

A Role for TVET in Organizational Training and Development

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Abstract

Individuals and organizations alike derive benefits from training and development, making the money and time a valuable investment. Thus, on one side is the survival of every organization depending first and majorly on the employees who are the organizations' most significant asset and as such must be trained and developed; and on the other side is a TVET system that is today steadily emerging from the shadows of negative public perceptions and an era of being a neglected education sub-sector to finally becoming the mainstream pathway of education and training system in many developing countries. Throughout this often-challenging journey, TVET systems have accumulated a vast volume of experience over time that organizations and industry can tap into for own employee training and development programmes. This paper therefore reviews relevant literature to define the meaning of training and development in the context of an organization, and whereas most definitions of the two terms have, in the process of defining them, had them mixed up with one another, this paper draws a clear distinction of the two meanings with a table that shows the activities involved in each terminology. The paper discusses the role that TVET systems can play in organizational training and development of many developing countries especially in Africa that are now fully embracing an industry engaged TVET system (Employer-Led TVET system) and the opportunities therein for TVET systems and organizations. The paper then recommends for development of a regulatory framework that can guide and regulate the entire process from start to end; and a national monitoring system to support the organizational and industry training and development by the TVET systems.

Key words: *TVET, Organizational training, organizational development*

Introduction

The survival of every organization depends first and majorly on the people and staff that operate that organization. This cardinal observation means that since people are at the centre of an organization, then issues related to people such as recruiting and hiring, training and development, and compensation, need to be addressed every time decisions on financial, planning, and performance are made. The concern about persons is what led to referring to this docket as Personnel in the past. However, Heathfield (2019) notes that, as the functions of this field moved beyond paying employees and managing employee benefits, the field evolved into human resources (HR). She adds that, this evolution of the HR function gave credence to the fact that people are an organization's most important resource and most significant asset (Heathfield, 2019).

Training and development present a prime opportunity to expand the knowledge base of an organization's employees. They provide both the individual and organizations as a whole with benefits that make the cost and time a worthwhile investment (2020 Project Management.com, 2019). Although companies endeavour to select the right persons when hiring, the need for training these persons to ensure that they can perform their jobs in a manner that is compliant with how the company does things still remains paramount. A lack of training can cause the organization to not only lose employees due to job dissatisfaction and/or poor relationships between employees and managers, but may also lead to low productivity and loss of customers or clients. All these will directly or indirectly cost the organization in the short or long run. Therefore, because employees are the most significant asset of any organization, then their continuous training and development is key to success (Khawaja & Nadeem, 2013).

The TVET Journal (2021) defines TVET as the education and training aimed at providing an individual with technical skills and competencies that can enable them to get a job and earn a living. TVET systems, structures and pathways must, as opined by Deissinger (2007), be viewed as "historical entities" rather than merely "constructions" based on political or economic interests. although some authors dispute this, Deissinger adds that TVET systems have the potential to reveal a "national character" that corresponds with guiding or organizing principles that are not necessarily shared by other nations (Deissinger, 2007). The numerous fields of study within TVET, such as funding, policy, sustainable development and gender; make TVET as a system, an essential tool for governments to tackle unemployment and development of the workforce for industry (TVET Journal, 2021). Today, TVET is steadily emerging from the shadows of negative public perceptions and an era of being a neglected education sub-sector to finally becoming the mainstream pathway of Education and training systems in many developing countries. Throughout this often-challenging journey, TVET systems have accumulated a vast volume of experience over time that organizations and industry can tap into for own employee training and development programmes. The objectives of this paper are to:

1. Draw a distinction between organizational Training and Development;
2. Contextualize and link TVET to Organizational Training and Development; and
3. Identify the various opportunities in organizational Training and Development in which TVET can play a leading role.

Methodology

Webster and Watson (2002) opined that an efficient and well-executed literature review provides a solid framework for knowledge expansion and the facilitation of theory building. A literature review has the potential to answer research problems by combining the conclusions and points of view from several empirical studies (Snyder, 2019). Accordingly, to define and contextualize TVET and the role it can play in Organizational Training and Development, this paper uses literature review as a research methodology to review data from existing resources and literature. The choice for this systematic review of the literature has guided the search strategy and information for inclusion in this paper; mapping out of theoretical themes and knowledge gaps within the literature; and effective synthesis of information to provide the evidence that can inform existing practice and policy direction. This paper has several contributions. First, the paper separates between Training and Development basing on their meaning, duration, focus, orientation, motivation, objective, number of individuals involved and aim. Then a link between TVET, Training and Development is mapped out to identify patterns in themes and structure, before discussing the various opportunities in Organizational Training and Development that can be tapped into by TVET.

