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**GOING BEYOND TRAINING TO ACHIEVING DEVELOPMENT: A  
POSSIBILITY FOR ADDING VALUE FOR ORGANIZATIONAL  
SUCCESS**

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**Abstract**

*Training without development has remained a major challenge facing organizations in their bid to acquire long term knowledge that will match the modern day changes in their industry environment. As remaining fixed to yesterday's skills and methods of manufacturing, tools, techniques, mind sets and attitudes is a prescription for failure. This places a great burden on organizations' human capital – skills, knowledge and ideas possess by employees. Using a large sample size of Six Hundred and Ten (610) respondents the questionnaire was in line with 5 points Likert scale. The correlation coefficient statistics was to establish significance. The findings of the work are that the correlation coefficient of training without development is statistically significant. The findings show significant effects of training without development on employee adaptability. The work concluded that training without development hinders employee capacity to adapt to industrial changes.*

**Keywords:** *Training without development, employee adaptability, industrial environment, organizational changes, management*

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**Introduction**

Following the recession of the 1980s and a number of influential reports, governments introduced a range of initiatives to encourage employers to invest in not only in training but also ensuring development of their workforce (Handy, 1987:126; Constable and McCormick,1987:253). Having taken note of

deficiencies in the present skills of employees' which only meet immediate skill needs and not the flexibility that is required to operate in a rapidly changing and unpredictable world of business (Pears and Robinson, 2010:33). As globalization, technological advancement, free-market economy, etc. has shown that organizations have similar access to capital, customers and to employees (Murton, Inman and OSullivan, 2010:64). Consequently the key differentiator between organizations is the skills and knowledge of the people they employ (Leitch, 2006:236).

Constant pressure to maintain superiority in an industry environment prompts the need to develop employees' skills and knowledge and to improve positive work related attitudes (Weru, Iravo and Sakwa, 2013:245). As security of employment can be said to be giving way to security of employability- that is an organization having a culture of learning (Grayson and Hodges, 2001, 430). Employees are trained to develop, to imbibe the flexibility of adapting to sociological, cultural, technological and environmental changes (Mintzberg, 1985:257). This encourages employees' to have strong sense of purpose, a high level of self esteem and the capacity to think clearly and logically in order to ensure that they are equipped with the right kind of skills, and knowledge to adapt to current changes and innovations to perform their assigned tasks (Begley and Boyd, 2003:25; Vinesh, 2014:213).

Organizations spend enormous resources mainly both financial and time to train employees yet they do not get what they expect (Nischithaa and Narasi, 2014:i). Development that is expected to be achieved through training in most cases is not realized. This affects the competitive position and invariably the survival of organizations. Leading to organizations lacking capabilities and competencies required in present day business environment and therefore are not able to make frequent changes to existing products and services as well as introduce entirely new products with expanded capabilities (Dess, Lumpkin, and Eisner, 2010:101).

As situation changes, procedures and technology change and yesterday skill cannot sufficiently meet today's challenges (Peeling, 2008:xiv). Besides organizations not meeting the demand of the changing time employees are angry at their present situation and blame management for their misfortunes (Mullins, 2007:349). Unable to reconcile themselves to their lack of appreciable knowledge to adapt to changing situations, employees fall back into paranoiac hostility or adult delinquency, or take flight in illness and other excuses. Paradoxically, top managers mouth the word our employees are our major asset, yet they do not behave as if this is so. All these boil down to not meeting the most critical challenges in present day business, that is how to achieve just-in-time manufacturing in addition to just in-time marketing in order to meet the

ever changing needs and wants of consumers (Thompson and Strickland, 2003:42).

Most training as offered to employees only confers a particular skill on employees' but cannot develop employees' to acquire multiplicity of skills that enable them to continue to be relevant in the ever changing industry environment (Rothaermel, 2015:68). This includes among others providing goods and services in line with what the customer wants, when the customer wants it, the way the customer wants it, with the quality, features and prices customers want (Collins and Montgomery, 1995:118). For organization to continue existing to improve and enhance current products or services, yet remaining affordable to create sales appeal training and indeed development must be taken simultaneously (Senn and Hart, 2009:98).

