

**HUMAN RESOURCE TRAINING AND DEVELOPMENT AS PRACTISED
BY FIRST CLASS BUILDING CONSTRUCTION FIRMS IN KUMASI -
A CASE STUDY OF WILHEM LIMITED**

By

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KNUST



**A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGERIAL
SCIENCE, SCHOOL OF BUSINESS, KWAME NKRUMAH UNIVERSITY
OF SCIENCE AND TECHNOLOGY IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF**

MASTER OF BUSINESS ADMINISTRATION (MBA)

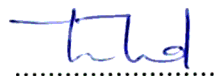
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DECLARATION

I hereby declare that this submission is my own work towards the MBA and to the best of my knowledge, it contains neither material previously publicised by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgment has been made in the text.

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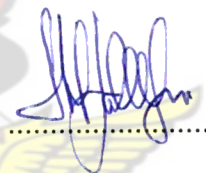
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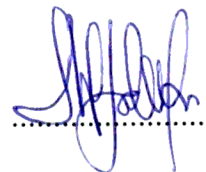
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DEDICATION

This research is dedicated to my Mother, Madam Beatrice Darkey for her selfless assistance, guidance and prayers throughout my studies and my son Perry Sena Adjei-Kumi for his unconscious encouragement and love.



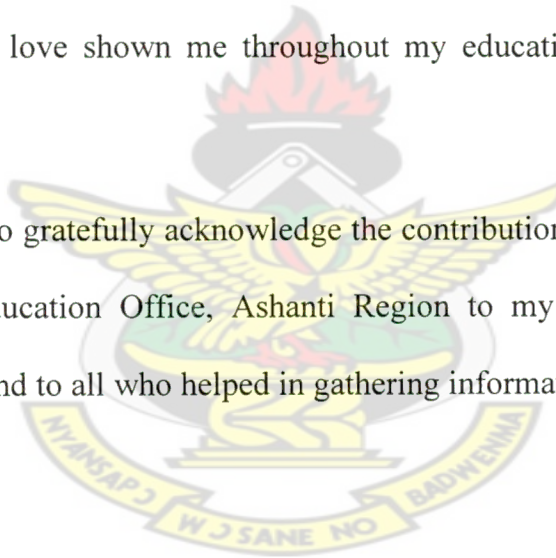
ACKNOWLEDGEMENTS

Praise and thanks to Almighty God for His protection and guidance.

I am grateful to Mr. J.K. Turkson, Head of Department of Managerial Science, for his suggestions and constructive criticisms.

Many thanks go to Dr. Theophilus Adjei-Kumi for his selfless assistance, guidance and remarkable love shown me throughout my education and in completing this research work.

Finally, I wish to gratefully acknowledge the contribution of Miss Sahadatu Adama, of Regional Education Office, Ashanti Region to my two-year course and this research work and to all who helped in gathering information for this research work.



ABSTRACT

Most construction firms in Ghana show little or no interest in adequately training its staff to equip them with the requisite skills to perform effectively and efficiently. Many reasons have been cited for this practice, key among them being the intense use of casual labour.

This study therefore attempts to investigate into this alleged lack of training and development in the construction industry by considering the familiarity of the workforce to policies on training and development, the extent to which training and development programmes are undertaken, the problems inherent in the implementation and human resource training and development method types adopted by construction firms.

To this end first class construction firms in Kumasi were put on the spot light, out of which one firm – Wilhem Limited – was selected for case study purposes. Within this firm four categories of workers were identified as relevant to this research. These were Administrative Staff, Management Staff, Supervisory Staff and Skilled Labour. Personnel were made to answer questions in a form of a questionnaire and then later interviewed.

Data collected from the respondents were analysed using simple statistical and qualitative data analysis methods. Some of the findings of the research were that there was virtually no orientation programme given to new employees and hence their lack of knowledge regarding training and development. It also came to light that Wilhem Limited operated training programmes which were not well structured.

It was therefore recommended that management of Wilhem Limited should reinforce their commitment towards training and development of their workers by giving more support to such programmes. Initial orientation of new employees was also part of the several recommendations put forward.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

It is professed that people are the source of organizations' competitive advantage (Naoum, 2001). Many approaches and techniques have been developed for ensuring that people are managed and developed such that it agrees with the goals and strategies of the organization.

Moreover, no organization can choose whether or not to train employees. All new employees, regardless of their previous training education and experience, need to be introduced to their new employed work environment and to be shown how to perform specific tasks. Specific occasions for training arise when employees are transferred or promoted, or when job change and new skills must be learned perhaps because of changes introduced by advance technological change and automation. In organizational development the related field of training and development deals with the design and delivery of learning to improve performance, skills or knowledge within the organization. Training and development is seen as central to the concerns of Human Resource Management (HRM). It is an important component that organizations cannot do without. The right employee training and development at the right time provides big pay off for the employer in increased productivity, knowledge, loyalty and contribution. One key factor in employee motivation and retention is the opportunity to continue to grow and develop job and carrier enhancing skill.

Notwithstanding technological developments and automation amongst other developments, the construction industry is still labour intensive. The construction industry however presents particular challenges that have the potential to undermine the applicability and effectiveness of

these approaches and techniques (Loosemore et al, 2003). The basic goal of the construction industry is to be able to enhance quality of products within the right duration and at the right cost which requires a highly skilled and committed work force. All jobs in the industry and commerce call for the exercise of certain skills and application of different forms of knowledge and can only be carried out effectively when these skills and knowledge are properly imparted (Cuming,1981).

The construction industry in Ghana accounts for a sizeable proportion of the nation’s economic and developmental growth. The government of Ghana, in the Ghana Poverty Reduction Scheme (GPRS) II, identified the construction industry as a priority sector for foreign and private investment. Due to the degree of labour used in the construction industry its output is relevant to the national economy. A well trained labour force affects the fortunes of the contractor, which in turn affects the fortunes of the construction industry and ultimately that of Ghana. Figure 1.1 below illustrates this point. For this reason, the human resource base in the construction industry must be looked at properly and structured in a way that would enable it reach maximum output level.

