STAFF TRAINING AND MANAGEMENT DEVELOPMENT
AS THE PREDICTOR OF CORPORATE PERFORMANCE

BY

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ABSTRACT

This study was aimed at establishing the position of staff training and management development as the predictor of corporate performance using Diamond Bank Plc and PZ Cussons Nigeria Plc. as the focus of the research effort. Modern business organizations are beginning to realize that staff training and management development of the workforce is the key factor for achieving organizational effectiveness and it is largely the predictor of corporate performance. For this reason, many enterprises are increasing their annual budget devoted to training and development of employees. Training and development should be a continuous effort in an organization due to its role in the improvement of productivity and enhancement of corporate profitability. Descriptive survey research design was adopted in this study. Instrument used to gather data was questionnaire designed on 5-point Likert scale of 1-5 ranging from strongly agree to strongly disagree. Tables and percentages were used to analyze the data provided in the completed questionnaires. Chi-square inferential statistical tool was used to test the hypothesis of the study stated in null terms as follows: "staff training and management development is not a veritable predictor of corporate performance."   The result of the tested hypothesis showed that chi-square calculated value (X^2 cal 26.74) exceeded the table value of chi-square (X^2 tab 9.49). The result led to the rejection of the null hypothesis (Ho) and the acceptance of the Alternative hypothesis (Hi). The result strongly buttressed the point that Staff Training and Management Development of the workforce of an organization serves as the predictor of corporate performance. Training and development of employees in Diamond Bank Plc. and PZ Cussons Nigeria Plc. is a strong factor that is enhancing performance of the two organizations. Training and development enriches employees' skills and knowledge which they bring to bear on their job and this leads to improved productivity, enhanced organizational effectiveness and increased profitability. Organizations operating in today's ever-competitive Business environment are therefore advised to uphold training and development of the workforce as an essential factor of organizational success and survival.
*Key words: **Staff Training, Management Development, Predictor, Corporate performance***

INTRODUCTION

One of the most difficult aspects confronting management of most organizations today is how to make their workers become more efficient in order to improve productivity. This concern has led many corporate organizations into inventing new strategies by which to train and motivate their workforce (Batuman, 1999)

Staff training is one of the most important factors for improving productivity and achieving organizational effectiveness. Staff training and management development is a fundamental predictor of corporate performance. The only way to get people to like working hard is to train and motivate them. Employee training may be due to a new hire, a new computer system that everyone needs to learn, or a new concept that needs to be introduced to the workforce. Adequate training probably contributes more than any other factor to the successful performance of workers. In considering what adequate training is, we need to determine who should be trained, what areas the training should be covered, what methods of training should be adopted and who should conduct the training exercise (Akintunde, 2005)

Also, improving employee motivation to do well in training is a must. Whatever the reason for the training of the workforce, an organization needs to keep its employees motivated about learning new things.

Staff training and management development is the process that helps organizations to provide adequate human resources to achieve their current and future organizational objectives. Manpower planning is the most strategic of all human resources management functions. Planning defines the sources, number and types of manpower needed to meet future work requirements and to achieve organizational effectiveness.

Predetermined strategies to attract and retain the best people are also laid down. Strategic

development and utilization of employees' capabilities, which yield best benefits to the company, are designed into the plan. Effective staff training, management development and employee motivation impact positively on improved productivity increased earnings and over-all organizational effectiveness.

In today's turbulent business environment, corporate success depends, not only on staff training and management development, but also on employee motivation. According to Akintunde (2005), the essence of motivation is to give people what they really want most from work and through that obtain optimum productivity from them.

CONCEPTUAL FRAMEWORK

Training is a continuous learning process within an organization designed to enhance the skills and knowledge of the work force for increased productivity and enhanced organizational effectiveness. Training and development programmes offered by a business might include a variety of craft and educational lessons which the employees are to attend on compulsory or voluntary basis.

Training can also be defined as an organized activity aimed at imparting skills, information and instructions to improve the trainee's performance on his job. Training of new employees takes place after their orientation. Training is the process of enhancing the skills, capabilities and knowledge of employees for doing a particular job. Training process moulds the thinking of employees and leads to improved performance of employees. Training in an organization is a continuous exercise aimed at grooming the workforce to keep pace with changing conditions in the work environment.

Training can also be looked at as a short-term learning process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose. According to Campbell, training refers to instruction in technical and mechanical operations. In other words, it is designed for non-managers while development refers to education for the purpose of improving the decision-making abilities of the senior managers in an organization. The job of any worker is basically to bring about productivity and desirable changes to the organization. It therefore becomes necessary that the worker should know the adequate technical subject matter needed as well as have the ability to carry it out.

