

## INDIVIDUAL VERSUS ORGANISATIONAL CAPACITY BUILDING

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### Abstract

Capacity building embraces manpower development from the individual through the national level arrangement. Experts refer to it as “community capacity building” or “capacity development”. Two broad activities are involved: human resources development and institutional building. In a world characterized by limited physical resources and increasing competition for investable funds, enhanced human capital is critical and will define the limits of development that nations can attain. The imperative to achieve enhanced human capital in an increasingly knowledge based world economy, is the singular most important factor magnifying the need for capacity building as a veritable vehicle for sustainable national development in any country today. The human resources are necessary to put the institutions in place, but the institutions on the other hand are necessary facilitative factors that will ensure and enhance greater and better productivity of the humans. Both are therefore complimentary. Even after producing the required number and type of human capital in critical areas, transfer of learning and brain drain pose serious obstacles to the achievement of the desired national goal.

**Key Words: Individual, Organisation, Capacity Building**

### Introduction

The term “capacity building” has assumed a dimension larger than would ordinarily be ascribed to a concept so simple in outlook. At a first glance, it suggests “training” of work-force by institutions, but experts regard “capacity building” as embracing much more than is done at the institutional or organisational level. The concept is seen as far – reaching, all-embracing, and applicable up to the national level. Hence, it is often referred to as “community capacity building”. It is also referred to as “capacity development”, giving it a conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, international organisations and non-governmental organisations from realizing their developmental goals; while enhancing the abilities that will allow them to achieve measurable and sustainable results.

The term “community capacity building” has evolved from past terms such as “institutional building” and “organisational development”. These terms referred to community development that focused on enhancing the technological and self-help capacities of individuals in rural areas. But in the 1970s, following a series of reports on international development, an emphasis was put on building capacity for technical skills in rural areas, and also in the administrative sectors of developing countries. “In the 1980s... Institutional development was viewed as a long-term process of building up a developing country’s government, public and private sector institutions, and NGOs (Chabbott: 1999). Though precursors to capacity building



existed before the 1990s, they were not powerful forces in international development like “capacity building” became during the 1990s (Chabbott: 1999).

“Capacity building” is therefore a new approach to managing development. It is the strengthening of human resources and management systems, geared to promoting a supportive environment within which such capabilities can be utilized for full advantage. It involves two broad activities: human resources development and institutional building. It depicts that in the global village and information age of today, National Development paradigm has shifted drastically from the “quantum of a Nation’s natural Resources” to “the ability of the nation to do the right thing”. The right thing for any nation is to manage its resources and affairs with honest responsibility that will translate into positive growth in development in all the facets of its economy.

This new development paradigm hinges national development on strengthened workforce and institutions. The strengthening of workforce and institutions therefore, calls for commitment to investing on working people as the foundation for sustainable development within a framework of well aligned national institutions and policies. In a world characterized by limited physical resources and increasing competition for investible funds, enhanced human capital is critical and will define the limits of development that nations can attain. The imperative to achieve enhanced human capital in an increasingly knowledge based world economy, is the singular most important factor magnifying the need for capacity building as a veritable vehicle for sustainable national development in any country today. If any country seriously desires to develop, especially in the present keenly competitive global economy, it must begin to earnestly build its human capital. It is only in enhancing the capacity of its human capital that the Nation can hope to sail in the turbulent sea of global competition and internal contradictions.

In the implementation of capacity building, differential views are held. While some see it as focusing on national/community survival as depicted in the fore-going paragraphs, others see it as focusing on the institutions whose corporate efforts sustain the smooth running of the economy. Yet others see it as increasing the ability of the individual to perform in the desired direction wherever he/she operates. It is in the context of the foregoing painted scenario and the emerging perspective of national development imperatives that this paper will discuss in the following sections of the critical issues, problems and solutions to capacity building.

