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FACULTY OF MANAGEMENT SCIENCES

DEPARTMENT OF ADMINISTRATION

COURSE GUIDE

Course Code: PAD 371

Course Title: PUBLIC PERSONNEL MANAGEMENT

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Published by
NOUN Press

ISBN:

MODULE ONE

UNIT 1: EVOLUTION AND HISTORY OF PUBLIC PERSONNEL MANAGEMENT

1.0 Introduction

Organizations today face many challenges in the management of their human resources. Every month brings media report on organizational reengineering, restructuring, outsourcing, rightsizing, downsizing, rationalization, retrenchment etc. most of these change-management strategies have implications for public personnel management. Public personnel management is part of the process of management in general. It is a constituent element in the complex business of piloting any public establishment. Public personnel management is both a function (something which is done) and a discipline (a body of knowledge). The purpose of the course is to provide a clear understanding of development in the field of human resources management that those managing public establishment will certainly and increasingly face.

2.0 Objectives

By the end of this unit, the students should be able to:

i. Trace the origin of public personnel management.
ii. Discuss public personnel after independence

iii. Explain the meaning of public personnel management.

3.0 Main content

3.1 Historical Perspectives:

The concept of public personnel management in Nigeria is historically colonial in nature and operations. The British Colonial Administrators ruled Nigeria for several years, established the public service and bequeathed colonial legacies to Nigeria after independence in 1960 and republican status in 1963.

Historically, the British colonial rule was militocratic in nature under the unified civil service system established by them in 1900. Under this system, the natives were regarded as "staff officers" while the British subjects were "line officers". Okoli F.C. and Onah Fab (2002) observes that "the colonial civil service was a machinery by the British to consolidate their administration of the colonies. They continued that it started as a tool of conquests and grew into a Task Force to pacify native areas and make treaties with chiefs and natural rulers with the aim of coerce hostile and competing tribes to live together, in peace.

Infact, the system of personnel management was exploitative, authoritative and de-humanizing. Supo Adeolakun (1996) opines that the British system of public personnel management was based on "forced labour management" classified two ways:

i. By mandatory demands that people provide services such as construction of roads, government houses, schools etc (period and piecemeal slavery)
ii. By introduction of taxes which forced the labour population to work in order to obtain money for taxes (modernized share cropper system).

The personnel structure of the colonial public service was organized and placed the colonial masters at advantages hierarchically. The number one citizen in Nigeria was known as the "Governor General" who was accountable to the Colonial Secretary in London while the Secretary was accountable to the British cabinet and parliament. The chief secretary to the Governor General was regarded as the "Head of Public Service" who was solely responsible for coordination of departmental and political administration including other responsibilities delegated to him by the Governor General.

Nicolson (1969) states that “the responsibility of filling all positions in the administrative grades rested with the colonial office while local personnel (Nigerians) were recruited to fill the junior posts in the clerical, semi-skilled and unskilled grades”. Several departments such as specialists, education, public works, health, agriculture, technical and professional were established to promote effective colonial personnel management and achievement of colonial objectives. These departments helped the Head of Service for policy formulation and implementation.

There was shortage of manpower to administer colonial territories. This lead to the recruitment of traditional or native rulers for project execution. Building of roads and houses, and tax collection under the forced labour management. The Head of Service of the colonial administration established educational system for the training and development privileged children if traditional rulers in order to ameliorate the problem of personnel shortage. It should be noted that the educational system (Primary and Secondary schools) was not technical oriented but directed to produce clerical staff or colonial bureaucracies.

The colonial personnel management was characterized by warrant chiefs and riots in the South East (Aba Women Riot of 1921), exploitation, forced labour, discrimination of Nigerian elites, indiscipline and excessive corruption among the colonial bureaucrats like the court clerks, interpreters, and including the traditional rulers. Though, the colonial system was a huge success in the northern region, promoted law and order, effective and efficient public service in the area; but it was not fashioned for Nigerian’s interest.

3.2 Public Personnel After Independence

Before Nigeria’s independence in 1960, the process of regionalization of the public service in 1954 and Nigerianization in 1957 has started. This process followed the appointment of a Nigerianization officer and parliamentary committee on Nigerianization in 1957 and 1958 respectively. The term “Nigerianization” according to Okoli and Onah (2002) is a period of apprenticeship and staff development. It is a process of transferring the colonial civil service into a Nigeria one. That is, the process of replacing expatriate officers by indigenous ones through “a planned infusion of Nigerians into the senior service” by means of an accelerated programme of recruitment, training, supernumerary appointments and promotions.

The shortage of qualified manpower in the northern region provoked the adoption of the policy of Northernization in order to recruit expatriates into the civil service on contact terms where Northerners are not available for recruitment. Also, for effective Nigerianization, fair play, natural justice and national integration, northerners were recruited into senior positions even when they are not qualified educationally. This spirit of northern accommodation lowered the standards and performance of public service, over-promoted young Nigerian public servants to management positions and limited the career prospects of new entrants. It is necessary to state that by 1960, the public service had been Nigerianzied whereas only twenty-six Nigerian were senior public officers as at 1939.

After independence, the public service was characterized of political instability, military dictatorship and several reforms. The military has ruled Nigeria for 30 years of 49 years of the country’s independence. The military officers are men in khakhi who governs the affairs of the country through militocratic pronouncements (Decrees). They are not constitutionally empowered to rule, hence the constitution is suspended indefinitely in order to legalize their rulership. It is an aberration for the military to be in government through a coup-detat.

Adebayo Augustus (1997) opines that the military debit account includes autocratic and dictatorial decision making process, appointments in the civil service against all the norms and ethics, and against all the rules and regulations, over-concentration of authority, counter-productive and inefficient, impairment of discipline thereby destroying the spirit of comradeship in the civil service including personal unsuitability of the military officers.

In fact, the presence of the military in Nigeria politics contributed to a large extent the demise of a public oriented service that is efficient, friendly, accountable, responsive and responsible to the people. Insubordination of public officers, indiscriminate arrest and detention of labour leaders, proscription of trade unions, excessive corrupt practices, mismanagement and abortion of the public service rules, regulations and procedures are hallmarks of militocracy.

The public service continued to deteriorate despite its growth in functions, size, resources and the increasing complexity of the society. Its over-bureacratization, tradition-bound and unchanging prompted the introduction of several civil service reforms in Nigeria by successive governments. These reforms include Tudor Davis Commission (1945), Harraign Commission (1946), Foot Commission (1948), the Hewn Committee (1959), Gorsuch Commission (1954), the Mbanefo Salaries and Wages Commission (1959), the Morgan Commission (1963), the Elwood Grading Team (1964), the Adebo Salaries and Wages Review Commission (1971), the Udoji Public Service Review Commission (1972,) the Dotun Philips Review Panel (1988), the Allison Ayinda Civil Service Reform (1997) and the Obasanjo Civil Service Reforms (1999-2007).

These reforms in the civil service speaks volume of the need for efficient and motivating public service that is 21st century oriented. It is worthy of mentioning that of tall the reforms, the 1988 reforms was a watershed, comprehensive and different from other reforms on the following grounds:

i. Enhanced professionalization of the civil service
ii. Rationalization of authority and responsibility at the top level of a ministry by making the minister the Chief Executive and Accounting Officer of his ministry instead of the permanent secretary.
iii. Installation of a strong scheme of checks and balances to prevent abuse of power
iv. Enhancement and strengthening of the economic and financial management apparatus of the presidency by placing the Central Bank of Nigeria and the Planning and Budget office directly under the president.

The problem of efficient public service and the quest for efficient public personnel management in Nigeria continued unabated. No wonder that President Obasanjo, in 2005 civil service day celebration declared that he was disappointed with the poor performance and outdated method and system of the civil service which he inherited in 1999, hence, his administration found it necessary to institute a very comprehensive reform aimed at the total transformation of the civil and public services in Nigeria. He continued that "today's civil and public service needs to rediscover the time-honoured in-built system of training, retraining, and adaptive skills in consonance with modern work practices and processes, a civil service that must move with contemporary times in terms of technology, information, service delivery and ideas. Its watchwords must be efficiency, effectiveness, competence, accountability and untainted commitment and service to the people. It must also rediscover its cherished tradition of service, loyalty and excellence and complement them with integrity, credibility, leadership, innovation and transparency in the management of scarce resources."

The civil service reforms under President Obasanjo include the monetization policy (2003), SERVICOM, DUE PROCESS mechanism (2005), Procurement Unit (2001) Pension Scheme (2004) and National Health Insurance Scheme (2005). Therefore, it is obvious that public personnel management has undergone several surgical operations for improved service delivery otherwise the Nation's development would be eluded.

3.3 Meaning of Public Personnel Management

We will define management and public institutions before the meaning of public personnel management.

According to James Stoner (1977) management is the "process of planning, organizing, leading and controlling the efforts of organizational members and the use of other organizational goals". Richman and Farmer (1983) observes that management "involves strategy, innovation, initiating and brining about change, creating problem solving and decision making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resource negotiating, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship, and a high degree of risk-taking and entrepreneurship".

Public service institutions are according to Peter F. Drucker (1973) the "main pillars of a modern society, load-bearing members of the main structure. They have to perform if society and economy are to functions". Alloy Ejiogu (1994) defines public service institutions as an indispensable part of our larger society. They include all government ministries, schools, colleges, universities, research institutions, government hospitals and allied institutions, as well as religious and charitable organizations.

To us, public service institutions refers to institutions of government and its agencies or organizations established, financed, controlled and managed by government in order to provide public goods or services for the benefits of the masses. Workers in this institutions are paid by the government.

The 1979 constitution of the Federal Republic of Nigeria, asserts that the public service of the Federation covers the following ten categories of public organizations:- the federal civil service, the state civil services, local governments, statutory corporations of the federal and state governments, companies or enterprises with full or majority ownership by either the federal or state governments, authorities or commissions established by the Federal or State governments, educational institutions established or financed mainly by federal and or state governments, the policy force. The armed forces and the judiciary.

Adamolekun (1986) defines public personnel management as the management role that is concerned with people at work and their relationships within the organization. It involves personnel utilization, personnel motivation, and personnel protection.

Public personnel management is responsible for provision management and administration of people for services, psychological needs, material needs as well as creation of enabling environment for effective function and recreational activities of the people, and the sustenance of healthy ecosystem. We can also define public personnel management as the “process of recruitment and selection, manpower training and development, re-training and staff motivation, compensation, discipline and promotion of friendly labour relations through collective bargaining in public institutions.

4.0 Conclusion

In this unit, we have seen the evolution of public personnel management from precolonial through colonial to post-colonial era. The unit equally examined public personnel management after independence and equally gave a vivid explanation of the concept of public personnel management which contains its major activities.

5.0 Summary

The unit has covered the evolution of public personnel management; the state of the concept as well as a comprehensive definition of public personnel management including its core task.

6.0 Tutor Marked Assignment

i. Attempt the origin of public personnel management
ii. Discuss public personnel management after independence
iii. Explain the meaning of public personnel management

7.0 Reference and other Resources

Ezalu, B.O. and Esiogu, L.N. (2016), Public Personnel Management (Human Capital Management Strategy in the 21st Century) Enugu Chambers Books Ltd.

Elippo, E.B. (1984) Personnel Management (Sixth Edition) McGraw Hill Book Company New York.

UNIT 2: GENERAL PRINCIPLES OF PUBLIC PERSONNEL MANAGEMENT

1.0 Introduction
2.0 Objectives
3.0 Main Contents
3.1 General principles of Public Personnel management

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignment

7.0 Reference and other Resources

1.0 Introduction

The need for effective human resources management is increasing on daily basis especially in a turbulent and unstable economy like Nigeria. According to Owen (1978) employees remains the organization's greatest assets which he called "vital machines". Therefore, personnel of any organization should be managed effectively to achieve the following goals: -

a. To utilize the skills and abilities of the workforce efficiently
b. To provide well-trained and well-motivated workforce for the organization.
c. To communicate sound personnel policy packages to all stakeholders.
d. To promote ethical policies and productive behaviour in a work environment.
e. To promote employee's job satisfaction and self-actualization in a work environment.
f. To aid achievement of established organizational goals
g. To train, develop and maintain a quality workforce that will improve organizational performance.
h. To promote industrial harmony through consultation, negotiations, compromise and collective bargaining with trade unions and other stakeholders.

2.0 Objectives

By the end of this unit, the students will be able to perform the following tasks:

i. Discuss the goals of public personnel management
ii. List general principles of public personnel management
iii. Explain fully, any six principles of public personnel management

3.0 Main content

3.1 General principles of Public Personnel Management

a. **Principle of Meritocracy:** This principle is of the view that recruitment, selection, promotion, training and discipline should be based on merit including management actions to discourage job dissatisfaction and industrial conflict. This means that ethnicity, religion, godfatherism and primordial relationships should not be considered in a work environment in order to encourage efficiency and productive behaviour among employees.
b. **Principle of Democracy:** Personnel managers should endeavour to practice democratic principles in matters affecting employees. They should be openness, consultation and participation in decision making to encourage employee commitment to organizational goals.
c. **Principle of Motivation:** Employees must be motivated in a work environment. This is because a motivated worker is a happy worker. Ingredients of job satisfaction should always be provided to ensure attainment of organizational goals.
d. **Principle of Stability:** Principles of stability should be encouraged in a work environment to encourage employee efficiency, improved performance, specialization, consistency, continuity and predictability of actions.
e. **Principle of Accountability:** Public accountability is a constitutional matter and should be adhered to strictly in public personnel management. Accountability is the rendering of stewardship by a public officer during or after holding an office, this means that employees and management should always endeavour to give account of their stewardship according to laid down rules and regulations.
f. **Principle of Public Relations:** There should be official and personal interactions between managers, subordinates and other employees in a work environment. Infact, intimacy and public relations promotes cooperative behaviours, team spirit, comradeship, commitment and satisfaction of employee's social and psychological needs.
g. **Principle of Flexibility:** In a work environment, management should discourage rigid application of rulers and regulations in the discharge of

employees responsibilities. This is to allow employee's initiative, creativity and personal judgment in a dynamic environment.

h. **Principle of Espirit De Corp:** This principle suggest that organizational goals can only be achieved in a work environment when there is cooperative behaviour, team spirit and team work among employees. Therefore, espirit de corp should be promoted.

i. **Principle of Equity and Fair Play:** Principle of equity and fair play is very essential in personnel management. Management should promote equity, fairness and justice in dealing with employees. Employees should also be treated equally without discrimination while the "Ho Stove rule" should be applicable in employee discipline.

j. **Principle of Leadership:** Effective and efficient leadership in a work environment should have legitimacy and enjoy the confidence of all stakeholders. The leader must posses leadership qualities and charisma.

k. **Principle of Education and Training:** Management should promote the education, training and development of employees for the benefits of the organization and to ensure job satisfaction.

l. **Principle of Competitive Examination:** This means that promotion and advancement in a work environment should be based on competitive written or oral examination.

