

## Career Profile, Continuing Professional Training and Motivation in BICICI Employees

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### ABSTRACT

The purpose of this study is to examine the influence of career and continuing professional training on work motivation among BICICI employees. To achieve this, a sociological survey was carried out among 221 workers in this banking structure. These workers were selected using the probabilistic method. The method of data collection in the field was carried out by means of a questionnaire comprising essentially four axes. The chi-square statistical test was used to process the collected data. This treatment resulted in two levels of outcomes. One reveals that the career profile determines the motivation to work in the study subjects. The other shows that the motivation at work of the respondents depends on continuing vocational training. Herzberg's bifactorial theory and Becker's human capital assisted in interpreting these results.

**Keywords:** *Career Profile, Continuing Vocational Training, Motivation, Employees.*

In the context of globalization and the accelerated development of information and communication technologies, the competitiveness of companies relies more and more on their knowledge but also on their capacity to innovate. Indeed, product and technology innovation and the renewal of knowledge contribute to increased competition between firms.

To cope with this tough competition, work patterns are constantly being revised to allow flexibility for the development of knowledge and innovation. Project teams are among the preferred forms of work organization. This rapid evolution from work organization to project teams has helped to strengthen certain requirements for employees.

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From now on, the motivation of these to use their creativity and to deploy efforts depends on the success of the organization. It is therefore a matter for human resources managers to find the most effective strategies likely to create and maintain the continuous motivation of employees. These, in fact, tend to work better and better only when they are motivated. In this respect, motivation at work remains a central issue at the heart of the management and management sciences of organizations, especially since without quality human resources and motivated, the organization is not able to achieve its objectives (Paul and Susan, 1996). Thus, justify the many practices that are implemented by managers to motivate employees to trigger exemplary behaviors at work.

Unfortunately, in the case of BICICI, it has been observed that in many workers the behavior is rather counterproductive. These are summarized in a chronic lack of punctuality, abusive requests for leave of absence, assignment or reassignment, departures to competition, etc. Obviously, these behaviors, which are not far from posing a problem of motivation at work among the agents of this bank, have their roots in certain facts that have attracted our attention. First, we noticed that most of the people in the human resources department do not have a degree in this area. For example, the person in charge of the training is graduated from a BTS in accounting and an ITB. For their part, those responsible for individual management and collective management are each graduated with a Master's degree in law. The Director of Human Resources, for her part, is a specialist in the analysis of financial risks.

Second, most assignments within the bank are not necessarily based on degrees. They are often carried out unilaterally when, above all, they are the strategic positions of the company. For example, a computer engineer or an accounting engineer can become a private or professional client advisor following short-term training.

Third, it is difficult for employees who do not have the framework level to evolve in their respective careers. They are thus obliged to undergo a specialized training of the bank in order to obtain the diploma of ITB delivered by a training establishment recognized by all the banks of Côte d'Ivoire. Where appropriate, their mobility is only horizontal.

Considering the above, it has been interesting to ask a number of questions. Making an employee work in a field other than his initial training can't lead him to demotivation, especially when he does not frequently benefit from capacity building sessions? Knowing that, apart from a master's degree, one can't be mobile vertically can it not be a brake on the motivation of employees? It is the analysis of all these concerns that underlies the choice of our research topic.

However, for a broad understanding of this subject and to show somewhat its originality, a literature review of the determinants of motivation at work deserves to be made. Generally, the

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work carried out so far allows to define four major groups of factors explaining the phenomenon. These are economic, social, psychological and organizational factors.

The economic determinants relate to remuneration, that is to say, financial rewards. At this level, Taylor (1911) carries out a study and concludes that the pecuniary reward through the individualization of remuneration and the performance bonus leads to the involvement of employees. It starts from the postulate that man is a rational being whose objective is to have a wage to satisfy his needs. For him, it is essentially the economic motivation that leads the employee to invest more in his work. Moreover, he maintains that it is enough to tie the wage of the worker as closely as possible to his production in order to hope to increase his motivation. It is in this sense that he advocates performance pay.

Recently, in their studies comparing the links between compensation, motivation and satisfaction of executives and non-executives, Igalen and Roussel (1998) show that remuneration is a determining factor in the motivation of workers in each category cited. They point out that individual remuneration is a motivating factor for employees and that this leads to a wage increase and not a premium.

