as regards supply whereas others operate as regards demand. The first three variables - namely: policies for the management of training, the educational system, and the stock of educated manpower - contributed to effectiveness by improving the supply of training. The reference here is not merely to the quantitative aspect of supply, but more importantly to its qualitative dimensions. A more appropriate training strategy, for example, leads qualitatively to better training. On the other side, personnel policies and organization's culture are variables which promote effectiveness by stimulating a more genuine demand for training. Thus, when career development linkages with training are strong, there is a greater incentive on the part of organization staff to respond to and internalize training inputs. When the administrative culture is performance oriented, the organization will demand more training inputs for its personnel if this helps in improving its performance. Training effectiveness is optimized only when both sets of preconditions are satisfied. Even if the

pre-conditions for improving the supply are met while those on the demand side are ignored, the net result will be sub-optimal. The demand pull which would have improved effectiveness is absent in this case. Similarly, if personnel policies are better while realignment and training strategies are ignored, then again, the result will be less than optimal as the supply push which would have improved effectiveness will remain weak.

In brief, attention must be given to these pre-conditions in order to optimize training need of organization and the actual training service offered. The prescription to expand training activities without paying attention to these pre-conditions will not optimize training effectiveness. In order to optimize training effectiveness, it is their combined support that improves the "fit" between the training needs of organization and the actual training services offered. The prescription to expand training activities without paying attention to these preconditions betrays a lack of understanding of the complementary role between the two. More training does not necessarily lead to better or more effective training. Even as they take steps to strengthen the organization's activities, organizations ought to review their policies which have a bearing on the different pre-conditions discussed above.

2.6 TRAINING POLICIES IN ORGANIZATIONS

When training activities are performed in an ad hoc manner without the guidance of a policy framework, inefficient use of scarce resources and duplication of efforts are bound to occur. The training needs of different categories of personnel and different agencies of government and organizations are numerous and varied. It is imperative, therefore, that the objectives of training and guidelines for planning, directing and monitoring this activity be laid down by government as part of an integrated policy.

Ideally, a training policy for organizations and enterprises should state the objectives and scope of all training activities, the assessment of training needs, the priorities and financing arrangements,

the roles and functions of different categories of training institutions and mechanisms for co-ordinating their work, the relationship between training career planning and development, and the guidelines for monitoring and evaluation of training. Training policies must be based on a careful assessment of future national task and manpower requirements.

Publicly declared training policies help employees understand the development opportunities available to them. For those who manage training in government and private sectors, policies provide a framework within which to plan their programmes, seek resources guide and evaluate performance. On the other hand, policy guidelines should not be too rigid and detailed so as to avoid difficult adaptation to changing circumstances. The key ingredients of a good training policy are enunciated here and less developed countries experiences examined against this framework.

1. Objectives and Scope of Training: One of the responsibilities of an organization is to publicly declare the objectives and scope of organizational training and the importance it attaches to this function so that organizational expectations are clear to both the employees to be trained as well as those who perform the training task. It is for the organization to relate its objective for training to the organizational goals and environment of the business. Though specific objectives might vary, most organizations expect training to lead to improved and more efficient public and private service through the development of appropriate skills, knowledge, and abilities in their personnel.

The boundaries of training must be drawn through a policy directive. For example, an organization may assign considerable importance to in-service training and much less to pre-entry training. It may support in-service training through its own institutions and training departments and assign only a limited role to self-development of personnel through non-governmental institutions.

2. Assessment of Training Needs: An important function of policy is to offer guidelines on the systematic assessment of training needs and assignment of responsibilities for this task among relevant agencies so that orderly planning of training activities is facilitated. Identification of training needs is essential at three levels: (a) Organizational (b) Institutional, and (c) Individual training