4.0 Conclusion

The soundness and good working order of the body corporate depend on a certain number of conditions generally called principles. These concepts called principles constitutes major determinants of success or failure of any organization. It help to strengthen the body corporate or facilitates its functioning. The general principles of public personnel management are key indicators of successful management of human and material resources in any public establishment.

5.0 Summary

In this unit, we have been able to examine the goals of public personnel management which includes effective utilization of skills and abilities of workforce, provision of conclusive working environments in order to elicit high productivity from workers etc. we equally examined the general principles of public personnel management like principles of meritocracy, democracy, motivation, stability, accountability, good leadership, fair play, equity etc. These principles have been discovered to be the key determinants of success of any organization if it is rationally and intelligently applied.

6.0 Tutor-Marked Assignment

i. What are the goals of public personnel management
ii. List principles of public personnel management
iii. Explain any six (6) principles of public personnel management.

7.0 Reference and other resources

Ajakemo, B.C. and Aroh, E.C. (2005), Public Service System in Nigeria, Enugu Afrika Link Books.

Cole, G.A. (1997), Personnel Management Theory and Practice London East Wills Educational

Ezeali, B.O. and Esiagu, L.N. (2009), Public Personnel Management Onitsha, Chambers Books Ltd.

Okoh, A.O. (1998), Personnel and Human Resource Management in Nigeria, Benin Amfntop Books.

UNIT 3: PERFORMANCE APPRAISAL IN PUBLIC SERVICE

1.0 Introduction

It has long been accepted position that the appraisal of human performance is an activity essential to the well being of the society. Performance appraisal is commonplace in every day living. Sales men are paid on the basis of the number of living products or services they sell. People seldomly question the need for appraising individual performance. The real problem is to develop and improve valid and reliable appraisal procedures and to create greater understanding of the purposed and limitations of performance appraisal so that results derived from its application will not be misused.

The growth of formal organizations and recognition of their critical importance to a complex society have brought about the need for formal and systematic approaches to performance appraisal. In the first decade of the twentieth-century, criticism of casual, haphazard, unsystematic, highly personalized and esoteric plans for judging the worth of individuals to organizations brought about a wide variety of efforts to reform performance appraisal plans. These include federal and state civil service legislations on rating of personnel, such as the federal civil service classification Act of 1923, Taft-Hartly Labour Act of 1947, Fair labour standards of 1963, civil Rights Acts of 1964, and the more recent Equal Employment opportunity legislation during the decade of the seventies. The quest for ways of eliminating favoritism, seniority, and inequitable treatment in compensation plans led to multitude of rating programs within and outside governmental organizations.

These plans are referred to as traditional approaches to performance appraisal. The traditional plans, for the most part, were psychometrically oriented, and consisted of appraisal of personality traits or preconceived characteristics deemed essential to the role individual performs in the organization. Most traditional performance appraisal plans in the first half of the twentieth century were devoted to non-administrative personnel.

2.0 Objectives

By the end of this unit, the students should be able to:

i. Explain meaning of performance appraisal
ii. Discuss the objectives of performance appraisal
iii. Explain the ethics of appraisal.

3.0 Main content

3.1 Meaning of Performance Appraisal

One of the key responsibilities of the personnel manager is to evaluate the performance of his subordinates. "The essence of evaluation is to assess the employee character, attitude, potential and past performance on the job". Employee evaluation has often been called performance appraisal, performance rating or performance evaluation. Whatever name it is called, the essence of rating is to evaluate the employee's strength and weakness. Ezeali B.O. (2006) defines performance appraisal as "an organizational strategy adopted to determine an employee's suitability for motivation, promotion, continuity and further responsibilities in a work environment.

When people work in an organization, it is expected that, there should be a way of measuring or evaluating their jobs in order to know whether they are actually performing the job for which they were hired and paid for. Performance appraisal may be defined as a process of arriving at judgments about an individual's past or present performance against the background of his/her work environment, and about his/her future potential for an organization (Castetter, 1981).

According to Hellriegel and Slocum (1996) performance appraisal is the process of systematically evaluating each employee's job-related strengths, development needs and progress towards meeting goals and determining ways to improve the employee's job performance.

Obikezee and Obi (2004) sees performance appraisal as the formal assessment of staff in order to determine his performance level. It is an accepted personnel function that some mechanism have to be adopted to assess workers from time to time in order to ascertain how well they are doing in their jobs.

The appraisal process is an activity designed to assist personnel to achieve individual as well as organizational benefits.

3.2 Objectives of Performance Appraisal

Performance evaluation is not an end in itself, it is a means to an end. The end is to help the employee know his weaknesses and strength, and help the employer make some basic decisions on how to distribute organizational favours. Performance appraisal helps to:

i. Determine and reward good performance
ii. Indentify employee's training and development needs
iii. Make easier for employer to take decisions involving promotion, transfer, pay rise and termination.
iv. Determine what type of employee can be successful with the organization
v. Above all, the main objective of performance appraisal is not punitive but for corrective actions.

Many authors have outlined the objectives of appraisals, they include:

a. To determine personnel employment status
b. To implement personnel actions
c. To improve individuals performance
d. To achieve organizational goals and
e. To translate the authority system into controls that regulate performance.

Oko (1998) listed the following objectives of appraisal:

a. Workers performance: Appraisal helps to create and maintain a reasonable level of employee job performance. Thus it helps to identify an individual's current level of job performance
b. Employee development: Appraisals help to indicate training needs for development i.e. areas at close circuit. It thus facilitates mutual understanding between the supervisor and his subordinates.
c. Guide to change of job: Appraisal hel decision making, promotion, transfer, lay offs and discharges. Thus, it helps to determine the future use of an employee eg. Whether he should remain in his present job or be transferred, or even dismissed.
d. Wage and Salary increase: Annual increment is a regular feature of pay system. Appraisals helps managers to determine what level of increase in pay shall be given to employee on ground of merit.
e. To validate personnel selection process: The rating and predictions made of particular candidate during the selection process can be correlated with appraisal rating after a year or two, to determine the accuracy of personnel selection technique.
f. Serves as Motivation: An encouraging appraisal helps to motivate an employee to do better in his present job by the knowledge of research recognition of his merits and the opportunity to discuss his work with his manager.

Obikeze and Obi (2004) listed four reasons namely:

a. It is an easy way of determining the individual workers performance level.
b. It helps management in making decisions pertaining to promotions and pay rise.
c. It helps to identify training and development needs.
d. It helps employees to improve their performance,

Invancevich et al (1994) listed five objectives. There are as follows:

a. To make decisions involving promotion, transfer, pay rise and terminations easier.

b. To help establish training and development programmes and evaluate their success.
c. To provide feed back to employees that point to strengths and weaknesses.
d. To predict whether recruitment and selection activities lead to attracting, screening and hiring the best human resources.
e. To help determine what type of individual can be successful with the organization.

In summary, performance appraisal systems have multiple uses. Properly designed, they produce benefits for the individual, the work group, and the total system.

3.3 Ethics of Appraisal

Every appraisal system needs a set of values to guide the conduct of appraisers who make judgments about the appraises of whom they supervise, and whose judgments may affect their positively or negative the short and long run interests and destinies of their subordinates. Employees/individuals who are apprised should be assured of the following:

a. Preparation: Appraisers are properly prepared to engage in the appraisal process.
b. Confidentiality: Appraisers exercise confidentiality in the control and use of information.
c. Objectivity: Appraisees utilize objective means to secure accurate, relevant, representative, and complete information about the appraisee’s performance.
d. Report: Appraisers record and report reliable picture of the appraiseer’s performance.
e. Feedback: Appraisees provide feedback so that appraises know the current status of their performance and measures involved in its improvement.
f. Access: Appraisees have access to appraisal judgments.
g. Participation: Appraisers are able to engage in dialogue with appraisers about their performance evaluations.
h. Constraint: Appraisers restricts judgment to general and specific responsibilities of appraisee’s position.

i. Due process: Appraisees have access to due process procedures.
j. Security: Appraisees have position security based on effective performance.
k. Appeals: Appraisees have a line of appeal regarding negative judgment of their performance.
l. Equity: Apprasisees will be treated equitably in appraisal judgments relating to compensation, promotion, transfer, demotion, furlough and dismissal.

4.0 Conclusion

From the discussions so far, we can understand that workers appraisal is highly indispensible if we are to get the best out of workers. Appraisal process is an activity designed to assist personnel to achieve individual as well as organizational benefit. It helps in workers performance; employee development; helps in decision making, promotion, transfer lay offs and discharges and serves as a motivation to employee especially if it is positive. It is like stock taking where workers are made to get feedback of their contributions to their organization within a specific period.

5.0 Summary

In this unit, we have examined the origin and development of performance appraisal, meaning and objectives of appraisal. We equally examined the ethics governing appraisal process which if adhered to appraised will be very smooth and yield the required results. In this section we discovered that if appraisal exercise is positive, it will at as a motivational mechanism for workers in any organization.

6.0 Tutor-Marked Assignment

i. What do you understand by the term performance appraisal?
ii. List and explain the objectives of performance appraisal
iii. What are the ethics of performance appraisal in any modern organization?

7.0 Reference and other resources

Ejiogu, Aloy (1993) Issues in the Management of Public Service Institutions, Lagos Pumark Nig. Ltd.

Ezeali, B.O. and Esiogu, L.N. (2009) Public Personnel management, Onitsha Chambers Books Ltd.

Grahari, H.T. (1991) Human Resource Management London Pitman Publishing

Mills, D.Q. (1978) Labour Management, New York Mcgraw Hill Book.

UNIT 4: RECRUITMENT AND RECRUITMENT POLICIES AND METHODS

1.0 Introduction

This unit focuses on one of the most crucial activities of personnel management – recruitment. As you will see, it is a fairly misunderstood concept by personnel management practitioners. Also as you will see, because it is the beginning of the processes of procuring staff for the organization, it is very important and deserves maximum attention of personnel specialists in organizations.

2.0 Objectives

By the end of this unit you should be able to: define recruitment expertly

i. Distinguish the concept of recruitment in the context of its theory from the context of its practice.
ii. Identify all the "markets" open to an organization for recruitment purposes and their limitations.
iii. Indentify and explain the various tools used in the recruitment process.

3.0 Main content

3.1 Definition of recruitment

Ibrahim Omale, in his paper which is contained in chapter 4 of a book of readings edited by Professor Ali D. Yahaya and Dr. Caleb I. Akinyele (1992) talks about recruitment fairly differently from how practitioners of personnel management talk. He said, in defining recruitment that:

> In its conceptual and restricted sense, however, recruitment is that process which starts from getting an applicant interested enough in a job and in a particular organization to write an application and the process stops when his application has been received in the organization.

Omale continued the definition of recruitment by adding that "Thus, recruitment is the salesmanship which organizations do for themselves and the various jobs they have for filling".

This definition of recruitment is contained in what G.A. Cole, in his book on Personnel Management: Theory and Practice says about recruitment. He said, "The principal purpose of recruitment activities is to attract sufficient and suitable potential employees to apply for vacancies in the organization". He thereafter distinguished this process from the very next step to recruitment i.e. selection, by saying, "The principal purpose of selection activities, by comparison, is to identify the most suitable applicants and persuade them to accept a position in the organization".

O. Glenn Stahl sums it all up when he says: "The goal of recruiting activities is the production of an adequate number of qualified applicants for employment. Recruitment ends with an application.

We shall conclude this issue of definition by giving you what Omale says in contrasting it with what happens in the Nigerian Public service. He said:

> The civil service hardly sees recruitment in its proper conceptual perspective. In the civil service; recruitment is tantamount to employment, i.e. all that it takes to get an applicant interested in a job in the organization, through examining or interviewing him, to issuing him a letter of appointment.

The misunderstanding of the concept of recruitment in the civil service might be one of the reasons why the recruitment process is not given the attention is deserves.

3.1.1 The field of recruitment

O. Glenn Stahl, in his took Public Personnel Administration (1962) talks about the field or recruitment in the public sector as "The area open to public recruiting agencies". An organization desires to create a market from where to recruit staff, takes steps to "sell" itself to potential employees only when people are not willing to take up appointment with it.

Depending upon people's perception of an organization or a service, such organization or service may find it difficult to attract potential employees. In the U.S.A at one point in time, according to O. Glenn Stahl, "…. Public service recruiting was a shadow; Business was good, government an evil. It was to business that social prestige attached. It was there that young people of ability naturally looked for a career".

Those of you in your 50s now will remember that in the middle 60s to the middle 70s. government was the first choice of employment for your people of ability. This situation contrasts very sharply to today's scenario where University graduates with 2nd class and above degrees do not go near government offices for employment. Their first choices are the oil companies, the banks and other business houses. This leaves government choosing employees from 3rd class degree holders and drop outs of universities. It is this type of situation that makes recruitment a crucial function in personnel management.

So, what are the areas open to public recruiting agencies and what are their limitations?

a) The Schools:

Schools are the largest markets from which the public as well as private agencies choose their work force. You are aware of the various levels – primary, secondary, (made up of secondary grammer and secondary technical schools) and the tertiary level at which we have universities, polytechnics and colleges of education where primary and secondary school teachers are prepared.