Social determinants, on the other hand, deal with the social behavior of individuals at work and interpersonal relationships. In this perspective, in disagreement with the mechanistic view of work, Mayo (1945) highlights the importance of the social climate on motivation at work among his subjects of study. It demonstrates that a worker's motivation depends on his social need for a relationship, his sense of being well-treated and recognized in the company, and his sense of belonging to a group.

As for the psychological determinants, these take into account the personality and the psychic traits of each person in the explanation of the motivation to work. Studies in this field are very interesting. Levy-Leboyer (1993), for example, is interested in self-image as a determinant of motivation. She argues that if the worker perceives that her efforts are unsuccessful, she will not be predisposed to do more to increase her performance.

Brandsma (1998), on the other hand, states that the acquired competence of the individual influences the motivation of the employee to work. Indeed, the increase in the spirit of analysis and the acquisition of new techniques make the employee more aware of his work and become more involved. They are therefore indicators of motivation at work.

Boisvert and Paradis (2008), in a study conducted on all students at Cégep Saint-Jean-sur-Richelieu, highlight several psychological factors of work motivation in an individual. It enumerates the perception of the value of an activity, the perception of its motivations to perform

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an activity, the perception of the controllability of an activity and the perception of one's own motivation.

At the level of the organizational determinants, Coch and French in Francès (1995), in their studies on the workers of a company that manufacture body linen, affirm that participation in the decision constitutes a motivating factor for these workers. Gharib (2006), in his study of 25% of the 56 Francophone schools in Beirut and 12 heads of schools, reveals that managerial style is an important factor in motivating teachers. Finally, in his study of about 30 Canadian companies, Fall (2014) highlights the influence of goal accuracy, performance feedback and organizational justice on motivation to indicate that managers should act In priority to these levers to encourage employees to make efforts at work.

In total, it can be argued from this literature review that motivation at work is polydetermined. Therefore, without pretending to examine all the factors likely to explain it, we limited ourselves in this research to two specific variables. These concern the career profile and continuing professional training.

Indeed, if a career profile is defined as the horizontal and vertical mobility project that the company proposes to its employees in order to offer them the opportunity to climb the ladder in the course of their activities, it is clear that this is one of the aspirations of every worker. The reason is that no ambitious worker would like to keep or keep a workstation deemed inferior for several years without ever or rarely benefiting from promotion. Therefore, it is not exaggerated to suspect the existence of a relationship between career profile and motivation at work in individuals.

Similarly, if we mean continuing professional training, all the theoretical and practical lessons given to an employee with the aim of updating or reconverting his competences for the practice of a trade, it appears that the latter is one of the ambitions of every worker. Indeed, in the age of modernizing work, no worker would like not only to be unaware of the evolution of working methods but also to accept the lack of skills or abilities that will enable him to acquire a status Higher within the company. Therefore, we can assume that there is a link between continuing professional training and employee motivation at work.

The choice of these two variables is also supported by the bifactorial theory of Herzberg (1971) and that of Becker's (1964) human capital. The first theory is thus called because it is based on two categories of factors of need: "driving factors" which are factors intrinsic to individuals and "factors of hygiene" which are factors extrinsic to individuals. The driving factors relate to the actual content of the work while the hygiene factors refer to the working environment. In his theory, the author relates motivations and satisfactions to work. He uses a basic postulate common to all theories of need: the lack of satisfaction of need is a source of motivation. For

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him, the motivation must be close to the content of tasks, success, independence, autonomy but also promotion.

In the second theory, Becker (op.cit.) considers that training expenditure helps to build human capital in the same way as business investment spending leads to the creation of physical capital. Thus, companies must devote a percentage of their wage bill to the financing of the training of their employees, since the purpose is to increase or supplement the knowledge of the staff in order to make them suitable.

If workers value these two needs, we can expect, in the light of these theories that their lack of satisfaction leads to a certain frustration and a decrease in the motivation of the latter. These theoretical models allow us to formulate the following working hypotheses:

**Hypothesis 1:** Employees who have had a career profile in their department are more motivated at work than their counterparts who did not.

**Hypothesis 2:** Workers who regularly receive continuing professional training (at least three out of five) in the course of their work are more motivated at work than their colleagues who benefit irregularly (maximum two out of five).

These hypotheses deserve to be verified in the remainder of our work. It is at this level that the methodological approach comes into play.

## METHODOLOGY

In this study, two categories of variables emerge from the above hypotheses. These are the independent variables and the dependent variable. The independent variables relate to the career profile and continuing professional training. Motivation is the dependent variable.