This places a great challenge on organization's human capital – collective skills and knowledge. It calls for training that is not devoid of development of employee to meet the exigencies of the time (Murton, Inman and OSullivan, 2010:178). Without this the skills of employees and organizational performance are dragged into obsolesce, and may or surely lead to extinction (Holbeche, 2009:56). It requires unlearning the old skills. Employees constantly reshape their skills to renegotiate their values in organizations that are paying. As knowledge is the lifeblood of every organization, employees cannot afford to be static (Beer, et al, 1984:170). Success is driven by knowledgeably applying a combination of available resources to the needs of each individual situation (Iyer, 2009:15). Remaining fixed to yesterday's skills and methods of manufacturing, tools, techniques, mind sets and attitudes is a prescription for failure (Legge,1978:430).

Modern organizations are driven more by knowledge- ideas and concepts- not machinery and processes (Amstrong,2001:654; Warr,2002:153). That is unlearning the old skills and rehabilitating those who are trainable. This implies that employees' have to increasingly and continuously learn and relearn value adding knowledge and skills (Iyer,2009:12). This ensures continuous relevance of organization employees in carrying new combinations that will create new products, new methods of production, new markets and new systems of organization. New everything and new will be their way of life (Paauwe, 2004:670).

## **LITERATURE REVIEW**

Kreitner and Kinicki (2016:15) succinctly summarize the organization environment by asserting that we are living in a time when a new economic paradigm. This new paradigm is characterized by speed, innovation, short cycle time, quality, and customer satisfaction. And it is highlighting the importance of intangible assets such as knowledge, innovation, and particularly human

resource training and indeed development". Silas and Cannon-Browers (2001:471) describe training without development as a situation that arises in organization in which employees after attending training program may not experience in the long-run something, has not stored that experience and therefore unable to refer to and/or use it at later time. Commonly the terms training and development are used together to describe the overall improvement and education of an organization's employees (Armstrong 2006:554; Brown, 1999:16). As a result some organizations lump training and development into one, but dividing it into distinct categories makes the desired goals and objectives meaningful and precise (Aswathappa,2008:150;Robertson,1990:117). Imaga (2001:230) maintains that, while closely related, there are important differences between the terms that center on the scope of the application.

Lorraine, Read and Van (2005:397) argue that in general, training programs have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedure with great precision. Ballot, Fakhfakh and Taymaz (2006:473) aligning with earlier statement assert that training is the acquisition of technology, which permits employees' to perform their present job to standards. It involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Dessler (2003:265) posits that training improves human performance on what the employee is presently doing that for which he has been hired to do.

Ubeda (2005:691) maintains that training is a means to an end and not vice versa. He further asserts that to be successful training must result in a change of behaviors. This explains that training must be tied to performance otherwise it is an event with little payback for the organization (Wolfson, 1988:55; Barrett and O'Connell 2001:647). This is because training means showing and explaining to a new or present employees what organizations want them to do, how to do it and when to do it to ensure employee does not carry on the job his own way (Rivera and Paradise, 2006:321). Vinesh (2014:213) maintains that conventionally training is required to cover essential work related skills, techniques and knowledge and it focuses on doing activities today to develop employees' for their current job (Vinesh,2014:213).

Mondy (2008:337) on the other hand however, describes development as a knowledge that concentrates on broader skill that are applicable to a wider variety of situations such as decision making, leadership skills and goals. He further maintains that development takes learning from the past, employee progresses into the future, and escalating to discover ever-more effective ways of turning knowledge, and technology into commercially useful new products and service of value. Rending credence to the earlier definition Goldstein and

Ford, (2002:367) posit that development is an educational process that is concerned with the overall growth of employees. Tahir, Capps, Khan and Hung (2010:432) suggest that development fosters continuous improvement, enhances current product or service, and development of variations and incremental improvements that can make all the difference in styles, shape, quality, cost and sales appeal. It can provide new and alarming perceptions and can be disruptive and anxiety provoking. Iyer (2009:78) posits that this is because development attempts to change perception and attitudes owned over several years by employees.

Sommerville (2007:137) expressing the importance of development concludes that the emphasis on development is not empty as it is becoming increasingly clear that no human organization can succeed without properly skilled and knowledgeable employees' that can adapt to ever changing organizational environment. Mullins (2007:173) maintains that although training affords employees' the opportunity to gain skill, it is not enough to confer on employees' the capacity to adapt to the changing situation. They further argue that development is future oriented, it is also career oriented, it involves self, it also prepares employees for future challenges, it involves one person and it aims at conceptual and general knowledge.