Findings

Organizational Training and Development

One of the most common ways to increase individual productivity and inform staff of corporate goals is through the process of training (Ekaterini & Constantinos-Vasilios, 2009). Nda and Fard (2013) point out that organizations give growth and improve the quality of both new and current workers in an orderly manner through training. They also note that an organization's actions are what ultimately result in the knowledge or skill acquisition needed for growth (Nda & Fard, 2013). Training is seen as a systematic method of learning and growth that enhances the performance of a person, a group, and an organization (Goldstein & Ford cited in Khawaja & Nadeem, 2013).

Activities that result in the acquisition of new information or skills with the aim of expanding one's capabilities are referred to as development. Employees are provided with training and development opportunities by their employers so that they can improve their skills (Nda & Fard, 2013). This why the present circumstances of the economy have pushed firms to recognize the growing strategic and crucial importance of investing in their employees' professional growth (Abdul Hameed, 2011). Therefore, it is necessary for companies to make investments in the continued training and development of their workforce in order to ensure the continued success of both the company and its workforce (Khawaja & Nadeem, 2013). According to the Kyambogo University Human Resources Manual, Training and development programs are geared towards three objectives that include: (a) enhancing the workers' job skills and knowledge; (b) boosting operational efficiency and productivity; and/or (c) developing the employees' potential in order to maximize the mutual benefit to people and Kyambogo University. As a result, the primary purpose of staff training and development at Kyambogo University is to assist in the development of key competencies, the acquisition of which enables individuals to successfully perform current or future jobs, and to also prepare them for future or higher levels of responsibility (Kyambogo University,

2014).

Whereas most definitions of training and development have, in the process of defining them, had the two terms mixed up with one another, Surbhi (2018) and Vinesh (2014) pointed out some key differences between the two terminologies. Surbhi (2018) pointed out that training is a program that is planned by the organization in order to develop knowledge and skills in the employees in accordance with the requirements of the job, whereas development is an activity that is organized in order for the workforce of the organization to grow and learn; it is a process of self-assessment. Then Vinesh (2014) adds that development is the process of preparing individuals for future roles and responsibilities, whereas training concentrates on developing employees for their present positions through activities that take place now (Vinesh, 2014).

Surbhi (2018) went on to summarize the key differences between training and development in Table 1.

Table 1

Comparison of the Terms Training and Development in an Organization

	Question	Training	Development
1	What is the meaning?	Training is a learning experience that gives employees the chance to advance their knowledge, skill, and competency in accordance with the demands of their jobs.	Development is an educational experience concerned with the personnel's entire progress.
2	How long?	Short Term	Long Term
3	What is the focus on?	Present	Future
4	Oriented on what?	Job oriented	Career oriented
5	Where is the motivation?	Trainer	Self
6	What is the objective?	To enhance the performance of the workforce	Preparing personnel for future challenges
7	Individuals involved?	Many	Only one
8	What is the aim?	Related and specific to the Job	Conceptual and broad knowledge

Role of TVET Systems

With many developing countries especially in Africa now fully embracing an industry engaged TVET system (Employer-Led TVET system), there is need to explore all possible options and avenues that will ensure that TVET graduates are not only job-ready but are also adaptable to changing skills requirements. This means that at the interface between the TVET systems and the industries, TVET should make a constructive contribution to addressing the gaps in specific job-related skills that exist at the point of transition from education to employment. Besides the objective of developing mental and vocational capacities of individuals in Sub-Saharan Africa, TVET is slowly taking its place as the likeliest means of creating a modern, well-skilled workforce, reducing levels of crime, and creating participating citizens (Lolwana, 2016). As such, by linking TVET to the skilling needs of industry and the workplace, countries are fostering growth of a productive

labour force. In strategy 6.5 (c) of the Uganda TVET Policy (2019), a commitment was made towards the streamlining and standardization of informal and on-the-job training, as well as apprenticeships, and their alignment with the TVET Qualifications Framework (Ministry of Education and Sports, 2019; pg12). In Vision 2030, Kenya committed to creating a globally competitive and adaptive resource base to meet the requirements of a rapidly industrialising economy. This was to be done through life-long training and the enhancement of closer collaboration between industry and training institutions (Government of the Republic of Kenya, 2007). The TVET policy of Rwanda emphasizes that employer participation and industry-education linkages and partnerships are beneficial to both the TVET system and the industry. Through the policy, the government of Rwanda committed to work towards facilitating TVET providers in forging deeper ties with industry to promote the expansion of internship and apprenticeship programs, as well as to draw on the expectations and training knowledge of employers (Ministry of Education, 2015; pg12).

