

**THE EFFECT OF TRAINING AND DEVELOPMENT ON PERFORMANCE  
(A CASE STUDY OF ANGLOGOLD ASHANTI COMPANY LIMITED,  
OBUASI)**

**BY**

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**A Study submitted to the Department of Managerial Science,  
Kwame Nkrumah University of Science and Technology, in partial fulfilment of  
the requirements for the Degree  
of**

**MASTER OF BUSINESS ADMINISTRATION  
School of Business  
College of Art and Social Sciences**

**April, 2008**

## DECLARATION

I hereby declare that except for references to other people's work, which have been duly acknowledged, this work is entirely mine. It has not been presented by any other and is not a reproduction of any previous work by any other.

All errors in this work, however, are all mine and I accept full responsibility for them.

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### ACKNOWLEDGEMENT

I acknowledge the Grace and Presence of God throughout the period of this challenging pursuit. May His name remain blessed and honoured throughout the earth.

My foremost gratitude is to the Training Superintendent and his Assistant, Mr. Opare Baidoo of AngloGold Ashanti Company Limited for making information available to me and allowing me to gather information from their trainees.

To my Supervisor, Mrs. Felicity Asiedu-Appiah, I say a big thank you for her comments and suggestions.

I also wish to convey my heartfelt gratitude to Mr. Emmanuel Akpakli for his guidance and Mr. Ibrahim Abdulai Salis for typing out the script.

Tonnes of sincere gratitude go to my husband (Prince) and children (Bernard, Matilda and Serwaa) for their patience and support during the period.

Finally to all my friends, whose special support and love saw me through this course, I say God richly bless you.

### **DEDICATION**

This work is dedicated to my children – Bernard, Matilda and Serwaa, and to my loving husband, Prince, for their love, support and sacrifices while I was in school.

It is also dedicated to my late parents – Mr. and Mrs. Quashie Afagbegee – whose discipline and encouragement made this dream possible.



## ABSTRACT

Employee training and development play a significant role in achieving high performance and productivity. In a competitive environment, the effort of training and retraining of an organization's human resource is a vital weapon in order to gain competitive advantage. The main source of this advantage is efficient, well-informed and equipped staff who respond proactively to situations to achieve set goals and one means by which this can be accomplished is staff training and development.

This study sets out to find answers to some specific questions: What could be the reason behind some employers' unpreparedness to train their employees? What could be the motivational factor for those employers who organize regular training sessions for their employees? Who bears the cost involved? Using, AngloGold Ashanti Company Limited as a point of reference, this study attempts to find out how workers are selected for training; what method is adapted to measure performance after training and how performance is managed after training.

The questionnaires sought to find answers to the questions raised above and even more. Separate questionnaires for both management and staff of the selected company were designed to solicit information from respondents. See Appendix 1, 2.

The results of the study revealed that training and development have a considerable impact on staff performance. In the Mining Section of A.A.C.L, in particular, this impact is found to be positive and is therefore embraced by management. It is management's philosophy to train the workers up to the caliber of staff needed for particular jobs. Management believes that staff training achieves high performance,

leading to high productivity. In view of this, many resources were committed to training and development at the mining section. Training was tailored to suit particular needs of the mining section. Training and development have been geared towards improving quality of products, reducing accidents and solving peculiar problems. Subsequently, the knowledge and skills acquired are peculiar to situations at AACL. This system of staff development at AACL achieved its objectives of keeping the labour turnover low. Staff are happy because as they move from one training stage to the other, they earn promotion as well.

The Company uses on-the-job training method; thus, it does not lose so much in man hours since workers who undergo training remain at post. Furthermore, the studies show that supervisors monitor staff performance after each training programme (even though the Company is yet to design a standardized way of assessment). Supervisors as well manage performance by discussing performance outcomes with the staff involved. This, the researcher discovered, boosts the workers' morale to work hard to achieve corporate goals as well as putting themselves on their career path.

Employers interested and willing to train and develop their staff may have to adopt the strategies currently being used at AngloGold Ashanti Company Limited, to suit the job needs of their respective organizations. By this way, trained workers may be made to remain with their employers. This will encourage the latter to invest more in training its staff while at the same time workers will be assisted with their career development. Companies and individual workers will eventually benefit from such conscious efforts at training and development.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0    *Background***

Within the context of present-day globalisation, it is becoming evident that a nation, whether rich or poor in natural resources, needs to break new grounds in order to achieve greater development objectives. A major factor that gives leverage to development in this modern context is high-quality human resources. Economic development is now increasingly centred on innovative human resource management and training. Modern trends in socio-economic development are indeed a shift from the paradigm of harnessing or exploiting natural resources to that of concentrating on human skill development through education, as well as qualitative training and development which should be on-going.

This means that mineral resources are now only a mere adjunct to the developmental capacity of a nation. Thus, the continent of Africa, though rich in varied natural resources, is still lagging behind in development because the human element is yet to be qualitatively trained. On the other hand, countries like Japan, Korea and Malaysia which, all told, are poorly endowed in natural resources have made gigantic strides in technological development next to economic giants like the United States of America because they quickly realised and capitalised on the importance of human resource development.

#### **1.1    *Statement of Problem***

The key factor in organizational management (both at corporate and private levels), in the field of production and service rendering is the realization of high performance

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#### 1.1 *Statement of Problem*

The key factor in organizational management (both at corporate and private levels), in the field of production and service rendering is the realization of high performance



and productivity. This is what would make any organization or institution to stay in business. High performance depends upon how management harnesses resources (human and material) to achieve results, profit maximization and growth of the company. Most essentially, the level of workers' performance contributes in no small way to the overall gains of an institution or organization. Even though literature indicates that training has a positive effect on performance, most employers fail to give their employees training. Mullins (2005) notes pertinently that most employers are reluctant to give their employees an elaborate and comprehensive training despite the fact that they are aware of the enormous impact of such undertakings. This paradox can be explained by the presumption that some employers have fears that sooner or later trained employees will quit their jobs for better paid ones. For example, in Kwame Nkrumah University of Science and Technology (KNUST). in Ghana, from 1995 – 2006, 70% of lecturers and staff who were sponsored to study abroad to acquire knowledge to improve upon their skills, returned to their jobs. (Unpublished data from HR Department KNUST) Explaining these phenomena to this researcher, a former Human Resource Director of KNUST intimates that many employers prefer skilled workers who do not need further training to fresh graduates who know virtually nothing about the tasks they are to perform. This appears to be the result of the unprepared attitude of some employers to train their existing staff.

On the other hand, some organizations do not share the foregoing views. They rather have the ingrained belief that no matter the level of education or skill acquired by the employees, they need to be given orientation and further training in order to enhance performance; and even those already on the job need to be retrained to keep them abreast with innovative trends and changes in organizational practice Mullins (2005).

This is evident in the current set up of institutional training by organisations. For example, Ghana Telecommunication Limited, as well as the defunct Ghana Airways, among others, aimed at training and retraining staff to acquire the requisite skill and attitudes for the job and to be in tune with new changes so as to achieve the goals of the organizations.

In the light of the above, the researcher shares the view that constant training is important as recommended by Mullins (2005), and Armstrong (2006) among others since the success of any organisation depends largely on how its human resource is strategically equipped to work towards the achievement of the organizational goal.

### **1.2.1 Main Objective**

Generally, the research is to find out how training and development has influenced employee performance at AngloGold Ashanti Company Limited (A.A.C.L), Obuasi.

### **1.2.2 Specific Objectives**

The study intends to look at the following:

- a. type and method of training and development programme put in place at A.A.C.L.
- b. criteria for selecting employees for training and development.
- c. type of method used in measuring performance at A.A.C.L.
- d. whether performance outcomes are managed to motivate the employees in line with their career path or goal.

### **1.3 Research Question**

The study would, specifically, find answers to the following questions.

- What could be the reason behind some employers' unwillingness to train their employees?
- What could be the motivational factor for those employers who organize regular training sessions for their employees?
- What type of training is given to the employees of A.A.C.L?
- How are workers selected for training?
- Is performance measurement conducted after training?
- What method is adopted to manage performance after training?

#### 1.4 *Scope of the study*

There are many companies from which one could study the relationship between training and development on the employee's performance. However, for this study, the focus is on A.A.C.L because the researcher was informed by a colleague of management's efforts to put in place a good system of training by developing a calendar for training and development for its staff. Therefore, this work is set out to find what goes into training and development, criteria for selecting employees for training and the assessment of the effect of training on employees' work and how training outcomes are managed.

#### 1.5 *Significance of the Study*

The significance of this research is that it will enable the researcher to determine the extent to which training and development influence performance and productivity and why some Companies are unprepared to train their staff. It will also enable her to give informed advice to management of A.A.C.L and other organisations. As a starting point, it will also benefit future researchers who may work in this direction. Such

findings will also be of immense benefits to authorities in the educational institutions and industry as a way of forming linkages.

### **1.6 Assumptions**

This study is premised upon the following assumptions:

1. Training has positive influence or effect on achieving high performance.
2. Regular training and development of workers influence productivity levels.
3. Constant evaluation of employees' performance has aided employers to identify training needs of workers.
4. Good performance management practice such as linking reward (that is pay and promotion) to performance has motivated workers to develop their career while achieving success on the job.
5. Some Companies do not train their employees due to the high cost involved.

### **1.7 Research Limitations**

In gathering data for this study the following difficulties are envisaged:

- Inability of workers, especially from management to communicate their candid opinions regarding information giving.
- Insufficient financial supports to enable the researcher cover a wider sample base of the research.
- Limited time for submission of work.

### **1.8 Profile of A.A.C.L**

Ashanti Goldfields Company Limited was founded in 1897 to develop a mining concession in the area of operations at Obuasi. In 1969, the company became a

wholly-owned subsidiary of Lonrho Public Limited Company. The government of Ghana acquired 20% of Ashanti from Lonrho in exchange for the extension of Ashanti Mining Lease over its concession area. In 1972, the government of Ghana formed a Ghanaian Company to take over the assets, business and functions formerly carried out by Ashanti, holding 55% of the outstanding shares.

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On 26<sup>th</sup> April, 2004, Ashanti Goldfields Company Limited (Ashanti) merged with Anglo America Corporation of South Africa Limited (A.A.C.) into a single, focused, independent, gold company and came out with a new name AngloGold Ashanti Company Limited. The main service provided by this company has been to mine gold from the quartz reef of Ashanti. In the year 2001, the company mined gold to the tune of 2.5 million tons. AngloGold Ashanti is a subsidiary of a group of mining companies with headquarters in Johannesburg, South Africa. The company has divided its operations in Obuasi into North and South mines, each managed by a Mine Manager, reporting to the Managing Director with several Operations Directors and Support Staff.

