



MANPOWER TRAINING DEVELOPMENT AND EMPLOYEES' PERFORMANCE OF ELECTRICITY DISTRIBUTION COMPANY IN DELTA STATE

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Abstract

This study examines the effect of manpower training and development on employees' performance using secondary data analysis. The study synthesizes evidence from peer-reviewed journals, textbooks, and institutional reports in the field of human resource management and organizational behavior. Drawing on Human Capital Theory and supporting motivational frameworks, the study evaluates how structured training programs influence employee productivity, efficiency, service delivery, and organizational competitiveness. The methodology adopted is a descriptive research design based entirely on secondary data sources, analyzed using qualitative content analysis. Findings from empirical literature consistently demonstrate that organizations investing in systematic training and development programs record improved employee competence, reduced operational errors, increased job satisfaction, and enhanced overall performance. The study concludes that manpower training is a strategic investment rather than a cost and recommends institutionalized training policies, regular training needs assessment, and performance-based evaluation systems.

Keywords:

Manpower Training, Employee Development, Employee Performance, Human Capital Theory, Organizational Productivity, Secondary Data Analysis.

Introduction

The success of an organization greatly depends on the quality of the people who work there to achieve organizational objectives. The level of their skills, knowledge, abilities, capabilities and expertise of the employees on the main, lies on the quality of training and development received by the employees. Today, very profound emphasis is placed by organizations on the training and development of employees and this has an implicit emphasis on productivity as any organization that fails to lay serious emphasis on training and development is preparing for obsolescence of its employees, and inflexibility to adapt to our fast-paced changing environment (Nwachukwu, 2000). Thus, survival, growth and productivity of organizations would be difficult to come by in the absence of timely and effective employee training and development.

Organizational effectiveness rests on the efficient and effective performance of employees. The efficient and effective performance of the workforce in turn, rest on the richness of the knowledge, skills and abilities possessed by the workforce. Manpower training and

development in most organizations is a continuous act/exercise. The inexorable march of time and the ceaseless glamour for social change combine to make adaptability and continuing preparation of the workforce as inevitable as the initial acquisition of knowledge and skills. This cannot happen if employees training and development do not occur in an enterprise. In other to maximize the productivity and efficiency of the organization, every executive, manager or supervisor in a public or private organization has the responsibility and indeed duty bound to ensure the development of their employees who have requisite knowledge and expertise (Harbison, 1993).

Manpower training and development should be based on a need analysis derived from a comparison of “actual performance” and behavior with “required performance” and behavior. Manpower training and development is one of the major ways organization invests in the workforce for greater return today and even in the foreseeable future.

Aim and Objectives of The Study

To examine the effect of manpower training and development on employee’s performance.

The following are the specific objectives of the study:

- 1) To examine if training and development enhances employees’ performance
- 2) To examine how the need for analysis of training and development affect performance.
- 3) To examine adequate training facilities that could help to improve the performance.

Research Hypotheses

Hypothesis 1

Ho: Training and development does not enhance performance.

Hi: Training and development enhance performance.

Hypothesis 2

Ho: Need of Analysis in training and development does not affect performance.

Hi: Need of Analysis in training and development does affect performance.

i. Hypothesis 3

Ho: Adequate training facilities do not increase performance

Hi: Adequate training facilities increases performance.

Literature Review

Conceptual Framework

The conceptual framework illustrates the relationship between training related factors (independent variables) and employee performance (dependent variable).

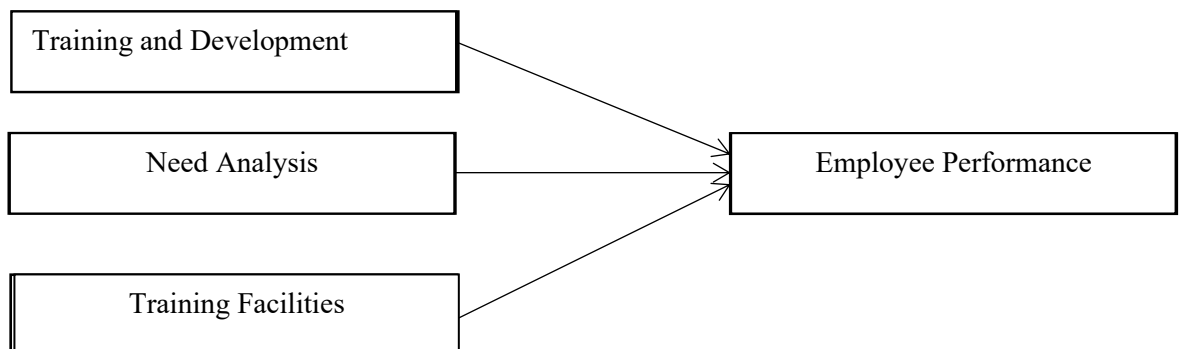


Figure 1: Researcher's Model, 2026.

