



THE IMPACT OF TRAINING ON EMPLOYEES MOTIVATION IN SMEs INDUSTRY

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Abstract: The article discusses the impact of employee training on the motivation of employees to the work in industrial enterprises in the SME sector. Both theoretical and empirical analysis of the research goal, which is the assessment of the impact of training on the motivation process of employees, was made. For this purpose, research material was collected from domestic and foreign literature, as well as a survey of 54 employees in various SME companies, using a questionnaire. The conducted research and their analysis showed the existence of a strong link between internal training in the surveyed companies and the motivation of employees to the work.

Keywords: employees motivation, human resources, motivation, SME training

DOI: 10.17512/znpcz.2017.4.1.08

Introduction

Micro, small and medium-sized enterprises constitute the dominant form of business organisations in all countries of the European Union. With a total of some 23 million enterprises, more than 99% of enterprises in the European Union are SMEs. SMEs greatly contribute to employment and wealth in Europe: SMEs account for nearly 70% of European private service jobs, and in Europe's industries, the number of those employed by SMEs is high, particularly in sectors such as construction, metal products and the wood and furniture related industries. Finally, SMEs generate large portions of wealth in the EU: in real estate, recycling and construction activities, it is greater than 80%, and in the whole private economy their share in wealth creation is estimated at between 55% and 60%. Micro enterprises, many of them craft enterprises, are the real pillars of the European economy. The role of SMEs is characterized by significant variations in economic activities as well. The employment share of SMEs varies between under 20% in the energy and water sector to more than 80% in the construction sector and in the hotel and restaurant business. Also, distribution, trade and business services/activities are sectors where around three quarters of all employees are working in SMEs. Micro, small and medium-sized enterprises face particular problems due to their small size and limited resources. Starting up a new business and getting the required capital is a challenge, as is finding the right kind of finance to expand an established business. When asked about the main constraints on innovation, almost one in 10 managers in the EU said that problematic access to

finance, the scarcity of skilled labour, the lack of market demand and expensive human resources are the key challenges to their innovation plans. Overall, human resources seem to be the most important single factor: 17% of European SMEs complain about the scarcity or the cost of labour in this context (European Commission 2009). How to attract young employees and retain them after vocational training? How to improve the image of micro, small and medium-sized companies? So, to be fit for future jobs, workers need higher skill levels, and up-to-date competencies. “Getting people to do their best work, even in trying circumstances, is one of managers’ most enduring and slippery challenges. Indeed, deciphering what motivates us as human beings is a centuries-old puzzle. Some of history’s most influential thinkers about human behavior – among them Aristotle, Adam Smith, Sigmund Freud, and Abraham Maslow – have struggled to understand its nuances and have taught us a tremendous amount about why people do the things they do” (cit. after: Nicholson et al. 2008).

Employee motivation importance

Human assets often represent an organization’s key competency and source of competitive advantage (Ciekanowski 2014, p. 137), thus people are essential in order to implement the work process in enterprise. To maintain the effectiveness of their cooperation it is necessary to have a managerial influence on them, because as was stated by Krzyżanowski “coordination and integration processes in Human Resource Management occurs spontaneously rarely” (Krzyżanowski 1992, p. 12).

Motivation is a process of influence people to perform certain action. Motivation is used by leaders to achieve better efficiency. The concept of motivation comes from the Latin word “movere”, which mean: to move, cause, propel, encourage someone to something that excite (Gasiul 2007, p. 222).

The term of motivation is recognized in many ways. Mainly, it shows the direction of human actions, giving it energy in achieving a particular purpose. M. Armstrong defines motivation as a goal-oriented behavior. This means that people are motivated when specific course of action will lead them to achieve the objective. This can be a professional promotion, salary increase, etc. (Armstrong 2007, p. 211). L.H. Haber defines motivation as an act of “individualized manager approach to employee penetrating in its system needs and expectations, creating appropriate working conditions and choosing the best way to steer, so done by him work can become the basis for achieving the objectives of the company” (Haber 1995, p. 144). Motivation is a bilateral process, runs between directing and subordinates, where interaction occurs. Motivated individuals can influence decisions on the basis of compression motivational feedback. It is worth to notice, however, that individuals have different motivations forces, as well as the individual's motivation varies depending on the situation.

