

Human Resource Selection Tips and Training in Organisations for National Development

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Countries are made up of people – individuals and groups- working together for the interests of the individuals, the groups, the organization and the country at large. The performance level of the individuals and groups is intricately related to the level of the organizations they work for. Further, the performance of organizations also determines exclusively the performance of the countries the organizations exist. This implies that there is no country that can develop above the level of its citizens' performance in both the public and private organizations. Therefore, if a country is in the quest for development, it has to ensure that the right quantity and quality of its citizens are employed at the right place, at the time and doing the right jobs. The Millennium Development Goals will elude any country that does otherwise. This is the very essence of this article that explores strategies of result – oriented selection and training of employees in organizations for national development.

Keywords: Human resource, organisational training, citizens, National development, millennium development goal.

INTRODUCTION

Development of countries is intricately tied to individual citizen's and various critical group's performances in their various work settings. It is the combined performance of the individuals and groups in organizations that result in over all organizational performance. Subsequently, it is the combined performances of individual organizations that culminate into a country's performance and its attendant development status.

All organizations are made up of human and non human resources. When the right quantity and quality of the human resources is brought together, it can manipulate other resources towards realizing organizational goals and objectives. It has long been argued that the quality of the human resources has a high correlation with the level and quality of organizational (and national) performance and productivity. If this were the case, then every organization should strive to attract, select and retain the best quality of human resources. And every nation should strive to train citizens to be competent for positions that exist in organizations. Procurement of human resources in organizations is a continuous process. This is as a result of labour mobility, which is the movement of labour/employees within the organization through promotion and advancements; into the organization

through employment; and separating from the organization through retirement, resignation, termination, dismissal, withdrawal of service or death.

It is a known fact that employees will separate from their organizations. Equally, nations are always faced with situation of filling political posts or and succession planning and its implementation. Separation can be either willingly through self – retirement, resignation, getting another job, or it can be by force through compulsory retirement, termination, dismissal or death. When any of these happens, organizations have to set into motion recruitment process to fill the vacancy, which eventually result into recruitment, selection and placement.

These are three areas, which sometimes managers take lightly, yet any mishap registered at these three levels, will have a great impact on the organization's performance; on the psych of a nation and the overall development of a country concerned. In other words, it is known that corrupt practices such as use of subjectivity in hiring are rampant in the process of employment in most countries, but worse in the less developed world. Indeed, if an organization does not have funds to hire the right person, it is wiser to delay the exercise than to hire a wrong person. This is because of the preceding reasons advanced.

Recruitment is a search for obtaining potential job applicants in sufficient quantity and quality to select the best from the rest. Selection is the process of sifting or filtering of the applications. It involves winnowing the chaff from the grains.

The role of selection in organizations effectiveness is crucial because work performance depends on individuals. The best way to improve performance is to hire people who have the competence and the willingness to work. Arguing from the employees view point, poor or inappropriate choice can be demoralizing to the individual concerned (who finds himself or herself in the wrong job) and de-motivating to the rest of the work force. Effective selection, assumes greater relevance as a panacea for better productivity of the employees, the organizations and the nation at large. Indeed the first goal of the Millennium Development Goals (hence forth MDGs) "eradication of extreme poverty" can better be achieved, if and when, organizations are productive.

It is rather disheartening to note that at the midway point between the adoption in 2000 and 2015 target date for achieving the Millennium Development Goals, the sub Saharan Africa is not on tract to achieve any of the Goals.... Although there have been major gains in several areas and the Goals remain achievable in most African nations, especially with regards to reducing extreme poverty in its many forms [1].

The potential of the African countries can be realized when their right people with the right competence, competency, aptitude, attitude, and the will and zeal to serve the countries are sourced and hired to fill positions in organizations and at national political positions. The interest of this presentation is mainly on the selection and placement aspects that are further spiced and complemented with the training component.

