

**EFFECTS OF EMPLOYEE TRAINING AND DEVELOPMENT ON
GROWTH OF SELECTED PROJECT-BASED ORGANIZATIONS
IN DELTA STATE; NIGERIA**

BY

DIKE, NKEBAKWU EMMANUEL

Reg. No. 20045550839

**A THESIS SUBMITTED TO POSTGRADUATE SCHOOL
FEDERAL UNIVERSITY OF TECHNOLOGY, OWERRI IN
PARTIAL FULFILLMENT OF REQUIREMENTS FOR THE
MASTER OF BUSINESS ADMINISTRATION (MBA) IN
PROJECT MANAGEMENT TECHNOLOGY.**

OCTOBER 2023.

CERTIFICATION

We certify that this research work titled '**Effects Of Employee Training and Development On Growth Of Selected Project-Based Organizations In Delta State, Nigeria**' was written by **DIKE EMMANUEL NKEBAKWU** of the Department of Project Management Technology, Federal University of Technology, Owerri, Nigeria with registration number 20045550839 under the supervision of Prof. K.A Okorochoa.



Prof. K.A Okorochoa
(Principal Supervisor)

24/03/2024
Date

Dr. C. I. Anyanwu
(Co-Supervisor)

Date



Dr. I. I Echeme
(HOD, PMT)

14/5/2024
Date



Prof. K. U Nnadi
(Dean, SLIT)

17/05/24
Date

Prof. B.O Esonu
(Dean, PGS)

Date



External Supervisor

24/03/2024

Date

DEDICATION

I dedicate this Project work to God Almighty who in His infinite mercies granted me life and strength to complete the Program despite all challenges.

ACKNOWLEDGEMENTS

A special word of appreciation to my Project Supervisor, Prof K.A. Okorochoa for his intellectual contributions and guidance. The Head of Department, Dr. I.I. Echeme, Prof E.C. Ubani, Dr. C.I. Anyanwu, Prof. C.C. Nwachukwu, Dr. S.O. Okpighe and entire academic staff of PMT, Federal University of Technology Owerri for sound academic knowledge imparted.

I wish to express my profound gratitude to my lovely wife, Mrs. Francisca Dike and my precious son Christopher Dike for their encouragement and support.

Again to those who strive to achieve success regardless of obstacles in life. Indeed road to success is never easy.

TABLE OF CONTENT

Title Page	
Certification	i
Dedication	ii
Acknowledgement	iii
Table of contents	iv
List of tables	v
List of figures	vi
Abstract	vii
Chapter One: Introduction	1
1.1 Background Information	1
1.2 Problem	5
1.3 Objectives of the study	6
1.4 Research questions	7
1.5 Research hypotheses	7
1.6 Scope/ limitations of the	8

Justification of the study	9
Chapter Two: Literature Review	
2.1 Conceptual review	11
2.1.1 Concept of employee training and development	11
2.1.2 Objectives of training and development	14
2.1.3 Types of training programmes	16
2.1.4 Conditions for effective training	18
2.1.5 Training techniques	20
2.1.6 On-The-Job training techniques	22
2.1.7 On-or-Off-The-Job techniques	23
2.1.8 On-or-Off-The-Job training techniques	30
2.1.9 Methods of staff development	36
2.1.10 Talent development as an index of growth	51
2.1.11 Customer retention as an index of growth	53
2.1.12 Competitive abilities as an index of growth	57
2.1.13 Business productivity as an index of growth	63

Chapter Three: Methodology

Methodology	72
3.1 Research design	72
3.2 Sources of data	73
3.3 Population of the study	74
3.4 Determination of sample size	74
3.5 Sampling design and procedure	75
3.6 Method of data collection	76
3.7 Validity of research instrument	76
3.8 Reliability of research instrument	77
3.9 Methods of data analysis	77

Chapter Four: Results and Discussion

4.1 Data presentation	80
4.2 Analysis, and Interpretation	
4.3 Test of hypotheses	
4.4 Discussion of Results/Findings	

Chapter Five: Conclusion and Recommendations

5.1 Conclusion 98

5.2 Recommendations 100

References

Appendices

ABSTRACT

The study was conducted to analyse the effects of training and development on the growth of project-based organizations. Four research questions and four hypotheses guided the study. Related literatures were reviewed on the concept of training, development and growth and the resource-based theory was used to beef up the review of related literatures. The researcher used the survey method of research hence the instrument of questionnaire was used. The population of the study was 226 and the sample size was found to be 144 using the Taro Yamen's formula. The researcher used the non-probability sampling method for the sampling procedure. The questionnaire instrument used in the study was validated by way of showing it to the supervisor for both correction and inputs and a pilot study was conducted with the instrument. A test–retest approach was used to determine the reliability of the study instrument and it was found to be 77% reliable with the use of Spearman's Product moment Correlation Coefficient, r . Data analysis was committed to descriptive statistics, regression analysis and correlation analysis technique. Descriptive statistics of mean and standard deviation were used to answer the research questions. Correlation and regression analysis were used to test the hypotheses. The findings included that employee training positively influenced talent development in project-based organizations; employee training influenced customer or client retention in project-based organizations; employee development impacted effectively on the productivity of project-based organizations and employee development enhanced the competitive abilities of project-based organizations. The researcher recommended among others that management of project-based firms should always take the issues of training and development very seriously to boost corporate growth.

Keywords: Effect, Employee, Training, Development, Project-Based Organisations.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Project-based organizations that desire growth and development must take the issues of employee training and development very seriously. This is because human beings are the active agents who accumulate wealth, exploit material resources, build social, economic, and political organizations, and achieve organizational and national development. When they are trained and developed, they become more effective and efficient in the above exercises. Training, re-training and development are imperative. Consequently, new tools and equipment, new problems, new procedures, new knowledge, and new jobs constantly create the need for employee training and development.

The process of training and development of employees has been defined by various experts. In the views of Carlson and Nordegren (2014), training is a learning process whereby people acquire new skills, concepts, attitudes, or knowledge to aid in the achievement of goals. Also, Adner and Helfat (2013) see training as a planned effort by an organization to facilitate the learning of job-related knowledge and skills by its employees to improve employee performance, and further organizational goals.

There are various needs for the training of human capital in project-based organizations. Training is used to improve performance deficiencies,

to match employees' abilities with the job requirements and organizational needs and to enhance organizational viability and the transformation process. Varnum, Grossmann, Kitayama and Nisbett (2010) assert that training is used to lower the number and cost of accidents, to cope with new technological advancements, to improve the quality and quantity of work done, to increase productivity efficiency and to reduce some behavioural changes in the employees. The foregoing shows that training can be used by project-based firms to reduce the cost of production and minimize wastes, to prevent skill obsolescence, and indeed to increase job satisfaction since training and development can improve the employee's self-esteem.

There are various conditions for effective training. According to Adesina and Ogbo (2010), the conditions for effective training include that individuals must be motivated to learn, standards of performance must be set for learners, learners must have guidance, learners must gain satisfaction from learning and learning is an active, not a passive process. Others include that appropriate techniques must be used, and time must be allowed to absorb the learning.

Various training techniques abound. They include on-the-job techniques, on-the-job or off-the-job techniques, and off-the-job techniques. The on-the-job techniques include demonstration, coaching and mentoring. The on-the-job or off-the-job techniques include action learning, job (skill) instruction, assignments, projects, computer-based training, and multi-

media training. Also, the off-the-job techniques include lectures, role-playing, simulation, group dynamics, group exercises, outdoor learning, and neuro-linguistic programming.

Employee training can trigger employee development in project-based organizations. Employee development is the improvement of employee performance in their current roles and preparing them for greater responsibilities in the future. It covers a wide range of activities such as self-development through improving communication and presentation skills, managing information in the office, performance appraisals, financial management, managing people and managing in different cultures. Employee development contributes to corporate success by helping the organization to develop the employees it needs to meet its present and future needs (Agulanna and Awujo, 2013). Employee development improves the performance of employees, provides them with development opportunities and makes for management succession.

Employee development according to Bezrukova and Bush (2015) can be anticipatory; that is, it could be undertaken for the purpose of achieving the long-term objectives of the organization. It can be reactive; that is, undertaken to correct performance problems. It can be motivating; that is, to motivate employees (including managers) along their career paths. Employee development ensures that employees understand what is expected of them and the level of competence required in their roles. There

are therefore formal approaches to employee development. Brickson and Christian (2014) posit that the formal approaches include development on the job through coaching, counseling, monitoring and feedback on a continuous basis; development through work experience which includes job rotation, job enlargement, taking part in project teams, secondment outside the project organization, formal training by means of internal and external courses and structured self-development by following self-managed learning programmes agreed upon as personal development plan; or learning contract with a management officer or manager which may include guidance reading. Also, there are informal approaches to employee development. These approaches are based on the learning experiences that employees encounter daily in the course of their work. Indeed, there are also semi-informal approaches to employee development. Adigun and Akintayo (2011) assert that the semi-informal approaches include getting managers to produce their own personal learning programmes and encouraging employees and their managers to discuss their individual problems, challenges and opportunities with their colleagues, mentors, or bosses and to identify what they can do competently.

It is therefore possible that employee training and development can affect the growth of project-based organizations. By growth, the researcher means the ability of a project-based organization to successfully develop the talents of its employees to move to the next levels of corporate success; to

retain their clients (customers); to enhance their corporate productivity and to improve their competitive abilities with the instrument of employee training and development. This study on the effects of employee training and development on the growth of project-based organizations is therefore geared towards encouraging project-based firms to be growth conscious with a view to surviving in a fiercely competitive Nigerian business environment.

1.2 Problem Statement

The researcher has observed that many project-based organizations have consistently experienced stunted growth and general poor performance following the inability of such firms to embrace employee training and development as strategic options for turning around their growth challenges. Many project-based organizations, especially those in the construction industry have been found in various empirical studies to have lukewarm attitude towards both on-the-job and off-the-job training techniques which have adversely resulted in poor talent development in those organizations. Indeed, any organization that relegates employee training to the background normally ends up risking customer defections and high employee turnover which may result in corporate collapse.

It appears also that many project-based enterprises in the construction industry may have been paying mere lip service to the development of their employees which may prevent employees from effectively assuming higher responsibilities in the organizations. It is a

known fact that the inability of organizational management to develop its employees often results in low corporate productivity. This seems to be the situation in most construction firms across Nigeria. Many such organizations may have lost critical competitive advantages to rivals thereby compromising their own competitiveness while operating in a fiercely competitive business environment. In such companies, employees are rarely subjected to advanced coaching, case study learning, competence evaluation, job rotation and upward feedback which are among the key employee development methods. The researcher observed that most empirical studies on employee training and development in Nigeria are not based on project-based organizations. The researcher was therefore faced with the challenge of investigating the effects of employee training and development on the growth of project-based organizations in Nigeria with a view to covering the existing research gap.

1.3 Objectives of the Study

The major objective of this study is to analyse the effect of employee training and development on the growth of project-based organizations. The specific objectives of the study include to:

- i. find out the relationship between employee training and talent development in project-based organizations.
- ii. investigate the relationship between employee training and customer retention in project-based organizations.

- iii. examine the relationship between employee development and the productivity of project-based organizations.
- iv. determine the relationship between employee development and competitive abilities in project-based organizations.

1.4 Research Questions

Based on the objectives of the study, the researcher developed the following research questions:

- i) What is the relationship between employee training and talent development in project-based organizations?
- ii) How does employee training affect customer retention in project-based organizations?
- iii) How does employee development affect the productivity of project-based organizations?
- iv) What is the relationship between employee development and competitive abilities of project-based organizations?

1.5 Research Hypotheses

Based on the research questions, the study was guided by the following hypotheses:

H₀₁: There is no significant relationship between employee training and talent development in project-based organizations.

H₀₂: There is no significant relationship between employee training and customer retention in project-based organizations.

H₀₃: There is no significant relationship between employee development and productivity in project-based organizations.

H₀₄: There is no significant relationship between employee development and competitive abilities of project-based organizations.

1.6 Scope of the Study

The researcher concentrated on Woksons International Inc., Asaba, CCECC Nigeria Limited, Asaba and RHAS Construction Company. Asaba is the fast-growing capital of Delta State of Nigeria. It is an essential part of the Nigeria's Niger Delta region where crude oil is extracted from the soil. It is the home of various institutions in construction, education, banking, and other industries. For the content scope, the researcher concentrated on the relationship between employee training and talent development in project-based organizations; employee training and customer retention in project-based organizations; employee development and the productivity of project-based organizations; as well as employee development and competitive abilities of project-based organizations. The unit scope of the study consisted of all functional units in the study of project-based organizations.

1.7 Limitations of the Study

The researcher faced various obstacles to the realization of this project. It was quite a task to obtain literature materials for the work. The development of the methodology, the issues of analyzing data statistically and the question of making recommendations and suggestions for further studies were indeed difficult. The researcher lacked sufficient funds to face all the challenges of this work. Besides, the researcher could not easily combine course work and all the travelling for research. Finally, the reluctant attitude of some of the respondents to fill out the questionnaires administered to them and return promptly after filling in was most discouraging.

1.8 Justification of the Study

Many people will benefit from this study in different ways. Managers of project-based organizations will use this work to see the need to always send organizational workers for training and development without any reservations. They will also update their knowledge of the various training and development strategies applicable in project-based firms. Future researchers will benefit from the review of related literatures and in the methodology. Customers or clients of project-based organizations will be exposed to the benefits in construction firms that have trained and developed their manpower.

Indeed, the trainers of various employees will be encouraged to always put in their best in their employees' training and development efforts.

Philanthropists will be made to understand the need to support project-based organizations in their bid to improve their human capital potentials with the instruments of training and development. Trainees will be in a better position to contribute to the growth of the organizations they work for after going through this work and complying with its recommendations. Potential trainees will develop interest in training and development after doing justice to the reading of this study. Entrepreneurs will be better equipped to manage the training and the development affairs of their employees.