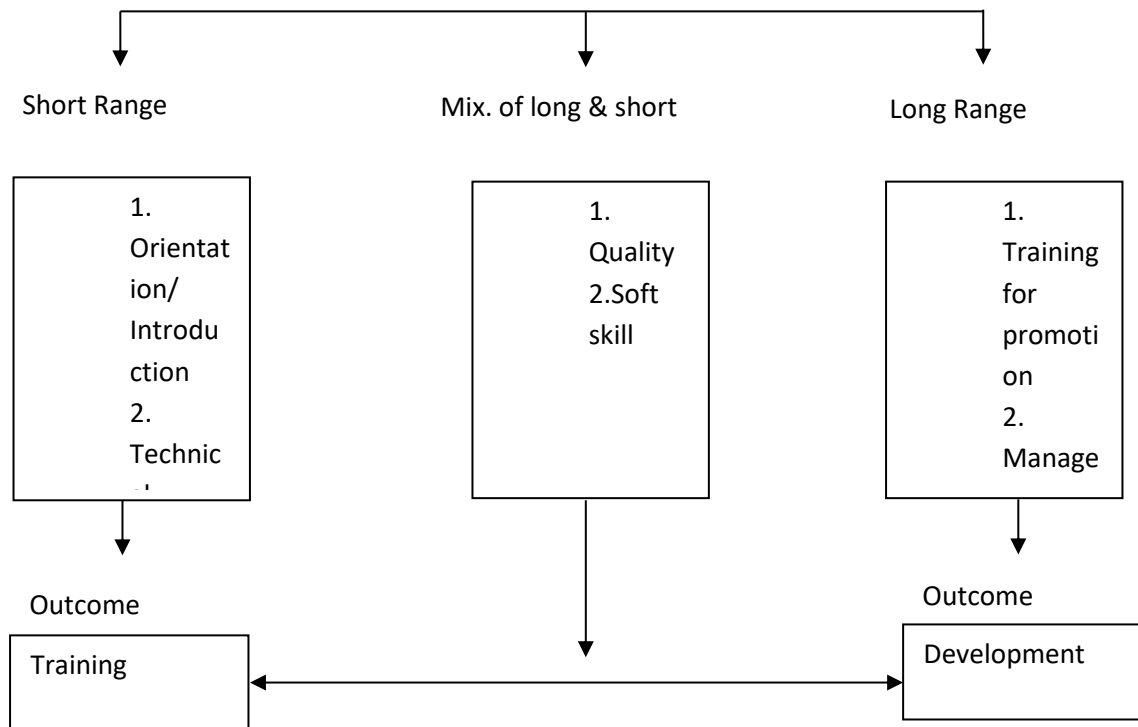
Contrasting training with development Vinesh, (2014:214) asserts that development is a creative learning which ensures that employees through value addition can effectively perform their jobs, gains competitive advantage and seek self growth. This performance result from development will enhance employee adaptability to organization and industry environmental changes. Tharenou, Saks and Moore (2007:251) explain that development is the acquisition of knowledge and skill that may be used in the present or future; and the preparation of individuals to enrich their organization in the future. Therefore development looks beyond today and it takes a more long-term focus perhaps one to three years (Fitzgerald, 1992:342; Drummond, 2000:560). Development is necessary so that employee can meet new challenges and ensure the long term health and vitality of an organization and positions employee to meet changes head-on. It is suggested that a well-developed employee does not react to change- it creates change (Arago' and Barbaa-Arago and Sanz-Valle, 2003:956).

Consequently the key differentiator between organizations is the skill and knowledge of employees' (Leitch, 2006:236). Within this context, training and more importantly development have become critical success factors for organizations to be able to effectively compete within their industry and market (Dess, Lumpkin and Eisner, 2009: 364). With the increase in technological and growth of the knowledge economy organizations are realizing the importance of a skilled workforce to compete in the global market place (Pearce and

Robinson, 2011:268). In simple terms, training and development refer to the imparting of specific skills, abilities and knowledge to an employee. However, most training ends up without development.

Hoffman (2007:231) asserts that an increasing volume of evidence in the supporting literature suggests a negative relationship between training without development and employee adaptability. Ruiz (2010:56) argues that several training methods have been in use to achieve employee training and invariably development. These types of training include orientation/ introduction, technical/ technological, vestibule, craft and refresher training. Other trainings are quality, soft skill, promotion, managerial, team training etc. Today’s workforce is indeed undergoing permanent changes. Organizations reengineered for greater speed, efficiency and flexibility. Hamel (2009:92) maintains that managers face providing answers to these critical questions: however in the age of rapid change they can create organizations that are as adaptable and resilient as they are focus and efficient. However, in a world where winds of creative destruction blow at gale force making organizations innovate quickly and boldly enough to stay relevant and profitable (Kreitner and Kinicki,2016:18).

