

TRAINING CONTENT AND ORGANISATIONAL CAPACITY: A LITERATURE PERSPECTIVE

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ABSTRACT

This work explored on the relationship between training content and organisational capacity. The objective of the study was to ascertain how dimensions of training content such as videos and slides presentation relate to organisational capacity in terms of human capacity and financial capacity. The method involved in the study was the use of extant literature on the subject matter (journals, books, internet and other published materials) and qualitative content analysis. The study revealed that training content enhances organisational capacity. The study concluded that training content such as videos and slides presentation facilitate easy retention of knowledge, skills and experiences among workers of an organisation as it enhances their capacity in terms of humans and finance. Among other things, the study recommended that videos of training contents on the management of finance should depict the exact skills, knowledge and ideas required to be acquired in order to enhance the financial capacity of the firm through the attainment of stated goals and objectives; Slides presentation should be flexible and impactful enough to enable organisation's management acquire the needed financial knowledge to enhance firm's financial capacity

Keywords: Training content, videos, slides presentation, organisational capacity, human capacity and financial capacity.

INTRODUCTION

In a constantly changing world, organisations most often cause structural and cyclical barriers to remain competitive. To acquire and/or maintain a competitive advantage, organisations must ensure a high level of capacity where they are able to marshal their human, financial and other resources to effect positive change in the communities and clients they serve (Leonard, 2018). Organisational capacity can therefore be considered as the set of resources, including knowledge and skills that can be mobilized by an organisation to achieve the objectives assigned to it. For Winter (2000), an organisational capacity is a high level of routine (or a set of routines) that gives the management of an organisation a set of decision options to produce significant outputs of a particular type thus enabling them to attain their predetermined goals and objectives.

However, organisations are composed of humans who are geared to attaining predetermined goals and objectives. These goals and objectives are only attained when workers input the right skills and knowledge required of the job. According to Murphy (2000), organisations are expected to keep floating with the dynamics of the environment surrounded by it. New dynamics in the business environment requires training of employees.

In the light of the above, training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon in Nassazi, 2013). Skills, knowledge and competency are not easy to impact in the lives of employees. This informs management to be proactive in the design of their training contents. Training contents are said to drive better understanding of the concept, easy retention of skills, knowledge and ideas learnt during the training period. Thus, the type of training content organisations adopt is tantamount to enhance its capacity.

Furthermore, many organisations are experiencing considerable failures (Fansi in David, 2018) due to a deficit in their organisational capacity; arising from the problem of management among others in their inability to adopt effective training content in the course of boosting their knowledge base while conducting business. It is even more so when we know that these organisations have difficulty in better preparing impactful videos and slides to channel and optimize skills, knowledge and ideas among workers (Nassazi, 2013; Boubakary & Moskolai, 2021). In addition, in the current context of the pandemic Covid-19 crisis has undermined many organisations as they tend to be financially and humanly incapacitated in the operations of business in line with Covid-19 extant laws. This implies that the capacity of organisations depends more than ever on the upskilling of their workforce, in particular by becoming more training content-oriented in order to boost their capacity among others such as human capacity and financial capacity. It is on this premise the researcher was geared to explore on the relationship between training content and organisational capacity of firms

Aim and Objectives of the Study

The aim of this study is to ascertain the relationship that exists between training content and organisational capacity. The objectives of this study are as follows:

1. To ascertain if videos enhance human capacity of firms
2. To ascertain if videos influence financial capacity of firms
3. To ascertain if slide presentation influences human capacity of firms
4. To ascertain if slide presentation influences financial capacity of firms

Conceptual Review

Concept of Training Content

The concept of training content refers to any and all information presented to learners with the aim of teaching knowledge or skills (Nikos, 2017). This means training content can take a variety of forms, including text, static visual and video, audio, and interactive elements. Accordingly, there is no one-size-fits-all solution when it comes training content, what works well for one course is often inappropriate for another. When developing training content, you need to think about the learners' requirements and what type of content would best suit the information. Plus, the training content developer needs to avoid limiting the course to just one type, a variety of content will keep employees interested and promote learning (Andrew, 2019; Hope, 2021).

