

# THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

## Skill Development and Organizational Innovativeness of Selected Food and Beverage Firms in Port Harcourt

**Onu, O. Frank**

Postgraduate Research Student, Department of Management, University of Port Harcourt, Nigeria

**Dr. Nwuche, A. Christine**

Head, Department of Management, University of Port Harcourt, Nigeria

### **Abstract:**

*This study was conducted to empirically establish the relationship between skill development and two measures of organizational innovativeness, namely: product and marketing innovativeness. As a descriptive statistics using quantitative approach, two null hypotheses were formulated for the study. The spearman rank order correlation coefficient was used to test the hypotheses with the aid of statistical package for social science software. The findings indicated a strong relationship between skill development and the two measures of organizational innovativeness. It was therefore concluded that the stock of human skill actually influences the capacity of innovation induction in the organization. Consequently, it was recommended that organizations should continuously upgrade their human skills as a competitive strategy and to drive their innovativeness.*

**Keywords:** Skill development, product innovativeness, marketing innovativeness, organizational innovativeness, competitive strategy.

### **1. Introduction**

The global economic melt-down and financial crisis witnessed in recent years, coupled with the complexities that characterize the business world today, leading to failure of many organizations, has necessitated a renewed emphasis on organizational innovativeness. There is nowadays a gradual shift from an industrial-based economy to a knowledge-based economy where many firms emphasize innovation and knowledge sharing in their competitive strategies.

Firms that remain indifferent and inflexible are eventually relegated to oblivion. In order to avoid this, according to Fox & Royle (2014, p.29), “individuals, companies and countries alike compete to achieve first-mover advantage (i.e. the spoils awarded those who provide desired goods and services before others)”. First-mover advantage allows first entrants enhanced earnings potentials and control over resources which is difficult to match by others (Grant, 2003) or they can only be matched or copied by others at a high cost to their firm. In order to enjoy first-mover advantage, entrants must innovate. This is accomplished through creating more effective products, process, services, technologies, or ideas (Frankelius, 2009).

The main focus of innovative organizations, driven by highly trained and skillful employees is to create value for their customers by changing organizational attributes. This is achieved by responding quickly to market opportunities and threats, and utilizing the ideas and skills of employees to create new product and services before competitors. Thus, Lumpkin & Dess (2005, p. 151) suggested two ways through which first-mover organizations can remain competitive and successful to include introduction of new products and technologies ahead of its competitors and continuous search for new products or service offerings.

The underlying assumption of human capital theory is that skill as a dimension of human capital and other human endowments can be improved upon to foster innovativeness (Becker, 1964; Barney, 1991 and Baruch, 2004). Several innovation researchers shown in literature adopted Human Capital Development as the general predictor of organizational innovativeness. Again, many previous scholars on human capital development and organizational innovativeness such as Baldwin & Johnson (1995), Tan & Nasurdin (2011), Bidmeshgipour et al (2012), and Fox & Royle (2014), in their separate studies conducted in Canada, Malaysia, Iran and the U.S.A respectively, employed data at the organizational level to explain the relationship between the variables. Their studies examined skill development as a dimension of human capital with other measures of innovativeness in various climes outside Nigeria, thereby raising possibility of country-specific bias.

We attempt to fill this knowledge gap by narrowing our study inside the organization to establish the specific relationship between skill development and two measures of organizational innovativeness such as product and marketing innovativeness, in the Nigerian context, using inside-firm data from selected food and beverage firms in Port Harcourt.

### 1.1. Operational Framework

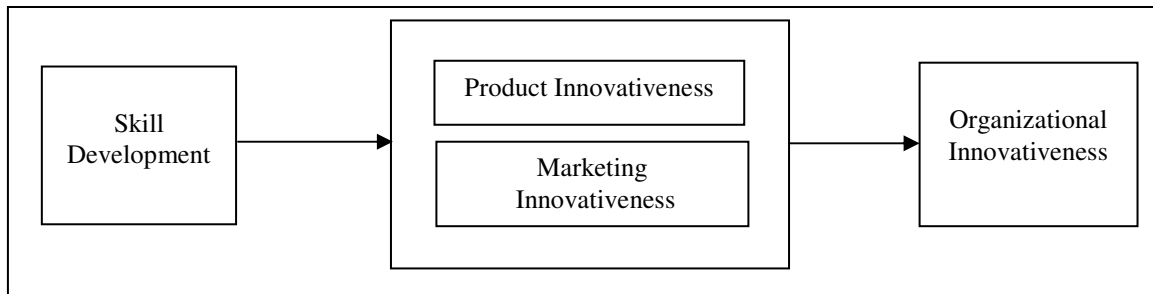


Figure 1: Operational model of relationship between the variables.