*Results of work = the possibility of employee * motivation * external working conditions*

The results of the work that a potential employee can work out can be expressed through:

- possibilities (abilities to perform a specific job),
- motivation (the desire to work),
- work environment (tools and information necessary for its implementation) (Wyrzykowska, Karbowski 2009, p. 15).

In turn motivating people have thorough knowledge of factors encouraging employees to achieve their objectives, they should know how to look perceive their goals and expectations, managers should have the widest range of motivational tools and know how to effectively apply them in a given situation (Jasiński 2007, p. 18-20). First of all manager should determine the objectives of employee. What is more, there is a causal relationship between workload and remuneration in this situation (Gajda 2013, p. 87-97; Kopertyńska 2009, p. 14-15).

If the chosen system of motivation did not bring the required results means that recognized the goals and expectations of employees was incorrect and manager should explore them again. If behavior and the results are the same as we aimed to achieve, the incentive process is implemented fully.

M.W. Kopertyńska presents three very important levels of modern motivation (Kopertyńska 2009, p. 17):

1. Subordination – namely the execution of the tasks assigned by the supervisor. Subordination have been shown here as a person who does not understand the result of the task , has no predispositions and is not involved in the execution of the work.
2. Identification – the goal are clearly defined, there arises a desire to attain which increases motivation.
3. Engagement – an employee believes at the success of task at his own, personal success. He also realized that only he is responsible for success, that's why he is fully engagement with realization of the task.

Too much of its intensity can entail paralysis, causing excessive emotional tension (Wachowiak, Stuzińska (red.) 2008, p. 246). Which effect in disruption and disorganization of operations resulting in a narrowing of the field of attention and to increase the appearance of errors (Kozioł 2011, p. 45-54).

“Early management theories, such as Frederick W. Taylor’s *Scientific Management Theory*, suggested using financial compensation to impel motivation and job performance. Personality and learning theories in psychology during the early 1900s led to the development of motivational programs to enhance performance by creating organizational conditions that matched need satisfaction with on-task efforts. Research on the determinants of choice, from the 1940s through the 1960s, led to the development of predictive models of workplace behaviours, including turnover” (cit. after: Nicholson et al. 1995, p. 330-339).

Nowadays, many employers do not attach any importance to employees motivation. It shouldn't be like that, especially in a current times, when managers have got so many possibility to manage and motivate their employees, both financial and non-financial factors. Motivation works best when individual needs

are compatible with organizational goals. Here we can distinguish another term which is strictly close to motivation: need. Need is an internal state that makes certain outcomes appear attractive. When the need is unsatisfied then there is creation of tension which is reduced by an individual's efforts to satisfy the need (Belch 2004, p. 6-7). What if the need is to develop its own skills and abilities? If it is so, manager have to find the way to meet employee need and give him opportunity to develop.

Employee trainings as incentives

The training is properly organized, complex process, which the result is to improve the qualifications of employees, acquiring new skills and broadening employees knowledge (Kochmańska 2016, p. 126-137). Most commonly associated with human professional sphere, not only during job. Often training are enable to get a new job (Łaguna, Fortuna 2009, p. 12). In new workplace also are conducted employee training in order to broaden the knowledge and skills about occupied position, training is concerned employees who haven't contact with the pursuit of a given profession (Silin et al. 2014, p. 69). Training also examines the accuracy of the candidate's choice, so as to right person was on right position. With the changes taking place in the market and the continuous struggle of units for the position, increasing awareness of the managers about the importance of training. A correct suitable system of training allows to maximize the potential of employees to achieve the objectives of the organization, it also has a great impact on employees motivation system. Also, well carried out training allows to (Armstrong 2007, p. 449):

- increase employee engagement by encouraging them to identification with the mission and objectives of the organization,
- reduce the cost of errors that the candidate commits during learning process,
- through a number of development opportunities, education, adequate remuneration, to attract high-quality candidates only,
- increase the efficiency of the unit employee, the whole team and company which in turn will increase the quality, speed and productivity,
- create and maintain a good atmosphere in the company aimed to achieving better results,
- assist in change management, training enables workers to acquire the knowledge and skills which they need to find in the new situation.

