

**ASSESSING THE IMPACT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' PERFORMANCE AT THE KOMFO ANOKYE
TEACHING HOSPITAL**

By

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Declaration

I hereby declare that this long essay is my own work towards the fulfillment of the requirements of Master of Business Administration (MBA) and that to the best of my knowledge, it contains no material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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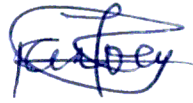
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Abstract

Komfo Anokye Teaching Hospital is the second largest hospital in Ghana.

The hospital is committed to training its employees to acquire skills and knowledge necessary for the achievement of its goals. The magnitude of training is high; about 95 percent of the employees have had some kind of training.

Meanwhile, the management of the hospital complains about quality of work, client dissatisfaction of service and undue delay in service procedures and processes. The purpose of training is to provide skills necessary for job performance. In organizations, the jobholder is trained essentially to enhance his effectiveness and efficiency at the workplace. This research was carried out to find out among other things: the link between training and job performance, the impact of training on the performance of employees and the appropriate interventions to solving the performance problem in the case study organization. The researcher used structured questionnaire and personal interview as means of obtaining data for analysis. Findings indicated that the performance problems are caused by lack of effective performance management system and lack of motivation. The performance evaluation approach is not objective, fair and embraced by both supervisors and their team members (staff). The researcher, among other things recommended for the introduction effective performance management system and performance based reward in order to get rid of laxity and malingering.

TABLE OF CONTENTS

Declaration	...	...	...	ii
Acknowledgement	...	...	...	iii
Abstract	...	...	...	iv
Table of contents	...	...	...	v
List of Tables/Figures	...	...	...	vii

Chapter One

Introduction

1.0	Background of the Study	...	...	1
1.1	Statement of the Problem	...	...	2
1.2	Research Objectives	...	...	3
1.3	Research Question	...	...	4
1.4	Scope of Study	...	...	4
1.5	Justification for the Study	...	...	4
1.6	Limitations of the Study	...	...	5
1.7	Profile of Komfo Anokye Teaching Hospital	...	...	6
1.8	Operational Definition of Terms	...	...	6
1.9	Organisation of the Study	...	...	7

Chapter Two

Literature Review

2.0	Introduction	...	...	8
2.1	Training	...	...	9
2.2	Steps in Training Management	...	...	11
2.2.1	Training Needs Assessment	...	...	12

2.2.2	Training Management	...	...	14
2.2.3	Training Evaluation	...	...	17
2.3	Training Model	...	...	20
2.4	Methods of Training	...	...	22
2.4.1	On-the-Job Training and Off-the-Job Training	...	...	22
2.4.2	Mentorship	...	...	22
2.4.3	Coaching	...	...	22
2.4.4	Job Rotation	...	...	23
2.5	Development	...	...	23
2.5.1	Self Development	...	...	24
2.5.2	Staff Development	...	...	24
2.5.3	Organisation Development	...	...	25
2.6	Performance	...	...	25
2.6.1	Organisational Goal Relevance	...	...	26
2.6.2	Multidimensionality	...	...	26
2.6.3	Different Types of Performance	...	...	29
2.6.4	Performance Measurement	...	...	32
2.6.5	Performance Management	...	...	33
2.6.6	Conceptual Framework	...	...	34
2.7	Conclusion	...	...	35

Chapter Three

Methodology

3.0	Introduction	...	...	36
3.1	Source of Data	...	...	36
3.2	Data Collection Instrument	...	...	37

3.3	Sample Frame	...	...	37
3.4	Sample Size	...	...	38
3.5	Sampling Technique	...	...	38
3.6	Data Analysis	...	...	39
3.7	Ethical Issues	...	...	39
3.8	Background of the Study Organisation		...	39
3.8.1	Historical Background	...	...	39
3.8.2	Mission	...	...	40
3.8.3	The Board	...	...	41
3.8.4	Directorates and Units	...	...	41

Chapter Four Data Presentation, Discussion and Analysis

4.0	Introduction	...	...	42
4.1	Respondents' Profile	...	...	42
4.2	Magnitude of Employees Training	...	...	45
4.3	Performance Evaluation and Measurement		...	48
4.4	Performance Problem	...	...	53
4.5	Causes of Employee Under-performance		...	56
4.6	Solution to Performance Problem	...	...	59

Chapter Five Summary of Findings, Conclusion and Recommendation

5.0	Introduction	...	...	62
5.1	Summary of Research Findings	...	...	62

5.2	Conclusion	...	...	63
5.3	Recommendations	...	...	64
5.3.1	Performance Problem	...	...	64
5.3.2	Performance Evaluation and Measurement	...	...	65
5.3.3	Performance Solution	...	...	65
5.3.4	Training of Employees	...	...	66
5.4	Areas for Further Research	...	...	66
	References/ Bibliography	...	...	67
	Appendix 1	...	...	69
	Appendix 2	...	...	75



List of Figures/Tables

Figure 2.1	...	20
Figure 2.2	...	34
Figure 4.1	...	57
Figure 4.2	...	60
Table 4.1	...	42
Table 4.2	...	43
Table 4.3	...	44
Table 4.4	...	45
Table 4.5	...	46
Table 4.6	...	46
Table 4.7	...	47
Table 4.8	...	49
Table 4.9	...	50
Table 4.10	...	50
Table 4.11	...	51
Table 4.12	...	52
Table 4.13	...	53
Table 4.14	...	54
Table 4.15	...	55
Table 4.16	...	55
Table 4.17	...	57



Dedication

This research work is dedicated to my wife, Mrs. Alice Asare Bediako.

She has been very helpful to me in all things to complete successfully this program.



CHAPTER ONE

INTRODUCTION

1.0 Background of the Study.

Throughout the world, organizations devote a significant portion of their funds and other resources on training and development programs with the expectation of improving performance, (Patterson et al, 1997). Many organizations have demonstrated their willingness to invest in human resource development. It is an acceptable fact that people, amongst the organization's resources human resource is key factor in improving productivity of organization or nation.

Over reliance of training and development programs as measure to stop performance gap is a common phenomenon in many organizations worldwide. Measuring the impact of training on both employee and organizational performance is quite difficult when the concerned organization is a service provider like a hospital compared to manufacturing firm. In service organizations, output is measured in terms of quality, quick service, satisfaction of clients etc. whereas in manufacturing organizations, high performance indicator is the difference between the previous and the present figures.

Managers of organizations, in particular the research organization, need to understand and know the level or extent of training and development programs that can impact on desired expectation (performance) of their employees. This knowledge will be management tool in properly allocating resources and also making use of other activities that support high performance in organizations.

In an attempt to draw a line between other activities of Human Resource Management which can impact performance, the processes that managers use to identify the links between training and staff performance is key and significant in a research of this nature and hence the need to well establish them.

1.1 Statement of the Problem

Like many public organizations in Ghana, Komfo Anokye Teaching Hospital considers training and development of its' employees as a very important activity. This activity of human resource management consumes significant proportion of the organizations' fund. According to figures available at the training section of the case study organization, expenditure on training and development has consistently been increasing in the last five years (from 2004 to date). The average rate of increase of expenditure on training and development programs is estimated to be 30 percent yearly over the five-year period.

Management of the hospital, however, is not pleased with the performance levels, with reference to employee performance on quality of work, scope of service, and client satisfaction. These performance indicators, among others, do not meet expectation considering the amount of funds committed into development and training of employees. In reality, there is performance problem which management believe can be corrected by resorting to this human resource activity – Training, retraining and development of employees.

Generally, in many circumstances of poor employee performance, it is evident that managers give little or no attention to other factors of high productivity such

as motivational strategies and performance management strategies in organizations.

Also, there has not been any evidence at KATH about the extent of staff training and development and its effects.

This research, therefore seeks to identify the extent of coverage of training and development programs for the employees in the research institution. Also this work will investigate the links between training and performance of the employees of the case study organization and make recommendations to check performance problems and also help them determine the value for training and development programs.

1.2 Research Objectives

The main objective of the research is to find out whether training and development programs have impact on employee performance in the research institution.

The specific objectives include;

- To assess the magnitude of training and development and employee performance
- To find out the effective combined people management tools that can be used to solve performance problems.
- To find out other people-management activities that impact on performance apart from training and development in the case study organization.

- To make appropriate recommendations on how training and development can be implemented to achieve its' optimum impact on employee performance at Komfo Anokye Teaching Hospital.

1.3 Research Questions

In view of the specific objectives stated above, the following research questions were set:

1. What is the level of training and development on employee performance at the case study organisation?
2. What other factors are essential in solving performance problems in the case study organisation?
3. What management activities have impact on employee performance other than training and development?

1.4 Scope of the Study

The research shall be limited to Komfo Anokye Teaching Hospital alone, even though there are other teaching hospitals in the country. As a result, the outcome of the study cannot be applied to other hospitals since data for the study shall be collected exclusively from the case study organization.

1.5 Justification for the Study

Many organizations spend significant proportion of its' resources for training and development of employees with the view to enhancing high performance of employees. Since successful training program should have a direct bearing on organization performance, the study therefore is intended to determine how

employee performance is maximized through training and development programs in the research institution.

Apart from being a tool for management to solve performance problems, the logic, systematic and extensive presentation of this research work will help to serve as a useful reference for students, researchers and other readers of management studies on this all important topic of training and development.

Finally, the research will help managers of the case study organization to make prudent decisions on public funds in the arena of training and development of employees for the socio-economic development of Ghana.

1.6 Limitations of the study

The following limitations might have affected the quality of this study. First, performance measurement will be limited to results from interviews and questionnaires since evidence based performance may be difficult to obtain and be linked to respondents in this research.

Secondly, because of the type of research, data collection was limited to only the research institution. Therefore findings may not reflect situation in other hospitals in Ghana. Again, the work depended largely on the information provided by the respondents of the questionnaire and interviews, which the researcher did not receive hundred percent of it.

Finally, the researcher was limited by the time frame for the submission of the report.