program. A broad assessment of training needs from an organizational perspective must be undertaken periodically so that training institutions can be assigned appropriate training tasks and made to adapt to the changing requirements of the organization. An organizational assessment must take into account both the maintenance and development needs of the organization. The strategies and priorities of development programmes, training needs perceived by the different institutional agencies, and diagnosis of prevailing administrative inadequacies are among the sources of inputs for such an organizational exercise. Given the nature of this assessment, the central agency concerned with training, or another appropriate organizational body, should be assigned the responsibility for this task. Assessment of training needs at the institutional programme level must be understood within the framework of priorities generated by the organizational exercise. Once each training institution is assigned an area of training responsibility, a more detailed exercise in identifying the needs must be undertaken within the framework of priorities generated by the organizational responsibility. A variety of methodologies and techniques of analysis of needs are available from which institutions must choose an appropriate mix: Among these methods are contextual analysis which relate needs to the gaps in specific administrative deficiencies, consultation with client organizations, feedback from former trainees, systematic field surveys of training needs, and experimental programmes as a learning device.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The major aim of this research is to evaluate the effect of training and development on productivity: a case study of Peugeot Automobile Nigeria Limited (PAN), Kaduna and the importance of training to manpower development. The main purpose of this chapter is to describe and analyse the procedure and approach adopted in conducting this research. It clearly brings out the sources of data and methods used in the project. Effort has also been made to discuss the techniques applied in the analysis of data obtained.

3.1 RESEARCH METHODS

There are three major types of Research methods. Thus, Historical, Descriptive and Experimental research methods.

Historical Research deals with determination, evaluation and explanation of past events essentially for the purpose of gathering a better and clear understanding of the present and making more reliable prediction for the future.

Descriptive research is concerned with collection of data for the purpose of describing and interpreting existing conditions. The three ways of presenting descriptive research consist of general description, analysis and classification. There are five types of descriptive research namely: (a) Case Study (b) Sample survey study (c) Correlation study (d) Cross-section and (e) Longitudinal study.

Case Study: Is the detailed description and analysis of everything that is in the history or development of a single person, communication, event or institution for the purpose of understanding the life cycle of each or a particular unit.

Sample Survey: involves large number of persons, description of population and characteristics through selection.

Correlation Study: is concerned with measuring the degrees of relationships between two or more variables for the purpose of making prediction about variables.

Cross-sectional: is concerned with gathering of facts/data about different sub-groups; at one point in time.

Longitudinal: is concerned with gathering data on the same person or group at different point in time.

The third method of research, the experimental research:- This is a systematic and logical procedure of identifying and evaluating the relationship between variables that create a particular state of affairs under controlled conditions.

This study therefore, is basically a descriptive and experimental research because it is concerned with the collection of data for the purpose of describing and interpreting.

This Study, "The effect of training and development on Increased Productivity: A case study of Peugeot Automobile Nigeria Limited (PAN), Kaduna." This study, is conducted in such a manner as to obtain necessary information or data essential for arriving at meaningful conclusions as regards to Training and Development of staff with reference to the Training department of Peugeot Automobile Nigeria Limited, Kaduna.

3.2 SOURCES AND METHOD OF DATA COLLECTION

The sources and methods of collection of data was approached from different angles which includes primary and secondary data, interviews, questionnaires, documentations, management reviews, magazines and newspapers containing relevant information on the problem of study.

Research Technique

The information and data gathered are presented in numerical figure and arranged in tabular

form. The tables are numbered and different sections were selected for the analysis and also numbered to correspond with that of the tables. Questionnaires were used to get direct information from the Training Department of Peugeot Automobile Nigeria Limited (PAN) Kaduna.

3.3 JUSTIFICATION OF METHODS USED

Personal interviews conducted with some of the Staff in the Training and Development department were not very successful because some of the respondents failed to give some detailed information and data due to the secrecy of the organization. Some of the documents were not updated because of some new staff who were inexperienced due to their length of service in the Training department in PAN.

3.4 SUMMARY

The three major types of research used in this project are Historical, Descriptive and Experimental methods. There were however other methods of collection of data used, these include Primary and Secondary data such as interviews, documentations, questionnaires and newspapers which contain relevant information on the problem of study.

Personal Interviews were used to allow the respondents talk freely on the topics of discussion. Questions were asked at the end of the interview to round off the discussion. Data was also gathered from Documents in the Library of the Training Department of Peugeot Automobile Nigeria Limited (PAN).