### **Definitions**

There are several definitions of capacity building to be found in literature. These definitions are reflective of the inclinations of the various authors and the purpose that they want to achieve. Some define it from the point of view of the survival ability of organisations; others weigh politics against rationality, inputs versus the total system, the target audience of capacity building and means against results improvement (Honadle, 1999). In broad terms, capacity building means increasing the ability of the people and institutions to do what is required of them (Newland, 1981). This definition focuses on two participants: first, the people (individuals) and second, the institutions (organisations). It connotes that the individuals would be given the ability of doing what is required of them, leading to required performance by the institutions or organisations. It also connotes that when an organisation is not performing in the



desired/expected direction, it could be traceable to the inability of its personnel to perform in the right direction; an indication that their capability had not been developed.

Capability building comprises training of manpower, building of institutions and the acquisition of effective best practices for the rationalization of national goals for economic and social development as well as sustainable improvements in the quality of life of the people. (Giwa, 1997). Capacity building was conceptualized by Gbeja (2002) as “all the activities that are geared towards enhancing an individual’s disposition to the acquisition of requisite knowledge, development of desired skills and adoption of relevant attitude and aptitudes, all of which enable the individual to have the ability that is invaluable for satisfactory performance of a given task, which cumulatively leads to the attainment of given targets and objects”. From this definition, two major areas of capacity building again emerge. These are: “institutional” and “human” capacity building. The word “institutional is generic, implying that nations could also develop their capacities as given by Ojo (1996), who sees capacity building in terms of how a nation develops its capabilities through the provision of relevant knowledge and skills in the pursuit of socio-economic goals.

At the global level, capacity building is defined by the United Nations Development Programme (UNDP) as a way of enhancing its developmental activities. In order to prevent international aid for development from becoming perpetual dependency, developing nations are adopting strategies provided by the organisations in the form of capacity building, based on the UNDP which defined the concept as a long-term continual process of development that involves all stakeholders, including ministries, local authorities, non-governmental organisations, professionals, community members, academics and more. It stated that Capacity Building uses a country’s human, scientific, technological, organisational, and institutional and resource capabilities. According to this view, the goal of capacity building is to tackle problems related to policy and methods of development, while considering the potential, limits and needs of the people of the country concerned. The UNDP outlines that capacity building takes place on an individual level, an institutional level and the societal level. (Barnes and Asa’d; 2003).  
**Individual Level:** Community capacity-building on an individual level requires the development of conditions that allow individual participants to build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the “process of learning and adapting to change”.

**Institutional Level:** Community capacity building on an institutional level should involve aiding pre-existing institutions in developing countries. It should not involve creating new institutions, rather modernizing existing institutions and supporting them in framing sound policies, organisational structures, and effective methods of management and revenue control.

**Societal Level:** community capacity building at the societal level should support the establishment of a more “interactive public administration that learns equally from its actions and from feedback it receives from the population at large”. Community capacity building must be used to develop public administrators that are responsive and accountable.

The World customs Organisation defines capacity building as “activities which strengthen the knowledge, abilities, skills and behavior of individuals and improve institutional

structures and processes such that the organization can efficiently meet its mission and goals in a sustainable way”.

### **Principles that Govern Community Capacity Building:**

Oxfam International – a globally recognized NGO defines Community capacity building in terms of its own principals. It believes that community capacity building is an approach to development based on the fundamental concept that all people have an equal share of the world’s resources and that they have the right to be “authors of their own development and denial of such right is at the heart of poverty and suffering. (Eade, 2007:35).

Organizational capacity building – is another form of capacity building that is focused on developing capacity within organisations. It refers to the process of enhancing an organisation’s abilities to perform specific activities. An Organisational capacity building approach is used by NGOs to develop internally so they can better fulfill their defined mission (Eade, 2007). Kaplan (2000) argues that to be effective facilitators of capacity building in developing areas, NGOs must participate in organisational capacity building first. Suggested steps in building organisational capacity include:

- Developing a conceptual framework
- Establishing an organizational attitude
- Developing a vision and strategy
- Developing an organizational structure
- Acquiring skills and resources (Kaplan: 2000)