Managing people is not an easy task. Singhal (2018) stated that there are tips to create training content that achieve the desired outcomes. Among others, they include doing a training needs assessment, identifying the skill gaps, deciding on the course content, deciding the elements of the course, timing the content, editing and proofreading the content. Business goals should guide corporate training programmes' content. These

goals could be increasing the company's production and sales, improving employee retention, increasing employee efficiency, or ensuring a smooth company expansion across cultures or countries. Once management know the problem they are trying to solve, it will be easier to decide which skills they need to impart to the organisation's workforce. Managers or employees may need different skill sets depending on the departments they lead. One may want to survey the staff in one's workplace about what they expect in their team leaders (Nikos, 2017; Den Hartog & Verburg, 2004; Singhal, 2018). One may also ask the managers or employees whether they understand the responsibilities laid out for them and whether they have the right tools and knowledge for them. Interviewing the best performers in the company and the industry is another way to determine what makes managers more effective.

One does not have to design training materials from scratch. A lot of companies offer management training programs online and offline. Research their content to help one determine the most relevant modules for one's course. Prepare a course outline, and do some more research on the exercises, games and interactive elements of the course. In addition, an online course can include emojis and multimedia elements, while a live class can include presentations, humor, games and team-building exercises. Decide what elements one will incorporate. Humor always works, and one can easily find jokes online. Watching a few videos won't hurt the learning process, either. Remember that bite-sized content is successful in training. Slide decks and infographics are received better by training participants than half-hour lectures.

One should think of the training content writing as script writing. Once one prepares a draft, they should rehearse it to see how much time it takes. If one includes games and exercises or assessments, time them, too. There is nothing more embarrassing than a spelling mistake or a grammatical error in one's training materials (Singhal, 2018). Use editing software to check the content, or use of trustworthy professional editing services is a prerequisite for effective training content. However, in the light of the above, this study dimensionalized training content into videos and slides presentation.

Videos: A training video is a video with an educational goal of teaching a skill or knowledge (Andrew, 2019). Or simply, a video that teaches someone how to do something. A training video could be for employee onboarding, compliance training, software education, or many other uses. Nikos (2017) stated that videos give learners a break, especially when inserted into a course after a section of text. However, even videos can be tiresome when too long. The ideal length is up to 7 minutes, according to ej4. If your videos are much longer than this, remove any content that is irrelevant to the learning objective to trim them down. If the videos are still too long, consider splitting them into more than one video with a different type of content in between, to space out the experience.

Slides Presentation: A slide presentation or slideshow is a series of pictures or pages of information (slides), often displayed on a large screen using a video projector (Hope, 2021). Although this is the most basic type of training content, it still deserves a mention. This category covers both PowerPoint presentations and other forms of slide decks. If you are looking to create something quick and simple, a slide presentation may suffice, especially if you want to teach a large number of people or run a course with a trainer present. As employees are used to simple presentations, they tend to find the format easy

to learn from. Nikos (2017) stated that other benefits of slide presentations include that they are easy to update whenever necessary (by adding, removing, or changing information), you can customize slides on a platform of your choice, and you can incorporate many other types of training content into the slide deck. If you do choose to create a slide presentation, it is important to limit the text on each slide. Learners will try to read all information on each slide, so the main points will suffice.

Concept of Organisational Capacity

When we speak of capacity, we are generally referring to organisation's potential to marshal their human, financial and other resources to effect positive change in the communities and clients they serve (Leonard, 2018). Thus, the concept of organisational capacity refers to the level of an organisation's capability to deliver services and products that not only satisfy present customer expectations, but continually anticipate future marketplace opportunities. Organisational capacity is impacted by a number of factors, including leadership, the organisation's stage of development and changes in the environment, to name a few (Katkalo et al., 2010).

Drawing from the precedents, key among the primary components of capacity are those associated with the human side of performance. These include the traditional classifications of knowledge, skills and abilities. These elements contribute substantially to an organisation's capacity and serve as the primary focus of its capabilities (Sheila, 2000). However, knowledge, skills and abilities of staff represent only part of the challenging issues associated with assessing an organisation's capacity. Within each area of concern, several key issues must be considered. Organisations engage in capacity building activities in order to increase their effectiveness in serving their constituencies. Such activities include, but are not limited to, hiring new employees to meet increased demand for services; strategic planning to position themselves for changes in the environment; training board and staff on their roles and responsibilities, or automating financial systems (Leonard, 2018). Organisational stakeholders, including board members, management and funders, tend to focus on six major components of organisational capacity: board governance and leadership; financial management; fundraising and resource development; program delivery and impact; human resources and networking and strategic partnerships. Organisational assessments are used to determine the extent to which these components work together to enhance organisational performance (Boubakary & Moskolai, 2021). In line of the above this paper measures organisational capacity in terms of human capacity and financial management

Human Capacity: This refers to the abilities of workers to carry out their tasks and responsibilities in such a way that the organisation attains its goals and objectives, effectively and efficiently. The capacity of humans in the workplace requires experience, knowledge and skills of the job and the organisation (Den Hartog & Verburg, 2004). Human capacity (capital) is enhanced through education, training, intelligence, skills, health, and other things by the employers or management. As such, human capacity is an intangible asset or quality that isn't (and can't be) listed on a company's balance sheet. Human capacity is perceived to increase productivity and thus profitability (Will & Michael, 2022). The more investment a company makes in its employees, the chances of its productivity and success become higher.