- i. **Training and Development** – This refers to organized learning activities designed to improve employees' knowledge, skills, and competencies. Effective training programs are expected to enhance employees' ability to perform their tasks efficiently.
- ii. **Need Analysis** – This involves identifying skill gaps and determining the specific training requirements of employees. When training is based on proper needs assessment, it becomes more relevant and impactful, leading to improved job performance.
- iii. **Training Facilities** – These include the physical and material resources such as training equipment, learning materials, technology, and conducive environments that support effective learning. Adequate facilities enhance the quality of training delivery and learning outcomes.

The arrows in the model indicate that each of these three factors directly influences Employee Performance. This means that improvements in training and development, proper needs analysis, and availability of training facilities are expected to positively affect employees' productivity, efficiency, and overall job performance.

In summary, the framework proposes that employee performance is a function of well structured training programs, accurate identification of training needs, and supportive training infrastructure.

Conceptual Review

Training and Development

Many definitions have been given to training as well as to development by different authors. According to Mondy, Noe and Premeaux (2002:215) training includes all activities designed to provide learners with the knowledge and skills needed for the execution of their present jobs. It is an organizational effort aimed at helping an employee to acquire basic skills required for the efficient execution of the activities and functions for which he is hired. It includes all activities undertaken to expose an employee to perform additional duties and assume positions of importance in an organization's hierarchy (Nwachukwu, 2006; Peter and Bunce, 1995). It is the overall process whereby an individual's behavior is modified to conform to a predefined and specific pattern, involving those activities, which essentially aim at providing skills, Knowledge and attitude required for employment in a particular occupation, group or related occupation or function in any field of occupation (Zigon, 2002; Aderinto, 1986; Ruhert, 1992).

When there is a gap between actual performance and what is needed, training can reduce it, if it does not completely eliminate the gap. This is done through changes and modification in behavior of individuals by giving individuals the necessary item of.

Every organization needs skilled, motivated, knowledgeable and capable workforce, and this is much possible to be within the grasp of any organization which makes employees training and development an important aspect of its human resources practice. The views of the above authors agree with others in term of acquisition of specific skills by individuals for the purpose of performing a particular task or group of tasks. Based on this, training can be defined as an

activity designed to help individuals gain knowledge and specific skills in order help them perform some designated tasks and functions, or to help them update the skills and knowledge already acquired.

Employee Development

One of the major reasons for management development is to enhance the employee's chance of promotion in the organization. Nwachukwu (2006:127) asserts that development deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy. According to Oribabor (2000), training and development aim at developing competencies; such as technical, human, conceptual and managerial for the furtherance of individual's and organization's growth.

Objectives of Employee Training and Development

Organizations that conduct training and development programmes always have set of objectives they wish to accomplish. According to Olaniyan and Ojo (2008), the main objective of employee training and development is to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. Katcher and Snyder (2003:90) note that the objective of training includes: capital improvement, morale improvement and ability to adapt to global change. They argue that sometimes employees are reluctant to adapt to changes because of the uncertainty involved.

Advantages (Benefits) of Staff Training and Development

Training and development can be of great benefit to both the worker and the employing organization. It is not limited to only increased productivity, but in many other ways. Nwachukwu (2000:104) identified four major advantages of training as improvement of employee's morale, reduction of turnover rate, employee feeling of being part of the establishment, and a correct attitude and the knowledge required for success in the organization. According to Cole (2011) the benefits associated with training and development includes: High morale, lower cost of production, lower turnover, change management, improvement of availability and quality of staff, provision of recognition, enhanced responsibility and the possibility of increased pay and promotion for employees. Oguntimehin (2001) noted that "training increases productivity, improves the quality of work, improves skills, knowledge, understanding and attitude of the trainee, as well as enhance an individual's use of tools and machines"; it also reduces wastes, accidents, and turnover, among others.

