

Process of Managerial Training and Its Impact of Manager Effectiveness

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ABSTRACT

This paper work places emphasis on management training. It focuses on the process of managerial training and its impact on manager's effectiveness in government ministries. According to Khanka (2008) refers training as the teaching and learning activities carried out for primary purpose of helping members of an organization to acquire and also apply the required knowledge, skill and attitudes to perform their job effectiveness. Nevertheless, it was recommended that other Government Ministries in the country should discover the success of effectiveness by training and re-training their staffs and manager. After the findings it is concluded that managerial training has impact on manager's effectiveness.

Keywords: Training, Effectiveness, Manager, Managerial Training, Job effectiveness.

INTRODUCTION

Management is getting things done through people it involves directing, organizing, staffing, planning, controlling and co-ordinating. The person who performs the work is the manager, the manager needs good managerial skills to effectively carry out his job. For the manager to achieve the organizational goals it must plan towards it and this involves the staff that will do the job. According to Bamijoko (2006), management training is a systematic process of growth and development through which executive develop and enhance their capabilities to manage, particularly in today's increasing complex business

environment and in the future. The open-ended, complex and variable nature of the task of management has made it imperative for managers to undergo planned and systematic training programmes. According to Beach (2005) superior workers do not necessarily make superior managers, corporate executives and high level public administrators have come to recognize the need or planned programmes for the selection training and development of managerial manpower. The most important man in an organization is no longer the worker but the manager, the man with new ideas and new ways of adopting ideas. Some school of thought give their assumptions about the importance of managerial trading as follows: there is a new and higher level of assumptions about the abilities of the generation of individuals now coming into the world of business about what they know as well as what they can do. The term "Managerial training" involves the development of practical skills in the use of management techniques and methods. It has become clear that management development a conscious and concerted effort to enhance managers effectiveness on the job and thus their profitability has become vital aspect of managerial motivation and thus of progress in an organization. Henry L. Sisk is of the opinion that training programmes should be aimed at producing a set of attitudes that differentiate the competent professional manager from the incompetent of immature manager.

LITERATURE REVIEW

Many scholars have written on training, Development and Education and their overall importance in achieving organizational objectives. Generally, experts view training and development as indispensable tools in good management. According to Jude O Nomuoja (2008), described training as a short-term learning activity that involves the utilization of a systematic and organized procedure to acquire specific technical knowledge and skill for the purpose of a job or occupation. According to Khanka (2008) refers training as the teaching and learning activities carried out for primary purpose of helping members of an organization to acquire and also apply the required knowledge, skill and attitudes to perform their job effectiveness. Johnson, (2006), spoke of training as a tool of solving variety of manpower problems which initiate against optimum productivity. In other words, training of personnel can help in increasing the productivity level of an organization as well as serve other related problems. Opadiran (2009), training is “an organized learning system aimed at bringing about semi-permanent behavioural changes in a required direction and for a definite purpose”. This implies that training is concerned with a deliberate and systematic attempt to develop and or improve the capability profile that is a pattern of skill, knowledge and attitude (KAS) required by an individual, or an occupational group to accomplish a given task or results. - In same vein, Armstrong (2006), training is the “systematic development of knowledge, skill and attitude by an individual to perform adequate task or job”. Laird (1983), perceived training as “those activities, which are designed to improve human performance on the job the employee is presently doing or is being hired to do”. Two elements are common to the above definition and they are knowledge and skills. The two can be acquired through many sources. It could be through the job training, in service training, seminars,

stimulation, classroom, apprenticeship methods or any types of training methods. But whichever way one look at its training in general is a great asset to any organization. After an employee has been recruited, he or she must be developed to benefit the job assigned to him or her in the organization. No one is perfect at the time of employment therefore, some training education should take place. No organization has a choice of whether to develop employee or not because in the first place, the survival and prosperity of the organization is an ever changing environment to a great extent depends on a constant state of development of its human resources. Thus training is a continuous process and an important one as affirmed by Akpan (2002), that “an untrained staff may be a menace to society, he is a quack, he knows only “has” of things he has no idea on their whys, hence if there is any trouble anywhere, all he can do fumble and patch up the trouble anyhow, leading to a more serious break down or a greater confusion. Really, there is no place for the untrained workers or even the intelligent amateur in these days of specialized work”. Training bridges the gap between knowledge, skills and attitude required and knowledge skills and attitude possessed. New entrants into an organization who lack the necessary knowledge, skill and attitude of the job will require training to perform effectively on the job. Also those who are already on the job but whose job effectiveness are deficient and are amendable to training also benefit from training. From the view of Wereko (2004), he spoke that training as “any form of instruction or experience designed to fit a recipient either to perform more adequately his existing duties or to fit him for promotion or transfer”. In other words, proper utilization of training in organizations required that it must be put in appropriate context and seeing that training is the acquisition of new predetermined behaviour as well as knowledge and skill in the performance of the job which will

eventually leads to achievement of the organizations objective.