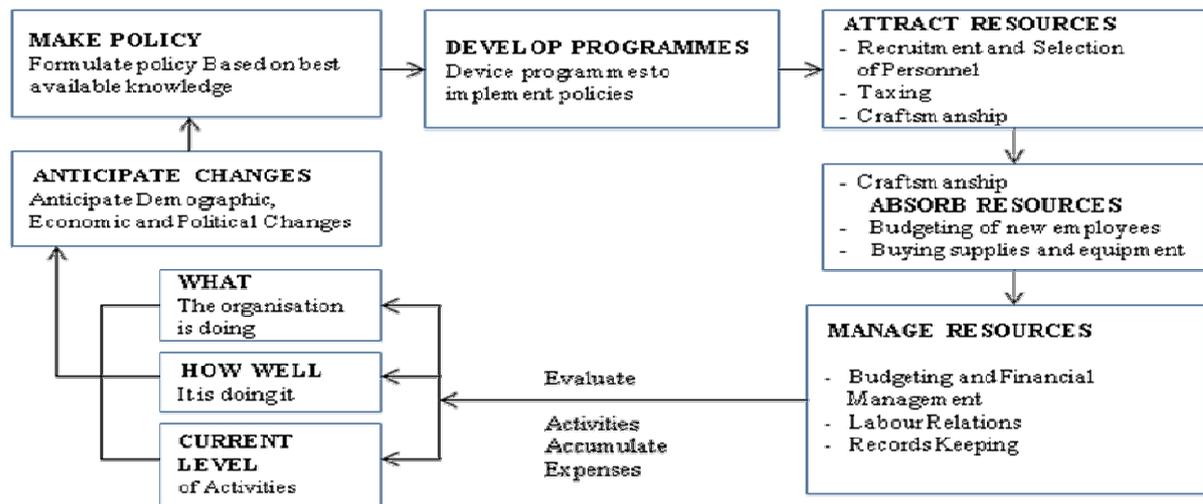
Kaplan argues that NGOs who focus on developing a conceptual framework, an organizational attitude, vision and strategy are more adept at being self-reflective and critical, two qualities that enable more effective capacity building.

### **Framework For Capacity Building**

Honadle (1999:26) proposed a capacity building framework (figure 1) as a component of the policy making process and the role of public administration in the management of public policy. He defined capacity as the ability to anticipate and influence change; make informed, intelligent decisions about policy; develop programmes to implement policy; attract and absorb resources; manage resources and evaluate current activities to guide future action. He noted that if capacity includes the ability to anticipate and influence change, then there needs to be on-going assessment of what the organisation is doing. This should include monitoring what it is currently doing; evaluating how well it appears to be doing it, and assessing whether the current level of effort is appropriate over time. In sum he concluded, that a conceptual framework for capacity building should include all of these components.



**FIGURE I:  
 A CAPACITY BUILDING FRAMEWORK**



Source: Honadle (1999:27)

Cohen (1993:26) defined capacity in the context of the public sector and from the point of view of what it seeks to achieve. He noted that “Public Sector Capacity Building seeks to strengthen targeted human resources (managerial, professional and technical) in particular institutions and to provide those institutions with the means whereby these resources can be marshalled and sustained effectively to perform planning, policy formulation and implementation tasks throughout government on any priority topic”. Cohen himself agrees that the definition is “narrow, operational and problem solving oriented”, but which could readily find applicability to civil servants especially in the managerial, professional and technical fields. The deficiency here for application to the general public service is that other categories outside those mentioned above would be left out. A definition with a much more broad foundation was given by Hildebrand and Grindle (1994:100) as “the ability to perform appropriate tasks effectively, efficiently and sustainably”.

North (1992) viewed capacity building as being synonymous with the term development which he said is an umbrella term that includes institution building and human resources development. Defining a concept that is almost the same, Morgan (1993) defined capacity development as the ability of individuals, groups, institutions, organisations and societies to identify and meet development challenges over time. Morgan’s definition draws our attention to the important element of sustainability of the process of identifying and meeting development challenges. The categorization of the elements of development given by North (1992:6) is the key focus of this study. Like has been mentioned in two earlier sections of this study, these are institutional and human capacity building.