All these methods were used so as to be able to arrive at a conclusion that will be useful and effective in further study on the subject matter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

The establishment agreement between the Federal Government of Nigeria and Automobile Peugeot France was signed in 1972. Automobile Peugeot France is the parent company of Peugeot Automobile Nigeria Limited, Kaduna. The factory of PAN Limited is located in Kaduna and the liaison office of PAN Limited is in Lagos. The Peugeot Automobile Nigeria Limited was incorporated in 1975 and started production that same year. The shareholders comprise of the Federal Government of Nigeria, Kaduna State Government and some major distributors such as SCOA and UTC Motors e.t.c.

4.1 TYPES OF TRAINING SYSTEM UNDERGONE WITHIN THE PEUGEOT AUTOMOBILE NIGERIA LIMITED (PAN LTD)

Training system and development or types of training must be relevant to organizational needs. It must be training that will increase the productivity and output of the organization. In Peugeot Automobile Nigeria Limited, the Training Department undertakes four types of training: (a) Technical Training (b) Management Training (c) Computer Training (d) External Training.

(a) Technical Training: includes the training of staff for maintenance and repairs such as mechanics, electricians, craftsmen, artisans, technicians, engineers and technologists.

The Training Department also trains staff from other organizations such as major distributors staff (SCOA Motors and UTC Motors staff) government staff and fleet owners staff.

2. Management Training: involves training and development of staff from administration and management department in PAN Limited such as supervisors, managers, clerical officers, accountants, storekeepers as well as marketing and sales department staff.

3. Computer Training: The Training Department also offers Computer training. They offer computer courses to other staff such as Accountants, Managers and Secretaries e.t.c.

4. External Training Programmes: are sponsored by the Training Department. The Organization's external training can be divided into two (a) overseas training and (b) domestic training *universities and polytechnics)

(a) Overseas Training: By PAN Limited are mostly technical training conducted by staff in the head office in France (Automobile Peugeot France). The management gives more priority on technical training such as engineers, technicians, laboratories, electricians and few senior management courses.

(b) Domestic Training: Includes Universities, Polytechnics and higher institutions in Nigeria and some professional courses such as Nigeria Institute of Management (NIM) and Institute of Chartered Accountant of Nigeria (ICAN). The Training Department in PAN Limited provides effective conditions necessary for training of staff. The training and development department gives the records of staff every 5 years to the Personnel Department for assessment. *See Table 4.1 overleaf:*

SUMMARY OF STAFF FOR TRAINING FROM 1989 - 1994 IN PAN LIMITED

YEAR	NO. OF STAFF COMPUTER TRAINING	NO. OF STAFF TECHNICAL DEPARTMENT	NO. OF STAFF TECHNICAL TRAINING	NO OF STAFF OVERSEAS TRAINING
1990	5	250	34	10
1991	4	200	40	15
1992	7	170	30	12
1993	3	160	45	14
1994	6	150	47	8
1995	5	210	20	7

4.2 CONDITIONS FOR EFFECTIVE TRAINING IN PEUGEOT AUTOMOBILE NIGERIA LIMITED (PAN) LIMITED

Every organization must have effective conditions or facilities for efficient training and development of staff. The staff will enjoy his training and even desire further training for the fact that there are good training facilities and necessary equipment. However, the conditions for effective training in PAN Limited are as follows.

1. Adequate personnel (trainers). There must be adequate trainers that will always train the staff in a situation where there is shortage of trainers (personnel to train the staff), it will not give for proper training condition. PAN Ltd makes enough provision for the trainers to train the staff.
2. Peugeot Automobile Nigeria Limited has its own training department. The department trains all the staff from different department such as personnel, technical and plant department, computer, accounts e.t.c and the training department provides adequate tools and equipment for technical training.
3. Apart from tools and equipment, there must be other facilities such as classroom, laboratories, workshop for practicals for the mechanics, technicians and constant electricity and stand-by generators in case of occasional power failure and other facilities.
4. Before any training and development of staff can be successful there must be management backing or commitment i.e finance backing by the organization. In PAN Ltd., there is always budget for the fund for training of staff by the management. Where there is no adequate fund to train staff, it will affect training programme and it will as well discourage the staff. There is always provision for training allowance for the staff undergoing training outside the organization.