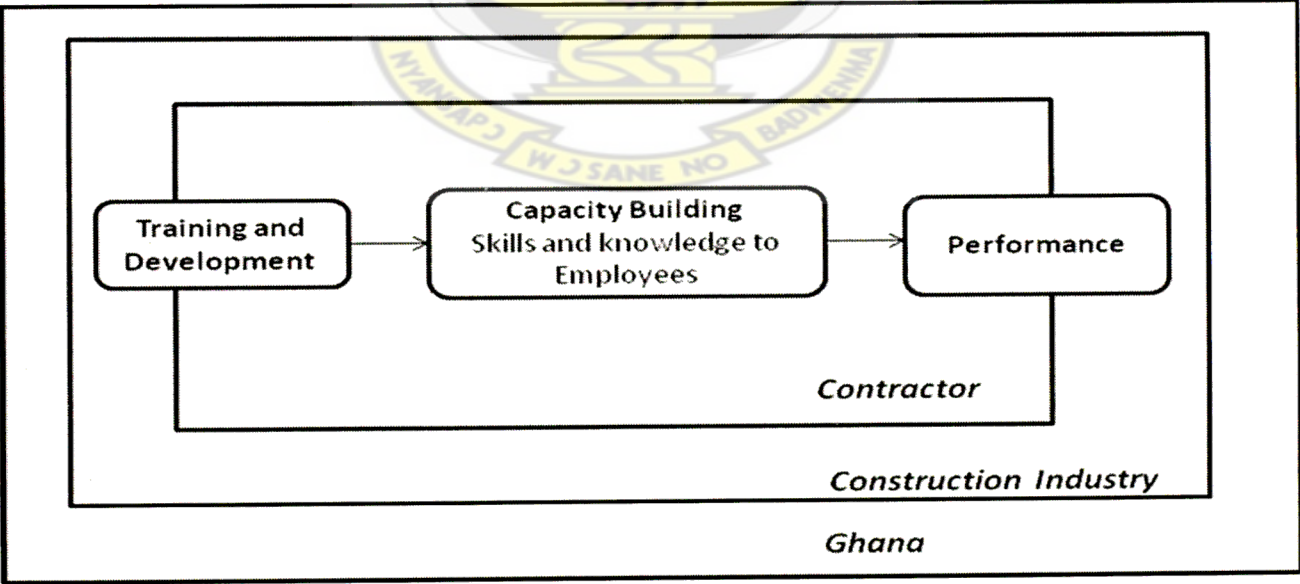


Figure 1.1 The Ripple Effect of Training and Development

Source: Researcher’s own construct.

1.1 Problem Statement

There is a history of chronic under-investment in the training and development of employees in the construction industry. Most construction companies in Ghana show little or no interest in adequately training its staff to equip them with the requisite skills to perform efficiently and effectively. This may be due primarily to the fact that they use casual labour that are mostly recruited on daily or weekly basis and feel it is a waste of resources to implement training and development programmes and policies. Druker et al (1996) stated that personnel managers described the industry as a people-oriented industry with effective teamwork and human initiative perceived as the key to competitive advantage.

1.2 Objectives of the Study

The objectives of the study are grouped into general and specific. These are outlined below.

1.2.1. General Objectives

The general objective of the study is to determine training and development practices at Wilhem Limited.

1.2.2 Specific Objectives

The following are the specific objectives of the study:

- a) To outline the key components of human resource training and development.
- b) To investigate into the familiarity of Wilhem Limited's labour force to the training and development policies of the firm.
- c) To find out the extent to which training and development programmes are undertaken in Wilhem Limited.

- d) To identify the Human Resource Training and Development Programme types adopted by Wilhem Limited.
- e) To identify problems in implementation of development and training policies by Wilhem Limited.
- f) To recommend solutions to training and development problems identified above.

1.3 Research Questions

This study attempts to address the following key questions:

- i. What is the extent or level of training and development practices in construction industry in Ghana using first class construction companies in Kumasi as case study?
- ii. Is training and development a tool in enhancing growth in the industry?
- iii. Is training and development a tool in retaining employees in the industry?
- iv. What are the challenges the industry is faced with in the practice of training and development?
- v. What can be done to aid construction companies enhance their training and development practice?

1.4 Justification for the Study

There are countless examples of project crises in the construction sector which have risen as a result of employment of unskilled labour in the industry and it seems that training and development programmes have the potential to eliminate construction risks than any other management approach. Also, the Ghanaian construction industry from a preliminary investigation was found to encounter problems in attracting and retaining the right caliber of employees in recent years. Companies tend to experience high turnover rates which have resulted in employers not being committed to development of their employees. Likewise, employees tend not

committed to the companies they work with. This has adverse effects on the individuals in the form of insecurities and low satisfaction hence they always tend to be on the lookout for better opportunities either in the industry or other industries. This non commitment affects employee performance and productivity which has adverse line cost and quality implications on companies and their output. Training and development not only facilitates flexible working practices and rapid adaptation to goals but It is argued can also be an important means of motivating employees and securing commitment to company's goals.

These gave rise to the question of what extent is the practice of training and development used in construction industries and their effect on the industry and the employees hence the need to investigate the practice of training and development practices was realized.

There was also the need for an in-depth investigation into the challenges of training and development practices peculiar to the industry. This research thus sought to accomplish these as well as recommend some remedies to the challenges. It is believed that this will provide a mutual commitment between employee and employers which will aid in the growth of the industry.

1.5 The Scope of the Study

The scope of this research covered four (4) categories of employees in Wilhem Limited in Kumasi.

The construction industry is one such industry, requiring the services of multidisciplinary and multi functional teams of professionals, artisans and both skilled and unskilled labourers at various stages of projects. For the purposes of this research however, Administrative, Management and Supervisory Staff and Skilled Labour working with Wilhem Limited will be

considered for data collection. They will be in the category of permanent employment due to the nature of employment within the industry (ILO 2001 and Wells 2006).

1.6 The Construction Industry in Ghana

The construction industry in Ghana, for the purposes of this work, is briefly discussed here under Structure and the Construction Companies.

1.6.1 Structure

The construction industry in Ghana is primarily divided into eight (8) sections based on the type of work. These sections are:

- 
- i. A – Roads, Airports and related structures
 - ii. B – Bridges, Culverts and other structures
 - iii. C – Labour-based Roadworks
 - iv. D – General Building Works
 - v. S – Maintenance and Rehabilitation of Steel Bridges and Structures
 - vi. K – General Civil Works
 - vii. E – Electrical Works
 - viii. G – Plumbing Works

The above are further classified into Financial Classes 1 through to 4. 1 is the highest financial class and 4 the lowest financial class. For the purposes of this work, General Building Contractors of the first Financial Class (D1) were considered.

1.6.2 The Construction Companies

The construction industry in Ghana comprises a myriad of small firms, mainly of the D3 and D4 category. A list prepared by the MWRWH in 2002 showed a total of 7095 registered building contractors with about 90% of the total falling under the categories D3 and D4. Even though these firms constitute about 90% of the building construction firms in Ghana, the works executed by them in financial terms is between 10% and 20% (Tawiah, 1999)

In the Ashanti Region for example, the table indicates the existence of only 5 D1 contractors in Kumasi. Many of the D3 and D4 firms are run by their proprietors who have little or no knowledge in the field of construction. These firms are therefore not organized and many of their workers are the casual type. For the purposes of this research, investigations will cover only D1 contractors.