Financial Capacity: This refers to the financial limit of an organisation's ability to absorb losses with its own funds or borrowed funds without major disruption. This value often comes into play when a risk manager attempts to find the appropriate retention amount. Any planned retention figures should fall below the financial capacity point (Idris, 2021). It is also the ability to manage money well both day-to-day and through significant life events of the organisation. Yanina and Pablo (2019) stated that financial capacity gives an organisation the power and the confidence to make the most of their money and improve the organisation's operations, productivity, performance, growth and development. Being financially capable means the firm has the resilience to handle times when the organisation's life is financially difficult like when it loss in operations and performance unexpectedly. But financial capacity is more than this. It's also an attitude, that is more than just living for today, it's having the confidence to put the organisation's money skills into practice, and understanding the value of doing so, to enable it generate more income (profit) for the organisation (Ambrosini et al., 2009). In light of the above, the conceptual framework below was geared towards this study.

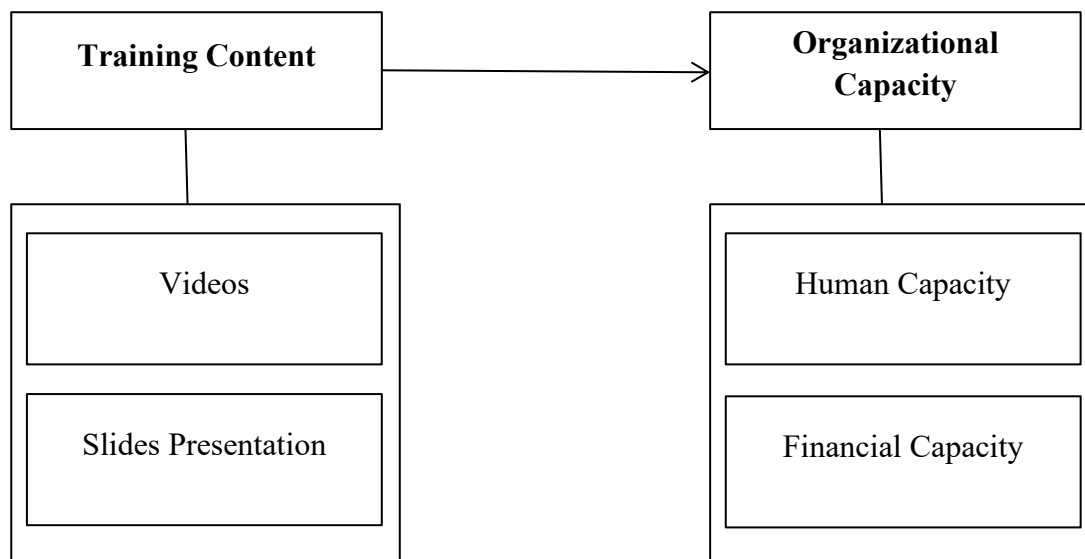


Fig. 1: Conceptual Framework of Training Content and Organisational Capacity
Source: Researcher's Conceptualisation (2024)

Relationship between Training Content and Organisational Capacity

When a video is used in teaching a skill or knowledge trainees (workers) tend to be more attentive as they meticulously watch how the task is carried out to help achieve a stated goal. Though training video learners are given a break to remember and exercise such skills or knowledge learnt from the video. This creates a strong retention among workers which enhances the organisation capacity (Andrew, 2019; Nikos, 2017). Of course, through video training employees skills and knowledge are boosted which promote the human capacity of the firm as they deliver and attain their predetermined goals and objectives, effectively and efficiently (Boubakary & Moskolai, 2019). An employee who is trained with a video on how to be financially responsible in the dealings of the firm could stick to the tenets in the video which in turn promote the general financial capacity of the organisation.