Properly prepared training has a significant impact on individual employees and entire organizations. By an increase the employee satisfaction to the improvement of the financial result unit A. Andrzejczak's specifying four functions of training in the book *Designing and Implementing Training* which are presents in *Table 1*.

Table 1. Features training in units

FUNCTION	ADAPTIVE	Acquire knowledge and gain the skills required by organizations.
	MODERNIZATION	Continuous improvement of the knowledge and skills to respond to the changes occurring in the environment, this function have influence for flexibility of the unit.
	INNOVATION	It is based on creating the right conditions for development workers.
	SOCIAL	It is the integration of members of the organization with each other as well as creating the right conditions for teamwork.

Source: (Andrzejczak 2010, s. 228)

Chosen training techniques in the workplace

People are an unique capital of organization, worth a lot. The investing in “human resources”, although is usually expensive, it is highly profitable. Training of employees belong to a group of non-wage motivators material. Coaching process of employees enables the improvement and broadening of knowledge and prepare to for e.g. higher positions. It is a continuous process of satisfying the needs of learning integrates employee of the company and creates the possibility of implementing career paths (Kopertyńska 2009, p. 226). Here, let it be noted that SMEs are already carrying out a good deal of vocational training but that, at the same time, many employees are leaving SMEs for better paid positions in large enterprises, leaving the company to bear the cost of training, without reaping the rewards. Only good considered training method, will let to retain well prepared and involved employee in a company. The problem is what to choose and to offer employee to meet his expectations (Czarnecka, Słocińska 2012, p. 207-218).

So, to processing training objects required is the selection of appropriate methods of training.

For the selection of appropriate methods have influence (Piechnik-Kurdziel 2000, p. 41-42; Konopka 2012, p. 101-103):

- aspect of training (theoretical or practical),
- coach skills,
- the specificity of the group,
- subject area and goals of course.

Training techniques and forms can be grouped in various ways depending on the criteria taken. In this chapter will be discuss the criteria define the relationship training with work processes: on the job training, off the job training.

The “on the job” method is appear in when parents said to children “let me show you how to do that”, this form is occurs when one person learn another one (Raheja 2015, p. 35-41). This method is directly related to the workplace, during this training followed by the transfer of knowledge, skills and attitudes by the supervisor and other employees directly on-site tasks. Though they have the a dvantage that facilitate direct knowledge of the requirements of the position work, it also has several drawbacks. They are usually quite expensive and distributed in time. Their “directness” may prove to be a constraint, especially when the existing practice is flawed - incorrect or duplicate employee inefficient workflows (Listwan 1998, p. 85).

On the *Figure 1* there are details particular “on-job-training” methods: mentoring, coaching, job rotation, apprenticeship, job instructional training, consultant with supervisor.