Availability of potential employees in the school system thus depends on their area of emphasis. If, for example, the system closes down its colleges of education, as it did its Grade Two teachers training schools a few years ago, the availability of potential employees as teachers is affected.

b) Citizenship :

Ordinarily, potential employees in the public sector service of a country is limited to its citizens. The area open to public agencies for recruitment is the generality of its citizenship, although limitation relating to place of origin and age does limit the size of potential employees.

c) Place of origin:

It is usual, in order to prevent "monopoly" of jobs by only particular sector of society to require that jobs by spread. To do this requires representation by all areas concerned and therefore, even if the best potential employee comes from a given place, if it is not the turn of the place, or if the place has exhausted its share, this places a limitation on it. Perhaps you are aware of the Nigerian Federal character principle and the quota system. This is what they refer to. It may interest you to know that this type of practice is not peculiar to Nigeria. Glenn Stahl says that the fact that "….the appointment provisions of the federal civil service law, (requires) distribution of appointments in proportion to state population" is an operation of restriction on the basis of residence (or place of birth).

d) Age limits:

Although the entire citizenry of Nigeria provides the markets for potential employees, not every Nigerian is employable on the basis of age limits. Currently no one below the age of 16 may be employed in government. Also, no one above 50 years may be given a tenure job in the civil service. Tenure job is a concept we shall be discussing later in this course.

The other factors that affects, by limiting the recruitment market, are preferences given to certain groups in jobs. In the U.S.A. veterans are given preference in certain jobs. Also, sometime in the past sex barriers existed to preclude females from jobs. The removal of such barriers has broadened the market.

Exercise 1.1 give and explain a comprehensive definition of recruitment. List out al the areas of recruitment open to a public agency and discuss three of them stating their limitations.

3.2 The Methods of recruitment

The traditional methods of recruitment are advertisements in newspaper. The pasting of notices on bulletin boards of public buildings and other centers of congregation and circulating information to individuals, organizations and institutions that might be expected to be in touch with suitable applicants.

On the basis of the importance attached to this personnel function, O. Glenn Stahl gives a list of what he terms “more enterprising” recruitment methods as follows:

Exercise 1.2. Q. Glenn Stahl has given you a list or recruiting methods above. Choose 7 of them and explain what they mean and how you apply them in Nigerian organizations.

3.3 Recruitment policies

In the words of G.A. Cole, a recruitment policy “….represents the organization’s Code of conduct in this area of activity”. He the gives an example of a typical policy statement for recruitment as, “in the recruitment activities” the organization will:

1. Advertise all vacancies
2. Reply to every job applicant with the minimum of delay

3. Aim to inform potential recruits in good faith about the basic details and job conditions of every job advertised.
4. Aim to process all applications with efficiency and courtesy
5. Seek candidates on the basis of their qualification for the vacancy concerned
6. Aim to ensure that every person invited for interview will be given a fair and thorough hearing.

The organization will not:

1. Discriminate unfairly against potential applicants on grounds of sex, race, religion or physical disability.
2. Discriminate unfairly against applicants with a criminal record
3. Knowingly make any false or exaggerated claims in its recruitment literature or job advertisements.

Item number 2 (immediately above) making reference to criminal records in respect of pardoned criminals.

You will notice and likely be amazed at the details the literature on recruitment has gone to extol this function. It has been given such recognition for reason that organizations realize that first rate staff are a critical asset and that first rate applicants are difficult to attract even in times of high rate of unemployment.

4.0 Conclusion

Recruitment is critical and one of the first steps in the personnel management functions of an organization. Once the need for staff has been established via the process of the study of the human resource in an organization, recruitment functions come next. However, as you have seen in this unit because recruitment entails salesmanship of the organization in the job market, recruitment which entails such salesmanship is an ongoing thing in the organization.

5.0 Summary

Unit 2 has taken you from the definition of recruitment through the methods employed in carrying it out to the policies an organization should have in order to have a good image in the job mark and to be a respected employer.

6.0 Tutor Marked Assignment

1. In your own words, give and then defend the definition of recruitment
2. Using the recruitment policies given in this unit, assess the performance of any organization you know on the basis of these policies.

7.0 Reference and other resources

Cole, G.A. (1997) Personnel Management: Theory and Practice (ELST) Letts Education, London.

Omale, I (1992) "Past practices in Personnel Management in the Nigerian Civil Service: Issues and Procedures" in Professor Ali, D. Yahaya & Dr. Caleb I. Akinyele (eds) New Trends in Personnel Management.

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UNIT 5: METHODS AND PROBLEMS OF PERFORMANCE APPRAISAL

5.0 Summary
6.0 Tutor Marked Assignment
7.0 Reference and other Resources

1.0 Introduction

Performance appraisal is an important managerial function in any establishment. This is because it serves as a means of helping supervisors to elevate the work of each employee. Additionally, it is used as a basis for selecting candidates for promotion in an establishment as well as a check on the success of recruitment, selection, placement and training procedures. The constant search for new and better methods to appraise personnel performance has led to the development of a variety of appraisal techniques and systems. There are so many methods of performance appraisal which we shall examine in this unit.

2.0 Objectives

By the end of this unit, the students shall be able to do the following:

i. Explain various methods of performance appraisal
ii. List personal characteristics of appraisee
iii. Discuse problems of performance rating in an organization.

3.0 Main Content

3.1 Methods of Performance Appraisal

a. **The Graphic Rating Method:** This is one of the most popular rating methods. This technique measures two major areas of employee work characteristics.
   i. The basic work characteristics such as knowledge, initiative, loyalty, dependability, leadership etc.
   ii. The employee’s contribution to the organization, such as quality and volume of work done.

b. **The Ranking Method:** Is the oldest and the mot common appraisal method in use. The supervisor ranks his subordinates from the most productive to the least productive. The problem with this method is that it is usually difficult to use in a large organization.

c. **Forced Choice Method:** The rater is forced to select a pair of sentences that best describe the employee. The purpose of this technique is to minimize bias as his lack of knowledge of inconsistency is easy to detect from his choices of words.

d. **Paired Comparison Method:** This closely resembles the ranking method. Two employees are compared at a time and the best one noted, then those that are noted are paired again. This is not a popular method because there are usually many traits to be evaluated.

e. **Critical Incident:** In this method, the rater is expected to show incidents or cite examples in the work situation in which the employee being evaluated has shown positive or negative influences in work situations. Factors such as initiative, judgment, creativity, etc are to be shown.

f. **Field Review Techniques:** Due to the cost involved, this technique is sparingly used. This method allows outside specialist to evaluate the employee. One of the set backs is that the outside specialist does not know the employee nor does he have the necessary information for an objective evaluation.

g. **Peer Rating Method:** In this method, the employee's co-workers evaluate his performance. Peer rating does not differ much from an objective supervisor's rating.

3.2 Personal Characteristics of the Appraisee

There are litany of personal characteristics that are evaluated during an appraisal exercise. Some of the major characteristics include:-

Loyalty	Industriousness
Persistence	Resourcefulness
Tactfulness	Attitude
Leadership	Personality
Dependability	Adaptability

Co-cooperativeness	Initiative
Aggressiveness	Punctuality
Creativity	Enthusiasm
Skill competency	Interpersonal Relations
Appearance	Judgment
Knowledge of work	Emotional ability

3.3 Problems of Performance Rating

Performance rating, as a human endeavour is frequently subjected to many human errors, although some methods are more prone to errors than other. Some of the key errors or pitfalls in performance rating are outlined below.

a. **Strictness or Leniency:** This error is common and often done intentionally. This is a situation when a rater, evaluates or appraises all employees in group, either lower or higher than they deserve. The harsh rater tend to rate subordinates low, while the lenient rater rates them high. The error can be minimized by proper training of managers on appraisal techniques. If not properly checked, it is capable of setting two department at logger heads i.e. a department with a high rater and a department with low rater manager.

b. **Central Tendency**: The appraiser or rater allows one outstanding negative or positive incident or trait to influence his rating of the employee, such as a very productive orker may be a habitual late-comer. If he rates his low on punctuality, he equally rates him low in other qualities or an aggressive staff who is very honest and loyal, if he is rated high on honesty, he equally rates him high in other dimensions. It is natural that rating should vary from one dimension to the other, since most people perform better in certain dimensions.

c. **Regency or Recent Behavior:** This is the tendency to rate one positively or negatively because of latest event that took place before the rating. It is much easier to recall an employee’s recent performance than his previous performance.

d. **Subjective Evaluation:** This is rating the man and not his performance, based on the rater's likes and dislike or whether he gets along with the subordinate or not, or whether he likes his tribe, religion or language.
e. **Pressure of Time:** This is associated with lack of time which induces management to rush the appraisal.
f. **Not Sharing the Result:** This is a situation where the appraiser refuses to discuss the rating with the subordinate.

4.0 Conclusion

Performance appraisal is a strategy of getting the best from employees. When used during employees probation, it helps to determine whether they should be retained at the end of the periods. If appropriately applied, it helps to reduce the element of favouritism and snap judgment in personal decisions. Furthermore it locates those subordinates who deserves additional training and help to identify those subordinates who deserves merit, it is importance that necessitated many methods of carrying out performance appraisal in an organization.

5.0 Summary

In this unit, we have been able to examine various methods of carrying out performance appraisal; outline the characteristics of appraisee as well as discuss the major problems confronting appraisal. We can summarize managerial rating scale in tabular form luke this:

Managerial Rating Scale

Performance factor			Performance level		
	EAR Exceeds Job Requirements	Exceed Job Requirements	Meets Job Requirements	Needs Some Improvement	Does Not meet Minimum Requirement
Quality	Leaps tall	Needs	Can leap	Crashes into	Cannot

	buildings with single bound	running start to leap tall buildings	only short buildings	buildings	recognize buildings
Timeliness	Is faster than a speeding bullet	Is as fast as a speeding bullet	Somewhat slower than a bull	Can only shoot bullet	Wounds self with bullets
Initiative	Is stronger than a locomotive	Is stronger than a bull elephant	Is stronger than a bull	Shoots the bull	Smells like a bull
Adaptability	Walks on water consistently	Walks on water in emergencies	Washes with water	Drinks water	Passes water in
Communicatio n	Talks with God	Talks with the angles	Talks to himself	Argues with himself	Loses those arguments
Career potential	Belongs in general Management	Belongs to executive ranks	Belong to rank and file	Belongs behind a broom	Belongs with competitor
Planning	Too bright to worry	Worries about future	Worries about present	Worries about past	Too dumb to worry

6.0 Tutor Marking Assignment

i. Explain various methods of carrying out performance appraisal in an organization.

ii. List the characteristics of appraisee.

iii. What are the major problems confronting performance appraisal in an organization.

7.0 Reference and Further Readings

Flippo Edwin B. (1984) Personal Management (6th edition) McGraw Hills Book Company New York

Cole, G.A. (1997) Personal Management: Theory and Practice (4th edition) London ELST Letts Educational.

Graham, H.T. (1990) Human Resource Management London Pitman Publishing.

UNIT 6 STAFF SELECTION PROCESS

1.0 Introduction
2.0 Objectives
3.0 Main Contents
3.1 What selection means (definition)
3.2 Types and uses of examination
4.0 Conclusion
5.0 Summary
6.0 Tutor Marked Assignment
7.0 Reference and other Resources

1.0 Introduction

Selection is a process in the personnel management field in which not too many distinguish as a separate function from recruitment. As we said in unit 2 this failure to see them as separate function is more in the context of personnel management practice than theory. Having given you the meaning, methods and the processes of recruitment in unit 2, we shall do same thing in respect of the selection process here.

2.0 Objectives

By the end of this unit you should be able to:

i. Identify the selection process in personnel management
ii. Define what staff selections is
iii. Explain the difference between selection and recruitment
iv. Identify various forms of examination

v. Know the situations demanding the use of which type of examination aspects of selection.

3.0 Main Contents

3.1 Definition of Selection

Some writers divide this process into two distinct functions. Omale in his paper we have referred to earlier, discusses recruitment examinations as a separate thing from selection of the qualified applicant. This is the method Glenn Stahl uses – he devotes a whole chapter of his book we referred to above to "Methods of Examination" in the staffing process and one to "Selection: from outside the service" and yet another to "Selection: from inside the service".

On the other hand, G.A. Cole takes the process of selection to mean identification of the most suitable applicant. The process of identification involves examinations and other parameters established to distinguish one applicant from the other. On his own part Edwin Flippo, also in his work we alluded to earlier in this unit uses the American terminology "Hiring". By this terminology he means all that is involved in getting an applicant selected from amongst many and this process in his own categorization ends with the "induction or orientation of the successful applicant. The meaning we shall give to selection here is, after G.A. Cole:

As at personnel function whose applicants amongst others whose function includes examinations, eliciting the qualities of people purpose to identify the most suitable have made a bid for employment. These are interviews and other parameters used for recruitment.

You should note in the definition above that we are being careful to maintain the distinction between recruitment and selection. Recruitment ends with the applicants of those who have made a bid (submitted applications) to work in the organization (secure employment).

We will next turn our attention to the numerous ways in which we can measure the qualities of those who have applied for jobs in the organization in order to select from amongst them.

1.1 Exercise: Device you own definition of selection and itemize elements in it which will aid your remembrance of it.

3.2 Examinations and their types

3.2.1 Examinations

In order to make this aspect of the selection process have the importance you ought to accord it, let us give you two assertions that O. Glenn Stahl made about it. The first one is that "The cornerstone of the public personnel programme is the process of selection by means of competitive examinations, a process …. By (which) means favoritism was to be excluded and the goal of securing the best man for every job achieved. The second one is, "other factors being equal, (examinations) can spell the difference between a top-notch service and a mediocre one. No merit system worthy of the name can afford to take less than a fully professional approach to examining applicants for employment. He ends this advocacy for examinations as a process in the selection of staff by saying , "In today's government, with its world-shaking responsibilities and its vast range of occupations and skills, nothing less than the best examination system ought to be tolerated". Now that we have made you realize the need for examinations in the selection process. We turn attention to criteria for their effectiveness.