Flippo (1966) defined training as an act of increasing the knowledge and skills of an employee so that he can do the job better. Therefore training is an essential component of high performance in any work situation. In other words, training is an investment in the organization's staff development effort. A firm that invests a lot of money in training but considers its staff as expendable in times of economic difficulty will certainly be losing money and productivity.

Eteng (1986) defined training as any form of instruction designed to improve an employee's capacity on his present job or to enable him perform a more responsible job in an organization by which people learn skill for definite purpose. The objective of training, therefore, is to achieve a change in the behavior of those trained. The trainee shall acquire new skills and technical knowledge to enable him contribute to the achievement of organizational goals.

Training should be made a continuous activity in every organization and needs to be given priority when the going gets tough because it is the human resources of the organization that will take the action necessary to turn the enterprise around.

Training is often considered for new employees only. However, old employees also require training and development especially in the face of rapid changes in communication and production technology. In other words, on-going training for current employees helps them to

adjust to rapidly changing job requirements. Seminars and workshops are organized to help organizational labour force improve their skills and up-date their knowledge.

RESEARCH METHODOLOGY

The research study used two organizations one in the service sector (Diamond Bank Plc.) and the other in the manufacturing sector (PZ Cussons Nigeria Plc.) to accomplish the research study. Twenty (20) employees which included senior executives and middle level management staff were chosen through simple random sampling method from each of the two organizations to obtain a sample size of 40 employees for the study. Descriptive research method was adopted for the study. Descriptive research is based on information gathered through questionnaires, interviews, inventories, rating scales, self-report and observation. Descriptive research is largely used to find meaning and obtain clear understanding. The result obtained through this procedure is statistically verifiable.

The instrument used to gather data was questionnaire designed on 5-point Likert scale of 1-5 ranging from strongly agree to strongly disagree. The content validity of the instrument was established by giving the draft questionnaire to a total of 10 senior executives involved in staff training and management development in the two organizations. These executives reviewed the content of the instrument and confirmed that the items were suitable for gathering relevant data for the study.

Data Analysis: A total of 40 questionnaires were administered and they were successfully completed and returned to the researcher. The questionnaire was divided into Sections A and B. Section A sought demographic data of the respondents. Section B elicited responses on key issues relating to staff training and management development in an organization. Tables and percentages were used to analyze the data extracted from the completed questionnaires. Chi-square inferential statistical tool was used to test the hypothesis of the study which was stated, in null terms as follows: "staff training and management development is not a veritable predictor of corporate performance" In the chi-square test, it was found that, the calculated value of the chi-square (X^2 cal 26.74) exceeded the table value of the chi-square (X^2 tab 9.49). Thus, the Null hypothesis (Ho) was rejected and the Alternative hypothesis (Hi) was accepted. The test established the fact that staff training and management development is the key predictor of

corporate performance. It further revealed that the skills and knowledge obtained through staff training and management development register positively on productivity and profitability in corporate organizations.

Table 1:

Table 1 shows responses of the 40 employees of the two organizations used as sample size)

RESPONSE VARIABLES	FREQUENCY	PERCENTAGES (%)
Strongly Agreed	10	25%
Ag reed	20	50%
Undecided	3	7.5%
Disagreed	4	10%
Strongly Disagreed	3	7.5%
TOTAL	**40**	**100%**

Source: Field Survey, 2016

$$X^2 = \text{Summation} \frac{(Fo - Fe)^2}{Fe}$$

Where X^2 =   Chi-square value at 5% level of significance

Fo   =   observed frequency

Fe   =   expected frequency

Summation   =   Total sum of a statistical/mathematical set

Table 2 shows actual Chi-Square computation using the data on Table 1

Variables	Fo	Fe	(Fo - Fe)	(Fo - Fe)^2	$\dfrac{(Fo - Fe)^2}{Fe}$
Strongly Agreed	10	8	2	4	0.5
Agreed	20	8	12	144	18.0
Undecided	3	8	- 5	25	3.12
Disagreed	4	8	- 4	16	2.0
Strongly Disagreed	3	8	- 5	25	3.12
TOTAL	**40**				**26.74**

Fe   =   40/5   =   8

X^2 table value at 5% level of significance   =   9.49

Degree of Freedom   =   4

X^2 Table value   = 9.49

X^2 Calculated value   = 26.74

RESULT OF THE TESTED HYPOTHESIS

In the chi-square test, it was found that, the calculated value of the chi-square **(X^2 cal 26.74)** exceeded the table value of the chi-square **(X^2 tab 9.49).** Thus, the Null hypothesis (Ho) was rejected and the Alternative hypothesis (Hi) was accepted. **The test established the fact that staff training and management development is the key predictor of corporate performance.**

THEORETICAL FRAMEWORK

The basic goal of an organization is to ensure increasing productivity. This can be achieved only through improved performance of the workforce. Therefore productivity has a derived effect from performance.