1.7 Profile of Komfo Anokye Teaching Hospital (KATH)

Komfo Anokye Teaching Hospital (KATH) is a public tertiary (referral) hospital, the second largest of the three teaching hospitals in Ghana, typical of Ghanaian public organization. It was built some fifty years ago in Kumasi with a bed capacity of thousand two hundred (1200). The core business of the institution is to provide treatment for advance illness, carry out research into diseases and train medical personnel. Significantly, the provision of treatment for advance diseases is a single major business that concerns all manner of staff in the hospital. Averagely, the hospital provides services to thirty five thousand patients annually from and beyond the borders of Ghana. With staff strength of two thousand six hundred and fifty (2,650), training, retraining and development of workers over last five years have become very important activity of the hospital.

1.8 Operational Definition of Terms

1. *Training and Development:*

Technically, 'Training and Development' are two separate words, though often used interchangeably in our everyday language. For the purpose of this research, training and development will be used to mean improving an individual's capabilities and competencies to perform job effectively. Training may be used to mean both words.

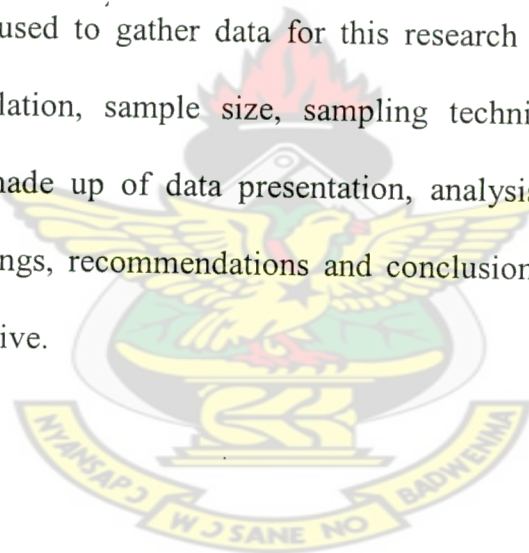
2. *Impact Assessment:* As used in the research question, will be the same as effect. The impact of training will have to be studied over long period of time; thus before training, performance will have to be measured and after training.

This research work was time bound and the researcher could not assess impact of training, instead the effects of training was measurable.

1.9 Organization of the Study

The study is organized under five chapters. Chapter One introduces the research with the background of the study, statement of the problem, objectives of the study, research question, the significance of the study, limitations and organization of the study.

This is followed by chapter two which covers the literature review. This chapter consists of the definition of basic or key words and review of books, journals and other documents that have relevance to the study. Chapter Three concerns with the methodology used to gather data for this research work. Issues discussed include the population, sample size, sampling technique and data analysis. Chapter four is made up of data presentation, analysis and discussion of the results. The findings, recommendations and conclusion of the research can be found in Chapter Five.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Many organizations that want to improve their productivity levels embark on training and development programs. Such organizations spend significant portion of their annual funds on training and development.

According to Tannenbaum and Yukl (1992) the answer to the question what factors influence organisational performance is, in reality, complex because there are vast number of factors that may influence company performance. These include external factors such as market share and market environment, as well as internal company factors including organizational culture, management styles and human resource management practices.

Many researchers have conducted studies on the link between training and development of employees and organizational performance.

Assessing the impact of training and development on performance of employees of Komfo Anokye Teaching Hospital is a significant study because of the quite remarkable expenditure on this management activity – training and development in the research institution. The study has further been necessitated due to the performance gap with regards to employees' commitment to improving healthcare delivery (performance) in the organization.

The research will help to determine where the hospital should direct its efforts and resources in order to have most impact upon the performance of their employees. Should training and development have 100 percent resource allocation when looking for

means of improving performance or should other human resource activity be employed to secure desirable outcomes? Whatever the best option or combination of choices, it is worthy to note that successful organizations are the ones that are able to develop innovative strategies that enable its human resources to be continually equipped with the necessary knowledge and skill to effectively undertake their jobs.

2.1 Training

Training and development has been one of the key functions of people management.

According De Cenzo et al (1996), training equips the jobholder with knowledge and skill to effectively undertake his/her job and organizations recognize the importance of focusing on human factor to improve its productivity. The assumption that explains this is that human resource training and or developmental programs help bring change in the employees' work-related behaviour.

Without doubt, amongst the resources of an organization, people are key factor in improving productivity. In this vein, organizations have demonstrated their willingness to invest in human resource through training and developmental programs.

Many other authors have tried to define training and its significance to job performance in organization. Even though these have been done in different ways but the imports of their definitions are of the same substance.

Sikula (1976) defines training as ‘a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose’.

McGee (1979) also defines training as “the formal procedures which a company utilizes to facilitate learning so that the resultant behavior contributes to the attainment of the company’s goals and objectives”. He emphasizes the close relationship that exists between the objectives of an organization and its training program. McGee stresses that the outcomes of training are in the form of increased capabilities or improved behaviours.

In the same vein, Naddler (1984) describes training as “learning that is provided to improve performance on the job”.

Naddler, (1984) further describes training as the provision of learning situations that allow the trainees to form specific attitudes (based on the new experience) about certain phenomenon which will lead them to behave (using skills and knowledge) in particular ways based on newly discovered attitudes (new alternative ways of responding to a situation)

Training therefore assists individuals to acquire the knowledge, skills and attitudes (KSAs) relevant to get their tasks done competently in the present or in the future.

Successful training programs have a direct bearing on organizational performance and successful training programs should follow prescribed steps (Naddler, 1984)

2.2 Steps in Training Management

Dessler (2000) has identified training programs as consisting of five steps, as summarized below:

2.2.1 Training Needs Assessment

There are a number of widely varied methods of identifying problems to be solved through systematic training. As Patten has observed, however, probably “hunches and the crystal ball have... been the most widely used ways of determining educational and training needs...” (Patten, 1971). Increasingly, according to French, professional training people are becoming more systematic in determining training needs. He adds that, although the method selected must be appropriate to the specific situation, it would appear that one or more of the following would be the most practical in many settings: interviews, questionnaires, group discussions, and work samples -content analysis of jobs- (French, 1987).

As an example of determining training needs based on a content analysis of jobs, Braun describes the following procedure used in designing a training program for first-level supervisors in the U.S. Forest Service. He said, after gaining top-and middle-management support, the training people conducted a task analysis of the supervisor's jobs. From this was developed a list of thirty-seven areas of knowledge, skills, and abilities of particular importance to the supervisory jobs. This list was then used to develop a questionnaire that, in turn, was used to ask potential trainees the extent of training they felt they needed in particular categories. The managerial group above the supervisors also responded to the

questionnaire in terms of their perceptions of the training needs of supervisors. The data were then used to design the training program. (Braun, 1979).

According to Sherman et al (1996) and Belcourt et al (1999), Managers and Human Resource practitioners should stay alert to the kinds of training that are needed, where they are needed, who needs them, and which methods will best deliver needed Knowledge, Skills and Abilities (SKAs) to employees. They add that “to make certain that training is timely and focused on priority issues, managers should approach needs assessment systematically by utilizing the three different types of analysis:- organization analysis, task analysis, and person analysis”

Organization analysis refers to “an examination of the environment, strategies, and resources of the organization to determine where training emphasis should be placed” (Sherman et al, 1996, Belcourt et al, 1999). According to them, several issues tend to have widespread effect on the training needs of many organizations such as training in health and safety which is often driven by laws and court decisions; Mergers and acquisitions which consistently require that employees take on new roles and responsibilities and adjust to new cultures and ways of conducting business; etc. Organizations typically collect data such as information on direct and indirect labor costs, quality of goods or services, absenteeism, turnover, and number of accidents to use in the analysis.

Job analysis on the other hand involves reviewing the job description and specification to identify the activities performed in a particular job and the KSAs

needed to perform them. Belcourt et al (1998) outlined two steps in making this analysis:

List all the tasks or duties included in the job and list the steps performed by the employee to complete each task

According to them, so far as the job is understood thoroughly, the type of performance required along with the skills and knowledge necessary for performance can be identified. The types of performance skills and knowledge that trainees need can be determined by observing and questioning skilled jobholders and/or by reviewing job descriptions. This information helps trainers to select program content and choose the most effective training method.

Thirdly the person analysis involves determining whether task performance by individual employees is acceptable and studying the characteristics of individuals and groups who will be placed in the training environment. It is important to determine what prospective trainees can and cannot do so that the training program can be designed to emphasize the areas in which they are deficient.

Commenting on determining training needs, Wayne Mondy et al (2002) emphasized that in today's highly competitive business environment, undertaking programs simply because other firms are doing it is asking for trouble. Instead, they added, a systematic approach to addressing bona fide needs must be undertaken.

According to them, training needs may be determined by conducting analysis on several levels. From an *overall organizational* perspective, the firm's strategic

mission, goals, and corporate plans should be studied, along with the results of human resource planning. The next step level of analysis focuses on the *tasks* that must be accomplished in order to achieve the firm's purposes. Job descriptions, performance appraisals, and interviews or surveys of supervisors and job incumbents are important data sources for this analysis level. Finally, *individual training needs* must be addressed. The relevant questions are, "who needs to be trained?" and "what kind of training is needed?"

2.2.2 Training Management

According to Gitman and McDaniel (1992), once the training goals have been set, a training program is designed. Here, they added, someone decides what information needs to be given to the trainees, what materials will be used, and how the information will be delivered. They suggested that, very often, the best way to train people is to give them a chance to practice the skills they'll need or to let them experience a situation similar to the one they'll face on the job.

The second and the third stages in training program have been included here – thus setting objectives and designing the training program, all under training management.

In their view, Skinner and Ivancevich (1992) believe that, before a training program can be developed, problem areas must be pinpointed. They identified that companies use a number of techniques to identify problems, including reviewing safety records, absenteeism data, job descriptions, and attitude surveys to see what employees think about their jobs, bosses, and the company. They also

suggested that once training needs have been identified, objectives need to be stated in writing because they provide a framework for the program.

In the view of Cushway (1999), in planning training programs there are a number of factors to be taken into account. These include:

The objectives of the training: Before formulating any training program it is necessary to be clear about the required outcomes, since if your destination is unknown how will you know when you have arrived or what route to take? This certainly applies to any training course, which should always begin by stating its objectives.