3.2.2 Criteria for effectiveness of examinations

O. Glenn Stahl gives three criteria for the effectiveness of (employment) examinations. The first one is <u>Objectivity.</u> An employment examination is objective if it succeeds in identifying those characteristics of mind and skill necessary to the given purpose. The second criterion is <u>Validity.</u> An employment examination is valid if it measures what it purports to measure. A valid examination would rate prospective employees in exactly the same relationship to one another as they would stand after trial on the job. The third criterion is reliability. By <u>Reliability</u> we mean the consistency with which the examination serves as a measuring instrument. In the words of Stahl, "if a test is reliable, a person taking it at two different times should make substantially the same score each time".

Exercise 2.1 List out the essentials criteria for effective examinations and criterate a brief description of each.

3.2.3 Types of Examinations

3.2.3.1Systematic Evaluation of Education and Experience

If you have never applied for a job, you will know that either you submit an application written by yourself, or you fill out an application form (application blank) and submit to the organization concerned. What makes the organization interested in you for further processes in the bid to employ you would be your education and/or experience. However, in addition to your education and experience playing this role, they could be considered as an examination in themselves. Glenn Stahl puts this point this way. "…the evaluation of education and experience is also a kind of examination which can differentiate among candidates as to their degree of fitness for a position or occupation.

A good example of how this works is in the appointment of academic staff in universities. An evaluation of their education and experience assigns "weights" to each element of education, e.g. a first degree could be weighted 5 points if it is at a second class lower level and 7 points if second class upper and 10 points if first class; three years teaching experience in another university could be weighted 3 points and 5 years experiences, 5 points. Done this way, whether or not the applicants appear before the employer for a further examination, a differentiation can be arrived at amongst competing candidates.

3.2.3.2Written Tests

O. Glenn Stahl refers to this as "paper-and-pencil tests" and says they are included in examinations for which "aptitudes, intelligence, or concrete knowledge are prime determinants". They are most useful in cases where no experience is required. As a method, they hold greater promise of objectivity than many others.

Depending upon the use of which it is put, written tests may be divided into two- the essay and the objective (short answer) type. The essay type, more susceptible to subjectivity than the other type, is used where literary skill is being measured. The short answer type, much easier to administer once constructed and less liable to subjectivity, is used in testing intelligence or specific knowledge.

3.2.3.3Performance Tests

As you can see from its name this test is one that demands amount of the job demonstration of knowledge and especially, skills. O. Glenn Stahl speaks of them thus: “among the tests that may be classed in this group are actual demonstrations on the job (involving use of tools or equipment). What distinguishes them from other types is that they employ some kind of performance other than writing or speaking. They most common examples are tests for stenographer, typists, mechanics, drivers, etc.

3.2.4 Reference Checks

Stahl says, that, “candidates may meet all requirements, in terms of education experience, qualifications, have an excellent written test record. And still be unsuitable for employment by reason of character, temperament, quality of performance. Or similar factors which cannot be fully weighed in the formal testing program”. It is for this purpose that reference checks are useful. The most common method is the making of questionnaires to the candidate’s former employers or acquaintances.

If the numbers of those involved is not too large, it is advisable to do the reference checks before embarking on other valuation processes. However, where the number is large and mainly for managerial positions, such checks are done as a final or close to the final step.

3.2.5 Physical Examination

Edwin Flippo says that “The physical examination is an employment step found in most business (and notes that) it can vary from a very comprehensive examination and matching of an applicant’s physical capabilities to job requirements to a simple check of general physical appearance and well-being”.

The first objective of this examination is to ascertain if the applicant is physically capable, e.g., if joining the fire-fighting corps, is he agile? Physical examination, eyesight and hearing, tests etc. the second objective is to safeguard the organization against untimely claims that may arise through deaths of unhealthy new entrants to the organization. The third objective is to prevent communicable diseases from entering the organization.

3.2.6 Selection

It may seem to you out of place for us to now talk of selection at this tail end of a unit whose title is selection. The reason for this is that all we have done so fare are processes necessary for this last and most important assignment which is what all the steps above have worked to achieve.

The end result of all the above steps excepts for the medical examination, is to arrive at what is known as a list of eligible. The list of eligible consists of all those who have scored the pre-determined pass mark and above. Anyone who has not scored below the prescribed pass mark is eligible for employment.

Omale discusses this stage says, because this is an eligible list, anyone picked out of it for employment is a qualified candidate. At this stage of employment it is advisable that some care be taken to ensure "spread" so that not only one interest is represented. This is the correct usage of an eligible list.

Exercise 3.1: Give a full list of all the types of examinations you have learnt in this unit. Explain any 3 of them, and above and assuming they are 8 in number. I will do a "reference check" on them. If all the 8 are of good standing, I will select the 5 required but I will be advised in this to ensure some element of spread to ensure representation of various interest e.g. sexes, ethnicity, religion. I will send these 5 for medical examination and if they all succeed, I will send them into the organization for documentation.

4.0 Conclusion

This unit has introduced you to the first of two parts in the selection process you can see from it the importance and separate consideration of selection from recruitment. You have also seen how important examinations are and seen also that there are various types available for different types of situations.

5.0 Summary

This unit has taken a look at selection examinations. It has listed and discussed various types of examinations and given their uses.

6.0 Tutor Marked Assignment

Question 1: given a total of 50 prospective journalists to choose five suitable ones for employment, state step by step what you will do from beginning to the "documentation stage".

7.0 Reference and other Resources

Flippo, Edwin B. (1984), Personnel Management (sixth edition), McGraw-Hill Book company, New York.

Omale, I. "Past Practices in Personnel Management in the Nigerian Civil Service: Issues and Procedures" in Professor Ali D. Yahaya and Dr. Caleb Akinyele (eds) 1992 New Trends in Personnel Management A Book of Readings, Administrative Staff College of Nigeria (ASCON) Topo Badagry.

Stahl, Glenn O. (1962) Public Personnel Administration Harper & Row Publishers, New York.

UNIT 7: INTERNAL SELECTION

1.0 Introduction

2.0 Objectives

3.0 Main Contents

3.1 Definition and types

3.1.1 Definition

1.0 Introduction

The recruitment and selection processes we considered in the preceding unit are recruitment and selection from outside the service or external recruitment. Through it, vacant positions in the service are filled by bringing in people from outside the service. Internal recruitment fills position in the service with those who are already in the service. The extent to which this latter recruitment is done and how, is the concern of this unit.

2.0 Objectives

By the end of this unit you should be able to:

i. Define what internal selection is
ii. Identify the various types of internal selection processes
iii. Explain how each type of internal selection process is carried out

3.0 Main Contents

3.1 Definition and types

3.1.1 Definition

As you have seen in the preceding unit, when a vacancy occurs in an organization, the processes for filling such a vacancy from outside the organization starts from the recruitment process. Also as you have seen, that recruitment process has to do with an external (outside the organization) job market. In contrast, when a vacancy occurs and it is the desire of the organization to fill it from within the organization, the external job market is excluded from the process. **Internal selection**

is therefore the process of filling positions in an organization by the use of those who are within the organization rather than bringing in new entrants.

One initial problem which we ought to guard against is this. In recruitment and selection from outside the organization, we are not so much concerned with the morale of the people in our recruitment field i.e. general public, not beyond maintenance of good publications. In internal selection however, if one amongst many staff on the same level is advanced, except for on the basis of very obvious outstanding performance, the rest may begin to grumble and morale may sag.

3.1.2 Types of internal selection

There is one major type of internal selection and this is promotion. Other forms of internal selection are re-assignments, transfers and one that might not be too wide-spread but very much in practice in Nigeria is posting.

It is a variant of re-assignment but because it is a massive and an institutionalized variant, it will deserve special variation here. We shall take you through each at a time and explain how it is done.

3.2 Promotion

Promotion which is the advancement of a serving employee from a lower to a higher position and which usually implies an increase in compensation is a personnel management function that has to be handled with caution. This is so because of its linkage to morale, motivation and careerism. Stahl says of it “opportunity for advancement and the chance to make the best possible use of one’s capacities from one of the wellsprings of human motivation”. He further says that “the proper determination of positions which can be filled by selection of the ablest employees for advancement, the development of employees to their maximum usefulness, and the proper balance between inside and outside recruitment lie at the very heart of good personnel administration”.

Some organizations have a promotion policy which guarantees advancements to serving employees from time to time. Others have a promotion policy which sees promotion as a general staffing programme, a policy for filling positions with the ablest available talent from within or outside the organization.

The problem with the policy of guaranteed periodic promotion for employees is that it is capable of placing an overemphasis on seniority. In the words of O. Glenn Stahl. :Overemphasis on 'years of experience'…plagues many agencies in their effort to achieve objectivity in selections for promotion. Quite often, the highly touted '20 years of experience' is merely one year of experience 20 times. Many are the clerks in executive jobs who are still operating as clerical posts"

In-bred promotions are not in themselves bad. What makes them bad are in the words of Stahl. The lack of the following essential ingredients (1) adequate qualification standards for key positions; (2) adequate records and machinery which provide a means for finding the best candidates within the organization; (3) adequate measures of overall competence and potentiality; (4) comprehensive training programmes to keep the staff alert to new developments and to prepare promising men and women for advancement; (5) promotion and transfer across division lines within the organization and thus providing as broad a field of selection and promotion opportunity as possible and (6) clear distinction between clerical jobs, requiring certain manipulative skills and aptitudes, and ability, so that the latter are not automatically filled from the ranks of the former but are filled by men with education, the capacity of deal with generalizations as well as with 'things' and the gifts to lead and innovate that ought to be expected of all executives.

Organizations that have promotion policies that over emphasize the "injection" of new blood through filling vacancies from outside the organization, run the risk of firstly, being unattractive to new entrants at the lower levels. What attracts expert juniors to organizations is the knowledge that higher positions are available to aspire to in the organization. Indeed, without this prospect, the idea of a career is non existent.

The second reason is that, if an over emphasis is placed on filling vacancies from outside" the morale of serving officers will be dampened. In the words of Stahl, "The most important of all non financial incentives (in organizations) is the opportunity for growth and the stimulus to grow".

Exercise1. List the qualities of an executive and contrast them with those of a clerk which make the latter unsuitable as material for the position of the former.

3.3 Measures and bases for promotion

O. Glenn Stahl lists four methods and bases for promotion as (1) comparative performance, (2) seniority, (3) examination and (4) trial on the job.

3.3.1 Comparative performance

If this factor is to be used as a measure or a basis for promotion, it would be necessary to, firstly, have good, up-to-date records of performance and qualifications of all employees and secondly, an efficient method for finding those employees who should be considered for a given vacancy.

For the first requirement, i.e. personal achievement records of the employee, it is necessary that a comprehensive record be available of such things as performance reports, education and training, experience, interests, hobbies etc.

The second requirement, the index of qualified candidates calls for an easy method of finding all those relevant for a particular vacancy. In developing this list, we are engaging in a process of internal recruitment. You remember recruitment in an earlier unit? Its purpose was to secure applications from all those interested in any particular job. In the same way, some organizations call for applications from their employees so that a list of those to be considered in a promotion process can be compiled.

When they get lost, and because reports of three consecutive years are required for consideration for promotion, they are filled in arrears for the concerned staff and usually not by the staff under whom he worked, such a staff probably having been re-assigned, left service or perhaps died.

3.3.2 Seniority

Discussing this factor Glenn Stahl makes very useful comments. He says that "…the simplest and most time-honored basis for promotion is the length of service of the employee, (but that) in most cases however, seniority is used in conjunction with other criteria for promotion". The assumption for the use of seniority as a measure for promotion is that long and efficient service is a guarantee for handling the functions of a higher position. Stahl says that this is a false assumption because "the character of the work in the lower grades may neither call into play nor develop the superior capacities required in the higher".

The circumstance that seniority can be usefully brought in, is when all things are equal. If the performance of all officers on the same level is adjudged equal, seniority can then become a deciding factor otherwise, it should ordinarily be assigned a small weight.

3.3.3 Examination

Written examinations are useful measures of promotability depending upon the type of position and the factor being tested. Testing for knowledge is comparatively simple and could be conclusive. However, as noted by Stahl, "… in the matter of personality traits, which play a larger role as the responsibilities of positions increase, there is no immediate prospect of conclusive tests. Here, must be included such dynamic traits as leadership, judgment, initiative, resourcefulness, and cooperativeness". Thus for lower level, routine, repetitive jobs, written examinations may suffice, but for supervisory and executive jobs, may not be sufficient.

Exercise: What remedy would you recommend to curb the problem of poor storage (retrieval of records in the Nigerian civil service and what would you do to curb the incidence of "make-up" performance evaluation reports some of which can be 3 years in arrears).

What weight is given to seniority in promotion exercise in any organization you know and what effect has it had no organizational performance?

3.3.4 Trail on the job

This is about the best measure with which to measure suitability for promotion. The intelligible which are necessary for filling more responsible positions can be objectively analyzed using this method. Although opportunities for its use are limited as many times as they occur they should be used. The most conducive time for their use is in the normal course of operations, e.g. a subordinate acting for a boss when he goes on leave or on a fairly long assignment.

3.4 Transfers and re-assignments

You will recall that when we discussed promotion above, we said it was an advancement from a lower to a higher position with increase in compensation. A transfer, according to O. Glenn Stahl, "…Involves the movement of the employee to another position of the same class in another organization unit. This is horizontal movement". It does not involve a change of duties but only a change from the jurisdiction of one executive to that of another. On the other hand, reassignment is a change of work, not involving increased responsibilities, in the same office.

There are many reasons that can account for transfers. One, as noted by Stahl is "original placement cannot … wholly assure that the appointee is fitted to his job. There always possibilities of round pegs in square holes….".

Another point you should note about transfers is that whereas some are within the same department (intra-departmental transfers) others are across (inter-departmental transfers). Usually the former are easier to effect, not involving the authority of the central personnel agency, the latter, is usually difficult to effect and usually involves the approval or the action of the central personnel agency.