The concern for increasing productivity explains why organizations develop their employees through training and skill renewal activities and design programmes targeted at improving skills and motivating employees in order to increase their morale. Productivity has become a day-to-day concern of managers because productivity indicates the over-all efficiency and effectiveness of an enterprise.

Productivity is the relationship between the volume of goods and services produced and the physical inputs used in producing such goods and services. Thus, productivity can be measured in terms of the ratio of output to input of labour, capital, energy, materials or a combination of all these (Riggs et al., 1977).

Organizational performance and effectiveness can therefore be referred to as the effort put into the process of production by management through its workforce to ensure the attainment of the over-all organizational goals and objectives. For an organization to attain the heights of increased productivity, the factors hindering organizational performance and effectiveness must be addressed. Some of the major factors hindering organizational performance and effectiveness are given below:

* **Education and skills of the workforce**
* **Technological innovations**

*   **Motivation**

*   **Managerial processes**

*   **Managerial leadership**

*   **Training and Development**

1.   **Education and skills of the workforce**

Basic knowledge is necessary for the success of any job holder. It is believed that workers that

are educated have the fundamental know-how of the job and that they have the chance and

potential for success.

2.   **Technological innovations**

Advancement in technology leads to increasing productivity through the introduction of

sophisticated working tools. Computer, for instance, has helped to increase workers'

performance on the job.

3.   **Motivation**

Motivation is an act of influencing workers' behavior towards increasing their level of

performance at work. This is a situation whereby management integrates individual interests and

goals with organizational objectives. The essence of this is that management recognizes the

fulfillment of personal needs of workers helps the organization to achieve the over-all

organizational goals and objectives.

4.   **Managerial processes**

Managerial process refers to the planning, organizing, integrating and controlling of activities

that provide the system and methods for executing tasks in an organization.

5. Managerial leadership

Managerial leadership is concerned with both looking ahead to set new organizational goals and providing conditions that cause employees to try to do their best.

6. Training and Development

This is the paramount determinant of organizational performance and effectiveness in the sense that it allows workers to be more enlightened and exposed to better ways of handling tasks through the provision of vital information. Training helps the trainee to increase his level of creativity and thus become a more productive worker.

LITERATURE REVIEW

Human Resources Training and Development

Human resources training and development is the process by which an organization ensures that it has the right number of people, and the right kind of people in the right place at the right time doing the right thing to serve the purpose of the organization which involves the provision of quality goods and services to customers.

Human resources training is provided to help employees learn job-related skills and obtain knowledge that will help them improve their performance and further organizational goals and objectives. In other words, human resources training can be looked at as a planned process to modify attitudes, knowledge, skills and behavior through learning experience to achieve effective performance in the activities of an organization.

Steps in the Training Process

The model below traces the steps necessary in the training process:

i.   Organizational Objectives

ii.   Needs Assessment

iii.   Is there any gap to be filled?

iv.   Training Objectives

v.   Selecting the Trainees

vi.   Selecting the Training Methods and Mode of Instruction

vii.   Choosing the means of evaluating Training Outcomes

viii.   Administering the actual Training Instructions.

ix.   Evaluating the Outcomes and the Effectiveness of a Training programme.

Methods of Training

There are many methods of training. Each organization uses the method (or methods) that best serves its needs. Some of the methods are discussed below:

1. **On-the-job Training:**

2. On the job training is the acquisition of skills and knowledge while the employees are doing their jobs in the organization. It is a simple and cost-effective training method. The employees are trained in actual working scenario. The motto of such training is "learning by doing." Instances of such on-the-job training methods are; job rotation, apprenticeship and coaching, job instruction training and acting on a higher level capacity.

3. **Off-the-job Training:**

   Off-the-job training methods are those in which training is provided away from the actual work environment. It is generally used in the case of new employees. Instances of off-the-job training methods are workshops, seminars and conferences.

4. **Lecture and Video Presentation:**

   Lecturer and other off-the-job techniques tend to rely more heavily on communications than on modeling. These methods are applied in both training and development. Lecturing is a popular approach because it offers relative economy and a meaningful organization of materials. However, participation, feedback, transference, and repetition are often low. Feedback and participation can be improved when discussion is permitted along with the lecture process. Television, films, slides, and filmstrip presentations are similar to lectures. They can be called lectures in visual pictures. A careful organization of materials is a potential strength, along with initial audience interest. The growth of video presentation has been encouraged by the use of satellite communications to bring courses into the work site, particularly in engineering and other technical fields.