Loubser (1993:2) gave a list of the elements of the capacities to be built in five categories. These are (a) Specified objectives, including vision, values, policies, strategies and interests; (b) Efforts, including will (motivation, drive) energy, concentration, work ethic and

efficiency; (c) Capabilities, including intelligence, skills, knowledge and mental sets; (d) Resources, including human (for collective participants) natural, technological (infrastructural) cultural and financial; and (e) Work organization, including planning, designing, sequencing and mobilizing.

### **Human Capacity Building**

The human aspect of capacity building relates to the stock of trained, skilled and productive manpower which can perform key tasks required, for an organisation to achieve its corporate goals or for a country to achieve its development objectives (Oshionebo, 2004:308).

Building human capital could be accomplished through training and education provided by schools, colleges, universities and professional training and management institutions. Education/training is being regarded increasingly as the catalyst for social development and economic transformation (Oshionebo, 2002). There is no doubt that the development of any nation would revolve around its ability to train, retrain and educate its people. This was why Oshionebo (2004:301) maintained that “contemporary crisis of economic development, questions the extent of the relevance of past capacity building initiatives to past national development objectives”. It may be fair in this regard to say that the number and quality of institutions that exist in any one country would determine the extent of its development. This position was also taken by Harbison (1973) when he pointed out that “Human resources, not capital, constitute the ultimate basis for the wealth of nations. Capacity and natural resources are factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organizations and carry forward national development. Clearly, a country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else”(Harbison, 1973).

### **Institutional Capacity Building**

Institutional capacity relates to the available organisational (and national) structures, processes and practices that facilitate the achievement of corporate and/or national objectives (Oshionebo, 2004:309). It is the development of the capacities of organisations and nations to enable them to achieve corporate and national objectives. Institution building, however, involves the development of human resources as well as the development of equipment and management systems, established practices, laws and customs of organizations (Obadan and Adubi, 1998). The human resources are necessary to put the institutions in place. The institutions on the other hand are necessary facilitative factors that will ensure and enhance greater and better productivity of the humans. Both are therefore complimentary. As Levy (2004: ) put it, “the process of building state capacity is a dynamic one; knowing the desired end point is only moderately helpful in discovering the path from institutional weakness to progressively stronger capability”.

The UNDP focuses on building capacity at the institutional level because, it believes that “institutions are at the heart of human development, and that when they are able to perform better, sustain that performance over time, and manage “shocks” to the system, they can contribute more meaningfully to the achievement of national human development goals. (Barnes and Asa’d, 2003).



### **Critical Issues In Capacity Building**

The basic issue in capacity building is manpower development. This is achieved through the activity of education/training. The institutions that have responsibility for the development of manpower in Nigeria, for example, are largely the educational and training institutions. Manpower in the right quantity and quality and type must be developed, for the Nigerian and any economy to function optimally and sustainably and if the country is to achieve its development goals and objectives. It is therefore important, that National Capacity building initiatives and efforts (comprising human capacity development, utilization and retention as well as institutional development) must be premised on thorough appraisal and strengthening of the delivery capability of educational and training institutions.

Although educational and training facilities as well as their output have increased since the beginning of the 21<sup>st</sup> Century, at all levels, the capacity requirements of Nigeria for accelerated development still far outweigh what is available. The variable to be used in this assessment should not be the number of unemployed graduates roaming about the streets, but the number of graduates in “critical areas” roaming about the streets. The question to be answered is whether the country has the requisite number of skilled trained manpower in the critical knowledge areas.

In considering the number of tertiary institutions available for the training of critical manpower, the question has to be answered whether those institutions have the capacity to produce the required type and number of critical manpower. Looking at the two variables under consideration in this study – human and institutional capacity building, what national and social issues affect capacity building in these areas of our discourse? It is important to identify the factors that created the gap in capacity building effort in order to have proper focus in making suggestions for improvement. This will assist us in narrowing the gap and facilitating effective, efficient and sustained national capacity building in Nigeria.