   PAN Ltd always makes provision for such allowances to staff at the appropriate time. This condition is very vital for training and development in any organization.
5. The staff should be motivated and know why there is need for training they should have the zeal

and ego to be trained and while they are on course, should co-operate with the trainers be disciplined and learn how to accept their mistakes where the instructors discovered they are wrong PAN Limited management is very strict on this policy.

6. Another condition of effective training in PAN Limited is that before any staff undergoes any training course it must be approved by the training manager and the course must be relevant to the organization needs and policies.

4.3 TRAINING POLICIES ADOPTED BY PEUGEOT AUTOMOBILE NIGERIA LIMITED (PAN)

One of the precautions for effective training is the existence of an organizational policy for the staff. When training activities are organized haphazardly, and training concept, content, and methodologies are not properly adapted to the organization's policies, both training and the training institutions usually fail to make the required impact expected of them. It is important, therefore, that the objectives of training and guidelines for planning, directing and monitoring this activity be laid down by every organizations as part of integrated policy.

However, Peugeot Automobile Nigeria Limited has its own organizational guidelines which must be strictly adopted for the effective training and development of staff. The policies are as follows:

(a) To identify the current level of job performance.

(b) To develop the staff for future purposes with good training and development workers skills will be up to date.

(c) To enable employees to improve on current performance or increase productivity.

(d) Another policy is that every staff must be trainable (acquire pre-entry training) before he can be trained i.e the staff must acquire certain qualifications and requirements. For example, electrical engineers, technicians, welders, painters, artisans, mechanics must acquire pre-entry train-

ing before he can be considered for further training in PAN Limited.

(e) Another training policy is that training becomes necessary only when the need arises in PAN Limited, Kaduna and the training must be relevant to the area of specialization of every staff i.e to increase productivity. This policy is strictly followed and guided by the management because any training that is outside the organizational line is irrelevant and a waste of company's resources.

(f) To encourage and motivate employees.

(g) To provide the basis for salary reviews

(h) To provide information for manpower planning purposes.

4.4 DUTIES AND RESPONSIBILITIES OF THE TRAINING MANAGER IN PEUGEOT AUTOMOBILE NIGERIA LIMITED

The Training Manager is the head of the Training Section in PAN Limited. The Training Manager has alot of responsibilities and duties to his staff and organization. His duties and responsibilities are as follows:

1. To train staff and develop personnel so as to improve employees current performance in their area of specialization.
2. To train and develop staff for higher responsibilities and duties so as to attain management objectives.
3. The training manager trains staff for future expansion and growth of the organization on the long-run.
4. The Training Manager is in charge of co-ordinating training programmes such as: what training is to be provided, how it is to be provided, when it is to be provided, by whom it is to be provided, where it is to be provided, and at what cost it is to be provided, the training manager needs time to ensure that this investment is being deployed wisely.

5. To evaluate and forecast training needs, that is required for the training department either Trainers and facilities necessary for training.
6. The Training Manager must approve training courses for all staff before any staff is allowed to be trained.
7. It is his most responsibility and duty to seek enough fund for training and development purpose through the management. In a situation where there is inadequate funding, his responsibilities will be affected i.e. there will be no proper co-ordination for successful training and development of staff.

4.5 THE BENEFITS OF TRAINING TO THE STAFF AND ORGANIZATION

The benefits of training and development is not only based on an organization's objective but also the staff. The scope of training and development activities, as in most other activities in an organization, depends on the policy and strategies of the organization. There are many organizations that carry out the minimum of staff training and development, because, as a matter of policy, they prefer to recruit staff who are already trained or professionally qualified. These organizations are prepared to pay the top market rates for the skilled staff, and what they put into recruitment, selection, salaries and benefits, they do not put into training and development. However, most organizations' objectives is to benefits from training their staff. Training and development broadens the experience of staff, even when the staff changes his job to another company or organization. With the higher training he has acquired, he will be of advantage for similar post when he is employed.

The benefit of training and development are:

(1) The provision of a pool of skilled manpower for the organization.

(2) Increased productivity through proper training and development of staff which will increase the production or more output turn up in process of manufacturing or assembling of cars in

PAN Limited which will be profitability to the organization.