Competency and Competence Specifications in Workforce Selection and Placement

There has always been strains and in some cases a mismatch in education and training between what a trainee knows and what the trainee can do after training is completed. This underscores the essence and significance of studying competency and competence. At both workforce selection and promotion stages of employment by management, both the competence and competencies of applicants should be considered seriously by the panels in charge of these activities. The Human resource managers may carry out competency analyses and use the concept of competency at the recruitment and selection stages to identify characteristics suitable for the existing vacant jobs. Competencies may be used also in employee development to identify specific training needs and appropriate development programs for employees that can help them take up certain jobs in the organizations. However, positive discrimination in favour of females (who must have the prerequisite competence) can be used towards achieving

the MDG's third goal of "promoting gender equality and empowering women". Nonetheless, whether male or female, the people to be employed need to have aptitude (ability) for the job; attitude (stakeness, zeal and enthusiasm for the job) and should reveal elements of honesty and trustworthiness.

It is however to be noted that organizations cannot get to the stage of selection, less so, getting the right applicants without appropriate vacancy announcement strategies. These strategies include advertisements for the vacant position.

Advertisement

Advertisement, according to Maicibi [2], is the process of making the public aware that a vacancy exists and wishes to be filled. It is both used for internal and external sources of applications. The advertisement outlets are the various ways of announcing the existence of a vacancy- already discussed.

Focused advertisement helps to reach the right people. For example, it would be rather pointless to advertise for a cleaner in a professional management journal or magazine. Some organizations have accepted the practice of first advertising internally so as to give internal candidates priority, and they only go outside the organization if no one meets the person specifications within the organization. This practice is recommended here, because it is a strategy to motivate and retain the existing staff.

The advertisement is not only a method of reaching the right person; it is also a statement that represents the caliber of the organization. It also reflects the priorities and philosophy of the organization. For example, it should never contain statements that are discriminatory on grounds of gender, race, religion or other sentimental factors unless if done to provide for balancing the quota system. Some organizations use the advertisement to sell themselves. For instance:

1. Maicibi Airline is a leading international airline in Nigeria which is sourcing for Remuneration is competitive with international standards.
2. Alhas Water Supply Company is committed to meeting the needs of its customers in the most cost effective way..... Salary is negotiable.
3. NOK Technical Works is a company with a Customer Care Award (CCA) and cares most about its employees..... Its labour turn over is among the lowest in Nigerian companies.....

Statements such as above create favourable impressions in the minds of readers; encourage them to apply for a job in such successful, caring and efficient organizations.

Adverts Construction

Construction of the adverts uses a four lettered acronym

of 'AIDA' that stands for: 'A' Attention, 'I' Interest, 'D' Desire, and 'A' Action. Adverts must be constructed in such a way that they attract and retain attention of potential employees else readers may miss or simply ignore it. Therefore, the choice of words is crucial here. The interest on an advert is obtainable from the job being advertised itself such including the challenges and the prospects in the job. The desire to apply emanates from how the job is to be performed such as it involves local and international travels for those who like this. The action expected should be clearly stated such as, write today..., for more information..., apply in person, do not come in person, do not try to exert influence and other such statements that indicate the action expected of applicants.

Advertisements need to be written in good use of the language of communication. They should be properly edited and the diction used should be very appropriate. Advertisers should note the following qualities of a good advertisement:

1. Advertisements should be comprehensive enough in providing all basic details.
2. Advertisement need not disclose the exact salary package, less it faces encroachment into privacy of the eventual successful person with the consequent of legal action.
3. Must state the job description (preferably in result oriented form), person specification and a statement on remuneration, not figures.
4. Must not be superlatively elaborate
5. Must not be false
6. Should state address for further contacts
7. If the organization uses application form, the sources of such form should be indicated.
8. Should state whether there is need for references, how many and who qualifies to be the referees.
9. Must specify the latest date for submission of applications.
10. Can state the category of people best sought e.g. Ugandans, male, female, ph.d. Diploma etc. If these have serious relevance and consequence on the employment.
11. Must state all other qualifications needed
12. Contain the job's position in the organizational hierarchy.
13. State the nature of the position, for instance, frequent air travel or unannounced transfer.

These are important when advertising externally unlike in internal sources.

There may be the need for organizations to look into some non traditional sources for filling vacancies. The following are some traditional sources:

1. The retired people – who have had years of technical and managerial knowledge. This is capable of reducing cost of induction and training.

2. The retrenched people who were laid off or who were affected during an organizational restructuring.
3. Students. Many universities and colleges offer programs that provide expensive but useful helps in this direction. Such students on practice service could later become permanent employees.
4. Consultants. Many retrenched people offer their skills on a part time basis as they develop their customer base.