1.6.3 Human Resource Training and Development Practice in Construction Industry in Ghana

Training and development practice in the construction industry in Ghana can be said to hardly exist as compared to the manufacturing industries for instance. This is as result of some features of the industry as outlined below:

The construction industry makes use of casual labour a lot and as such management sees training and development programmes as a waste of the company's resources (Vulink, 2004). Also the high turnover of workers poses a considerable barrier to formal training in the industry. Contractors are also reluctant to invest because there is a good chance they will loose trained workers to other firms. A further difficulty is that a majority of clients build only once, which means they will not contribute to training costs that will benefit only future users.

The primary focus of this research was to ascertain the truth or otherwise regarding training and development in the construction industry, selecting Wilhem Limited as a case study. Primary and secondary data collected from the industry was set against the conceptual framework developed to identify deviations and the deviation further reviewed to discover answers to the project questions

1.7 Organization of the Study

The research work is organized into five chapters. The first chapter is an introduction to the entire research. It provides a background of the subject area and the context of the research, the problem statement, research and questions, the research aim, specific objectives, as well as the scope and limitation of the study.

The second chapter reviewed existing literature on human resource training and development. It examines the concept of training and development and seeks to establish a definition of the concept for the purpose of this research. It further discusses the types of training and development separately, the techniques involved in each concept, the processes and the impact on the industry.

The third chapter of this research was basically the methodology; the approach and methods adopted for this research. It described the kind of data and method of data collection adopted for the research; questionnaires and interviews, the sampling design used and the profile of the case study firms.

The fourth chapter is concerned with the analysis of data collected and the findings of the study. The techniques of data analysis adopted are discussed and justified.

The final chapter of this research, chapter five, provides a conclusion to the entire research. It provides a summary of the rational for the research and its achievements by providing answers to the aim, specific objectives and questions of the research. it outlines the recommendations to aid in the enhancement of the training and development practices in the construction industry. Finally it makes recommendation for further research.

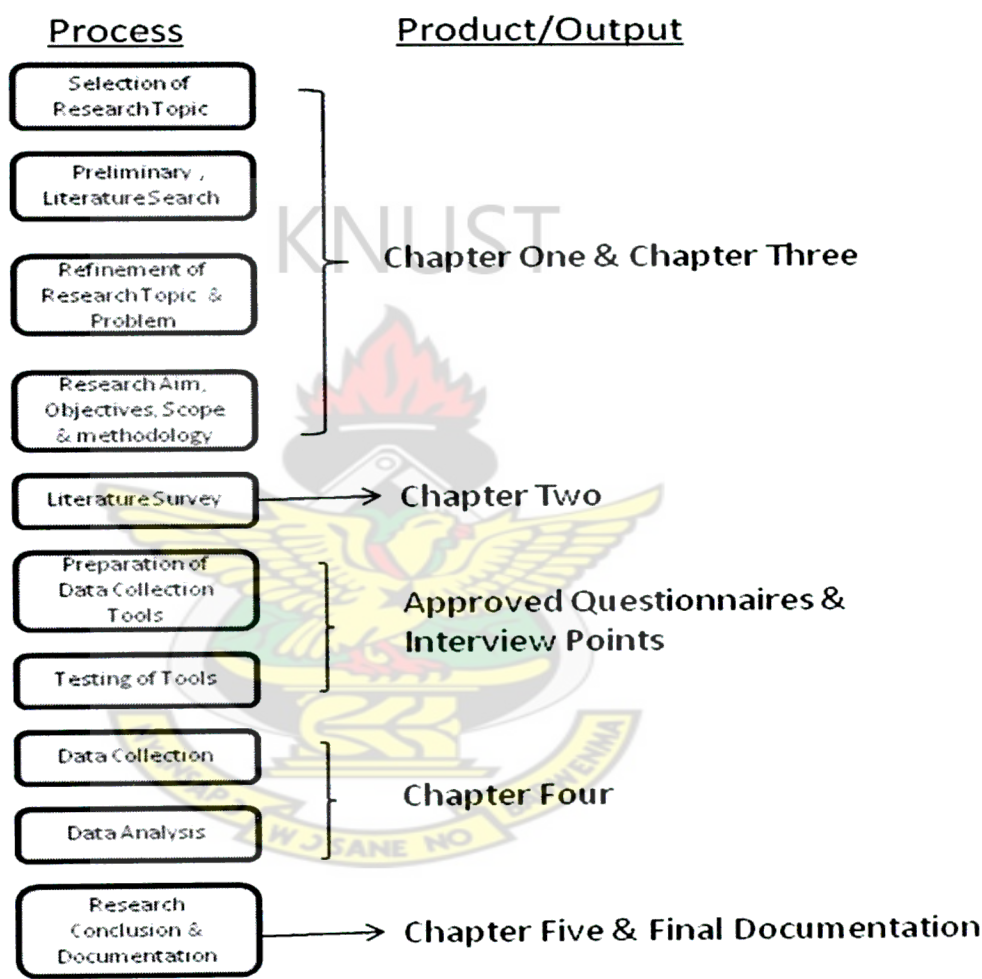


Figure 1.2 Overall Plan of the Research Work

Source: Researcher’s own construct

CHAPTER TWO

LITERATURE SURVEY

2.0 Introduction

Human resources are the most dynamic of all organisation's resources. They need considerable attention from the organisation's management, if they are to realize their full potential in their work (Cole, 1996). This concern brings to the fore issues like motivation, leadership and training and development to mention but a few. Training and development which is the main focus of this research, is seen as central to the concerns of HRM. Indeed at least one commentator has identified training as a vital component, the strategic function without which no organization can meaningfully be said to be practicing HRM (Keep, 1989) cited by Mabey et al (1989). Training not only facilitates flexible working practices and rapid adaptation but is argued can also be an important means of motivating employees and securing commitment to company goals.

Human resource development is a term frequently used to describe training and development needs within and outside organizations. Human resource development conveys a sense of developmental policy that can extend beyond those who although not legally its employees, nonetheless make an essential contribution to its success; example voluntary and contracted out workers and suppliers.

This chapter is an attempt on the part of the researcher to review relevant literature, to determine the views held by various writers on what human resource training and development is, the types of training and development, the methods, the process, the importance of training and development, its effectiveness and problems.