In the model (figure 1), organizational innovativeness is cast as an outcome of deliberate investments in human skill which is reflected through effective product offerings and innovative marketing activities. From the model, we draw the aim of the study, two objectives of the study, two research questions and two hypotheses crafted in a null form as shown hereafter.

### 1.2. Aim and Objectives of the Study

The aim of the study is to establish the relationship between skill development and organizational innovativeness while the specific objectives are to establish:

- i. The relationship between skill development and product innovativeness.
- ii. The relationship between skill development and marketing innovativeness.

### 1.3. Research Questions

This is directed to the specific objectives of the study above; thus:

- i. Does skill development drive product innovativeness of food and beverage firms in Port Harcourt?
- ii. To what extent does skill development affect marketing innovativeness?

### 1.4. Research Hypotheses

Two research hypotheses are proposed in the null form as tentative answers to the research questions posed in the study:

- $H_{01}$ : There is no significant relationship between skill development and product innovativeness of food and beverage firms in Port Harcourt.
- $H_{02}$ : There is no significant relationship between skill development and marketing innovativeness.

## 2. Literature Review

### 2.1. Skill Development

Skill is the capacity to apply knowledge in a practical, demonstrable way (Cole, 2002). An individual's skill is a product of his store of knowledge and personal attributes. As part of stored knowledge, skill is bound to deteriorate and depreciate with time. This is why Amah (2006, p.169) noted that "change in the environment has resulted in skill becoming obsolete, so that competent employees do not forever remain competent if they do not improve themselves through training". Human capital theorists attest to this and suggest that education or training raise the productivity of workers by imparting useful knowledge and skill which translates to overall performance and foster organizational innovativeness. (e.g. Becker, 1962; 1964, Barney, 1991; Bratton & Gold 1999; Baruch, 2004). Training reduces tardiness, absenteeism, negative work attitude, excessive complaints, high reject or low output, high accident and insubordination (Nwachukwu, 2002). A well-developed employee is capable of producing more than an untrained employee of equal physical ability because he believes that he has control over his environment and is equipped to tolerate occasional disappointments and frustration. He learns to accept blame for his failures instead of blaming the organization or his co-workers.

Industry leaders and company executives spend much on training and development to gain competitive advantage, emphasize innovativeness, organizational learning and to create intellectual capital for the organization (Amah, 2006, p.171). The training policies of some organizations have transformed them into learning organizations where training is systematic and provides all their needs for sustenance. Training can be on-the-job or off-the-job; formal or informal. The four types of skill that are obtained through training, identified by Robins (2003) cited in Amah (2006, p. 178), includes: basic literacy skill to compete globally, technical skill necessitated by technological changes, interpersonal skill for interaction and problem solving skill to solve problems. Some writers such as Nwibere et al (2000, p.9), group such skill to correspond with the three organizational level namely: technical skill as the ability to perform task; interpersonal and communication skill, also called 'people skill' is the ability to work with people; conceptual and decision skill is the ability to create innovative ideas. Amah (2006, p. 179), also classified skill into primary and secondary skills. While the former is transferable, the latter is specific task-related skill.

Some training methods include job rotation, apprenticeship training, understudy etc. The real worth of training is in its ability to make trainees gain knowledge and skills that can translate into improved behaviour or job performance. Career development is established

to enable employees match their needs for personal growth with the needs of the organization. This gives rise to goal and value congruency, and consequently, everyone including employees and the organization pulls in the same direction.

## 2.2. Organizational Innovativeness

The unique and striking feature of innovativeness is that hardly any organization can innovate alone. Most innovations involve a multitude of firms (Gamal et al, 2011). Both small and large firms have advantages and disadvantages in creating innovation. For a long time, innovativeness was seen as activity involving inventors, individual actors, firms but excluding services. Subsequent empirical studies have contradicted this perception and shown that innovation activities are predictable across both goods and services contexts (e.g. Fox & Royle, 2014).