(3) Improvement of existing skills which lead to increase in workers efficiency and competence. The organization will not have staff redundancy.

(4) Training improves the standard of production through quality products and with aid of quality controls unit in PAN Limited.

(5) Training and development improves the knowledge and experience of employees.

(6) Training and development leads to improvements in job performance with resulting improvement in productivity overall.

(7) Training and development improves services to customers.

(8) Training and development results in greater commitment of staff (i.e increased motivation).

(9) Increases value of individual employees knowledge and skills.

(10) Training and development result to personal growth opportunities for employees.

4.6 THE ROLE OF TRAINING AND DEVELOPMENT OF STAFF IN PAN LIMITED

The role of training staff in the organization i.e the part they are expected to play, as well as the part they themselves expect to play, depends considerably on the type of culture of the organization. If the organization actively encourages training and development activities, then trainers will have an exciting and important role to play; if, however, the organization wishes only to pay lip-service to training, then the role of trainers will be severely limited. The other major factor in deciding what kind of role can be played is that of the trainers own competence and professionalism. Where trainers are highly skilled both politically and professionally, they will tend to enjoy good reputations within the organization, where their skills and ambitions are of a lower order, then so will their reputation and effectiveness be proportionately lower. The range of roles that can be played by the trainers is strongly influenced by the requirement of their jobs.

In a report on the "Training of Trainers", published by the Manpower Service Commission in

Britain, in the year 1978, four key areas for training specialist jobs were identified. These are as follows:

a. Planning and organizing activities.

b. Determining and managing activities.

c. Direct training activities.

d. Consulting and advisory activities.

From these four areas of activities, it is possible to see several alternative roles, for example: planner and organizer, training manager, instructor, consultant and adviser, clearly, the more complex the job, the wider the range of possible roles, and vice versa for less complex jobs. A training manager, for example, would encompass all the above mentioned roles, although with an emphasis on determining managing, consultancy and advisory activities. By comparism, a Job Instructor would only be concerned with training or instructional activities, and with some organising, apart from the role of trainer.

However, the role of training and development in PAN Limited is to be considered which are as follows:

1. As a result of adequate and proper training and development the organization is able to produce standard and better quality products. The organization has its own control department to examine the quality of brand of cars produced, to ensure that it meets the required standard of production. PAN can also examine its quality products through the distributors and customers. Training and development leads to good performance and standard with regards to production or manufacturing process.
2. The role of training assists Peugeot Automobile Nigeria Limited to achieve the attainment of set output within the time frame work (time set for its production). For example the organization may decide that it wants to assemble 20 cars within two days. With proper training acquired by technical staff, the organization can meet its target time for the production. But in a situation

When they can not meet the time set for the production, may be there are some inefficient staff or technical workers that can not put in their best or effort to the time set for production.

3. Another role that can be achieved in the training and development of staff is that it leads to industrial harmony among the staff at all levels. There will be smooth working relationship between the staff and they will ably understand one another in process of manufacturing. When there is efficient staff there will be co-operation between the Supervisor and subordinate staff.
4. Training and Development give room for easy expansion and modification of the organization. Peugeot Automobile Limited (PAN) Limited was able to expand and modify its products with improvement in training which also enhanced growth.
5. Another role of training is that it leads to increased value of individual employee's knowledge and skills.

With proper and quality training, it gives room for the development of staff at all levels of PAN Limited (either lower, middle and higher staff).

4.7 TRAINING AND DEVELOPMENT, ITS EFFECTS ON PRODUCTIVITY IN PEUGEOT AUTOMOBILE LIMITED

In many companies, the resources put into training and development represent a considerable investment in time, money and manpower. This investment needs to be evaluated from time to time to ensure, so far as possible, that it is being deployed wisely. Training and Development could be a waste to the organization, in terms of productivity outcome since it is regarded as manpower investment.

A good training and development package should positively lead to increased productivity, that is the future benefit should increase profitability through increase in productivity of the organization.