It is common knowledge that the country’s education and training systems are in a state of prolonged and deepening crises which are characterized by:

- decaying and inadequate infrastructure and teaching/learning facilities;
- underfunding resulting in inability to maintain existing infrastructure/facilities and upgrade them or construct/develop new ones for those that do not have them;
- serious imbalance in teacher/lecturer/students ratio;
- dearth of reading/learning materials especially local textbooks and journals;
- high rate of students drop-out, examination malpractices and progressively declining academic performance;
- incessant strikes and closures of schools; and
- lopsidedness in subjects/courses to the disadvantage of science and technology.

The general impression across the country is that the quality of education has maintained a steady nose-dive and the products of the educational system, particularly at the secondary and tertiary levels, are ill-equipped to fit into existing job positions in government and industry and/or create employment for themselves. The training institutions which are expected to build on the foundation provided by educational institutions are also constrained by some of the factors highlighted above. There is also an apparent lack of coordination of the efforts of the myriad of training institutions. In the absence of national standards and code of ethics, sharp



practices are rampant among the institutions as they compete for share of the market. In addition to sharp practices, some training institutions have expanded beyond their mandates or capabilities and thereby are providing training programmes they do not have adequate capacity for. In effect, training facilities, curricula and faculty of the institutions are grossly inadequate and unable to meet the capacity needs of trainees and their sponsoring organisations. It is against the backdrop of the depleting and deteriorating institutional and human capacity of the country's educational and training institutions that the critical issues in capacity building in Nigeria can be appreciated.

### **Profile of Problems:**

In order to appreciate the enormity of capacity building problems as it affects the Nigerian nation, the problems would be considered at the two levels forming the focus of this study viz – the human (individual) capacity building and the institutional (Organisational) capacity building.

### **The Problems of Human (Individual) Capacity Building**

Human Capacity building constitute the “building blocks” for Institutional and National capacity building. Hence, in order to produce the human capacity that would launch the nation to the technological level requirement for institutional/national sustenance, individuals are groomed through the educational system and training institutions. Arising from the deficiencies of our tertiary institutions highlighted in the preceding section; tertiary institution graduates fall short of the requirements for either direct employment in corporate organisations or self employment. Hence, it becomes a routine that in order to employ a graduate of our tertiary institutions, he or she must of necessity undergo training on one skill or the other. Likewise, those of them who want to be self-employed undergo series of skills-acquisition programmes. Hence, in providing such skills and knowledge to the new entrant or job seeker, a lot of money is spent on training in specialized areas. It should be remembered that this post-tertiary training takes care of two main categories of individuals; those sponsored by employers for the sake of acquiring and transferring the skills to job situation; and those on self-sponsorship for the purpose of self-employment. The ultimate goal being that both categories will lead to having a reservoir of capacity building requirement of the institution and the nation at large.

In the case of the individual whose aim is self-employment, the process of training and re-training is straight-forward because the individual knows what he/she wants and goes for it. But in the case of trainees sponsored by institutions (corporate organisations), the determination of training requirements goes through the process of “Training Needs Analysis” (TNA). This is because it is widely acknowledged that there has to be an assessment of “what is” and “what ought to be” before training could be implemented. Training Needs Analysis (TNA) is described as an examination of the organisation's present operations, expected operations, present and future manpower requirements in order to identify the number of staff and manpower categories needing to be trained and retrained; individual training needs which will enable a person to reach the required standard of performance in the current job or the future job (Osborne, 1996:138). The complete process of training needs analysis according to Peterson (1992:14) means specifying those gaps or discrepancies in performance that actually exist between what people are capable of doing now, and what you want them to do in the future.