Innovation has become more critical to manage due to advances in technology and changing consumer tastes and preferences. Innovation is a wide concept not given to easy definition. Hence, Gamal et al (2001, p.7) quoted the definition adopted by Egypt's Technology innovation and Entrepreneurship centre (TIEC) as "the introduction of new product, service or process through certain business model into the market place, either by utilization or by commercialization". Innovativeness is all about finding new and better ways of doing things based on organizational learning in a manner that improve the quality, efficiency and effectiveness of goods and services provided.

The OSLO manual (2005, p.15) refers to innovation as "the implementation of new organizational methods in the firm's business practices, workplace, organization or external relations. Successful innovation also depends on skill development by employees on the job in the process of solving the technical and production related problems encountered in testing, producing and marketing new products and processes ((Lorenz,2006).

Gamal et al (2011, p.30) recommends that innovation in developing countries should be done preferentially by introducing incrementally innovative products, which are new to the firm but not to the industry to minimize risk, by building on the innovations of others. The four major factors reported in literature that impede innovation activities are knowledge factors, institutional factors, cost factors and market factors (Gamal et al, 2011).

### 2.2.1. Measures of Organizational Innovativeness

Innovation is a wide intuitive and creative concept with multiple dimensions and measuring it is a difficult task to perform. Historically, two broad streams of research on innovation measurement are through innovation inputs such as R&D intensity and through innovation outputs such as products and patents (Gamal et al, 2011). We shall discuss only product and marketing measures of innovativeness for our purpose.

*Product measure of innovativeness:* The product is the result of the innovation process, be it a physical product or service, an enhancement to them or a process of increasing their efficiency and or effectiveness (Higgins, 1995, p.14). Some people think in terms of a product which is "first of its kind" to the market. Only few organizations achieve innovativeness of that disruptive or radical degree. Such radical innovation is not more important than the incremental improvements and modifications to existing products which many firms take part in. Thus, Higgins (1995, p.14), insists that to be innovative product, it must have significant value, and not merely be original. Kuczmarski (1992) cited in Kalu (1998, p.234) noted that "innovation is the functional skills that is required to get a successful new product program underway". He added that "innovation is not merely a creative unstructured brainstorming activity rather it is a multifunctional and disciplined management process that fuses analytics to creativity" (Kuczmarski,1992)

According to Kalu (1998, p.235), top management must be committed to providing the funds, talent and culture needed to nurture innovative and entrepreneurially oriented product champions.

Recently, product innovativeness has extended into product co-designing where customers are allowed to make inputs before manufacture to meet their specification. We often hear of American specification for Japanese automobiles as example. There are also various specific designer products for customers to meet their specific tastes. All of these are to ensure those customers known as "crowned kings" in business and especially in marketing literature get exactly what they want, at best or a substitute as near as possible, at worst.

*Marketing Measure of Innovativeness:* Marketing innovativeness is related to the strategic marketing functions of promotion, pricing and distribution, including product functions such as packaging, other than new product development (Higgins, 1995, p.17). The main objective of a marketing innovation programme is to communicate an organization's product roll-outs effectively to customers in a delightful packaging at a competitive price with uninterrupted distribution channel in a manner that will benefit both the organization and her customers. According to Higgins (1995, p.56), this will involve significant improvements in any or all of the marketing mix variables (4ps)-product, promotion, price, distribution (place) or target market.

In the ever demanding and dynamic marketing environment, coupled with consumer changing preferences, simply formulating marketing strategy is no longer enough; it is also necessary to design and execute the process to effectively implement such Strategy (Davenport, 1954). Thus, McKenna (1991) cited in Higgins (1995, p.56), noted that "in an age in which the consumer is bombarded by advertisements, innovative marketing techniques are critical to successful sales".

Sometimes, what matters most is not differentiation or low cost but how customers perceive them, as the exact difference between some product offerings and their cost is often difficult to discern. Innovative marketing can help to create the desired positive perceptions for a particular product against competitors. Some marketing innovations cut across all marketing mix variables. For instance, Stacy (September, 1993.), cited in Higgins (1995, p.58-61), noted that "relationship marketing is to build strong relationships with customers so that all five marketing mix variables are strengthened in ways that will benefit the firm". Finally,

marketing innovativeness can support all of differentiation, low cost and positive perceptions, through significant improvements in key marketing functions.

**3. Research Methodology**

*3.1. Research Design*

The quasi experimental design is adopted because the elements are descriptive and outside the researchers control. The sample survey is again justified because it has a more scientific way of representing the population (Baridam, 2001; Creswell, 2003).