2.1 Definition of Training and Development

The following are some of the definitions of training and development.

- a. According to Cole (2000), training is usually the preparation for an occupation or for specific skills. It is narrow in scope and job-oriented rather than personal.
- b. Development connotes a broader view of skills and knowledge acquisition than training. It is less job-oriented than carrier-oriented and relates to employee potential than with immediate skill.
- c. A lot of work has been done on the concept of training. Various authors have various ways of defining this concept. According to Fisher et al (1990) cited by Lindy and Cowling (2003), training is a planned effort by the organization to facilitate the learning of job-related knowledge and skills by employees. It is again described as the use of systematic and planned instruction activities to promote learning (Armstrong, 2006). Cole (2000) also states that training is understood as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task.

Drawing from the above, training can be described as a short-term, systematic process through which an individual is helped to master defined tasks or areas of skill and knowledge to predetermined standards.

2.2 Basic Framework of Training and Development

Individual organizations have differing policies and strategies regarding training and development. Many organizations belonging to other industries have little or no policy regarding training and development. Such organizations would always attempt to recruit very good and experienced personnel from the external environment. Such organizations are ready to pay high-level market rates for such professionals with the requisite skills. In Britain for example an Industrial Training

Board is in place to ensure that organizations in their scope contributed to total training costs, even if they carried little or no training themselves. Organisations are levied and the proceeds are used to support this innovative idea (Cole, 1996).

However, majority of organizations do have a positive policy on training and development. The ensuing sections therefore present details of training and development as practiced by construction firms. The benefits of training and development include:

- i. The provision of a pool of skilled manpower for the organization
- ii. The improvement of existing skills
- iii. Increase in knowledge and experience of employees
- iv. Improvement in job performance with resulting improvement in productivity overall
- v. Improved service to customers
- vi. Greater commitment of staff
- vii. Increased value of individual employees' knowledge and skills and
- viii. Personal growth opportunities for employees
- ix. The focus of training is the job and it is not for future use.

2.2.1 The Purpose of Training

Organizations cannot exist without people and these people need to be managed effectively. There is the need to motivate and develop them to reach their full potential, not only for their own satisfaction but also for the growth and development of the organization, (Bloisi, W., et al., 2003). Reynolds (2004) points out that training has a complementary role to play in accelerating learning. According to him it should be reserved for situations that justify a more directed expert-led approach rather than viewing it as a comprehensive and all pervasive people development

solution. According to Armstrong (2006), formal training is indeed only one of the ways of ensuring that learning takes place but it can be justified when:

- i. The work requires skills that are best developed by formal instruction.
- ii. Different skills are required by a number of people which have to be developed quickly to meet new demands and cannot be acquired by relying on experience.
- iii. The tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed.
- iv. Critical information must be imparted to employees to ensure their responsibilities.
- v. A learning need common to a number of people has to be met, which can readily be dealt with in a training programme, induction, essential IT skills and communication skills.

2.2.2 Types of Training

Armstrong, in his text identified three main types of training: Transferring training, systematic training, and just-in-time training.

- a. Transferring training is a form of training where the trainee is expected to transfer the knowledge acquired to different circumstances in the work place. It has been argued that the transfer of expertise is risky because their design is most of the time out of context.
- b. Systematic training is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train and the impact training is carefully evaluated.
- c. Just- in- time training is closely linked to the pressing and relevant needs of the people by its association with immediate work activities. Training takes place close to the time when the activity is taking place.

2.2.3 Forms of Training (location)

According to Armstrong, training events can be concerned with manual skills, information technology (IT) skills, team leader training, management training, interpersonal skills, personal skills and training in organizational procedures or practices. These forms of training can be done under different locations described by Jones and George (2004), as classroom instruction or off-the-job training and on-the job training.

a. Off-the-job training

Jones and George described classroom instruction as a classroom situation where employees acquire knowledge and skills in a classroom setting. This instruction may take place within the organization or outside of it, such as when employees are encouraged to take courses at local colleges and universities.

b. On-the-job training

In on-the-job training, learning occurs in the work setting as employees perform their job tasks. This type of training can be provided by co-workers or supervisors or occur simply as jobholders gain experience and knowledge from doing the work. Managers often use on the job training on a continuing basis to ensure that their subordinates keep up to date within changes in goals technology, products or customer needs and desires.

2.2.4 Training Methods/ Techniques (how)

Training methods are the means by which information, ideas, skills, attitudes, and feelings are communicated to learners (Cole, 2000). It is realized that various authors have stated the training techniques in a variety of ways. Notable amongst them are outlined below.

Armstrong who identified training techniques as job instruction, lecture, discussion, case study, role-playing, simulation exercise and group exercise.

DeCenzo and Robins (2002) on the other hand stated that the most popular training methods used by organizations can be classified under the following techniques;

- i. Apprenticeship programs and job instruction training are used.
- ii. Using slides and videotapes, computer-assisted instruction, classroom lectures simulation, virtual reality, vestibule training, cross-functional training and programmed instruction.

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Detailed techniques adopted under both on-the-job and off-the-job training methods are as shown in Table 2.1.

It is interesting to note that, a holistic view of the various classifications represents the same picture of what the techniques of training are. For the purposes of this research, the training techniques will be concerned with a combination of all the training techniques existing in literature, which include job instruction training, apprenticeship programmes, classroom lectures, experiential exercises, computer modeling, vestibule training, programmed instruction, discussion and case study.

Table 2.1 Summary of Training Methods

On-the-job Training Methods	Advantages	Disadvantages
On-the-job instruction	Relevant; develops trainee-supervisor links	Noise, bustle and pressure of workplace
Coaching	Job-related; develops boss-subordinate relationship	Subject to work pressures; may be done piecemeal
Counselling	Employee needs help and boss provides it	Counselling skills have to be developed
Delegation by Boss	Increases scope of job; provides greater motivation	Employees may make mistakes or may fail to achieve task
Secondment	Increases experience of employee; creates new interest	Employee may not succeed in new position
Guided Projects/Action Learning	Increases knowledge and skills in work situation, but under guidance	Finding suitable guides and mentors
Off-the-job Training Methods	Advantages	Disadvantages
(a) In-company		
Lectures/Talks	Useful for factual information	One-way emphasis; little
Group Discussions	Useful for generating ideas and solutions	Requires adequate leadership
Role-playing exercises	Useful for developing social skills	Requires careful organising; giving tactful feedback is not easy
Skill Development Exercises	A safe way to practise key skills	Careful organisation required
(b) External		
College courses (long)	Leads to qualification; comprehensive coverage of theory; wide range of teaching methods	Length of training time; not enough practical work
College courses (short)	Supplement in-company training; independent of internal politics	May not meet client's needs precisely enough
Consultants/Other training organisations	Clients' needs given high priority; fills gaps in company provision; good range of teaching methods	Can be expensive; may rely heavily on 'packages'

Source: (Cole, 1996)

There is no training method that is right for all situations. A number of trade-offs must be made when actually making the choice of techniques and putting the programme together-costs, time, and capacity of the trainer or trainees.