It would be seen from the above two definitions that when institutions embark on Training Needs Analysis before exposing personnel to training programmes, they are engaging in human capacity building. Hence, it could be said that institutional capacity building emanates or commences from Training Needs Analysis of their personnel. The idea of exposing staff on Training implies that there is a gap between their required/expected performance and their actual performance. It is expected that these gaps would be “bridged” when knowledge acquired from training is transferred on the job. Hence, until the training recipient transfers knowledge acquired from training exposure to the job situation, the ultimate aim of training exposure, which is human capacity building and organisational sustenance, could not be said to have taken place.

A major problem with human/individual capacity building is that when personnel are exposed to training under human capacity building effort, they return to organisation without being able to transfer learning to job situation. Hence, inadequate learning transfer becomes the bane of human capacity building. Participation on training programmes has no effect on the capacity of the institution unless training recipients successfully transfer learning to work situation. Participation on training programmes without effective learning transfer is a negation to planned human capacity building. Of what use is knowledge acquired from training programme without its applicability to work situation?

Another dimension of the individual capacity building is the prevalent “brain drain” that takes place in developing countries. Often, young people who develop skills and capabilities that can allow for sustainable development leave their local origins. Teferra (2010) argues that local capacity builders are needed now more than ever and increased resources should be provided for programmes that focus on developing local expertise and skills. The question of brain drain in Nigeria is precipitated by numerous social problems plaguing the Nigerian society, too many to be mentioned in this study. The bottom line is that individuals are dissatisfied with the social conditions under in which they live, and so look outside for “greener pastures”. This situation has created a dilemma for those in authority. Human capacity building is a requirement and it is vigorously pursued albeit at a lower scale, but well trained (capable) hands end up leaving the country for greener pastures. Should we continue to train or not to train for fear of losing capable hands? Many or rather, thousands of qualified (capable) hands from this country are contributing meaningfully to the development of the economies of other countries, leaving their place of “origin” as underdeveloped. What can put a stop to this “international loss of manpower?”

We have been discussing human capacity loss occasioned by loss of corporate – trained personnel. Of same magnitude is the case of private individuals with necessary technological skills. It is sad that there are hundreds of capable private Nigerians, contributing meaningfully to the development of the economies of several advanced countries notably the United States of America. Such private individuals, apart from enjoying attractive social conditions in such countries have citizenship of such countries bestowed on them. Such personal achievements have serious multiplier effects on the rest of the citizenry in the home country, making the quest for national capacity building a mere wishful thinking”.

### **The Problem of Institutional (Organisational) Capacity Building**

Institutional Capacity Building is capacity building at the “intermediate” level. It is the level that is of high significance in the national life of any nation. Nations are made up of myriads of corporate organisations whose operations have tremendous impact in the running of any nation. This is the level at which “organized private sector” belongs to and in developed economies, whose economy is private-sector. The institutions create conditions that attract skilled (capable) hands, thereby encouraging more people to strive and join them, while others establish in order to reap the benefits of private enterprise. This scenario goes to show that the level of capacity building under discourse is at the heart of the Government of any nation.

Conditions are created for skilled individuals to join institutions (particularly private sector organisations). In view of the fact that most graduates of tertiary institutions do not properly fit into the scheme of things in such organisations without training, these new entrants are subjected to training and re-training. As we saw in the previous section, such training is based on Training Needs Analysis and at the institutional level, priority is given to the future needs of the organisation. An organisation may be at the top of its industry, but if it wants to remain relevant and at the top all the time, training of personnel should be based on future needs criteria. Personnel “groomed” for such performances form the “capability stock” of the organisation. Hence, when the institution engages in staff training, it is working in the area of capacity building of the industry.

There are problems affecting capacity building at the institutional level and which must be given serious attention, for the sustenance of the economy of any nation, especially in developing nations. Personnel are sent on training for the purpose of enhancing the performance of the organisation and ensuring that it remains relevant and competent all the time. One major problem faced by organisations is that of learning transfer. Employees are sent on training so that they can acquire knowledge and skills to be transferred to the work situation. Transfer is generally considered as the link between learning and performance. When knowledge is not transferred, there is a transfer gap. The end goals of training and education are not achieved unless transfer occurs. Transfer does not just happen. It is a process that requires conscious implementation of carefully planned strategies to facilitate positive transfer. It is equally important to minimize the effects of factors that are recognized as barriers, or are causes of barriers to transfer of learning. Transfer of learning is problematic because there may be cases where trainees learn correctly during training (away from the job) but fail to apply their learning on the job. It is possible that someone may learn correctly while in training, but cannot apply learning to work situation. Tuijnman (1996) clarifies, that transfer of learning refers to the extent to which trainees apply the knowledge, skills and attitudes gained from the training back to the workplace. In other words, there must, be changed work-behaviour as a result of training interventions, before we can cite the case of learning transfer.