Nature of Learning



**Figure 1: model of going beyond training to achieving development**

## **CAUSES OF TRAINING WITHOUT DEVELOPMENT**

### **Organization not having Established Values:**

Organizations have a learning culture as its core values, which they appreciate so much (Mullins 2007:389 ; Kalejaye, 2008:38). These values guide their attitudes and behaviors. This is because value is a straight-forward formula for success (Pfeffer,2010:36). Growth depends on timely sharing of knowledge (Kaplan, 2010:56). Nico, Yperen and Hagedoom (2003:339) opine that value sets the standard of behavior expected of every employee. Values represent the things that have meaning to an individual or organization (Kreitner and Kinicki, 2016:150). Bloom, Sadun and Reenen (2012:77) argue that where established values are lacking the employees become like a rudderless ship. Therefore values must be consciously held and be consistent.. Harrison (2003:372) asserts that employees develop in line with the established values of the organization. Hicks and Gulliet (1999:39) further argue that where value is lacking the employees are worse for it. This is because there is nothing employee is aspiring to in organization (McCann,1993:241).

### **Poor Recruitment and Selection Exercise:**

Another factor that aid training without development of employees in an organization is recruitment of unqualified people (Cascio and Aquinis, 2005: 413). Campbell (1977:565) argues that people who do not possess requisite qualification and knowledge for jobs are not needed in today's organization because different skills are required for different kinds of jobs. This is because their appreciation beyond the content of the training is highly limited. And therefore can only appreciate imparting of technical knowledge and skills related to the particular job and on improving the abilities of each worker in the short run (Kraiger, McLmden and Casper, 2004:337). .

### **Poor Employee Evaluation:**

Poor evaluation of employee training needs and evaluation of employee performance after training remain the major bane to employee development (Twitchell, Holton and Trott, 2000:84). This because employee job evaluation is the assessment and review of a worker's job performance and his need for for ther training (Newstrom, 2015:138). Goeters (2002:71) argues that poor evaluation gives managers wrong information when making employment, training, promotion and even firing decisions. He further states that in most

cases it blocks the manager from knowing the quality of employees' in the organization. Performance evaluation process in any organization is on-going-every-day. But this will be meaningful if only if managers meticulously observe and coach the employees (Frayne and Geringer, 2000:361; Pidd 2004:274)

### **Doing what was taught only:**

Employee who is trained but is not developed only do what he is taught (Omo-Ikirodah, 1998:67). Having high-potential employees does not guarantee success. The test of quality of employee is not what they can do when their manager is there rather it is what they can do without him (Agu, 2013:102). Chikwendu (2011:56) explains further by raising several questions, can employees' manage routine tasks? Can they produce information suddenly called for by top management? Can they handle an equipment failure or satisfy an unhappy customer. Brown (1999: 30) asserts that they are not exposed to the extent of using their discretion, while development tends to prepare employee for additional job roles in the long-run (Salas, Burke, Bower and Wilson, 2001:641; Clardy 2005:279).

### **Manager not acting as Role Model:**

Managers are expected to live according or in line with what they preach and or what they expect from their employees (Peeling 2008:3). Lending credence to Peeling assertion Hayes and Abernathy, (1980:67) posit that managers behavior influence positively or negatively the attitude of employee in the organization. They further assert that a manager's dedication, his punctuality, his expertise, his integrity and his continuous interest to improve and develop on his knowledge increases the interest of an employee to learn and be like his manager will be an ambition that prevails in the organization. Marchington and Wilkinson (2008) argue that the simplest way to get employee to behave in a particular way is for managers to behave that way (Holbeche, 2009: 467).

### **Not Recognizing Individual Differences:**

According to Kirton and Greene (2000:430) individuals differ in learning capabilities, styles and creative responses. Clement and Jone (2002:45) aligning with Kirton and Greene asserts that a successful manager understands the essential differences in the personalities of those of his employees. They further maintain that managers are aware of their strengths and weaknesses. Kandola



and Pullerton (1994:19) argue that manager who tries to train every of his employees using only one technique, may prepare himself and the organization for disappointments. Some people are fast learners while others are slow learners. Others are very good at sedentary work while other employees enjoy work that involves travelling. Some others are good in mathematics and others in liberal arts (Mullins, 2007:355; Hunt, 1992:420).