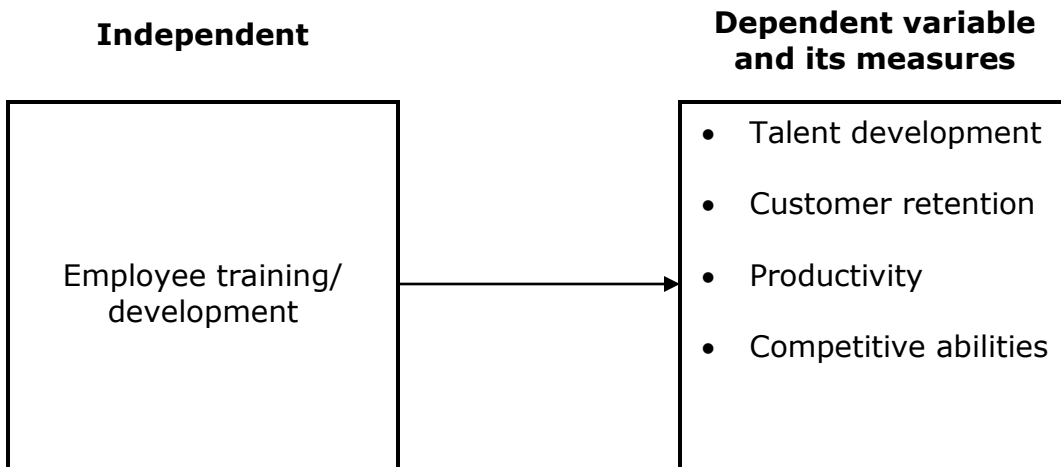
CHAPTER TWO

LITERATURE REVIEW

In the second chapter, the researcher reviewed related literature on the effects of employee training and development on the growth of project-based organizations. The chapter is composed of conceptual, theoretical, and empirical reviews.

2.1 Conceptual Review

The researcher used the following conceptual models to represent the variables under study:



Source: Dike (2016)

The model above shows that employee training and development may affect talent development and customer retention, productivity, and competitive abilities in project-based organizations.

2.1.1 Concept of Employee Training and Development

The issue of employee training has attracted the attention of various researchers. Hottman and Novak(2013) believe that training is a programme

that helps employees to acquire specific knowledge or skills to improve performance. It is a programme that is designed to increase the technical skills, knowledge, efficiency, and value creation to do any specific job in a much better way. The training programme is periodical and given at regular intervals. Training increases the needed skills set and helps in the development of an employee as well as overall growth of the organization.

In recent times, many business enterprises appear to have increased their desire for management development. This might be because they operate in a fiercely competitive environment. It is therefore a clear fact that any organization which relegates management development to the background may hardly achieve any or all of its success indicators. The concept of management development has attracted the attention of various Business and Management scholars. In the views of Legge (2011), management development is the process by which managers learn and improve their management skills. Reasoning in the same direction, Paauwe(2008) opines that management development is the aspect of organizational development that covers recruitment and assessment of executive level employees and training them in leadership to equip them for higher positions. This process in the view of Paauwe(2008) generally includes the development of cognitive (thinking, idea generation, and decision making), behavioral (choosing appropriate attitudes and values), and environmental (suiting management style to the situation) skills. The

foregoing suggests that staff development can be viewed as the activities and programmes (formal or informal, and on or off campus) that help develop the required skills and competencies necessary to accomplish institutional and divisional goals and purposes and growing personally and professionally to prepare themselves for advancement in the organization or beyond the organization.

Indeed, Reinartz and Chitra(2011) maintain that as management techniques are continually evolving, organizations are changing radically and restructuring to meet changed external and internal environments and improve their performances. The realization of this truth led to the advancement of management development as an important aspect of Management.

There are obvious reasons for the development of managers. In the view of Boxall(2006), there is a shortage of trained managers, and it is very difficult to recruit and select qualified managerial personnel for various managerial jobs in the labour market. Therefore, it becomes necessary for the organization to develop the talented and able employees through a systematic development programme and maintain an inventory of executive skills to meet the future demands. The complexity of management jobs resulted in the growth of corporate forms of organization in which the separation of ownership from management has largely recognized the peculiar skills set demanded of a manager. It has contributed to the belief

that management is a complex job, requiring certain specialized skills, knowledge and attitudes which can only be learnt via systematic development programmes. Given the needs a manager must cope with to achieve technological and social changes, and given the advent of social responsibility of management, management development has become very necessary.

There are various methods of management development. According to Walton(2011), they include coaching, mentoring, case study learning, consultation, technical assistance, competency evaluation, induction, training and development, job rotation, vendor provided training and upward feedback, etc.

2.1.2 Objectives of Training and Development

There are various objectives of training and development. Steffs and Murthi (2014) believe that training and development are designed to increase employee commitment to the organization; training and development make the handling of tools easier, and this enhances both individual performance and organizational productivity; they reduce labour turn-over rate, accidents and absenteeism while increasing morale and improving the use of machines. In their own view, Brown and Dorway(2014) assert that training and development are done for increased job satisfaction and morale among employees, increased employee motivation, increased efficiencies in processes resulting in financial gain,

increased capacity to adopt new technologies and methods, increased innovation in strategies and products and for reduced employee turn-over. Others include that training and development are done for enhanced company image and for risk management. Indeed, Derr and Tooney (2007) maintain that trained personnel will be able to make better and economical use of materials and equipment resulting in low wastage. A well-trained employee usually shows greater productivity and higher quality of work output than an untrained employee. Training and development increase the skills of the employees in the performance of a particular job. An increase in the skills usually helps to increase both quantity and quality of output. With the help of training and development, the best available methods of work can be standardized and made available to all employees. Standardization will make high levels of performance the rule rather than the exception. Indeed, if the employees are given proper training and development, the responsibility of supervision is lessened. Training and development do not eliminate the need for supervision, but they reduce the need for detailed and constant supervision. Again, a systematic training and development programme helps to reduce the learning time to reach acceptable levels of performance. The employees need not learn by trial and error or by observing others and waste time if the formal training programme exists in the organization.

Coupled to the foregoing, Fred, and Erik (2009) are of the view that when totally new skills are required by an organization, it must face great difficulties in employment. Training and development can be used in spotting out promising employees and in removing defects in the selection process. It is better to select and train employees from within the organization than seek skilled employees from outside sources. A good training and development programme will mold employees' attitude to achieve support for organizational activities and to obtain greater cooperation and loyalty. With the help of training and development, dissatisfaction, complaints, absenteeism, and turnover can be reduced among the employees.

2.1.3 Types of Training Programmes

There are several types of employee training programmes. Lyria and Mucha (2011) maintain that employees may receive basic literacy training, interpersonal skills, technical training, problem-solving training and diversity or sensitivity training. Each type of training targets a different facet of an organization's overall culture and performance. Most organizations therefore offer their employees some types of training. Managers know that the investment in employee training programmes in a wide variety of areas is important to the bottom line or profitability of the organization.

- **Literacy Training**

According to Njoku (2016), basic literacy training is training for things like reading, writing and problem-solving skills. Once the employees

learn how to read, write, and understand the written word to solve problems, they can communicate effectively. There are several benefits to literacy training for employees. Employees will be more likely to meet organizational goals, perform job tasks, understand work processes, work in teams, make decisions and learn technology.

- **Interpersonal skills Training:** This is training on how to maintain positive relationships, communicate better, resolve conflicts, and build trust. This training is needed by every employee. There are several benefits to interpersonal skills training for employees hence employees will be more likely to get along with each other, exchange positive communication, minimize conflict, and influence others to be positive (Usman and Ogene, 2011).

- **Technology Training:** This is training in computer software and hardware offered to employees. There are several benefits to offering technological training to employees. Employees will be more likely to perform to higher standards, have more self-confidence, develop higher skill levels, and perform many different tasks (Armstrong 2003).

- **Problem Solving Training:** This is training on how to analyze problems and make decisions, and it is mandatory for all organizational members. Employees will learn how to identify problems, analyze problems,

assess solutions, implement solutions, and monitor outcomes. They will offer creative solutions to problems, collaborate on problem solving and avert disasters (Gupta and Smart 2013).

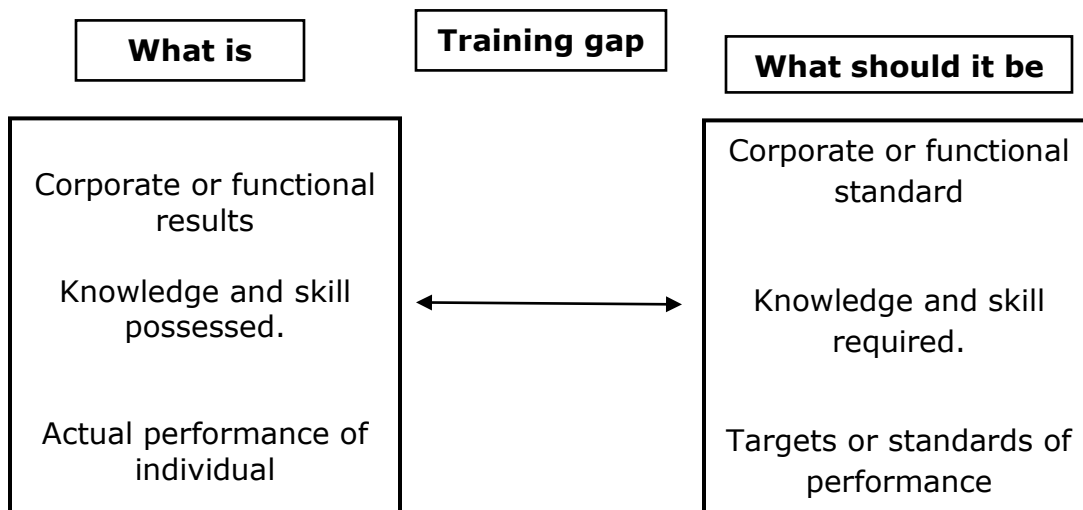
2.1.4 Conditions for Effective Training

Having determined the areas that need training through organizational, job and person analysis, it is good to know and appreciate the conditions for effective training. According to Armstrong (2003:547) in Agulanna and Awujo(2013),there are ten conditions. These are -

- i. *Individual must be motivated to learn:* To motivate the employees to be interested in learning something new, they must be told and convinced that their current level of knowledge, skill, competence, attitude, or behaviors must be improved upon if they are to perform satisfactorily.
- ii. *Standards of Performance should be set for learners:* Employees have clearly defined targets and standards which they find acceptable and can therefore use to assess their own progress.
- iii. *Learners should have guidance:* The trainees should have a sense of direction and most importantly feedback on how well they are doing. The trainer should be available to help them as the need arises.

- iv. *Learners must gain satisfaction from learning:* Employees or trainees are capable of learning under the most difficult circumstances if the learning satisfies one of their needs. On the other hand, the best training programmes can fail if they are not seen as useful by the trainees.
- v. *Learning is an active, not a passive process:* Learners or trainees should be actively involved with their trainer, fellow trainees, and the subject matter of the training programme.
- vi. *Appropriate techniques should be used:* Training techniques should be tailored to the needs of the job, the individual and the group.
- viii. *Time must be allowed to absorb the learning:* Learners require time to assimilate, test and accept. This time should be provided in the training programme. All too often, trainees cram too much information into their programmes without making allowance of the time for assimilation and familiarization with the training materials.
- ix. *The learner must receive reinforcement of correct behavior:* Learners or trainees usually like to know how well they are doing as quickly as possible. In a prolonged training programme, there should be intermediate steps in which learning can be evaluated and reinforced.
- x. It must be recognized that there are different levels of learning and that these need different methods and take different times.

In summary, it should be remembered that training is expected to fill the gap between what now exists and what should exist. This is depicted in figure 2 below:



Source: Armstrong (2003) in Agulanna and Awujo (2013)

2.1.5 Training Techniques

Having examined the need analysis to discover the areas of training or why training should be organized and being now familiar with the conditions for effective training, the next step is to discuss the various techniques of training. The techniques will be discussed from the perspective of Armstrong (2003), Agulanna and Awujo (2013).

The techniques are classified into three groups:

1. On-the-job techniques: In this group are:

- ❖ Demonstration
- ❖ Coaching
- ❖ Mentoring
- ❖ Job rotation/planned experience

2. On-the-job or off-the-job techniques: In this group are:

- ❖ Action learning
- ❖ Job (skill) instruction
- ❖ Question and answer
- ❖ Assignments
- ❖ Projects
- ❖ Guided reading
- ❖ Computer-based training
- ❖ Video
- ❖ Interactive video
- ❖ Multi-media training

3. Off-the-job techniques

- ❖ Lecture, talk, discussion
- ❖ Case study
- ❖ Role-playing
- ❖ Simulation
- ❖ Group exercises

- ❖ Group dynamics
- ❖ T – groups
- ❖ Inter-active skills training
- ❖ Assertiveness training
- ❖ Neuro-linguistic programming
- ❖ Distance learning
- ❖ Outdoor learning

2.1.6 ON-THE-JOB TRAINING TECHNIQUES

They are as follows:

- *Demonstration*

According to Arnold and Palmatic (2012), this technique tells or shows the trainees how to do the job and then allows them to get on with it. It is the most used training method.

It is direct and the trainee is actively engaged. Reinforcement is useful since the trainee clearly explains what results have been achieved and how they can be improved.

- *Coaching*

Coaching is a person-to-person technique designed to develop individual skills, knowledge, and attitudes. Coaching is most effective if it takes place as part of the normal process of management.

Coaching consists of:

- ❖ Controlled delegation
- ❖ Helping people to know how they are doing and what they need to learn.
- ❖ Utilizing whatever suitable occasion as a learning opportunity.
- ❖ Providing guidance on how to carry out specific tasks as necessary but always based on helping individuals to learn rather than force-feeding them with instructions on what to do and how to do it. Gupta and Smart(2013).

- ***Mentoring***

This is the process of using specially selected and trained people to provide guidance advice which will help to develop the careers of the people allocated to them. Mentoring is used to complement learning on the job, which of course is the best way of obtaining specific knowledge and skills.