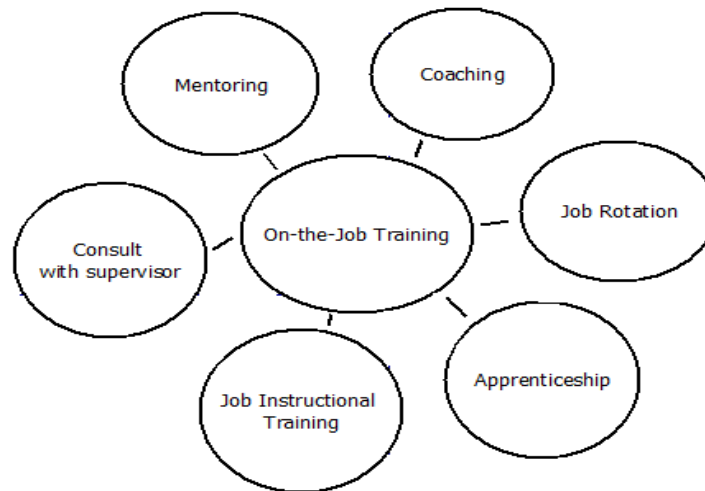


Figure 1. The “on-the-job” methods

Source: (Pocztowski 2007, p. 320-324)

Mentoring occurs when an experienced person, enjoying the authority takes responsibility for the development of the most junior employee, there is a relation of master – apprentice. Mentoring promote, support, measure performance, give advice and identifying ways of development. This methods give an opportunity to seek the advice of experienced people in both the current problems and long-term plans (Berłowski 2008, p. 10). Using of this tool can support operational management, it also helps in fast driving adoption of the new tasks, reduce errors, improving labor standards, implementing best practices at the position and the organization. Properly conducted mentoring process consists of four units: guardian, ward, line manager and employee training department. The result of their collaboration is to develop optimal directions and methods of employee development training subject (Atkinson, Chois 2009, p. 10).

Another method is *coaching*. According to P. Wisniewski coaching is a learning (training) process oriented formation, improvement employee skills, conducted in a one-on-one trainee, above all not based on the authority of a "master". Coaching is helping and directing to the develop of skills and competences a person in a given area carried out individually by the trainer (coach). Coach does not advise, but by questions, helps the participant to find their own answers. Coaching understood nowadays is a relatively young phenomenon, works very well on a stage career, when there is no need to develop operational skills, and becomes increasingly important to improve leadership competencies. It is widely used in shaping partnership-based style of leadership needed in the modern organization management (Atkinson, Chois 2009, p. 11).

Next method is *job rotation* according to Stoner, Freeman and Gilbert it is moving the employee by a variety of jobs that it has acquired many different skills (Stoner, Freeman, Gilbert 1999, p. 375). This innovative instrument designed to support the development of companies, job rotation mission is to improve the skills of workers and the creation of new jobs. Rotation models very simple. One or more employees are sent on a training course or training, their work perform adequately trained personnel with outsiders without work.

By K. Zwiefka, W. Szwebs rotation integrates three areas of action on the labor market and the economy:

- to promote of continuing education through ensure training for employees of companies,
- creating new jobs and reducing unemployment,
- continuous support for the development of the business through investment in human resources (Zwiefka, Szwebs 2007, p. 15).

Each of these three actions brings benefits to entrepreneurs, the unemployed and the employee. However, combination each of them bring full benefits in job rotation concept.

Apprenticeship it's a system acquiring knowledge and deepening of skills acquired through education in the workplace. Practitioners purchased new skills during long time for gaining proficiency e.g. technical fields, craft. They work with in direct and also under direct control of superior.

Job Instructional Training occurs during the introduction of an employee at the workplace, in the stage of making them aware of responsibilities. It can take written or verbal instructions of conduct, as well as it can take the form of a properly prepared it can take written or verbal instructions of conduct, as well as take the form of a properly prepared demonstration (Szałkowski 2000, p. 119). JIT should include the following steps:

- an interview with an instructor trained worker,
- demonstration and explanation by the instructor the whole process of the job of a person in charge of employees, which is to be implemented by the employee,
- trial perform specific actions recommended by the instructor, including the correction of the instructor during their execution,
- independent work in training under the supervision of an instructor,
- checking and evaluation by the instructor how employee perform the work.