*3.2. Population and Sample Size*

The population for this study is restricted to employees of 5 yrs. and above in their employment, drawn from four functional firms in the food and beverage sub-sector of Manufacturers Association of Nigeria, Port Harcourt. This is justified because innovation efforts themselves may differ by industry (Fox & Royle, 2014, p.38), and it is useful to account for such potential industry difference (Zenkin & Dolya, 2007). Again, operational variables often exhibit skewness (violating assumptions for normality) and therefore need to be normalized (Gruca & Rego, 2005). For instance, there are more causal workers below 5years of employment in the firms, thereby causing the statistical distribution to be skewed towards temporal workers. Consistent with the above, with known population of 630 respondents from company records (firm 1= 168; firm 2=232; firm 3=120; firm 4=110) and error margin of 0.05, we determine sample size using Taro Yemen’s (1970) formula, given in Baridam (2001, p.93) as:

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

Where n=sample size required, N= Population size (630), e = error margin (0.05).

Thus,  $n = \frac{630}{1+630(0.05)^2} = 245$  respondents.

Further, this sample size of 245 respondents is proportionally distributed to the firms, using Bowley’s (1964) formular given as:

$$nh = \frac{nNh}{N}$$

Where n = sample size, Nh = number of employee in each company, N= Population size.

Substituting the formular, firm 1 with 168 employees:  $nh = \frac{245 \times 168}{630} = 65$  respondents.

Firm 2:  $nh = \frac{245 \times 232}{630} = 90$  respondents.

In the same way, firm 3 with 120 employees has 47 respondents while firm 4 with 110 employees has 43 respondents.

*3.3. Data and Instrument for Collection*

Validated structured questionnaire was used as instrument for primary data collection, from multiple sources, namely managers, supervisors and operatives.

*3.4. Test of Reliability and Validity of Instrument*

Reliability refers to the consistency or precision of the measure (Baridam, 2001, P.81). Steps taken to ensure reliability of the instrument is by Cronbach alpha coefficients, using the statistical package for social science (SPSS) software. Items that returned high alpha values were included since the closer the alpha value is to one, the higher the internal reliability. To ensure validity, the instrument was adapted with modifications from the works of Dockel (2003), Chikumbi (2011) and Veloso et al (2014).

Variables	Dimension/measures	Items	Alpha value (α)
Skill development		4	.895
Organizational Innovativeness	Product Innovativeness	4	.812
	Marketing Innovativeness	4	.746

*Table 1: Test of reliability of instruments  
Source: research data output, 2016.*

*3.5. Operationalization of Variables*

Operational definition of the variables indicates how numerical values are assigned to them for easy measurement and comparison. It creates a bridge between the hypothetical or general domain and that of the real and specific (Tuckman, 1978), but no single operationalization of research production will satisfy everyone as matters of judgment and preference often intrude to compound the problem of measurement (Baridam, 2001, p.202). Skill development (Predictor) is antecedent to organizational innovativeness (Criterion) and actually determines to what extent the criterion variable has been affected. The predictor variable is measured on a 4-item instrument. Organizational innovativeness (criterion) is measured using product innovativeness and marketing innovativeness with each measured on a 4-item instrument. All items in the instrument were categorized into a 5-point Likert type scale ranging from 1= strongly disagree to 5= strongly Agree (Ogolo, 1996; Sekaran, 2003).

**4. Data Presentation and Analysis**

*4.1. Data Clearing and Response Rate*

From the field survey clearing and response rate, out of the 245 (100%) copies of questionnaire distributed to the identified sample size, 215 (88%) were retrieved while 204 (83%) were finally used for the study. This is as a result of observed errors and blank pages on the instrument.

*4.2. Analysis for Demographic Data*

4.2.1. Length of Employment of Respondents

The distribution of respondents based on their length of service revealed that majority of them 110 (54%) fall within 5-10 years of employment relationship with their organization, followed by those below 5 years of employment with 59 (29%). A high labour mobility is shown by the analysis.

4.2.2. Gender Distribution of Participants

The gender distribution according to age brackets revealed a higher preponderance of participants within 31-40yrs age bracket with 149 (73%) while the least fall within the 20yrs or less bracket with 2 (1%). The predominance of youth age is to drive their usual aggressive marketing programmes.