2.2.5 The Training Process

For every training programme to be effective it must accomplish a number of goals (Donnelly et al., 1992). According to the Donnelly, first, it must be based on organizational and individual needs. Training for training sake is not the aim. Second, the training objectives should spell out which problems will be solved. Third, the training should be based on sound theories of learning. Finally, training must be evaluated to determine whether the training programme is working.

Armstrong, identified the underlisted four-stage model (also shown in Figure 2.1 below) as the training process in line with the training process outlined by Gomez et al (2005) and Cowling and Lundy;

- a. Identifying training needs
- b. Planning training programme,
- c. Use experienced and trained trainers to implement training and finally follow up and
- d. Evaluate training to ensure that it is effective.

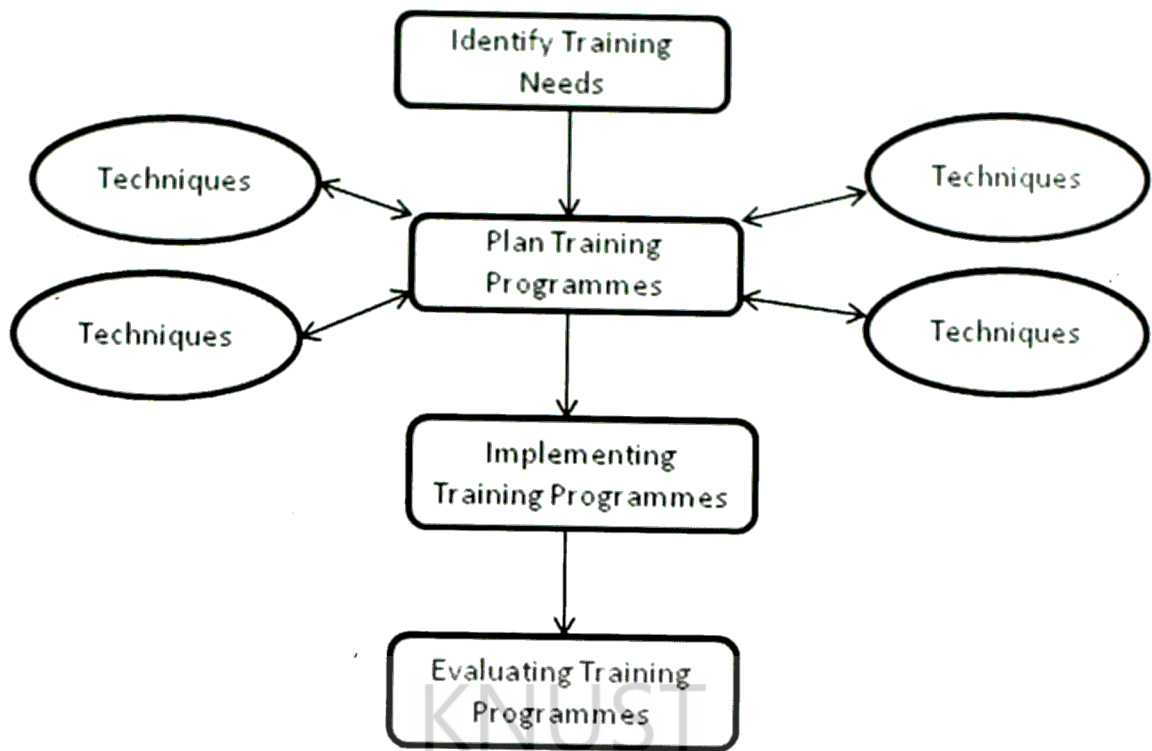


Figure 2.1 Training Process Model

Source: Armstrong 2006

In these and other models, training is presented as an analytical and integrated system. The various sections of the process are discussed below.

Identifying Training Needs

One of the reasons why training is necessary in organizations is to add some value to the existing skills and knowledge of employees. For this reason, there is always the need to ascertain the needs of the employees so that any training provisions would be tailored to them. A training need according to Cole (1996) therefore is any shortfall in terms of employee knowledge, understanding, skill and attitudes against what is required by the job.

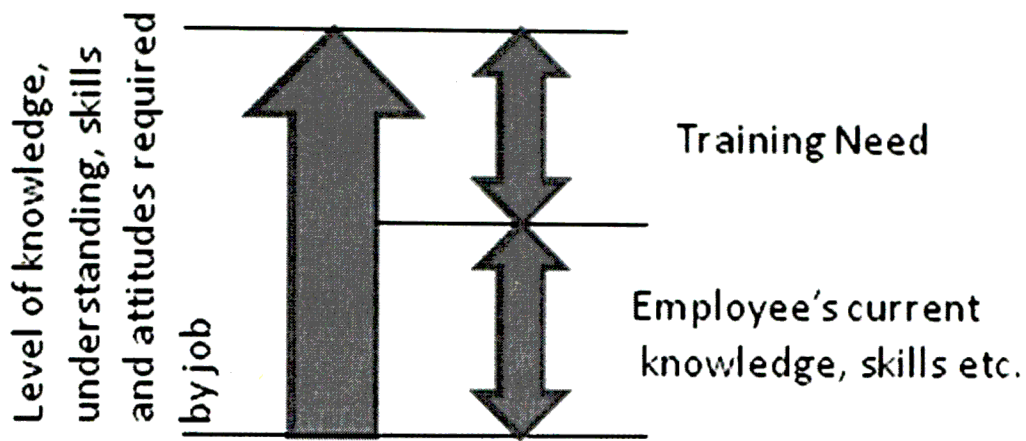


Figure 2.2 Training Needs

Source: Cole, 1996

Comprehensive needs assessment by organizations is undertaken based on data from three levels as follows:

- a. **Organisation Level:** Here consideration is given to data about the organization i.e. its structure, products or services, manpower requirements etc.
- b. **Job Level:** Data related to jobs and activities are sought at this level i.e. job description, personnel specification etc.
- c. **Individual Level:** Appraisal records, personal training records etc are some of the data that are used at this level

The data collection techniques mainly used to collect the above data could be one of the following:

1. Analysis of recorded data relating to organization, jobs and individuals.
2. Analysing questionnaires issued to employees.
3. Interview sessions of managers and supervisors concerning their sub-ordinates' training and development needs.