With adequate and quality training in Peugeot Automobile Nigeria Limited (PAN Ltd), the production increased, the output of cars manufactured / assembled has increased because of the

priority given to the technical training in PAN Limited. According to the report from the Training Department in Peugeot Automobile Nigeria Limited since the establishment of the training section, the organization has benefited the following advantages of training:

(a) It has led to provision of a pool of skilled manpower for the organization,

(b) It has led to improvement of existing skills.

(c) Training has increased the knowledge and experience of employees.

(d) It has led to improvement in job performance with resulting improvement in overall productivity.

(e) Training has led to improved services to customers which promoted the sales of the products

(f) Training and development led to greater commitment of staff (i.e increase in motivation)

(g) Training increased the value of individual employees knowledge and skills

(h) Training led to personal growth opportunities for employees.

With the above advantages training and development indirectly and directly increased the performance of the staff, when the performance of staff is higher, the production level increase will give room for increase in productivity.

Despite the fact that training and development lead to increased productivity, training sometime may be a waste if the staff are not able to perform after the training they have undergone, it will not increase their productivity. Where there is no identification or assessment of training needs, or where the design content and methods of training to be employed are not followed, there will be no increased productivity. Training and development is an area of wide scope of study which needs careful attention by every organization so as to lead to increase in productivity. For example, technical training has contributed to the efficient increase in productivity in Peugeot Automobile Limited, Kaduna.

4.8 PROBLEMS OF TRAINING AND DEVELOPMENT OF STAFF IN NIGERIA

Most evaluation of studies of training institutions have agreed that the impact has fallen far short of expectation both in terms of the number of personnel trained as well as in the effective utilization of resources.

Not more than 15 - 20% of public servants in most developing countries are literate to receive training in any given year; even in some organizations or companies, the same situation arise. This contrasts with nearly 40% in developed countries such as the United States of America and Japan. Moreover, the expansion of training infrastructure has not been matched by an effective utilization of facilities and a balanced distribution of training opportunities. Even the impact of project - related training by the donor agencies have been less than optimal because in many cases a short-term view of training was adopted and adequate care was not taken to plan and monitor this activity. The inability of imported training models to adapt to local needs and conditions have certainly contributed to this problem.

The problems of training and development of staff in Nigeria are as follows:

1. Absence of, or inadequacies in training policies. Very few countries have comprehensive training policies which offer guidelines on training needs assessment, design and planning of training programs, and monitoring and evaluation of training. Training costs are seldom planned and monitored, some organizations have no comprehensive training policies for development of their staff in Nigeria today.
2. Problems in the design and management of training institutions.
3. Lack of competent or qualified Personnel Trainers
4. Most organizations in Nigeria today are not ready to invest on training and development because of the cost. They are not ready to give enough funding to training of their staff. They prefer to select and recruit qualified and well experienced staff.
5. In Nigeria today, there are few training institutions, apart from Universities and Polytechnics,

there are few training institutions for technological and science development.

6. Lack of sponsors is another problem of training and development of staff. There are some training that are very expensive for organizations alone to sponsor especially private organizations.

   For example, aviation courses or training of flying officers and aeronautic engineers. As a result of the cost involved, some organizations prefer to employ already trained staff.

7. Organization policy and culture is another problem in training and development of staff today in Nigeria. Some organization's culture may discourage staff from going for further training.
8. Sometimes, training and development may be a waste to organization especially where production has ceased due to lack of market or materials.
9. Lack of or inadequacy of training facilities and equipment is another general problem that hinders some organizations in Nigeria today.
10. Economic depression and political crises are some of the major problems hindering training and development today. Such as:-

(a) stagnant corporate growth.

(b) Lack of finance in small scale or large organizations, they are forced to borrow from informal market with 90% inflation rate.

(c) Slapping demand profile i.e consumers no longer meet their needs (demand).

(d) Volume of general increase in cost of production.

(e) Poor quality products to consumers.

(f) Inflation situation in Nigerian economy.