4.2.3. Educational Qualification of Participants

Distribution based on educational qualification of participants revealed that majority of them hold first degrees 162 (79%) comprising HND, B.Sc. B.A, B. Tech.degrees while those with higher degrees comprising M.Sc. and Ph.D. are in the minority with 6 (3%). Those with higher education qualifications are in the majority, occupying job positions in their technology intensive firms in the sector.

*4.3. Analysis for Univariate Data*

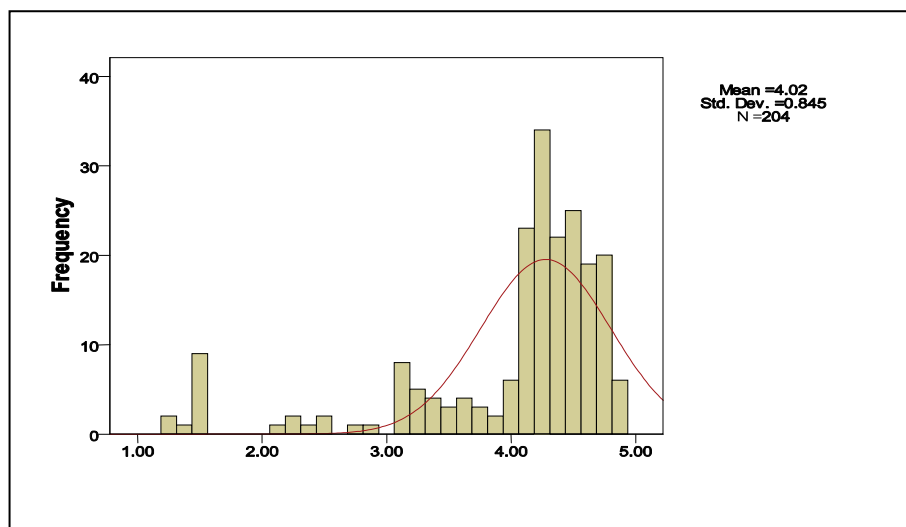
Descriptive statistical analysis of the variable is presented here, using the mean (x) and standard deviation (SD) respectively as measures of central tendencies and dispersion of the data.

Variables	Indicators	Mean	Standard Deviations
Skill X = 3.9730 SD = .97468 N = 204	My management ensures that I get the training I need	4.0343	.91716
	Sufficient money and time are allocated for training	4.0000	1.23576
	Training impacts new skills and knowledge	3.9020	1.19942
	After training, I am assigned to projects requiring application of skill acquired	3.9559	1.08869

*Table 2: Descriptive Analysis for skill development*

*Source: Research Data Output, 2016.*

In table 2 above, skill development (predictor) is operationalized using four-item indicators namely: management disposition to training, fund allocation for training, training benefits and application of training to problem solving. All indicators express significant mean scores ( $X > 3.0$ ) and associated standard deviation scores ( $SD < 2.0$ ) which reveal high level of affirmation for participant’s experience and knowledge on skill development.



*Figure 2: Histogram distribution for skill development*

Variables	Indicators	Mean	Standard Deviations
Product innovativeness X = 4.1434 SD = .72387 N = 204	My organization modifies and redesigns products to capture markets	4.0833	.81725
	Our new products often stir new competition	4.1422	.94914
	My organization has introduced product as first- to- the market	4.1471	.93004
	Our company has introduced more innovative products than her competitors	4.2010	.91716
Marketing innovativeness X = 3.9510 SD = .73280 N = 204	My organization train marketing employees to be creative	3.8137	1.14668
	Our marketing structure is flexible to seize opportunities	4.0784	.97946
	Our innovative marketing and technological innovation go hand in hand	4.1618	.84125
	My organization know when and how to introduce new product	3.7500	1.20395

Table 3: Descriptive analysis for organizational innovativeness  
Source: Research Data Output 2016.

Table 3 shows the descriptive analysis for the measures of organizational innovativeness (criterion) which are product and marketing innovativeness. Both measures were operationalized using 4 – item indicators. Product indicators reflects the organization’s readiness to respond to opportunities, reaction to competition, product innovation and innovative products, while marketing innovativeness indicators reflected employee development, flexible structure, innovative marketing and environmental scanning. All indicators carry significant mean scores ( $X > 3.0$ ) and corresponding low standard deviation ( $SD < 2.0$ ) which indicates substantial affirmation of participants to the variables (product and marketing innovativeness).