The content of the training: The content of any program will be determined by what the program is seeking to achieve and by the prospective trainees. It should be formulated to meet the needs identified by an analysis of training needs.

The recipient of the training: It is clearly very important to take account of the types of job and the kinds of jobholders who are to be trained. This will determine the level at which the training should be pitched and the way in which the training program is constructed.

The likely cost involved: The costs are likely to include; the hire of suitable accommodation for any training course (the cost of running a training center, if the organization is large); the hire of suitable lecturers or facilitators and salaries of staff carrying out these and other organizing roles; traveling and subsistence expenses; salaries and benefits of trainees; lost of production because of trainees' absence from the workplace and costs of providing cover; provision of suitable course materials; staff time spent in arranging training programs; etc'.

The cost of not training: These include; the need for additional recruitment to buy in skills not available within the organization and to replace staff who leave because of a lack of training opportunities; reduced productivity arising from less efficient working methods or less developed skills; the longer time taken for individuals to become fully proficient; a reduced ability to adapt to changing conditions or to innovate; an increased likelihood of accidents; less motivated workforce with consequent lower productivity; less awareness of, and commitment to, organizational objectives”.

The likely benefits and how they can be evaluated: Other things being equal, it is probably wise to concentrate on those areas of training where there is a demonstrable return to the organization

The various training methods available and their appropriateness: There are a variety of training methods, the most appropriate depending mainly on the type of training to be provided and the trainees.

The location and timing of any training programs: The initial question in planning the location of any training is whether it should be held within the organization or off-site. A second question is, assuming that it is to be held within the organization, should it be on-the-job or off-the-job?

Who will provide the training? Training may be provided by a number of different people. These can be in-house trainers and instructors, external lecturers, and the trainees’ managers, supervisors and colleagues.

2.2.3 Training Evaluation

The *evaluation of training* is “the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities.” Thus training evaluation may encompass a variety of approaches. (Goldstein, 1980).

Also, “Evaluation involves the collection of information on whether trainees were satisfied with the program, learned the material, and were able to apply the skills learned. It may be important to determine whether trainees are capable of exhibiting the appropriate level of a skill (e.g., do new supervisors know all the organization’s policies and procedures). Also, it may be important to know whether trainees have changed their behavior and if the change was due to training (e.g., do supervisors complete the necessary paperwork for disciplining an employee more so after the training than before it was conducted). Further, it may be critical to know whether a new group of supervisors in the same training program will also improve learning or behaviors. Evaluation efforts can be designed to answer these questions or issues” (Sackett and Mullen, 1993).

Commenting on the above, Bernardin and Russell (1998), after their research, said “over 50 percent of all surveyed companies, regardless of company size, relied only on trainee reactions to assess the training, taken upon completion of the training, and had no systematic follow-up to further evaluate the training”.

According to Dessler (2000), there are two basic issues to address when evaluating a training program: The first is the design of the evaluation study and,

in particular, whether controlled experimentation will be used. The second is the training effect to be measured. He added that controlled experimentation is the best method to use in evaluating a training program. In a controlled experiment, both a training group and a control group (that receives no training) are used. He suggested that data should be obtained both before and after the training effort in the group exposed to training and before and after a corresponding work period in the control group. "In this way it is possible to determine the extent to which any change in performance in the training group resulted from the training itself rather than from some organization-wide change like a raise in pay; we assume the latter would have affected employees in both groups equally. This approach is feasible and is sometimes used" (Charlie Morrow et al, 1997).

Catalano and Kirkpatrick (1968), in one survey, found that, in terms of current practices, however, something less than half the companies responding attempted to obtain before-and-after measures from trainees; the number of organizations using control groups was negligible.

In the same vein, Dessler (2000) outlines four basic categories of how training outcomes can be measured:

1. Reaction. First, evaluate trainees' reactions to the program. Did they like the program? Did they think it worthwhile?
2. Learning. Second, you can test the trainees to determine whether they learned the principles, skills, and facts they were supposed to learn.

3. Behavior. Next ask whether the trainees' behavior on the job changed because of the training program.
4. Results. Last, but probably most importantly, ask: "What final results were achieved in terms of the training objectives previously set?"

An article on the Australian National Centre for Vocational Educational Research website, (www.ncver.edu.au), highlights the widely discussed and in many ways common sense approach to the problem of measuring the effectiveness of training program. According to the article, the argument is that specific procedures and plans should be in place from the very onset in order for a training program to be properly accounted for. These procedures include ideas such as measuring before the training program, performing the training, measuring after the training, comparing the before and after measurements and integrating the results into an organization's human resource function. However, this in itself raises some fundamental questions. For instance, what criteria should be measured in order to assess the effectiveness of the program? Should it be attendance records at the event or maybe the number of positive comments gathered during the program? Therein lies the inherent difficulty with training programs – choosing the criteria on which to judge them.

Doucouliafos and Sgro (2000) propose an evaluation and analysis procedure for firms to analyze and evaluate the returns to training:

1. Data collection — to measure performance, to measure training, identify costs and benefits of training.

2. Pre- and post- training analysis —direction and magnitude of change, statistical significance, economic significance
3. Multivariate- statistical analysis — identify if training or other factors had a significant impact
4. Calculate return on investment — cost-benefit ratio and return on investment

2.3 Training Model

According to Wallace (1999) training model, alternatively called instructional systems development model, usually consist of five phases. The phases are described as analysis, (needs assessment) objectives, design, delivery and evaluation which is systematic approach to managing people. The phases interrelate and form a continuous cycle as shown in the diagram below.

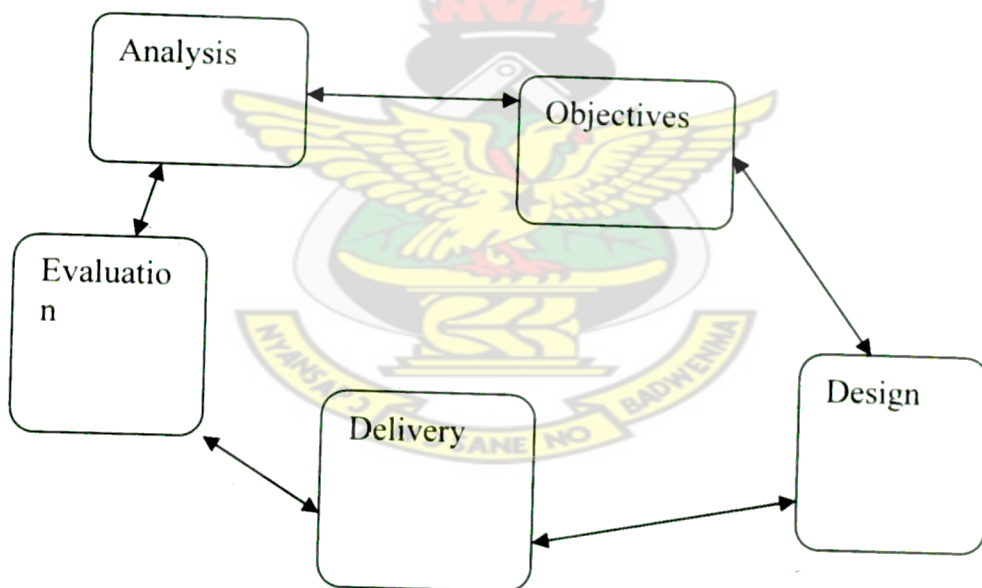


Figure 2.1 Training Model Source: Marie Wallace (1999)

To plan training strategies and to function effectively, you must evolve a training model that matches outcomes of your training programs to analysis (needs assessment).

The planning, managing, and evaluating activities of training are just as important as the “teaching” activities. Planned training in organizations begins when someone becomes aware of an opportunity or a problem that may create a training need.

If a training-based solution is chosen, we must then analyze training needs. The purpose of analyzing training needs is to specify what training is needed. We write specific objectives for our training activities. In writing the objectives, we specify the standards of performance that a trainee must achieve and the conditions under which the trainee must perform. Then we define methods of measuring performance, since these may affect subsequent decisions about training techniques and materials. Having decided on the content of training and how we will measure performance, we can write tests and performance criteria. Then we begin protesting our target population and selecting training methods and develop training materials and aids. These steps are likely to require a large amount of a trainer’s effort, Wallace (1999).

After developing the training materials and selecting our trainees, we can run the training program. We measure reaction and learning outcomes during and immediately after the program. After we return the trainees to their jobs, we measure performance to determine if any changes have occurred and if the

changes are attributable to training, we may organize follow-up activities to reinforce what the trainees have learned on the original program.

2.4 Methods of Training

The success of a training program depends how suitable the method employed.

There are several methods of training, among which include;

2.4.1 On-the-job Training and Off-the-job training

According to Graham and Bennett (1992), on the job training is given in the normal work situation the trainee using the actual tools, equipment, documents or materials that he/she will use when fully trained.

Off-the-job training is a kind of training conducted outside the normal work situation where the trainee is trained to use or apply skill through simulation, classroom or video in imparting such skills.

Other forms of training include; mentorship, coaching and job rotation.

2.4.2 Mentorship

This is on the job training and development tool for career success for aspiring managerial and professional. Mentors are regarded as role models of optional traits and behaviours needed for career success.

2.4.3 Coaching

According to Graham and Bennett (1992) coaching often consist of demonstration followed b the trainee imitating the instructor's actions.

2.4.3 Job Rotation

Job rotation is defined as the performance by an employee of a new assignment on a temporary basis for an agreed period of time

2.5 Development

As stated previously, the effectiveness and efficiency (high performance) of an organization depend on a number of variables of which one is the continued development of the people in the organization. Various authors have differentiated development from training.

According to Beardwell and Claydon (2003) development is a process whereby over time the individual becomes more complex and differentiated through the interaction of internal and external factors. They explained that people develop through their lifespan, achieving greater degrees of complexity, even transformation. They are therefore continuously engaging in learning processes as they seek balance between changing self and changing environment. The changes the individual experiences, at work as well as elsewhere in their lives, may have significant effects for them.