Mentors provide the following to those assigned to them:

- ❖ Advice in drawing up self-development programmes
- ❖ General help with learning programmes
- ❖ Guidance on how to acquire the necessary skills and knowledge to do a new job.
- ❖ Coaching in specific skills

- ❖ Help in tracking projects by putting the trainees in the right direction, that is, helping them to help themselves (Agulanna and Awujo, 2013).

- ***Job rotation/planned experience***

Job rotation is expected to broaden people's experiences by moving them from one job and/or department to another. However, unless it is well planned and controlled, it can be inefficient. Success in using job rotation depends on designing a programme which stipulates what trainees are expected to learn in each department or job. There must be a suitable person available to see that trainees are given the opportunity to learn. Arrangements must also be made to monitor their progress.

It has been suggested that job rotation be called "planned sequence of experience" (Jean and Johnson, 2011).

2.1.7 ON OR OFF-THE-JOB TECHNIQUES

- **Action Learning**

Action learning was developed by Revans in 1971 and is designed to help managers develop their talents by exposing them to real problems. They are required to analyze them, formulate recommendations, and then take remedial action.

A typical learning programme brings together a group of 4 or 5 managers to solve the problem. They help and learn from each other, but an

external consultant sits in with them regularly. The consultant helps the members to learn from one another and clarifies the process of action learning. The group must manage the project like any other project, deciding on objectives, planning resources, initiating actions and monitoring progress (Agulanna and Awujo, 2013).

- **Job Instruction**

The instruction has 4 stages: preparation, presentation-explanation, and demonstration; practice and testing; and follow-up. Preparation for each instruction period implies that the trainer must have a plan for presenting the subject matter and using suitable teaching methods, visual aids, and demonstration aids.

The presentation consists of explanation and demonstration and should be as direct and simple as possible. The trainer should make maximum use of films, charts, diagrams, and other visual aids. The aim should be to move from the simple to the complex, the concrete to the abstract, the general to the specific, the observation to the reasoning and the whole to the parts and back to the whole again (Lynette and Payne, 2012).

The demonstration is in 3 stages:

- ❖ The complete operation is shown at normal speed to show the trainee how the task should eventually be done.

- ❖ The operation is demonstrated slowly and in correct sequence, element by element, to show clearly what is done and the order of doing it.
- ❖ The operation is demonstrated again slowly, at least 2 or 3 times to stress the how, when, and why of successive movements.

Practice consists of the trainee imitating the trainer and then constantly repeating the operation under guidance. The aim is to reach the target level of performance for each element of the total task. The trainer should develop a smooth combination of the separate elements of the task into whole job pattern (Marsh, 2013).

- **Assignments**

Assignments are specific tasks which trainees do under the directive of their trainer. The assignment may be a test at the end of the training session. It helps to transfer learning to work situation. The trainer may still provide some guidance to the trainees in completing the assignment (Marsh, 2013).

- **Projects**

These are bigger or broader tasks which trainees are asked to complete, usually with only very generalized guidelines from their trainer. Projects encourage initiative in seeking and analyzing information, in originating ideas, and in preparing and presenting the results of the projects.

For students or apprentices, the project could be to design, construct and test a piece of equipment (Marsh, 2013).

- **Guided Reading**

Knowledge can be gained or increased by giving trainees books, handouts, or company literature, asking them to read and make comments. Guided reading may take place before a course or during a training course and used as reinforcement (Wanjan and Thomas, 2013).

- **E-Learning**

E-learning, formerly known as computer-based training, is a type of customized learning. It uses the power of the computer to assist in training people in new processes and procedures. It also plays an important part in "distance learning."

E-learning starts with the process of instructional systems design (ISD). Each individual lesson is planned based on careful analysis, sequencing and testing. E-learning helps trainers to build into their sessions the adaptability that a truly interactive process of learning should provide.

Most e-learning systems get trainees to study next to a visual display unit (VDU). They respond to problems which appear on the screen by typing an answer on a keyboard. More advanced systems use interactive video.

Computers can be used for training in the following ways:

- to stimulate actual situations so that trainees can learn by doing.
- to provided iagrammatic and pictorial displays in colour and to allow interaction between the trainee and the information presented on the screen.
- to provide a database for information which learners can access through a computer terminal.
- to measure the performance of trainees against predefined criteria.
- to provide tests or exercise for trainees (Wanjan and Thomas, 2013).

- **Video**

The ability of video to present information visually is an obvious aid to training where there is a shortage of good trainers to get the message across. They are most effective if they are backed up by a trainer's guide (Wanjan and Thomas, 2013).

- **Interactive video**

Interactive video is based on two powerful training technologies—computer-based training and video. Computer-based training (CBT) is individualized and interactive. It is also able to accommodate each trainee's needs and pace with the software.

Video is effective when realistic sound and pictures are essential. Video is limited as a training medium. It cannot be individualized. Watching videos is a passive activity and the sequence of instruction is always linear.

Interactive video offers the trainer the best in both worlds. It is individualistic, interactive, and random-access like CBT, but interactive video can also present like video, realistic still or moving pictures without sound (Wanjan and Thomas, 2013).

- **Multimedia Training**

Multimedia training uses a variety of media including audio, video, text, graphics, photography, and animation which are combined to create an interactive programme that is delivered on a Personal Computer. A multimedia programme will therefore be rich in presentation, making use of a variety of learning approaches which reinforce one another.

Trainees receive rapid feedback and can work at their own speed, thus enhancing concentration and information retention. Multimedia training is best for procedure-driven or process training where simulations, drills and practice are parts of the educational requirement. It is also appropriate for the "soft skills" of managing people and handling interpersonal relations where scenarios and role plays can be needed to practice and develop the required skills (Wanjan and Thomas, 2013).

2.1.8 On or Off-the-Job Training Techniques

- Lecture

A lecture is a talk with little or no participation except a question-and-answer session at the end. The effectiveness of a lecture depends on the ability of the speaker to present the material with the judicious use of visual aids.

For maximum effectiveness, the lecture must be longer than 30 or 40 minutes. It cannot contain too much information. It must reinforce learning with appropriate visual aids but not too many (Agulanna and Awujo, 2013).

- Talk

A talk is a less formal lecture for a small group of not more than 20 people, with a lot of time for discussion. The encouragement of participation and interest means that learning is likely to be retained than in a lecture (Steffer and Murthi, 2011).

- Discussion

The objectives of using discussion technique are to:

- Get the audience to participate actively in learning.
- Give people an opportunity of learning from the experience of others.
- Help people to gain understanding of other points of view.

The aim of the trainer should be to guide the group's thinking. The following techniques should be used to get active participation:

- Ask for contribution by direct questions.
- Use open-ended questions which will stimulate thought.
- Encourage participation by providing support rather than criticism.

Maintain control; ensure that the discussion is progressing along the right lines towards a firm conclusion (Steffer and Murthi, 2011).

- **Case Study**

A case study is a history or description of an event which is analyzed by trainees to diagnose the causes of a problem and work out how to solve it. Case studies are usually used in courses for managers and team leaders. This is because case studies are based on the understanding that managerial competence can best be achieved through the study and discussion of real events.

Case studies should aim to encourage inquiry, the exchange of ideas, and the analysis of experience so that the trainees can discover underlying principles which the case study is designed to illustrate (Steffer and Murthi, 2011).

- **Role-Playing**

Role-playing gives sales representatives, managers, and others practice in dealing with face-to-face situations such as interviewing, coaching, counseling, dealing with grievance, selling, and running a meeting. It develops interactive skills and gives people insight into how people feel and behave.

In role-playing, participants act out a situation by assuming the roles of the characters involved. Role-playing positions trainees to get expert advice and constructive criticism from the trainer and their colleagues during the training (Ruth and Crina, 2014).

- **Simulation**

As a training technique, simulation combines case studies and role playing to get the maximum realism in classroom training. Its objective is to transfer what has been learnt off-the-job to on-the-job behavior. This is done by reproducing in the training room, situations which are as close as possible to real life (Ruth and Crina, 2014).

- **Group exercise**

In group exercise, the trainees examine problems and create solutions for them as a group. The objective of this exercise is to give the members

some practice in working together and gain an insight into the way groups operate in tackling problems and arriving at decisions.

Group exercise can be used as part of a team-building programme and to develop interactive skills (Ruth and Crina, 2014).

- **Group Dynamics**

This is largely based on the work of Kurt Lewin and the Research Centre for Group Dynamics at MIT in 1946. It has three aims:

- To improve the effectiveness with which groups operate.
- To increase self-understanding and awareness of social processes and
- To develop interactive skills which will enable people to operate more effectively in groups.

Group dynamics programmes may emphasize one of these aims. There are many packaged group dynamics courses with the best as Blake's Managerial Grid and Coverable Training (Ruth and Crina, 2014).

- **T-group training**

"T-group" which means "training group" is also called "sensitivity training" or "group relations training". It has 3 objectives:

- To increase sensitivity– the ability to perceive accurately how others are reacting to one's behavior.

- To increase diagnostic ability-the ability to perceive accurately the state of relationship between others.
- To increase action skill – the ability to carry out skillfully the behavior required by the situation.

In a T-group, trainers explain the aims of the programme and may encourage discussions and contribute their own reactions. However, trainers do not take a strong lead. The group is largely left to its own devices to develop a structure that takes account of the goals of the members and provides a climate in which the group members trust one another. They do this by giving feedback to one another (Ruth and Crina, 2014).

- **Assertiveness training**

This is designed to help people to be more effective by expressing their opinions, beliefs, feelings and needs in direct, honest, and appropriate ways. It is mainly about interpersonal skills and relies mainly on role plays and simulations (Reinartz and Chitra, 2011).

- **Workshops**

A workshop is a specially assembled group of people who, with the assistance of a facilitator, jointly examine organization issues as a team to develop agreed courses of action to which all will be fully committed (Reinartz and Chitra, 2011).

- **Neuro-Linguistic Programming (NLP)**

The basis of NLP is that each person's concept of reality is indeed his subjective interpretation. This is because the mind acts like a prism or a filtering mechanism. People learn to design their reactions to others and create unconscious strategies for interacting with them. NLP assists people to identify these strategies so that they can choose and control them at will.

NLP involves thinking of the outcome required in a situation and identifying what it takes to bring about the outcome. The processes are mastered so that positive outcomes can be achieved in new situations (Agulanna and Awujo, 2013).

- **Outdoor Learning**

This involves exposing people to various "Outward Bound" types of activities: sailing, rock climbing, canoeing, and cave exploration. It implies putting participants operating in teams under pressure to carry out physical activities which are completely unfamiliar to them. The rationale is that these tests are reflections of the sort of challenges people meet at work.

However, the unfamiliar nature of this training means that people learn more about how they act under pressure as team members. Outdoor learning involves a facilitator helping participants to learn individually and collectively from their experiences (Agulanna and Awujo, 2013).

2.1.9 Methods of Staff Development

There are various methods of staff development. Walton (2011) maintains that the methods include but are not limited to coaching, mentoring, case study learning, consultant, technical assistance, competency evaluation, induction, training, job rotation, vendor provided training and upward feedback. Some methods of training are also employee development strategies.

- Coaching

The coaching process is potentially the most direct and effective way for one person to influence the behaviour of another. The individual being coached is given opportunities and informed of the results expected to be accomplished. He is also counseled on the results achieved. Coaching as a development technique is effective at all levels of an organization. It occurs most often and most naturally in the superior-subordinate relationship. It is better and more effective than any formal programmes. The relationship provides opportunities for closer and continuing shaping of behavior within the work environment.

- Job Rotation

The major objective of position development is that of broadening the background of the staff in the business. It involves temporarily assigning the employee to function in a position other than his own. Job rotation

encourages inter-department co-operation and acquires all the advantages of on-the-job coaching in each situation (Cole and White, 2013).

This is a management approach where employees are shifted between two or more assignments or jobs at regular intervals of time to expose them to all verticals of an organization (Boxaland Steeveld, 2012). It is a management technique that assigns trainees to various structures and departments over a period of a few years. Surveys show that an increasing number of companies are using job rotation to train employees. Organizations that use job rotation tend to be successful, innovative companies and organizations with a growth and development agenda.

Job rotation is also a control to detect errors and frauds. It reduces the risk of collusion between individuals. Organizations dealing with sensitive information systems such as banks where there is an opportunity for personal gain can benefit from job rotation. Job rotation also helps in business continuity as multiple people are equally equipped to perform a job function. If an employee is not available, others can handle his or her position with similar efficiency (Lan and Kannan 2007).

There are different reasons why a company may choose to use job rotation as a learning mechanism. Research suggests that there are significant benefits that may outweigh the costs involved in training employees for diversified positions. As a learning mechanism, employees are given the opportunity to learn necessary skills which can help them advance

within a company. This employment opportunity also has the effect of boosting morale and self-efficacy. The company may benefit from using job rotation by having the ability to staff key positions within a company any time there is an urgent need. This practice may allow a company to run more efficiently and as a result, become more productive and profitable.

Job rotation can also be used to alleviate the physical and mental stresses endured by employees when working at the same position, year after year. By allowing employees to rotate to other positions, the risk factors for some types of musculoskeletal disorders may be reduced. Job rotation is also believed to have the ability to decrease the amount of boredom and monotony experienced by employees who work in the same position for extended periods of time (Amabile and Amabile, 2015).

There are some negative attributes associated with job rotation. Firstly, some positions within a company may not be eligible for rotation. There may be positions within a company that may be specialized due to technology, security concerns or may require highly skilled workers. These positions may not fit the profile for rotation opportunities because of the costs involved in training the workers. Another problem faced by companies is that some employ unionized workers that may be resistant to job rotation due to standard union practices. Furthermore, another problem faced by companies is the possibility of having to pay incentives to workers for cooperation with the job rotation implementation which can lead to wage

inequality. Finally, the utilization of job rotation may have the effect of reducing a workforce because of the cross-training involved; a company may not need to hire additional staff to cover positions and may possibly layoff current employees that are considered no longer necessary (Burke and Burke, 2006).

