Talent Development Techniques and the Survival of Banks in Nigeria

Augustus-Daddie, Joel[1], Nwuche, A. Christine Ph.D[2]

1.   Ken Saro-Wiwa Polytechnic, Bori, Rivers State, Nigeria
2.   University of Port Harcourt, Nigeria

Abstract

This study using descriptive and inferential statistical tools, examined the association between talent development techniques and the survival of banks in Nigeria. Data for the study was generated from a sample of 97 top management staff from all 21 licensed banks in Rivers State. The cross sectional survey design was adopted for the study as the main instrument for data generation was the structured questionnaire. A total of two null hypotheses were postulated which assessed the association between the dimensions of talent development techniques namely – on-the-job training technique and off-the-job training technique; and the criterion variable - survival of banks in Nigeria. The analysis revealed that in both instances, there was a significant association between on-the-job training techniques and the survival of banks in Nigeria; as well as off-the-job training techniques and the survival of banks in Nigeria. The evidence of the results thus emphasizes the need for training as a panacea for corporate survival and sustained performance.

Keywords: Talent development techniques, on-the-job training techniques, off-the-job training techniques, survival of banks.

1.   Introduction

According to Armstrong (2006), the term talent management which consists of talent planning and development is a relatively new concept in the lexicon of management science. It emerged in the 1990s as a part and parcel of Human Resources Management and development. The term was first used and coined by David Watkin's (in the sense in which it is now used), in the year 1998 in an article published at that time.   In 1997, a Mckinsey study coined the term "war for talent", where it was established that today's society and business world has shifted from the Agricultural age, when the economy was based on land, a physical and tangible asset, followed by the industrial age with a managerial driven economy, and to the age we are now, where talents is the main stay and live wire of every organization. O'Reilly and Pfeiffer (2000) agree that organizations that adopt a "talent war" approach should be those that emphasize the ability of everyone to succeed and thereby achieve extra-ordinary results with ordinary people.

Watkins (1998) suggests that organizations must always focus on developing their talents by doing the following: - sourcing, attracting, recruiting and on-boarding qualified candidates with competitive backgrounds. Managing and defining competitive salaries, training and development processes, retention programs, promotion and transitioning. Watkins (1990) also suggested that to develop a clear talent development strategy and to increase awareness of available talent and successors, all organizations should conduct regular talent review meetings to be prepared for a variety of business changes, such as mergers, company growth, or a decrease in talent needs. In the same way that companies have regular meetings and reports regularly, as regards their financial status and budgetary needs, the talent review meeting is designed to review the current talent status and future successor needs in the organization. Essentially, talent development has the following functions; design and review performance and career potential of employees, discuss possible vacancy risks of current employees, Identify successors and top talent in the organization, create development action plans to prepare employees for future roles in the organization. The above functions indeed make talent development thick. Talent development is all about gathering information about talent, analyzing their career interests and organization / business needs, identifying top talent and successes, and developing these individuals to reduce the risk of losing the best people and experiencing extensive leadership gaps when turnover occurs.

There are however, a few challenges of talent development; according to Taleo (1990), talent development is a complex collection of connected HR processes that deliver a simple fundamental benefit to any organization but yet is faced with many challenging workforce issues which include: heightened competition for skilled workers, Impending retirement of the baby boomers, low levels of employee engagement, acknowledgement of the high

cost of turnover, arduous demand of managing global workforce, Importance of succession planning, Off shoring and outsourcing trends. Every organization, especially the banking industry requires knowledge from several systems and sources which must be well managed through a more focused process to identify that special knowledge, e.g talent that will bring about corporate survival. Percy. W. Bridgman in Okoroma (2000) puts it rightly, when he said "there are techniques of being intelligent, it is not easy to acquire proper use of the mental tools which we have thoughtlessly inherited or which we have in the constitution of our brain severe effort and long practice are required". This study contributes by empirically assessing the relationship between talent development techniques and the survival of banks in Nigeria; its significance is premised on the contextual socio-economic attribute within which it is undertaken.