In their book, Beardwell and Claydon (2003) identified that there are theories, assumptions and models of development that can be viewed from different contexts and studies. According to the author, the human resource manager should be concerned with the implications of the models of development. Managers need to be aware of the possible effects of developmental changes upon performance at work, some positive, others not. For instance, young people entering adulthood may lack enthusiasm for or commitment to their job as they

juggle with their potential various identities. Later, the needs of their developing intimacy may lead to conflicts with educational and organizational demands.

Opportunities for promotion or training to ensure continuous improvement or cutbacks in training may have influence on the choice and stagnation.

In sum, human resource managers need to provide an environment in which the capacity to learn and adapt can be harnessed to benefit the organization.

Career development is sometimes used to connote progression or advancement.

In other words, it is being assumed that there are accepted norms against which an individual's development can be calibrated, and that those norms and the individual's experiences can be clearly identified.

Again, according to Beardwell and Claydon (2003) we have other forms of development within organizations. These include self-development, employee development, staff development, management development and organization development.

2.5.1 Self Development

The term is used to denote both 'self' and 'by self' types of learning (Pedler, 1988) as cited by Beardwell and Claydon (2003). People developing themselves take responsibility for their own learning, identify their own learning needs and how to meet them, often through the performance of everyday work, monitor their own progress, assess the outcomes and reassess their goals.

2.5.2 Staff Development:

This kind of development refers to the development of administrative and technical staff by the organization. Its aim is to enable such employees to

perform their current and future roles effectively, but does not generally include their development as managers.

2.5.3 Organization Development:

The organization develops as its members develop and contribute to enhance flexibility differentiation and adaptability within the organization.

2.6 Performance

Performance is the output of work done. According to Decenzo et al (2002) performance is the effective and efficient work done, which considers personnel data such as measure of accidents, turnover, absence and tardiness.

There are several key features to Campbell's conceptualization of job performance which help clarify what performance means.

First, Campbell defines performance as behaviour. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences. In other words, there are more factors that determine outcomes than just an employee's behaviours and actions.

Campbell (1990) allows for exceptions when defining performance as behaviour. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioural.

According to Campbell (1990) the difference between individual controlled action and outcomes is best conveyed through an example. On a sales job, a favourable

outcome is a certain level of revenue generated through the sale of something (merchandise, some service, insurance). Revenue can be generated or not, depending on the behaviour of employees. When the employee performs this sales job well, she is able to move more merchandise. However, certain factors other than employees' behaviour influence revenue generated. For example, sales might slump due to economic conditions, changes in customer preference, production bottlenecks, etc. in these conditions, employee performance can be adequate, yet sales can still be low. The first is performance and the second is the effectiveness of that performance. These two can be decoupled because performance is not the same as effectiveness.

2.6.1 Organizational Goal Relevance

Another key feature of job performance is that, it has to be goal relevant. Performance must be directed toward organizational goals that are relevant to the job or role. Therefore, performance does not include activities where effort is expended toward achieving peripheral goals. For example, the effort put toward the goal of getting to work in the shortest amount of time is not performance (except where it is concerned with avoiding lateness)

2.6.2 Multidimensionality

Despite the emphasis on defining and predicting job performance, it is not a single unified construct. There are a vast number of jobs each with different performance standards. Therefore, job performance is conceptualized as a multidimensional construct consisting of more than one kind of behaviour.

Campbell (1990) proposed an eight factor model of performance based on factor analytic research that attempts to capture dimensions of job performance existent (to a greater or lesser extent) across all jobs.

1. The first factor is task specific behaviours which include those behaviours that an individual undertakes as part of a job. They are the core substantive tasks that one job from another.
2. On the other hand, non-task specific behaviours which an individual is required to undertake which do not pertain only to a particular job. Returning to the sales person, an example of a task specific behaviour would be showing a product to a potential customer. A non-task specific behaviour of a sales person might be training new staff members.
3. Written and oral communication tasks refer to activities where the incumbent is evaluated, not on the content of a message necessarily, but on the adeptness with which they deliver the communication. Employees need to make formal and informal oral and written presentations to various audiences in many different jobs in the work force.
4. An individual's performance can also be assessed in terms of effort, either day to day, or when there are extraordinary circumstances. This factor reflects the degree to which people commit themselves to job tasks.
5. The performance domain might also include an aspect of personal discipline. Individuals would be expected to be in good standing with the law, not abuse alcohol, etc.

6. In jobs where people work closely or are highly interdependent, performance may include the degree to which a person helps out the groups and his or her colleagues. This might include acting as a good role model, coaching, giving advice or helping maintain group goals.
7. Many jobs also have a supervisory or leadership component. The individual will be relied upon to undertake many of the things delineated under the previous factor and in addition will be responsible for meting out rewards and punishments.
8. Managerial and administrative performance entails those aspects of a job which serve the group or organization but do not involve direct supervision. A managerial task would be setting an organizational goal or responding to external stimuli to assist a group in achieving its goals. In addition a manager might be responsible for monitoring group and individual progress towards goals and monitoring organizational resources.

Another dimension of job performance was proposed and developed for the U.S. Navy in Campbell's (1990) study. This model is significantly broader and breaks performance into only four dimensions.

1. Task-oriented behaviours are similar to task-specific behaviours in Campbell's model. This dimension includes any major tasks relevant to someone's job.

2. Interpersonally oriented behaviours are represented by any interaction the focal employee has with other employees. These can be task related or non-task related. This dimension diverges from Campbell's taxonomy because it included behaviours (small talk, socializing, etc) that are not targeting an organization's goal.
3. Down-time behaviours are behaviours that employees engage in their free time either at work or off-site. Down-time behaviours that occur-off site are only considered job performance when they subsequently affect job performance (for example, outside behaviours that cause absenteeism)
4. Destructive/Hazardous behaviours

In addition to these models dividing performance into dimensions, others have identified different types of behaviours making up performance.

2.6.3 Different Types of Performance

Another way to divide up performance is in terms of task and contextual (citizenship and counterproductive) behaviours. Whereas task performance describes obligatory behaviours, contextual behaviours as behaviours that do not fulfill specific aspects of the job's required role. Citizenship behaviours are defined as behaviours which contribute to the goals of the organization through their effect on the social and psychological conditions. Counter-productive behaviours, on the other hand, are intentional actions by employee's which circumvent the aims of the organization.

Campbell (1990) also mentioned several performance parameters that may have important implications for the job performance setting and should be investigated by industrial and organizational psychologists.

The first one is the distinction between speed and accuracy. This distinction is similar to the one between quantity and quality. Important questions that should be considered include: which is most valued by the organization, maximized speed, maximized accuracy, or some balance between the two? What kind of tradeoffs should an employee make? The latter question is important because speed and accuracy for the same task may be independent of one another.

The second distinction is between typical and maximum performance. Sackett, Zedeck, & Fogli (1988) did a study on supermarket cashiers and found that there was a substantial difference between scores reflecting their typical performance and scores reflecting their maximum performance. This study suggested the distinction between typical and maximum performance. Regular work situations reflect varying levels of motivation which result in typical performance. Special circumstances generate maximum employee motivation which results in maximum performance.

Mathis & Jackson (2004), defined performance as essentially what an employee does or does not do. The writers identified some employee performance common to most jobs, that includes; quantity of output, quality of output, timeliness of output, presence at work and cooperativeness.

Key writers from the American 'excellence' school, Peters and Waterman (1982), also identified eight characteristics that they found to be associated with excellent companies which have excelled – all in America.

These companies were chosen as excellent on the basis of their innovativeness and on a set of financial indicators, compared on an industry-wide basis.

Investigations to date have had a dual purpose, the first being to seek to establish a link between people-management practices and organizational performance. In other words, does the way that people are managed affect the bottom line? The second one follows logically from this, and is: if the answer to the first question is yes, then which particular policies and practices result in high performance? Variety of different definitions of performance has been used in these studies.

Pfeffer (1994) on the other hand, identified the following critical people-management policies which involve: employment security; recruiting the 'right' people; extensive use of self-managed teams; decentralisation; high wages solidly linked to organizational performance; and he suggests that these policies will benefit every organization.

Purcell et al. (2003) gave equal prominence to job satisfaction and motivation. In their model human resources policies and practices are seen to impact on employee ability/skills, motivation and incentive (in that people can be motivated to use their ability productively via intrinsic and extrinsic rewards) and opportunity.

In relation to human resources practices they found among other things that training, career opportunities, job challenge, management leadership, performance appraisal, work-life balance and communication on organizational performance all influence commitment.

Patterson et al. (1997) has studied 100 manufacturing organizations over 10 years and used statistical techniques to identify which factors affect profitability and productivity.

It has been reported that aspects of culture, supervisory support, concern for employee welfare, employee responsibility, and training were all important variables in relation to job performance. This indicates that there is more to it than just training and developing employees when considering factors that influence high performance.

2.6.4 Performance Measurement

Related to performance is the term 'measurement' in human resource. Performance measurement is determining whether the desired outcome has been attained. Stated differently, it is making assessment of what has been done. It concentrates on outcomes, results of employee performance. It also focuses on the extent of satisfaction of the needs of customers served.

Benchmarking is one of the effective approaches to assessing performance which compares specific measures of performance against data on those measures in other standard organizations, Mathis et al (2000)

2.6.5 Performance Management

Performance management process provides a means of building relationships with people by identifying talents and potential planning, learning and development activities and making the most of the talent possessed by the organization. When properly carried out, it increases the engagement and motivation of employees by providing positive feedback and recognition which encourage them to work better (Armstrong, 2006).

The overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Specifically, performance management after training and development is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate values, Armstrong (2006).

Other authors see performance management as empowering, motivating and rewarding employees to do their best, while others view it as a process by which managers influence the performance of their people to deliver high-achieving outcomes in an organization.