CHAPTER FIVE

SUMMARY, RECOMMENDATION AND CONCLUSION

At this juncture, there is the need to summarise the role of training and development and its effect on increased productivity in Peugeot Automobile Nigeria Limited (PAN). Training can be distinguished from education, training is concerned with imparting knowledge and improving skills, in relation to a job or occupation, while education is personal preparation for life, and development. As far as the work setting is concerned, it is aimed at personal growth and realisation of potentials as an employee. Systematic training is the term used to describe a rational approach to training and development based on the following: a training policy, a training organization, the identification of training needs, the planning and execution of training and, finally, the evaluation of training.

The aims and objective of training in Peugeot Automobile Nigeria Limited is as follows:

(a) To develop more efficient workers.

(b) To develop skills, knowledge and abilities of personnel and technical workers.

(c) To increase productivity and profitability.

(d) To increase standard of production.

(e) To give room for corporate growth and expansion.

The terms "managerial development" refer to the progress a manager makes in learning how to manage. While "managerial training" pertains to the programmes that facilitate the learning process.

Training specialists undertake activities such as the planning and organizing, determining training needs and managing of training functions, the provision of direct training activities, and the provision of consultancy and advisory services.

Approaches to Managerial development is based on the following:

(a) Planned progression (b) Job rotation (c) Creation of "assistant-to-position (d) Temporary promotion and Coaching.

Planned Progression: This on-the-job technique gives managers a clear idea of their path of development. Managers know where they stand and where they are going. For example, a lower-level manager may have an-outline of the path from superintendent to works manager, and eventually to production manager.

Job Rotation: The basic purpose of job rotation is to broaden the knowledge of the manager, potential manager and other staff. The trainers learn about the different enterprise function by rotating into different positions.

Creation of "Assistant-to" Position: Is frequently used to broaden viewpoints of trainees by allowing them to work closely with experienced managers or senior technical managers.

Temporary Promotions: Is when an individual is frequently appointed "acting" manager. For example, when the manager is on vacation, ill, or on an extended business trip or even when a position is vacant. Thus temporary promotions are departmental devices as well as a convenience in the enterprise. When the acting Manager takes decisions and assumes full responsibility, the experience can be valuable.

The pre-conditions necessary to ensure the effectiveness of training in an organization are as follows:-

(a) The education system which is sound and stable.

(b) Training policies and management of institutions.

A national and organization's policy on training and on the design and management is a pre-requisite for effective training.

(c) The stock of educated manpower. A reasonably good supply of educated manpower is a necessary pre-condition for organizations effectiveness.

(d) Personnel policies and system.

(e) Administrative culture and organizations.

Training policies state the objective and scope of all training activities, approaches to training needs assessment, the priorities and financing arrangement, the role and function of different categories of training institutions and mechanisms for co-ordinating their work, linkage of training to career planning and development and guide for the monitoring and evaluation of training.

The Chapter Three of the research describes and analyses the procedure and approach adopted in conducting this project.

Chapter Four deals with the data presentation and analysis of the project. It states the effect of training and development on increased productivity and types of training system in Peugeot Automobile Nigeria Limited which are: (a) Technical training (b) Management training (c) Computer training (d) External training.

Technical training includes the training of staff of maintenance and repairs such as mechanics, electricians, craftsmen, artisans, technicians e.t.c. Management training involves training and development of staff from administration and management department in PAN Limited, Kaduna, such as supervisors, managers, clerical officers, accountants, storekeepers, marketing and sales department staff.

Computer training:- training of staff from computer department and other staff such as accountant, manager and secretaries e.t.c.

External training programmes are sponsored by the training department which involves universities, polytechnics and overseas training in PAN Limited, headquarters in France (Peugeot Automobile France).

The conditions for effective training in PAN Limited Kaduna are as follows:

(a) Adequate personnel (trainers).

(b) Adequate equipment and training facilities

(c) Management backing or commitment i.e financial backing by the organization.

(d) Staff mobilization.

Training policies guideline in PAN Limited are as follows:

The essence of training policies and guideline in PAN Limited is to identify the current level of job performance, to develop the staff for future purpose, to increase productivity and profitability. The staff must have acquired pre-entry training before they are employed and this policy must be strictly followed and guided by the management.

Training and development has led to improved standard and better quality. It results in the attainments of set output within time framework (time set for its production).

Training leads to industrial harmony within the staff on all levels. Training and development also plays a greater role in corporate growth and expansion (modification of organization).