Methods of Employee Training and Development in Nigeria

Different kinds of training and development methods are used by organizations in Nigeria to train and develop their employees. A few methods are more applicable to managers and professionals and others to operative employees. The method used is often a matter of convenience, intensity of the training required and the operating policy of the organization. Literature shows that there are broadly two different methods that organizations may choose from for training and development of its employees in Nigeria. These are on-the-job training and off-the job training (Claydon, 2004).

On-the-job method: This relates to formal training on the job. It is used to acquire specific skills while the employee is on the job. The employee learns as he works. Under this method the learning by doing approach is employed, and an employee becomes more experienced on the job over time due to job behavior modification at the point of training. **Off-the-job-method:** This is the type of professional training given to employees. According to Nwachukwu (2000:110), this is also known as vestibule training, and in this training, the trainee is not in the regular job environment, but is taught how to do his job in Nigeria.

Factors Affecting Training and Development

Several factors have been found to influence training and development of employees. Mondy et al (2002:217) confirm that change is obviously one factor that impacts and is impacted by training and development. Employees may resent likely change if they felt it will affect them negatively, as a result, will work to thwart the programmes chance of success. Therefore, management should endeavor to explain the objective of training and development programmes to the employees who are to take part in such programmes to avoid intentional sabotage arising from fear of change. Training could be a waste of time and resources if the area of emphasis in training is not properly identified and accepted by the trainees.

Training and Development and Organizational Productivity

The successful and prosperous future of any firm is a function of the skills, knowledge, abilities and competencies of the employees. And this is possible depending on the extent of training and development received by employees. Training and development not only improve employees resourcefully, but also it gives them a chance to learn their job virtually and perform it more competently. Employee training has been found to contribute to their performance effectiveness and productivity of organizations (Ameeq and Hanif, 2003; Olaniyan and Ojo, 2008; Singh and Mohanty, 2012; Kum et al, 2014; Colombo and Stanca, 2008).

Wright and Geroy (2001) noted that employee competencies change through effective training programmes. Accordingly, it not only enhances the knowledge, skills and attitude of the individual to perform effectively on their current and future jobs, it also contributes to superior organizational performances which give organizations competitive edge over others and thus, enhances their productivity and level of profitability.

Theoretical Review

Human Capital Theory: Human Capital Theory, developed by Becker (1964), posits that investments in education and training increase employees' productivity. The theory suggests that training enhances employees' value, thereby improving organizational output.

According to Schultz (1961), expenditure on employee training should be viewed as an investment rather than a cost. Numerous empirical studies validate this theory by demonstrating positive returns on training investments (Colombo & Stanca, 2008).

Social Learning Theory: Bandura's (1977) Social Learning Theory explains that employees learn through observation, modeling, and reinforcement. This theory supports training programs involving mentorship and coaching.

Resource-Based View (RBV): The Resource-Based View argues that sustainable competitive advantage arises from unique organizational resources, including skilled employees (Barney, 1991). Training enhances these valuable internal capabilities.

The higher-level needs of esteem and self-actualization are continuing needs in that they are never completely satisfied. As such, it is these higher-level needs through which employees can best be motivated.

Empirical Review

According to Cole (2002), in his book *Personnel and Human Resource Management*, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task.

This study argues that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. He adds that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

Training-related changes should result in improved job performance and other positive changes (e.g., acquisition of new skills) that serve as antecedents of job performance.

However, although differences in terms of effect sizes were not large, the effectiveness of training varied depending on the training delivery method and the skill or task being trained. Fewer than 5% of all training programs are assessed in terms of their financial benefits to the organization.

Research Methodology

Research Design: The study adopts a descriptive research design based entirely on secondary data. This design allows systematic synthesis of existing empirical findings without primary data collection.

Data Collection Methods: Data were obtained from:

- i. Peer-reviewed academic journals.
- ii. Textbooks.
- iii. Online academic databases.
- iv. Conference proceedings.
- v. Organizational reports.

Only credible scholarly sources published within recognized journals were included.

Operational Measures of Variables

Independent Variable: Training and Development (measured through documented training programs, skill acquisition, and development initiatives).

Dependent Variable: Employee Performance (measured through productivity, service quality, efficiency, innovation, and organizational outcomes).