When a slide shows training pictures or pages of training information (slides), on a large screen using a video projector, human capacity is enhanced as employee try to keep to such instructions and memories as displayed by the slide when carrying their tasks and responsibilities (Hope, 2021; Nikos, 2017). Organisationally, through the adoption of slides presentation, trainers are able to create something quick and simple in the lives of trainees. As employees are used to simple presentations, they tend to find the format easy to learn from which in turn boost the organisational capacity via human capacity and financial capacity. More so, when managers use slides in the course of training their workers, updating relevant information is easy whenever necessary, which incorporate many slides instruction and activities expected of the learners to attain, thus promoting the capacity of the organisation in terms of human capacity and financial capacity (Katkalo et al., 2010; Murphy, 2000; Training Industry, 2022).

Theoretical Review

This study is theoretically anchored on the resource based view theory which was founded by Barney Jay in 1991. The theory sees resources as key to superior firm performance. If a resource exhibits value, rarity, imitability and organisation (VRIO) attributes, the resource enables the firm to gain and sustain competitive advantage. There are two critical assumptions of RBV. They assume that resources must be heterogeneous and immobile. Based on heterogeneous assumption, Rothaermel in Mwita and Malangalila (2018) stated that skills, capabilities and other resources that organisations possess differ from one company to another. If organisations would have the same amount and mix of resources, they could not employ different strategies to outcompete each other. What one company would do, the other could simply follow and no competitive advantage could be achieved. On the other way, resources are not mobile and do not move from company to another, at least in short-run. Due to this immobility, companies cannot replicate rivals' resources and implement the same strategies. Intangible resources, such as brand equity, processes, knowledge or intellectual property are usually immobile.

Implications of Resource-Based View Theory to the Study

Capacity of firms to use its resources to effectively meet their demands is a function of resource based view theory. Humans are most crucial resource in the life of an organisation. Their knowledge, skills, ideas and experiences are important if organisations are to have the requisite capacity to attain its predetermined goals and objective, effectively and efficiently (David, 2018). Organisation's ability to perform coordinated series of tasks using organisational resources to achieve a particular outcome could be effectual when training contents used in training employees are effectual, hence a training content that does not impact the requisite competence required of the organisation to perform tends to incapacitate the organisation which in turn permeates its failure in business.

Empirical Review

Nassazi (2013) evaluated the effects of training on employee performance, using the telecommunication industry in Uganda as case study. In order to understand the study aim, four goals were developed and these focused particularly on identifying the training programs' existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance.

The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of the data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. Based on this sample the results obtained indicate that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions.

Boubakary & Moskolai (2021) conducted a study on organisational capacity and performance of SMEs with an explanation in the Cameroonian context. 129 companies with 10 to 100 employees was used for the study. The results of the study show that, the capacity to acquire external knowledge and innovation significantly and positively influence the organisational performance of SMEs.

Md. Rakeullah (2015) examined the effects of training and development on firm performance: a research work based on some selected organisations. Primary data were collected by using questionnaire method. 150 respondents filled out our questionnaire and after that the data were analyzed. To analyze data, we have used SPSS (Statistical Package for Social Science) and Microsoft Excel 2007. Various statistical tools such as frequency, correlation, graph, hypotheses, regression etc. have been used for this study. After analyzing data, we found that most of the organisations undertake various types of training and development programs for their employees but some advanced level trainings are quite uncommon. We also found that there has a positive correlation between training and development and firm performance.

CONCLUSION

It is the capacity of a firm that enables it to attain its predetermined goals and objectives. This paper has been able to demystify the fact that content training in employee training programmes plays a lot in boosting the capacity of the firm. Content videos and slides presentation facilitate easy retention of knowledge, skills and experiences among workers of an organisation. However, the stronger and impactful the training content adopted by management, the capacitated (human capacity and financial capacity) the organisation becomes which in turn enhances its performance. It has been shown how a mix of training contents could promote strategic, tactical and operational decisions for the general benefits of the firm, thus boosting its capacity to perform the more. Finally, studies have not clearly indicated a relationship between training contents and organisational capacity, but based on the exploratory paper, there is need for an empirical work on the subject matter to be conducted in order to arrive at an empirical conclusion.

Suggestions

Based on the findings, it is suggested that:

1. Videos of training contents on the management of finance should depict the exact skills, knowledge and ideas required to be acquired in order to enhance the financial capacity of the firm through the attainment of stated goals and objectives.
2. Long videos should be avoided so as not to make the training process boring especially when they digress on the core skills, knowledge instructions and ideas required of workers in the firm.
3. Slides presentation should be human-friendly, attractive and intriguing to help boost human capacity in the firm.

4. Slides presentation should be flexible and impactful enough to enable organization's management acquire the needed financial knowledge to enhance firm's financial capacity.

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