2. Literature Review

There is generally an ever present need for the training of men in the banking industry so that new or changed techniques may be taken advantage of, and improvements effected in the old methods which may have been woefully inefficient. For the banking industry, training is a practical and vital necessity, because apart from all the known benefits, it enables employees to develop and rise within the organization and increase their "Market value", earning power and job security. According to Gankar (2009), it also enables management to resolve sources of conflicts arising from parochialism, to bring home to the employees the fact that the management itself, is not in disunity. Training moulds the attitude of employees and helps them to achieve better cooperation with the organization with a better sense of loyalty to it. Training heightens the morale of employees as it helps in reducing dissatisfaction, unnecessary complaints, grievances, absenteeism and low turnover. Trained talents make a better and economic use of materials and equipment thereby reducing to the barest minimum issues of spoilage, wastage and the need for constant supervision. Capability or training is the corner – stone of sound talent development as well as effective management of any organization. It is actively and intimately connected with all the personnel or managerial activities. It is an integral part of the whole management programme, with all its many activities functionally inter-related (Mamoria and Gankar, 2009).

Indeed the crucial nature and over-all importance of talent training has been expressed by Gankar and Mamoria (2009) assert that "Training is a widely accepted problem – solving device. Indeed our national superiority in manpower productivity can be attributed in no small measure to the success of our educational and industrial training programmes. This success has been achieved by a tendency in many quarters to regard training as a panacea. It is almost traditional in America to believe that if something is good, more of the thing is even better. Hence, we take more vitamin pills to solve personal health problems and more training to solve our manpower problems. Over and under – emphasis on training stems largely from inadequate recognition and determination of training needs and objectives; they stem also from lack of recognition of the professional techniques of modern industrial training" (p.281). The following are some training methods adopted both by the banking industry in Nigeria with other organizations outside the Nigerian context.

2.1 On-the-Job Training Techniques

According to Armstrong (2004), on-the – job training techniques refer to training methods used for training employees on the job. These methods place more emphasis on the acquisition of specific knowledge, skills and abilities in a real work situation. According to Ledee (2014), these methods allow trainees to perform the tasks under the guidance of experienced workers on a day to day basis or as a part of specially tailored methods used for training them. Some of these methods are: modeling demonstration, coaching, job rotation, planned experience, mentoring, staff meeting, discussions, job instruction, counseling, delegation, programmed instruction, assistance, etc. (Dessler, 2011). Consequently, to ensure an effective on – the – job training of employees, Dessler (2011) has given four crucial steps that will help bring about an effective on-the-job training. They are: Step 1: Prepare the learner under this step, the trainer cum-organization is to do the following; put the learner at ease, explain why he or she is being taught, create interest and find out what the learner already knows about the job, explain the whole job and relate it to some job the worker already knows, place the learner as close to the normal working position as possible, familiarize the worker with equipment, materials, tools and trade terms. Step 2: Present the Operation. This step entails the following:

Explain quantity and quality requirements, go through the job at the normal work pace, go through the job at a slow pace several times, explaining each step between operations, explain the difficult parts, or those in which errors are likely to be made, again go through the job at a slow pace several times; explain the key points, have the learner explain the steps as you go through the job at a slow pace. Steps 3: Do a try out under this step, the following things are recommended;

i.   Have the learner go through the job several times, slowly, explaining each step to you. Correct mistakes and, if necessary, do some of the complicated steps the first few times.

ii.   Run the job at the normal pace

iii.   Have the learner do the job, gradually building up skill and speed.

As soon as the learner demonstrates ability to do the, job let the work begin, but don't abandon him or her. Step 4: Follow-up. Here we have the following; designate to whom the learner should go for help, gradually decrease supervision, checking work from time to time, correct faulty work patterns before they become a habit, show why the method you suggest is superior. Compliment good work. Ledee (2014) highlights the following benefits of on-the-job training; it offers firsthand knowledge and information about the job under the actual working conditions, it is tailored to fit trainees background attitudes, needs, expectations, goals and future assignments, it is not time consuming there is high degree of adaptability and flexibility trainees learn on actual equipment and in the job environment; thereby gaining richer experience when compared with off-the-job training methods, It develops a sense of achievement in the employees since career progression and advancement on the job and in the organization go on simultaneously with training, it is economical, that is, cheaper than off the job training methods since no additional personnel or equipment are required, It motivates trainees to learn as relevance is usually apparent, It avoids the problem of transfer from a separate training setting to the actual job setting. Thus we hypothesize that:

HO_1: There is no significant relationship between on-the-job training and the survival of banks in Nigeria

2.2 Off-the-Job Training Techniques

These refer to training methods used for formal training courses away from the place of work (Ledee, 2014). In off – the – job training methods, the emphasis in learning is usually on developing an understanding and of general principles, providing background knowledge and generating an awareness of comparative ideas and practice that will lead to improved performance. Ojo (1998) in Ledee (2014) identifies two types of off – the – job training methods. They are; classroom training method which is commonly used when concepts, theories, attitudes and problem solving abilities need to be learnt. Training activities such as some aspects of company orientation and safety training can be conducted in the classroom than on the job.