Model Specification

$$EP = \beta_0 + \beta_1TD + \beta_2TNA + \beta_3TF + \varepsilon$$

Where:

EP = Employee Performance

TD = Training and Development

TNA = Training Needs Analysis

TF = Training Facilities

ε = Error Term

Data Analysis Technique

Qualitative content analysis was used to identify recurring themes and consistent empirical findings across reviewed literature.

Presentation and Analysis of Findings: The analysis is structured around the research objectives and hypotheses of the study. Since the study adopted a secondary data approach, findings are derived from empirical studies, theoretical literature, and documented organizational reports relating to manpower training and employee performance.

Effect of Training and Development on Employee Performance

The overwhelming majority of empirical studies reviewed confirm a strong positive relationship between training and employee performance. Aguinis and Kraiger (2009) found that training has a significant positive impact at three levels: Individual level (improved knowledge and skills), Team level (improved collaboration and coordination), Organizational level (increased productivity and profitability). Similarly, Colombo and Stanca (2008) demonstrated that firms investing in employee training recorded measurable increases in productivity compared to firms that did not invest in training., Elnaga and Imran (2013) reported that training enhances job efficiency, work quality, employee confidence, task completion speed

The reviewed literature consistently shows that structured training programs reduce operational errors and improve technical competence. In industries such as electricity distribution and manufacturing, technical retraining reduces system breakdowns and workplace accidents.

From the synthesized evidence, it is clear that manpower training significantly improves performance outcomes. Therefore, the null hypothesis (H01) stating that training does not enhance employee performance is rejected.

Effect of Training Needs Analysis on Employee Performance

Training Needs Analysis (TNA) plays a crucial role in determining the effectiveness of training programs. Without proper needs assessment, training may be irrelevant and ineffective. Noe (2017) emphasizes that TNA ensures training content aligns with actual performance gaps. Armstrong (2020) also argues that poorly planned training programs often fail due to lack of proper diagnosis of employee skill deficiencies. Empirical findings show that organizations that conduct systematic needs assessments experience: Higher training relevance, Better skill transfer, greater improvement in productivity, Tharenou, Saks, and Moore (2007) found that training outcomes are significantly stronger when preceded by formal needs assessment. This

suggests that training effectiveness is not solely dependent on the act of training but also on its alignment with performance deficiencies.

Based on these findings, the null hypothesis (H02) is rejected.

Effect of Training Facilities and Infrastructure on Performance.

Training facilities and learning environments significantly influence training effectiveness. Adequate facilities enhance knowledge retention and skill acquisition. Sung and Choi (2014) observed that organizations providing modern learning technologies, simulation tools, and structured training environments recorded stronger performance outcomes. Learning environment factors influencing effectiveness include:

- i. Availability of modern equipment.
- ii. Comfortable training environment.
- iii. Access to digital learning tools.
- iv. Practical demonstration facilities.

Bandura's Social Learning Theory supports the importance of interactive and well-equipped training environments. Employees learn better through observation, modeling, and practical engagement. In technical sectors, inadequate training facilities often lead to poor skill transfer and reduced performance improvement. Therefore, the null hypothesis (H03) is rejected.

Comparative Analysis of Empirical Findings

A comparative review of various studies reveals consistency across sectors and countries. Whether in manufacturing, banking, healthcare, or public utilities, the relationship between training and performance remains positive.

However, some studies indicate that training impact may vary depending on: Organizational culture, management support, employee motivation, Post-training evaluation systems.

Aguinis and Kraiger (2009) note that training yields stronger results when supported by managerial encouragement and performance incentives. This suggests that training alone is insufficient; organizational systems must reinforce learning.

Theoretical Implications of Findings

The findings strongly support Human Capital Theory (Becker, 1964). Investment in employee development increases productive capacity and generates organizational returns.

The Resource-Based View (Barney, 2002) is also validated. Skilled employees represent valuable, rare, and difficult-to-imitate resources, which provide competitive advantage.

Additionally, Social Learning Theory (Bandura, & Walters., 1977) explains how employees internalize knowledge through interactive training processes.

Thus, the study's findings are theoretically consistent and empirically validated.

Practical Implications of Findings

The findings provide important managerial implications:

- i. Training should be viewed as an investment, not a cost.
- ii. Regular training policies should be institutionalized.
- iii. Training must align with strategic objectives.
- iv. Post-training evaluation should measure performance impact.
- v. Management must support skill application after training.

- vi. Organizations that neglect manpower development risk stagnation, inefficiency, and competitive decline.