The product of the company is sold in Ghana, Africa, and the world at large. The researcher has chosen AngloGold Ashanti, a multinational mining company because the company has gone beyond odds – what most companies do not do – to draw elaborate plan for training and development of its staff as part of measures to achieve higher employee performance and productivity.

### 1.9 *Organisation of the Study*

The first chapter introduces the research work by outlining the background, statement of the problem, objectives, research question and the scope of the study as well as the significance, assumptions, research limitations, profile of A.A.C.L. and organisation of the study. Chapter two then looks at Literature Review and the conceptual framework that informs the research work. In chapter three we look at the research methodology, while chapter four deals with the results, discussions and analysis of research findings. Chapter five, the last chapter, covers the summary of findings, conclusions and recommendations related to the study.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### *2.0 Human Resource Development and its Effects on Organisational Performance*

Many scholars have written on the positive effects of training and development on organisational performance; Mullins (2005) and Armstrong (2006) among others, all appear to be emphasising the benefits of training and development on work performance. However, these scholars could not indicate the reason for the unpreparedness of employers to train their staff to enable them perform exquisitely. This study is therefore set out to determine how training and development has influenced employees' performance and the cost effectiveness of the training at AngloGold Ashanti Company Limited.

#### *2.1 Human Resource*

We shall continue the chapter by looking at a few terms that are relevant to our discussions. Employee training and development is one of the important aspects of the Human Resource Manager's programme and crucial among his several duties. The term 'human resource' is a modern conception of human capital, traditionally called 'labour' in both Political Economy and in Economics. The word 'labour' connotes Marxist's thinking. The term is given the new trend in economic development within the framework of globalisation. However, the term 'human resource' is more appropriate because it is divested of ideological thinking.

Similarly, the word 'personnel', as used for ages, has become obsolete because it is not dynamic in modern developmental trends. At best, it qualifies mere clerical work, leaving no room for the idea of innovative development of human capacity to suit

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changing demands in trade and industry. It only points to the idea of 'hiring and firing' wage-earners. Today, the term, "human resource" aptly refers to the size of a country's active population that constitutes a powerful base for development. It is in this vein that the opinion of Art Lewis, as quoted in Decenzo et al (2000), serves our purpose:

"..... in future jobs will be designed to increase challenges and autonomy in work, hence employees will be better trained and developed as they will expect more from their jobs".

Similarly, Mary Parker Follet (1868-1933) observes that the employee should be equipped with the needed resources and allowed to work to achieve results, and to be responsible for the results instead of being directed. What the above ideas focus on is the concept of strategic management of human resource, or human capital for the success of businesses. Bontis et al (1999) define human capital as:

"The human factor in the organisation; the combined intelligence, skills and expertise that give the organisation its distinctive character. The human elements of the organisation are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-term survival."

Human resource can then be regarded as the prime asset of an organisation; and businesses need to invest in that asset to ensure their survival and growth. Human resource management, therefore, aims at ensuring that the organisation obtains and retains the skilled, committed and well-motivated workforce it needs. It means taking steps to assess and satisfy future people needs so as to enhance and develop the inherent capacities of people. Such steps will also ensure their positive contribution and retainability. This calls for providing learning and continuous development opportunities and managing development and training activities to link with the needs of the business. (Becker et al, in Armstrong 1997)

## INTERVIEW GUIDE FOR TWO MANAGEMENT STAFF

1. How long have you worked with AngloGold Ashanti Company Limited (A.A.C.L.)?
2. Do you have any goal path for the company?
3. How is the role of Human Resource Management, precisely, training and development of mine workers, going to contribute to the overall attainment of these goals? How does the role of HRM (precisely, training and development) contribute to the overall attainment of organisational goals.
4. How regularly do you organize training for the mine workers?
5. Do your training programmes cover all mine workers?
6. What is the attitude of the workers towards the training programmes?
7. What has been the effect of their training and development so far on performance?
8. Are the participants (workers) appreciative of the training packages and their impact on performance?
9. How long does it take you to evaluate performance after every training programme?
10. How do you evaluate and manage performance after the training programmes?
11. How sustainable are the training and development programmes for the mine workers?
12. What is the budget for training?

The efficiency and performance of staff, and their commitment to the objectives of the organisation, are fostered by good human relationships at work. This demands that proper attention be given to human resource management and harmonious employment relations. The manager needs to understand the importance of good managerial practices such as training and development of staff and how to make the best use of people. The promotion of good human relations is an integral part of the process of management and improved organisational performance (Mullins 2005).

In recent years, there has been a noticeable popularity in the use of the term 'Human Resource Management (HRM)' to replace the term 'Personnel Management'. Generally, discussions have centred on the extent to which either human resource management is a new and distinctive philosophy with a paradigm shift towards a more strategic approach to people management; or whether it appears to be simply 'new wine in old bottles' and in reality no more than a different term for what good personnel managers have always been doing. Besides, it is recognised that development in communications, information technology, new forms of work organisation and structure, and increasing attention to empowerment, flexible working arrangements and new psychological contracts certainly provide a challenge to traditional personnel management theories and practices, hence the change (Mullins 2005).

On their part, Mathis et al (2005) explain that the field of human resource management is undergoing transition because organisations themselves are changing; more than the name has changed, as 'human resource management' continues to be "people" focussed in organisations. Traditionally, human resource has been viewed as

the “employee advocate”. The human resource professionals used to be seen as “Company Morale Officers” who do not understand the business realities of the organisations and do not contribute measurably to the strategic success of the business. As human resource management has changed, that there is a need for organisations to balance its being the advocate for employees and its being a business contributor. Hence, its traditional administrative and operational roles have been expanded to include strategic roles which are aimed at giving businesses competitive advantage over others. According to Fisher et al (2005) as quoted in Mullins, “human resource management involves all management decisions and practices that directly affect or influence the people, or human resources, who work for the organisation.” The Chartered Institute of Personnel and Development (C.I.P.D.), a professional body also considers human resource management to be “the design, implementation and maintenance of strategies to manage people for optimum business performance including the development of policies and processes to support these strategies.”

In the same vein, Torrington et al (1995) also refer to the term ‘human resource’, as a series of activities which first enables working people and the organisation which uses their skills to agree about the objectives and nature of their working relationship, and secondly, ensures that the agreement is fulfilled. From the foregoing discussions, one will realise that employee training and development have become an important aspect of the work of the Human Resource Manager in order to motivate and get the best performance from the employee.

### **2.1.1 *Training and Development***

Our discussions so far on human resource indicate how vital the resource is to organisations, hence the reason why some companies or institutions devote time and financial resources to the training and development of employees to achieve efficient utilisation. Many organisations have recognised that they have to depend on the knowledge, skills, expertise and motivation of their human resource to achieve set goals. The training and development needs of employees have therefore been amongst the major and long-term goals of such organisations.

This priority need can be achieved by providing employees with training opportunities to achieve maximum effectiveness in the shortest possible term, ensuring that employees develop their skills and capabilities to be able to operate flexibly and respond rapidly to changes within their organisations, improve performance in their present duties, and ensure that the best use is made of the natural abilities and individual skills of all employees for the benefit of the organisation and their career.

According to Beach (1975), training is the organised procedure by which people learn knowledge and or skills for a definite purpose; the objective of training is to achieve a change in the behaviour of those trained. The same writer indicates that training can be defined as bringing the competences of individuals up to desired standards of present or potential assignments. In a more general sense, the purpose of training is to provide the basic skills and knowledge required in carrying out various specialised parts of the overall task of the enterprise.

Cole (2003) also defines training as causing people to become interested in their work, and aiding them to acquire the knowledge, skill and attitude necessary to work well. For Mathis et al (2000) training is a process whereby people acquire capabilities to aid in the achievement of organisational goals. An attempt to draw a distinction between the two terms reveals that development is broader in scope and focussed on individuals gaining new capabilities useful for both present and future jobs whilst training is limited to providing employees with specific identifiable knowledge and skills for use on their present jobs.

Training and development literature shows that the concept of human resource training is a vital and necessary activity in all organisations. It plays a large part in determining the effectiveness and efficiency of the establishment. Currently, in the United States of America employers are spending at least \$50 billion annually on training (Mathis, 2000).

Training is a learning experience in that it seeks a relatively permanent change in individuals that makes them improve their ability to perform on the job (Decenzo et al, 2002). Furthermore, Noe (1998) sees 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 goal of training is, therefore, for employees to master the knowledge, skills and behaviours so as to apply them to their day-to-day activities.

The efficiency of any organisation depends directly on how well its members are trained. Newly-engaged employees, even if highly educated, will need some training

to show them how things are done while old employees require re-training both to keep them abreast with the demands of their present jobs and to prepare them for transfers and promotions. Similarly, Decenzo et al (2002), indicated that training is a learning experience that seeks a relatively permanent change in individuals that will improve their ability to perform on the job.

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Again, an empirical study conducted by Mullins et al (2005) indicate that about 87 percent of the respondents believe in the principle of training employees so that they become more efficient. Another study by Marrow, Jarrett, and Rupinski quoted in Mathis et al (2000) reveals that about 87% value is gained on management training. Mullins (2005) also indicated that one of the major areas of human resource management function of particular relevance to the effective management and use of people is training and development. "Staff are a crucial, but expensive resource," they observed. In order to sustain economic and effective performance it is important to optimise the contribution of employees to the realisation of the goals of the organisation. Furthermore, according to Drucker, as quoted in Mullins "the one contribution a manager is uniquely expected to make is to give others vision and ability to perform. A basic operation in the work of the manager is to develop people and to direct, encourage and train subordinates" Mullins (2005).

Training is necessary to ensure an adequate supply of staff who are technically and socially competent, and capable of career advancement into specialist departments or management positions. There is, therefore, a continual need for the process of staff development, and training fulfils an important part of this process. Training is, therefore, viewed as an integral part of the process of total quality management of organisations.

### **2.1.2 Benefits of Training**

As noted above, we shall now look at the benefits of training human resource. Mullins (2005) noted that the purpose of training is to improve knowledge and skills and to change attitude. It is one of the most important potential motivators, and can lead to many possible benefits for both the individual and the organisation. According to him, training can:

1. increase the confidence, motivation and commitment of staff;
2. provide recognition, enhance responsibility and the possibility of increased pay and promotion;
3. give a feeling of personal satisfaction and achievement and broaden opportunities for career progression; and
4. help improve the availability, quality and skills of staff.