2.6.6 Conceptual Framework

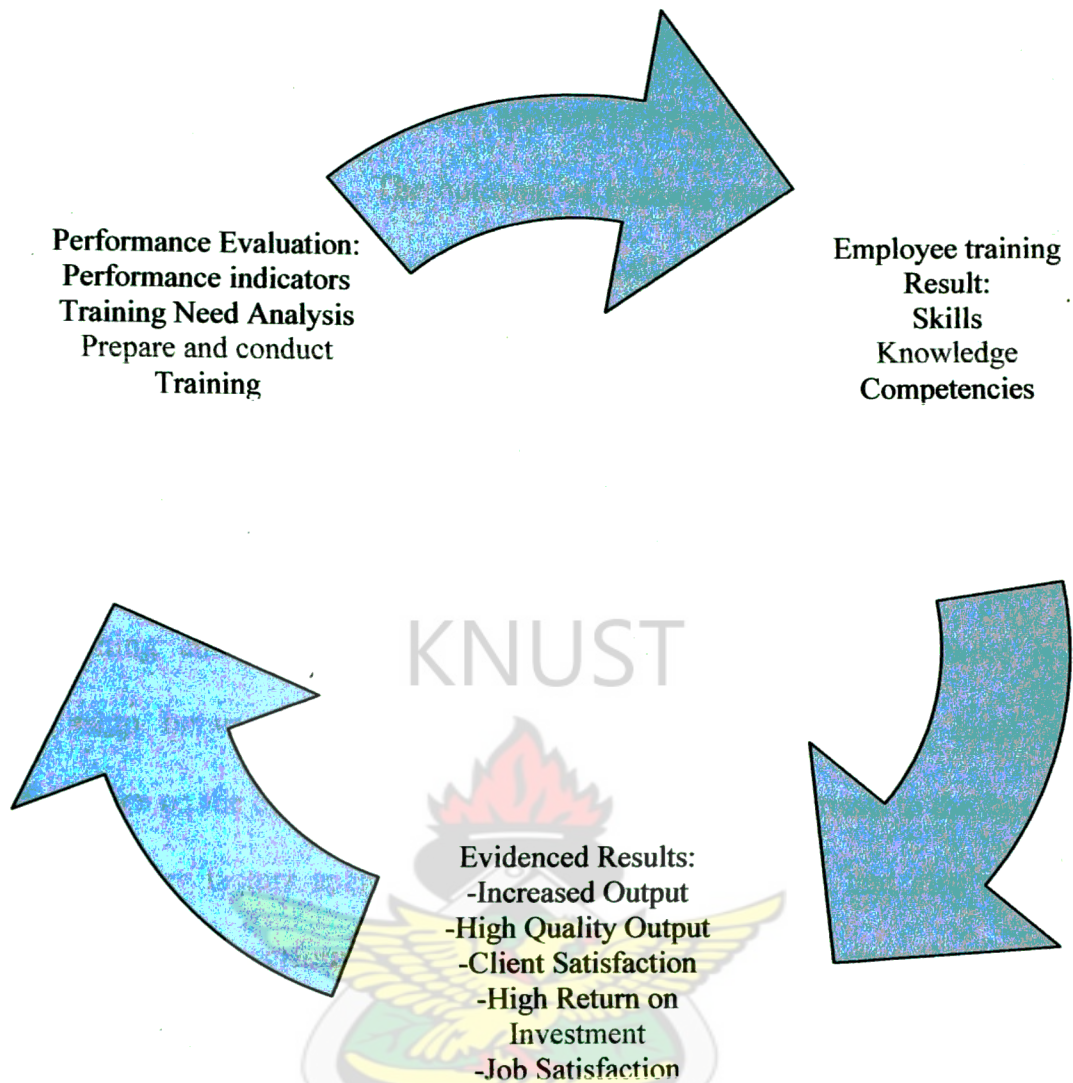


Figure2.2

Source: Author's construct, 2009

The concept of training is cyclical. When employees are trained, they acquire skills, knowledge and competencies (SKA's). These SKA's are evidenced in job satisfaction, increased output and high quality output leading to client satisfaction and high return on investment. Performance is evaluated and measured using appropriate indicators to identify problems. Needs analysis will then be carried out and recommend training to correct the problem.

2.7 Conclusion

In the light of the opinions of various writers and authors on training and development, and performance there appears to be relationship between the two variables as shown above. The outcome of training may however be negative, unless other factors of high productivity are available as indicated by Armstrong (2006) who argued that after training, the individual's objectives need to be aligned with corporate objectives.

Training and development provides the individual with skills, abilities and knowledge to perform on the job. Many other writers and authors share the view that training and development result in expected outcome, thus there is a relationship between training and development program on one hand and performance on the other. In addition, the existing literature attests to the fact that there are other factors apart from training and development that also enhance productivity; - thus performance management and motivational strategies.

It is in line with this that the researcher wishes to assess the impact of training and development in the case study organization and to determine the extent of employing other activities to get maximum performance.

In the following chapter, the researcher has provided information on methodology to be used in this work

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is concerned with the methodology used to gather relevant data for the research work. Issues discussed include; operational definition of terms, the source of data, by what instrument was the data collected and how the analysis was carried out. The chapter further determined the population, sample size and the sampling method that were employed.

3.1 Source of Data

To assess the impact of training and development of employees at the case study organization, data were collected from both primary and secondary sources. Of these two, most of the data were collected from the primary source. Systematic structured questionnaire and personal interview were used to collect data from respondents. This enabled respondents to answer the questions at their will. The questionnaires were given to respondents chosen at random from all the directorates (Departments) of the hospital. The structured interview was carried out with the manager responsible for training and employees in management.

Secondary data were collected from internet, books on human resource, academic journals and both published and unpublished literature.

Information on training expenditure, programs and other relevant data to evaluate the performance of both the trained and the untrained employees, (performance appraisal) were collected from the Human Resource Unit (reports) of the case study organization.

3.2 Data Collection Instrument

The researcher used structured questionnaire and personal interviews to solicit information (both qualitative and quantitative data) for the study. In spite of its own demerits, the use of questionnaire and interview were appropriate to collect data for the following reasons:

- a) The use of questionnaire offered the researcher a wider scope of areas to choose questions from
- b) It enabled respondents enough time to respond to questions and was also time saving as the researcher could attend to other issues at the same time, when the questions were being attended to by the respondents.
- c) Structured interviews were the best option and necessary for top level managers who hardly got time to fill the questionnaires

3.3 Sample Frame

The case study organization has twelve (12) directorates (departments) and five specialized units. All the specialised units are under the Administration Directorate. The total number of staff in the institution is two thousand six hundred and fifty (2650) as stated earlier. Considering time limit and financial resource constraint, it was prudent to select a sample size to represent the population from the two thousand six hundred and fifty (2650) population. The category of staff in the directorates are made up of different professionals, namely; nurses, laboratory technicians, pharmacists, doctors, biostatisticians,

administrators, accountants, cleaners and therefore the target population includes all these professionals in their various grades or levels.

3.4 Sample Size

After a thoughtful consideration, a sample size of 168 was chosen as appropriate for the study. The figure represented 6.3% of the total population and comprised of all departments (directorates) and professional groups in the research institution. One hundred and sixty eight (168) questionnaires were distributed to respondents among the staff in the organization. A close ended questionnaire was designed and the researcher had one hundred and fifty questionnaires, representing 89.3 percent of the questionnaires responded. This was due to the fact that the researcher worked in the case study organization and almost all the respondents were willing to fill the questionnaire properly.

The questionnaires were distributed for all professional categories of staff in the various directorates.

3.5 Sampling Technique

In order to obtain deeper understanding of situations in the case study organization and establish good relationship between the variables (training and development) and (performance), systematic random sampling method was used to select employee category in each directorate. The directorates were divided into strata from which respondents were picked. This made it possible to have all the twelve directorates represented by the selected sample. This eventually made the sample size representative of the entire population.

This enabled the researcher to capture all relevant information that provided answers to the research questions.

The technique also provided information that gave the researcher in-depth knowledge from different professional background.

3.6 Data Analysis

Before any analysis was done, the researcher edited the responses to ensure that all the questionnaires had been properly answered. The researcher then summarized the data into statistical tables, using statistical package for social scientists (SPSS) software to summarize the data. Appropriate tables and graphs were used to present the results. The analysis was carried out in relation to the research problem and the objectives.

3.7 Ethical Issue

Permission was sought from the management of the hospital to undertake the research. The respondents were informed of the purpose of the research and they consented to provided the necessary information. The respondents were assured that the use of the responses were for academic purposes only.

3.8 Background of the study organization

The background of the study organization has been grouped into historical background, mission, the Board and the directorates.

3.8.1 Historical Background

In the 1940s, there was a hospital located on the hill over-looking Bantama township in Kumasi. The hospital was made up of two separate sections designated as African Hospital and European Hospital. As their names implied, the African side treated Africans while the European side treated Europeans.

However, on some rare occasions, high-ranking African government officials were given treatment in the European section. By 1952, the need to construct a new hospital to cater for the fast increasing population in Kumasi and therefore Ashanti Region arose. The European Hospital was therefore transferred to the Kwadaso Military Quarters in Kumasi to make way for the new project to begin. A 2.5 million pounds sterling contract was awarded to Messrs “Gee, Walker and Slater” of the United Kingdom to build a new 510 bed capacity hospital complex for the Ashanti region which then had a population of 500,000 people. In 1954/55, the new hospital complex was completed and named the Kumasi Central Hospital. The name was later changed to the Komfo Anokye Hospital in honour and memory of the powerful and legendary fetish priest, Komfo Anokye. The Priest was the Spiritual Adviser of Osei Tutu I, founder of the Ashanti Kingdom. The hospital became a Teaching hospital in 1975 for the training of Medical Student following the establishment of the School of Medical Sciences (SMS) of the Kwame Nkrumah University of Science and Technology in Kumasi. Over 900 doctors have since been trained. Today, the hospital, popularly referred to as “GEE” by the locals in apparent reference to the firm which constructed it, has developed into a 1000 bed capacity facility registering over 450,000 Out Patient Department attendances and 43,000 admissions annually.

3.8.2 Mission

The mission of the KATH is “to provide quality services to meet the needs and expectations of all clients. This will be achieved through well-motivated and committed staff applying best practices and innovation”.