Application forms

Many organizations nowadays use application forms as a way of obtaining initial details of applicants. The application forms are preferred to the use of open application letters or the use of Curriculum Vitae (CV) because they make applicants give precise information that the recruiter need. Application forms also force an applicant to supply information he probably would not have done. However, for best results, both application form and CV are needed.

According to Maicibi [2,3], well designed application forms should possess the following characteristics:

1. They should be comprehensive – covering all aspects in the job description and person specification.
2. They should be sensitive with legal implication on grounds of discrimination when they unnecessarily require disclosure on tribe, race, marital status, religion, handicap, crime record, and such other sensitive and private issues.
3. They should not be unnecessarily long – avoiding asking for unnecessary or irrelevant or sensitive information.
4. They should be realistic
5. They should be appropriate to the level of the job
6. They should be pilot tested for credibility
7. They should ensure ease of completion
8. They should be written in concise and unambiguous language.
9. They should be accompanied with the details of the job as well as information about selection process
10. They should state the procedures for taking up referees – in terms of the qualifications of such referees and probably how and when the referees should send in letters to the recruiter.
11. They should provide enough space that can accommodate the information being sought.
12. If there is the need for a complementary CV, a section in the application form should clearly state so.

Methods for Objectively Selecting Employees in an Organization

There are different methods which can be used by human resources or line managers in selecting employee or work force. According to Maicibi [3-5], Armstrong [6], Mathias and Jackson [7], and Williams [8] the selection

methods include short listing of applicant, graphology, buddy rating, questionnaires, assessment centre, interview, collecting information from referees or certified authorities like college or university or former or current employee. In the process of selection of employee the human resource manager or line manager should apply at least three methods to select an employee in an organization in order to make the right decision. Therefore the choice, combination application of methods should be appropriate to the nature of the organization, the position, task and responsibilities of the vacant job and the number and the nature of candidates.

However, for emphasis, a combination of these methods produces better results. For instance, group exercise can be used in conjunction with business game and case study and other simulation exercise. These exercises may be supported by the tests and questionnaires together with a variety of interviews in order to provide a range of contrasting but very complimentary activities. At the end of the various selection activities the observers should agree on a cumulative rating for candidate. The ratings are intended to match abilities and skills against specific requirements of the specific to be filled.

Graphology

This method involves the analysis of handwriting on the application letter in order to reveal certain personality traits. Here it is believed that a person attributes can be assessed through analyzing his or her hand writing. It is not the beauty of the hand writing but the formation and arrangement of characters/alphabets and the avoidable errors causing cancellations, and other such issues.

Buddy rating or peer rating

This is another method of selecting employee in an organization that involves the candidates nominating other candidates. For instance, candidates are asked: if you are to go for an event (name the events), who will you want to go with? It is appropriate if candidates have been together long enough to become sufficiently well acquainted with one another.

Selection of test and questionnaires

This method includes the measuring of intelligence, achievement, developed abilities, aptitude for the particular task, measure interests, social attitude and emotional stability. In applying this method great skill is required in administering the test or questionnaire and in the interpretation of the results. However, even when they are used they should be part of a comprehensive selection process and applied in appropriate circumstances to supplement the interview but never as a substitute for it [9].

Group Exercises

This is a method which is most effective because it stimulates or resembles a practical “real life situation” which is reasonably representative of the task or type of situation that a person finally appointed might handle within the organization. Here, some exercises are written on pieces of papers and the applicants pick any and act out how such a problem can be solved by him/her if appointed. There are a number of group selection procedures available including discussions and debate, business game and problems solving exercises.

Assessment Centers

Assessment centre is a method which is used in selection of employees. It is argued that, assessment centre uses many techniques to determine the suitability of the candidate for a particular job and may also be used for training, development and promotion purpose. The centre provides an in – depth assessment of a group of broadly similar candidates and aims to measure the attributes and competencies required for a particular type of job.

Short Listing

This is one of the methods of selecting employees that is carried out in three stages; first stage is the comparison of the qualification with the job description where applicants who do not meet requirements are eliminated. Maicibi [3,4] suggested that in this stage the applicant who do not meet the requirements to be written a letter stating that their application was unsuccessful. The second stage is selecting the final short list applicants; this is for the applicants who fit the essential criteria. The third stage is the arrangement for the interview for those that meet the requirements. In this stage, the human resource manager or line manager writes a letter to the candidates who provides all the details for the interview by use of telephone calls or electronic mails to inform the short listed candidates about the interview.