Training can therefore be seen as a key element of improved organisational performance; it increases the level of individual and organisational competence. Mullins (2005) argues that training helps to bridge the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance. The writer continues that although many employers continue to have reservations about the cost and the extent of tangible business returns from training, the development of skill has been identified as a key factor in sharpening competences and delivering hard, bottom-line improvement in profits. Investment in people is fundamental to the quality of working life strategy as it has influenced performance positively in many organisations.



### 2.2.1 *Performance*

With the benefits outlined above, we shall now examine performance specifically as an effect of training. According to Armstrong (2006), Mullins (2006), and Beach (1985), an effective training and development programme in an organisation leads to higher performance of employees; hence it is necessary to understand what is meant by performance.

Decenzo, et al (2002) define performance as an effective and efficient work, which also considers personnel data such as measure of accidents, turnover, absence and tardiness.

It can be seen simply as the act of performing or doing something successfully and using knowledge as distinguished from merely processing it. According to Reynolds (2006), performance is the accomplishment of a task to a present standard of completeness and accuracy. It is the actual output and quality of work done. The word "performance" could also be seen as proficiency in acquiring resources economically and using these resources efficiently and effectively in achieving results or outcomes. Performance appraisal, another way in which performance and potential of staff are measured by the supervisors and directors, involves a courteous judgement of the behaviour and performance of staff. Members of the organisation know exactly what is expected of them, and the yardsticks by which their performance and results will be measured. This, when conducted effectively, enhances the performance of the individual worker as well as the whole organisation.

Mullins (2006) defines the balance score card one of the measurements of performance as an attempt to combine a range of both qualitative and quantitative

indicators of performance which recognises the expectations of various stakeholders and relates performance to a choice of strategy as a basis for evaluating organisational effectiveness. To enable the manager to monitor and strategically manage the organisation to ensure that the purpose for its existence is met, it is always necessary to manage performance by considering the application of integrated management processes which ensure the delivery of results by people in the organisation.

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### **2.2.2 Performance Measurement**

By performance management, here, we mean the ability to determine whether the desired outcome has been attained. It is always necessary to set standards against which actual goals or performance chalked is measured. Therefore, our next objective is to find out what performance measurement is and the types of methods used to attain it.

From Energy Regulators Regional Association (ERRA) report (June, 2002), performance measurement means regular assessment and reporting of the performance of public programmes, organisations or individual employees. Performance measurement concentrates on programme outcomes, or actual results of employees, rather than just on the quantity of service that an organisation provides. It also focuses on the extent of satisfaction of the needs of customers served. A good performance measurement system helps to improve quality and outcomes, improve resource allocation and makes employees accountable.

When information on human resource is gathered, it must be compared to a particular standard, which must be a model or measure against which other indicators are compared to determine its performance since it would be meaningless, for example, to

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know that organisational turnover rate is 75% if it is not known what the turnover rates at comparable organisations might be. According to Mathis et al (2000) benchmarking, for instance, is one of the effective approaches to assessing performance which compares specific measures of performance against data on those measures in other “best practices” organisations.

### **2.2.3 *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 organisation. 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 organisational objectives and ensuring that individuals uphold corporate values (Armstrong, 2006). Some 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 organisation.

Through performance management, organisations seek to fulfil three broad purposes: strategic, administrative, and developmental. The strategic purpose of performance management is to link employees' activities with achievement of the organisation's goals. Managers do this primarily by defining performance standards and types of behaviour that, if achieved, will help the organisation reach its goals.

The administrative purpose of performance management is to provide information for many administrative decisions. These include granting pay increases and promotions; deciding whether to retain, terminate, or lay off employees; and recognising superior performance by giving high pay to higher performance achievers and lower pay to lower performance achievers.

The developmental purpose of performance management is to help employees become more effective. Performance management primarily does this by providing employees with feedback about how managers view their work. Employees and managers together can find strengths and weaknesses, look for causes, and identify ways to solve problems and build on strengths thereby working to attain the overall and holistic objective of the organisations.

Since the late 1990s, business environment has radically changed. Nowadays, companies are under great pressure to find new strategies to cope with a rapidly changing business environment. The need for talented people to run business has become a more critical success factor. Organisations have come to realise that they must invest in their human resource to realise true value. In all service, the competitive edge will come as much from people as from the product. As trends in business environment reshape organisations' life, the strategic use of human resource will help managers to contribute to the release of true value by the optimum use of

people's competencies. A strategic human resource approach requires that the needs and talents of employees become matched with organisational goals. People's competencies should become the building blocks of successful hospitality organisations. To sustain and develop the required people's competencies for future success, an organisation needs to have a system with which it can change good to superior as well as from poor to average performance by means of critical observance or measurement because competencies refer to good or superior performance. (Mullins, 2005)

### **2.3 Conclusion**

In the light of our readings on theories in management and other research findings( for example outcome of our questionnaire),it appears that some companies do not encourage staff training and development because of insufficient resources or the fear that the trained staff may leave the Company after he/she has been trained. For these reasons, employers who train their employees do not get the best returns from their investment. On the other hand, studies in management have shown that there is a positive correlation between training and development and organisational performance as the above literature has shown; that is, the more one trains one's employees the better their output. This is therefore what the research is set out to ascertain, a case study of AngloGold Ashanti Company Limited.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 *Introduction*

In the past two chapters, we have established the fact that human resource training has a positive effect on performance. The various authors we examined also confirm this stand. We shall now describe the methodology we propose to use to ascertain the truth of our views. Research is one of the ways through which people find solution(s) to social problems and survey is one of the most frequently used methods of data collection in social research. The chapter therefore consists of the sources of data, population, sample size, sample techniques, data collection instrument and data analysis tools used. The researcher arrived at this field of study as a result of the realisation that A.A.C.L. had a unique planned schedule of training for its staff.

In order to add more value to the research the Researcher decided to apply the quantitative-qualitative method of data collection. The method aided the researcher to have in-depth knowledge into how training and development programmes are organised at AngloGold Ashanti Company Limited. It also unveiled the magnitude of the effects of training and development on performance and assessed the relationship between these variables to find out whether it was causal effect or otherwise. The case study method adopted further gave the Researcher the opportunity to grasp and understand the situation at AngloGold Ashanti which facilitated the drawing of conclusions and making recommendations.

### 3.1 *Sources of Data*

In this research, data was gathered from both primary and secondary sources. Concerning the major (on primary) source, structured questions were used to solicit information from respondents. (See appendices 1 and 2) This method was adopted to enable respondents to feel at ease and respond to the questions, which were also structured clearly to facilitate understanding. The method was also used in view of the fact that the researcher was far away from the study population. It was also comparatively less expensive and more convenient. Some newspapers were also consulted.

The secondary data was sourced from the internet, management textbooks, and some academic journals. Relevant published and unpublished literature and books by renowned writers in the field of human resource management were also studied.

### 3.2 *Population (Workforce)*

The population of workers in AngloGold Ashanti Company Limited is 5,726 (five thousand seven hundred and twenty-six). The company has several departments such as the mining, processing, engineering, finance and health services among others which are all given training periodically.

However, the Researcher undertook a purposive study of only the mining sector with a population of 1,821 (one thousand eight hundred and twenty-one) made up of 1,683 (one thousand six hundred and eighty-three) junior workers, 134 (one hundred and thirty-four) senior staff and 4 (four) management staff.

### 3.3 *Sampling Method*

AngloGold Ashanti Company Limited has about seven departments including the mining workers department. However, the researcher felt staff of the mining department can answer the research questions better and help her in gaining quick insight into the study since we have been informed about the elaborate training programme designed for the section. Hence, a purposive study was adopted. Further, upon realising that the mining workers have been organised into Southern and Northern sectors, it was necessary to select respondents from both sections and since the respondents in these sections were not homogeneous, the Researcher used the stratified sampling method to put them into levels before randomly selecting the respondents and this gave a fair representation of the total mining population or workforce.

### 3.4 *Sample Size*

In view of the fact that the researcher wanted to come out with an accurate work but was handicapped in terms of budget and time to submit the report, the sampler skilfully selected 182 (one hundred and eighty two) workers representing one-tenth of the workers in the mining department. This figure comprised 110 (one hundred and ten) junior staff, 68 (sixty-eight) senior staff and 4 (four) management staff who responded to the questionnaire in the form of close ended questions with options to choose from.



### **3.5 Data Collection Instrument**

Since the research was both qualitative and quantitative in nature, the use of questionnaire and structured interview were adopted to solicit information from the one hundred and eighty-two respondents. There were four parts to each of the questionnaire (that is for both management and workers): personal details of the respondent; the training methodology; selection method; and the evaluation and performance management practices. Additional interview sessions were held between the researcher and two of the Human Resource Managers in charge of training and development to have first-hand information about what actually goes into the training of their mine workers. Clear and simple to understand questions were prepared. The questions were both closed-ended and open-ended with optional answers for respondents to tick the most appropriate answers. (See Appendix 1) Two enumerators supported the Researcher to administer the questionnaire over five days. Before that, they were briefed on the objectives of the research and the interpretation to the questions.

### **3.6 Data Analysis**

Although there were several data analysing tools the researcher selected the Statistical Package for Social Scientists (SPSS) to analyse the data gathered because it was relatively simple and easy to use. The tool made the determination of the mean, mode and median as well as the plotting of graphs and pie charts easy. The qualitative analysis of the interview sessions served to provide in-depth information and explanation to some of the quantitative data for better understanding of the training issues at A.A.C.L.

## CHAPTER FOUR

### RESULTS, DISCUSSION AND ANALYSIS OF RESEARCH FINDINGS

#### 4.1 *Respondents, Personal and Demographic Characteristics*

The study interviewed 182 (one hundred and eighty two) respondents in all; 110 (one hundred and ten) junior staff, 68 (sixty eight) senior staff and 4 (four) management staff.

LEVEL	NUMBER
Management	4
Senior Staff	68
Junior Staff	110
Total	182

Figure 4.1 A breakdown of various labour groups/levels interviewed

In addition a personal interview session was held with the Human Resource Director and the training superintendent of AngloGold Ashanti Company Limited. All respondents were males indicating that the mining section of the company is male dominated, possibly because of the physical and strenuous nature of the work.