- **Lecture Method**

The lecture method is one of the most widely used staff development techniques. The major advantage of the lecture method is its economy. A great proportion of the training effort is done by lectures in which the group sets are so large that the lecturer is compelled to speak through a public address system. However, this has led to the misuse of the method (Agulanna and Awujo 2005).

- **Conference Method**

A conference is a carefully planned meeting with a specific purpose or goal. This method focuses upon the principles of active participation to enhance learning (Agulanna and Awujo, 2013).

- **Role-Playing**

The role-playing method involves acting out a situation by two or more people, for example a supervisor and a subordinate. Role playing places the participants in simulated circumstances whereunder stress, they tend to act

as they would and should never be rehearsed or viewed as demand behaviours (Agulanna and Awujo, 2013).

- **Guided Discussion/Reading**

The guided discussion, like the lecture method, is a leader-centered approach to staff development and problem solving. It focuses attention on the topic at hand; in this case, the leader presents an idea to the group and encourages them to discuss it but retains the right to make the ultimate decision (Agulanna and Awujo, 2013).

- **Case Method**

This method is mostly used in business and law schools. Here, the candidate is presented with a written case describing a concrete organizational problem. He is asked to study it in private and outline his best solutions, and later discuss with his group the adequacy of some of the proposed solutions and try to identify the principle involved. There are no single solutions to most cases for it is intended to promote candidates' abilities to solve organizations' problems.

- **Business Games**

Business games are used mainly for teaching decision-making skills. It is built on models that purport to represent the complex interaction between economic and other factors in business. Through this interaction process, the

candidate develops a feeling for the realities of business and becomes better able to increase the effectiveness of these decisions.

- **Formal Training**

Formal training is a method of staff development. Agulanna and Awujo (2013) believe that it is a learning process whereby people acquire skills, concepts, attitudes, or knowledge to aid in the achievement of goals. By defining training as a process, the implication is that it is continuous. They cited Hall and Goodale (1986) who described training as a planned effort by an organization to facilitate the learning of job-related knowledge and skills by its employee to improve employee performance and further organizational goals. There are three points that should be noted in this definition namely: training is a planned effort by the organization. The planning here implies the analysis and consideration of alternatives (perhaps not taking the decision to undertake training); training involves the learning of job-related skills and knowledge; hence it is targeted on the job; training is intended to improve employee performance for the advancement of organizational goals. The implication here is that training has a purpose. It is not just for its own sake.

Training is done to keep employees motivated; to make the organization stay ahead of the competition; to create positive attitudes through clarifying the behaviours and attitudes that are expected from the employee by the employer; it is cheaper to train existing employees

compared to recruitment of new employees; training can save the organization money and time if the training helps the employee to become more efficient. A well planned and well executed training programme should result in more knowledgeable employees who will make fewer mistakes; reduction in waste and spoilage; improvement in methods of work; reduction in learning time; reduction in supervisory burden; retention in machine breakage and maintenance cost; reduction in accident rate; improvement in quality of products; improvement in production rate; improvement of morale and reduction in grievances; improvement of efficiency and productivity. Others are reduction in manpower obsolescence; enabling the organization to provide increased financial incentives, opportunity for promotion and raising of pay rates, wide awareness among participants, enlarged skill and personal growth (Zahra and Yin, 2013).

Like development, training has various techniques. Chetem and Ndu (2011) maintain that the training methods include on-the-job; on-the-job or off-the-job techniques and off-the-job techniques. The on-the-job techniques include demonstration, coaching, mentoring, job rotation/planned experience. The on-the-job/off-the-job techniques include action learning, job (skill) instruction, question and answer, assignments, projects, guided reading, computer-based training, video, interactive video, multi-media training. Again, the off-the-job techniques include lecture, talk, discussion, case study, role-playing, simulation, group exercises, group dynamics, T-

groups, inter-active skills training, neurolinguistic programming, distance learning and outdoor learning.

- **Job Mentoring**

Job mentoring involves providing an employee with an experienced coach to oversee his or her learning experience. The mentor or coach provides advice and instruction but is not performing the job with the employee as in on-the-job training. The trainee employee learns the job firsthand and may consult the mentor or coach at any time for assistance. This method works well for employees who have already acclimated to the company and have been moved up or promoted through the ranks. According to Grembler and Hair (2010), mentoring is one of the best ways in organizational learning and has demonstrated positive results with support and job satisfaction. In addition to that, companies that have proper mentoring programmes in place can attract job seekers and retain good employees. The rapport between supervisors and subordinates could be strengthened through mentoring.

According to Agulanna and Awujo (2013), this is the process of using specially selected and trained people to provide guidance and advice which will help to develop the careers of the people allocated to them. Mentoring is used to complement learning on the job, which of course is the best way of obtaining knowledge and skills.

Mentors provide the following, to those assigned to them:

- advice in drawing up self-development programmes
- general help with learning programmes
- guidance on how to acquire the necessary skills and knowledge to do a new job.
- coaching in specific skills
- help in tackling projects by pointing the trainees in the right direction, that is, helping them to help themselves.

- Job Enlargement

Job enlargement, according to (Kuratko and Hornsby, 2014) means increasing the scope of job through extending the range of its job duties and responsibilities generally within the same level and periphery. Job enlargement involves combining various activities at the same level in the organization and adding them to the existing job. It is also called the horizontal expansion of job activities. This contradicts the principles of specialization and the division of labour whereby work is divided into small units, each of which is performed repetitively by an individual worker and the responsibilities are always clear. Some motivational theories suggest that the boredom and alienation caused by the division of labour can cause efficiency to fall. Thus, job enlargement seeks to motivate workers through

reversing the process of specialization. A typical approach might be to replace assembly lines with modular work; instead of an employee repeating the same step on each product, they perform several tasks on a single item. For employees to be provided with job enlargement, they will need to be retrained in a new field, to understand how each field works (Kuratko and Hornsby, 2014).

The objective of job enlargement is to motivate an employee by increasing his efforts and exposure towards achieving the organizational objectives as set for the job. By doing this, an employee can get a wider range of his or her objectives without his or her job in repetitions manner. Job enlargement requires the management of the organization to provide their support in providing appropriate training and development to the employees to make them able to adapt to the enlarged job scope.

Some advantages of job enlargement are acquisition of a variety of skills, improvement in earning capacity, and experience in a wide range of activities.

Variety of Skills: Job enlargement helps the organization to improve and increase the skills of the employee that become available to the organization as well as the individual benefits.

Improvement in Earning Capacity: With all the new activities a person learns from job enlargement, they can try and get a better salary when they apply for a new job.

Wide Range of Activities: Employees can learn more activities which can help a company save money by reducing the number of employees they have (Ashton and Cheng, 2012).

However, results have shown that this process can see its effects diminish after a period, as even the enlarged job roles become the mundane; this turn can lead to similar levels of demotivation and job dissatisfaction at the expense of increased training levels and costs. The continual enlargement of a job over time is also known as 'job creep' which can lead to an unmanageable workload. No wonder Burke and Burke (2006) believe that job enlargement is the process of allowing individual workers to determine their own pace (with limits), to serve as their own inspectors by giving them responsibility for quality control, to repair their own mistakes, to be responsible for their own machine set up and repair and to attain choice of method. Frederick Herzberg referred to the addition of interrelated tasks as 'horizontal job loading' (Hull and Kohli, 2014).

- **Competency Evaluation/Testing**

Competency testing is the method used to evaluate competencies established by organizations as an important factor for their performance.

The first step for any organization is to determine the global competencies for their employee to exhibit. Global competencies are behaviours demonstrated by employees across the organization. Employees must also determine the specific competencies needed for each position or field within the organization (Hull and Kohli, 2014).

Competency testing is often conducted within the competency center method. In this method, candidates and/or employees are evaluated over a period of one to three days. Candidates and/or employees are observed by trained assessors while performing series of tasks. Assessors evaluate the behaviours demonstrated and identify good and poor behaviours within each competency being tested. Based on this information, the future performance of each candidate/employee can be predicted. Competency testing within this model can be broken into three distinct categories: interviews, group exercises and individual assessments (Marsh, 2013).

There are several types of interviews used in competency testing. The most common interview technique is the competency-based interview, in which the interviewee demonstrates that he has a key skill by using situational examples from experience. Panel interview, partner interviews, and technical interviews are also used. Panel interviews ensure that the candidate meets with several individuals at one time, and they take time asking questions. In a partner interview, the candidate meets with a senior staff member. A technical interview is focused on the specific competencies

needed to perform in the position. Group exercises are used in competency centers to allow the candidate to demonstrate specific behaviours.

The in-basket exercise is also frequently used. In this exercise, the candidate receives several emails, phone calls and memos. The candidate must organize the work, set priorities, and respond to each task. Group role play is also used in competency centers, in which a group of people act out roles for a specific scenario. Other group exercises used are case studies, and groups discussions (Diewert & Edworthy, 2014).

Individual assessments can take several forms in competency center. Aptitude and personality tests are given to candidates to assess how well they will fit in with a work group. Candidates may be asked to give a short presentation to demonstrate their comfort in public speaking. And written exercises may also be used to demonstrate specific competencies (Beuza and Burt, 2015).

Therefore, competency testing, or evaluation is used to evaluate candidates in the competencies established by organizations as important. Competency testing is often conducted by trained assessors within a competency center. Competency testing can be broken into three distinct categories: interviews, group exercises and individual assessments. Each of these categories can be further broken down into several types of

assessments. Evaluating the behaviours demonstrated, assessors can predict the future behaviour of a candidate or employee.

- **Induction as a Staff Development Option**

In human resource development, induction training is a form of introduction for new starters to enable them to do their work in a new profession or job role within a business (or establishment). Training can be systematic or unsystematic. Induction training is systematic training. The systematic model supplements unsystematic learning with a systematic intervention that relates to the organization's objectives.

The features of induction training include:

- Training is part of the organization's overall planning process and is in line with its goals.
- The organization has a training strategy which shapes the approach to employee development.
- Skills are planned for and addressed systematically through formal training.
- There is a continuous cycle of training analysis, activity, and evaluation.

Induction training provides employees with a smooth entry into the organization by providing them with the information they require to get

started. The goals of induction training are in line with those of the wider induction process. These goals are to create a positive atmosphere; address any new job concerns, increase comfort level and feeling of belonging, increase knowledge of the organization and its procedures and policies, share organizational values, and share job specific information.

In small organizations, the responsibility for carrying out the induction training usually rests with one person. In larger organizations, the responsibility is shared between managers, supervisors, and human resources.

In the case of both big and small organizations, the employees and his/her senior play a major role in inducting an employee. Their responsibility is to ensure that the induction programme is followed, and the desired induction goals are achieved. During the induction, the human resources are responsible for preparing the induction checklist (updating periodically), the planning administration of the formal program, assisting and advising employees. The induction itself is usually conducted within the workplace by competent trainers and speakers in a presentation format. Induction training can also be in a written format, which can be sent to a new employee before they start, or handed to them when they start or delivered in a computer-based format. The induction training should satisfy two objectives: the new employees who want to be integrated into the social group of the organization will know about the task that they will do within

the whole system of the organization. Also, the trainer can get the trainees trained to successfully integrate them into the specific area.

2.1.10 Talent Development as an Index of Growth

Talent development is a growth index of organizational growth. According to Chaney and Devinney (2014) in Njoku (2016), talent development is the process of changing an organization, its employees, its stakeholders, and groups of people within it, using planned and unplanned learning, to achieve and maintain a competitive advantage for the organization.

In the view of Atuahene and Bagozzi (2012), in today's knowledge economy, talent is not only critical, but also scarce. Although many executives are of the view that finding and retaining talent is a top priority, companies still struggle to fill skilled positions. Management ought to consider that an effective way to attract and retain talent is to create an environment where talented people can develop. Talented people seek out opportunities to grow and they will flock to organizations that provide ample opportunities to do so. Retention also becomes a non-issue; if people are developing more rapidly than they could anywhere else, they may have no serious reasons to leave. If companies are truly serious about attracting, retaining, and developing high-quality talents, they need to view themselves as growth platforms for talent where people can develop themselves faster

than they could elsewhere. This, in turn, can create a self-reinforcing cycle as talent creates more opportunities for growth (Abetti and Baden, 2010).

Talent development is essential at all levels and in all domains of the organization. Too often, when executives talk about talent, they limit the discussion to executives or knowledge workers. But in the global economy characterized by increasing performance pressures in various domains, we cannot afford to be so restrictive in our discussion of talent development. To continue to build operational excellence, focus must be placed on designing work environments that help employees improve their performance daily (Ahuja and Lampert, 2011).

Indeed, talent development provides a powerful opportunity for manufacturers and service providers to improve productivity and drive business results by creating a highly engaged and accountable workforce, while addressing the skills gap. Best practices such as development focused performance management and organizational goal-alignment are key tools that help ensure management has the right employees and organizational competencies they need to stay competitive for the long term (Lyon and Keller, 2014). Reasoning in the same direction, Baumol and Kanungo (2012) maintain that there are various talent development practices to help organizations survive a downturn and achieve growth. According to them, these practices are aligning individual and organizational goals and effectively track their progress; conduct regular employee review to keep employee performance on track; provide ongoing feedback to maximize performance;

invest in performance-based development; identify and reward high performing employees; have a succession plan; and be as efficient as possible.

There are factors that influence effective talent development strategies in organizations. According to Phelps and Walton (2011), the factors include recruitment strategy, top management commitment, training and development and organization business plan. Other factors include reward systems, organization culture, career development and workplace environment. In their own view, Gurteen and Ginsberg (2013), wrote on factors affecting talent development practices and they reveal that such factors include age, seniority, and level of education; salary and benefits; job security, job flexibility, job satisfaction, leadership, organizational culture, organizational commitment, succession planning, training, and development.