#### **Not Ensuring that Training Align with future Objectives:**

Before organization embarks on training of employee with the hope of achieving development manager establishes how the skills that will be learnt will sufficiently contribute to the immediate and future objectives (Akpala,1991:64). This determines the nature of training that offers immediate skills to employees or not (Kreitner,2011:321).The training therefore must be sure way of acquiring skills that are needed in the immediate and in the future (Abiaziem, 2014:24). Chikwendu (2011:30) posits that organization ensures that not only current objectives are met with the required training of employees but also employees personal objectives (Harris, 2003:30).

#### **Not Appraising the Work of Employees:**

Making an improper appraisal of employee's work or performance on the job does not expose where they are not doing well (Marchington and Wilkinson, 2008). And, this will not help organization in planning for training to remedy both immediate and remote deficiencies identified. Training is meant to improve the performance of employees on the job (Holbeche, 2009:420). Appraisal compares each employee's actual performance with standard set by organization. It deals with evaluating an employee's current and/or past performance relative to his or her performance standards. It also aid employee continuous improvement efforts (Storey,1992:311; Dessler, 2005:311).

#### **Manager not having Sufficient Knowledge of Employee's Work:**

Manager is expected to have knowledge of employee's work in order to dictate where the employee is deficient (Akpala, 1991:72). This bears on the one of the skill of managers. Manager is the person to select, schedule and approve training for the employee based on his knowledge and expertise (Kraiger,2002:331). Organization is interested in training only in-so-far-as it increases or improves contributions of employee to realization of objectives

(Samson, 2001:436). Truelove (2007:543) asserts that training that does not contribute to objectives both in the short or long term is a waste. It is only a manager who has knowledge of the work of the employee can save organization from such an unnecessary waste of resources (Senge,1990:63).

### **Undermining of Trainees' or trainers Self Respect:**

Trainees and trainers deserve and desire respect when they are undergoing training not minding their level of performance in the training (Hutchinson and Purcel, 2003:212). They are there as partners in progress. Hiltrop (1988:467) suggests that understanding and respect for each other must be an utmost concern for both parties. It is not possible for employees and trainers to have hatred for one another and still achieve maximum success in the training. Hales (2005:471) buttresses that the more trainer and the trainee understands the reason why they are there the easier the teaching and learning. Guo (2003:367) explains that this is because the amount of love employees have for the trainer is also the amount of interest they will have for the training (Peeling, 2008:10).

### **Training being rushed:**

Rushing a program may not easily allow the information received to sink into the brain properly (Peddler, Burgoyne and Boydell, 1991:267). When information has not been encoded and stored, the ability to retrieve it becomes difficult (Akpala,1991:129). Without effective encoding, it will be difficult for one to store information in the sensory memory including long-term memory. Memory is defined as the ability to encode, store, retain and subsequently recall information and past experiences in human brain ( Kreitner and kinicki, 2016:266). Therefore, the brain deserves to be nurtured. One must train his or her brain the way he or she wants it to function. For training to result in development it must not be rushed nor made to end in a day. It is a gradual process if it will extend to development (Frayne, Geringer and Stitzmann, 2000:361). .

### **Other Distractions:**

Other distractions mainly from family problems, the situations in the workplace or even physical weakness may not allow the trainee from being possessed by the training throughout the period of the learning (Cohen,1998:50). Employee is always not listening attentively when training is going on. No effort is being

made to follow the trainer step by step to grasp everything that proceeded out of his mouth. Supporting this line of thought Chapman (2003:398) maintains that the trainee is absent minded most of the time. It is even better for employee not to attend training instead of absent in spirit but present in body. His spirit must be attuned to the class in the course of the teaching(Orunwa, 2017:10; Harrison, 2000:347).

### **Lack of Personal Zeal:**

Mullins (2007:400) the learning organization depends absolutely on the skills, approaches and commitment of individuals to their learning. He further argue that it is impossible to conceive of learning organization, however defined, which exists without individual learners. Lack of zeal is not having intense enthusiastic for something which will fire the determination of employees to learn more and develop themselves to enable them excel in life ((21st Century Dictionary; Mullins,2007:339). Eysenck (1960) asserts that without zeal it will be difficult for employees to excel in their area of chosen endeavor. He goes further to argue that it is an inert desire to succeed which motivates employees to devote more time and energy towards knowing more and have wide knowledge that will easily meet the demands of the time.