The questionnaire aimed at finding out the effect of training and development on performance. The ages of the workers ranged between 23 and 57years. Whereas majority of the workers (65.2%) were aged between 41 – 50years, a very small proportion, (4.9%) were between the ranges of 20-30 years. Only 8.5 % of the respondents were between 51-60 years (see figure 4.2 below).

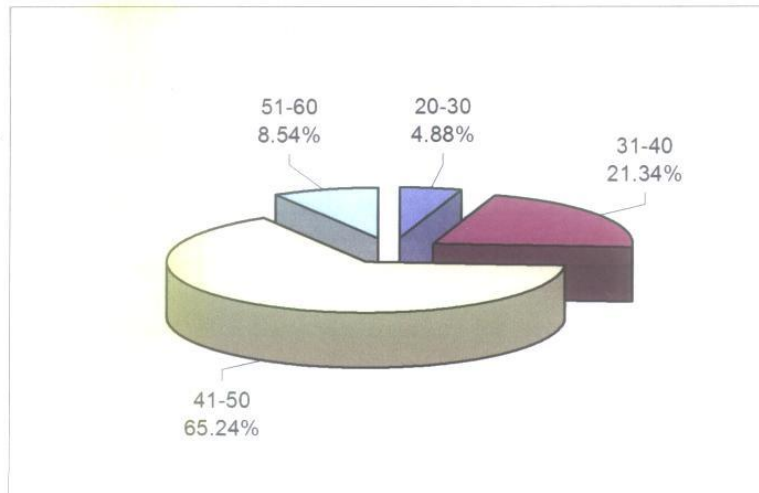


Figure 4.2 Age groups of respondents

With regards to the educational background, whereas majority of the workers – 67.3 percent - were educated up to the middle school level, 16.98 percent have Ordinary level education, 8.12 have Advance level education, 6.9 percent were diplomates and 0.6 per cent classified their educational qualification as “others” (See figure 4.3 below).

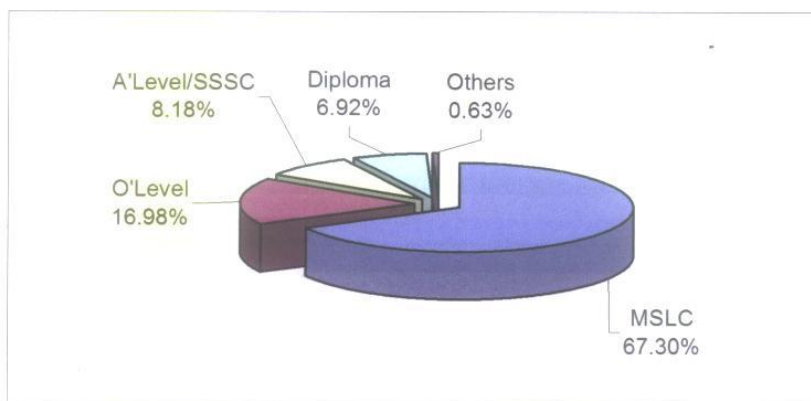


Figure 4.3 Educational background

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## 4.2 Training Method

Asked whether they agreed or thought there was the need for newly employed hands to be given some training (induction) before the commencement/assumption of their duties, 40.7 percent said they strongly agreed and 56.2 percent said they agreed. In effect 96.9 percent agreed that there was the need to have some training. Out of the 3.1 percent who did not think there was the need for any form of initial training, 1.2 percent said they strongly disagreed and 1.9 percent said they disagreed (see Figure 4.4 below).

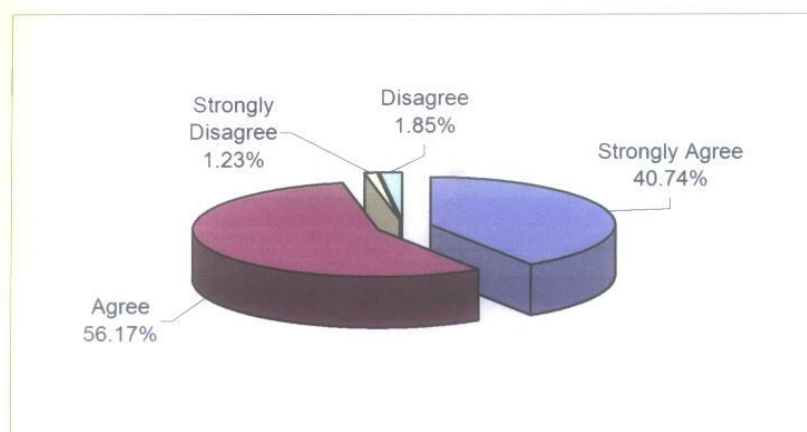


Figure 4.4 Formal induction/orientation for new hires

The study also revealed that 52.4 percent agreed that new hires should be put on probation for a specific period and 39.0 percent strongly agreed with this idea (as this will enable the supervisors to determine whether the new employees needed training or not). In total, 91.4 percent said they agreed whilst 6.1 percent disagreed, with only 2.4 percent strongly disagreeing. In effect a total of 8.5 percent respondents did not see the need to put newly employed hands on probation to determine training needs or otherwise (see figure 4.5 below).

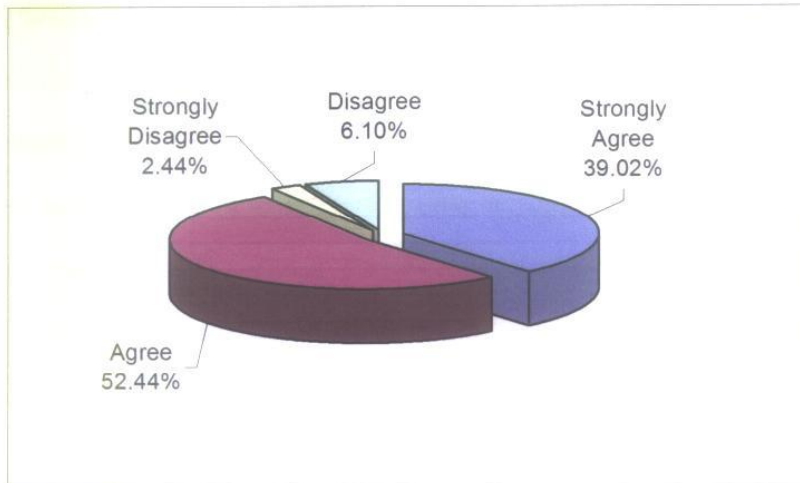


Figure 4.5 Need for probationary period

All respondents have at one time or the other had gone through some training to enhance their capacity. For most of them (82.2 percent), their training had been on-the-job (that is undergoing training whiles at post), with 9.2 percent training off-the-job (that is undergoing training outside the work premises), and 8.6 percent of them had been engaged in other types of training programme (see figure 4.6 below).

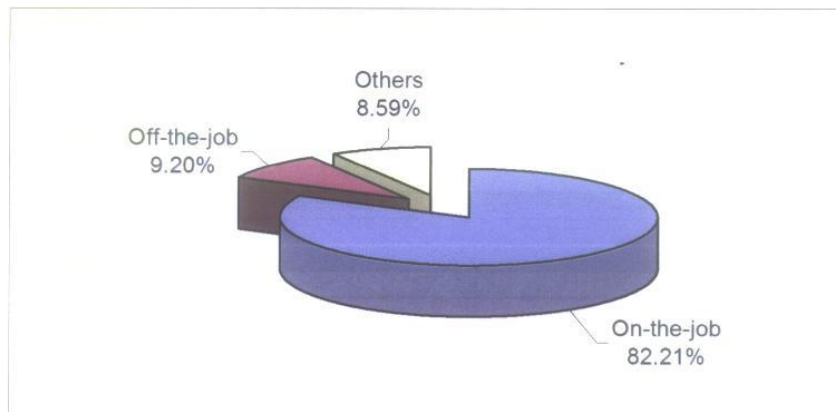


Figure 4.6 Type of training programme

Several training methods are available at AngloGold Ashanti in the training of mining workers. According to 39.1percent of the workers, the most frequently used method is the organisation of short refresher courses at the work premises. The next most frequent method is the workers participating in long courses outside the work premises (24.8 percent), internal attachments (16.8 percent), 15.5 percent job rotations, and a minimal of 2.5 percent said they benefited through external attachment. Lastly 1.2 percent indicated other miscellaneous methods (see figure 4.7 below).

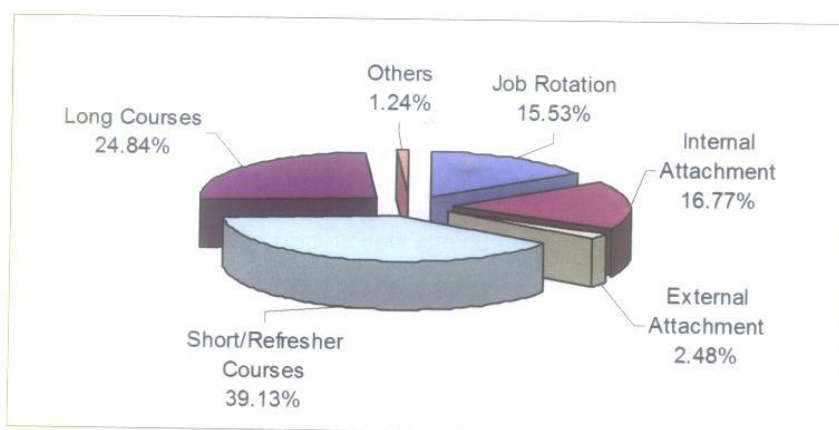


Figure 4.7 Method of training used

### 4.3 Selection Process

AngloGold Ashanti uses several processes to select workers for training. Out of a total of about 180 questionnaires administered, 164 representing 55.2 percent agreed that the company mainly used results of performance appraisals to select workers, while 23.9 percent strongly agreed with this assertion, making a total of 79.1 percent. Only 13.5 percent disagreed with the notion and 6.7 strongly disagreed, making up to a total of 20.9 percent, who disagreed (see figure 4.8 below).