2.1.11 Customer Retention asan Index of Growth

Customer retention is the activity that an organization undertakes to reduce customer defections. Successful customer retention starts with the first contact an organization has with a customer and continues throughout the entire lifetime of the relationship. A company's ability to attract and retain new customers, be it individual or corporate customers is not only related to its product or services, but also strongly related to the way it services its existing customers, the value the customers generate as a result of utilizing the solutions, and the reputation it creates within and across the

marketplace (Kuratko and Hornsby, 2014). According to them, customer retention is more than giving the customer what they expect; it's about exceeding their expectations so that they become loyal advocates for the brand.

Reasoning in the same direction, Zahra and Yin (2013) are of the view that while most companies traditionally spend more money on customer acquisition because they view it as a quick and effective way of increasing revenue, customer retention often is faster and, on the average, costs up to seven times less than customer acquisition. Selling to customers with whom the firm already has a relationship is often a more effective way of growing revenue because companies do not need to attract, educate, and convert as with new ones. Again, companies that shift their focus to customer retention often find it to be a more efficient process because they are marketing to customers who already have expressed an interest in the products and are engaged with the brand thus making it easier to capitalize on their experiences with the company. In fact, retention is a more sustainable business model that is a key to sustainable growth. Obviously, established companies and organizations need to focus on customer retention. More importantly, organizations are finding that customer profitability tends to increase over the life of a retained customer. Therefore, employing customer retention strategies is a worthwhile use of company resources (Zahra and Yin, 2013).

- **Customer Retention Strategies**

There are many customer retention strategies. According to Amabile and Amabile (2015) in Njoku(2016), the following are sound customer retention strategies:

- Set customer expectations early and a little lower than the firm can provide to eliminate uncertainty about the level of the service and ensure the firm delivers on its promises.
- Become the customers' trusted advisor hence the firm needs to be the expert in its field so that it can gain customers' trust and build customer loyalty.
- Use relationships to build trust – build relationships with customers in a way that fosters trust. Do this through shared values and fostering customer relationships.
- Take a proactive approach to customer service; implement anticipatory service so that problems can be eliminated before they occur.
- Use social media to build relationships; use Linked-in, Twitter, and Facebook to connect and communicate with customers and give them a space for sharing experiences with the company so that they can become brand ambassadors.
- Go the extra mile; going above and beyond will build strong relationships with customers and build long-term loyalty by paying attention to their needs and issues.

- Make it personal; personalized service improves customer experience and is something customers are expecting and demanding. Make their experience personal to strengthen the bond with the brand.

In their own view, Fred and Erik (2009) emphasized the benefits of customer retention. According to them, customer retention is cheaper than acquisition and loyal customers are more profitable. It helps an organization to stand out from the crowd. Engaged customers provide more feedback. Such customers will explore the firm's brand and will go out of their way to do business with the firm. Such people will welcome the firm's marketing, and this will cause less stress for the employees.

The researcher therefore agrees with Hottman and Novak (2011) that customer retention increases repurchasing behaviour; it increases cross selling behaviour; it increases the value of a customer; it is linked to decreased price sensitiveness, positive word of mouth recommendations, declined migration rates, and declined costs for the acquisition of new customers and strengthening of the unique selling proposition.

There are many factors that influence customer retention. According to Lan and Kannan (2007), the factors include demographics (age, sex, etc.); location, attitudes, values, likes, dislikes, interests, outcomes they want to achieve, communication preferences and styles, where they like to hang out, what they buy, why they buy and how they prefer to buy.

2.1.12 Competitive Abilities asan Index of Growth

The growth of a firm can be measured by its competitive abilities. Competition, according to Martins, and Terblanche (2013) in Njoku (2016) is the rivalry among sellers trying to achieve such goals as increasing profits, market share, and sales volume by varying the elements of the marketing mix: price, product, distribution, and promotion. Competition occurs when two or more organizations act independently to supply their products to the same group of customers. In the views of Shiela and James (2016), there are two bases on which firms can compete:

- **Price:** Where firms are selling identical or very similar products, they must compete on price with each firm trying to undercut the others. Successful price competition depends on cost leadership – the ability to supply the product at a lower cost than any other competitor.
- **Differentiation:** Non-price competition depends on making a product different from those of competitors and by giving it distinctive qualities that are valued by the target market. These might include branding, styling, special features or higher levels of customer service. Such factors can allow a premium price to be charged while still offering target customers competitive value-for-money.

The researcher therefore agrees with Lym and Nunually (2012) that in practice, many firms compete on a mix of price and differentiation, aiming to attract customers with a superior overall proposition. According to them, it

must be noticed that competition can be direct or indirect. Direct competition involves firms whose products are similar or an approximate substitute for one another. Indirect competition occurs where the products are essentially different but still competing for the same pounds of consumer expenditure, for example, gas versus heating oil, air flights versus rail travel. The effect of competition is to bring the consumer a greater variety of products at a lower price. All firms aim to add value. Retaining some of that value as profit is their incentive to produce efficiently, to improve quality and to innovate continuously.

Businesses develop competitive abilities when they have the right quality and quantity of human capital; when they enjoy high level liquidity and financial prowess; when they have the required facilities, when they have necessary talents at their disposal and when they gain essential business opportunities among others. All these can enhance the competitive strength of a business.

Indeed, Lee and Tsang (2011) opine that in the era of globalization, competition has become fiercer than ever. Reduced trade barriers, spread of technology and lower costs for communication and transportation have sharpened international and local competition. The economic changes in Eastern European countries, the completion of the European Union and the appearance of new economic powers in the global market have initiated specific discussion of production structures and the competitiveness of national industries. Intense competition in global and local markets requires

them to improve their competitiveness. A nation's standard of living is increasingly dependent on the competitiveness of its firm. A firm's competitiveness is often measured by its financial performance. This is because various financial performance measures are often used for measuring the competitiveness of firms. For example, return on sales reveals how much a company earns in relation to its sales; return on assets determines an organization's ability to make use of its assets and return on equity reveals what return investors take for their investments. Although financial indicators are the most widely used indicators of competitiveness, several non-financial performance proxies are also important. Examples of non-financial performance indicators are the market share of a firm, the market share growth, and overall customer satisfaction.

Various factors can affect a firm's competitiveness. According to Bozarth and Badiri (2012), the factors include: leverage, ratio of fixed assets to total assets, liquidity and investment ratio, size, age of the company, location, export performance, and management competence index.

- **Leverage:** It is measured by the ratio of total debt to equity (debt/equity ratio). It shows the degree to which a business utilizes borrowed money. Companies that are highly leveraged may be at risk of bankruptcy if they are unable to make payments on their debt; they may also be unable to find new lenders in the future. Leverage is not always bad; however, it can increase the shareholders' return on their

investment and make good use of the tax advantages associated with borrowing.

- **Ratio of Fixed Assets to Total Assets:** It measures the extent to which fixed assets are financed with owners' equity capital. A high ratio indicates an inefficient use of working capital which reduces the firm's ability to carry accounts receivable and maintain inventory. It also usually means a low cash reserve. This may often limit the ability of the firm to respond to increased demand for products or services. So, it is expected that this rate will be negatively related to a firm's performance.
- **Liquidity:** It refers to the degree to which debt obligations coming due in the next 12 months can be paid from cash or assets that will be turned into cash. Measured by the ratio of current assets to current liabilities (current ratio), it shows the ability to convert an asset to cash quickly and reflects the ability of the firm to manage working capital when kept at normal levels. When liquidity is excessive, the effect on financial performance or competitiveness is negative (Bozarth and Badiri, 2012).
- **Investment Ratio:** It is the ratio of the net investment to the total assets. Net investment refers to an activity of spending, which increases the availability of fixed capital goods or means of production. Net investment is the total spending on new fixed investment minus replacement investment, which simply replaces depreciated capital

goods. This ratio helps to give a sense of how much money a company is spending on capital items used for operation (such as property, plants, and equipment). Continued investment in the capital of a firm is crucial because the useful life of existing capital diminishes over time.

The amount of net investment compared to such things as revenue will differ between industries and between businesses depending on how capital intensive the business is. It is expected that this ratio is positively related to the firm's competitiveness.

- **Size:** The total number of a company's employees is used as a measure of firm size. It is expected to correlate positively with profitability. A company's size is an important investment consideration. Firm size can affect financial performance. The size of the firm is an important factor as it influences its competitive power. Small firms have less power than large firms; hence they may find it difficult to compete with the large firms particularly in highly competitive markets. It is argued that the smaller the company, the more volatile and riskier the investment.
- **Age of the Company:** It is measured by the number of years from the year of establishment of the firm. It is expected to relate negatively to employment growth but the effect on financial performance is uncertain. Older firms may also benefit from reputation effects, which allow them to earn a higher margin on sales. On the

other hand, older firms might have developed routines which are out of touch with changes in market conditions, in which case an inverse relationship between age and growth could be observed (Bozarth and Badiri, 2012).

- **Location:** Location of a business has a direct relationship with the patronage the business enjoys. Good locations enhance competitive power while bad locations reduce same.
- **Export Performance:** It is the relative success or failure of the efforts of a firm or nation to sell domestically produced goods and services in other nations. Exporting is a major element of international trade, and this is why it is argued constantly and consistently throughout the ages. There are two views concerning international exchange. The first recognizes the benefits of trade. The second concerns itself with the possibility that some industries can be harmed, and others can benefit from foreign competition. Export activity can affect a firm's competitiveness.
- **Management Competence Index:** The management competence index is a combination of financial and non-financial drivers of firm competitiveness. It is calculated as follows: profit/number of professionals. It can drive competitiveness (Bozarth and Badiri, 2012).

2.1.13 Business Productivity asan Index of Growth

Productivity in business has been defined in various ways. According to Diewert and Edworthy (2014), productivity is a measure of the efficiency of

production; it is a measure of the efficiency of a person, machine, factory, system, e.t.c in converting inputs into useful outputs. It is computed by dividing the average output per period by the total costs incurred or resources (capital, energy, material, personnel) consumed in that period. Also, Grembler and Hair (2010) see productivity as the ratio between the output volume and the volume of inputs. This accounts for the reason why Akanwa (2003) asserts that organizations and nations spend millions yearly to improve individuals who will bring about productivity improvement. The researcher therefore submits that productivity has a lot to do with efficiency and effectiveness. This agrees with the views of Agulanna and Awujo (2005) who posit that in effect, we can say that an organization is effective if it gets the job done and it is efficient to the extent that it gets the job done with minimum inputs. This is where productivity comes in.

Business productivity is the ability of an organization to utilize its available resources to produce profitable goods or services as desired by customers or clients. Productivity is one of the measures of organizational growth or performance. According to Beunza and Burt (2015), and Njoku (2016), the importance of productivity cannot be over-emphasized:

- Productivity increases the overall efficiency of an organization. When the efficiency of the organization increases, the production capacity of the company is utilized to the optimum level. Thus, all resources are used in an effective and efficient manner to get the best possible

results. As is often indicated by business, the more products a firm makes the lower its overhead and the higher its profits.

- Enhanced production lowers the cost per unit of a product, which in turn results in lower prices for better quality and enhances business competitiveness in the market. In the current turbulent world, every organization faces stiff competition from their counterparts. Therefore, lower prices resulting from enhanced production give an edge to businesses to sell their products at more competitive prices. If the rates are competitive, the business is in a better position to attract more customers and make more sales. This is the primary motive of any business organization (Beunza and Burt, 2015).
- Increased production due to efficient utilization of organizational resources leads to lower costs of production resulting in better sales and profits. If the profits of an organization shoot up, it increases the confidence of investors in the organization. Also, the share value of the company increases. As a result, the reputation and goodwill of the organization increases.
- Similarly, the business can share a portion of its profits because of enhanced production with its employees. This boosts the morale of the employees as they get to enjoy a part of the profits and the satisfaction of a job well done. As a result, their working efficiency tends to increase which in turn, further increases the productivity of

the firm. There is, therefore, a snowball of business success that starts with increased productivity (Beunza and Burt, 2015).

- Productivity is much more important than revenues and profits of the organization because profits only reflect the result whereas productivity reflects the increased efficiency as well as effectiveness of business policies and processes. Moreover, it enables a business to find out its strengths and weaknesses. It also lets business easily identify threats as well as opportunities that prevail in the market because of competition and changes in the business environment (Beunza and Burt, 2015).

The researcher therefore maintains that a company can increase its own business productivity by making suitable changes in its business process and policies to improve the weak areas and capitalize on strengths for betterment. Similarly, an organization can formulate strategies to turn threats into opportunities. This results in increased profitability and stability, which are vital for the continued success of any business organization. Therefore, the importance of productivity can never be ignored by any diligent business owner. Successful ventures are often those that give priority to productivity compared to solely looking into revenues and profits of the company. This may account for the reason why Ashton and Cheng (2012) maintain that businesses that do not pay attention to productivity pay a huge price in terms of reduced production and high cost of production,

resulting in reduced sales and low profits. Thus, a productivity level can be considered a measure of success or failure for any business.

There are many options that a business leader or manager can use to improve business productivity. According to Diewert and Edworthy (2014), the options include that the manager has to set deadlines and tell people about them, take breaks regularly, handle his e-mail more efficiently, encourage breaks for employees, allow for remote work and flexible hours, show appreciation for the employees, create a culture of accountability, use work teams, give the employees varied work, invest in training, commit to improvement, and purchase technology that works with a minimum of time and effect. Others are, get the workers the computers they need and provide the technology the workers need to work wherever they are. This brings up the need to equip them with the right technology including laptops, smart phones, and tablets as well as programmes that sync across multiple devices. Also, invest in business social network software that use virtual meeting and task tracking, and invest in multiple programmes for specific tasks, rather than trying to do more with one programme.

In the same vein, there are factors that affect productivity. Hull and Kohli (2014) opine that the factors include manpower, equipment and machines, input materials, time, power or energy and finance, government policies, the international currency market, security, national conditions and return on investments. The researcher therefore submits that both ways of

improving productivity and the factors that affect it are of critical essence to any business organization.