A variant of transfers which combines the characteristics of reassignment is posting. Posting is the reassignment of a given class or cadre of officers who are functionaries of a given office, e.g. the office of the Head of Service or the Establishment Division. From ministry to ministry, department to department as the exigencies of office/functions demand. These class of officers are in a "pool" and are "rotated" fro one ministry or department to another as a regular part of their character to improve growth of employee and of he organization. It has its advantages and disadvantages. The former is that is heightens morale by not tying one to a particular location and it engenders training in varied experiences. The latter is that it can take an employee to an undesired organization unit or location. If done too frequently it can lead to an employee not gathering any useful experience. With a reasonable use, its advantages out-weight its disadvantages.

4.0 Conclusion

In this unit you have been introduced to the concept of internal recruitment with its varied types. You now know that promotion comes with higher duties/responsibilities and higher pay. You also know that transfers and reassignments are movements that do not involve higher positions or higher pay. You have also learnt, bases for promotion and what importance to place on each.

5.0 Summary

In this unit you have covered quite a number of concepts – internal selection, promotion, transfers, and reassignment. You have also seen how some of these concepts are operated in the context of Nigeria.

6.0 Tutor Marked Assignment

i. Define and distinguish promotion from transfer
ii. List all the measures or bases of promotion you have learnt here and give reasons for the one you recommend for Nigeria.

7.0 Reference and other Resources

Omale, I "Past Practices in Personnel Management in the Nigerian Civil Service: Issues and Procedures in Ali D. Yahaya and Caleb I. Akinyele (eds), ASCON, Topo Badagry.

O. Glenn Stahl (1992) Public Personnel Administration, (fifth edition) Harper and Row, Publishers, New York.

UNIT 8: FRINGE BENEFITS

1.0 Introduction
2.0 Objectives

3.0 Main Contents

3.1 Definition and scope

3.1.1 Definition

3.1.2 Scope

3.2 Philosophy and principles of employee benefits

3.2.1 Philosophy

3.2.2 Principles of employee benefit programmes

3.3 Economic protection against hazards

a. Generated annual wages

b. Life insurance

c. Credit union

3.4 Facilitative employee service

a. Recreational programmes

b. Cafeterias

c. Vanpooling

d. Child care

e. Educational tuition

4.0 Conclusion

5.0 Summary

6.0 Tutor Marked Assignment

7.0 Reference and other Resources

1.0 Introduction

Fringe benefits, also known as supplementary compensation or allowances are payments made to employees in addition to salaries and wages. Flippo sees its benefits as helping to ensure the retention of the employee in the organization on a long term basis. Different organizations pay different fringe benefits. In Nigeria, there is a marked difference between the fringe benefits paid in the private sector as compared with those paid by government – the private sector pays higher than government does.

2.0 Objectives

By the end of this unit, you should be able to:

i. Define fringe benefit
ii. Identify a number of fringe benefits
iii. Recognize the philosophy and principles of fringe benefit progammes

3.0 Main contents

3.1 Definition and scope

Edwin B. Flippo discussing the nature of fringe benefits says: - "Different forms of supplementary compensation have a variety of titles in industry. Some refers to them as –service programs', others characterize them as 'non wage payment' or 'employee benefits', still others emphasize the costs and label them 'hidden payroll'. Typically, they have been most often referred to as fringe benefits. Giving what looks like a definition, Flippo says:

> In the broadest sense, such 'fringes' can be construed to include all expenditures designed to benefit employees over and above regular base pay and direct variable compensation related to output.

Flippo says that the "benefits" of fringe benefits is to retain the employee in the organization on a long term basis. He further says that there is little or no evidence that it serves to motivate employees to higher productivity. However, fringe benefits also known as "flexible benefits" by Stephen P. Robbins, now do have motivational value. He talks about flexible benefits (fringe benefits) thus: "Flexible benefits allow employees to pick and choose from among a menu of benefit options. The idea is to allow each employee to choose a benefit package that is individually tailored to his or her own needs and situations. It replaces the traditional one-benefit-plan-fits-all' programs that have dominated organizations for more than 50 years".

Linking benefits to motivations, Robbins says: "Giving all employees the same benefits assumes that all employees have the same needs. Of course, we know that this assumption is false. Thus, flexible benefits turn the benefits' expenditure into a motivator.

Consistent with expectancy theory's thesis that organizational rewards should be linked to each individual employee's goals, flexible benefits individualize rewards by allowing each employee to choose the compensation package that best satisfies his or here current needs".

3.1.2 Scope of fringe benefits

Flippo gives the following as major benefits:

1. Hazard protection. "There are a certain number of hazards that must be commonly faced by all. Income maintenance during these periods is the purpose of fringes designed to protect against the hazards of illness, injury. Debt, unemployment, permanent disability, old age and death".
2. Employee services. "All people must have certain services available on a continuing basis, such as housing, food, advice, recreation, and so on. The trend toward the organization's providing such routine and ordinary services is exemplified by such fringe benefit programs as cafeterias, paid legal services, career counseling, educational tuition, aid in housing, medical services, low-cost loans, use of organizations vehicles for personal reasons, day-care centers for children, and paid membership in certain organizations".
3. Legally required payments. An issue which is so far peculiar to the U.S.A. Flippo talks about it thus: "Our society, through its government, has cleared that certain minimum levels of company expenditures will be made in the area of protecting employees against the major hazards of life. Thus, regardless of company policy, organizations covered by federal and state laws must pay for unemployment compensation, workers' compensation insurance, old age and survivors' insurance under social security, and Medicare".

With programmes as comprehensive as the listing above, no wonder the cost of fringes have become very large. Robbins says. "The average organization provides fringe benefits worth approximately 40 percent of an employee's salary". Flippo on the other hand say, "…total employee benefits as a percentage of payroll have moved from 18.7 percent in 1951, to 36.6 percent in 1979. The figure continues to move upwards, with a reported 37.1 percent in 1980".

With the innovations coming into it, the cost of fringes will soar much higher in future. Some of the new fringes for – workers are longer vacations, no employee expense for major medical coverage, cost of living adjustment of pensions after retirement, earlier retirement ages, possible training when severed from the organization, etc. For executives, fringes such as the following are envisaged: facelifts for executive and spouses, adoption fees, no-smoking pay, paternity leave, well pay, weight-loss pay, self defense training, chauffeured limousines, company apartment or hotel room near the office, financial counseling, club membership, home entertainment expenses, and no-interest loans etc.

Exercise 1.1. Fringe benefits are cost-intensive. Discuss

3.2 Philosophy and principles of employee benefits

As you have already noted, the growth of employee benefits has been rampant. Flippo gives as a reason for such a growth in the 1920s, the then managerial philosophy labeled paternalism. The paternalistic approach occasioned such services as "company housing and company stores". This philosophy went into disrepute for two reasons. Firstly, the employees' desire for "industrial adulthood" and secondly, the depression of the 1930s which served to eliminate many employer-financed services.

Since world war II, Flippo says "we have entered the era of the 'new paternalism". The attitudes of workers and the general public have changed toward service programmes. This coupled with massive government legislation in favor of services has made the fringes of 1920s "…pale into insignificance when compared with those of the present". In face of the social legislations, many now believe that the private firm, in the words of Flippo, "…is morally responsible for the lives of its employees. It is no longer a service initiated by a fatherly, benevolent employer, but a requirement imposed by government, competition, or the labor union".

In summary, Flippo said, "the rapid growth of such programs can be traced to sources as:

1. A changed employee attitudes
2. Labor union demands
3. Governmental requirements
4. Competition that forces other employers to match benefits to attract and keep labor.

The company has to bear them. However, even if the company cannot recover its costs tangibly, it does so intangibly through various forms, many of which are not subject to qualification. Among such values are:

1. More effective recruitment – you may wish to recall that in unit 2 where we discussed recruitment we did say that it was the salesmanship that organizations do of themselves to make them attractive to would be employees. Any organization that has an attractive employee service, makes itself attractive to prospective employees.
2. Improved morale and loyalty (of its employees)
3. Lower turnover and absenteeism
4. Good public relations
5. Reduced threat of further government intervention
6. Increase in productivity arising from the fact of fringe benefits' conversion from mere services into motivators. This point, made by Stephen P. Robbins and noted above, may be the strongest point in support of employee benefit progammes.

3.2.1 Principles of employee benefit programmes

About the most important principle of employees benefits programmes is that the benefit must make a contribution to the organization at least equal in amount to the cost of it. In addition to this Flippo states other principles as follows:

1. The employee benefit should satisfy a real need. With the point made above by Robbins, that employee services are now individually tailored to meet individual employees, this principle is no longer critical. Otherwise, its import is that before a programme is embarked upon, care must be taken to ensure that it answers to the felt need of the generality of employees. Flippo gives an

example of an athletic service provided for the employees in an organization and when the whistle was blown to "play ball", no one turned out.

2. Benefits should be confined to activities in which the group is more efficient than the individual. This principle is valid for certain services only, e.g. group insurance cover, which is more cost effective than individual one, otherwise, individualized services are more effective.
3. The benefit programme should be characterized by sufficient flexibility to enable adaptation to varying employee needs. This, according to Flippo, "suggests that not all employees are alike in terms of age, family status, and financial requirements". He cites the case that "whereas the typical benefit offering assumes that it is for a male who has a family with a non working wife, the continuing changes in our society make this concept obsolete. Today, fewer males are the sole support of their families, and more couples are remaining childless. In 1970, 70 percent of all households were maintained by married couples; today the figure is just about 60 percent. Rather than one standard benefit program, it has been suggested that at least five are needed: (1) single workers (2) married workers with no children (3) married with young dependants; (4) married with dependants in college and (5) 'empty westers". One technique, according to Flippo, that can be "…utilized to inject this needed flexibility is the 'cafeteria' style program. Though relatively few firms have undertaken this new approach. The system adheres to the principle of individual differences in that it allows the employee to choose from a varied offering those benefits that are the most valuable to her or him".
4. The cost of the benefit should be calculable, and provision should be made for sound financing. This is particularly important in the mater of employee pensions. With regards to this, Flippo advises that "sound actuarial estimate must be made, and adequate provision for financing must be established before conceding the services over the collective bargaining table"

Exercise 1.2 Use the philosophy of the employee benefit services given by Edwin B. Flippo to defend it,-Refer to Exercise 1.1

3.3 Economic protection against hazards

A number of countries have schemes that offer a measure of protection against hazards. The U.S.A. has the old age *survivors' insurance and unemployment compensation required by the social security Act, Workers' compensations, etc; in Nigeria, we have the pensions and gratuity scheme. In addition to these mandatory schemes, some organizations designed to help employees when faced with adversity. Some of such schemes are discussed below:

a. Guaranteed annual wage

This is applicable in private organizations that do not offer full and tenure employments. Most of such organizations have employment schemes characterized by the following: (1) they guarantee only a certain number of weeks of employees who are wages, (2) they restrict the number of employees who are covered, and (3) they suspend the operations of the plan under conditions of extreme emergency, such as fire, flood, explosion and strikes. When we speak of guaranteed annual wage, what we mean is that some organizations, despite situations calling for restrictions in employment,, have decided to guarantee a pay check for every month of the year. Some also ensure 'no layoff policy'. The aims of this are to ensure stable operations for the organization and steady employee earnings.

b. Life insurance

This is about the oldest form of employer sponsored employee benefit. The return to the company of this particular economic service, in the words of Flippo, "…comes from relieving the employee of worry about the security of his or her dependants. Relieve from worry should enable a person to devote greater attention to the job and the company.

c. Credit union

A credit union, according to Flippo, "…is an organized group of people who pool their money and agree to make loans to one another". This relieves employees in credit unions of the worry over short term financial insecurity. Loans taken from such unions are not only at affordable interest rates, they do not fall under loans which if taken by employees can amount to financial embarrassment punishable by employers.

3.4 Facilitative employee services

Facilitative services are activities that employees must normally take care of themselves in their daily lives. Organizations, in order to relieve employees of some of the burdens of these “cares” of life and thus free body and mind to concentrate on work, come in to provide relief services. Some of these are as following:

a. Recreational programmes

There are two types or levels at which organizations do promote sports. One is that in which a particular organization floats a sporting club and have a team that can compete in National and International sporting events. The use such a sporting activity to give publicity and perhaps nothing else by way increased productivity.

The other level of sporting activity is intramural. In this case the organization establishes sporting facilities for its employees to “enjoy”. Such sports are golf, tennis (lawn and table), swimming, etc. Here again, the sporting activity hardly Contributes directly to productivity. Perhaps it can be argued that sports contributes to the “employee health and for sports lovers, may boost morale and thus indirectly contribute to productivity.

b. Cafeterias

The most important contribution of company cafeteria is improved nutrition. Without it, employees are likely to settle for unsatisfactory snacks, or on the other eat very heavy food elsewhere which may reflect in greater fatigue and reduced productivity during the late afternoon. For these and other reasons, it is a wise decision for organizations to run cafeteria services for their employees.

c. Child care

Flippo says that “Approxximately half of all women with children under the age six are in the workforce (and that) for families with both parents working, it is estimated that day care expenses for children average 10 percent of gross income ….” For this reason a number of companies either assist employees by counseling as to where to find the services and helping to link up service providers with employees needing such service, or the company runs such child care services for its employees. The relief from worry and the cost-saving nature of in-house childcare services serve as motivators which can contribute towards greater productivity on the part of employees.

d. Employee purchase

This is a practice under which the company allows the employees to purchase its own goods at a discount or under which the company buys the products of another company and sells them to its own employees at a reduced rate. The effect it has is on morale which may lead to increased productivity.

e. Educational tuition

This is a process where the employer assists the employee to acquire education. Except that, as Flippo states, there is low interest in it by employees, it is a weapon with a double edge- the employee gains additional knowledge and skills that contributes to personal development, the organization gains when these skills are put to work on the job.

These are some of the more common ones or ones used in this country. There are more. e.g. vanpooling, and other employee service programmes, which can be used to increase morale and consequently productivity.