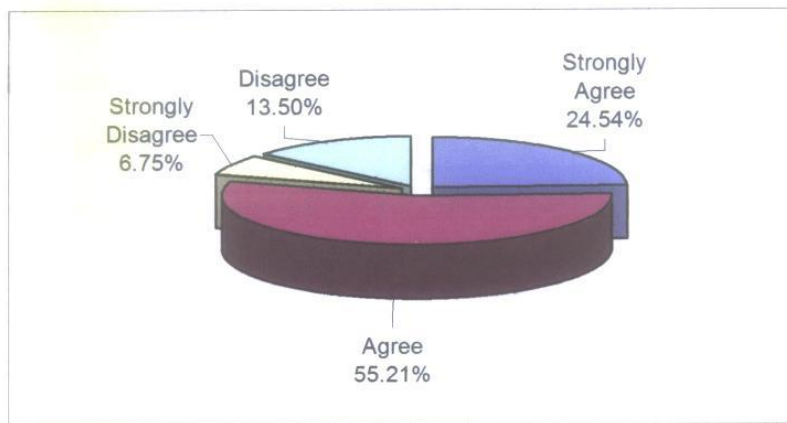


Figure 4.8 Selection based on annual appraisal

Respondents **equally** agreed that their employers organised training as part of efforts to successively **plan** and build the capacity of the work force to enable them fill any vacancy. **51.8 percent** of the respondents agreed that training was conducted based on succession **planning** and replacement chart issues; **2.9 percent** of the responses also strongly **agreed** with this idea making a total of **81.7 percent**. On the other hand **11.0 percent disagreed** and **7.3 percent** strongly disagreed making a total of **18.3 mine workers who did not agree** that they were being trained for the reason stated above (see figure 4.9 below).

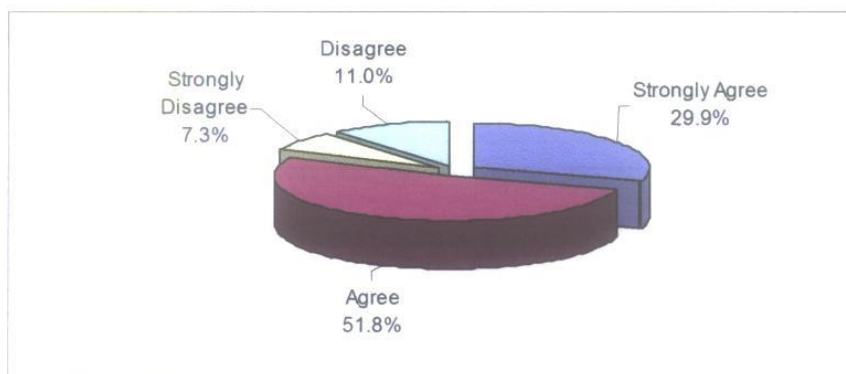


Figure 4.9 Participation in training based on the succession planning and replacement chart

Asked whether they agree that workers should be trained when new equipment or new method of work was introduced? 50.6 percent of the respondents said they agreed, 43.8 percent strongly agreed summing up to 94.4 percent. Only 3 percent of the total respondents strongly disagreed and 2.5 disagreed totaling 5.6 percent (see figure 4.10 below).

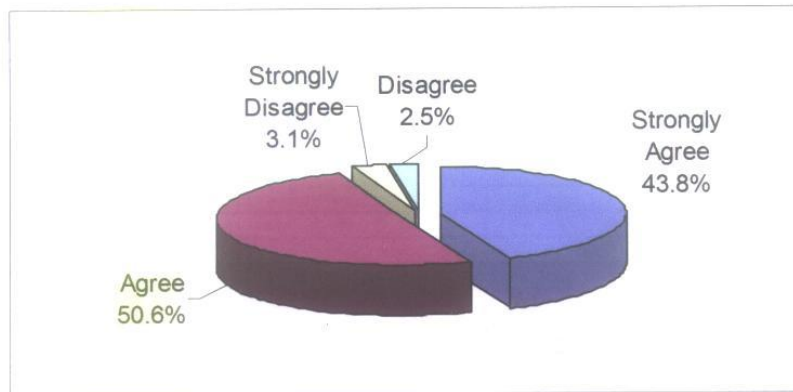


Figure 4.10 Participation in training based on introduction of new methods or equipment

Again the results show that training and development of mining workers in AngloGold Ashanti was not only done for the reasons indicated above but also as part of the organisations change management and determining corporate performance gaps, such as frequent accidents or inability to attain the required quality of products. A maximum of 50.9 percent of the responses received agreed with this fact, 27 percent strongly agreed making a total of 77.9 percent. 7.4 percent of the respondents strongly disagreed with the idea and additional 14.7 percent disagreed totaling 22.1 percent which is minimal as compared to the total number of responses that were positive (see figure 4.11 below).



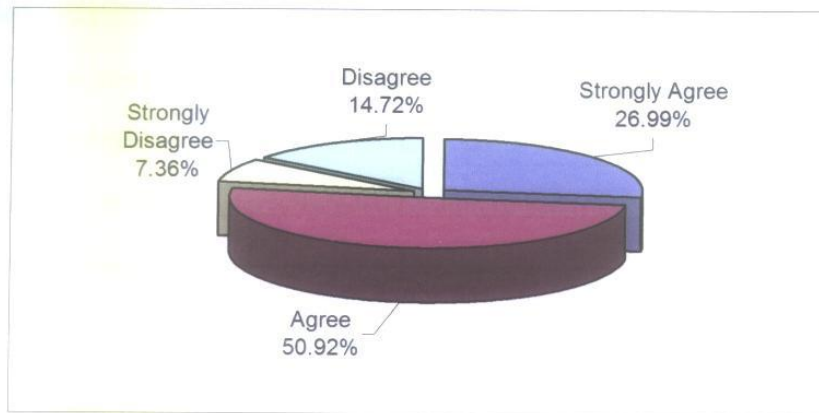


Figure 4.11 Participation on training based on corporate performance problems/gaps

#### 4.4 Evaluation of Training

Responding to the question as to whether individual performances were evaluated after training to determine whether the training had made impact on the employees' performance and whether it had been beneficial, the response showed that 49.1 percent of the respondents agreed that their supervisors do assess their performance after every training session or programme, 33.7 percent strongly agreed with only 9.8 percent strongly disagreeing and 7.4 percent disagreeing. In effect a total of 17.2 percent disagreed as compared to a significant figure of 82.8 who agreed (see figure 4.12 below).

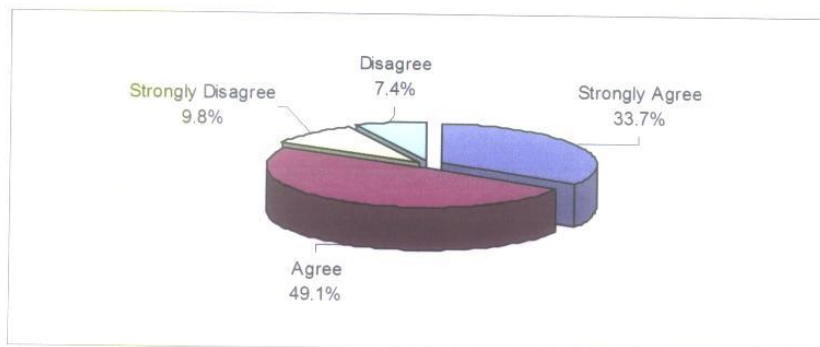


Figure 4.12 Individual performance measurements after training

Balance scorecard, benchmarking, standards setting and performance appraisal are some of the many performance measurement methods used by supervisors to assess workers performance. 42.9 percent of respondents indicated that the most frequent method used by their supervisors is the performance appraisal method. 26.7 percent indicated standard setting (any desired limit set by the company involved), 18.6 percent said bench marking (General standard for a particular job), and 11.8 percent of the respondents said the company uses balance scorecard (it is a method of measuring performance by not looking at only one factor but several). These responses indicated that performance appraisal is the most frequent method used by AngloGold Ashanti. With this method supervisors first try to look for gaps, deficiencies or problem zones in employee performance and design a training programme or give education as to how to deal with the problem. The diagram below depicts the cycle of identifying gaps, training workers to solve the problem and doing assessment again at the end to find out if the problem has been solved.

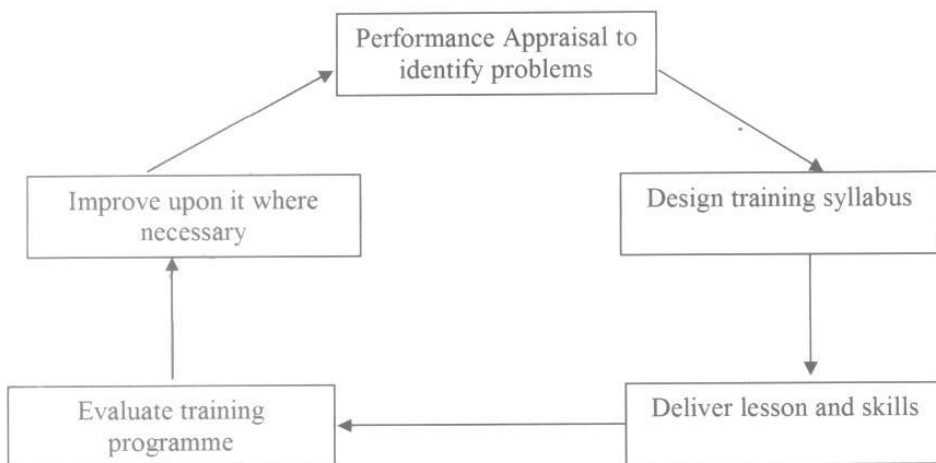


Figure 4.13 Performance appraisal Flow chart

With respect to the question, “Is total quality management a philosophy?” 51.9 percent respondents agreed it was, 27.8 percent strongly agreed making up a total of 79.6 percent who agreed. 16.0 per cent disagreed and 4.3 per cent strongly disagreed making up a total of 20.3 who did not share the same view. Similarly, the responses to the question as to whether the company recognises its workers performance, the responses were as follows: 43.54 percent agreed, 39.14 percent strongly agreed making a total of 82.6 per cent. However, a relatively small percentage of 13.01 disagreed and 4.3 percent strongly disagreed, making a total of 16.1 percent of respondents who disagreed that their work or efforts were measured (see figure 4.14 below).