4. Job performance observation of individual employees
5. Monitoring group discussions relating to current work problems and
6. Analysing self-recording diaries kept by managers etc.

Naoum (2001) reports that one of the most important documents used for the analysis of training needs is the Appraisal Form. This form records an employee's job performance, usually completed following an annual interview with his superior. This is the formal documentation used by organizations to assess and evaluate their human assets.

The use of the appraisal forms and related documentations have the following objectives:

1. Identifying the current level of job performance
2. Identifying employee strengths and weaknesses
3. Enabling employees to improve on current performance
4. Identifying training and development needs
5. Identification of potential performance
6. Provision of basis for salary reviews
7. To encourage and motivate employees
8. Provision of information for manpower planning purposes.

A typical example of an Appraisal Form is as shown below:

Name:				Job Title		
Department:				Appraised By:		
Date:						
Current Performance						
Objectives set for the Period	Achieved?			Reasons for any shortfall		Comments
	Yes	No	Partly			
Overall Assessment						
Training Needs						
Potential Performance						

Figure 2.3 Sample Appraisal Form

Source: Naoum, 2001.

Needs Analysis should result in identifying a specific training need, the best performance (optimals), the current state of employees’ aptitudes (actual), discovering employees’ feelings about the training and elicit useful information from your best performing employees (Jenks,1999).

Plan Training Programmes

The training needs assessment results act as input to the next process stage called Plan Training Programmes. Here designated training staff of the organization can begin the task of sorting training priorities, drawing up initial plans and costing them and then submitting their draft plans for approval by senior management. This draft comprises the following:

- a. Key areas needing training
- b. The numbers and categories of employees concerned
- c. Nature of the training proposed
- d. Preliminary time-table
- e. Approximate cost estimates of the proposals

Training programmes can be formal or informal and can be on-the-job or off-the-job as described above.

In essence, training plans are designed to encompass the following:

- a. What training to be provided
- b. How it is to be provided
- c. When it is to be provided
- d. Where it is to be provided
- e. At what cost it is to be provided

Implementing Training Programmes

During this period the plans are put into practice and all the resources are provided by the organization towards the implementation of the plans. Within this period much of the resources planned for training are expended.

Evaluate Training Programmes

For many organizations resources put into training and development represent a considerable investment in time, money and manpower. The use of these resources needs to be evaluated from time to time to ensure, so far as possible, that it is being deployed wisely.

This is the controlling activity within the process of Training and Development. Evaluation aims to obtain feedback about the results or outputs of training, and to use this feedback to assess the value of the training, with a view to improvement, where necessary. Evaluation therefore brings to mind setting of standards and clear objectives of training which would later come in as targets of training.

There are four types of evaluation techniques available to the training staff of organizations and these are:

- a. **Training-centred** Evaluation which aims to assess the inputs to training i.e. whether the right tools are being used for the training.
- b. **Reactions-centred** Evaluation which seeks to obtain and assess the reactions of trainees to the learning experiences they have been put through
- c. **Learning-centred** Evaluation which seeks to measure the degree of learning that has been achieved through testing of trainees as it occurs in driving and
- d. **Job-related** Evaluation which is aimed at assessing the degree of behavior change which has taken place on-the-job after returning from a period of training

The ultimate focus of training is the impact it is going to have on the profitability and image of the company. This requirement from top management is usually very difficult to answer on account of the many variables which have an impact on these goals.

2.3 Development

Armstrong defined development in his words as “an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required”. Harrison (1989) recorded by Lundy and Cowling, states that development is the all-important primary process, through which individual and organizational growth can through time achieve their fullest potential. Development is seen as any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance (Cole, 2000). The main emphasis tends to be on an organizations future manpower requirements and on the growth needs of individuals in the workplace.

Drawing on the above, therefore, it may be said that each individual matures over a life time and that development is the process which can enable each to reach a personal full potential. Development does not concentrate on improving performance in the present job. Development is more concerned with education than is employee training, or assisting a person to become a better performer. By education, it means that development activities attempt to instill sound reasoning processes-to enhance one’s ability to understand and interpret knowledge-rather than imparting a body of series facts or teaching a specific set of motor skills (DeCenzo and Robbins, 2002).

2.3.1 Types of Development

DeCenzo and Robbins recorded two types of development: on-the-job development which takes place on the job; and off-the-job development which takes place outside the workplace.

2.3.2 Development Techniques

On-the-Job Development

DeCenzo and Robbins reviewed four popular on-the-job development techniques. These include;

Coaching

This is when a manager takes an active role in guiding another manager. According to Gomez-Mejia et al, coaching is the ongoing, mostly spontaneous, meetings between managers and their employees to discuss career goals, roadblocks, and available opportunities.

Understudy Assignment

This is when a potential manager is given the opportunity to relieve an experienced manager of his or her job and acts as his or her substitute during the period or when made a permanent assistant to a position as well as temporary opportunities to assist managers in completing their jobs. As a result the understudy gets the opportunity to learn the job.

Job Rotation

This is a formal programme in which employees are assigned to different jobs to expand their skill base and to learn more about the different jobs. According to the authors, job rotation can be vertical where the worker is promoted into a new position; or horizontal where workers are moved between line and staff positions.

Committee Assignment

Assignment to committees provides an opportunity for the worker to share in managerial decision making and to learn by watching others. It provides an opportunity to grow.

Off-the-Job Development

Under off-the-job development Decenzo and Robbins again identified four main techniques which are presented below.

Sensitivity Training

This is a method of changing behaviour through group processes. Members are brought together in a free and open environment in which participants discuss themselves and their interactive process, loosely facilitated by a professional behavioural scientist. This is to increase workers awareness of their own behavior.

Lecture Courses

This is a formal lecture courses given to managers or potential managers to acquire knowledge and develop their conceptual and analytical abilities. These lecture courses may be offered by the organization itself or outside the organization; at universities and colleges. Gomez-Mejia termed this as tuition assistance programme.

Simulation Exercise

This includes case study, simulated decision games and role playing. Case study analysis for instance represents attempts to describe as accurately as possible real problems that managers have faced. Simulation exercises provide the opportunity to attempt to create an environment similar to real situations the worker incurs.

Transactional Analysis

It is an approach for defining and analyzing communication interaction between people and a theory of personality. According to DeCenzo and Robbins, although little substantive research has

as yet been conducted on transactional analysis effectiveness, responses to the courses have generally been favourable.