Last method which will be describe in this section is *consultation with supervisor* it consists in providing work experience for managers of long internship. This steering prepare their successors, requires from them certain abilities pedagogical example as skills assessment, patience. The advantage of this technique is low cost, supervisor develop their interpersonal skills by the ability to solve problems up to date occurring in daily activities. These methods allow for more customization to the needs of the individual employee and faster to determine the effectiveness of training. Coaching in the workplace is based on maximum individualized trainer approach to the participants. The most important advantage of this training is that it takes place in real time and real situations in which the trainee has to deal with real hardships associated with his work. The specificity of on-the-job-training is primarily a very rapid development of skills with instant verification of knowledge and direct application specific solutions. Training in the workplace is by far the best method of education, because it is based on learning through experience, and this produces the best results.

The disadvantages may include the risk of transmission of bad habits, lack of ability pedagogical approaches that reduce the effectiveness of the training. An additional drawback may be the presence of superiors during the training, which “paralyzes” of employees or the lack of a reliable transfer of knowledge caused fear to take a position by the trainee (Szałkowski 2000, p. 130).

Selected methods, research sample and results-survey

The main goal of carried out research was to collect an information due to influent of training in motivation process. To conduct influence of training on employee motivation in the SMEs industries was made survey. The results determined how training process influence on workers motivation in the SMEs sector. The sampled group was 70 employees from different industries in a SMEs sector. Questionnaire was executed in February 2017 in resulting give 54 correctly completed entry form. To the study method was used questionnaire survey, the questionnaire was delivered to respondents by e-mail and traditional mail.

The results were used to obtain answers to the following questions: Does the training improves the motivation of employees to their work? How to effectively and efficiently provide training to get the information became useful at work? What kind of motivation factors affect on the final results of work of employees in the examined companies? And others, which showed the connections between training and employees motivation.

At the beginning short characteristics of respondents. Questionnaire was conducted among both women and man. Women were 56% of examined population and men 44%. In research took part employees in age interval from 18 to more than 50 years. 26% respondents were in age 40-50, slightly less investigated were in age 25-29 (23%) and 30-34 (21%). In the fourth place were respondents in age 35-39 (17%). The penultimate place took employees in age more than 50 years (6%), in a group of respondents the least people was in age 18-25 (7%). The largest number of employees was in married (65%) material status. In the second position there were

singles (25%). The least numerous groups of the respondents were divorces (6%), widow/widower (2%) and in separation (2%). The study group of respondents occupied office positions and related work that's why the largest group of employees (69%) represents people with higher level of education. The second place occupied workers in average level of education 20%. 11% of survey group were staff with professional level of education. The most numerous group of investigated employees are over 10 years of work experience (36%). Slightly smaller group are workers in 3-6 years of seniority (25%), next 1-3 years (18%) and 6-10 years (15%). The smallest group of investigated were the youngest experience staff (6%). Research showed that rotation is examined companies is quite rare, and hire employees have usually long work experience.

Respondents were asked about an assessment of the effectiveness provided trainings. More than half (55%) of respondents considered that effectiveness of provided trainings in unit is on good level, 24% of staff thinks that effectiveness are in sufficiently scantily level. Only 11% of surveyed assigns them as a very good, this information shows that their companies should focus on improvement this aspect. Training in research enterprises was defines as useless by 10% of interviewees.

The best valuation of provided training is usage at the work acquired knowledge (Figure 2).