Interview

This is another, the commonest, method of selection by way of conversation. We will, therefore, have more detail discussion on it. It is carried out by a person or a group of people. There are broadly three types of interview. First is individual interview method of selection that involves face to face discussion and provides the best opportunity for the establishment of close contact – rapport between the interviewer and the candidate. It is better to have second interview or interview panel to avoid bias. The second type is interview panel that is conducted by two or more people gathered together to interview one candidate at a time. This has advantage of enabling information to be shared and reduces bias. The interviewers can discuss

their joint impressions of the candidate's performance and behaviour at the interview and make judgment. The third type is selection board, which are more formal and usually larger interviewing panels convened by an official body because there are a number of parties interested in the selection decision. Its advantage is that it enables a number of different people to have a look at the applicants and compare notes on the spot. Its disadvantage is that questions asked tend to be unplanned and delivered at random.

All the types of interview can be conducted by the two methods: structured and unstructured. It is important after the conversation or discussion at the interview a deadline for the final decision making is set and announced to the candidates, if results are not released on the spot.

During both structured and unstructured interviews, it is expected and prudent that some stages are followed.

Stages in the Conduction of a Productive Interview

Employee's selection interviews should be given every objectivity they deserve because hiring wrong people is costly to the organizations and to the nations at large. Successful interviewers are usually well structured. In addition to good preparation, they should include an opening, information gathering, information giving and a closing stage.

The Opening Stage

1. The interviewer(s) are expected to welcome the interviewee with a smile and a possible handshake.
2. Have an introduction of members of the panel / board.
3. Give a brief description of the agenda and how long the exercise is expected to last. Opening statement could be, ' First, I would like to learn more about you, then we will discuss the job/position, and I will tell you more about the organizations; I will ask you some questions, and finally if you have questions you may ask us – that will take us 45 minutes.

Information Gathering Stage

1. Begin by getting more information about the candidate. Ask him/her questions and compare or refer to the resume (CV) earlier submitted. You may find gaps; ask about the gaps. The gaps can lead to discovery of many other critical and or sensitive issues such as earlier job loss through dismissal, and others.
2. Ask open – ended questions and minimize closed questions. Open questions give you an inlet into a lot of the candidate's expressive ability, alertness, fluency, perception of situations and reactions to events.
3. Pay attention to what interviewees say – equally important, is to watch their paralanguage (non – verbal), look for awkward gestures, lose of eye contact or change in voice pitch. Learning toward or nodding might mean

enthusiasm.

4. Ask probing questions relating to their application letter or form about gaps in employment, accomplishments, references.

5. Avoid leading questions. For instance, how would you reprimand an employee? Rather than, do you agree that it is wrong to reprimand an employee in the presence of other peer? The first question allows divergence in views as well as encourages expression.

6. Give candidates time to think. Remain neutral. This is because silence can be an effective way to encourage further comment.

7. Describe some of the challenging situations candidates might encounter on the job. Ask how they might have dealt with or how they can deal with such situations.

8. Beware if you observe inappropriate attire, jumpiness, nervousness', anxiety symptoms and avoidance of eye contact, inability to explain gaps in dates listed on the resume or inappropriate comments about past employer. All these will give you a clue about the candidate you are about to employ to work with you.

At information gathering stage, questions asked can be for:

1. Factual eliciting – to establish or confirm a fact
2. Sake for probes – to elicit further information
3. Hypothetical – to find out what the candidate might do in such a hypothetical situation.
4. Reflective – to make the candidate reflect back on what he/she said, supplied, denied earlier.
5. Situational – to expose the candidate to a situation he/she may likely meet at the job position, and how he would behave in such a situation.

The following should be avoided at the interview stage:

1. Avoid discrimination – not asked of all candidates and usually pertaining to the candidate's personal life. Refer to Maicibi's 14 interview pitfalls discussed below.
2. Avoid multiple questions – complex questions requiring the candidate to make a series of responses.
3. Avoid asking contradictory questions
4. Avoid repeating similar questions
5. Avoid asking leading questions that do not provoke analysis and critical reasoning.