2.2 Theoretical Review

2.2.1 Resource Based Theory

The researcher used the resource-based theory to represent the theoretical framework. The resource-based perspective assumes that differences in physical, organizational and HR between firms cause a fundamental heterogeneity in their productive potential. Given this heterogeneity, the long-term competitiveness of a company depends upon the resources that not only differentiate it from its competitors but are also durable and difficult to imitate and substitute (Hansen and Wernerfelt, 2009; Mahoney and Pandian 2012; Barney 2011; Prahalad and Hamel, 2010; Rangone, 2009). Human Resources is an important source to generate sustained competitive advantage: "human resource systems can contribute to sustained competitive advantage through facilitating development of competencies that are firm-specific and generate tacit organizational knowledge" (Lado and Wilson, 2014). Maintaining a competitive advantage based on HR requires a management of those HR that ascertains that these resources stay competitive, difficult to imitate or substitute.

The resource-based approach stresses the need for a specific HRM strategy, which seems to achieve competitive advantage by increasing the commitment level and competence of the workforce. This would require a

set of internally consistent HRM practices. Obtaining internal fit is often associated with a best-practice approach to HRM practices (Huselid, 2012; Legge, 2011). The 'best practices' or "high commitment" theory of HRM suggests that universally, certain HRM practices are associated with improved organizational performances. For instance, well-paid, well-motivated workers working in an atmosphere of mutuality and trust should generate higher productivity gains and lower unit costs (Boxall, 2006; Lowe and Oliver, 2011; Pfeffer, 2014; Walton, 2011).

Nevertheless, best practices are not a necessary consequence of the resource-based approach. A specific HRM strategy is suggested, but the strategy discussed by Koch and Mcgrath (2006) can call for different HRM practices for different firms: different needs regarding individual employees may result in different hiring, selection, training, and compensation practices. For example, employee development may include formal training programmes for some firms while for other firms training on-the-job may be a more appropriate way to obtain the required skills. Some authors assert that the source of sustained competitive advantage lies in HR themselves, and not in the practices used to attract, utilize, or retain them (Ferligo et al, 2007; Wright et al, 2004). By contrast, other scholars argue that HRM practices themselves can be viewed as organizational competencies, such as the ability to motivate employees, handle internal politics and so forth (Barney, 2011; Narasimha, 2010; Oinas and Van Gils, 2011; Paauwe, 2008).

Using either interpretation, HR is viewed as important contributors to the success of the firm. Since managers are essential human resources in and of organizations, their development is therefore very necessary. This explains the appropriateness of **resource-based theory** to this study.

2.3 Empirical Reviews

In an empirical study of training and development as tools for organizational performance with a study of selected banks in Nigeria, Gunu, Oni, Tsado and Ajayi, (2013) conducted the study to examine whether employee training and development enhanced work efficiency in the banking industry. Primary data were used for the study, and they were generated using questionnaires. The study sample was 395 respondents from a population of 35,385 from the five banks used as study organizations. A simple random technique was used to select the respondents. Data collected were analyzed using descriptive statistics and Pearson's Product Moment Correlation. Multiple regressions were employed to test the hypotheses. Major findings indicated that there was a positive correlation among all the variables. The result of the model summary shows that the independent variables account for 39.1% of the variation in organizational performance. The result in the coefficient table however, indicated that only three variables were significant: organizational commitment to training and development, frequency of training and development and reward for best performance. The study concluded that for training and development to have a significant

impact on organizational performance, employees need to be motivated during training programmes. It was recommended that organizations should introduce a reward system for outstanding performance to motivate employees to always put in their best during each training session.

In an empirical study of the relationship between staff training and job satisfaction among Nigerian organizational employees, Adesolam, Oyeniyi, and Adeyemi (2013) examined the relationship between staff training and job satisfaction among employees Osogbo Metropolis .A structured questionnaire was used to collect data from eighty (80) respondents through simple random sampling method. Pearson product moment correlation coefficient was employed to know the relationship between staff training and job satisfaction while multiple regression was used to determine the effect. The result showed that staff training has positive significant relationship with job satisfaction. The study also revealed that the combined influence of age, working experience and qualification have a strong association with job satisfaction of Nigeria employees. It was recommended that management should increase the budget for staff training and that staff training must be in line with organizational objectives.

In a study on the impact of management development on the performance of European firms, Mabey, and Paul (2013) committed data analysis to multiple regressions and descriptive statistics. They studied 13 European firms with a population of 2,167. They came up with the finding that

management development improved the profitability, customer satisfaction, and growth of organizations.

In a study on the challenges of management development in the Nigerian service industry, Umar and Abdullah (2012) studied seven enterprises in the banking sector with a population of 1,109 and sample size of 906. Data analysis was committed to percentages and correlation analysis. They found out that management development in the industry was bedeviled by poor funding and organizational politics.

Research Gap

In every research, gaps exist to showcase the vacuum between existing literature and the current authors research areas. Gaps may exist in locations, study areas, time or even scope. For this study, Gunn, Oni, Tsado and Ajayi (2013) concentrated their study on employee training and development growth of project-based organizations. A simple random technique was used to select their sample size while this study used the Tano Yameni's formula to determine the sample size similarly, the Pearson's product movement correlation was used for their analysis while our present work adopted three methods to analyse the data gathered. These methods include descriptive statistics method, regression analysis and correlation analysis. Similarly, Adesolam, Oyeniya and Adeyemi (2023) concentrated on relationship between staff training and job satisfaction. Again, the authors worked on functional organizations while our study concentrated on project-based organizations.

CHAPTER THREE

METHODOLOGY

This chapter shows the research design, population of the study, determination of sample size, sampling design and procedure, and instrument for data collection. It also shows the validity of instrument, reliability of instrument, procedure for data analysis, and decision rule.

3.1 Research Design

The researcher used the survey methods of research namely personal interviews, questionnaire, and observations. There are reasons for using survey research in this study. Surveys are useful in describing the characteristics of a large population. There is flexibility in the use of surveys, hence surveys can be administered in many modes including online surveys, e-mail surveys, social media surveys, paper surveys, mobile surveys, telephone surveys and face to face interview surveys. The researcher also used survey design because it was dependable. By this, the researcher means that the anonymity of surveys allows respondents to answer with more candid and valid answers. To get the most honest answer, a researcher needs respondents to be as open and honest as possible with their answers. Surveys conducted anonymously provide an avenue for more honest and unambiguous responses than other types of research

methodologies, especially if it is clearly stated that survey answers would remain completely confidential.

3.2 Sources of data

The sources of data used in this research can be categorized into primary and secondary sources. The primary sources refer to questionnaires that were filled out and returned to the researcher by the contacted personnel of the three construction companies based in Asaba and Owerri respectively. This was complemented by secondary data from other written research papers and management books that provided information on related research efforts in such areas as banking, hospitality, manufacturing, and mass transportation.

3.3 Population of the Study

The population of this study was composed of the management and staff of Woksons International Inc., Asaba, CCECC Nigeria Limited, Asaba and RHAS Construction Company. According to the respective managers of the organizations, there were 96 workers in Woksons Construction Company, 67 workers in CCECC Nigeria Limited and 63 workers in RHAS Construction Company. The firms were composed of various units like top management, marketing, accounting/finance,

human resources, and security services as well as operations etc. Therefore, the total population for the study was 226.

3.4 Determination of Sample Size

The researcher determined the sample size using the Taro Yame's formular as cited by Alugbuo (2002:18). The formula is.

$$n = \frac{N}{1 + N (e)^2}$$

where n is the sample size and N is the number of items in the population. The square of maximum allowance for sampling error or level of significance was represented by e.

The researcher used 5% to represent the level of significance. Therefore, n can be determined thus:

$$n = \frac{226}{1 + 226 (0.05)^2}$$

$$n = \frac{226}{1 + 0.565}$$

$$n = \frac{226}{1.565}$$

$$n = \mathbf{144}$$

3.5 Sampling Design and Procedure

The researcher used the non-probability sampling method which is a non-random process by which the researcher selects his sample based on understanding of the universe, its components, and the nature of his research objectives. About 226 members of staff of Woksons International Inc, Asaba, CCECC Nigeria Limited, Asaba and RHAS Construction Company, constituted the population of this study - the population that was sampled.

3.6 Method of Data Collection The data used was collected using both primary and secondary sources of collection. The secondary sources consisted of journals, newspapers, and magazines as well as texts. The primary sources consisted of questionnaires and direct interviews. One hundred and forty-four (144) copies of the questionnaire were taken to the respondents. They were distributed by the researcher with assistance from some of the workers. This was for the purpose of removing bias.

The researcher therefore used the instrument of a questionnaire to reach the respondents. The questionnaire was structured in a five-point Likert Scale: Strongly Agreed, Agreed, Disagreed, Strongly Disagreed and Undecided.

3.7 Validity of Research Instrument

The instrument used for this work was made valid and accurate. The questionnaire's validity was determined by the fact that the questions and items in the questionnaire were strictly on the topic under study. The questionnaire was subjected to supervisor's corrections to achieve face and content validity. The researcher used a pilot study to determine the validity by selecting five respondents from the study organizations. The researcher administered the instrument to them and made corrections later wherever necessary. The researcher showed the instrument to some experts for their input.

3.8 Reliability of Research Instrument

The questionnaire was reliable because it was constructed with simple language which enhanced understanding of the questions that were asked. This encouraged consistency of the instrument. Nworuh (2011) maintains that reliability is concerned with the consistency obtained from the results of the application of the instrument. An instrument is reliable if it consistently gives the same or similar results.

The researcher determined the reliability of his study instrument by post-testing the instrument with some staff of the study firms. The

post-testing was conducted twice in the organizations with a gap of two weeks. In each case, the researcher computed r , the Spearman's coefficient. The average ratio was 0.77 and so, the instrument was 77% reliable.

3.9 Methods of Data Analysis

Three methods were used to analyze the data that were gathered for the study. The methods used are the descriptive statistics method, regression analysis and correlation analysis technique. Descriptive statistics which included mean and standard deviation were used to answer the research questions. This was to ensure simplicity and clarity of data. The researcher also used correlation analysis and regression analysis method which included correlation coefficient statistical technique and linear regression analysis to test the hypotheses that were formulated. The purpose of correlation analysis was to find out the significant relationship of the independent variables on dependent variables and how the independent variables would predict the dependent variables respectively. Statistical packages such as Statistical Packages for Social Sciences (SPSS 19) and MinTAB 16 were used for analyzing the data. At the end, the outcomes of the data collated were expressed under the discussion of findings.

In other words, in investigating the effect of motivation on the performance of construction firms, questions in the questionnaire were used for the analysis. The raw scores in respect of each group of users were set out and the percentages of the responses were completed. A simple percentage approach was used in describing and interpreting the results of the data obtained. Also, it was used to determine the degree of agreement on any given question. To assess and conduct analysis in the questions raised on this research, the following statistical measures were used: mean and standard deviation. The hypotheses formulated in chapter one of the study were tested with regression analysis. The data were analyzed using SPSS (Statistical Package for Social Sciences) version 19. The data were tested based on 95% confidence level. The decisions were based on the rules below:

Decision rule: Using mean values/scores.

The researcher formulated decision rule as follows:

4.0 to 5.0 = Strong agreement

3.0 to 3.99 = Agreement

2.0 to 2.99 = Weak agreement

0 to 1.99 = No agreement

The above indicates that any tested hypothetical statement which mean scores fall within 4 to 5 is of a strong agreement, 3 to 3.99 is of agreement, 2.0 to 2.99 will be termed weak agreement by the respondents and mean values ranging from 0 to 1.99 indicates no agreement or is disqualified.

Decision Rule for Hypotheses

The rejection of the null hypothesis shall be based on the p-value as the null hypothesis is rejected if $p\text{-value} < 0.05$.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 DATA PRESENTATION AND ANALYSIS

Table 4.1: Gender Distribution

QUESTION 1A

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	70	58.3	58.8	58.8
Female	50	41.7	41.7	100.0
Total	120	100.0	100.0	

Source: SPSS Result Output

Table 4.1 above shows the gender distribution of the study. The result has shown that about 58.8% of the respondents were male while 41.7% of the respondents were female. This implies that there were more of male respondents than the female respondents.

Table 4.2: Age Distribution

QUESTION 2A

Age	Frequency	Percent	Valid Percent	Cumulative Percent
'20-29	10	8.3		8.3
'31-40	7	5.8	6.7	15.9
'41-50	43	35.8	36.7	51.6
'>51	60	50	49.0	100.7
Total	120	100.0	100.0	

Source: SPSS Result Output

Table 4.2 has shown the age distribution of the respondents indicating that there were more respondents from the age bracket of 41-50 years of age. The result has shown that about 8.3% were of the age bracket of 20-29 years while those in the age bracket of 31-40 years of age indicating about 5.8% of the respondents. There were about 35.8% of respondents from the age bracket of 41-50 years while respondents with the age bracket of 51 and above reported about 60% of the respondents in the study.

Table 4.3: Educational Qualification Distribution

QUESTION 3A

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSC	46	38.8	39.7	39.7
	B.Sc.	52	43.3	42.2	81.9
	M.Sc./Other Higher Degree	22	18.8	18.8	100.0
	Total	120	100.0	100.0	

Source: SPSS Result Output

The output on table 4.3 reports the respondents' level of education. The result has shown that there were more respondents with B.Sc. degree that participated in our survey as the result account about 42.2% of the population, followed by respondents with SSC accounting for 38.8%, participants with M.Sc. and other higher degrees accounting for 18.8% of the respondents.

Table 4.4: Marital Status Distribution

Table 4.4: Marital Status Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	54	45	45	45
	Single	66	55	55.0	100.0
	Total	120	100.0	100.0	

Source: SPSS Result Output

The output in table 4.4 reports the marital status of the respondents. The result has shown that about 45% of the respondents were married while 55% of the respondents were single.