PURPOSE OF TRAINING

Training is a continuous process from induction of new staff to retirement; managers therefore have a role in ensuring that their employees are exposed to relevant training at every stage of their career. This is consonance with the definition of training as the development of knowledge, skills and attitude by Armstrong. Two aims of training are very relevant here, they are:

- a. To give employees the skills and knowledge necessary for the successful effectiveness of their jobs.
- b. To encourage attitude to work and habits of through actions which are likely to contribute to the effective training of the organization.

Though individual workers may have different views about training. The purpose of training is best understood as the development of management efficiency in the organization. The question may be asked, what is the real justification for training activities? One justification for the investment of money, time and other resources in training is that it can contribute to the efficiency of the organization. According to Opadiran (2009) "training activities, properly planned, conducted and evaluated helps to raise the effectiveness of the organization through the effective use of human resources.

BENEFITS OF MANAGERIAL TRAINING

By benefits, we mean what we have achieved organized or hop to achieve or gain. Therefore, benefits of training could be defined as the achievements or gains of the employee and the employer could be summarized as follows:

- a. It bridges the gap between what employee has in terms of knowledge and skill and what his / her job actually demands.
- b. It eradicates a particular or some recognized defects in the organization.

- c. Enhanced quality and improved earnings, productivity and profitability.
- d. Achievement of improved job effectiveness and productivity.

D.D.P.A TRAINING POLICY

The training policy of an organization will usually be included in a range of policies dealing with human resources. The policy statement sets out what the organization is prepared to do in terms of developing its employees. For D.D.P.A a policy statement is a brief sentence such as: The Company will provide the means to ensure that every employee is adequately trained in the basic tasks of his or her employment. The fulfillment of an organization's policy can be achieved in number of different ways. In D.D.P.A, they have a long tradition: 'if growing their own managers and specialists, and provide a substantial internal training organized to sustain all their needs. Thus, most of the training and development is provided in company on the basis with little reliance on outsiders. Other organization believe in contracting out the training to external professional such as college, consultants and private or two persons acting as a liaison between the company and its suppliers. Yet other organization adopts a mid-way position, providing induction training and job-training internally, but contracting out management and supervisory training.

TRAINING NEEDS

Organizations adopting a systematic approach to training and development will usually set about defining their needs for training in accordance with a well-organized procedure. Such a procedure will entail looking at training needs from a number of different, perspectives, organization, corporate requirements the department or function of the job or occupational group and individual. Training need is any short fall in employee performance, or potential performance which can be remedied by appropriate training. Training is one way of overcoming deficiencies in human

performance at work.

TYPES OF TRAINING

Once the organization training needs been identified, manager must initiate the appropriate training effort. These are variety of training approaches that can be used. The most common of these approaches are:

- i. Apprentice Training
- ii. On-The-Job Training
- iii. Off-The-Job Training
- iv. Classroom Training
- v. Supervisory Training
- vi. Organization Training

ON-THE-JOB TRAINING

This training is consciously provided using instruction along the job side. It is a system of tutelage mm which an officer is assigned to a particular job in a normal working situation and has a more job in a normal working situation and has a more experience officers supervising his activities, pointing out his mistakes, and instructing him how to perform more effectively. This training relationship between an officer and his supervision can be carried on at all level of the hierarchy up to the senior level of the organization and does not apply only to new recruits.

OFF-THE-JOB TRAINING

This is a kind of training that take place outside the central work place by attempt to stimulate actual working conditions. These types of training vestibule training in which employees work in the actual equipment and in realistic job setting but in a different room from the one in which they will be working. The objectives are to provide the one the job present that might interfere with the learning process.

CLASSROOM TRAINING

The classroom method is mostly appropriated form of teaching the principles and practice of many subjects. As many as 25 students could be assigned one lecture and in appropriate circumstance, many more students may be accommodated. If a lecture

is to be effective, there should be a planned approach to cover the subject matters. A good believer covers his subject without appearing to rushing or wasting time. Time should be allowed for question through the lecture in super sensory and managerial training, there is a good deal of attention for discussion in a very effective method of training.