5. **Vestibule Training**

   Some organizations use vestibule training to keep instruction from disrupting normal operations. Separate areas or vestibules are set up with equipment similar to that used on the job. This arrangement allows transference, repetition, and participation.

6. **Role Playing**

   Role playing can be said to be a device that forces trainees to assume different identities. For example, a male worker may assume the role of a female supervisor and a female supervisor may assume the role of a male worker. Then both may be given a typical work situation and told to respond as they would expect the other to do. This technique is usually used to change attitudes as the experience from this kind of training creates greater empathy and tolerance of individual differences in an organization.

7. **Behaviour Modeling**

Behaviour modeling is one of the fundamental psychological processes by which new pattern of behavior can be acquired, and existing patterns can be altered. It is usually referred to as matching or copying or as observational learning or imitation. All of these imply that a behavior is learned or modified through the observation of some other individual, new behavior through modeling by observing a new behavior and then imitating it.

7. **Case Study**

In case study method of training, trainees study a case situation and from there learn about real or hypothetical circumstances and actions others take under such circumstances. Besides learning from the content of the case, a person can develop decision-making skills through studying other decisions made under different situations and circumstances.

8. **Simulation**

Simulation exercises can take two shapes. One involves a mechanical simulation that replicates the major features of the work situation. Driving simulators used in driver's programmes are examples. This training method is similar to vestibule training, except that the simulator, more often, provides instantaneous feedback on performance. The second form is computer simulations. For training and development purposes, this method often comes in the form of games. Players make a decision and the computer determines the outcome in the context of the conditions under which it was programmed. This technique is used most commonly to train managers, who otherwise, might have to use trial and error to learn decision-making (Trewatha, 1982).

Importance of Training Employees in an Organization

Training employees do have a significant effect in modern business operation. Not just to equip employees with the latest tools and technology which the company has acquired, training also has other advantages. Training employees in an organization is important for the following reasons:

- Rapid technological innovations impacting the workplace have made it necessary for people to consistently update their knowledge and skills.

- People have to work in multi-dimensional areas, which usually demand far more from their areas of specialization.

- Change in the style of management

- Due to non-practical college education.

- Lack of proper and scientific selection procedure.

- For career advancement.

- For higher motivation and productivity.

- To make the job challenging and interesting

- For self-development

- For employee motivation and retention.

- To improve organizational climate.

- Prevention of obsolescence.

- To help an organization to fulfill its future manpower needs.

- To keep pace with times.

- To bridge the gap between skills requirement and skills availability.

- For survival and growth of an organization and the nation in general.

Benefits Derivable from Training

The benefits from training can be summarized as follows:

1. **Improvement in the Morale of Employees:** Training helps the employees to get job security and job satisfaction. The more satisfied the employee is and the greater his morale, the more he will contribute positively to organizational success and the lesser will be employee absenteeism and turnover.

2. **Less need for Supervision:** A well-trained employee will be well acquainted with the job and will need less of supervision. Thus, there will be less wastage of time and effort.

3. **Fewer Accidents:** Errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of causing accidents while doing the job and the more proficient the employee becomes.

4. **Increased Chances of Promotion:** Employees acquire skills and efficiency during training. They become more productive and therefore more eligible for promotion. They become an asset for the organization.

5. **Increased Productivity:** Training improves efficiency and productivity of employees. Well-trained employees show both quantity and quality performance. There is less wastage of time, money and resources if employees are properly trained (Lynthon, 1967).

Effect of Training on Employees' Productivity

Training touches the lives of employees from the first day of a new job. Knowledge is transferred in settings that range from a formal classroom to on-the-job training in the workplace,

and using organized lesson plans. The type of training must be matched to the participant and task in order to achieve maximum results. Every training programme should be modeled to achieve the following objectives:

1. **Meeting and Exceeding Expectations**

   Employees are more likely to enjoy their work and produce desired results when they know what is expected of them and have the tools and knowledge to perform the task. Job satisfaction is enhanced when employees meet targets and exceed expectations.

2. **Preparing employees for promotion:**

   Specific skills and knowledge will be needed in order to perform at the next level. These can include technical abilities and the soft skills of people or service management**.**

3. **Maintaining a Safe Work Environment:**

   Safety training is essential for the proper operation of equipment, use of materials and machinery. Employees who receive the highest level of safety training are better prepared to prevent and avoid costly workplace accidents.

4. Reduction of Errors

   Employees who are trained properly not only make fewer mistakes, but they can also spot the reasons for errors. Training can change the approach from pointing fingers to identifying the steps needed to improve a situation.