3.8.3 The Board

The hospital is run by an 11-member Board which is broadly responsible for general policy formulation and strategic direction of the hospital. The membership comprises of five executive directors, five appointees of the government of Ghana and Chief Executive, nominated by the President of Ghana for approval by the Board.

3.8.4 Directorates and Units

The hospital has been divided into twelve major Directorates as part of a management decentralization program aimed at giving some level of autonomy and control to the operational levels of the hospital. Consequently, the Directorates have their own management teams which are in charge of their day to day running. These management teams are allowed to set their own priorities, prepare their budgets and implement their program in line with the general policies and objectives of the hospital. This allows the Executive Management made up of the Chief Executive and his five Directors to concentrate on strategic planning, general policy formulation and monitoring of the hospital's activities. Of the twelve Directorates, ten are clinical and the other two are non-clinical.

The non-clinical directorates' operations do not include direct patient care but support the overall health delivery system in the hospital.

CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND ANALYSIS

4.0 Introduction

This chapter gives a presentation and a thorough analysis of the results of the study. Critical issues comprising training and development of staff, performance problems and solutions to performance problems have been discussed. The results were based on analysis of the information solicited from 150 respondents picked from the various directorates and departments at Komfo Anokye Teaching Hospital, Kumasi.

4.1 Respondents' Profile

This section presents results of the background of the respondents which covered: gender, staff category and years of service.

In Table 4.1 below, 70 out of the 150 respondents, representing 46.7% were males and the rest, 53.3% were females.

Table 4.1: Gender Distribution of Respondents

	Frequency	Percent (%)
Male	70	46.7
Female	80	53.3
Total	150	100.0

The respondents were made of both senior and junior employees. The senior employees were made up of employees whose minimum qualification were Diploma Certificates and above. The junior category includes employees with relatively lower qualifications.

In Table 4.2 below, 54 percent of the respondents were senior staff and the remaining 46 percent were junior staff.

Table 4.2: Category of staff

	Frequency	Percent (%)
Senior Staff	81	54.0
Junior Staff	69	46.0
Total	150	100.0

The length of service of employees was grouped into four categories; 1-5 years, 6-10 years, 11-15 years and 16 years and above. From the Table 4.3 below, majority of the respondents, representing 46% have worked between 1 and 5 years, whereas the lowest was 16 years and above category, representing only 14 percent.

Table 4.3: Length of Service of Respondents

	Frequency	Percent
1-5 years	69	46.0
6-10 years	36	24.0
11-15 years	24	16.0
16 years and above	21	14.0
Total	150	100.0

In every organisation, it is important that training is carried out for all employees, irrespective of gender or position in the organisation. This is to ensure equity and fairness that would grant employees the opportunities for identifying with the interest and consequently building such capacities to improve the performance of the institution. It is evident in this study that majority of employees trained were females. This is in line with the staff gender distribution of staff in the hospital. A high percentage of employees are females (KATH, 2008 Annual Report) and these could be found in the following professions: Nurses, Ward Assistants, Health Care Assistants and Orderlies. These professionals provide first line services (handling of patients) in the hospital and therefore require regular updates in terms of knowledge and skills on patients care. In addition to training of employees of all sexes, trainings conducted in the hospital cuts across employee categories. Even though most of the trainees were senior staff, the junior category was equally well represented. This is because based on the job definition of staff category, most of staff in the hospital, had acquired a diploma

or higher certificate and hence are classified as senior staff. Moreover, over half of the respondents (70%) in the hospital had worked for less than ten years. This suggests that majority of staff in the hospital are relatively young and energetic and when exposed to the right training regimen could be maximised for the long term objectives of the institution.

4.2 Magnitude of Employee Training

The results of training of employees covered the following; whether the employees have been trained, the kind of training, its relevance to the job, skills learnt and transferred to the job.

As can be seen from Table 4.4 below, 142 respondents said yes to the question “Have you undergone any form of training since you joined the hospital?” Only 5.3 percent indicated that they had not had any form of training.

Table 4.4: Trained and untrained Respondents

	Frequency	Percent (%)
Trained	142	94.7
Untrained	8	5.3
Total	150	100.0

From the table below, out of the 142 staff who had been trained, 66.9 percent indicated that they had in-service training, 21.1 percent had off the job training and the remaining had 12.0 percent on the job training. None of the respondent answered ‘other’.

Table 4.5: Type of Training

	Frequency	Percent (%)
On the job	17	12
In-service training	95	66.9
Off the job	30	21.1
Total	142	100.0

Training must be relevant to jobs. For a training program to be effective, it must be aligned to skills required of a person to perform a particular job. All the management members interviewed except one said that they select employees for training based on the need for it (merit). In other words, they did 'needs analysis'. From the Table 4.6 below, most of the respondents, 95 percent of the trained employees indicated that their training was relevant to the very jobs they perform.

Table 4.6: Skills Relevance to the Job

	Frequency	Percent (%)
Skills were relevant to job	135	95.0
Skills were not relevant to job	7	5.0
Total	142	100.0

Skills acquired at training must be transferred to the job. Various reasons can be assigned to a situation where trainees fail to implement training skills. The impediments to implementing training skills may include; lack of supervision,

lack of logistic support etc. The training manager showed sample of questionnaires supervisors have filled to determine transfer of skills of employees who were selected for training. It means that training application evaluation was carried out.

104 respondents representing 73.2% said skills obtained during training were transferred unto their jobs and 32 respondents representing 26.8% said their training skills were not transferred unto their jobs.

Table 4.7: Skills Transfer to Job

	Frequency	Percent (%)
Skills were transferred to job	104	73.2
Skills were not transferred to job	38	26.8
Total	142	100.0

Many writers argue that the effect of training and development of employees has a link to performance. The relationship is positive if other factors of effective performance are available.

Noe (1998), considered training as a planned effort by a company to facilitate employees learning of job-related competencies. These competencies include knowledge, skills and behaviours that are critical for successful job performance. The purpose of training, therefore, is for employees to obtain skills, knowledge and behaviours so as to apply them to their day-to-day activities.

Ideally, the outcome of training should be improved performance but resources committed to training could be wasted if factors necessary for ensuring application of skills are not put in place. Some of these factors include good

performance management system, employee-led approach to higher performance (motivate) and systems that influence higher performance.

The research organisation was committed to training, about 95 percent of respondents indicated that they have had some form of training, yet the organisation had performance problem. It was found out that the single major cause of underperformance was lack of good performance management system. Out of one hundred and fifty respondents, eighty or 53.3 percent said that the major cause of underperformance is lack of performance management system. This implies that training per se may not help to solve underperformance or performance problems in an organisation.

4.3 Performance Evaluation and Measurement

The performance evaluation systems covered the following; evidence of improvement in their performance, methods for the evaluation, fairness of the performance evaluation system, performance set against objectives and feedback on performance.

In the Table 4.9 below, 117 respondents, representing 78 percent said that they knew their performance improved through the performance appraisal which was done annually. Fifteen respondents, representing 10.0 percent said they had an award for hard work from their directorates and through the award they knew that their performance had improved. The rest eighteen (18) respondents, which

represented 12 percent, indicated that their knowledge of improved performance was through a feedback from their supervisors.

Table 4.8: Evidence of Improved Performance

	Frequency	Percent
It reflected in my performance assessment	117	78.0
I had an award upon recommendation	15	10.0
My supervisor gave me feedback	18	12.0
Total		100.0

The performance of employees is evaluated annually through various performance management systems.

The human resource department of the research organisation informed the researcher that performance was evaluated differently for medical officers who were under training (House Officers). The rest use appraisal method.

As shown in the Table 4.10 below, one hundred and forty six respondents, constituting 97 percent said that their performance is evaluated by the use of appraisal system. Only two respondents, constituting 1.3 percent indicated that their performance was through a special report format. It is likely that these two respondents are house officers who are undergoing on the job training.

Table 4.9: Performance Evaluation Method

	Frequency	Percent (%)
Through appraisal performance	146	97.4
Through special report format	2	1.3
Other	0	0
No Response	2	1.3
Total	150	100.0

When employees consider their performance evaluation process to be fair they cooperate with management and commit themselves to performance management systems in the organisation.

In Table 4.11 below, when respondents were asked about their opinion on the fairness of the performance evaluation process, one hundred and seventeen constituting 78 percent indicated that the performance evaluation process was fair. Thirty three respondents, representing 22 percent disagreed that the evaluation process was fair.

Table 4.10: Fairness of Performance Evaluation Process

	Frequency	Percent (%)
Yes	117	78.0
No	33	22.0
Total	150	100.0

To ensure that the performance process is objective and reflective of actual performance, it must be evaluated against set objectives.

As indicated in the Table 4.12 below, one hundred and eleven respondents, representing 74 percent indicated that their performance is evaluated against set objectives when appraising their performance. Thirty nine respondents, representing 26 percent do not have their performance evaluated against set objectives.

Table 4.11: Performance Evaluated Against Objectives

	Frequency	Percent (%)
Performance evaluated against objectives	111	74.0
Performance not evaluated against objectives	39	26.0
Total	150	100.0

When employees have feedback on how they are doing, it helps them to improve or maintain performance depending on whether it is good or bad. When respondents were asked whether they get feedback on performance, as shown in the Table 4.13 below, forty five respondents said they never had feedback. 18 respondents, representing 12% indicated that they always had feedback on performance. Eighty seven respondents, representing 58% also said they sometimes get feedback on performance and forty five respondents, representing 30 percent said they had never had feedback on performance.

Table 4.12: Feedback on Performance

	Frequency	Percent
Never	45	30.0
Always	18	12.0
Sometimes	87	58.0
Total	150	100.0

Armstrong (2006) said that the purpose of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of the business process and their own skills and contributions within the framework provided by effective leadership.

It can be deduced from the above statement that performance management concept is creating a shared vision for both individual employee or teams and leadership of the organisation to recognize their contribution in the realisation of common objectives. From the analysis, it could be said that the performance system in the research organisation is weak. Both the individual (teams) and the leadership do not share the vision of realising a common goal. For example, there are lapses in the feedback system, (as much as forty five respondents (30 percent) said they never had feedback of their performance and eighty seven respondents, representing 58 percent also indicated that they sometimes get feedback. If the feedback system were effective, the employees would have been motivated to perform better. It could be possible that the design of the appraisal form did not make it possible for appraisals to note the ratings by their supervisors.