The career profile designates the horizontal and vertical mobility project that the company offers its employees. It is therefore a qualitative variable with two distinct modalities: a worker with a career profile or not.

Continuing professional training refers to all learning activities aimed at enriching and / or extending the skills of a worker in relation to his workplace. Of a qualitative nature, it accepts two modalities. Either the employee regularly benefits from continuing professional training (minimum three out of five) or benefits irregularly (maximum two out of five).

Motivation is understood as the set of observable reactions displayed by the employee and which testify to his effort and his taste for work. This variable which is qualitative dichotomizes in more motivated and less motivated. An employee is qualified to be more motivated when he displays a certain number of positive professional behaviors such as punctuality, assiduity, efficiency and efficiency at work. On the other hand, he is said to be less motivated if he displays

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behaviors criticized by his superior, including delay, unjustified and recurring absence, inefficiency and inefficiency at work.

*The study population is made up of all BICICI workers. These number 541 and are distributed as follows:*

**Table I: Number by Category and Gender**

Categories	Men	Women	Total	Percentages
Headrests	16	3	19	3,51%
Executives	137	110	247	45,66%
Foremen	85	166	251	46,40%
Employees	11	13	24	4,44%
	249	292	541	100%

*Source: (BICICI HRD, June 2015)*

However, it should be noted that in order to constitute our sample, we opted for the probabilistic method. This allows each worker to have a non-zero probability of belonging to the sample. This is called the random method. It was made possible thanks to the database of all BICICI workers put at our disposal. Ultimately, 221 workers were selected as subjects of the study. A questionnaire was submitted to these workers. It is structured around four main axes. Axis 1 focuses on socio-demographic characteristics such as gender, age, level of education, professional qualifications and seniority in work. Axis 2 surveys the career profile and axis 3 continuing professional training. Axis 4 is a scale for measuring work motivation.

Information was collected on site. Assisted by four (4) trainees with a briefing note from the BICICI HRD, we traveled through the various departments and agencies concerned. The administration of the questionnaire took place over a week. It has yielded data. These have been addressed and have resulted in two key outcomes.

## RESULTS

### 1. Career Profile and Employee Motivation of BICICI Employees

The statistical treatment of the various data makes it possible to isolate the table below:

**Table II: Distribution of subjects according to career profile and motivation at work**

	More motivated	Less motivated	Total
Employees with a career profile	86	23	109
Employees who did not have a career profile	65	47	112
TOTAL	151	70	221

The analysis of the table reveals that at the probability threshold of .05 and at 1 degree of freedom, the calculated chi-square (12,18) is strictly greater than the chi-square readed (0,45). The null hypothesis is therefore rejected in favor of the alternative hypothesis. The career profile

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thus induces a significant difference in the motivation of BICICI workers. In other words, BICICI employees who have had a career profile in the performance of their duties are more motivated at work than those who did not.

This result can be explained by the fact that the human being is an ambitious being. It constantly feeds the desire to reach higher levels deemed more satisfied with the current level in which it finds itself. To achieve this, he does not hesitate to mobilize all his resources and to make every effort. Thus it is possible to understand all its motivation to work unremittingly to achieve the goal that it sets itself in the professional framework.

This motivation is reinforced, especially when the worker has benefited or is promoted in his service. In this case, the moral duty of recognition vis-à-vis the hierarchical superior obliges him to develop and maintain his motivation at work. Similarly, the desire to confirm to his colleagues and department heads his merit in relation to the position held leads him to implement a set of productive behaviors at work. Also, from the perspective of trying to climb other levels as it says "there are never two without three" or "the appetite comes by eating", the promoted employee will be more motivated to work hoping Obtain another appointment.

The theory of the two factors of Herzberg (1971) mentioned above helps to shed light on this result. Indeed, according to this theory, the career profile or promotion system is a motivating factor at work. As a result, an employee who benefits from a professional ascension in the performance of his duties will be motivated to work contrary to another who does not or does not enjoy this privilege. In the latter, we note a reduction in motivation characterized by delays in work, a problem of attendance, a low involvement in work, and so on.

### 2. Continuing vocational training and work motivation of BICICI employees

Chi-square has been applied to the table below:

**Table III: Distribution of subjects according to continuing professional training and motivation.**

	More motivated	Less motivated	Total
Employees regularly receiving continuing professional training	119	38	157
Employees receiving irregular continuing professional training	32	32	64
TOTAL	151	70	221

At the probability threshold of .05 and 1 degree of freedom, the calculated chi-square (13.57) is strictly greater than the chi-square readed (0.45). Continuing professional training induces a significant difference in the motivation of BICICI workers. More specifically, workers who regularly receive continuing professional training are more motivated at work than those who benefit irregularly.