4.0 Conclusion

Unit 5 has examined the topic – fringe benefits. It is also known as supplementary compensation and recently as flexible benefits. Ordinarily, in its traditional conceptualization, it was not thought of as a motivator, but seen as flexible benefit and applied that way, has become a motivator.

We have also discussed the philosophy on which is hinged and principle guiding its adoption and implementation. We have seen that fringe benefits are of two major types – one is that involving measures taken as economic protection against hazards, and the other has to do with facilitative services to make living more conducive for working.

5.0 Summary

Fringe benefits are a part of general compensation. It is part of what new entrants use in deciding whether to work for one organization rather than another. As such, organizations have to pay some attention to it.

6.0 Tutor Marked Assignment

Q. 1 List all the principles of employee benefits. Explain any two of them fully using examples in your experience to do so.

7.0 Reference and other resources

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I like to explain numbers I and 4 above. The pointiest number says that the employee benefits to be instituted should serve a real need. This make it compelling to study the situation existing in an organization before the adaptation of a plan. In this modern situations where "things" exist and can be copied from one organization to another, care must be taken to adopt any existing systems. The new approach to fringe benefits especially, that along the thoughts of Stephen P. Robbins, says that employee services should be tailor-made to suit individuals. For example, there will be, little need to institute an employee service under which a room is equipped with toys for kids to play with in an organization of nursing mothers. The idea of establishing that a real need exists before instituting an employee benefit service is also in congruence with my experience of community development projects for rural dwellers. Usually projects for rural dwellers are conceived and implemented by government officials who invariably live and work in urban areas for rural people. In most cases such projects are not appropriate and hardly used by the rural people.

The second principle is that which says that the cost of the benefits should be calculable and that provision should be made for sound financing. In Nigeria, especially at state levels the pension benefits of retired employees are hardly paid on time, and the cost-of living adjustments which are supposed to be made are hardly made. This problem is a problem arising from lack of calculations ab initio, and making adequate financial provision for this vital employee benefit service.

UNIT 9: COMMUNICATION FOR EFFECTIVE MANAGEMENT

1.0 Introduction

Communication for effective management in an organization is the theme of this unit. When we communicate, we are trying to establish a ‘commonness’ with someone; that is to say, sharing information, ideas and attitude. Conducting relationships implies communicating with people, and your work as a manager is filled with instances of communicating with others.

Communication is a major activity of business organization. The ability to communicate clearly and accurately is one of the most valued skills in business. In this unit, we shall take a closer, analytical look at communication. We shall introduce the idea of communication as a process, and then explore some of the barriers to effective communication. We shall also examine some of the ways in which the quality of communication in an organization is determined.

2.0 Objectives

After studying this unit, you should be able to do the following:

i. Explain why communication is important to the managers
ii. Analyse the ways in which your work as a manager involves communications of various kinds
iii. Explain the relevance of the communication process.
iv. Recognize the common barriers to communication that arise within an organization, and suggest how they might be overcome.
v. Understand and explain the following concepts, feedbacks, serial distortion and perception, as active process and technical and human models of communication.

3.0 Why communicate?

In the modern era of the information explosion, nothing is more central to an organization's effectiveness than its ability to generate and transmit relevant, accurate, meaningful and understandable information among its stakeholders. All the advantages of organization – economics of scale, technical and financial resources, diverse competencies, are of no practical value, if the organization's stakeholders are unaware of WHAT is required of WHO, HOW, WHEN and WHERE. These must be communicated by management, who are charged with the responsibility of achieving desired results through cost – effective utilization of resources. Interacting and conducting required relationship with these stakeholders implies communication.

Managers are the nerve centre of the organization. Effective communication is the crucial tool a manager has at his disposal for developing and sustaining smooth, functioning work-team, for directing the employees, and for coordinating and controlling their activities towards the accomplishment of corporate goals and objectives, as well as satisfying the aspirations and expectations of employees.

A manager, who wants to successfully accomplish his objectives of managing work and people, occupies many work roles simultaneously, and all the roles demand that the manager is effective in communicating. Executives have estimated that they spend approximately 90 percent of their time communicating form of; reading, writing, speaking, or listening (Lewis, 1980).

Mintzberg (1991), a management guru, confirmed that a sample of the Chief Executive he studied, spent 78% of their working time on verbal communication alone. Of the ten managerial roles, Mintzberg identified communication is of prime importance. For example, let us consider the manager's role as a decision maker, which requires making discriminating choice. Here, the manager would request for data, facts, ideas, reports, opinions and make observations to enable him or her monitor work in progress, control and take appropriate decisions to guide and direct the organization towards the achievement of objectives and targets.

It is through effectiveness in communicating that the manager is able to do the following:

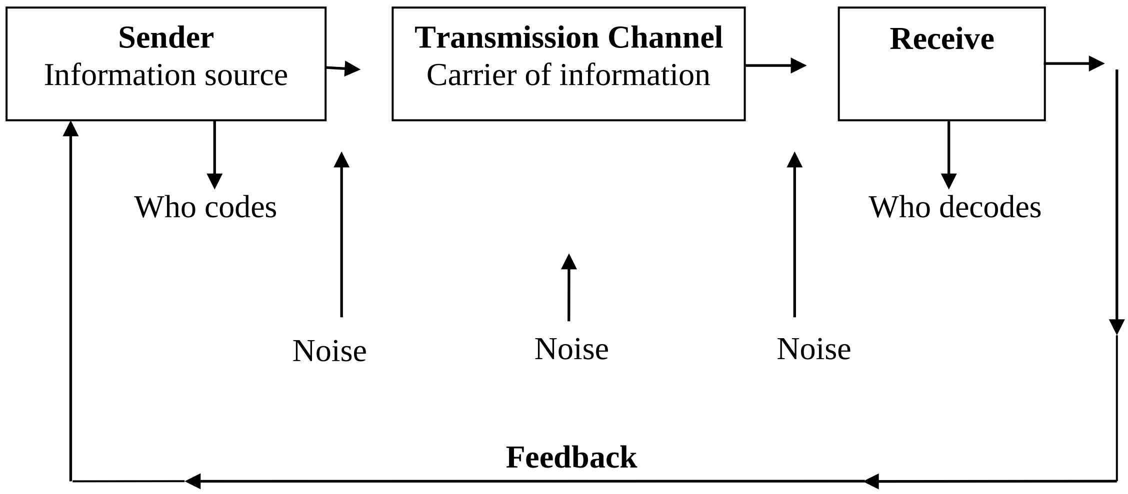
i. Inform-establish and disseminate information
ii. Influence-lead, motivate and mobilize
iii. Activate-direct, instruct and control.

Communication has as its ultimate purpose, the integration of managerial and employee functions. Furthermore, it is through effective communication that managers can perform all the core functions of managing people within the organization.

3.1 Understanding communication process

Communication, as we have noted, is the capacity of an individual to communicate ideas and feelings to another individual, and where necessary, to evaluate discriminating response. Effective communication means the success transfer of information, meanings and understanding from a SENDER, RECEIVER. This is usually referred to as a process of imparting ideas, delivering objective, accurate and timely information from a source, receiver through a channel. Figure 1.8 below shows the conventional model of the communication of the communication process.

Figure 1.8 Conventional model of the communication process



What comes out clearly from the above model is the sender, who in the communication process, encodes the message, chooses a channel for transmitting the message so that it can reach the receiver. In other words, the sender sends the message through a channel to receiver, who interprets and deciphers the message, and sends means feedback for the former sender, to in-turn decipher. The ultimate aim the meaningful feedback to be the same as the message 'received'.

The exchange of information is successful and effective only when the understanding has taken place. Unfortunately, communication results in effective transmission of information for a number of reasons:

i. If the information is distracted
ii. If the receiver is unable to interpret or use the information
iii. If there are other forms of barriers to effective communication.

Feedback is a process of checking and clarification, through a questions and repeating the message to ensure that the encoding, decoding result in mutual understanding of the message. This is an easy but often neglected part of the communication process. The feedback process also draws our attention to the fact that true communication two-way process. The major benefit of the feedback process is that it provides opportunity not only for clarifying the original message, but also for new insights and perspectives on the original ideas, which may then be notified.

3.2 Barriers to effective communication

A number of barriers to effective communication exists in all organizations. These can be classified into two, namely physical or technical, and socio-psychological barriers.

3.2.1 Technical and physical barriers

These barriers are those that can minimize the opportunities for effective communication to occur. These may include, among others:

i. Poor means of communication such as typing facilities, photocopying, telephone breakdown, poor audio-visual aids, and other related facilities.
ii. Time constraints that prevent the opportunity to communicate. Most physical barriers are relatively easy to remove, once they are known to exist.

3.2.2 Socio-psychological barriers

The more difficult sets of barriers are the socio-psychological barriers. These usually arise from perceptual differences of persons in communication relationships. Many of the problems may be the result of attitudes, norms, values and beliefs held by parties. For example, the sender determines what he or she wants to communicate, how to phrase the message which is often influenced by his perception of himself, the image he has of the receiver, and his conception of this role in the organization. What you must be aware of, as a manager, is that the process of communication is an active (not a passive) process. People do not simply encode and decode messages passively, they actively select and interpret them, try to make sense of them, and strive to give expression to their thoughts.

Consider, for example, the sender, who initiates the communication process. The message he intends to communicate is rarely self-evident; it often consists of half-formed thoughts and ideas. To communicate, he has to give expression to those thoughts and ideas by putting them into acceptable words (languages) and symbols.

This is a complex process, which would require you to choose appropriate language (technical and socially acceptable), the symbol and expression.

As for the receiver, we need to be aware that people do not passively receive messages; they select, filter and interpret them. If people think that a message is unlikely to be interesting or unimportant, they may ignore it altogether. Even when we have decided to concentrate on something, our mind may wander and we may switch our attention to some other things. Each of us, because of our unique background and socialization, develop our own frame of reference, which influences our perception of the world around us, and the way we see and respond to it.

3.2.3 Perception

This is the process by which we actively make sense of the world around us and respond to it, taking in information that is consistent with our frames of reference, and filtering out information that does not fit. If our personalities and perceptions were identified, we would all tend to think alike and communication problems would be rare.

3.2.4 Serial distortion

There is what is commonly referred to as serial distortion process. A common problem in a large organization is that messages often have to travel long distances, and to through several people, before they reach their final destination. When this involves oral communication, the chances are that the message received would be somewhat different from the original message-because everyone involved in receiving and transmitting it will inevitably add their own interpretation. In what ways can messages be so distorted?

a. Particular points in the message may be highlighted, that is to say, given an increased prominence and importance.
b. New information may be added (or subtracted) to make the message sound more interesting and palatable.

i. Certain details may be modified to suit either the receiver or the sender.
ii. The order of the events may be altered- often done to make the message seem more logical, but it can affect the accuracy.

iii. Gaps may be filled-in to make sense of the message, and make it sound more credible.

Sometimes, these distortions are deliberate. People may decide that a particular message reflects badly on them, or they may want to withhold it from others in order to exercise their own power. We must bear in mind that information can rapidly assume a political perspective in an organization. Often, however, the intention may not be malicious. It is simply that as we decide, interpret and decode any message we convey, and the more stages it passes through, the more room there is for distortion.

As a form of summary of the many ways distortions can block effectiveness in the communication process, table 1.9 on 50 provides a picture of the major phrases and possible barriers to effective communication.

Table 1.9 Major barriers to effective communication

Barriers	**Sender**	**Recipient**
Barriers in sending a messages	Inadequate information; pre-judgment about recipient, language	
Barriers to reception		Needs and anxieties; beliefs and values, attitudes and opinions exploitations and prejudices
Barriers to understanding	Semantics and technical jargons; lack of communication skills	Poor (concentration) listening abilities; pre-judgment
Barriers to acceptance	Personal characteristics, dissonant behaviour, attitude and opinions, beliefs and values	Attitude, opinion, pre-judgment, beliefs, values, frame of reference previous experience
Barriers to acceptance	Memory and retention level of acceptance	Personal characteristics; level of acceptance; flexibility for change

Source: Torrington & Chapman, 2017

3.3 The communication climate

Why is it that communication often seems to flow more smoothly within some groups of people than others? One reason is that the prevailing communication climate directly influences the extent to which communication is a positive or negative force in an organization. An open or supportive communications climate promotes co-operative working relationships and is therefore conducive to effective information gathering and transfers. A closed and defensive communication climate has the opposite effect.

Communication climate is not something that exists beyond the people who work together in the organization; it reflects the skills and dispositions that people bring to the work situation and modified by their interactions and experiences in the organization. A conducive communication climate has to be created and nurtured by management.

3.3.1 The open supportive communication climate

It has long been observed that people are more likely to have a sense of worth and importance, and feel free to speak without fear of reprisal, in an open and supportive environment. This kind of situation promotes an understanding of what each team members wants to accomplish, and also encourages working together towards common goals.

Supportiveness is communicated most clearly with the following kinds of response.

i. **Descriptive response:** statements that are informative rather than evaluative.
ii. **Solution-oriented response:** a focus on problem-solving, rather than an emphasis on what cannot be done.
iii. **Open and honest response:** even if criticisin is expressed, there are few hidden messages; the aim is to help and improve.
iv. **Caring response:** puts an emphasis on empathy and understanding
v. **Equalitarian response:** communication that values everyone regardless of their role or status.

vi. **Forgiving response:** recognizing the inevitability of error of misjudgments, and the likelihood of taking action to minimize repetition.

vii. **Feedback response:** these are seen as a positive and essential part of maintaining good working relationships and high levels of performance.

Management style is a critical factor in determining whether the communication climate is open and supportive. If there is a history of suggestions being welcomed and acted upon, mistakes being used as an opportunity to learn, crises being dealt with in an even-handed way then staff are more likely to be open in their communications. They will feel trusted, secure and confident in their jobs and in the organization as whole. Effective team-working, flexibility and a sense of involvement – a contribute to (and benefit from) an open and supportive climate.