4.4 Performance Problem

The research organisation's performance problem (under-performance) needed to be ascertained by respondents. Management members interviewed indicated that there was performance problem in the organisation. The performance problem in the questionnaire covered; service complains by patients, kind of complain, supervisors' complain of employee attitude towards work and staff not working to the best of their abilities.

In Table 4.14 below, when respondents were asked whether patients complain about the services of the research organisation, thirty of them, representing 20% said patients complain all the time. Thirty two respondents (21.3%) agreed that patients complain most of the time, seventy eight (52%) said patients complain sometimes and ten respondents (6.7%) indicated that patients do not complain about the services of the hospital. Five of the management members mentioned effectiveness of employees (productivity) and quality of service as the problem of performance. Only one said the problem is quality of service

Table 4.13: Services Complained by Patients

	Frequency	Percent
All the time	30	20.0
Most of the time	32	21.3
Sometimes	78	52.0
Never	10	6.7
Total	150	100.0

The researcher needed to find out the kind of complain; whether it was performance related or otherwise. The selected indexes (quality of service, waiting time and facility and environment) show poor performance when the results are negative.

In the Table 4.15 when the respondents were asked to show the kind of complain, ninety three respondents (62%) said waiting time complaints are common, forty eight respondents (32%) agreed that patients complain of quality of service and nine respondents (6%) said patients complain about facility and the environment.

Table 4.14: The Kind of Complain

	Frequency	Percent
Quality of Services	48	32.0
Waiting time	93	62.0
Facility and Environment	9	6.0
Total	150	100.0

In attempt to find out from respondents whether their supervisors complain about their attitude towards work, only two respondents representing 1.3 percent said their supervisors complain their attitude towards work.

Table 4.15: Supervisors Complain of Employees' Attitude to Work

	Frequency	Percentage (%)
Most of the time	2	1.3
Sometimes	90	60.0
Not all times	48	32.0
No answer	10	6.7
Total	150	100.0

From the Table 4.16 below, when the respondents were asked to express their opinion on the issue of employees not working to the best of their abilities, 124, representing 82.6 percent said they agree that some employees do not work to the best of their abilities, nineteen (12.7 percent) respondents said they were uncertain, four (2.7 percent) respondents said they disagree and three (2.0 percent) said they strongly disagree that some employees do not work to the best of their abilities.

Table 4.16: Employees are not working to the best of abilities

	Frequency	Percent
Agree	124	82.6
Uncertain	19	12.7
Disagree	4	2.7
Strongly Disagree	3	2.0
Total	150	100.0

The certainty of performance problems in many organisations cannot be over emphasized. The set of reinforcing practices that would impact in one organisation will not do for the other. It therefore appears that using a set of interventions to manage underperformance makes the difference from one organisation to another.

From the results in the tables above, it was clear that there were problems of quality of service, waiting time and facility in order of higher degrees.

Further, the employees agreed that some employees (124 respondents indicated) do not work to the best of their abilities. Here, the reinforcement practices of the management do not employ combination or set of strategies to achieve higher productivity.

4.5 Causes of Employee Under-performance

When the researcher wanted to find out from the respondents what causes the underperformance of employees, the following results were obtained.

From the Table 4.17 and also as shown in Figure 4.2 below, majority of the respondents, representing 53.3 percent indicated that the cause is due lack effective performance management tool, followed by forty respondents representing 26.7 percent who said that under- performance was due to lack of motivational strategy, thirty respondents constituting 20 percent indicated that the underperformance of employees was due to lack of training and development.

Table 4.17: Cause of Under-performance of Employees

	Frequency	Percent
Lack of skill and training	30	20.0
Lack of effective performance management tool	80	53.3
Lack of motivational strategies	40	26.7
Total	150	100.0

The frequency of the responses on the causes of employee underperformance is represented graphically below.

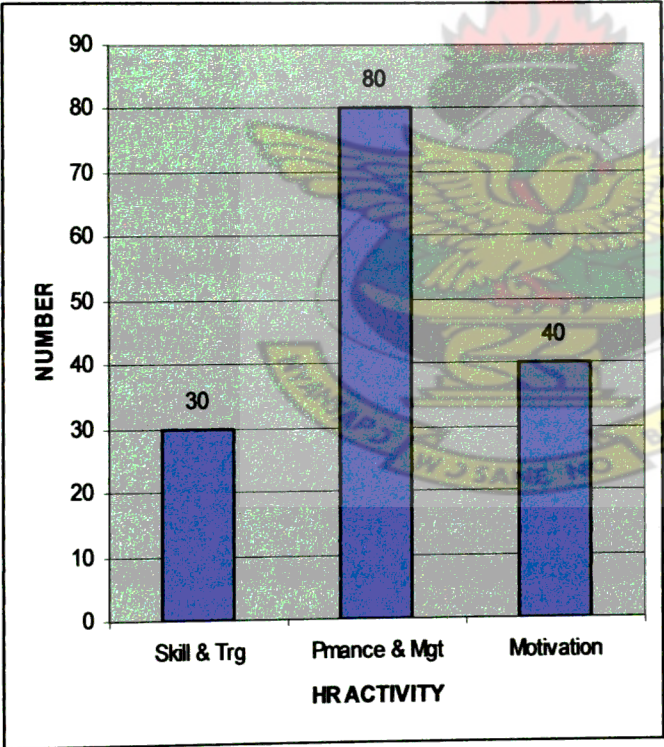


Figure 4.1

Generally, all other things being equal, training and development of employees must lead to improved performance. However, this trend is not always the case as

some factors may inhibit the transfer of acquired skills and knowledge to the job, hence the underperformance of employees.

It was surprising to find out that majority of the respondents (104 respondents, representing 73.2 percent) indicated that they transferred their skill in training to their jobs. This should have been evidenced in improved performance. What then could be the cause of underperformance?

The causes of underperformance vary from organisation to organisation as core business and employees' behaviours determine the set of factors that cause performance problems. Stated differently, the organisational culture, behaviours, values, norms and practices among other things, influence the performance of organisation's workforce.

As concluded by Patterson et al. (1997) when they studied 100 manufacturing organisations over 10 years and used statistical techniques to identify which factors affect profitability and productivity. It has been reported that aspects of culture, supervisory support, concern for employee welfare, employee responsibility, and training were all important variables in relation to job performance.

In line with Patterson's study and conclusion on variables that influence performance in the case study organisation, it was evident that underperformance was caused by poor performance management system.

In effect, the researcher observed that training alone does not guarantee effective productivity and expected job performance. As seen in the table already, only 30 out of the 150 respondents believed that training could solve performance

problems of the organisation. It may even be possible that the 30 respondents are employees whose performances are effectively managed.

4.6 Solution to underperformance

The researcher wanted to find out respondents' choice for solution to performance problem and the purpose was to determine the best intervention to improve the performance of employees.

It was again found in the analysis that both the management members interviewed and respondents agreed that there was performance problem in the case study organisation. Majority of the respondents (one hundred twenty four, representing 82.6 percent indicated that many employees do not work to the best of their abilities and all management members interviewed also assent to it.

As shown in the Table 4.19 and Figure 4.2 below, seventy four respondents, representing 49.3% said the best intervention was to manage employee performance effectively, other 43 respondents (28.7) voted for motivation of employees, thirty three respondents (22%) agreed that the best intervention was to train and develop employees.

Table 4.18: Solution to performance problems

	Frequency	Percent (%)
Train and develop staff	33	22.0
Motivate staff	43	28.7
Manage staff performance effectively	74	49.3
Other, specify	0	0
Total	150	100.0

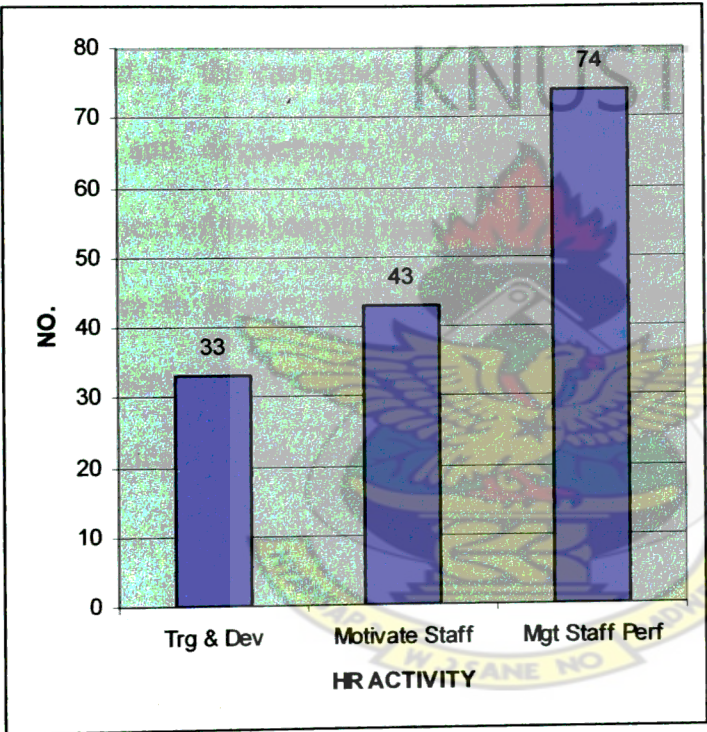
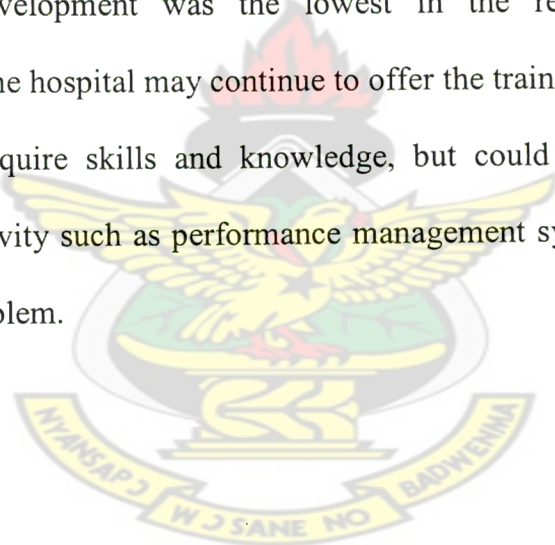


Figure 4.2 Solution to Performance

The greatest challenge to improving performance of staff has to do with developing suitable approaches that can stimulate staff response to increase their output. Such stimulus would have to be employee sensitive and staff- led in order that expected performance could be achieved. It was evidenced from this study

that employees preferred management of staff performance, motivation of staff and training and development of staff in order of priority as a means of solving performance problems in the hospital.