Gomez-Mejia et al. in addition identified two other techniques to include:-mentoring and tuition assistant in addition to coaching and job rotation as mentioned by DeCenzo and Robbins.

Mentoring

This is the development activities carried out by more seasoned employees to help those who are learning the ropes. Mentoring could be role modeling, sharing contacts, bouncing ideas, advising and general support.

Tuition Assistance Programmes

This is support given to workers in education and development by covering the cost of tuition and other fees for seminars, workshops, and continuing education.

For the purposes of this research, a combination of all the types identified by the two different literatures was used.

2.3.3 Development Process

Any effort toward developing managers effectively must follow a certain process. DeCenzo and Robbins outlined the following process of development;

First, it must begin by looking at the organisation's objectives in order to provide the framework from which managerial needs can be determined.

The second step is an appraisal of the current management resources. Based on information gathered from human resource planning, there should be available an executive inventory.

The third step is ascertaining the development activities necessary to ensure there is adequate managerial talent to fulfill future managerial needs.

The fourth step then is to determine individual development needs for instance the skills development, changing attitudes, and knowledge acquisition.

After determining development needs, the types of development programmes that can meet these needs should be assessed. It is worth mentioning that no one development programme can be adequate for all managers or is most effective in all situations.

The final stage mentioned by the author is evaluation stage. Once managers have engaged in development activities, there is the need to evaluate to look for changes in behaviour and managerial performance. Only through performing this final step that the programme's effectiveness can be appraised, its weaknesses highlighted and information developed to aid in determining whether the development should be continued or improved.

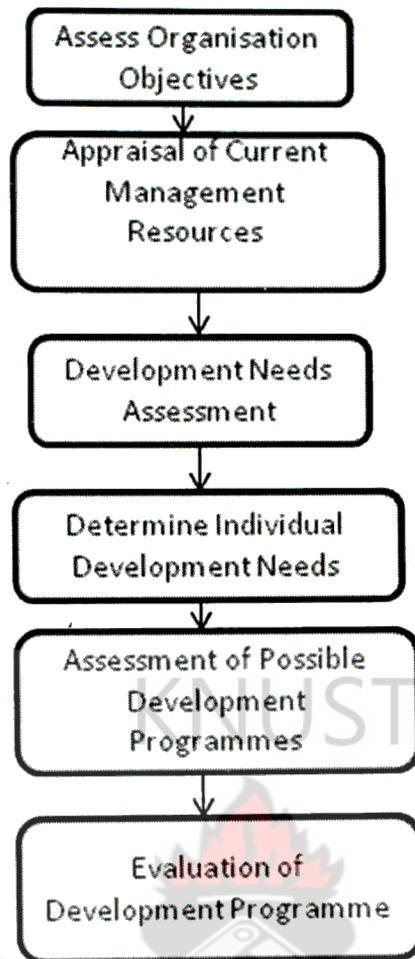


Figure 2.2 Development Process Model

Source: DeCenzo and Robbins (2002)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 General

In this chapter, based on the theoretical background established in the previous chapter, the research design and methodology will be discussed and explained. The research needs to be defined, which will lead to an elaboration of the research question. The penultimate section will give information about the data collection methods used, population and sample and the methods for data analysis. The last covers brief profile of the case study firm.

3.1 Defining the Research

Both the construction industry and human resource training and development are very complex concepts and it is not feasible in this research to investigate everything. The Chartered Institute of Building 1992 Code of Practice grouped the structure of the human resource base of a typical first class construction company into five main categories namely Administrative Staff, Management Staff, Supervisory Staff, Skilled and Unskilled Labourers, For the purposes of this research, the personnel in a typical firm can further be broken down following sub-sections as shown on Table 3.1.

Table 3.1 Typical Production Line Structure of a D1 Construction Company

Item	Administrative Staff	Management Staff	Supervisory Staff	Skilled Labourers
1	HR Officers	Civil Engineers	General foremen	Carpenters
2	Accountant	Services Engineers	Electrical foreman	Masons
3	Stores Manager	Quantity Surveyors	Plumbing foreman	Electricians
4		Geodetic Engineers	Carpentry foreman	Plumbers
5		Architects	Masonry foreman	Blocklayers
6		Project Managers	Joinery foreman	

Source: Chartered Institute of Building (1992)

These different human resource types in construction companies have differing needs as far as training and development is concerned. The research would therefore select the target group from the list above for detailed study in respect of training and development. The research emphasis will be on:

- Key components of human resource training and development in the construction industry
- Familiarity of employees to policies of firms
- Extent of training and development undertaken in the D1 construction companies and
- To identify the HRT&D types adopted by the construction firms

3.2 Data Collection Methods and Analysis

The data was collected through a combination of methods: Literature, Questionnaire, Interviews and Observations depending on the objective in question. These responses were analysed using appropriate tools

3.2.1 Method of Data Collection

To achieve the aim and objectives of the research, structured questionnaires and semi-structured interviews were used as tools of data collection. The target group of the questionnaires and semi-structured interviews were the personnel of selected First Class construction company (Messrs Wilhem Limited) in Kumasi. This included Administrative, Management and Supervisory Staff and the Skilled labour.

Questionnaires were developed with the aim of identifying, investigating and analysing the practice of training and development programmes in First Class (D1) Construction Companies. Data collected through questionnaire included finding out from contractors the extent to which training and development policies are implemented in First Class Construction firms in Kumasi.

Also it is to find out from all employees their opinions about the practice of the training and development policies in their organization. The questionnaires were personally distributed to the sample collected back on a later date. Questionnaires meant for the skilled labour were self-administered. Each question was read and interpreted to the skilled labourers and their responses documented by the researcher.

Respondents were generally briefed on the objective of the study so as to ensure that their responses were realistic and as objective as possible. After that, interviews were conducted with respondents and other stakeholders during the collection of data to allow supplementary information to be collected on areas not clearly covered by the questionnaire. The selection of respondents for the interviews was purely by a convenience sampling.

3.2.2 Sample Size Determination

The sample size for this study includes selected workers from administrative staff, management staff, supervisory staff and skilled labour in Wilhem Limited in Kumasi for the line of research under training and development.

The case study approach was used in the collection of data. Wilhem Limited was chosen as the case study for this research. This contractor was therefore considered entirely for case study purposes.

A sample is a subset of the population, comprising some members selected from the population. On the other hand, there are two (2) major types of sampling: Probability and Non-probability sampling. Due to limited resources, which are a limiting factor for this research, the Non-probability sampling type was used. Specifically, convenience sampling was used in the selection

of respondents under each labour type of the case study firms. As the name goes, it is the collection of information from members who are conveniently available to provide the information. This type of sampling would suit the construction industry where construction sites are scattered and management have the power to determine who works on a particular project during any period.