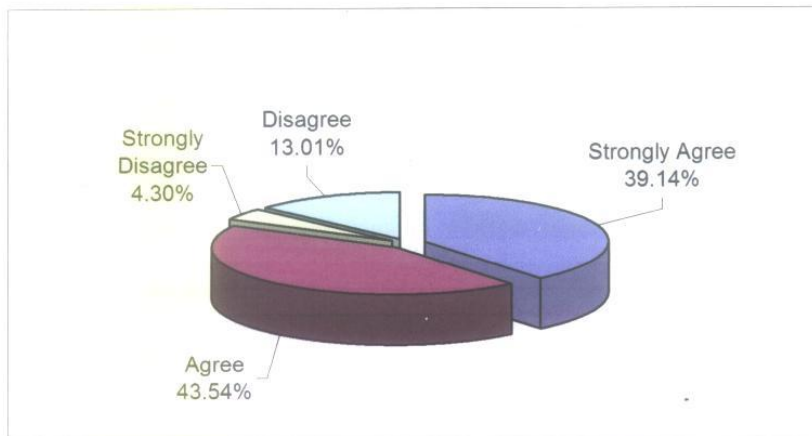


Figure 4.14 Individual performance recognition

Furthermore, 47.3 percent of respondents said the company gave recognition to high performance in the form of giving awards; 31.3 percent confirmed the giving out of certificates while 16.0 percent indicated verbal recognition, bonuses and dinners were also given by management. These recognitions the respondents agreed reinforce subsequent performance (see figure 4.15 below).

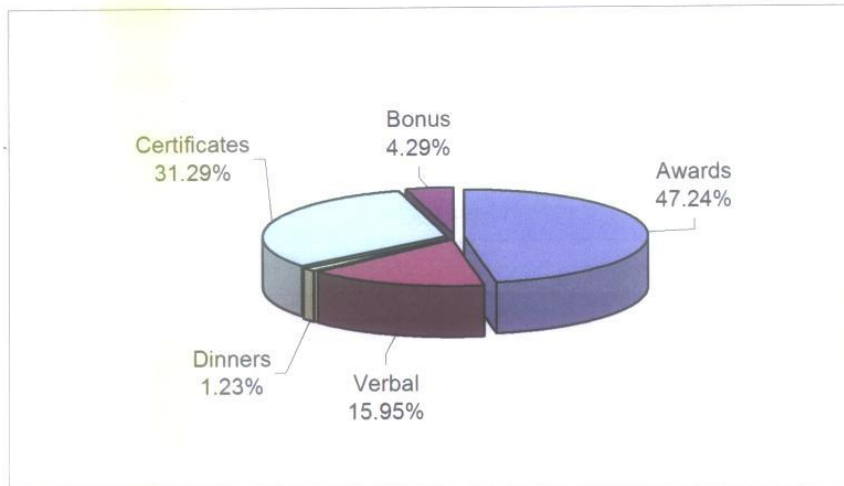


Figure 4.15 Forms of performance recognition

#### 4.5 *Management of performance Outcomes*

In an attempt to find out the level of rapport that exists between workers and management with respect to work performance and career advancement or development, a question was posed as to whether management discusses worker performance in relation to career development. Majority of the respondents (49.1 percent) indicated that management discusses with workers their performance outcomes in relationship with their work and career development and 46.6 percent strongly agreed with this notion making up 95.7 percent. Minority, representing 3.1 percent of the respondents disagreed with the claim and 1.2 percent strongly disagreed making a total of 4.3 those who disagreed.

The workers indicated that it was not only their performance outcomes and career paths that were discussed but also how they could improve upon them in future. 56.71 percent agreed with this claim, with 39.63 percent strongly agreeing to make 96.34 percent. Only 1.83 percent disagreed and another 1.83 percent strongly

disagreeing, making a total of 3.66 percent which was very minimal to make a point (see figure 4.16 below).

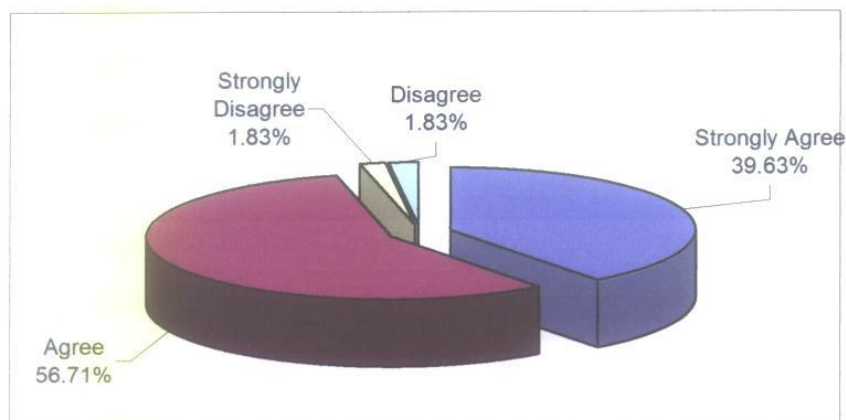


Figure 4.16 Discussion with employees on performance outcomes and improvement

#### 4.6. *Discussions of the Findings*

Various writers in the field of management attest to the fact that training and development of staff really have positive effects on the employee performance. Mullins (2005) and Armstrong (2006) support this notion. This study therefore attempts to find out whether this assertion was true in the case of the mine workers at AngloGold Ashanti.

The decision to use AngloGold Ashanti as a case study or study area did not just happen. It came as a result of the realisation that the company organises regular training programmes for its staff, hence, the decision to study it to find out if there were any reasons behind the practice. The Researcher is aware that a lot of companies know of the benefits training and development bring to both the individual employee and the company. Perhaps, inadequate resources, the costs involved and the fear of losing staff to other organisations after training, scare them from this

laudable idea of building staff capacity. The data obtained from the study showed that majority of the workers who have benefited from the training programme shared this opinion, as do the management, that staff training and development are beneficial to the worker and to the organisation in question. This can be deduced from the degree of responses they gave to the questions the researcher raised in the questionnaire.

#### **4.6.1 *Demographic Characteristics***

All respondents in the study were males. This is a reflection that the mining sector is male dominated. This is probably because of the physical and strenuous nature and demands of the job. A close look at the educational background of the respondents reveal that majority of them are holders of the Middle School Leaving Certificate (MSLC) with a few diplomats, which indicates that they are low skilled workers. Perhaps the demand of the work does not need skilled labour but then as a management student I share the view of the scholars in the field as for example, Mary Packer Follet (1868-1933) that employees should be trained and equipped (empowered) and be made responsible for their decisions and work outcomes. This view makes it imperative for employers to ensure that their staff attains a certain level of training for skills, no matter the type of work involved.

May be, it is time that institutions learn to train their workers with the view to empowering them, since it gives the workers the confidence to do what they have been trained to do and allow them to use their initiative and be creative. It also enable management to concentrate on more important issues concerning the company. Such arrangement would make an organisation effective and efficient.

Figure 4.1 indicates that the age of the mine workers at AngloGold Ashanti range from age 23 to 57 years with the majority 65.2 percent falling between 41 and 50 years. The implication here is that in the next ten years more than half the work force will retire. Yet the company continues to give them training. The Training Supervisor explained that the company's objective is to achieve quality in all its endeavours – quality products and quality work processes to ensure that the rate of accidents is reduced. He also shares the view that a company's most valuable assets are the Human Resource hence, the need to train and retrain them to ensure their effectiveness. AngloGold Ashanti places premium on developing its human capital for the benefit of the organisation. Several training methods exist for organisations to enhance the capacities of their workers. Some of these methods are training on-the-job or off-the-job.

#### **4.6.2. Training Method**

There are benefits companies enjoy when they decide to train the workers on the job and off-the-job. With the former, the workers get trained as they continue to work. With the latter, the employee undertakes a long term course externally lasting six months or more. This may include employee development which enables the employee to acquire a higher qualification.

Results from the survey show that AngloGold Ashanti Company Limited deploys the on-the-job training method. This keeps the workers on the job while at the same time they acquire new knowledge and skills to work with. Their methodology trains the worker to satisfy the needs of the company and not necessarily making them marketable to all mining companies. The training is usually limited to the specific needs of AngloGold Ashanti. This strategy, the researcher believes, is the brain



behind the company's willingness to give regular training to the mine workers without fear of losing them. The strategy could be adopted by companies that treasure staff training and development.

#### **4.6.3 Selection Method**

This section discusses the approach AngloGold Ashanti adopts before choosing staff expected to benefit from sponsored training programmes. The selection method for every training is very important since it is an effective way of determining the objective for the training.

The research revealed that respondents were of the view that before any training programme there was the need for assessment of the workers; that is, performance appraisal. However, the interview with the training supervisors shows that nothing like that exists. Training is offered to employees only when problems show up somewhere in the production process. When this happens, the supervisor designs a training syllabus to tackle the problem. The training supervisor in an interview confirmed this and stated that the department has planned to design one for the entire company. By that means workers who need training could easily be identified from those who do not. In addition, the study showed that workers are selected for training when new machines are introduced, upon transfers and when new hires are engaged. These are all laudable. However, it is hoped that management will continue to support staff training and development in AngloGold Ashanti Company Limited. In this way, we believe, the company would be effective and proactive in all its endeavours.



#### **4.6.4 Performance measurement at A.A.C.L.**

To establish whether the goals of any task or effort have been achieved, one needs to measure the outcome at the end of a stipulated time or period. In a similar vein it is necessary to measure the performance of staff who have undergone training to find out whether the training has been beneficial. Effective performance management can only be guaranteed by proper evaluation of training programmes. There are several methods by which employees' performance could be measured; for example by using the balance score card, benchmarking, setting standards or performance appraisal. From the study 42.9 percent of the respondents revealed that performance appraisal was commonly used by supervisors at the mine section to assess performance of subordinates. 26.7 percent claimed supervisors use standard setting, whereas 18.6 percent said benchmarking method was used. Finally, 11.8 percent indicated balance scorecard method was used. The differences in the responses stems from the fact that the workers who responded to the questionnaires were from different sections of the mining department. Therefore, these assertions could be right. However, as indicated by the training superintendent it is necessary to develop a uniform and standardised method by which employees performances could be measured and to determine future training needs. This may call for the adoption of one or two of the methods discussed below.

Appraisal, which is commonly used by supervisors to assess subordinate performance, is usually defined as a continuous judgment on the behaviour and performance of staff (Mullins, 2006). Armstrong, 2006 defined it as formal assessment and annual review meeting. Setting standards, as the word implies, is where managers set reasonable limits for their employees to attain. At the end of the stated period, actual performance is measured against this standard to determine the performance of the staff involved.