## **EFFECTS OF TRAINING WITHOUT DEVELOPMENT**

### **Learning not Inspiring:**

According to Jackson and Spain (2006:127) learning not being inspiring makes neither training nor development uninteresting to employee. It does not instill commitment in them to learn. Baker (2000:18) aligning with the earlier statement, opines that lack of learning inspiration makes employees not disposed to learning. Guirdham (2002) maintains that when preparations are made before training commences employee is enthusiastic and committed. He further asserts that when this is not done although they are qualified and have what it takes to absorb information they are unable to draw on their untapped abilities and their level of performance will not soar. In this respect training creates and communicates to trainees that managers do not want the best for them (Green, 1998:28 ;Crainer and Dearlove, 2001:346).

### **Learning Not Remolding Character of Employee:**

Training without development leaves employee not being influenced or changed character wise (Ker, 2003: 26). Tan (2000:10) argues that development

takes a long process because it often means changing people's thoughts and the way they work. Therefore Kolh (1984:369) asserts that every employee must understand that every task is a learning opportunity. Sharing such learning is a critical part of an organization becoming a learning organization (Garvan,1993:78). But where this is not the case, it worsens the personality and attitudes and reduces all round growth which helps employee to face future challenges. The performance of an organization is based on the quality of the employees (Goffman, 1971: 68).

### **Poor Strategic Thinking:**

According to Humel (1996:69) the consequences of training without development involves a set of poor decisions and actions that result in the design and activation of poor strategies to achieve the long run objectives of an organization. The modern manager responds to the challenges posed by the firm's immediate and remote external environments (Burgelman, 2000:467). Monk and Minow 2001;397) suggest that to deal effectively with everything that affects the growth and profitability of a firm, managers employ strategic process that will position it optimally in its competitive environment by maximizing the anticipation of environmental changes and unexpected internal and competitive demands. Competitive dynamics resulted in a major strategic blunder (Pearce and Robinson 2011:3).

### **Organization Survival not Assured:**

Industries do not only exist, grow and compete, but more importantly they seek to continue to survive.(Weiss, 2009:16). Jena (2009:30) argues that managers who cannot conquer the need for affection, never built strong productive employees. Consequently, their organizations remain weak. Clutterbuck and Wynne (1994:156) maintain that a strong organization cannot be built on weak individuals. The test of a manager is not what he can do, but rather it is what his people can do without him. Schneider and Baroux (2003:347) are of the view that employees are the most valued assets of any organization, and their activities are what sustain an organization more than capital and machinery (Leitch 2006:276)

### **Less Productivity:**

Training impacts on the productivity of employees (Redman, 2009). He further argues that training that does not result in the improvement of performance of

employees' falls short of expectation and therefore remains a failed exercise. Latham et al, (2007:367) maintain that lack of training and development deprive employee of acquiring relevant skills that are important to boosting his productivity in the organization. Purcell and Huchinson (2007) are of the view that certainly one may easily track performance levels in some jobs than in others. For example, the productivity of a salesperson may show more clearly than that of a person affiliated with non-profit or service organization.

### **Increases Wastages:**

Training without development increases the occurrence of mistakes which more often than not result in wanton wastages. Wastages affect the quantity, profit, quality and general performance of organization (Carr and Johnson, 1995:476). And this results due to poor performance of employee as a result of lack of skill. Training and development arm employee with skills to do their job. De Foe (2005:234) argues that it also helps employees to adjust their skills in case of changes in the process. Wastage is a loss to an organization. And these should be avoided wherever possible. Iyer (2009:15) maintains that organization excels by reducing the sources of wastages, and retrace organization back to winning ways (Imaga, 2001:120).

### **Loss of Confidence:**

Training without development dampens employee's confidence and destroys his winning mentality – I-can-do-spirit which motivates him to higher productivity (Templar, 2005:64). Murton, Imman and OSullivan,2010:63) asserts that development confers knowledge and instills confidence. Not having the required skills concerning his job gives employee the conviction that what he is doing may not be in order and in-line with what is expected of him. Myerson (2003::53) agrees with Murton et al, argues that having insufficient knowledge of the job or not doing it well makes employee unhappy with his organization and himself. It even increases stress often experienced in the work environment. A knowledgeable employee is a rallying point among his peers and subordinates (Iyer, 2009: 82).