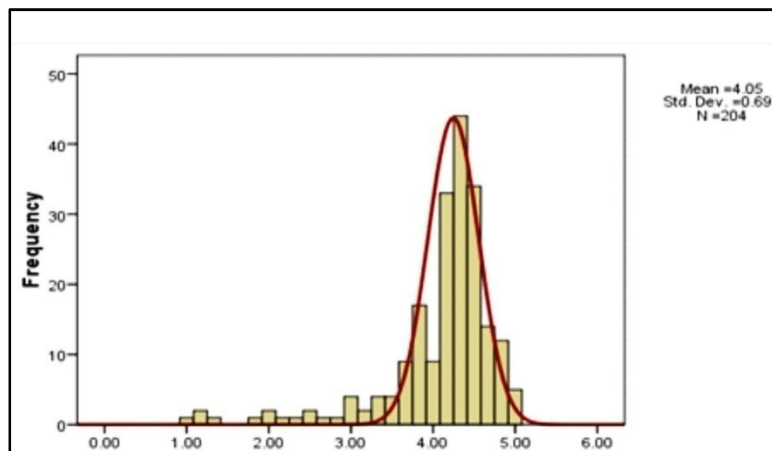


Figure 3: Histogram Distribution for organizational Innovativeness

4.4. Analysis for Bivariate Data

The test for the hypotheses is done using spearman’s rank order correlation coefficient at 95% confidence interval, implying a 0.05 level of significance. The two bivariate hypotheses were stated in the null form and two tailed. Decision rule is where  $P < 0.05$  = reject the null hypotheses and where  $P > 0.05$  = accept the null hypotheses.

			Skill	Product	Marketing
Spearman’s rho	Skill	Correlation coefficient	1.000	.366**	.547**
		sig. (2-tailed)	.	.000	.000
		N	204	204	204
	Product	Correlation coefficient	.366**	1.000	.551**
		sig. (2-tailed)	.000	.	.000
		N	204	204	204
	Marketing	Correlation coefficient	.547**	.551**	1.000
		sig. (2-tailed)	.000	.000	.
		N	204	204	204

Table 4: Test for bivariate hypotheses showing the relationship between the variables.  
Source: Research Data Output, 2016

➤ First Hypothesis ( $H_{01}$ ): There is no significant relationship between skill development and product innovativeness. The result of the data analysis reveals that the relationship between skill development and product innovativeness is significant at  $P < 0.05$  and

$\rho = .366$ ; therefore, the null hypothesis is rejected. The results indicate a strong relationship between the variables with rho coefficient (\*\*) showing that significant changes in product innovativeness can be accounted for by significant changes in skill development.

➤ Second Hypothesis ( $H_{02}$ ): There is no significant relationship between skill development and marketing innovativeness. The result of the data analysis shows a significant relationship between skill development and marketing innovativeness at  $P < 0.05$  and  $\rho = .547$ ; hence the null hypothesis is rejected. The results reveal that the relationship between the variables is strong and significant where double rho coefficient (\*\*) indicates that changes in skill development can account for changes in marketing innovativeness.

## 5. Discussion of Findings, Conclusion and Recommendations

### 5.1. Discussion of Findings

This study, using descriptive and inferential empirical methods examined the relationship between skill development and measures of organizational innovativeness, namely: product and marketing innovativeness. Data for the study was analyzed in three stages including demographic, univariate and test of bivariate relationships. The findings revealed a significant effect of skill development on product and marketing innovativeness. The results support evidence that variables such as skill are prerequisites to achieving a more collaborative and expressive relationship between management and employees. This is in line with Grant (2003) observations that skill development through training can help organizations benefit from the advantages of employee innovativeness and creativity which is the basis for their success and even survival.

The investigation results show that all two null hypotheses were rejected, hence their alternatives were accepted. Specifically, the result of the first hypothesis imply that changes as regards activities concerned with skill development will have corresponding outcomes on product innovativeness. This is because skill benefit innovativeness by increasing opportunity recognition and creativity while reducing its potential for mobility to other firms (Chen, & Huang, 2009; Fox & Royle, 2014).

The result of the second hypothesis indicate a significant influence of skill development on marketing innovativeness. Higher degrees of investment in skill development and higher degrees of innovative marketing foster higher degree of customer satisfaction. This is in tandem with Storey & Easingwood (1999), cited in Fox & Royle (2014, p.38) contention that organizations that successfully innovative, typically experience higher profits and have more loyal customers.