3.3.2 The closed, communication climate

Effective communication is one of the first casualties in a closed and defective work environment. When the environment is highly ‘political’ competition for approval, promotion or resources is invariably high on the hidden agenda. In this kind of environment, ‘information is power’. People often become very possessive and territorial about the information to which they have access. Control is maintained through the suppression of open forms of communications. Information is given or withhold to reinforce, person’s position rather than to contribute to effective working.

Communication behaviours that are likely to predominate in a close communications environment have been found to include the followings:

i. **Judgment behaviour:** people are explicitly expected to conform to certain types of behaviour and to inhibit or change attitudes and behaviours that are inconsistent with the norm.

ii. **Deceptive behaviour:** messages tend to hold a hidden meaning, or are expressed insincerely or in a manipulative way.

iii. **Non-caring behaviour:** communications tend to be detached and impersonal, and show little concern for others.

iv. **Superior behaviour:** people’s ways of interacting with each other tend to emphasize their differences in status, skills or understanding.

v. **Dogmatic behaviour:** there is little discussion and an unwillingness to accept other points of views or to compromise.
vi. **Hostile behaviour:** there is a predominantly negative approach, which places little importance on the needs of others.

Effective managerial communication, in these circumstances, tend to breakdown to such an extent that the interaction between individuals is minimal; certain topics are simply not discussed and verbal aggression becomes more commonplace. Communication still exists, but it can easily become defensive and covert.

4.0 Conclusion

An important way to achieve behavioural effectiveness in the workplace is to communicate effectively. Effective communication is one of the major ingredients of the manager's job. It involves a process of passing information and understanding from a sender to a receiver. Managing communication involves understanding the numerous barriers to effective communication and knowing how to overcome them. The unit examined some of the barriers that arise from time to time, and also introduced a number of ways to underline the communication culture.

5.0 Summary

Communication is what all managers spend most of their working day doing as the 'nerve' centre of the organization. It is a major part of their role. In particular, communication is about people in an organization. It is essential to the main function of management – managing people. Communication cannot take place outside a network of people encoding, transmitting, decoding and interpreting information.

As we shall find in subsequent units of the course, effective communication is integral and supportive of each of the core functions of managing people in organizations.

6.0 Tutor-Marked Assignment

What is the value of effective communication skills in the workplace?

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UNIT 10: MANAGING PERFORMANCE

1.0 Introduction

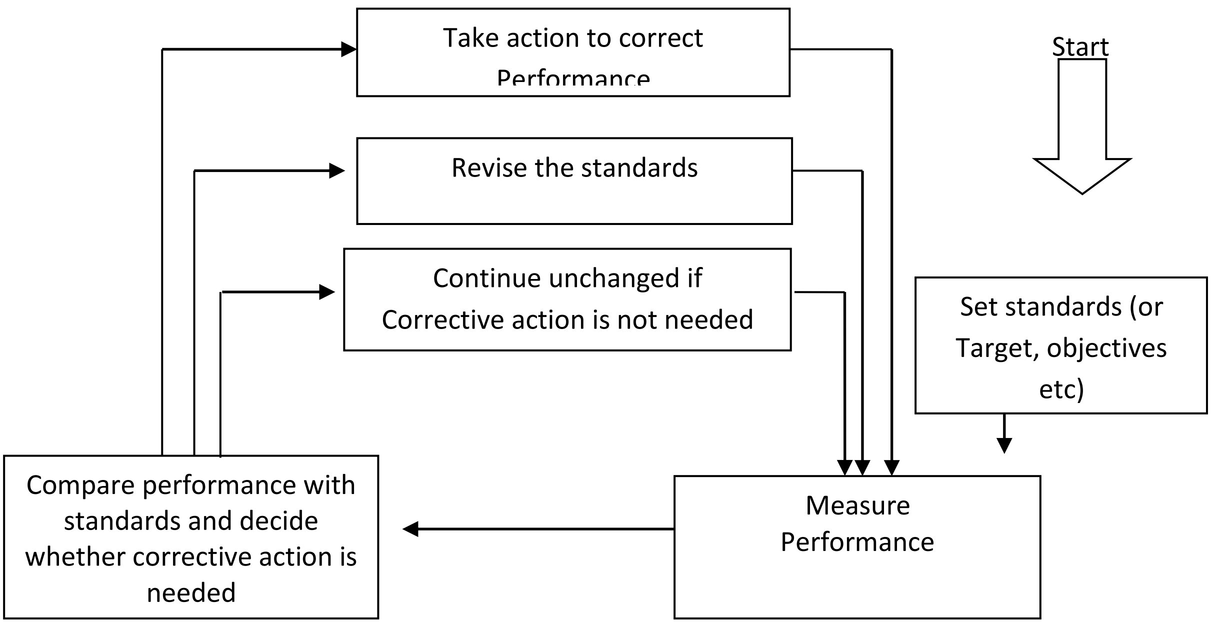
In an earlier unit on the staffing process, we looked at the first process in the series of processes involved in bringing people into the organization. Of course, the interest of managers in a new employee does not stop, once the induction process is complete. Since employees are employed in order to contribute to the organization’s objectives, there must be systems in place for assessing the contribution and promoting high performance. Several tools have been designed to achieve this objective. They include, setting targets, monitoring performance, managing rewards and developing people, these activities are sometimes grouped together under the concept managing performance.

In this unit, we shall examine some of the key issues in managing performance. The aim is to attempt to produce a broad conceptual framework for a discussion of staff performance appraisal in subsequent units.

2.0 Objectives

At the end of this unit, you should be able to do the following:

i. Discuss performance management as a core function of human resource management
ii. Describe and understand the control loop as a useful framework for thinking about the management of performance
iii. Contribute meaningfully to standard setting processes and the monitoring of performance relative to set standards.



The control loop

This analysis of performance management assumes that management is, in essence, a rational activity. From this perspective, performance management and appraisal can be seen as part of a range of mechanisms by which management seeks to exert control.

Activity

What do you consider as the main features of a PMS? List and attempt a brief description of them.

Management, when thought of as a rational activity assumes implicitly that:

i. An organization's goals can be expressed in terms clear enough, that they can be used to construct actual policies, standards and targets;
ii. It is possible to measure – or at least estimate reliably, the extent to which an individuals or a group is helping to achieve these standards and targets.
iii. Human performance can be analysed as a series of interlocking causes and effects.
iv. This series can be managed – in other words, poorly performing parts of the chain can be 'repaired' or at least 'improved' by the action of 'managers'.

How realistic is this rational model of performance in real work situation? It is important that individuals have their performance monitored, for reasons other than those associated with control. Individuals feel more secure and valued, when they receive constructive feedback from their manager, on how they have performed. This process will happen during day-to-day management, individual review sessions or appraisal. The emphasis is placed on encouraging high performance overall, rather than on control loop-style management, related to individual tasks carried out in pursuance of particular plans.

In the context of managing performance, one of the theoretical bases of the control loop is goal-setting theory, which was first put forward by Edwin Locke (1981). He argued that goals pursued by employees can play an important role in motivating superior performance. In aiming to achieve goals, people examine the consequences of their behaviour. If they think their current behaviour will not allow them to achieve their goals, they will either modify their behaviour or choose different goals. If managers can intervene to set goals, in such a way that the individuals think the organization's aims are worth achieving, then they should improve their staff's performance.

There are many reasons why the day-to-day control of human resources is more 'messy' than the rationalist model of performance. First, very few managers are able to identify and articulate clear strategic objectives. Often, there may be too many objectives, and some of them may even be mutually contradictory, or competing. If the organization is unable to set out explicitly its strategy, it is unlikely to be able to carry out the next step which is to identify particular dimensions of performance, that are most likely to achieve its goals (Mabey et al 2001).

Second, objectives may be changing so fast that any attempt to base a system of performance on them would be useless. Even when the objectives are relatively stable, the standards to be attained and maintained may not be so clearly specified. For example, how do you satisfactorily measure increasing customer satisfaction? Another danger lies in assuming that the manger has to be involved in the error correction process. In many cases, it will be sufficient to feed back information to the employee who will then be able to correct performance without the need for managerial intervention. Also, if corrective action is needed, it will not always be clear what is appropriate, nor will the results of an action be totally predictable.

Activity

List the most common means of monitoring and measuring performance you know of and identify the strengths and weaknesses of each one.

3.0 What is performance management?

3.1 Performance management system

3.2 Measuring performance

One of the key implications of the control loop as a metaphor for managing human resource is that there should be standards against which an individual can be assessed. This raises the issue of measurement, and there are essentially two types: Objective measures (based on independently verifiable data) and Subjective measures (based on human judgment).

3.2.1 Objective measures

These are usually numerical measures of how well an individual or a group is meeting the main objectives set. They might specify targets, such as timescales and deadline, quantities, costs and resource usage.

For example, many organizations will have financial health as one of their objectives, and so monitor their financial performance regularly. Organizations also generate a whole range of quantitative data such as sale figures, output, productivity, absenteeism.

3.2.2 Subjective measures

Not all aspects of performance can be easily measured and quantified. As a result, subjective measures of performance are made in all organizations. Many aspects of performance identified for inclusion in a performance management system may, if they are to be assessed at all, rely not on quantitative measures, but on qualitative judgments. Most people will have a complex picture of the ability and performance of their colleagues, which is based only in part on formal results. These subjective judgment may be useful in deciding who to promote within a department, for example, in other words, if subjective assessments are well designed and thoroughly audited, they may offer a more accurate gauge of performance than many objective measures. The challenge for a performance management system according to Mabey et al (2001) is that its procedures should be auditable, so that it can be verified that the measures are being used fairly and effectively. This tends to result in a move of formalize the process of subjective performance measurement. The most common way in which this is carried out is via a system of appraisal. A detailed discussion of appraisal system is taken up in a subsequent unit.

Activity

Make a note of two aspects of your own work, in your organization, which you could easily measure; assess your won performance against specific targets.

Who set these targets?

Are they realistic and achievable?

3.3 Taking appropriate action

Ensuring effective control demands that appropriate action is taken when there is a difference (good or bad) between planned and actual performance. Three options are generally possible as demonstrated earlier in the control loop:

i. Continuing unchanged
ii. Taking action to correct or improve performance
iii. Revising the standard, in reality, you may respond to a problem with a mixture of all three.

3.3.1 Continuing unchanged

This option is less straight forward than might appear. Perhaps your monitoring suggests that not only is an individual not likely to meet his or her targets, but also there are reasons why the best option might be to avoid taking corrective action. For example, it might be that the gap is so insignificant that you might have to delay intervening and allowing more time to establish reasons for the observed disparity,

3.3.2 Correcting performance

This option might involve insisting that the work is done again or improved, getting directly involved yourself to resolve difficulties, arranging additional training for staff or any other form of appropriate, corrective action. Whenever you have to take any corrective action, think critically about what it is you are correcting. There may, of course, be occasions when you have no choice but to cure the effect while seeking the cause.

On some occasions, discipline must be enforced to ensure that standards are not compromised, undermined or ignored. In dealing with this type of situation, you will need to take into account other aspects of the social aspects of work, including leadership, motivation, power, conflict and disciplinary procedures.

3.3.3 Revising the standard

The standard or target may need revision when a standard is exceeded. Do not simply raise the standards as a 'reward'. Where you feel that the standard is unrealistic and should be revised, it is important to consider whether you will cause more problems by changing than by holding firm. For example, by changing would you:

i. Encourage people to ignore any future standards (or targets) you set?
ii. Remove a good incentive, even if the standard (or target) cannot quite be achieved?
iii. Make those who have really exerted themselves feel it was a waste of effort?
iv. Be setting no more realistic standards (or target) than you had before?
v. Engender a feeling of failure?

These are crucial points to consider before embarking on taking decisions on revising set standards. Their consideration may also help you to decide that the original standard (or objective) was not appropriate and needs modifying. The conclusion one can make from the above discussion is that continuous improvement of performance will only happen, if individuals are able to make a realistic assessment of their performance, and modify their targets and plans, if they are no longer appropriate or effective.

4.0 Conclusion

In this unit, we have discussed what performance management system is all about, and utilized the concept of the control loop framework to show how performance management can be carried out in theory. The detailed steps involved as well as the problems involved in the practical application of the framework have been described and discussed.

5.0 Summary

Performance monitoring and management are designed to encourage managers and individuals to work and organize their behaviour in such a way that they help the organization achieve its goals and objectives. A useful framework through which to approach the problem is framework that involves setting individual or group standards, measuring performance, applying corrective action where appropriate, and revising the objectives where necessary. The feasibility of this framework is still open to debates. The performance management framework, however, provides a theoretical backcloth for meaningful discussion of performance appraisal system.

6.0 Tutor-Marked Assignment

List and briefly discuss four main operational imperatives of PAS

7.0 References and other resources

The unit draws material from the Open University (UK) B800 People Book 5 (Managing Performance).

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UNIT 11: MOTIVATION OF EMPLOYEES AT WORK

1.0 Introduction

'You either do it my way or you're fired'. This type of motivation may have worked at the turn of the century, but today, many employees would tell their supervisor to 'take job and shove it'. Today's 'new breed' of employees don't respond to 'traditional' values that might have motivated employees twenty or thirty years ago. Employees in today's organizations are better educated, more highly skilled, and work with more advanced technology. They have significantly higher expectations, which create difficult challenges for managers.

Invariably, work is an activity that is expected of all people of any nation, irrespective of tribe or religion, unless one has a mental or physical handicap. Even in the Bible, we were told of how Adam and Eve were mandated to make their living through hard works, after their disobedience. In several places in the Bible, hard work is commended, while laziness is condemned.

Apart from providing economic security, work adds meaning to life. It gives one an identity and feeling of self-worth. It bestows status and a feeling of belongingness to people who work in a given organization. A satisfying job can be self-fulfilling. Invariably, work has a bearing on one's emotional state and physical well-being. It has an effect on martial, parental and community roles of people.