### **Poor Quality of Products and Services:**

Employees' that are trained is expected to development but when this is not achieved poor quality of jobs results (Thompson and Strickland, 2003: 361).

And, this ensures that the employee does not meet the standard set by the customer and the organization. Rackham, Friedman and Ruff (1996:453) maintain that employees have to assimilate scientific discoveries, technologies, innovations, inventions, in such a way that practical values flow to the consumer, in an orderly and recommended way. When a product of an organization falls short of expectation of the consumer, the consumer defects to other products, not only that he or she will stop buying but will convince others as well (Kotler and Armstrong, 2009:216).

### **Increase in Cost of Production:**

Employee is a resource of an organization that controls all other resources. His inability to control all other resources increases wastages that increase cost of production (Pfeff,1991:453). Inefficient utilization of organizational resources increases cost of production which makes the product of organization uncompetitive. High cost of production makes organization product very expensive. Stewart (1991:340) argue that every organization seeks to reduce cost in order to increase their market share, and increase their profitability. In modern times employees are trained to assist their organization achieve objectives of cost reduction in order to present a product that meets the expectations of the consumer both in terms of quality and price (Kotler and Armstrong, 2008:31; Kumar and Goel, 2012:522).

### **Failure to meet Deadlines:**

According to Stewart (2001:268) employees are not able to meet deadline as a result of their inabilities which have not been improved through training. Quality does not only limit self to physical factors of products it includes also timely delivering of products to the consumer (Barman,2005:129). Maynard (1998:67) asserts that one of the most critical moves in business today is achieving just-in-time marketing in addition to just in-time manufacturing-when the consumer wants it, the way the consumer wants it, with the quality; feature and the price the consumer wants. Time is of essence in whatever we do (Newstrom, 2015: 362).

### **Organization not being able to change with the Time:**

Employee can only align their future only with a company that offers them considerable opportunity for personal growth. This can only be achieved

through training and development. The ability of an organization to either to survive in a dynamic and highly competitive environment would be severely limited if managers did not understand the impact of training without development. All organization progress by definition is based on creativity- that is the ability to meet up with the ever changing needs and wants of consumer. Creativity is not about just doing something differently. It is about doing something better. To be better, the new method /process must be judged by its impact on the whole organization (Pearce and Robinson, 2011:25).

### **Theoretical Background**

Several theories have laid the foundation for the present study. These theories include reinforcement, learning types, experiential learning, social learning etc. Yet they are not a one size fit all (Lawless, 2019:76). It is therefore the duty of the managers and management to investigate and decide which one suites the type of training and or development they need to deliver. Skinner propounded the theory of reinforcement in which he emphasizes on the learning behavior of a person and suggests that the learner will repeat the behavior which is attached with a positive outcome or result. This type of training aligns with objectives of the organization and therefore seems to be short term in nature. Lorrainer, Read and Van (2005:397) argue that this type of learning relates to training because it has very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process etc. Salary raises, promotion and awarding of certificates after training serve as reinforce of this theory.

In contrast to the reinforcement theory is the theory of learning types propounded by Gagné, in which he states that this type of learning involves development of intellectual skills, verbal information, attitude, cognitive strategies, and motor skill. This type of learning is long time in nature and assists learners to acquire a multiplicity of skill that makes employees continuously relevant and adaptive in their organizations both now and in the future. Mondy (2008:337) describes development as a knowledge that concentrates on the broader skills that are applicable to several situations such as decision making, leadership skills and goals. The skills are rare among employees. Experiential theory was popularized by Rogers while social learning theory was propounded by Albert Bandura both emphasize the impact of learning on the attitudinal

disposition of employee which is both short and long time in nature depending on what an organization and the individuals involve want.

**METHODOLOGY**

This study focuses on “understanding training without development and its impact on Employee performance”. A sample size of 610 respondents was used. The questionnaire that was use was structured in like with 5 point likstics was used in the study. The target population consists of 610 employees derived from both managers and subordinates levels in the organization was used in the study.