### 5.2. Conclusion

Many research streams (e.g. innovation, services and personal selling) which rely heavily on human efforts have yet to give serious consideration to the importance of human capital investment (Fox and Rolye, 2014, p.41). This research has shown that consistent investment in skill development generates greater organizational innovativeness.

The development of employee's skill promotes their competence levels and further equips them with expectations of innovativeness in the organization. This is revealed through such skill development indicators as training experiences, organizations effective products and innovative marketing activities. This will ensure that even existing products benefit from innovativeness in modifications and improvements that prolong their life cycles and stave off declines (Berenson & Mohr-Jackson, (1994), cited in Fox & Royle (2014, P.34).

### 5.3. Recommendations

On the basis of conclusion derived from the study, the following recommendations are put forward:

- i. Organizations should endeavour to promote a supportive, healthier, stress-free and conducive work environment where employees can see themselves as valued and recognized to be creative and innovative in their work.
- ii. Organizations should endeavour to constantly train and upgrade employee knowledge and skill through structured programmes aimed at varying work experiences and working relationships to ensure their readiness and proactiveness to cope with the change and competition associated with innovativeness.
- iii. That organizations should ensure that jobs and their functions (characteristics) are well defined, well specified and clear, allow some degree of autonomy and flexibility, to be motivating and thus generate reasonable levels of individual creativity and innovativeness that will in turn drive overall organizational innovativeness.

### 5.4. Limitations and Suggestions for Future Research

This is a research done on a small sample of firms in Port Harcourt, Nigeria. Therefore, we need to be careful in the generalization of our findings. Further studies with more robust research designs are necessary to validate the findings.

Secondly, collecting multiple-pronged data from one employee has its limitation. Given time, resources and accessibility, collecting separate data from other stakeholders such as investors, customers etc. can enhance our understanding of innovation dynamics and increase validity of the findings.

Thirdly, the variables adopted for this study pose another limitation. Future research should include other dimensions and measures to account for possible variations that may arise when alternative sources are used for gauging and forecasting innovativeness.

However, despite these limitations, our case study provides rich data for understanding how food and beverage firms practice innovativeness with the inherent skills and talents of their employees.