Critical Evaluation of Secondary Evidence

Although secondary data strongly support the positive relationship between training and performance, certain limitations exist. Some studies rely on self-reported performance measures.

- i. Contextual differences may affect generalization.
- ii. Measurement standards vary across studies.

Despite these limitations, the consistency of findings across multiple studies strengthens the reliability of conclusions.

Summary of Findings

The key findings of the study are:

- i. Manpower training significantly improves employee productivity.
- ii. Training needs assessment enhances training effectiveness.
- iii. Adequate facilities strengthen learning outcomes.
- iv. Organizational support moderates training impact.
- v. Training improves innovation and adaptability.
- vi. Overall, the evidence overwhelmingly supports the positive effect of manpower training and development on employee performance.

Conclusion

This study examined the effect of manpower training and development on employees' performance using secondary data analysis. Drawing from extensive empirical literature and established theoretical frameworks such as Human Capital Theory, Social Learning Theory, and the Resource-Based View, the study evaluated how structured training initiatives influence productivity, efficiency, and organizational competitiveness.

The findings from reviewed studies consistently demonstrate that manpower training has a significant and positive effect on employee performance. Employees who undergo systematic and well-designed training programs exhibit higher levels of technical competence, improved work efficiency, enhanced problem-solving abilities, and better service delivery. Training not only strengthens employees' current job performance but also prepares them for future responsibilities through long-term development initiatives.

The study further reveals that the effectiveness of training depends largely on proper training needs assessment. Training programs that are not preceded by systematic diagnosis of performance gaps often fail to achieve desired outcomes. Conversely, when training aligns with organizational objectives and addresses actual skill deficiencies, measurable performance improvements are recorded.

Additionally, the availability of adequate training facilities and learning infrastructure significantly influences knowledge transfer and skill acquisition. Organizations that provide modern equipment, interactive learning environments, and practical demonstration tools experience stronger post-training performance outcomes compared to those with inadequate facilities.

Theoretically, the findings validate Human Capital Theory, which posits that investment in employee development enhances productive capacity. The Resource-Based View is equally supported, as skilled employees represent valuable internal resources that are difficult for competitors to imitate. Therefore, manpower training contributes directly to sustainable competitive advantage.

In conclusion, manpower training and development are not optional organizational activities but strategic imperatives. Organizations that consistently invest in human capital development achieve higher productivity, innovation, adaptability, and long-term sustainability. Conversely, neglect of employee training may result in reduced efficiency, technological obsolescence, and competitive decline.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

i. Institutionalization of Continuous Training Policies

Organizations should develop and implement formal training policies that ensure continuous employee development. Training should not be occasional but systematic and ongoing, especially in industries characterized by rapid technological changes.

ii. Regular Training Needs Assessment (TNA)

Before implementing any training program, organizations should conduct comprehensive training needs assessments to identify specific skill gaps. This will ensure that training content is relevant, targeted, and aligned with organizational objectives.

iii. Management Support and Learning Culture

Top management must demonstrate commitment to employee development. A strong learning culture encourages knowledge sharing, innovation, and continuous improvement. Without managerial support, training benefits may not be fully realized.

iv. Integration of Technology-Based Learning

Organizations should incorporate e-learning platforms, virtual simulations, and digital knowledge management systems into training strategies. Technology-based learning improves accessibility and flexibility.

v. Encouragement of Career Development Programs

In addition to technical training, organizations should invest in leadership development, succession planning, and mentoring programs. These initiatives prepare employees for higher responsibilities and ensure long-term organizational stability.

Contribution of the Study

This study contributes to existing literature by:

1. Synthesizing empirical evidence on manpower training and employee performance.

2. Reinforcing theoretical frameworks supporting human capital investment.
3. Providing policy-oriented recommendations for organizations.
4. Highlighting the importance of training needs assessment and infrastructure.

Limitations of the Study

Since the study relied solely on secondary data, the study did not make use of primary empirical evidence. Therefore, findings depend on previously published studies and may be subject to contextual variations across industries and regions.

Future research may adopt quantitative primary data methods to statistically test the proposed model.

Suggestions for Further Research

Future studies may:

- i. Conduct sector-specific empirical investigations.
- ii. Compare public and private sector training effectiveness.
- iii. Examine the moderating role of organizational culture.
- iv. Use longitudinal data to measure long-term training impact.

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