TABLE 1: Distribution Responses

<b>Managers</b>	<b>27</b>	<b>4.43%</b>
<b>Subordinates</b>	583	95.57%
<b>Total</b>	610	100

Source: Field Survey

Table 2: The causes of training without development

	Description	SA	A	Neutr al	Disagre e	S. Disagre e	N	Mea n	Std. Dev.	Correlatio n	P- Valu e
<b>1</b>	Organization not having established values	263	271	10	39	27	610	4.15	0.856		
<b>2</b>	Poor recruitment and selection	331	211	-	27	41	610	4.25	0.934		
<b>3</b>	Poor employee evaluation	273	320	3	-	14	610	4.37	0.985		
<b>4</b>	Doing only what is taught	281	267	-	31	31	610	4.21	0.1001		
<b>5</b>	Manager not acting as role Model	255	302	15	17	23	610	4.23	0.811		



6	Not recognizing individual	238	297	18	43	14	610	4.15	0.959		
	Differences										
7	Not ensuring that training align with objectives	317	191	28	51	23	610	4.19	0.806	0.913	0.003
8	Not appraising the work of employees	197	278	-	67	68	610	3.77	0.966		
9	Managers not having sufficient knowledge of employees work	277	281	16	-	52	610	4.28	0.789		
10	Undermining trainees' or trainers self-respect	293	272	^	26	-	610	4.29	0.908		
11	Training being rushed	233	298	11	37	31	610	4.09	0.876		
12	Other distractions	413	112	-	39	48	610	4.31	0.905		
13	Lack of personal zeal	353	168	8	43	38	610	4.24	0.457		

**Hypothesis 1:** There are no significant causes of training without development. The result on table 1 presents the correlation analysis on the causes of training without development. The result shows a p-value of 0.001 and correlation coefficient of 0.913. The result shows a p-value less than 0.05 being the level of significance; therefore rejecting the null hypothesis and accepting the alternative hypothesis. In the result of the analysis, the correlation coefficient of the causes of training without development is statistically significant,

thereby upholding that the several factors as tested have serious influence and, therefore are significant causes of training without development.

Table 3: Effect of Training without Development on Employee Adaptability

S/N	Description	SA	A	Neutral	Disagree	S.	N	Mean	Std.	Correlation	P-Value
						Disagree			Dev.	coefficient	
1	Learning not inspiring	321	217	-	33	29	610	4.21	0.184		
2	Learning not changing the character of employees	267	271	28	36	8	610	4.23	0.117		
<t	Poor strategic thinking	257	283	19	51	-	610	4.22	0.216		
4	Organization survival not Assured	216	242	-	77	75	610	3.73	0.219		
5	Less productivity	302	223	4	52	29	610	4.18	0.161		
6	Increase in wastages	273	268	-	38	31	610	4.17	0.125		
7	Loss of confidence	318	231	6	31	24	610	4.29	0.192	0.95	0.001
8	Poor quality of product	281	297	3	29	-	610	4.23	0.241		
9	Increase in cost of production	267	279	-	57	7	610	4.22	0.278		
10	Failure to meet deadlines	258	286	17	37	12	610	4.21	0.652		
11	Organizations not being able to follow trend of Time	326	258	2	24	-	610	4.45	0.654		

**Hypothesis 2:** There are no significant effects of training without development on employee adaptability.

The result on table 2 presents the correlation analysis on the effect of training without development on employee adaptability. The result shows a p-value of 0.001 and correlation coefficient of 0.95. The result shows a p-value less  $< 0.05$  level of significance; therefore rejecting the null hypothesis and accepting the alternative which states that there are significant effects of lack of without development on employee adaptability.

## CONCLUSION

The commitment to meet workforce and consumer requirements in a way that best fit not just meeting training needs of employees by which they acquire specific skills for their present jobs but also development needs by which they do not only acquire skills for their present jobs, they also obtain general skills for any future job or assignment. This is to meet demands of the ever changing business and industry environment. Organizations ensure that not only are their current strategies being met by a competent workforce, but that they have laid contingency plans for ensuring continuous learning for future development. This is what makes training without development deficient and undesirable in an organization. Organizations are not meeting changing demands of their environment due to their workforce not possessing the relevant skills for the future. Their employees have skills that are not relevant in the modern day organization requirement. This makes it difficult for employees to change with the changing time. The analysis shows that training without development hinders employee capacity to adapt to change. Lack of organizational values influence the zeal for training and for development. Employee development changes the work and also the character of employee. Non recognition of individual differences in training makes the outcome short of expected results. Insufficient knowledge of employee's work by manager leads to training without development.

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