## 6. References

- i. Amah, .E. (2006). Human Resource Management. Port Harcourt, Nigeria. Amethyst and Colleagues Publishers.
- ii. Baldwin, J.R, & Johnson, J. (1995). Human Capital Development and Innovation: A Case of Training in Small and Medium Sized-firms, Micro-Economics Analysis Division, Statistics Canada.
- iii. Baridam, .D.M.(2001). Research Methods in Administrative Sciences. Port Harcourt, Nigeria. Sherbrook Associates.
- iv. Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. *Journal of Management*. Vol.17 (1), pp.99-120.
- v. Baruch, .Y. (1998). The Rise and fall of Organizational Commitment. *Human System Management*, Vol. 17 (2), pp.135-143).
- vi. Baruch, .Y. (2004). *Managing Careers*. New York: Prentice Hall.
- vii. Becker, .G.S. (1962) Investment in Human Capital: A Theoretical Analysis. *Journal of Political Economy*. Vol.70, pp.9-44.
- viii. Becker, .G.S. (1964). *Human Capital*. New York: Columbia University Press.
- ix. Bidmeshgipour, .M & Ismail, .W.K.W. (2012). Knowledge Management and Organizational Innovativeness in Iranian Banking Industry. *Knowledge Management and E-learning: An International Journals*, 4 (4).
- x. Bratton, J. & Gold, J. (1999). *Human Resources Management: Theory and Practice*. Avon, Great Britain: The Bath Press.
- xi. Chen, .C.J. & Huang, . J.W. (2009). Strategic Human Resource Practices and Innovation Performance Management Capacity. *Journal of Business Research*. Vol-62(1) pp.104-114.
- xii. Chikumbi, .C.N.L. (2011). An Investigation of Talent Management and Staff Retention at the Bank of Zambia (Unpub. Thesis).
- xiii. Cole, .G.A (2002). *Personal and Human Resource Management*. (5<sup>th</sup> ed.) London: Continuum.
- xiv. Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches*. (2<sup>nd</sup> ed.) London: Sage Publishers.
- xv. Daft, .R.L. (2003). *Leadership: Theory and Practice*. New York, The Dry Den Press.
- xvi. Davenport, .T.H. (1954). *Process Innovation: Reengineering work through Information Technology*. USA Harvard Business School Press.
- xvii. Dockel, .A. (2003). *The Effects of Retention Factors on Organizational Commitment: An Investigation of High Technology Employees*, (Unpub. Thesis) Retrieved from <http://upetd.up.ac.za/thesis/available/etal-082003103618/unrestricted/dissertation.pdf>.
- xviii. Fox, .G.L. & . Royle, .M.T. (2014). Human Capital in Service Innovation Strategy. *International Journal of Management and Marketing Research*. Vol.7 (1) pp.29-47.
- xix. Frankelius, . P. (2009). Questioning Two Myths in Innovation Literature. *Journal of High Technology Management*. Vol.20, pp.40-51.
- xx. Gamal, .G. T., Salah, .E., & Elrayyes, .N. (2011). How to Measure Organization Innovativeness? An Overview of Innovation Measurement Frameworks and Innovation Audit/Management Tools: Copy Right, Technology Innovation and Entrepreneurship Centre (TIEC), Egypt.
- xxi. Grant, .R. M. (2003). *Contemporary Cases in Strategy Analysis*. New York: Blackwell Publishing.
- xxii. Gruca, .T.S. & Rego, L.L. (2005). Customer Satisfaction, Cash Flow and Shareholders Value. *Journal of Marketing*. Vol. 69 (July), pp.115 – 130.
- xxiii. Higgins, J.M. (1995). *Innovate or Evaporate: Test & Improve your Organization's I.Q-Its Innovation Quotient*. Florida USA: New Management Publishing Company Inc.
- xxiv. Kalu, .S.E. (1998). *Strategic Marketing Management: Planning, Execution and Control*. Port Harcourt, Nigeria: University of Port Harcourt Press Ltd.
- xxv. Kuczmariski, .T. (1992). *Managijng New Products: The power of innovation* (2<sup>nd</sup> Ed.). New Jersey: Prentice-Hall Inc.
- xxvi. Lorenz, .E. (2006). *The Organization of Work, Education, Training and Innovation*. Keynote Presentation Prepared for the Conference on Education, Innovation and Development.
- xxvii. Lumpkin, .G.T., & Dess, .G.G. (2005). The role of entrepreneurial orientation in stimulating effective corporate entrepreneurship. *Academy of Management Executive*, 2005, Vol. 19, No. 1.
- xxviii. Mckenna, .R. (1991). Marketing is Everything. *Harvard Business Review* (January/February), PP. 65-79.
- xxix. Nwachukwu, .C.C. (2002). *Human Resource Management*. Port Harcourt, Nigeria: Davidstone Publishers.Ltd
- xxx. Nwibere, .B.M., Emecheta, B.C., & Chikwe, .J.E. (2000). *Management: An Integrated Approach*. Port Harcourt, Nigeria: Davidstones Projects Ltd.
- xxxi. OSLO Manual (3<sup>rd</sup> Ed.), (2005). *Guidelines for Collecting and Interpreting Innovation Data*.
- xxxii. Robbins, .S. (2003). *Organizational Behaviour*. (10<sup>th</sup> Ed.). New York: Pearson Education.
- xxxiii. Robbins, .S.P. (2001). *Organizational Behaviour*. (9<sup>th</sup> Ed.), Upper Saddle Rivers, New Jersey, USA: Prentice Hall Inc.
- xxxiv. Stacy, .A. W, Newcomb, . M.D., & Bentler, .P.M. (1991). Personality, Problem Drinking and Drunk Driving: Mediating, Moderating and Direct-Effect Models. *Journal of Personality and social Psychology*. Vol.60(5), pp.795-811.
- xxxv. Tan, .C.L. & Nasurdin, .A.M. (2011). Human resource management Practices and Organizational Innovation: Assessing the Mediating Role of Knowledge Management Effectiveness. *The Electronic Journal of Knowledge Management*. Vol.9 (2), pp.155-167.
- xxxvi. Tuckman, .B.W. (1978). *Conducting Educational Research*. New York: Harcourt Brace Jovanovic Inc.
- xxxvii. Veloso, .E.F.R., Silva, R.C., Dutra, J.S.; Fischer, A.L. & Trevisan, L.N (2014). Talent Retention Strategies in Different Organizational Contexts and Intention of Talents to remain in the Company. *RISUS-Journal on Innovation and Sustainability* 5(1).
- xxxviii. Zenkin, .D. & Dolya, .A. (2007). Measuring the Effectiveness of Marketing Communication with Index 3k. *Innovative Marketing*. Vol.3 (3), pp.47-54.