One of the options through which these commitments can be actualized, is by the industry opening their doors to TVET to plan for a training curriculum, manage the training and certify successful graduates. At this interface between the TVET system and industry, TVET possess the training expertise to make a constructive contribution to solving the problems posed by the transition from school to employment, and of ensuring workers adaptability to the changing skills and technology requirements. However, this calls for the industry to first be divided into sectors of the economy that can then individually work with TVET in tailoring customized training and development programmes for organizations and industry of that particular sector. This sectoral approach to organizational training and development requires the setting up of sector committees of specialists also known as Sector Skills Councils (SSCs), to lead the TVET system in determining the training and development needs of each respective sector, design a delivery system that provides the needed skill sets and also direct assessment strategies to reflect the possession of the relevant competencies.

The process of organizational training and development should be an ongoing one that is needs-based, planned, performed, and reviewed in line with the mission and strategic objectives of the organization. It should commence with the industry identifying and communicating the skills gaps to the respective Sector Skills Council who develop the standards upon which the TVET providers base to deliver the required training. Those that have successfully acquired the competences can then be assessed, and then certified, licensed, or accredited by the assessment bodies based on the standard developed by the respective SSC.

Opportunities

The world of work is being changed by new technologies, demographic trends, and climate change. Together, these factors will change how most jobs are done and what skills are needed for them. They will also create new jobs, change the skills that young and older workers need, and change both the demand for and supply of skills. In short, these changes are bound to have a big effect on the lives of working men and women, who therefore will need the organizations where they work to create an environment that enables them to adapt their skills set to the changing times (International Labour Organization, 2020). This creates numerous opportunities for TVET to partner with the world of work to develop and implement programs for: TVET graduates transition to the workplace; greening organizations work and production processes; and organization In-house Technical or technology training programs. Other programs may include short courses that offer

organizations with external training; customized quality training for production-focused organizations; managerial training to individual(s) that have been considered for promotion; and soft skills essential for the work.

One of the biggest threats to TVET graduates has always been the transition to the workplace and as such the opportunity for TVET to design and implement an organization orientation training program would be a welcome intervention. Employee orientation makes employees feel welcome into the organization and has two-fold benefits to the organization. The first benefit is that workers become familiar with the policies of the firm and secondly, the workers develop an awareness of how their particular task fits into the larger context of the organization. This affords the organization the opportunity to realize a number of benefits that include:

- i. a decrease in start-up costs as a result of the employee's ability to begin work immediately;
- ii. a decrease in employee turnover as a result of the employees' perception that they are valued and provided with the resources necessary to perform their jobs;
- iii. a reduction in the amount of time spent on orientation by supervisors and co-workers; an increase in the likelihood that the employee will have a productive and satisfying career at the organization; and
- iv. the establishment of appropriate expectations and attitudes.

With the global initiative of greening work and production processes gaining traction, TVET can offer organizations a strategic entry point that can enable organizations and industry to upskill their employees by equipping them with necessary skills, knowledge and expertise desirable for sustainable and greener work and production methods. Uganda's country-driven green growth strategy seeks to promote linkages between relevant institutions in the public sector and industry with the aim of designing and implementing strategies for low emission development consistent with national growth priorities. The strategy proposes cross-cutting interventions that include: training on green growth in on-the-job training; defining standards for green occupations; increasing the ability to absorb green jobs; and creating modules for re-skilling and retraining (Global Green Growth Institute & Government of Uganda, 2015). Working with organizations, TVET can achieve these interventions through green skills and awareness training; as well as cataloguing and dissemination of global best green practices with organization employees. The resultant up-to-date green skilled employee or worker would form the organizations foundation upon which sustainable work and production methods can be built to fit into national and thus global green targets.

TVET systems can design and implement organization in-house technical or technology training programs that offer ongoing learning opportunities in specific technological aspects of the job. Although In-house training has often referred to the series of tasks performed by employees inside an organization or business, regardless of personnel outside that organization (Zoe Talent Solutions, 2021), the key parameter is not who (employees) conducts it, but rather where (inside the organization) it is performed. As such, expertise of TVET (technical, pedagogy and assessment) can be integrated within the organization's in-house programs for effective delivery and outcomes. The TVET system working with or through TVET providers expertise can train employees of a selected industry or sector in areas such as software, equipment operation, maintenance, communication, etc. Such a training would benefit the TVET system and organization equally. The TVET

system would use such an occasion to augment its linkages and opportunities with the world of work whereas the organization would reduce accident risks as employees learn to use the tools and equipment; with less employee mistakes, save time and money; and as well-trained employees get happy and value the organization, reduce employee turnover.

At the various TVET training institutions and centres, the TVET system can design and implement programs that offer organizations with external training for any type of training that is not performed in-house at the organization. This should be an ongoing process that involves organizations sending an employee for training at designated institutions or centres. This can take the form of scheduled seminars, workshops or short-term courses for employees that on completion can bring back to the organization a different perspective of things or processes. The wealth of knowledge brought back by the employee returning from an external training would give the organization the push it needs to take things to the next level. This type of training would also motivate the employees and as such bolster their morale which may reproduce itself in improved performance.