Training and development leads to increased value of individual employees knowledge and skills. Training and development in Peugeot Automobile Limited, Kaduna, has its effect on increased productivity and profitability. Although, the resources put into training and development represent a considerable investment in time, money and manpower. This investment needs to be evaluated from time to time to ensure, so far as possible, that it is being deployed wisely. Training and development could be a waste to organization in term of productivity, training and development in PAN Limited, has increased the productivity currently which the company benefits from.

5.2 RECOMMENDATIONS AND FUTURE PROSPECTS

Training and development is a very important aspect of research of study, because every organization needs to train their staff so as to meet the required standard of production or increase its productivity.

Any organization without adequate policies for training their staff is bound to have problems of inefficiency and low capacity utilization of manpower. Peugeot Automobile Nigeria Limited was able to increase its productivity through its training section / department especially technical

training and other fields. Despite the contribution of its training and development of staff. It is therefore recommended that, for the standard and quality of production to persist and improve, it needs to concentrates on the following areas or consider the following aspect as a matter of urgency.

1. Peugeot Automobile Nigeria Limited should give priority to the training of technical staff since the company is an automobile engineering company and it needs more technical staff to increase its productivity.
2. Peugeot automobile Nigeria Limited should send or sponsor more of its technical staff abroad i.e Head office (Automobile Peugeot France) for further sound technical training and modernization of its product line.
3. Training and development department should be given facilities for effective training of staff such as provision of qualified trainers, expansion of the training workshop and classroom.
4. There must be strict training policy and guideline under which staff can be trained.

CONCLUSION

The function of organisational training and development is to initially create and to maintain the proper people - job match and high levels of motivation.

The importance of training and development cannot just be viewed in terms of numbers, there is also the human emphasis. Investment in training and development is an investment in human resources. Human assets grow and increase in value. Maintaining and upgrading employee skills not only increase productivity but also likely to increase commitment and motivation. Most employees appreciate learning new tasks and being able to work up to their full potentials.

A successful training and development programme must not only emphasis specific positions and specific people, but also a long term career orientation.

Training and development is obviously an important activities related to both financial and productivity criteria of an organisation's effectiveness. Yet, it is seldom done well and infrequently evaluated in PAN Ltd due to economic depression, devaluation of the Naira, low capacity utilization, increased cost of production and a decrease in demand for company's products.

Nevertheless, due to the dynamic nature of training and development, it is necessary that a continuous search be made for new techniques of improving the knowledge and skills of staff.

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QUESTIONNAIRE

Please kindly fill the answers to the following questions.

PEUGEOT AUTOMOBILE NIGERIA LIMITED (PAN)

1. What are the aims and objectives of the training department in PAN?
   a) _____
   b) _____
   c) _____
   d) _____

2. What are the policies adopted by PAN as regards training of staff?
   a) _____
   b) _____
   c) _____
   d) _____

3. What types of training system are undertaken in PAN?
   a) _____
   b) _____
   c) _____
   d) _____

4. What types of external training are undertaken in PAn
   a) _____
   b) _____
   c) _____
   d) _____

5. Does PAN get any assistance in term of training personnel from the Parent Company?
   a) _____
   b) _____
   c) _____
   d) _____

6. What benefits do the staff get from being trained?
   a) _____
   b) _____
   c) _____
   d) _____

7. What benefits does PAN gain from training it's staff?
   a) _____
   b) _____
   c) _____
   d) _____

8. What are the advantages of training?
   a) _____
   b) _____
   c) _____
   d) _____

9. How many managerial staff does PAN training annually?
   a) _____
   b) _____
   c) _____
   d) _____

10. How many middle level staff does PAN training annually?
   a) _____
   b) _____
   c) _____
   d) _____

11. How many low level staff does PAN train annually?
   a) _____
   b) _____
   c) _____
   d) _____

12. How often is overseas training undertaken?
   a) _____
   b) _____
   c) _____
   d) _____

13. Does training staff increase the productivity in PAN?
   a) _____
   b) _____
   c) _____
   d) _____

14. Is the training department relevant to PAN?
   a) _____
   b) _____
   c) _____
   d) _____