In spite of the above facts, research has shown that many people are not satisfied with their jobs. Job satisfaction has been linked with variables like absenteeism, labour turnover, labour performers and productivity levels. Industrial work observers are concerned that the gap between potential and actual performance is widening. It is believed that appropriate motivational (strategies) moves by management will result in considerable benefits to both parties (Labour and Management). However, management should try to find out the reason why an individual wants to work. Behaviour scientists have found out that certain needs drive people towards certain goal achievement. This drive is known as motivation. This drive within human beings might lead them to get involved and to use their intellect to achieve desired goals.

In view of these major developments, the manager must ask, 'How do I motivate my employees to perform more effectively and efficiently?' This question reflects one of the most challenging aspects of a manager's job, and managers in all types of organizations frequently ask it.

2.0 Objectives

After you have read through this unit, you should be able to do the following:

i. Provide a comprehensive definition of motivation;
ii. Discuss the various content and process theories of motivation
iii. Describe the applications of these theories by management.

3.0 What is Motivation?

Motivating a worker today is considerably more complex than the simple application of the ‘carrot and the stick’ approach used by many managers of yesterday. The dictionary of sociology defines motivation as the process of initiating conscious and purposeful action. It defines ‘motivation’ as the process of supplying an incentive, adequate to induce deliberate and purposeful action. However, motivation in relation to work could be defined as the condition of being influenced to do something. It is the process of influencing workers to give off their very best to their organization. Simply, put, it is the driving force that stimulates an individual, i.e. a worker, into action in order to achieve his or her organization’s objectives. It is also described as the willful or volition act on the part of an individual.

However, the key to understanding motivation lies in the meaning and relationship between needs, drives and goals. The needs set up drives to accomplish goals. A need simply means deficiency. Needs per se are created as a result of physiological or psychological imbalance. Drive can also imply motive, while goal is defined as anything that can alleviate a need and consequently reduce a drive.

How best to motivate an individual to achieve desired objectives, has long been one of the world’s most important, difficult and controversial problems (Vroom, 1964). This problem has since the medieval period attracted the attention of Social Scientists, Philosophers, as well as Novelists in different parts of the world. The interest of psychologists in this problem dated back to the early part of the twentieth century, which is reflected in the emergency, and development of industrial psychology and vocational guidance (Vroom, 1964).

It is true that people participate in an organized enterprise in order to achieve some goals that they cannot attain as individuals. But this does not mean that they will necessarily work and contribute all they can to be sure that these goals are accomplished. A motivated worker would surely perform his duties, contribute to the achievement or organizational goals. On the other hand, even though frustrated and coerced workers may be forced to contribute to production, yet it must be realized that while it is possible to push-start a stalled car or switch on and off a faulty machine, the human being is none of these. Hence, force will hardly make much in getting human beings to perform their assigned tasks satisfactorily.

Critically looking at the Nigerian situation, the conflicts, strikes and related problems often experienced in our industries, may not be unconnected with the lack of motivation.

3.1 Forms of motivation

According to Davis (1977), four motivation patterns that are especially significant are achievement, affiliation, competence and power. We shall consider these one after the other.

3.1.1 Fear motivation

Fear as a motivation is one of the oldest and perhaps the most widely used for motivating workers. This type of motivation plants fear in the minds of employees. Such employees get things done on the platform of threat or punishment, loss of job or dismissal, loss of status, loss of facilities to the workers who do not conform to laid down rules and regulations.

Fear motivates subordinates to work harder and produce more goods and services. It is also assumed that people would work best when they are forced into a situation in which they must produce or be punished.

3.1.2 Financial incentive

This has something to do with increase in pay rise, granting of bonuses on the basis of personnel appraisal, rather than according to an automatic standard. Money is an important incentive in society, because it represents the power to save and the power to spend money, buys things that people value, thus providing a psychological life through the acquisition of economic goal (Tobes et al, 1977).

However, it should be recognized that money is necessary in satisfying the demand of the society as defined by our cultural value. Managers in industry and trade union leaders tend to place major reliance on pay, bonuses and other financial incentive, because they are easier to manipulate. In Nigeria, Adebo inquiry (1970), Udoji Award (1974) and very recent Economic Relief Package (1980), Structural

Adjustment Programme (SAP) relief of Babangida (1997), Abubakar's new minimum wages and finally 1999 Obasanjo's latest minimum wage are typical examples.

3.1.3 Advancement motivation

Advancement-motivation simply regular promotion of workers, based on adequate personnel appraisal, scheme, which could form the basic core of the employee motivation for high job performance in organization. The concept of job security is gradually taking firm root in our various organizations. Workers feel secured when their voices are heard, when old age pension, unemployment insurance, accident and sick benefits and guaranteed. For the voices of the employees to be heard, Trade Union are used.

Achievement-motivation is a desire to overcome challenges. The countries where achievement-motivation dominates are those that made the most socio-economic progress. Achievement-motivation leads to higher levels of aspiration, so that the people work harder, and make more progress.

Achievement-motivated persons are the best source of competent leadership in the nation's organizations, and those persons with more achievement-motivation tend to rise to the highest positions. Achievement-motivated persons seek accomplishment for its own sake. They are not strongly 'money conscious' although they may acquire wealth in their drives to achieve. They work because of the sense of challenge, accomplishment and service. Monetary rewards are more of a lure to people who are low in achievement-motivation.

3.1.4 Affiliation motivation

Furthermore, affiliation motivation is a drive to relate to people. Comparisons of achievement-motivated employees with affiliated ones will illustrate how the different motivational patterns influence behaviour. People with achievement-motivation work better when they are complimented for their favourable attitude and co-operation. Achievement-motivated persons select assistants who are competent, regardless of personal feelings about them. However, affiliation-motivated people select friends to surround them.

3.1.5 Competence motivation

Competence-motivation is a drive to do quality work. Competence-motivation employees often are so interested in the technical aspect of their job that they are blind to the human factor at work. They seek job mastery and professional growth.

However, the results of various studies on motivation and performance have led to the proliferation and application of different types of motivational strategies such as fear or coercive motivation, financial incentive, job security, opportunity for advancement, just to mention a few.

Knowledge of motivational patterns help management recognize those employees who are self-motivated, as distinguished from those who depend more on external incentives. Management can then deal with people differently according to their personal motivational patterns.

3.2 The use of theories in motivation

For adequate understanding of motivation and workers, attempt is made here to explain certain motivation theories. These can be grouped into two major categories: i.e. the content and process theories. The content theories focus on the factors that are within the person that actually directs, sustains energize or really stop behaviour. In other words, they attempt to determine specific needs, which motivate people. However, process theories focus on the provision of description and analysis of the process of how behaviour is energized, directed, sustained and stopped. In fact, the process theories focus attention on needs and incentives that cause behaviour. However, under the content theories of motivation, we shall examine three important ones viz: Maslow’s need of hierarchy, Herzberg’s two-factor theory and McClelland achievement theory. However, two process theories will also be treated, and they are Vroom’s expectancy theory and reinforcement theory.

3.2.1 Abraham Maslow

Abraham Maslow was a psychologist, who developed the theory of human motivation, and classified human needs into five categories in a hierarchical manner, that is, movement from one need to another particularly after a need has been satisfied. The five needs according to Maslow are enumerated below.

Physiological need – The need for food, drink, shelter and relief from pain. They are required for maintaining the body in a state of equilibrium i.e. survival.

Safety and security needs- The need for freedom from threat i.e. threatening events and situations. The need not necessarily means physical safety, but it also includes psychological safety and security; for example, provision for future, insurance scheme, confirmation of appointment.

Belongingness and love needs – The need for friendship, affiliation, interaction and love. This is also called social needs. Management can reinforce these needs by providing recreation facilities for workers to enhance interaction.

Esteem needs – These include the desire for self-respect, strength, achievement, competence, confidence, independence and freedom. It also includes the desire for reputation or respect or esteem from other people, status, dominance, recognition and attention. However, these needs can be satisfied through acquisition of power in the work environment or place.

Self-actualization needs- The need to fulfil ourselves by maximizing the use of abilities, skills and potentials. However, it could be said that emergence of these needs rests upon prior satisfactory of the other needs earlier discussed.

Activity

List all the 'goodies' the management of your organization have just put in place, to motivate employees to work harder.

3.2.2 Herzberg's two-factor theory

Fredrick Herzberg propounded two factors theory of motivation. He says that man has two different sets of needs. One 'lower level': for example basic needs and 'higher-level set of need. This is however unique to human characteristics; the ability to achieve, and to experience psychological growth.

However, the two factors are also called dissatisfies-satisfies, the hygiene motivators or the extrinsic-intrinsic factor theory. There are a set of extrinsic job conditions which result in dissatisfaction among employees and they are not present. However, if they are present, they do not necessarily motivate workers. These conditions are needed to maintain a level of 'no dissatisfaction':

a. Responsibility

b. Advancement
c. The work itself
d. The possibility of growth

In collusion, Herzberg's model provides new insights into organizational behaviour. One major insight is the idea of job enrichment. According to Herzberg, building more motivation factors into them should enrich jobs.

3.2.3 McClelland's learned needs theory

McClelland's proposed a theory of motivation, which closely associated with learning concepts. He believed that many needs were acquired from culture. However, he laid emphasis on the three needs- namely: the need for achievement (Nnarch), the need for affiliation (Naff) and the need for power (Npow). McClelland has found that everyone has each of these needs to some degree. For example, one person may be very high in his need for achievement, but low in his need for affiliation and power.

Need for achievement – Here, a person tends or likes to take responsibility for solving problems.

i. The person tends to set moderate achievement goals and is inclined to take calculated risks;
ii. The person desires feedback on performance

The need for affiliation – This actually reflects a desire to interact socially with people. A person with high needs for affiliation is concerned about the quality of personal relationship. This then implies that social relationships is given priority over task accomplishment or such a person.

Need for power – A person with a high need for power concentrates on obtaining and exercising power and authority. He is concerned with influencing others and winning arguments. Power can be positive if it expresses persuasive or inspirational behaviour, and can be negative if it emphasizes dominance. Further still, the main theme of McClelland's theory is that their needs are learned through coping with one's environment. Since needs are learned, behaiour, which is rewarded, recurs at a higher frequency.

3.2.4 Vroom's expectancy theory

Expectancy theory centres mainly on how motivation occurs. There are three major elements in the expectancy theory according to Vroom, they are:

i. Choice
ii. Expectancy
iii. Preference

Choice- This simply represents the individual's willingness and freedom to select and pick from a number of alternative behaviours. If fact, the theory suggests that individuals are motivated at work to make choices among different behaviours or intensities of work effort. For example, a worker may decide to work fast or slow, hard or moderate, stay at homw or come to work. However, in some cases, working fast may lead to more pay if compensation is simply based on the number of units produced. If a worker believers that his or her effort at work will be rewarded adequately, he or she will make a choice of working, so that he/she can receive the reward that follows. Therefore, the logic of expectancy motivation is that 'individuals will exert work effort to achieve performance, which will result in preferred rewards.'

Expectancy- Expectancy is the belief that a particular act will be followed by particular outcomes. Put in another form, it is the belief that a particular behaviour will or will not be successful. It is a subjective probability. It represents employee judgment of the probability that achieving one result will lead to another result. Expectancy would be '0' if a person believed that it was impossible to produce, say 20 units of output per day. It would be to '1' if a person believed or felt certain that he or she could produce 15 units per day.

Preference – The values a person associates with various outcomes are regarded as preference. The outcome here can be in form of rewards or punishment. According to Vroom, the preference are also referred to as valences. Therefore, valence refers to the strength of a person's preference for one outcome in relation to others. It is an expression of the amount of one's desire for a goal. Take for example, if an employee strongly wants a promotion, it is said that the promotion has high valence for the employed. The valence arises out of employee's internal self, as conditioned by experience, and it varies from person to person.

Valence may be positive or negative, depending on the preference for the outcome. However, if a person is indifferent to an outcome, then the Valence is zero.

Instrumentality – This is another issue covered in the expectancy model of motivation. It is the probability that a person assigns to the performance outcome link. It is the probability that a particular performance level will lead to a specific outcome (Donnelly, 1988).

3.3 Motivation: implications for management practice

From our discussion of the theories of motivation, several implications for managers can be derived. They are as follows:

1. Managers should recognize and try to develop a better understanding of human behaviour, if they are to create a climate that encourages greater employee's performance and satisfaction.
2. Human needs that are reasonably well-satisfied motivate behaviour. Thus, management should devote more of its attention towards providing climate for the satisfaction of the upper-level needs of esteem and self-actualizations.
3. Personnel have been underutilized and over-managed. Organizations should try to provide more responsible and challenging jobs, that allow a greater degree of self-control by the individual.
4. Creation of recreational facilities in many organizations such as staff-clubs, company canteens etc, are by-products of motivational theory. All these were borrowed from Maslow's social theory of needs, and are greatly in use today by managers.
5. The increased popularity of vertically expanding jobs, to allow workers greater responsibility in planning and controlling their work, can be largely attributed to Herzberg's findings and recommendations.
6. Employees have been successfully trained to stimulate their achievement need. If the job calls for a high achiever, management can select a person with a high achievement drive.

4.0 Conclusion

We have discussed several theories and concepts of human motivation may be useful to managers. From our analysis, it should be clear that is no one best approach (or theory) to motivate, that will be effect appropriate for all employees in an organization or work unit. Theories of motivation provide approaches a manager can use in more employees. However, the manager must adapt his or her motivation to meet the needs of the situation. A number of situational factors considered before a manager is able to optimize his or her ability to motivate (internal) environment such as objectives, structure, technology management approach personnel).

5.0 Summary

All employees have different needs and aspirations, the motivational for one individual will not be the same for another person. Thus a need must evaluate each person, in order to determine what will stimulate person to exert effort above and beyond what is normally expect possible, an environment should be created so that each employee motivated to his or her fullest potential. Thus, the manager must be of adapting his or her motivational approach to meet the needs of people in a changing environment.

In addition to the major theories of motivation, managers should develop an understanding of the role of money as a motivator, importance of equity between an individual's performance and that he or she receives.

6.0 Tutor-Marked Assignment

Question

Explain one of the content theories of motivation you are familiar with.

7.0 References and other resources

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