Designing the Training Programme

Manpower training must be provided by experts who know how to train. Therefore, while determining to make training programmes effective, it must be geared towards particular needs and goals of the enterprise. In other words, the training programme must be well-designed, adequately conducted and implemented by competent trainers and instructors. Above all,

training exercise must be properly evaluated to determine whether or not those specific goals on which it was directed had been achieved. Training programmes must pass through careful investigation and analysis in its various stages ranging from the assessment of needs to programme evaluation. McGhee and Thayer (1961), identified three major areas that need to be analyzed while packaging a training programme. These areas are as follows:

1. **Organizational Analysis:** Determining where training emphasis should be placed within the organization.

2. **Operational Analysis:** Determining what the content of a training programme should be with regard to employees' requirements for performing their job effectively.

3. **Man Analysis:** Determining the skills, knowledge and characteristics an employee should possess if he is to perform the job assigned to him in the organization effectively.

Vital Issues on Training and Development

Obisi (2011) highlighted some vital issues in training and development of employees in Nigerian organizations. According to the author, the following issues are relevant to training and development effectiveness:

- Organizational training and development philosophy

- Strategic focus in training

- Relevance of training

- Planning the training programme

- Identifying training Objectives

- Evaluation of Training

A.   Organizational Training and Development Philosophy

Any organization that does not have a clear training and development philosophy is bound to fail

because this invariably means that such organization does not have a serious approach for

training and development. It may also mean that the organization pays lip service to training.

If an organization does not have training and development philosophy, it means that the

organization does not believe in true training of the workforce.

  If an organization does not believe in training, it implies automatically that there is no

deliberate effort on the part of the organization to encourage the workforce. For instance, some

Nigerian organizations sometimes stop training activities temporarily and divert money

originally meant for training into other activities. But if the organization has s strong training

philosophy it will not stop training in order to pay attention to other functions.

B.   Strategic Focus on Training

Training activities in an organization should be a continuous process and not a once and for all

activity. It is an on-going process for new, old, transferred and promoted employees. Training

strategy takes a long-term view of what skills, knowledge and levels of competence employees

of the organization need.   Training should be an integral part of the management process which,

in turn, requires managers to review regularly with their teams and the individuals reporting to

them, their performance in relation to the set objectives.

C.   Relevance of Training

Relevance of training is a very important issue that organizations should look critically at if they

really want to improve the effectiveness of their employees. Any training programme that is not

relevant to the tasks being performed by the employees should be abandoned.   Training should

be designed to solve problems and to fill gaps in employee performance. Training should make

things happen and bring about changes that would enhance organizational effectiveness. It is not

proper for any organization to embark on any training programme which is not relevant to it and

its people.

D.   Planning the Training Programme

A planned training programme is the deliberate intervention aimed at achieving the learning

necessary for improving job performance. Planned training consists of the following steps:

- Identify and define training needs

- Define the learning objectives in terms of what skills and knowledge need to be learnt

  and what attitudes needs to be changed.

- Plan training programmes to meet the desired needs and objectives by using the right

  combination of trainers, training techniques and location arrangements.

- Decide who provides the training

- Evaluate training

- Shape, adjust, lengthen or shorten training periods to meet organizational requirements.

Objectives of training, as earlier observed, are what employees would achieve and gain after undergoing the training programme. The benefits of a training programme are refers to as the objectives. Before employees embark on a training programme, it is assumed that there are caps, shortfalls and handicaps which need to be addressed. If these problems are overcome after undergoing the training programme, it means that the training objectives have been achieved. Some organizations send their employees on training without identifying the training objectives and without knowing what the trainees are expected to achieve by the time they are through with the training. This is a very poor approach to employee training and development.

Post Evaluation of Training Effort

Evaluation of training enables an organization to know whether a training programme has been worthwhile or a waste of time.   In other words, evaluation of a training programme enables an organization to find out whether or not the training has achieved its purpose, and objectives. One of the ways of evaluating training programme is by getting reactions from the trainees, by asking those who attended the training session to write a report or by designing a comprehensive questionnaire which should be distributed and completed by those who attended the training programme. Information obtained from the questionnaire should be analyzed to evaluate the success or failure of the training. Training could also be evaluated through the trainee's current job performance.

This can be done by measuring the extent to which the trained employees have applied what they

have learnt from the training programme to their job. Evaluation of training can also be done by measuring the impact of a training programme on the working of the unit or department where the trainees came from. The truth is that every training effort should have effect not only on the employees who went for the training but on the department or the unit where the trainees came from. Evaluation of training programme can, as well, be done by looking at the impact of the training on the entire organizational productivity.