This is why the interview panel should meet earlier to decide on which questions or questions area each member of the panel will concentrate to ask. Failure to do this will inadvertently cause an avoidable embarrassment for the panel before some brilliant candidates.

The following should be noted as the twelve recurrent interview questions

In addition to questions in the area of specialization, questions at interviews do include the following:

1. Why do you want to change jobs at the point in time (for those already in employment)?
2. What do you think you could bring to this job?
3. What do you regard as the main achievement in your life?
4. What do you consider your greatest attributes?
5. What experience do you have that relate to this job?
6. What do you look for first and foremost in this job?
7. What are your weaknesses that relate to this job? This question can divide candidates into honest and dishonest ones.
8. How do you handle the pressure of deadlines?
9. What are your long term goals and how do you think you can achieve them here?
10. Where do you see yourself in five years' times?
11. How do your work colleagues describe you?
12. What have your relationships been like with past employers (for those working)

Not all these questions are to be asked in one interview. Those applicable must, however, be asked. But, when properly combined, they can separate the chaff from the grains. Indeed, any one preparing for an interview with an international organization or a profit organization should brace and prepare to answer some of the above questions.

Information Giving

Note that:

1. After gathering relevant information from the candidate, you should discuss the job. Describe the tasks and criteria for success to the candidates so that he/she can decide or not whether the job suits them.
2. Describe the organization, its culture, climate and your expectations regarding the position holder.

The Closing Stage

When the discussions are completed, let the candidates know what the next steps are such as the possibility of second interviews and deadlines for final decision making. For candidates who did not meet your requirements you may need to be frank and honest with them but in diplomatic manner to avoid damaging the persons self – esteem and ego. You might say, 'your credentials and work experiences are really good, but this job needs ..., which you do not have. But we will like to keep you on file in case another more suitable position avails itself.'

It is wise to keep your pledge, but even if you had not pledged, to reimburse candidates' interview expenses such as hotel bills, feeding and transport.

Evaluation Stage

Immediately after the interviews, the candidates should

be evaluated. A standard form will allow you to accumulate consistent information on each candidate. This form should indicate positive and negative factors which should include: Background and education; skills, attributes and presence; appearance; personality experience; voice; job suitability; as well as strengths and weaknesses. And when the results are finalized, the appointed should be notified, and the 'disappointed' should also be notified accordingly and wish them the best of luck elsewhere and even in future positions in your organization.

Interview Pitfalls

There are a number of issues that can affect the objectivity of the exercise and reduces the chances of selecting the right candidate. They should therefore, be minimized or entirely avoided at all cost during selection exercise. These, according to Maicibi [3], are called the 14 interview pit falls that include the following:

1. **The halo and horns effect:** where the interviewers rate candidates as all good or all bad across the board and thus arrive at imbalanced decisions, and in many instances, wrong decisions.
2. **The stereotyping effect:** where interviewers assume some particular characteristics to be from a particular group and thus treat everyone from such a group similarly. For example, the perception that an average Karamojong or Mukiga in Uganda is aggressive so that every Karamojong or Mukiga in an interview is perceived as aggressive even when he/she is not.
3. **The primacy effect:** is when too much decisional emphasis is placed on impressions gained and information gathered early in the interview. Here, all subsequent responses by the candidate are judged on this basis.
4. **The temporary extension effect:** is when an assumption is made on a candidate's behaviour at an interview such as fear, stammering, nervousness or anxiety as typical of their general behaviour. These sometimes, may correlate but some other times, the predictive validity may be zero.
5. **The fundamental attribution error effect:** is when the interviewers incorrectly assume that some action on part of the candidate was caused by their personality, rather than a simple response to events and situation.
6. **The expectancy effect:** is when too much influence is given to positive or negative impressions of a candidate formed from the application letter / form or the Curriculum Vitae. This could be from the examination on grade or class.

7. **The information under - load effect:** is where judgments are made based on only a small amount of the information provided. Here decisions are reached from an uninformed basis, and thus are often wrong.

8. **The negative information bias effect:** is when more weight is given to perceived negative points about candidates than to those that are more positive. Indeed, emphasis should be on the positive points.

9. **The contrast effect:** is when experience on interviewing one candidate affects the way other candidates are subsequently interviewed and judged. This is detrimental if the first candidate was extremely good or extremely bad.