Another method of measuring employee performance is benchmarking. This involves comparing what the organisation does with what is done elsewhere. This method is a valuable way of identifying areas for innovation or development that are practised to good effect elsewhere by leading companies. The balance scorecard on the other hand developed by Kaplan and Norton (1992, 1996) seeks to measure the effectiveness of the entire organisation. Mullins (2006) describes it as an attempt to combine a range of both qualitative and quantitative indicators of performance which recognise the expectations of various stakeholders and relate performance to a choice of strategy as a basis for evaluating organizational effectiveness. This method if adopted by A.A.C.L will not only help in assessing the impact of the training programmes but could also be used to evaluate the entire mining department.

#### **4.6.5 Performance Management.**

From the results of the research we found out that the mine workers claimed their performances were managed. As further explained by the training supervisor, the training programmes had been designed such that, as one progresses through the various sessions, competencies are also developed to manage or to handle higher tasks. This, he said, enables the employees to attain promotion to occupy higher positions. This practice is commendable. Most organisations have failed to establish training departments left alone to evaluate and manage the performances of trainees. Our result indicated that about 90.2 percent of the respondents agreed that management or their supervisors not only discuss their performance with them, but also coach them on how to improve upon them as well. This we think should be encouraged since a satisfied worker puts up his best to achieve results.

Armstrong (2006) defines performance management as “a systematic process for improving organisational performance by developing the performances of individuals and team; the aim 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”. From this quote, it becomes evident that performance management aims at the following:

- motivating and rewarding employees to do their best.
- Focusing employees’ task on the right things and doing them right.
- maximizing the potential of individuals and teams by ensuring that the principles and rules imparted to the trainees are there to benefit themselves and the organization focusing on achievement of their objectives.

Again, it is important to note that the real concept of performance management is associated with an approach to creating a shared vision of the purposes and aims of the organization, helping each employee to understand and recognize their part in contributing to the realisation of objectives; by so doing, corporate leaders manage and enhance individuals and the organisation. Therefore, the researcher believes that the mining section of A.A.C.L. is on the right path because an effective performance management system will be beneficial as a developmental tool for the section and the entire company.

Assumptions are statements researchers make at the beginning of their study and which they hope to achieve or find answers to by the end of the study. In this study, the stated assumptions in Chapter One are:

1. training has a positive influence on achieving high performance;
2. regular training and development of workers influence productivity levels;
3. constant evaluation of employees performance has aided employers to identify training needs of workers; and
4. good performance management practices have motivated workers to develop their career whilst achieving success on the job.

Results from the study revealed that except for the third, other assumptions are true. The Training Superintendent claimed his section would be working on the third assumption in the not too distant future.

Workers of the AngloGold Ashanti Company Limited, specifically, the mining section, had acknowledge the fact that employee training and development had had a positive impact on their performance. Regular training and development of employees also impacted positively on productivity (This was made known during the personal interview).

One other important practice revealed by the study was the discussion of performance outcomes with employees. Workers claimed the management of the outcome gingers them to work hard to achieve high laurels and at the same time make progress on their career path. These, the researcher believes, are laudable and for that matter the management of A.A.C.L and specifically the mining section needs commendation. However, it was discovered that there was no standardized appraisal form to ascertain or identify employee training needs. The researcher was made aware that the mine workers were selected for training when problems arose. Employees were made to undergo training on mass basis without any critical analysis of the work they were

doing; no attention was paid to person specifications or qualifications. This, the researcher recommends that should be tackled promptly to ensure effective and efficient training need assessment. Sending just anybody for training, in the long run, would be ineffective and waste of time and resources.

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## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 *Summary*

The previous chapters examined, described and analysed the relationship between training and development on performance at the mining section of AngloGold Ashanti Company Limited (A.A.C.L.). An evaluation of the findings has been presented in chapter four. Responses to the questionnaire administered to the mining workers of the company were analysed based on the regular training the company has been giving its mining workers in order to reduce accidents and increase both the quality and the quantities of gold ore and general performance.

The workers in their responses affirmed the positive role of the training on their performance. The management staff also revealed how the training has highly helped to reduce occupational accidents and improve upon product quality.

The researcher believes that the company has recognized the role of staff training and development in achieving high quality standards and in the reduction of occupational accidents. This could be the reason for the establishment and resourcing of the training centre. The research revealed that the training superintendent and his team had designed elaborate training programmes to suit the training needs of the workers and to solve the problems on the ground. However, one thing detected to be absent was a standard means of determining who needs training. Generally, it is believed will not help the unit to achieve the objective of its establishment. A training needs appraisal form needs to be developed.

The research further showed that in some instances people are selected for training only when and after an accident has occurred in their unit. Allowing managers and supervisors to rely on the occurrence of a problem before an action is taken is not professional enough and management needs to be proactive in this direction.

Again, from the personal interview with the management staff and observation, the researcher came to realize that workers are trained mainly internally and they will want to experience some external training (seminars, workshops, and a year programme) as opposed to the usual short refresher ones often organized on the work premises. Of more concern is the fact that majority of workers in the mining section were mainly Middle School Leaving Certificate holders. Management ought to take a second look at their qualification if there should be any arrangement for external courses.

Furthermore, the findings from the survey have shown that the company recognizes workers performance by giving rewards in the form of certificates. The informal interaction with the workers revealed that this does not motivate them much. The award of bonuses may challenge and encourage the mining workers to work harder to meet targets and this may be of value economically since they are low income earners.

Also, the responses to the questionnaire indicated that a majority of the mine workers would be retiring in the next 10 (ten) years. This will not benefit the company much looking at the cost of training and what may be derived from them before they retire, especially as the company again owes the workers an obligation when they retire.

From the personal interview held with the Director of Human Resource and the Training Superintendents at A.A.C.L.. It was revealed that a huge annual budget is allocated for the execution of the Company's training programmes. Perhaps this might be a factor that scares Organisations and Companies from undertaking such training programmes. The inability of some Companies to quantify the benefits to be derived from such programmes may also be a contributory factor, couple with the usual unannounced exit of trained staff.

## **5.2 Conclusion**

At the beginning of the study, we indicated our intention to look at the type of training and development programmes put in place at A.A.CL., find the criteria for selecting employees for training and development, and unearth the type of method used to measure performance and to find out whether performance outcomes were managed.

Our Researcher revealed that indeed staff training and development impacted positively on the performance of the mining workers at AngloGold Ashanti and that the relationships between the variables are cause and effect. The Company uses on-the-job training method which keeps workers at post while at the same time, it improves their knowledge and skills on what they do. By this the company is saving cost and giving the workers a convenient training session. The report also shows that management of A.A.C.L. effectively manages employees' performance to ensure that the overall corporate goals are achieved.

Unfortunately, the study revealed that the Company lacked specific criteria for selecting employees for training and development. Their selection, for example, was



based on the introduction of new machines, transfers, new engagements and when problems crops up in the production processes only. Similarly, the Company is handicapped in having a particular method or measure by which all performances are measured. Both management and workers claimed that the immediate supervisors of the latter observe their work after they have undergone training and advice accordingly.

Perhaps what has been the motivational factor for A.A.C.L. to draw policies and programs for the training and development of its mining workers is their own "tailor-made training". The studies confirmed that A.A.C.L does not just train the mine workers but design the syllabus to suit or solve problems identified in the company. This does not expose the trained worker to attractions from competitive companies. And this encourages the employers to give regular training without fear of losing the trained worker.

Even though the Company has not yet come out with a standardised method of assessing training and development needs of its employees, it effectively managed employees performance outcomes to ensure that work was on course while at the same time achieving worker progression on the career ladder. One major challenge employers face about staff training is the tendency of losing trained staff. However, it is evident that A.A.C.L. does not have that problem because of the strategy it has adopted. That is, tailoring training to suit the company's needs. It is similar to the new strategy adopted by the Ghana Education Service (G.E.S) (see GES bond for further studies) to restrict the granting of study leave to applicants. It is believed that the rate of failure to serve bond will be reduced. The same strategy, the Researcher,

suggests could be adopted by all organizations that treasure training and development of workers but feared their usual unannounced exit.

### **5.3 Recommendations**

#### **5.3.1 Age**

Age of the employee is a very important factor the employer considers before employment; so many reasons are attributed to this. Very important among them is the fact that if very old people are taken on, the company, for example, may invest in them by way of training, but may benefit little before their retirement and the company would have to pay retirement and other benefits in addition to the employee concerned.

In view of this, it would be advisable if the A.A.C.L. could reconsider the age of new hires employed to work at the mine section. As the results indicated, the majority of the workers were in the 38-50 years age bracket which implied that in 10 (ten) years from now many of the trained human capital would be going on retirement despite the investment that has been made on them. Young and energetic SSS graduates of 21 years and above could be employed and trained to argument the old one do same work over a long period which would be of benefit to the company.

#### **5.3.2 Educational Background**

Every job requires a certain level of skills and competence. Some require very skilled persons, while others have to do with unskilled persons. However, there is an adage that says, "even if one wants to sell charcoal, schooling was very important". Therefore, the researcher wants to suggest that although the mine section does not need high calibre of workers, it is about time a higher grade of employees like strong

and energetic SSS graduates who could not make it to the university were employed to work at the section to make them more effective and responsible.

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### 5.3.3 *Cost Effectiveness*

Interviews we held with the Director of Human Resource Development and the two Training Superintendents of A.A.C.L. revealed that the Company allocates a good amount of its resources annually for training and development of its workers. Generally, when an investment is made one expects to measure or quantify the outcome from the investment made. However, since the outcome of most training programmes may not be realised immediately or quantified some companies or organisations assume it is unprofitable to under take training and development of their workers. Hence, such Companies fail to encourage training and development programmes,.Their position is reinforced by the usual unannounced exit of trained staff. Fortunately, literature supports the fact training and developments have positive impact on employee performance be it in the short or long term. Based on the above we may not be wrong to recommend that organizations could adopt the A.A.C.L. approach of tailoring training programmes to suit the individual's job needs and ensure that training needs assessment is conducted before any training programme is embarked upon to prevent mass training of staff which may not be costly but not beneficial. Again staff development progmmes could be strategically pursued along the line of the Organisational development plan.

### 5.3.4 *Training Need Assessment*

According to Mullins (2006), training should be viewed as an investment in people. This is important at any time, but particularly so with the increasing pace of

technological, structural and social change. But training for its own sake achieves little. This justifies the disclosures of this study that A.A.C.L. trains when new hires are employed and when new machines (technology) are introduced, among others.