The importance of evaluation cannot be over-emphasized. If the training of employees is to be regarded as an investment, then every training effort must be able to produce dividend to the trainee as well as the organization. Evaluation is thus the process of putting value on the benefits stemming from the training process in social as well as financial terms. The purpose of evaluation is to determine whether or not the objective and content of training courses are consistent with the needs of the organization and if they are being achieved in the most effective way. Evaluation can also be seen as a form of control that creates a feedback loop in the training process. The following are established levels in the evaluation process:

1.   Reaction Level

The reaction level focuses on participants' views and assessment of the content, scope, method and relevance of the training programme. The drawback here is that the assessment of the merit of a training programme is always subjective.

2.   Learning Level

This aims primarily to assess what participants have learnt in terms of skills, knowledge and

attitude newly acquired. There is, however, little assurance that the trainees will successfully be able to transfer the newly acquired attributes into practical job performance.

3.   Job Level

Job level focuses on actual post-training behavior on the job, since the key purpose of training is to bring about positive changes in employee's job behavior. Line managers should therefore endeavour to see that the trained employee is able to transfer the new skills into his practical job.

4.   Organizational Level

Evaluation at this level tries to find out how much productivity and/or service delivery is able to improve as a result of the new skills being introduced in the job by the trained employees.

In other words, this level of evaluation is asking the question: "what has the organization gained in training its workforce?"

EMPLOYEE MOTIVATION FOR INCREASED PRODUCTIVITY

Definition of Motivation

For an adequately trained employee to give of his best in performing the organizational tasks, he needs to be motivated. This is why training and development the workforce goes with employee motivation to produce the best productivity and performance results for an organization.

People are individuals with different personalities and each person has his/her own personal goals that he wants to achieve in life. Not everyone wants to learn new skills or complete training programmes. However, we can all become motivated to complete a job to a high

standard. Individuality means that what might motivate one person may not necessarily motivate another person (Barnadin, 2007).

Motivation can be defined as a process by which the behavior of an individual is influenced towards a desired outcome. Some people work harder than others in an organization. The reason is not always because they have superior ability. Sometimes it is because they are receiving encouraging motivation to work harder.

Motivation can also be looked at as the art of getting people to do what you want them to do because they want to do it. Employee motivation is a reflection of the level of energy, commitment, and creativity that workers of an organization bring to bear on their jobs (Oyenuga, 2000)

Types of Motivation

Motivation is generally defined as the force that compels us to action. It drives us to work hard and pushes us to success. Motivation influences our behavior and our ability to accomplish goals (Batuman, 1999).

There are many different forms of motivation. Each one influences behavior in its own unique way. No single type of motivation works for everyone. People's personalities vary and so accordingly does the type of motivation that can motivate them.

Incentive

Incentive is a form of motivation that involves rewards, both monetary and non-monetary. Many people are driven by the knowledge that they will be rewarded in some manner for achieving a certain target or goal. Bonuses and promotions are good examples of the type of incentives that are used for motivational purpose.

Fear

Fear (negative motivation) involves consequences should the employee not perform the required job. This type of motivation is often the one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the "carrot and stick" incentive. Here, the incentive is the carrot and the fear/punishment is the stick.

Punishment or negative consequences are a form of fear motivation. This type of motivation is commonly used to motivate students in the educational system and also frequently in a professional setting to motivate employees. If we break the rules or fail to achieve the set goal, we are penalized in some way.

Achievement

Achievement motivation is also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. We desire to improve skills and prove our competency both to others and to ourselves. Generally, this feeling of accomplishment and achievement is intrinsic in nature.

However, in certain circumstances, motivation for achievement may involve external recognition. We often have a desire or need to receive positive feedback from both our peers and our superiors. This may include anything from an award to a simple pat on the back for a job well-done.

Growth

The need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of motivation. We seek to learn and grow as individuals.

Motivation for growth can also be seen in our yearning for change. Many of us are driven by our personality or upbringing to constantly seek a change in either our external or internal environment of knowledge. We view stagnation to be both negative and undesirable.

Power

The motivation for power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over our own lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future. We also often aspire to control others around us. The desire for control is stronger in some people than in others. In some cases, the craving for power induces people to harmful, immoral, or illegal behavior. In other situations, the longing for power is merely a desire to affect the behavior of others. We simply want people to do what we want, according to our time-table, and the way we want it done.

Social
Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the people in our sphere or in the larger world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation.

A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. If we have a longing to make a contribution to the world around us, it is generally a sign that we are motivated by social factors.