Table 4.5: Working Experience Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9 years and above	47	39.2	39.2	39.2
	6-8 years	52	43.3	43.3	82.5
	3-5 years	21	17.5	17.5	100.0
	Total	120	100.0	100.0	

Source: SPSS Result Output

The output in table 4.5 reports the respondent's number of years of working experience. The result has shown that there were more respondents with about 6-8 years of experience as it accounts for 43.3% of the respondents. Also, respondents with 3-5 years of experience reported about

17.5% of the respondents. The survey respondents with 9 years and above years of experience accounted for about 39.2% of the respondents.

Research Question 1:

What is the relationship between employee training and talent development in project-based organizations?

Table 4.6: Relationship between employee training and talent development in project-based firms

Item Statement	SA	%	A	%	UN	%	D	%	SD	%	Mean Score	S. D
Q6	43	35.8	35	29.1	32	26.6	7	5.8	3	2.5	3.9	15.97
Q7	53	44.1	29	24.1	38	32.6	0	0	0	0	4.13	21.04
										Grand Mean	4.02	

Table 4.6 reports the respondents’ opinion on the relationship between employee training and talent development in project-based organizations. The report shows that about 64.9% affirmed that employee training helps to achieve speedy development of essential talents in project-based organizations. Only 8.3% of the population disagreed with the statement. The mean accounts for 3.9 with a standard deviation of 15.97, indicating that the respondents recognized that employee training helps to achieve speedy development of essential talents in project-based organizations.

Most respondents, representing about 68.2% of the population agreed with the statement that quite often, the talents that are developed in various areas like information technology, engineering and architectural designs in project-based enterprises quit their jobs after such empowerments. About 0% of the population disagreed with this statement. The mean reports 4.132 with a standard deviation of 21.04 meaning that the respondents' affirmed to the statement that often, the talents that are developed in various areas like information technology, engineering and architectural designs in project-based enterprises quit their jobs after such empowerments.

Table 4.7: The relationship between employee training and talent development in project-based organizations

N	Mean	R ²	R
120	4.02	0.032	0.180

Table 4.7 above shows the relationship between employee training and talent development in project-based organizations. The result shows a correlation coefficient of 0.180, a mean difference of 4.02 and a R² of 0.032, indicating a positive but a weak relationship existing between employee training and talent development in project-based organizations.

Research Question 2:

How does employee training affect customer retention in project-based organizations?

Table 4.8: Respondents’ opinion on the relationship between employee training and customer retention

Item Statement	SA	%	A	%	UN	%	D	%	SD	%	Mean Score	S. D
Q8	43	35.8	35	29.1	42	35.0	0	0	0	0	4.01	19.77
Q9	42	40.0	33	27.5	31	25.8	14	11.6	0	0	3.86	15.03
										Grand Mean	3.94	

Table 4.8 reports the respondents’ opinion on the relationship between employee training and customer retention. The report shows that about 64.9% affirmed that employees trained in the management of customer relations and retention in the project-based firms have often strived to retain corporate clients. No member of the population disagreed with the statement while 35% of the respondents were undecided. The mean accounts for 4.01 with a standard deviation of 19.77, indicating that the respondents recognized that employees trained in the management of customer relations and retention in the project-based firms have often strived to retain corporate clients.

Most respondents, representing about 67.5% of the population, agreed with the statement that many of the customers or clients rarely defect to other consultants when they feel unfairly treated by workers who may not

have been properly trained. About 14% of the population disagreed with this statement while 25.8% of the respondents were undecided. The mean reports 3.86 with a standard deviation of 15.03 meaning that the respondents' affirmed to the statement that many of the customers or clients rarely defect to other consultants when they feel unfairly treated by workers who may not have been properly trained.

Table 4.9: The relationship between employee training and customer retention

N	Mean	R ²	R
120	3.94	0.477	0.691

Table 4.9 above shows the relationship between employee training and customer retention. The result reports a correlation coefficient of 0.691, a mean difference of 3.94 and a R² of 0.477, indicating a positive and a fair relationship between employee training and customer retention.

Research Question 3:

How does employee development affect the productivity of project-based organizations?

Table 4.10: Respondents' opinion on the relationship between employee development and the productivity of project-based organizations

Item Statement	SA	%	A	%	UN	%	D	%	SD	%	Mean Score	S. D
Q10	58	48.3	36	30.1	26	21.6	0	0	0	0	4.27	22.16
Q11	49	40.8	37	30.8	28	23.3	0	0	0	0	3.98	19.81
										Grand Mean	4.13	

Table 4.10 reports the respondents' opinion on the relationship between employee development and the productivity of project-based organizations. The report shows that about 78.4% affirmed while none disagreed with the statement that when adequately developed, workers in project-based firms take up higher responsibilities thereby enhancing their productivity but 26% of the respondents were undecided. The mean result shows 4.27 and a standard deviation of 22.16 meaning that most respondents recognized that when adequately developed, workers in project-based firms take up higher responsibilities thereby enhancing their productivity.

The table has also reported that 71.6% of the respondents agreed with the statement that employee development in project-based firms is sometimes, hardly funded by management thereby threatening corporate productivity. The mean and standard deviation results were 3.98 and 19.81 respectively indicating that there was affirmation that employee development in project-based firms is sometimes hardly funded by management thereby threatening corporate productivity.

Table 4.11: The relationship between employee development and productivity of project-based organizations

N	Mean	R ²	R
120	4.13	0.128	0.357

Table 4.11 above shows the relationship between employee development and productivity of project-based organizations. The result reports a correlation coefficient of 0.357, a mean difference of 52.50 and a R² of 0.128, indicating a positive and a strong relationship between employee development and productivity of project-based organizations.

Research Question 4:

What is the relationship between employee development and competitive abilities of project-based organizations?

Table 4.12: Respondents' opinion on the relationship between employee development and competitive abilities of project-based organizations

Item Statement	SA	%	A	%	UN	%	D	%	SD	%	Mean Score	S. D
Q12	50	41.6	38	31.6	26	21.6	6	5.0	0	0	4.1	18.85
Q13	48	40.5	40	33.3	4	3.3	28	23.3	0	0	3.9	19.1
										Grand Mean	4.00	

Table 4.12 reports the respondents' opinion on the relationship between employee development and competitive abilities of project-based organizations. The report shows that about 73.2% agreed while 6% disagreed that with employee development, project-based enterprises can improve their competitive abilities and advantages but 21.6% of the respondents were undecided. The mean score result has shown 4.1 and a standard deviation of 18.85 meaning that most respondents recognized that with employee development, project-based enterprises can improve their competitive abilities and advantages.

The table has also reported that 73.8% of the respondents agreed to the statement that the development of competitive strength with the use of employee development can be made more feasible if management provides the facilities and industrial infrastructures for the employees to perform. While no one disagreed but 3.3% of the respondents were undecided. The mean and standard deviation result were 3.9 and 19.1 respectively indicating that there was affirmation that the development of competitive strength with the use of employee development can be made more feasible if management provides the facilities and industrial infrastructures for the employees to perform.

Table 4.13: The relationship between employee development and competitive abilities of project-based organizations

N	Mean	R ²	R
120	4.00	0.268	0.518

Table 4.13 above shows the relationship between employee development and competitive abilities of project-based organizations. The result reports a correlation coefficient of 0.518, a mean difference of 4.00 and R² of 0.0268, indicating a positive but a weak relationship between employee development and competitive abilities of project-based organizations.

4.3 Testing of Hypotheses

Here the hypotheses associated with the study were tested. The data already presented and analyzed in the beginning of this chapter were helpful in testing our hypotheses. The hypotheses were tested to find out whether the difference in opinion is significant to draw a conclusion.

Test of Hypothesis One

H₀₁: There is no significant relationship between employee training and talent development in project-based organizations.

Table 4.16: Regression Analysis Report

ITEMS	N	Pearson Correlation (R)	Regression Analysis (R ²)	P-value
Q.6	120	0.180	0.032	0.000
Q.7	120			

The result has shown that employee training has a significant impact on talent development in project-based organizations. The regression analysis accounts for a p-value of 0.000 which is less than 0.05 hence the null hypotheses were rejected. The result also reported R² Value of 0.032 and R of 0.180 which in the models denote that there is a significant positive relationship between employee training and talent development in project-based organizations. This shows that employee training therefore has significant influence on talent development in project-based firms.

Test of Hypothesis Two

H₀₂: There is no significant relationship between employee training and customer retention in project-based firms.

Table 4.17: Regression Analysis Report

ITEMS	N	Pearson Correlation (R)	Regression Analysis (R²)	P-value
Q.8	120	0.611	0.477	0.000
Q.9	120			

The result has shown that there is a positive relationship between employee training and customer retention in project-based firms. The regression analysis accounts for a p-value of 0.000 which is lesser than 0.05, therefore rejecting H₀. The result also reported R² Value of 0.477 which in the models denotes that employee training has a positive relationship with customer

retention. This shows that employee training therefore has significant influence on customer retention.

Test of Hypothesis Three

H₀₃: There is no significant relationship between employee development and the productivity of project-based organizations.

Table 4.18: Regression Analysis Report

ITEMS	N	Pearson Correlation (R)	Regression Analysis (R ²)	P-value
Q.10	120	0.357	0.128	0.000
Q.11	120			

Table 4.18 result has shown that employee development has significant impact on productivity of project-based organizations. The regression analysis accounts for a p-value of 0.000 which is lesser than 0.05 hence the null hypothesis was rejected. The result also reported R² Value of 0.128 which in the models denotes that employee development has a strong and a positive relationship with the productivity of project-based organizations. This shows that employee development therefore has significant influence on productivity of project-based organizations.

Test of Hypothesis Four

H₀₄: There is no significant relationship between employee development and competitive abilities of project-based firms.

Table 4.19: Regression Analysis Report

ITEMS	N	Pearson Correlation (R)	Regression Analysis (R²)	P-value
Q.11	120	0.518	0.268	0.000
Q.10	120			

The result on table 4.19 has shown that employee development has a significant impact on competitive abilities of project-based organizations as the regression analysis accounts for a p-value of 0.000 which is less than 0.05 hence the null hypothesis was rejected. The result also reported R²value of 0.268 and a correlation coefficient of 0.518 which in the models denote that employee development has a significant relationship with competitive abilities of project-based organizations. This shows that employee development therefore has significant influence on competitive abilities of project-based organizations.

4.3 Discussion of Findings

The researcher made a lot of findings in this study. The findings were discussed as follows:

1. The fact that employee training has a positive relationship with talent development in project-based organizations as shown in the study indicates that the project-based enterprises will soon, stand tall among their rivals in the showcasing of critical talents and in overall corporate

growth. This is supported by the revelation on table 4.6 that employee training helps to achieve speedy development of essential talents in project-based organizations. However, the table further reveals that many a time, the talents that are developed in various areas like information technology, engineering and architectural designs in project-based enterprises quit their jobs after such empowerments. With a ground mean score of 4.02, it is acceptable that employee training has a positive influence on talent development in the organizations and this is supported by the outcome of testing the first hypothesis. In a study on the impact of training on the performance of construction firms in south-western Nigeria, Adekunle and Ebulenwa (2014) committed data analysis to percentages and t-test statistic. They discovered that with employee training, construction firms in south-western Nigeria improved their productivity, developed various talents, and enhanced their patronage. This finding agrees with the findings in this study.

2. The fact that employee training positively affected customer retention in project-based organizations as shown in the study reveals that the project-based firms have capitalized in various strategies for retaining their clients in an ever-competitive business environment like Nigeria. This is further proved by the revelations on table 4.8 which show that employees trained in the management of customer relations and retention in the project-based firms have often strived to retain corporate

clients. The same table further proves that many of the customers or clients rarely defect to other consultants when they feel unfairly treated by workers who may not have been properly trained. With a grand mean score of 3.94, it became clearer that employee training positively influenced customer retention in project-based organizations. In a study on the causes of poor customer retention in specialized organizations, Brown and Ogere (2010) surveyed five enterprises in various sectors of the Nigerian economy. They used the mean score and standard deviation to handle data analysis. They found out that the causes of poor customer retention in specialized organizations include poor training of the workforce, inadequate funding of operations and offer of poor-quality products. This agrees with the findings in this study.

3. The fact that employee development positively impacted on productivity of project-based organizations as shown in the study indicates that the development of the human capital is critical for achieving increased quantity and quality of both inputs and outputs from a project-based organization. With a grand mean score of 4.13, this has proved to be true. Even, table 4.10 indicates that when adequately developed, workers in project-based firms take up higher responsibilities thereby enhancing their productivity. Also, the table shows that employee development in project-based firms is sometimes hardly funded by management thereby threatening corporate productivity. Nwachukwu and Udoka (2011)

conducted a study on the factors that improve productivity in Nigerian industries. They adopted the survey research design in the study and used both descriptive statistics and correlation analysis to handle data analysis. It was discovered that the factors that improved productivity in the industries included among others adequate financing, staff training and development and sound development and implementation of organizational policies. This agrees with the findings in this study.

4. The fact that there is a positive relationship between employee development and competitive abilities of project-based organizations as shown in the study indicates that any organization that practices employee development will always stand out successful. This is supported by the revelation on table 4.12 that with employee development, project-based enterprises can improve their competitive abilities and advantages. The same table reveals that the development of competitive strength with the use of employee development can be made more feasible if management provides the facilities and industrial infrastructures for the employees to perform. Mean score of 4.00 shows that employee development can positively affect competitive abilities of project-based organizations. In a comparative study of the effect of training and development on the viability of Nigerian service organizations, Njoku (2013) committed data analysis to ANOVA statistic and found out that with training and development, enterprises improved their profitability, competitive abilities, and efficiency. This agrees with the findings in this study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Findings

In the first chapter of the work, the researcher outlined the background of the research and handled the meaning and concepts of training and development on the growth of project-based organizations. The statement of the problem, objectives of the study, research questions, hypotheses and scope of the study were handled before the chapter ended with the definition of terms.