10. **The personal liking effect:** is when interviewers base their selection decisions and even ratings on whether or not they personally like or dislike the candidate's behaviour, appearance or background.

11. **The prototyping effect:** is where the interviewers favour a particular personality regardless of job related factors. Not all job performance require particular personality; indeed, most need an integrated personality to achieve results.

12. **The self fulfilling prophesy effect:** is when all questions being asked are to confirm initial impression gained before the interview and closing out any possible new impression that can be created.

13. **The similar to me effect:** is giving preference to candidates the interviewer(s) perceive(s) as having a similar aspects of personality like they have. This could be tribal, name, religion, racial or academic qualifications.

14. **Curve course effect:** is when interviewers deliberately ask different level of questions difficulty to ensure they eliminate other candidate to cause and smoothen a way for a favoured candidate. This is most common at unstructured interviews.

To eliminate the above problems, some points that can make interview a successful exercise in a selection process should be noted and used: The Law of Three.

The Law of Three

The human resource manager should ensure they or their representative(s) apply the Law of Three before the best candidate is finally selected. The Law of Three states that of all those interviewed; there should be the top best three to select one from. Also that the selection process should be by three methods [3,4]. These methods could include; interviews, group exercise, in basket exercise, peer rating and questionnaire and tests.

This will provide opportunity of balancing of candidate's personality and aptitude. The law also has it that the candidates should be interviewed in three different locations and by three different panels but with the Human Resource manager as a constant member at all selection activities. Note that for all activities, good preparation is very important.

Human Resource Training for Sustainable Performance

Training is a process of transformation of one person by another or experience when the trainee's skills, knowledge, attitude, feeling, behaviour and ability one being enhanced to enable one to fit well in the residing society; be of use to oneself and to the society as well as be productive at one's workplace.

Therefore, training of the Human resource should include aspects of the cognitive domain (skill, knowledge and critical ability), psychomotor domain (ability to use the hands to produce), and affective domain (the ability to balance attitude with aptitude, display positive behaviour and be above board in terms of honesty and trustworthiness).

Consequently upon the foregoing submission, African schools' curricular and organizations' training programs need enrichment to produce an educated person – cognitively, psychomotory and affectively. At present, it seems too much emphasis is placed on the cognition alone.

Bedrock for Effective HR Training

Learning Theory suggests that there are ten main conditions required for training to be effective. Viz:

1. Individual must be motivated to learn- The employees should be aware that their present level of knowledge, skill or competences, or their existing attitudes or behaviour, needs to be improved if they are to perform their work to their own and to others satisfaction. They must therefore, have a clear picture of the behaviour they should adopt.

2. Standards of performance should be set for learners/ employees- Learners must clearly defined targets and standards which they find acceptable and can use to judge their own progress.

3. Learners should have guideline- They need a sense of direction and feedback on how they are doing. Self motivated individuals may provide much of this for themselves, but the trainers should still be available to encourage and help when necessary.

4. Learners must gain satisfaction from learning- They are capable of learning under the most difficult circumstances

if the learning is satisfying to one or more of their needs. Conversely, the best training schemes can fail if they are not seen as useful by the trainee.

5. Learning is an active not a passive process- Learners need to be actively involved with their trainer, their fellow trainees and the subject matter of the training programme.

6. Appropriate technique should be used- Trainers have a large repertoire of training tools and materials. But they must use these with discrimination in accordance with the needs of the jobs, the individual and the group.

7. Learning methods should be varied- The use of a variety of techniques as long as they are equally appropriate, helps learning by maintaining the interest of trainers.

8. Time must be allowed to absorb the learning- Learning requires time to assimilate, test and accept. This time should be provided in the training programme.

9. The learner must receive reinforcement of correct behavior- Learners usually need to know quickly that they are doing well. For example in a prolonged training programme, intermediate steps are required in which training can be reinforced [4].

The Learning Theory implies that we are constantly shaping others' behaviour i.e bosses, peers, subordinates. By being very conscious of the learning theory and how we use it, we can improve our skills in organization. Some ways that learning theory can be used directly in organizations are in training people thus, people learn more quickly when they participate actively in the learning process. This brings the modern on – the – job training techniques to be handy and valuable.