The real importance of understanding the different types of motivation is in our ability to determine which form of motivation is the most effective for inspiring the desired behavior in either others or ourselves. None of these styles of motivation is inherently good or bad, the

positive or negative outcome is truly determined by the way they are applied (Adamolekun, 1983).

What Motivates Employees

Experienced managers serving in reputable organizations have identified the following factors as powerful motivators to employees:

1. Good salary
2. Security
3. Personal development
4. Work conditions
5. Interesting work
6. Discretion
7. Loyalty
8. Recognition
9. Social support
10. In the know

In the same vein, employees view the following as the factors that motivate them to work harder:

1. Interesting work (challenging job)
2. Recognition
3. In the know
4. Security
5. Good salary
6. Personal development
7. Work conditions
8. Loyalty
9. Social support
10. Discretion

How to Motivate Employees in the Workplace

The success of any organization largely depends on the motivation and productivity of its employees. Unfortunately, there is no exact formula to determine how to motivate any particular group of people. The fact is that we are all motivated by different things. Still, there are some key concepts to keep in mind when developing a plan to motivate employees, regardless of the organization.

- Try to inspire employees by motivating yourself. It is difficult for you to inspire others if you do not feel inspired yourself. Enthusiasm is contagious. Start by developing an employee motivational plan in order to understand what motivates you and them.

- Strive to align the company's work goals with the goals of the employees.

- Understand what motivates each of your employees so you know how to motivate the staff as a whole. Strive to create an environment that encourages employees on a personal level. Ask the employees what motivates them to work either one on one, in a survey or through the supervisors. Ask what they would like to see in the company that would motivate them even more.

- Recognize that supporting employee motivation is an on-going process, not a task. It is not something to tick off in the list of "to-do" and then forgotten about.

- Support employee motivation by using an organizational system like policies and procedures instead of counting on good intentions to achieve the desired outcome. The nature of interpersonal relationships in the workplace constantly changes, so have systems in place that motivate the employees while supporting the organization's infrastructure.

Techniques for Motivating the Employee

In proposing a motivation scheme for the employees, it is important to recognize the needs and wants.   In the following paragraphs, we shall endeavour to identify some of the techniques for motivating the employees based on their needs and wants. The techniques are as follows:

Pay

This want helps in satisfying physiological, security and egoistic needs. Employee needs to believe that he is paid a decent living wage, which compares favourably with what is offered in other organizations. However, the design of a monetary compensation system is exceedingly complex. Since it is aimed at satisfying multiple needs and cannot alone motivate the whole workers.

Job Security

We are living in the age of automation. Machines are replacing human labour fast. Many people lose jobs for this reason. In Nigeria today, socio-economic problems make both the private and public sectors retrench workers. People no longer have confidence in any sector. This has greatly demoralized the average Nigerian worker. To be effectively motivated, the employees must be constantly assured of the security of their jobs.

Credit for Work Done

Excellent performance should be rewarded to boost the morale of the employee. This could be verbal praise, monetary rewards for good suggestions, other awards for performance, recognition for years of service, and honesty.

Opportunity to Advance

Most employees want opportunity for personal growth and development so as to be able to realize their full potential. This feeling is influenced by a cultural tradition of freedom and opportunity.

Environment

The want for good working environment rests upon multiple needs. Safe working environment emanates from the security need. The environment needs to be comfortable, safe and attractive. Specifically, attributes such as desks and rugs, good curtains, bright illumination constitute status symbols denoting a hierarchy of importance.

Competent and Fair Leadership

Good leadership ensures that the organization and its jobs will continue to exist. Moreover, human ego demands that one respect the person from whom orders and directions are to be received. It is sometimes frustrating to subject workers to obey instructions from an individual who is deemed unworthy and incompetent.

Meaningful Job

This want emanates from both the need for recognition and the drive towards self-realization and achievement. This is a very difficult want to supply, especially in large organizations where work is divided into minute parts. Here, the employee would want his contributions to be recognized and regarded as significant,

Specific Actions to Increase Employee Motivation

The following are the seven ways in which a manager or supervisor can create a work environment that will foster and influence increases in employee motivation:

1. **Communicate responsibly any information employees need to perform their jobs most effectively.**

   Employees want to be members of the performing workforce, people who know what is happening at work. They want the information necessary to do their jobs. They need enough information so that they make good decisions about their work.

Managers should meet with employees especially after management meetings to up-date

them about any company information that may impact their work. Changing due date,

customer feedback, product improvements, training opportunities, and up-dates on new

departmental reporting or interaction structures are all important to employees and they

should be discussed (Akintunde, 2005).

2. **Communicate more than you think is necessary.**

Stop by the work area of employees who are particularly affected by changes to

communicate more on the reasons and importance of the changes made. Make sure the

employees are clear about what the changes mean for their job.