In the second chapter, the researcher reviewed related literature on the effect of training and development on the growth of project-based organizations in Nigeria. The chapter is composed of conceptual, theoretical, and empirical reviews. A conceptual model was also used to show the variables covered in the study. The researcher paid attention to the concept of employee training and development, objectives of training and development types of training programmes, conditions for effective training, training techniques, methods of staff development, talent development as an index of growth, customer retention as an index of growth, competitive abilities as an index of growth and business productivity as an index of growth. The researcher used the resource-based theory to represent the theoretical framework. Empirical reviews by Gunu et al (2013), Adesolam et

al (2013), Mabey and Paul (2013) as well as Umar and Abdullah (2012) were used to beef up the study.

In the third chapter of the work, the researcher handled the methodology. The chapter is composed of the research design, population of the study, sample size, sampling procedure, types and sources of data, administration of the questionnaire, validity, and reliability of the instrument as well as method of data analysis.

In the fourth chapter, the researcher presented in tables, the data gathered by way of questionnaire administration, analyzed same using descriptive statistics and tested hypotheses. The major findings included the fact that employee training positively influenced talent development in project-based organizations; employee training influenced customer or client retention in project-based organizations; employee development impacted effectively on the productivity of project-based organizations and employee development enhanced the competitive abilities of project-based organizations. The chapter ended with discussion of findings.

In the fifth chapter, the researcher handled the overall summary of the project work, conclusion, recommendations, contributions to knowledge and suggestions for further studies. The study ended with a bibliography and appendix.

5.2 Conclusion

The researcher concluded that training and development have grossly influenced the growth of project-based organizations. Employee training is essential to achieve speedy development of important talents in the organizations. Also, there are talents that are not quite faithful hence after being developed in various areas, they quit their jobs after such empowerments not minding the quantum of resources invested in them.

It was also concluded that training is a tool for retaining the clients or customers of project-based organizations. The researchers concluded that trained workers would always try their best to retain their clients. Also, training and development when properly applied can trigger rapid enhancement of productivity and competitive abilities of project-based firms.

5.3 Recommendations

Based on the findings the following recommendation were made.

1. Project-based firms should always take the issues of training and development very seriously to boost corporate growth.
2. Management should not hesitate to commit adequate funds to the training and development of the workforce.
3. Those that benefit from the training and development efforts of project-based organizations should not be in a hurry to quit the organizations that trained and developed them.

4. Those that always divert the resources meant for training of workers should be apprehended, prosecuted, and dismissed.
5. Management should always train and develop workers in such critical areas as information technology to survive the competitive environment in which it operates.
6. Employees should treat clients with respect to not only retaining the clients but to show that they have been properly trained and developed in customer retention strategies.
7. Project-based organizations should emphasize productivity when training their workers.

Contribution to Knowledge

This research work contributes to the body of knowledge both in methodology, theory and practice. The study analysed the effects of employee training and development on growth of selected project-based organizations in Delta State of Nigeria. Most importantly, the study found out that employee training and development has positive relationship with talent development in project-based organizations, positively affected customer retention in project-based organization, positively impacted on productivity of project-based organizations and finally had a positive relationship with competitive abilities of project-based organizations. All the

above mentioned outcomes of training and development lead to growth of these organizations and as well has contributed to body of knowledge.

REFERENCES

- Abetti, P.A., and Baden, F.C. (2010). Critical success factors for radical technological innovation. *Journal of Creativity and Innovation Management*, 9 (4).
- Adekunle, A.I., and Ebulenwa, C.O. (2014). Impact of training on the performance of construction firms in such-western Nigeria. *Journal of Personnel Psychology*, 24 (30).
- Adesolan, A., Oyeniya, K.O., and Adeyemi, M.A. (2013). The relationship between staff training and job satisfaction among Nigerian organizational employees. *International Journal of Academic Research Economics and Management Sciences*, 2 (6).
- Agulanna, E.C and Awujo, A.C (2005). *Human Resources Management. A Graphic Approach*. Owerri: Career Publishers
- Ahuja, G., and Lampert, C.M. (2011). Entrepreneurship in the large corporation: A Longitudinal study of how established firms create breakthrough inventions. *Strategic Management Journal*, 22 (7).
- Akanwa, P.U. (2003). *Principles of Management*. Owerri: Global Press Limited.
- Alugbuo, C.C. (2002). *A Practical Guide to Project Writing*. Owerri: Credo Publications.
- Amabile, T., and Amabile, J.I. (2015). Role of creativity in business innovative growth. *Research and Organizational Behavior*, 10 (7).
- Anyanwu, A. (2002). *Research Methodology in Business and Social Sciences*. Owerri: Canun Publications.
- Armstrong, m (2003). *Human Resource Management Practice*. (8thed.). London: Kogan Page.
- Ashton, B.S., and Cheng, R.B. (2012). Inter-relatedness of product innovation and business stability. *Southern African Business Review*, 10 (3).
- Atuahene, G., and Bagozzi, R. (2012). An analysis of the impact of market orientation on new product performance. *Journal of Product Innovation Management*, 12 (17).
- Baumol, A.T., and Kanungo, R.N. (2012). Entrepreneurship: productive and destructive. *Journal of Political Economy* 98 (5).
- Beunza, B.T., and Burt, C.E. (2015). Innovation dimensions in a globalized business environment. *Research Policy*, 35 (22).
- Boxall, P. (2016). 'The strategy HRM debate and the resource-based view of the firm'. *Human Resource Management Journal*, 6 (3).

- Bozarth, M.A., and Badiri, O.O. (2012). Factors affecting innovation in commercial banks. *Journal of Business Strategies*, 21 (19).
- Brown, A., and Ogere, J. (2010). The causes of poor customer retention in specialized organizations. *Arabian Journal of Business and Management Review* 2 (1).
- Chaney, P.K., and Devinney, T.M. (2014). New product innovations and stock price performance. *Journal of Business, Finance and Accounting*, 19 (12).
- Diewert, E., and Edworthy, F.T. (2014). Research and development as drivers of enterprise productivity. *Applied Economics Letters*, 4(5).
- Fred, L., and Erik, J.H. (2009). The impact of product innovativeness on the link between development speed and new product profitability. *Journal of Organizational Science*, 3 (3).
- Grembler, S.u and Hair, J.E. (2010). Product improvement as a tool for sustainable business development. *International Journal of Retail and Distribution Management* 22 (6).
- Gunu, U., Oni, E., Tsado, E., Ajayi,O. (2013). Training and development as tools for organizational performance: A study of selected banks in Nigeria. *Kuwait chapter of Arabian Journal of Business and Management Review* 2 (1).
- Gupta, A., Lehman, H.U., and Smart, N.N. (2001). Customer acquisition retention and lifetime analysis. *International Journal of Strategic and Contemporary Studies*, 22(9).
- Gurteen, D., and Ginsberg, A. (2013). Knowledge, creativity, and innovation. *Journal of Knowledge Management*, 2 (1).
- Hansen, G.S., and Wernerfelt, B. (2009). 'Determinants of firm performance: the relative importance of economic and organizational factors. *Strategic Management Journal*, 10 (1).
- Hottman, D.L., and Novak, V.D. (2011). New approaches for measuring consumer preferences for new products. *Advances in Consumer Research*, 47 (31).
- Hull, K.K., and Kohli, B.J. (2014). Innovation strategy and the impact of a composite model of service product development on performance. *Journal of Service Research*, 7 (2).
- Huselid, A.M. (2012). 'The impact of human resource management practices on turnover, productivity and corporate financial performance'. *Academy of Management Journal*, 38 (3).
- Jean, B.L. (2011). Strategies for developing customer acquisition and customer retention. *Arabian Economic Journal*, 3(10).

- Kotha, Z.R., and Prahadad, S.A. (2011). Product innovation and business quality delivery. *Journal of Operations Research*, 53 (39).
- Kuratko, D.F., and Hornsby, J. (2014). Challenges of implementing entrepreneurial thinking in established organizations. *Advanced Management Journal*, 58 (1).
- Lado, A.A., and Wilson, M.C. (2014). 'Human resource systems and sustained competitive advantage: a competency-based perspective'. *Academy of Management Review* 19 (1).
- Lan, L. and Kannan, P.K. (2007). New product development under channel acceptance. *Marketing Science*, 26 (2).
- Lee, D.Y., and Tsang, E.W.K. (2011). The effect of entrepreneurial personality, background, and network activities on venture growth. *Journal of Management Studies* 38 (4).
- Legge, K. (2011). *Human Resource Management: Rhetories and Realities*. London: Macmillan Business.
- Lym, S., and Nunually, J.C. (2012). Innovation as a key variable in enterprise development. *Journal of Product Innovation Management*, 11 (7).
- Lyon, W.D., and Keller, C. (2014). Investigating the determinants and consequences of an innovation-supportive organizational culture. *Journal of Entrepreneurship Theory and Practice*, 25 (5).
- Mabey, C., and Paul, N.G. (2013). The impact of management development on the performance of European firms. *Journal of Personnel Psychology*, 54 (31).
- Mahoney, J.T., and Pandian, J.R. (2012). 'The resource-based view within the conversation of strategic management'. *Strategic Management Journal*, 13 (5).
- Marsh, J.C. (2013). New product development and management innovation strategies. *Management Science*, 36 (6).
- Martins, E.C., and Terblanche, F. (2013). Building organizational culture that stimulates creativity and innovation. *European Journal of Innovation Management*, 6 (1).
- Njoku, K.C. (2016). *Product innovation as a driver of growth in entrepreneurship*. A PhD Proposal, Department of Management, Imo State University, Owerri.
- Njoku, R.H., (2013). A comparative study of the effect of training and development on the viability of Nigerian service organizations. An Unpublished Project, University of Nigeria.
- Nwachukwu, K., and Udoka, J.R. (2011). The factors that improve productivity in Nigerian industrial. *Kuwait chapter of Arabian Journal of Business and Management Review* 2 (1).

- Paauwe, J. (2008). 'HRM and performance: the linkage between resources and institutional context'. *RIBES Paper 9854*, Rotterdam.
- Rangone, A. (2009). 'A resource-based approach to strategy analysis in small-medium sized enterprises. *Small Business Economics*, 12 (1).
- Reinartz, W.J. (2005). "Balancing acquisition and retention resources to maximize customer profitability". *Journal of Marketing*, Vol. 69, No.1, PP. 63-79.
- Ruth N.B. and Crina O.T. (2006). Managing customer relationship on the use of continuous duration models to product customer acquisition and retention. *International Small Business Journal*, 32(4).
- Shiela, C.K., and James, M.K. (2016). Towards a theoretical model relating product development strategy, market adoption and firm performance: A research agenda. *Journal of Management and Strategy*, 7 (1).
- Steffs, E.M., Murthi, B.P.S., Rao, J., and Strijiners, A.L. (2011). The effect of models of acquisition and retention strategies on corporate profitability. *Journal of Innovation and Scientific Research*, 7(10).
- Ude, N.A. (2004) *Research Methodology*. Enugu: Vougasen Publications.
- Umar, A.U., and Abdullah, C.J. (2012). The challenges of management development in the Nigerian service industry. *International Journal of Management*, 8(11).
- Walton, R. (2011). 'From control to commitment in the workplace' in Steers, R., and Porter, L. (eds.). *Motivation and Work Behaviour*. New York: McGraw-Hill.
- Wanjan C.W (2013). Investigation of the effect of customer relationship management on customer retention in commercial banks. Unpublished M.Sc. Thesis, Department of Administration and Strategic Management, Kenyatta University, Kenya.
- Zahra, S.A., and Yin, R.K. (2013). Predictors and financial outcomes of corporate entrepreneurship: An exploratory study. *Journal of Business Venturing* 6 (11).

APPENDICES

QUESTIONNAIRE

Department of Project Mgt Technology,

School of Management Technology,

Federal University of Technology,

Owerri, Imo State, Nigeria.

March 16th, 2023.

Dear Respondent,

RESPONSE TO QUESTIONNAIRE

I am an MBA (Project Management Technology) research student of the department and institution stated above. I am conducting research on the effect of training and development on the growth of project-based organizations in Nigeria.

Kindly complete the questionnaire attached. Any information supplied will be treated with strict confidence and will be used purely for academic purposes.

Thanks for your co-operation.

Yours faithfully,

Emmanuel Dike.

APPENDIX A

QUESTIONNAIRE

Instructions: Below are typical questions. Kindly indicate the options you consider appropriate by ticking against such options. Fill in the blank spaces where appropriate.

SECTION A: PERSONAL DATA

1. **Sex**

A. Male

B. Female

2. **Age**

A. Below 20 yrs.

B. 20-25 yrs.

C. Above 25yrs

3. **Level of Education**

A. Below B.Sc.

B. B.Sc.

C. Above B.Sc.

4. **Marital Status**

A. Single

B. Married

5. **Working Experience**

A. Below 1 yr.

B. 1-5 yrs.

C. Above 5 yrs.

SECTION B: STAFF

RQ 1: What is the relationship between employee training and talent development in project-based organizations?

6. Employee training helps to achieve speedy development of essential talents in project-based organizations.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecided

7. Many a time, the talents that are developed in various areas like information technology, engineering and architectural designs in project-based enterprises quit their jobs after such empowerments.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecided

RQ 2: How does employee training affect customer retention in project-based organizations?

8. Employees trained in the management of customer relations and retention in the project-based firms have often strived to retain corporate clients.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecided

9. Many of the customers or clients rarely defect with other consultants when they feel unfairly treated by workers who may not have been properly trained.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecided

RQ 3: How does employee development affect the productivity of project-based organizations?

10. When adequately developed, workers in project-based firms take on higher responsibilities thereby enhancing their productivity.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecided

11. Employee development in project-based firms is sometimes hardly funded by management thereby threatening corporate productivity.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecided

RQ 4: What is the relationship between employee development and competitive abilities of project-based organizations?

12. With employee development, project-based enterprises can improve their competitive abilities and advantages.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecided

13. The development of competitive strength with the use of employee development can be made more feasible if management provides the facilities and industrial infrastructures for the employees to perform.

A. Strongly Agreed

B. Agreed

C. Disagreed

D. Strong Disagreed

E. Undecide