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The explanation for such a result is that continuing professional training is a learning modality aimed at acquiring, enriching or expanding a worker's skills in order to enable him to perform his work effectively. Its purpose is to put at the disposal of the worker new professional skills, one understands therefore in this one his strong motivation displayed at work. The employee expresses this strong desire to go to the service in order to put into practice his new acquisitions received during the training. This may have the advantage of allowing him to be comfortable in the exercise of his duties so as to experience pleasure in working. Faced with certain constraints or professional difficulties, he can draw from his expertise, new methods of work learned to solve them. The work can thus be perceived as interesting, less tedious and pleasant to perform.

In contrast, a lack of training or continuing professional training that occurs irregularly may cause the employee to feel uncomfortable with his work. He may suffer from laxity in performing tasks routinely, especially with methods of work that are not constantly updated or updated. The monotony of doing the same can take away from the job its enriching aspect and leads the employee to be less motivated to accomplish it.

All this attempt at explanation is summarized by Becker (1964) in his theory of human capital. For this author, the human capital which designates all the knowledge learned by the individual increases its productive efficiency. The aim of training is to increase or supplement the worker's knowledge, making him more able to work and thus increase his motivation at work.

## **DISCUSSION**

The results of the study were twofold. The first reveals that BICICI employees who have had a career profile are more motivated at work than those who did not. This result is supported by that reported by Levy-Leboyer (1993) for whom self-image is a determinant of motivation. She concludes that if the worker perceives that his efforts are unsuccessful, he will not be predisposed to do more to increase her performance. In perspective, the image of self is the need that every employee seeks to satisfy by wanting to evolve in his career. Thus, the existence of the career profile makes it possible to ensure the satisfaction of the esteem sought in a staggered manner, which drives him to have a positive behavior at work.

At the same time, Minkoulou (2006), in his study on Guinness Cameroon, notes that loyalty is a factor of performance at work. Among the indicators of loyalty, it identifies the career profile which, according to him, allows weaving a psychological contract with the company. He says that an employee's loyalty is a reflection of his motivation. Thus, an employee with a career profile is aware of his or her future within the company and its opportunities for advancement. The career profile thus becomes a tool of employee loyalty, because it motivates them to remain in the company to evolve.

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In his study of about 30 Canadian companies, Fall (2014) highlights the influence of goal accuracy, performance feedback and organizational justice on motivation. He said that managers should give priority to these levers to encourage employees to make efforts at work. However, we believe that the career profile is part of one of these levers insofar as it represents an objective in itself for any ambitious worker. When it is developed, accurate and communicated to the employee, the employee is more likely to make greater efforts to achieve it.

The second result indicates that BICICI employees who have regularly received continuing training are more motivated at work than those who have benefited from it on an irregular basis. This result is consistent with the findings of the study conducted by Kouadiani (2011). In her analysis, this author shows that employees who were trained regularly in the course of their work felt important in their service and were aware of the value of their presence in the company. They thus demonstrate a strong motivation to achieve the objectives of the company.

Similarly, Levy-Leboyer (1993) argues that continuing professional training allows the employee to have unique skills and, at the same time, to enhance his or her self-image among colleagues. Aware of the authenticity of his skills and his indispensability to accomplish certain tasks within the company, he ends up acquiring a high self-esteem. This increases her motivation at work to the point of seeking to show more the full extent of her technical and professional skills.

For its part, Brandsma (1998) argues that the competence acquired by an employee following a training received influences his motivation at work. He argues that an increase in the analytical mind and the acquisition of new techniques make the employee more aware of his work and become more involved. In this sense, continuing professional training is a factor of motivation.

In view of these results, it is desirable that managers of BICICI integrate these two levers of organizational performance into the management and motivation policy of their staff. At a time of accelerated globalization where inter-organizational competition is at an exponential level, it is the duty of business leaders to initiate or organize frequent capacity building sessions for their employees. In such cases, they may be disempowered and out of phase with new methods or techniques of work. They may eventually become "prisoners" of demotivation at work. It is also necessary to ensure that opportunities for advancement in different roles are real in the company and encourage them to work in this direction.

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### ***Conflict of Interests***

The author declared no conflict of interests.

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