3. **Communicate daily with every employee who reports to you.**

Even a pleasant good morning enables the employee to engage with you.

4. **Hold a weekly one-on-one meeting with each employee who reports to you.**

They like to know that they will have this time every week to speak with you.

Encourage employees to come prepared with questions, requests for support, trouble-

shooting ideas for their work, and information that will keep you from being blindsided

or disappointed by a failure to produce on schedule or as committed.

5. **Employees find interaction and communication with and attention from senior and executive managers motivational.**

In a recent Global Workforce Study which included nearly 90,000 workers, from 18

countries, the role of managers in attracting employee discretionary effort exceeded that

of immediate supervisors. It is therefore necessary that managers should communicate openly, honestly and frequently with their subordinates. Hold staff meetings periodically, attend departmental meetings regularly, and communicate by wandering around work areas engaging staff in non-disturbing conversation and demonstrating interest in their work.

6. **Implement an open-door policy for staff members to talk, share ideas, and discuss concerns.**

   Make sure that managers understand the problems that they can and should solve.

7. **Congratulate staff on life events**

   Such life events taking place around the employees will naturally include, the birth of new babies, inquiry about vacation trips, and also ask about how both personal and company events turned out for the employees. Care enough to stay turned with events concerning their personal lives.

Five Concrete Benefits of Employee Motivation

The following are the five concrete benefits an organization will derive from employee motivation:

1. **Improved Productivity**

   Motivated employees work more efficiently, producing better products or rendering better services in good time. Unmotivated employees waste time surfing the WEB and using e-mail and instant messaging for personal benefits. They generally take longer to accomplish the tasks assigned to them. By keeping your employees motivated, you will see improved productivity.

2. **Higher Quality of Service or Product**

   When employees are motivated, they invest time, effort and brain power into producing the best products or services possible. They take pride in their work, meaning they will give your company a better name out in the market simply by producing a superior product. Unmotivated employees, on the other hand, will put in the bare minimum effort, resulting in poor customer service, and low quality products.

3. **Monetary Savings**

   Improved productivity and higher quality services and products bring monetary gains to your company. This opens up cash for improvements in the company or to be used as benefits for employees.

4. **Better Employee Retention Rate**

   If your employees are motivated, you will be able to retain more of them. Every time you hire a new employee, you have to invest time and resources to get them to perform up to expected speed on the job requirements. There is also the problem of integrating the new employees into the workforce and figuring out exactly how the new persons can contribute to the work of the organization. Existing employees have a wealth of knowledge about your company and how projects are executed. They are also already accustomed to working with the other employees at your facility. By retaining employees, you save money and time.

5. **Conducive working environment**

   Motivated employees are happy employees. Better morale is contagious. It leads to a conducive work environment and better productivity. All these mean a better work day

for everyone.

CONCLUSION

This research study was carried out to establish the role of training and development and to weigh its merit as the predictor of corporate performance using two organizations as case study. Effective staff training and management development is at the centre of organizational success and survival. This is why corporate organizations today are paying more attention to staff training and also increasing their annual budget for the development of the entire staff. Training and development should be made a continuous process to enable the workforce keep pace with changing circumstances and conditions in the work environment and changing technology in the business environment. Training and development, from management level to the lowest cadre, is a must for any organization that wants to remain competitive in the market place. Effective motivation of employees also encourages the workers to put in their best and this, in turn, leads to organizational growth and improved performance.

RECOMMENDATION

From the findings of this research study, corporate organizations are showing commitment to the training and motivation of their workforce. They are also increasing their annual budget devoted to staff training and management development. It was also discovered in the course of the research study that firms are also paying more attention to the motivation of their workers through salary increase and provision of attractive fringe benefits to improve productivity. However, organizations are making good effort to improve the skills and knowledge of the workforce but there is still room for further improvement. To this end, the following recommendations are made:

(1)   In the designing of training programmes, the content of the training and development exercise should be related to the actual tasks in the jobs of the organization.

(2)   Training and development exercise in corporate organizations should be made open to the entire staff without favouritism or discrimination.

(3)   Nomination for staff training should be free and fair in all the sections and departments of an organization.

(4)   The content of the training programmes should be designed in a manner that will make it possible for what is learnt to be easily transferable to the current job of the employees.

(5)   Motivation for the workforce should be stepped up through monetary incentives, awards and annual recognitions for performance.

(6)   The employees need to be increasingly motivated to make them more interested in their work and be ready to put in their best, at all times, in the organization.

(7)   Improved medical facilities should be made available in ever organization because a healthy worker is a performing worker.

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