SUPERVISOR TRAINING

In order for supervisors to carry out their duties effectively, they should be trained in supervisory, skills in addition, many supervisors, plays a vital part in training because they may take charge of trainees. Management should give training to both existing untrained supervisors and potentials supervisors either by mounting training programmes themselves or by relating their supervisor for cause at technical colleges or other approved establishment.

ORGANIZATIONAL TRAINING

This is a new approach to training and has its name implies as more to do with management and human problems with an organization change other training options available individual and companies include: - Seminar - Self study - Over sea course and work assignment - Study leave - Panel discussion - Role playing No single training approach can be best for all circumstances. The choice of a training method is determined by the specify training needs and circumstances.

EXPLANATION OF THE SYSTEMATIC APPROACH TO TRAINING

STEP ONE: DIAGNOSING TRAINING NEEDS

To carry out the analysis of training needs, employees or prospective training participants could be interviewed. Such interview of one or two hours would center on the following seven questions:

What are your co-operative objectives?

What sort of things do you do in your job?

How is your time occupied from hour to hour and day to day?

What are you trying to achieve in your work?

What are some of the objectives that you have set for yourself and what objectives have been given to you by other people?

What in your view are the most valuable things that you do?

What are you particularly good at as a manager?

How would you like to be able to do better in your job?

What obstacles stand in the way of achieving your objectives?

In an environment where need assessments have not been done on a continuous basis, we have to proceed within caution. Many condition signs of training needs, of these are low production, slow service delivery to the public, lack of cooperation, wide spread corruption, in action and the like, such situation are easily observable in many organizations or institutions without any formal analysis, but the need is brought more sharply into focus if a little time is spent on a survey of such organization.

STEP TWO: DEFINING PROGRAMMES OBJECTIVES

Once the need is assessed, the second step is that of programme objective. The program objectives must be tied in with needs assessment, program objectives may include, among other any or all of the following: to increase present employee effectiveness, prepare them for advancement, retain them for greater versatility or for changes in programs emphasis, develop organizations "fitness" by promoting understanding and coordination of all, parts of the organization.

STEP THREE: PROGRAM DESIGN

It is also important to remember that the participants who attend these training programs are different persons, from these normally found in university classrooms or other educational establishment. In most cases, they are much more than impatient

than young undergraduate students of grand theorizing and they expect their instructions or facilitators to show some familiarity with the actual day-to-day problems in the organization work.

STEP FOUR: PROGRAMME IMPLEMENTATION

The essential element in most training programs is content. The purpose of training is to impact to the participants information drawn from a body of knowledge, most training facilities are structured around one or two objectives. To develop such attitudes as are thought to contribute to effective performance of managers. And to create awareness about modern management techniques for solving various problems confront by the participants.

STEP FIVE: MONITORING OF FEEDBACK DURING TRAINING

This is the same as measuring the program. This process involves the following: determine what you want to find out. Use a written comment sheet-covering item one above. Design the form so that the reactions can be tabulated and quantified. Obtain honest reaction by making the forms anonymous. Allow the participants to write in additional comments not covered by the questions that were designed to be tabulated and quantified. At every point the training program, effort should be made to conduct weekly evaluations. In terms of the participants reactions, the result should be tabulated and feedback to the resource persons.

STEP SIX: PLACING THE PARTICIPANTS BACK ON THE JOBS

The purpose of training employees is to prepare them for some positions of responsibilities within the organization. One important advantage of training is the degree to which the materials to be learnt and be transferred to the job. It is advisable to place officers where they can make best use of their knowledge.

STEP SEVEN: POST-COURSE EVALUATION

Post-course evaluation to test the overall validity and effectiveness of a training program. Since trainees require at least time to six months after course completion before they can realistically be assessed and evaluate the value of techniques learnt in the classroom. It is necessary for the sponsoring agencies to collaborate the training institutions to find out whether there has been an increase in knowledge gained changes in attitude, abilities, job performance or end operational result of in-service training. Evaluation of training program has to be in terms of the objectives, which the management sets for itself and the expectations it holds. Donald views the evaluation process in terms of four logical steps:

Step 1: How well did the conference like in the program

Step 2: Learning: What principles, facts and techniques were learned?

Step 3: Behaviour: What changes in jobs behaviour resulted from the program.

Step 4: Result: What were the tangible result of the program in terms of reduced cost, improved quality and improved service delivery.

If the organizations are really committed to training as they maintained, then every effort should be made to integrate post course evaluation as an ongoing venture. It is important that the evaluation measures what is intended to measure and yields responses, which correspond with reality.