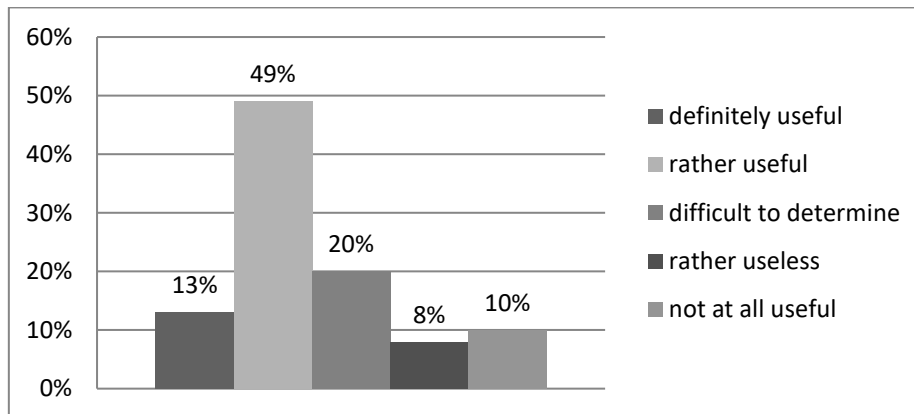


Figure 2. Usability working acquired knowledge during the training in examined companies

Source: Own work by conducted surveys

Almost half workers (49%) believes that knowledge acquire during the training in their companies is rather useful, unfortunately for 20% of respondents is difficult to determinate and only 13% thinks that information received during the training are fully used in execution of tasks. This information should encourage trainers to appropriate selection of training content to enhance their usefulness. As the situation in which no employee has any knowledge of the training becomes a waste of time for the employee and the trainee.

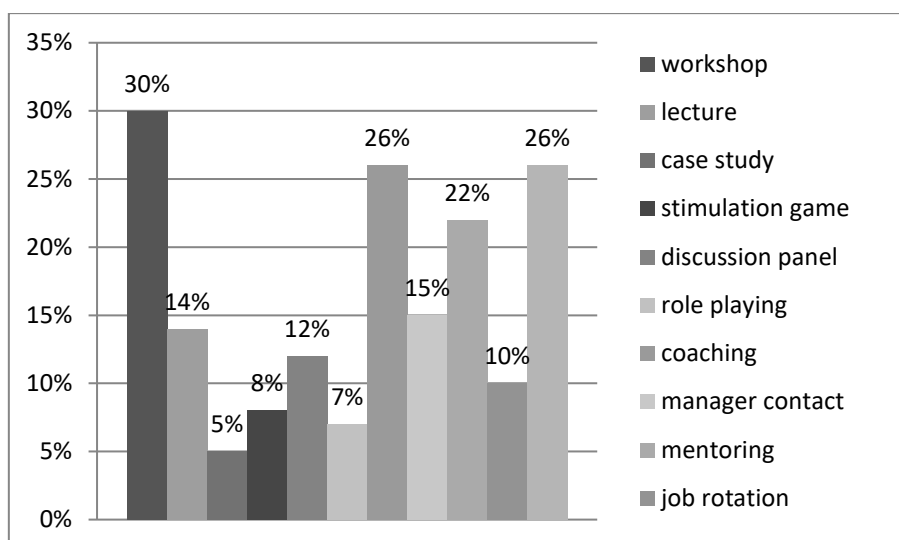


Figure 3. Participation in various training by respondents in their companies

Source: Own work by conducted surveys. Respondents could choose at least 3 answers

The most often method used in examined companies is workshop where participants had an active participation in this kind of training take part 30% of respondents (*Figure 3*). For 26% respondents most often used method of training is instructional training, give right to exercise the profession – appear usually in the stage of implementation of a new employee or change position, and also coaching. Very popular is also mentoring 22%. Employees on the almost equal level indicated such as answers like “manager contact” (15%), “lecture” (14%) and “discussion panel” (12%). 8% and less for “role playing”, “stimulation games” and “case study”.

Satisfactory is a fact that until 42% of respondents wouldn't change nothing in the way of provide training in their companies (*Figure 4*). First thing with they want to change is the method of conduct the training 22% of surveyed, 12% has objections to selection of participants, a little less (10%) thinks that the place of training is improperly chosen. The number of people taking part in training is wrongly selected according to 8% of workers. 5% chose trainer changing, in their opinion some of them are less competent. The 1% of interviewees choose “other”, the explained that for example as a loyalty agreement. The loyalty agreement is an agreement where the employee after completed training subsidized by the employer is obliged to remain in the employment relationship for the required period after the training, but if he wanted to be released before the expiry of a period of a loyalty agreement is obliged to pay the required amount for the completed training. It should be noted also that the person conducting the training is appropriately selected, there wasn't identified by any of the respondents.