Some of the major classroom training methods include; talks, case studies, role plays, in – basket, programmed instruction, seminar, conferences, workshop, discussion group, simulation, distance learning programme, symposia, business games, group project, etc. The second type of off – the – job training method highlighted by Ojo (1998) in Ledee (2014) is the vestibule training method. According to Dessler (2011), this is the type of training method in which trainees learn on the actual or simulated equipment they will use on the job, but are trained off the job (in a separate room or vestibule). Vestibule training is necessary when it is too expensive or dangerous to train employees on the job; Ledee (2014) states too that vestibule training method is most useful where a relatively large number of people are being trained. Burke (1995) cited in Ledee (2014) stated unequivocally, that "Employees who participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably and had less of intent to quit". This again confirms our argument and position, that training is an essential tool for both talent development and talent retention for organizational effectiveness. Scholl, (1981) in Ledee, (2014) also states that the result of training is a more committed employee that has a greater desire to remain. Training is indeed reciprocal in the sense that the employee / talent sees himself as having benefited from the organization. He looks forward to make an attempt to repay the organization in future. And to do this effectively and efficiently, the employee will need to remain committed to the organization until the "benefit" is paid.

HO_2: There is no significant relationship between off-the-job training and the survival of banks in Nigeria

3. Methodology

Design: The Cross-sectional survey design was adopted for analyzing the primary data. The cross-sectional design is often identified with survey research. The population of this study is comprised of 140 management staff (7 each) of all licensed banks (20) in operating in Rivers State. The Taro Yamen's formula was used to determine the sample size at a significance level of 0.05 (Baridam, 2001). The sample size was made up of all top, middle and supervisory level staff who shall serve as respondents based on the Taro Yemen's formula.

The formula is given as;

www.iiste.org

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

Where;
n = Sample size sought
e = Level of significance = 0.05
N = Population size =   140 management staff selected from the 20 banks (7 each).

Given as:

$$n = \frac{140}{1+140(0.0025)}$$

$$n = \frac{140}{1.35}$$

n = 104

Therefore sample size = 104

Instrumentation: The data instrument comprised of two main sections (section A and section B) where section A assessed demographic data and section B assessed data on the study variables. Each dimension of talent development techniques (On-the-job training techniques and Off-the-job training techniques) was measured on a 6 item instrument, while the criterion variable = survival of banks, was measured on an 18 item instrument. All variables were scaled on a 5-point Likert type scale of 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree and 5 = strongly agree (Kothari, 2014; Nachimias & Nachimias, 1996).

Reliability: To ensure internal reliability, the survey instrument was assessed by means of Cronbach Alpha coefficients, using the statistical package for social science.

Table 1. Reliability tests

Variable	Alpha Value	No of Items
Survival of banks	0.984	18
On-the-job training techniques	0.882	6
Off-the-job training techniques	0.906	6

Source: Research data, 2015

4.   Findings of the Analysis

Table 2. Survey outcome

Questionnaire copies	Frequency	Percentage (%)
Administered	104	100
Retrieved	101	97
Bad copies	4	4
Usable copies	97	93

Source: Research data, 2015

4.1 Demographic Findings

In this section data on the sample characteristic is examined using the frequency and percentage descriptive statistical tools. Variables are herein scaled on the nominal (e.g. gender) and ordinal scale (e.g. qualification) thus allowing for only exploratory analysis through descriptive methods.

Age of Respondents - Data for the age distribution of the study reveals that 38 respondents are between ages 29 – 39 years (39%), 48 respondents between 40 – 45 years (49%) and 11 respondents at 50 years and above (11%); **Gender of Respondents –** Data reveals that the gender classification of respondents has 63 male respondents

(65%) and 34 female respondents (35%); **Qualification of Respondents –** Data indicates that for the various levels of qualification attained by respondents, 3 respondents have obtained doctoral degrees (3%), 26 have master degrees (27%) and 68 have bachelor degrees (70%); **Level of Respondents –** Data indicates that for the level of the participants in their organizations, 6 of the participants occupy top management positions (6%), 25 occupy middle level management positions (26%) while 66 are at the supervisory level (68%).