TVET systems may customize quality training for production-focused organizations to acquaint staff with the methods of avoiding, identifying, and removing non-quality products. This kind of training equips workers with the information to identify items that do not meet quality requirements and instructs them on what to do in this situation in a world where quality may differentiate an organization from its competitors. The importance of this type of training to the organization would be in form of increased productivity and adherence to quality standards.

TVET systems may also create and implement safety training to guarantee that an organization's personnel are safeguarded from harm brought on by workplace accidents. Such a training is especially crucial for organizations and companies that manufacture goods using chemicals or other dangerous materials. Additionally, safety training may cover evacuation strategies, fire safety, workplace violence prevention techniques, eye and first aid safety, asbestos awareness, food service safety, hearing protection, and construction safety. The importance of this training to an organization include: a healthy and safe environment being ensured by management; employees recognize safety hazards and correct them; and, employees understanding safety practices and expectation.

TVET Systems should develop and offer managerial training to an individual(s) that has been considered for promotion after working for the organization for a while. In such a scenario, the topics would include, among others, those of a Technical nature that fall under the preview of TVET. Unskilled management can be harmful to the staff they are in charge of. Reduced morale, poor communication, employee unhappiness, as well as a general decline in departmental productivity and efficiency are all effects of bad management on the team. This kind of training is crucial for an organization in two ways. First, it teaches new or marginally experienced workers how to manage their tasks and become familiar with how things work there. Second, top managers who are charged with a variety of significant duties also receive additional training to hone their management abilities and help them to more effectively run their particular departments (Tankersley, 2017).

Today, a growing number of jobs require employees to possess the soft skills essential for the work, such as excellent communication and listening skills. In order to equip workers with the personality traits, social graces, communication skills,

and personal habits that define connections with other people, TVET programs can also develop and implement soft skills training. Soft skills might include knowing how to greet clients with friendliness and warmth. Training on ethics and sexual harassment may be part of it. Particular, positions may require ing to the organization is that employees with good soft skills would: increase sales, improve customer service, reduce risks, boost workplace productivity, build a stronger team, exude more self-confidence and less stress, and stay on job longer.

Conclusion

To keep and sustain a skilled workforce, every organization should encourage and support employee training and development. Any employee training and development program should have as its goal to make the workforce effective, efficient, and capable of starting and carrying out relevant programs and activities for the effective execution of the core business of that given organization. Using Literature review as a research methodology to review data from existing resources and literature; this paper has shown the meaning of the terms Training and Development in the context of an organization and used a table to differentiate them based on meaning, duration, focus, orientation, motivation, objective, number of individuals involved and aim. The paper has then discussed the role that TVET systems can plan in organizational training and development of many developing countries especially in Africa that are now fully embracing an industry engaged TVET system (Employer-Led TVET system) and the opportunities therein for TVET systems and organizations.

Recommendations

To effectively link the TVET system with continuous organizational training and development, there is need for a regulatory framework that can guide and regulate the entire process from start to end. The ensuing regulations, laws, instruments and guidelines would provide this linkage with clear goals, desired outcomes, implementation mechanisms, compliance and enforcement mechanisms. Such a framework should be developed by relevant government agencies in consultation with organizations and industry, TVET systems as well as the general public. The regulatory framework should be flexible so that new information can be integrated without disrupting the pattern or plan; holes and gaps are spotted and fixed as the process goes on; and potential problems are identified and avoided rather than be fixed after they have happened.

To support the organizational and industrial training and development provided by TVET systems, a national Monitoring and Evaluation (M&E) system should also be developed and put into effect. The organizational training and development M&E system should include the underlying hypotheses, objectives, baseline data and targets, indicators, measurement techniques, and findings that will be used to evaluate and quantify the success of the TVET System linkage and contribution to organizational training and development. It should also consist of a series of policies, practices and processes that enables the coherent and effective collection, analysis and use of monitoring and evaluation information. The system should make it easier to collect data and use information from monitoring and evaluation to improve organizational training and development strategies, programs, standards, and curricula, or to change the way training is done. It should also ensure that a lot of people are involved in improving training, employee performance, and skill competencies so that the links between findings, decision-making, and implementation are stronger.

The transition of TVET graduates from school to the workplace can best be smoothened by the development and implementation of an efficient and effective apprenticeship scheme. A planned, long-term training program that alternates between time spent at a training facility and at work would not only enable TVET graduates to make a smooth transition into the workplace environment but also enable newly recruited personnel of organizations to bridge identified skills gaps through the TVET system. The apprenticeship programs should offer high-quality training in the workplace, with in-house mentors who have been trained for this purpose, as well as in training institutions with instructors who are qualified and up-to-date in their fields. For them to be able to accomplish their jobs effectively, mentors and trainers should both have a comfortable work environment and demonstrate a resolute dedication to being current with emerging trends in both the labour market and wider society.

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