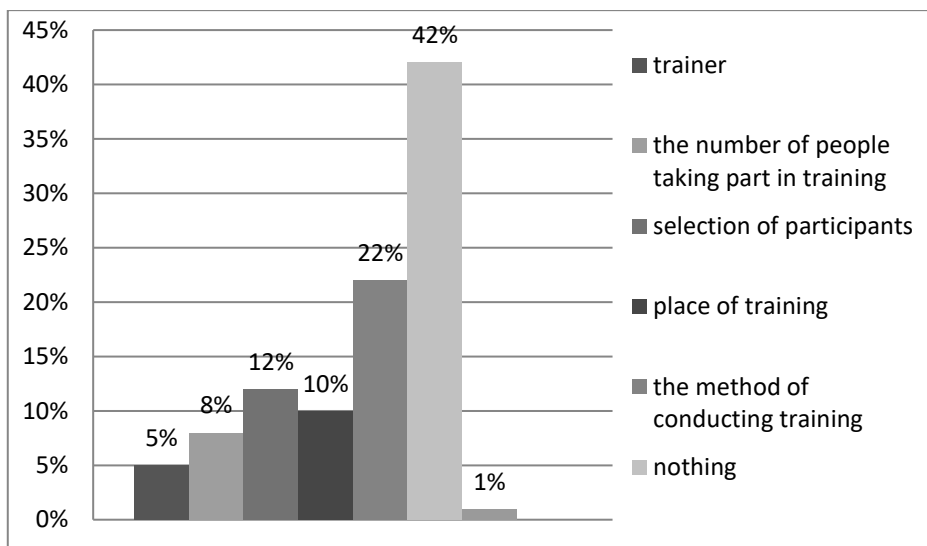


Figure 4. Changes in the way of staff training according to researched companies

Source: Own work by conducted surveys

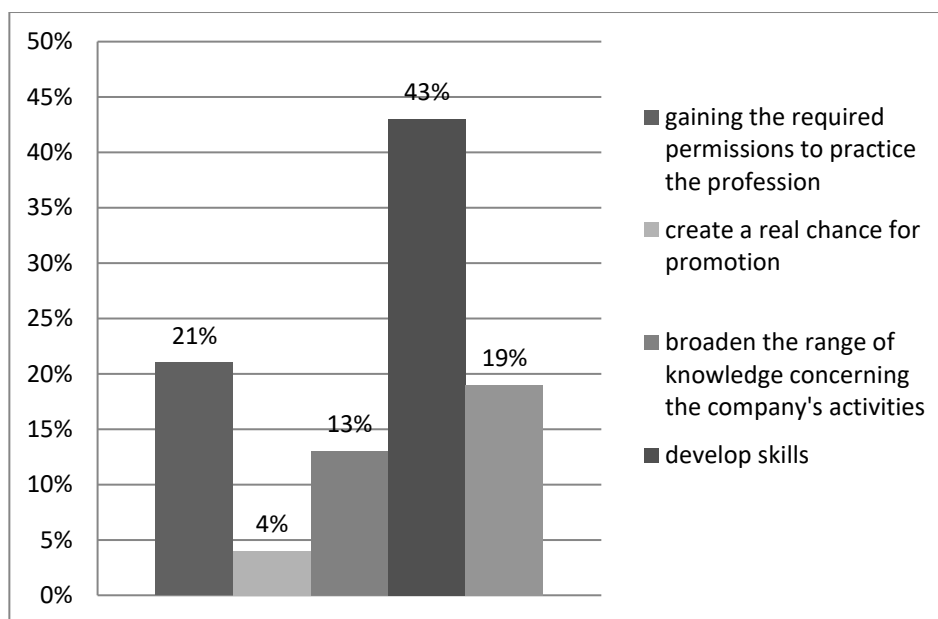


Figure 5. The opportunities offered by trainings conducted in examined companies

Source: Own work by conducted surveys

The 43% of employees find training as a very helpful in skills to developing, 21% of respondents believe that thanks to training it's easier to gain the required eligibility to practice the profession. A little bit less, 19% of respondents think that facilitate interpersonal relationships. For 13% of workers training broaden the range of knowledge concerning with the company activities. It is worth to note that only 4% see connection between training and real chance for promotion, mind you the training and acquisition of new skills should give the opportunity for advancement (*Figure 5*).