4.2 Tests of Hypotheses

Table 3. Test for association between capability development and measures of corporate survival

			On-the-job training (HO$_1$)	Off-the-job training (HO$_2$)
Spearman's rho	Corporate Survival	Correlation Coefficient	.626[**]	.615[**]
		Sig. (2-tailed)	.000	.000
		N	97	97
	On-the-job training	Correlation Coefficient	1.000	.475[**]
		Sig. (2-tailed)	.	.000
		N	97	97
	Off-the-job training	Correlation Coefficient	.475[**]	1.000
		Sig. (2-tailed)	.000	.
		N	97	97

Source: Research data, 2015

Table 3. Illustrates the analysis for the association between on-the-job training techniques and the survival of banks in Nigeria where rho = 0.626 and p = 0.000. The findings show strong and significant (where ** implies significance at 0.01 and p<0.05) associations between both variables; therefore based on the criterion for null hypothetical statement rejection of p<0.05, we reject the null and restate that there is a significant association between on-the-job training techniques and the survival of banks in Nigeria.

Table 3. Portrays the analysis for the association between off-the-job training techniques and the survival of banks in Nigeria where rho = 0.615 and p = 0.000. The findings show strong and significant (where ** implies significance at 0.01 and p<0.05) associations between both variables; therefore based on the criterion for null hypothetical statement rejection of p<0.05, we reject the null and restate that there is a significant association between off-the-job training techniques and the survival of banks in Nigeria.

5. Discussion and Conclusion

This study investigated the relationship between talent development techniques and the survival of banks in the Nigerian banking industry. The result of the analysis revealed significant associations between the dimensions of talent development techniques (on-the-job training techniques and off-the-job training techniques) and the survival of banks in Nigeria. The findings of this study support the stance of Armstrong (2009) who viewed training as the use of systematic and planned instruction activities to promote learning. He further gave five key justifications for training and capability development which include; work or jobs which require skills that can only be developed through formal instruction; when different skills are required by a number of people which have to be developed quickly to meet new demands, and cannot be acquired by relying on experience; when the tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed, etc. Each of these factors points towards one direction; flexibility, which is the ability to change in order to suit new conditions or situations; the ability to bend easily without the risk of breaking up. This is in line with Abiodun (1999) who sees training as a systematic development of the knowledge, skills and attitude required by employees to perform adequately on a given task or job. The banking industry undergoes not a few changes in both fiscal and non-fiscal policies requiring a good doze of flexibility at all times, not even by employees alone, but by the general populace at large. Armstrong (2009) has advocated that training should be systematic. It should stem from current to future needs of an organization. He further suggested the use of trained trainers for every training endeavour. Indeed flexibility is to ensure the accommodation of changes in the environment of business.

References

Armstrong, M. (2009). *A Handbook of Human Resource Management practice*. London: Kogan page publishers.(11 edition)

Banga, T. R, and Sharma, S. C, (2009). *Industrial Engineering and management including production management*. Khanna Publishers.

Dessler, G, (2011). *Human Resource Management*. Pearson Publishers

Kazmi. A. (2008) strategic management and Business Policy.   Mcgraw Hill Publishing Company Ltd.

Khanka, S.S. (2013) Human Resources Management. (Text   and cases) S. Chand and Company Ltd.

Khanka, S.S. (2013). *Human Resources Management*: *Text and cases*. S. Chand and Company Ltd.

Kothari C. R, and Garg G. (2014). *Research Methodology Methods and Techniques* (3rd Edition). New Age international publishers.

Ledee, F. (2014). *The Fundamentals of Training: A Simplified Approach*. ANO publications Co.

Mac'odo D. S. (2001) Introduction to Research Methods. A monograph.

Mamoria, C. B, and Gankar, S. V. (2009). *Personnel Management*: *Text and cases*. Himalaya Publishing House.

Nachmias, C. F. and Nachmias, D. (1996) Research Methods in the social sciences 5th ed. New York, St. Marthins   Press.

Okoroma, N. S. (2000). *Perspectives of Educational Management, Planning and Policy Analysis*. Paulimatex Printers, Rivers State.

Watkins, D.L., (1998). An Application Framework for Talent Management That Acts as a Central Feedback Center for all Organizational Functions / Softscape, Incorporated.