The researcher consequently observed that how performance is managed is an important solution to ensuring high performance of employees. Even though writers, as in the case of Nadler (1984) said training, (learning) is provided to improve performance on the job, the researcher is of the view that training gives only the required skill and knowledge necessary to work but it takes a combined approaches of human management strategies to solve performance problems as evidenced in the case study organisation. It could be seen that preference for training and development was the lowest in the results obtained. The management of the hospital may continue to offer the training and development of employees to acquire skills and knowledge, but could consider other people management activity such as performance management system in addressing the performance problem.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a summary of the findings of the research and conclusion drawn and recommendations made as per the objectives of the research in chapter one. It also gives some recommendations that may help to improve productivity and reduce financial waste due to excessive training.

The main objective of this study was to determine whether training is linked to employee job performance at KATH, and how best to combine effective strategies for excellent performance in the case study organization. This study has become necessary due to increasing allocation of financial resources into the training and development of employees in the case study organization with the aim of improving job performance of the employees. The researcher then wanted to find out what other strategies can help solve the underperformance problem in the case study organization.

5.1 Summary of Research Findings

From the results of the study presented in chapter 4, the following are the main findings.

- a) From the analysis, it was revealed that majority of the employees have been trained. This is due to the fact that management of the hospital believes that training can impact on job performance. It is important to

learn that among the trained, the highest respondents fell within 1-10 years of service, indicating that relatively younger workers are being trained more than the older workforce. It is an indication of having good number of skillful employees.

- b) Again, it was realized that in spite of the fact that many employees were being trained there were performance problems in the organization. Both management members interviewed and respondents of the questionnaire agreed that there were problems of quality of service, waiting time, and the general environment of the facility in the case study organization.
- c) It was also evident that performance evaluation procedures had problems of objectivity, fairness and weak feedback system. Most of the employees were evaluated through performance appraisal, a system many respondents expressed some degree of misgivings.
- d) It was established from the analysis that causes of underperformance were largely due to poor performance management system and over reliance on training as intervention to solving performance problems.
- e) It was further evident that performance problems could be corrected through a set of combined strategies of people management including good performance management system, motivation of employees and training among others.

5.2 Conclusion

In conclusion, the following can be said about training and development and employee performance in the case study organisation.

1. Magnitude of training: Many employees are properly trained and have acquired necessary skills for job performance.
2. Solution to performance problem: Training and development of employees are indispensable activities that have impact on performance because it gives the jobholder the required skill, knowledge and competencies to effectively undertake a job. However, the link between training and development and employee performance is dependent on certain additional variables, such as effective performance management systems and employee-led motivational strategies because no single strategy is effective enough to solve performance problems
3. Management activities that have impact on performance: Performance management and motivation are important activities that have influence on employee performance other than training. In this view, leaders of organizations, particularly the case study organizations must employ several strategies to influence high performance of employees.

5.3 Recommendations

5.3.1 Performance Problem

The study revealed that there was performance problem. Employees do not work to the best of their abilities. The research found out that the performance management system and motivation in the case study organization are not effective.

The traditional performance management system must be changed to objective one that links organizational goals to individual or team performance.

Again reinforcement practices that reward higher performance like performance based allowance, bonus or monthly award and yearly award for high performance should be introduced.

5.3.2 Performance Evaluation and Measurement

Again the study also showed that the performance evaluation process was not fair, objective and lacks effective feedback systems. The leadership of the hospital has not provided a good framework by establishing a high performance culture in which individuals and teams take responsibility for the continuous improvement of the business process and their own skills and contributions.

The researcher therefore recommends that effective performance management system, which should not be annual, must be instituted to check malingerers at the workplace.

5.3.3 Performance Solution

It was found out that the management of the case study organization depends solely on training and development as a measure to improve performance. There is no single effective strategy to enhance employee performance. The leadership should embark on training as well as motivation and performance management as means to influence higher performance culture.

The researcher therefore recommends that budget for training should be utilized proportional to the expected benefits to be derived from it. The management should rather use part of training budget as allowance and bonus to encourage employees to increase productivity.

5.3.4 Training of Employees

The data analysis revealed that in-service training ranks high among the alternative means of training. The management should continue to train its employees and use the in-service training to educate employees about the training policy and develop performance management skills when evaluating performance. The management should change the prevailing low performance culture of the employees to high performance culture by introducing a reward system that supports high performance.

5.4 Areas for Further Research

The following areas could link to the research question and have been identified for further research:

1. The researcher would like to suggest a research on performance management system and performance in a teaching hospital of this nature. The proposed research will unveil the detailed problems with the current traditional approach of evaluating performance of employees.
2. The rewards systems of the hospital could also be studied for high performance.

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Appendix 1

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY,

KUMASI.

SCHOOL OF BUSINESS

QUESTIONNAIRE:

***ASSESSING THE IMPACT OF TRAINING AND DEVELOPMENT ON THE
EMPLOYEES OF KATH***

This is a study being conducted to assess the impact of training and development on employees at KATH. This is in partial fulfilment for the award of Master of Business Administration (MBA) degree. I will therefore appreciate it if you could take some time to answer the following questions as candidly as possible. Please note that the responses you provide are for academic purposes and are completely anonymous and confidential. Thank you in advance for your cooperation.

SECTION A: Respondents' Profile

Instructions: Please kindly tick the appropriate box from the alternatives.

1. Gender

a. Male ☐

b. female ☐

2. Employee status

a. Senior staff ☐

b. Junior staff ☐

3. How long have you been in the hospital?

a. 1 to 5 years ☐

b. 6 to 10 years ☐

c. 11 to 15years ☐

d. 16 to 20 years ☐

4. Which Directorate (Department) or unit do you work? Please state.

.....

Section B:

The relationship between training and performance

Instructions: Please kindly circle the appropriate answer from the alternatives

5. Have you undergone any training since you joined the hospital?

a. Yes ☐

b. No ☐

☐

6. If you ticked 'yes' in the above, what kind of training have you gone through since you joined the Hospital?

a. On the job ☐

b. In-service training

c. Off the job training ☐

d. Other, (please specify) ☐

7. Did you learn any new skill that was relevant to your job?

a. Yes

b. No

Were your new skills transferred unto your job?

a. Yes ☐

b. No ☐

8. If you responded 'Yes' to question eight above, indicate how you knew the training contributed to the overall improvement of your work.

a. It reflected in my performance assessment ☐

b. I had an award upon recommendation ☐

c. My supervisor gave me feedback ☐

a. Other, (please specify)

9. If you responded 'No' to the question eight, which of the following made it impossible for you to practice your new skills acquired.

a. Lack of support of my supervisor/management ☐

b. Lack of motivation ☐

c. Lack of logistic support ☐

10. Which of these factors, in your opinion is the most essential for high productivity amongst employees in this organization?

- a. Training to develop skills ☐
- b. Pay increase staff ☐
- c. Employee inclusion in decision making ☐
- d. Other (please specify)

Performance Evaluation and Measurement

11. How is your job performance evaluated?

- a. Through performance appraisal ☐
- b. Special Report format ☐
- c. Other (please specify) ☐

12. Do you consider your performance evaluation processes fair?

- a. a. Yes ☐
- b. b. No ☐

13. Is your performance evaluated against your set objective(s)?

- a. Yes ☐
- b. No ☐

15. How often do you get feedback on your performance?

c. Never ☐

d. Always ☐

e. Sometimes ☐

Causes of Performance Problems

16. Do patients complain about the services of staff?

a. All the time ☐

b. Most of the time. ☐

c. Sometimes ☐

d. Never ☐

17. Which of the following relates to kind of complaint you hear?

- a. Quality of service
- b. Waiting time
- c. Facility and environment

18. Does your supervisor complain about your attitude towards work (Performance)?

a. Often ☐

b. Sometimes ☐

c. Not at all ☐

19. Do you agree that some staff in your directorate do not work to the best of their abilities?

- a. Strongly Agree ☐
- b. Agree ☐
- c. Uncertain ☐
- d. Disagree ☐
- e. Strongly Disagree ☐

20. What could be the cause of under-performance of employees?

- a. Lack of skills and training ☐
- b. Lack of effective performance management tool ☐
- c. Lack of motivational strategies ☐

21. In your opinion, rating the alternative answers (1st, 2nd, 3rd and 4th) in order of preference, what can the management of the hospital do to solve problems of staff underperformance in the organization?

- a. Train and develop staff ☐
- b. Motivate staff ☐
- c. Manage staff performance effectively ☐
- d. Other (specify) ☐

Appendix 2

STRUCTURED INTERVIEW

Does the organization have performance problems?

How would you describe the performance problems of the organization?

Has the hospital conducted any impact assessment before?

If yes, to the above what method was used when the impact assessment was carried out?

Do you have training policy?

Do you consider the policy to be fair?

Are employees aware of the existence of such policy?

Do you undergo training needs analysis for employees?

What do employees want changed in the training policy?

Do employees have sense of favoritism when they are being selected for a training program?

Questions for the training manager

What impact does management expect the training of employees to reflect in their job performance?

Do you conduct evaluation of training application?

If yes how do you evaluate training application?

If no, how do you obtain information on application of skills of employees who have undergone training program?

Do you do learning evaluation?

If yes, how do you measure learning?

KNUST