The research group determines 3 more important function of training, 31% of workers believe that training allows to customize the knowledge and the skills to the requirements of the job. The 30% of respondents think that training affect the implementation of new solutions in the functioning of the organization, allow also to promotion. For 29% of workers they allow to adaptation of the knowledge and skills to the requirements of the job. Only 10% of respondents hold that training develop their interpersonal skills.

Another possibility with is given by companies is financing of studies. The 49% of workers are willing to take receiving funding for studies, for 41% of employees don't want to take receiving funding for studies.

Besides above results, the 83% think that training improve their motivation to work and only 17% of surveyed employees believe that training demotivate them. It is important information for Human Resources Department and for supervisors, this research shows how important impact have training in motivation process, they allow to acquire new skills, gaining the requires permissions to practice the profession and also improves interpersonal relationships thank to that offers a real chance of promotion and put the employee in a more favorable position. Talks about it also a fact that 87% of surveyed believe that trainings are needed.

Conclusions

The main objective of this article was to examine the effectiveness of "on the job" training conducted in the chosen group of companies and to determine their impact on the motivation of employees. This topic was elected because of the important functions they perform training and motivating employees in the management of human resources. Analysis of the results allowed to show what forms of (inner) trainings are most effective and indicate what are the expectations for the future on how to conduct training.

Nowadays, it is difficult to find an employee with the right qualifications, and if it is hired, it is difficult to keep it in the company. Lack of specialists due to the expansion of skilled professionals abroad or to big cities, lack of proper organization in the unit, adequate financial or employee motivation in a different way.

Companies should pay attention to enter more useful trainings because in greater extent they motivate employees. In internal way of trainings they have to pay attention on method of training, selection of participants and place of training. Employees see positive aspect of training which bring them: skills developing, gaining require permission to practice the profession and facilitate interpersonal skills which

is adequate for the functions they fulfill in the unit adaptive, modernization and innovative. Employees are willing to develop and extend their knowledge more than a half wanted also have ability to receive funding for studies, successfully enjoys a willingness to participate eg. in the MBA studies. Workers also express their willingness to participate in training not related to the position, concerning their additional interests, hobby.

In summary, the impact of training on employees it's visible and important and can not be ignore.

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WPŁYW SZKOLEŃ NA MOTYWACJĘ PRACOWNIKÓW W PRZEDSIĘBIORSTWACH PRZEMYSŁOWYCH SEKTORA MŚP

Streszczenie: W artykule poruszono kwestię wpływu szkoleń pracowniczych na motywację pracowników do pracy w przedsiębiorstwach przemysłowych sektora MŚP. Dokonano zarówno teoretycznej, jak i empirycznej analizy postawionego celu badawczego, jakim jest ocena wpływu szkoleń na proces motywacji pracowników. W związku z tym zebrano materiał badawczy, pochodzący z literatury krajowej oraz zagranicznej, a także przeprowadzono badania sondażowe na grupie 54 pracowników w różnych przedsiębiorstwach z sektora MŚP, z wykorzystaniem kwestionariusza ankietowego. Przeprowadzone badania i ich analiza pokazują istnienie silnego związku między szkoleniami wewnętrznymi w badanych firmach a motywacją pracowników do pracy.

Słowa kluczowe: motywacja pracowników, motywacja, sektor MŚP, szkolenia, zasoby ludzkie