From the research the Researcher found out that the company has devoted adequate finance and resources to its training programme. The training benefits both managements and other staff. It appears what is missing is a supporting appraisal system. It looks like company is operating without a set objective. Research shows that for any effective training there must be training need assessment to find out what exactly the trainee needs (Mullins 2005). The training superintendent disclosed, that A.A.C.L. was yet to develop such an assessment schedule for the company. This would help determine the exact training need for every staff that needed to be trained and it would not only be necessary when there was an occupational accident or poor product quality.

In spite of the above mentioned deficiency, the training superintendents at AACL are to be commended for making training of the mining workers a day-to-day affair. Stern (in Mullins 2006) argues that “staff training and development have become matters of vital strategic importance”. It is, however, necessary to take an individual approach based on competencies and development needs, hence the need for a performance appraisal form for the company to be used in determining objectively training needs for each individual worker.

Furthermore, it could be recommended that there must be clear commitment to training for all levels of workers in the mining section. There should be an objective

assessment of training needs related to the vision of the section and the entire organisation. Management should be responsive to changes in external environmental influences and vigorously pursue a process of job analysis leading to the preparation of job descriptions and person specifications. It is equally important that staff themselves should also feel a sense of involvement by embracing the training and development programmes initiated by management towards achieving the goals and objectives of the section.

Consideration must be given to the choice of the most appropriate methods of training since routine short refresher course on the work premises may become monotonous, and boring. Such programmes might not help much in achieving goals. Business games, case studies, group discussions or exercises, external courses and distance learning could be more advantageous for both the company and the individual employees.

There is evidence of some evaluation after training programmes, these should be a more systematic. We wish to reiterate that it must be done regularly and with commitment because it is only by the review exercise (to determine the loopholes and strengths) that the whole programme could be improved upon and sustained. It is also very necessary that whenever possible the evaluation should be related to the objective set for the training.

From the foregoing we are inclined to share the view of Douglas as quoted in Mullins (2006), that since the business world is changing rapidly and there is the need to maintain competitive advantage, organisations need to ensure that staff are fully

trained not only in knowledge of their products and or services and technical skills, but also in their human relations skills therefore A.A.C.L should not concentrate on training and development to reduce occupational accidents but also to educate both supervisors and staff alike on good worker-worker or worker-client relationship.

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## APPENDIX I

### QUESTIONNAIRE FOR STAFF OF ANGLOGOLD ASHANTI COMPANY LIMITED

#### INTRODUCTION

I am an MBA student from the Managerial Science Department of the School of Business, KNUST, Kumasi. The questionnaire is confidential and there are no right or wrong answers. It is to aid my research work as part of fulfillment of my course requirement. Kindly take time off your busy schedule to answer these few questions. Thank you very much for your cooperation.

#### Demographic Characteristics

1. Age: .....
2. Sex: Male [ ] Female [ ]
3. Educational Background .....
4. Present Position .....
5. Date Employed .....
6. Last date of Promotion .....

Please tick the most appropriate answer

#### SECTION A

7. You have to participate in educational or training programmes.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
8. What type of training programmes? (a) On-the-job (b) Off-the-job (c) Others .....
9. Which method of training was used?  
(a) Job rotation (b) Internal Attachment (c) External Attachment  
(d) Short/Refresher Courses (e) Long Courses (f) Departmental Transfers  
(g) Others (specify) .....
10. New hires should go through formal induction/orientation?  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
11. There should be an orientation programme drawn for all newly-promoted staff.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
12. Newly engaged/promoted staff go on probation.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

13. Institutions should have to specify duration for probation?  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
14. Opportunity should be given for formal classroom schooling.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

## SECTION B

15. Participants for training are to be selected based on any of the following (select what is applicable):
- a. Result of annual appraisal.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
- b. Introduction of new methods or equipment/machinery.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
- c. Succession planning and replace chart/analysis.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
- d. Upon transfer.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
- e. As part of change in management programme.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
- f. Corporate performance problems/gaps/deficiencies.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
- i  
 g. Training should be part of the formal orientation for new recruits.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
- h. Newly-promoted staff are to be trained on new job duties.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

## SECTION C

16. Individual performances should be measured after training.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
17. Which of the following methods are used?  
 (a) Scorecard (b) Benchmarking (c) Performance appraisal (d) Setting standard
18. Total quality management is to be a philosophy and practice in the institution.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
19. (a) Individual performance is recognized?  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

19. (b) If you agree, how is the officer recognized?  
a. Awards  
b. Verbal recognition  
c. Dinners  
d. Certificates  
e. Others (specify) .....
20. Recognition of individuals reinforces your subsequent performances.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
21. Management offers help, encouragement and support to staff by way of career development plans, coaching and mentoring and formal sponsorships for training.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
22. Discussions should be held with staff on their career goals and path.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
23. Discussions should be held with employees on their performance outcomes and how to improve upon these?  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

## APPENDIX II

### QUESTIONNAIRE FOR MANAGEMENT OF ANGLOGOLD ASHANTI COMPANY LIMITED

#### INTRODUCTION

I am an MBA student from the Managerial Science Department of the School of Business, KNUST, Kumasi. The questionnaire is confidential and there are no right or wrong answers. It is to aid my research work as part of fulfillment of my course requirement. Kindly take time off your busy schedule to answer these few questions. Thank you very much for your cooperation.

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#### Demographic Characteristics

1. Age: .....
2. Sex: Male [ ] Female [ ]
3. Educational Background .....
4. Present Position .....
5. Date Employed .....
6. Last date of Promotion .....

on

Please tick the most appropriate answer

#### SECTION A

7. It is believed that every organization should have a succession planning and replacement chart?  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
8. There should be job analysis of all jobs undertaken.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
9. Job specification of all jobs are available in your organization.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
10. You have job descriptions or person's specification of all jobs in your outfit.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
11. How do you determine training needs?  
(a) Conduct job analysis (b) Through performance appraisal  
(c) Continuous exercise to build capacity (d) Training needs analysis (e) Others .....
12. An orientation manual with checklist and kit is available and in use for orientation at your workplace. (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

- (a) Scorecard (b) Benchmarking (c) Performance appraisal (d) Setting standard
29. Workplaces have to design training programmes to bring about desirable change in performance.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
30. It is necessary the Human Resource Information System (HRIS) is computerized.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
31. If computerized, the networked must be accessible to others who rely on it for their own work.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
32. The HRIS should be such that it helps decision-making.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
33. A company's HRIS has to be reviewed periodically and as and when there are changes in the information presented?  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
34. Total quality management has to be a philosophy and practice in the institution.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
35. Discussions are held with staff on their career goals and path.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
36. Discussions should be held with employees on their performance outcomes and how to improve these.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
37. Staff are rewarded when they achieve high performance.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

## APPENDIX II

### QUESTIONNAIRE FOR MANAGEMENT OF ANGLOGOLD ASHANTI COMPANY LIMITED

#### INTRODUCTION

I am an MBA student from the Managerial Science Department of the School of Business, KNUST, Kumasi. The questionnaire is confidential and there are no right or wrong answers. It is to aid my research work as part of fulfillment of my course requirement. Kindly take time off your busy schedule to answer these few questions. Thank you very much for your cooperation.

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#### Demographic Characteristics

1. Age: .....
2. Sex: Male [ ] Female [ ]
3. Educational Background .....
4. Present Position .....
5. Date Employed .....
6. Last date of Promotion .....

on

Please tick the most appropriate answer

#### SECTION A

7. It is believed that every organization should have a succession planning and replacement chart?  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
8. There should be job analysis of all jobs undertaken.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
9. Job specification of all jobs are available in your organization.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
10. You have job descriptions or person's specification of all jobs in your outfit.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
11. How do you determine training needs?  
(a) Conduct job analysis (b) Through performance appraisal  
(c) Continuous exercise to build capacity (d) Training needs analysis (e) Others .....
12. An orientation manual with checklist and kit is available and in use for orientation at your workplace. (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

13. New hires go through the formal induction/orientation where you work.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
14. It is necessary that an orientation programme is drawn for all newly-promoted staff.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
15. Newly engaged/promoted staff should go on probation.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
16. There should be a specified duration for probation.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
17. There is need for a training plan/programme in workplace.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
18. There should be development plans for all staff.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
19. Every workplace should have a designated person responsible for training.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
20. A percentage of the institution's budget should go into training.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
21. It is suggested that the organization you work for uses some of the following methods for training of staff (select what is applicable).
  - a. Seminars and workshops.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - b. Computer-assisted training.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - c. Job rotation.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - d. Job enrichment.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - e. Internal attachments.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - f. External attachments.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - g. Mentoring and coaching.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - h. Departmental transfers.  
(a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - i. Others (specify) .....

22. There should be opportunity given for formal classroom schooling.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

## SECTION B

23. Participants for training should be selected based on the following.
- i. Result of annual appraisal.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - j. Introduction of new methods or equipment/machinery.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - k. Succession planning and replace chart/analysis.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - l. Upon transfer.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - m. As part of change in management programme.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - n. Corporate performance problems/gaps/deficiencies.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - o. Training forms part of the formal orientation for new recruits.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - p. Newly-promoted staff should be trained on new job duties.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
24. In which areas does the company normally provide training for staff?
- a. Post basic training/technical specific to employees' needs?  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
  - b. Supervisory/managerial and leadership skills development.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]

## SECTION C

25. It is necessary to undertake training evaluation after training of staff.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
26. It is important that discussions are held with staff on how the training will benefit them.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
27. Organizations should measure individual performances after training.  
 (a) Strongly agree [ ] (b) Agree [ ] (c) Strongly disagree [ ] (d) Disagree [ ]
28. Which of the following methods are used?



## INTERVIEW GUIDE FOR TWO MANAGEMENT STAFF

1. How long have you worked with AngloGold Ashanti Company Limited (A.A.C.L.)?
2. Do you have any goal path for the company?
3. How is the role of Human Resource Management, precisely, training and development of mine workers, going to contribute to the overall attainment of these goals? How does the role of HRM (precisely, training and development) contribute to the overall attainment of organisational goals.
4. How regularly do you organize training for the mine workers?
5. Do your training programmes cover all mine workers?
6. What is the attitude of the workers towards the training programmes?
7. What has been the effect of their training and development so far on performance?
8. Are the participants (workers) appreciative of the training packages and their impact on performance?
9. How long does it take you to evaluate performance after every training programme?
10. How do you evaluate and manage performance after the training programmes?
11. How sustainable are the training and development programmes for the mine workers?
12. What is the budget for training?