WHAT IS EFFECTIVENESS

Effectiveness according to advanced English Dictionary simply put power to be effective; the quality of being able to bring about an effect” in the same vein Collins referred to it as an art of performing or quality of functioning. it is expected that after knowledge, skills and attitude has been imparted through raining, the officers should be able to show new attitude on the job that would bring about the achievement of goals or organizational objectives with

ease, in the view of educators it is assumed that learning brings about changes in behaviour, that is impact of training should significantly show in the achievement of the purpose it was meant for. Peter Drucker (2009), is emphatic when he says “one’s performance can only be measured against specific performance expectation”. Managers expectations is that participated training can be grouped into four broad responses as follows:

- a. Exchange of view
- b. Increase-up date or widen scope of knowledge
- c. Exposure to people and making business contacts
- d. Improved skill or ability

The above could be the view of the officers that participate in a managerial training program. The organization expectations could be grouped into three broad responses:

- i. Meeting people and exchange of ideas
- ii. Develop analytical power; improve ability and performance
- iii. Up-date knowledge of participant

From the above, the expectations of the managers and organizations may be similar and differ on the purpose of the managerial training but according to Drucker, there is need for rapport between the two (i.e.) the employee and the manager to agree upon what they actually expects from the training that is, the effectiveness would then be measured against the specific expectation. That is, the reason of the objectives of effectiveness aluation program to any organization is based on the following:

A checked on the success of recruitment, selection and placement.

To assess how effectively the responsibilities assigned to employees have carried out and provide them with adequate feed concerning their performance.

To identify areas where corrective actions should be taken. As a means of analyzing training needs or checking the success of previous training.

THE EVALUATION OF MANAGERIAL TRAINING

Apart from the historical, function of evaluation it also has considerable impact on future training operations. Evaluation might, for instance disclose a need to retain the individual or to change or modify the training content or the raining process. The evaluation model prescribed in training literature has three or four levels emphasizing a different trait or aspect of effectiveness. A. C. Hamblin (2009) identifies the following types and level of evaluation:

- Reaction level
- Learning level
- Job level

Functioning Organizational Level

Whereas P.W (2008), although largely in agreement with A. C. Hanblins accept that Warr groups, the reaction and learning levels together under mediate and ultimate levels.

Reaction Level

A measurement of the extent to which trainee has been impressed with the subject band methods of training. This valuation seems to emphasize process effectiveness rather than content. But the view of trainee might be indicative of his attitude to the training and therefore his openness and receptivity of the new knowledge and skill. The appropriate evaluation system uses from designs which may be structured or open but in either case, inviting the trainees comment on the subject or process of training.

The disadvantage of this evaluation is that there may be no common standard for appreciating the result disclosed since the values and perceptions of trainees will necessarily differ. This limits the extent to which the trainer can generalize. Nevertheless, a general indication of the extent of success possible progress or expost measurement is the vogue here.

Learning Level

Essentially, a measurement of the content of training that is, knowledge (principles, theories) without any necessary assurance that the trainee will be successful at translating such knowledge into practice. This evaluation is again usually conducted during and immediately after the formal instruction or training. Much of the classroom examination conducted at schools fall into this class.

Job Level

A measurement of the training on jobs effectiveness. This evaluation takes place after the trainee has returned to his work situation and he offers the opportunity of observing the extent to which the performance gap has been closed as a result of training. It focuses on skill but knowledge and attitude are also subsumed. It assumes for instance, that we can specify objectives: early in every case before the training exercise, if possible, in quantitative terms, and again that the impact of training can be measure accurately afterwards in terms of the extent to which the deficiency in performance has been remedial. These are however not likely to be true of every training situation. Then one is left to ask what would be the effect of this on the quality of the evaluation? The model also assumes that there is a reasonable amount of fixity of objective during the period of training. Should training extend over a fairly long period? Say, two to three years as for instance, in a school system where objectives may be numerous with a tendency to shift time in response to both internal and external factors, a valuable benchmark of evaluating training effectiveness may be lost.

CONCLUSION

Management training has positive impact on effectiveness of ne staffs, the staff who was trained in the area of his / her skills better than those that was not trained. Training of staff is one of the duties of good

management styles who recognizes and value their manpower.

RECOMMENDATION

1. The middle managers should be re-trained in the area of diagnosis problems of junior staff and possibly recommending suitable course instead of depending solely on their training manager, in fact he should be complementing their efforts not otherwise.
2. It is recommended that further research be done to find out more of training concept that would enhance performance within limited time.
3. Being the first runner in the organization is recommended that more managerial training should be given to supervisor.
4. The training programmes should be made available to all categories of staffs in the organization without any favouritism and discrimination.
5. It is recommended that management should encourage development programmes by organizing seminars, workshops, and external, training.

Conflict of Interest: None

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