Modern on – The Job Training Techniques: Counseling, Coaching and Mentoring

There is a shift from the traditional formal employees' training by management to that of a soft humane approach of enabling supervisees improves their performance. The traditional training methods uphold the relationship between the two parties involved in the sense of a trainer Vs a trainee; a teacher Vs a student, a superior Vs an inferior, and a superordinate Vs a subordinate. Such situations involved so much of talking and criticism instead of effort put at modeling of the employee's 'young' mind. The modern techniques of modeling the 'young' mind of the employee. The modern techniques of modeling the 'young' minds include coaching, counseling and mentoring. It has been adjudged that these produce better – desired results than the traditional methods or ways, mainly because the modern techniques are done in a continual basis [5].

People are clearly an organization's most valued asset, but just hiring the best is not enough. Managers must find effective ways to support their staff, to remove obstacles which may be holding them back and to help them to develop their answer and find their feet. These three on – the – job training techniques (counseling, coaching, mentoring) impart and enhance skills which impact on employee performance which subsequently increase the organization's competitive advantage. Saleemi [10] remarks that the best place to train a new employee is on the job itself, because it is only on the job itself that the learner can experience the conditions and requirements of the actual work situation. Cushway [11] too agrees that the most effective learning is when the trainee has to find out for him/himself (learning by doing or do it yourself training).

Coaching, mentoring and counseling are terms that are often used interchangeably in the management of human resources. The three concepts present types of training techniques in which learning takes place on the job (on the job training), other than formal training in a special location like a classroom or training center. Although these three terms are used interchangeably by some scholars, there are some technical differences in the way they are or should be used. First of all, what do these three terms each mean?

Conceptual Clarification

There is need to conceptualize these modern training techniques for managers to conceptualize them for possible use.

Coaching Employees

Coaching is a one – on – one relationship between two people or groups which offers the less experienced group continued guidance and feedback on how well or not they are handling their tasks [5]. Coaching is a person – to – person training technique designed to develop individual skills, knowledge and attitudes. It is indeed, to improving individual performance. On the other hand, Bolt [2] defines coaching as a participative partnership designed to develop an individual to their full potential. It is a one – to – one process which typically focuses on personal development and problem solving, whereby the coach and the individual agree on the issues involved and jointly considers solutions.

Most definitions emphasize one important aspect about employee coaching, that is, it is a form of employee development in which an experience and skilled individual helps another person or a colleague to acquire, learn and apply knowledge, skills and techniques in a work place.

Mentoring Employees

A mentor in an organization is a more senior or experienced

member of staff who provides one to one career related guidance and encouragement to a less experienced colleague with a focus on long term learning and development. Lewis' [13] definition of mentoring is that, it is a relationship and a set of processes where one person offers help, guidance, advice and support to facilitate the learning or development of another person. Therefore, mentoring is a particular form of coaching used by seniors to groom junior employees. Mentoring is thus the process of using specially selected and trained individuals to provide guidance and advice, which will help to develop the careers of protégés (subsequently referred to as mentorees) allocated to them.

Counseling Employees

There are many definitions of counseling, most of which reflect the backgrounds, interests or priorities of the person defining. According to Cole [14], counseling is a skilled activity in which the counselor helps the 'client' to understand their problems, take responsibility for them and develops ways of overcoming them using their inner resources. Kreitner [15] defines this concept (specifically employee counseling) as a process whereby employees are guided in overcoming performance problems.

Counseling, therefore, is a process through which one person helps another overcome difficulty by purposeful conversation in an understanding atmosphere. It seeks to establish a helping relationship in which the one counseled can progress their own situation, see their difficulty more objectively and face their problem with less anxiety and tension. Its basic purpose is to assist the individuals to make their own decisions from among the choices available to them.

CONCLUSION

Poor or wrong selection of employees to fill vacancies both in the organizations and at political positions is costly to Nations that are in quest for development. Indeed, they are as dangerous, if not more as National calamities such as wars, famine, geographic mishaps and epidemics.

Recommendation

Selection of people to fill existing vacancies and positions should be done carefully and with the objectivity it deserves. Favoritisms in terms of tribe, religion, ethnicity, creed, race, and or linguistic or political affiliation must be avoided at all costs. Any of such influences, amounts to corruption that does no one any good including the corrupted. Further, training of citizens on new economic ventures should be given the due attention by the political powers that be.

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