At the adult and tertiary levels of education and training, the central importance of learning is now increasingly being related to job proficiency, personal employability and well-being. According to Craig (1976:18-11), learn – is the principles, facts and skills which were understood and absorbed by the conferees. Hence, he or she must show understanding of it, and absorb its intricacies well enough, to be able to explain it in all its ramifications. It is only on the attainment of this status that one can claim to have learned something. According to



fogarty, Perkins and Barrell (1992), real transfer happens when people carry over something they learned in one context to a significantly different context.

It must be noted that when transfer of learning takes place, then the institution is benefiting from training that it provided its staff. In that situation also, the institution can remain competitive and contribute to the national economy more meaningfully. Another capacity building problem at the institutional level is that in highly technological industry, training recipients often leave the services of their sponsor and move over to institutions that offer higher economic benefits. Such institutions that provide higher economic benefits are often found in highly developed nations. Hence, while the institutions engage on capacity building for supply of skilled manpower that can sustain performance at a local region level, industries at highly developed economies poach such well trained personnel, thereby creating dearth of competent and capable manpower. A mild form of this scenario is loss of competent hands to another institution within the same economy, thereby reducing the ability of the loser institution from performing at optimum level. But in terms of national capacity building requirement, the movement from one institution in an industry in a country to another institution in an industry in the same country is not a loss to the capacity building effort of the country. But once the loss is to another country, it becomes what is known as brain drain. Hence, a major problem to capacity building at any level is brain drain. Brain drain constitutes a threat to capacity building in most developing countries. It permeates individual and organisational capacity building and so destabilizes capacity building at the national level. Brain drain is not a problem in societies where patriotism and national consciousness and high motivation are amongst the citizenry.

### **Solutions to Capacity Building Dilemma**

Institutions and governments strive hard to effect capacity building in order to achieve steady sustainance of essential manpower, but the incidence of brain drain creates a sort of discouragement and doubt on the rationale of such an effort. Capacity building cannot be discontinued-with, nor is the full benefit of capacity building allowed to accrue to the nation. No nation can make meaningful progress by importing technical or other personnel instead of developing its citizenry in such areas. This creates a dilemma which must be resolved for the benefit of the economy of most developing countries. In this regard, the following solutions are proffered:

- (i) There must be proper documentation of available personnel in the “critical areas” of high technology industries.
- (ii) There must be national minimum wage for such occupational groups;
- (iii) The government must keep track of the movement of high technology personnel from organisation to organisation within the national economy;
- (iv) Tertiary institutions must be equipped appropriately with all the desired resources to encourage teaching and learning in those areas considered endangered.
- (v) Foreign scholarships should be granted to a large number of citizens who are willing to study in the specified endangered field to identified.



- (vi) Individuals classified as belonging to high-tech, profession must be given incentive at the national level in order to retain their services within the economy.
- (vii) All organisations engaged in high-tech activities must show evidence of staff development in order to prevent poaching tendency without developing own personnel.
- (viii) Political leaders should provide the enabling environment to encourage high-tech personnel from looking outside the country for “greener pastures”.

### **Conclusion**

Capacity building involves two broad activities: human resources development and retention and institutional building. The imperative to achieve enhanced human capital in an increasingly knowledge based world economy is the singular most important factor magnifying the need for capacity building as a veritable vehicle for sustainable national development in any country today. If institutions are to perform at optimum productivity level, then retention of capable hands within the economy must be guaranteed.

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