Moreover, due to the case study approach adopted by the research, the entire work force per category of staff was considered for data collection purposes.

3.2.3 Data Presentation and Analysis

The research questions look at training and development as practiced by a selected D1 Contractor. Only a few indicators can be quantified. Depending on the level of measurement, different statistical analyses can be performed. Most measurements are on nominal level. Therefore the most useful analytical method is the descriptive statistical methods like percentages and frequencies.

Consequently, the results of the research were presented and discussed on the lines of the demands of the objectives. Based on the findings from the interviews and questionnaires, analysis was made and conclusions drawn and a more effective method proposed if it becomes necessary. Both qualitative and quantitative method of data analysis was used. The data collected were tabulated and charts were drawn from them for the analysis.

3.3 Profile of Case Study Organisation

Wilhem Limited operating in Kumasi was selected for this study. The profile is structured under the following headings for each firm:

- Ownership Structure
- Business Registration
- Human Resource Base
- Plant and Equipment Holding
- Clientele
- Major Projects Undertaken

3.3.1 Company Profile: Wilhem Limited

Wilhelm Limited is a leading private limited liability Construction Company in Ghana engaged in building roads and all forms of Civil Engineering works. Since its registration in 1989 with the Registrar General Department No. C37433, the Ministry of Roads and Transport, the Ministry of Works and Housing and recently with Ghana Water Company as contractors, the Company has grown from a humble start to a successful position through a series of proven excellence in its numerous projects executed to the satisfaction of clients. At an average annual turn over of c40 billion in the last three years, credit worthy, strategic corporate investment and excellent relationship with its clientele, the Company is poised for tremendous growth in future.

Ghana Highways Authority Ministry of Road Transport and its agencies, Department of Urban Roads and Feeder Roads respectively and particularly the Mining sector constitute the core of Wilhelm limited clients. Among them, Western Multinational Mining Companies which include Teberebe Goldfields, Aboso Goldfields, Goldfields Ghana Ltd. Etc. represent approximately 40% of the Company's clients in the construction industry. Other new clients include the Ghana Education Trust Fund (GETFund) and the Ministry of Education.

Founded in 1976 initially as a private partnership under an incorporated private partnership act 1962 (nos. 152) to do business as contractors and General merchants, Wilhelm Limited was duly re-registered as a Limited Liability Company in January 1989. By April 27 the same year, the Company received legal accent with the Mr. Abdul Rahman Mussah being the major share holder and Managing Director and the minor shareholders/Directors being Seidu Mahama, Abdul Azeez Abdulai, Issah Cobbinah and Fawzia Mussah.

Headquartered in Accra, the Company currently employs 500 workerd including 60 permanent staff in its Accra and Tarkwa offices and on various constructional sites whose functions range from Administrative, Engineering, Technical and Finance.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter documents the analysis of the primary data collected from the various categories of personnel selected from Wilhem Limited on their training and development policies. Respondents were from the four categories of employees identified: Administrative Staff, Management Staff, Supervisory Staff and Skilled Labour. This will allow for some comparison among the responses of the actual workforce of the firms based on the category they belong to. The trend of analysis traced the presentation in the literature review. The main areas of the research i.e. training and development are presented below and under each area data from the main actors of the research are analysed. Where necessary, these responses are compared with each other to determine the level of agreement.

The administrative staff category comprises the non-technical staff responsible for the overall administration of the company. This include storekeepers, accountants, industrial relations officers etc Management Staff category also comprises technical staff responsible for the management of the actual construction projects and personnel include civil, electrical and mechanical engineers, construction managers, project managers, architects etc.

Personnel categorized as supervisory staff include general foremen and trades foremen. Skilled Labour refers to labours on-site that are skilled in a specific trade, for example masons, carpenters, electricians, joiners etc. The choice of the entire range of employees was undertaken to give a complete view on training and development as practiced by Wilhem Limited.

4.1 Level of Response and Characteristics of Respondents

The data collection exercise was thoroughly carried out through several visits to the offices and project sites of the firm. The number of personnel interviewed or asked to answer the questionnaires and the number of responses received are analysed and discussed below.

Level of Response

The size of the sample considered for the research and the level of response received from respondents are shown below in Table 4.1.

The response rate was 88% and this is very encouraging as Sekaran (1984) expects a response of about 57%. The findings of the analysis would therefore be very credible and representative of the current situation in Wilhem Limited.

Table 4.1 Level of Response

Category	Selected Sample	Questionnaire Circulated	Interviewed	Questionnaire Received	% Response
Administrative Staff	18	18		15	84
Management Staff	14	14		12	86
Supervisory Staff	15	15		12	80
Skilled Labour	22		20		91
TOTAL	69	47	20	39	59(88%)

Source: Researcher's own construct

Characteristics of Respondents

The characteristics of the respondents are as summarized in Tables 4.2 to 4.5 below.

Table 4.2 Sex make up of Respondents

Character		Administrative Staff	Management Staff	Sup. Staff	Skilled Labour
Sex	Male	11	11	12	19
	Female	4	1	0	1
TOTAL		15	12	12	20

Source: Researcher's own construct

Majority of the respondents were males 53 (90%) and 6 (10%) females. About 4(67%) of the females can be found in the Administrative Staff category. These findings are typical of the construction industry where male dominance is a reality.

Table 4.3 Ages of Respondents

Age		18-30	31-40	41-50	Above 50	Total
Respondents	Administrative Staff	2	10	1	2	15
	Management Staff	1	6	4	1	12
	Sup. Staff	0	4	6	2	12
	Skilled Labour	4	12	3	1	20
TOTAL		7	32	14	6	59

Source: Researcher's own construct

Majority of the respondents 46 (78%) had ages that fell between 31–50 years, out of which 32 (70%) were between the ages of 31-40 years. This age group is considered the prime group for the

purposes of training and development. The training and development of employees whose ages are within this range and their subsequent retention in an organization has the potential of improving the overall efficiency of the organization.

Table 4.4 Qualification of Respondents

QUALIFICATIONS		JHS	SHS/TECH./ VOC.	O/A Level	TERTIARY
Respondents	Administrative Staff	0	1	5	9
	Management Staff	0	0	0	12
	Supervisory. Staff	0	4	2	6
	Skilled Labour	0	18	2	0
TOTAL		0	23	9	27

Source: Researcher’s own construct

Respondents of the Administrative and Management Staff categories had O/A Level as the minimum qualification (96%) whiles the majority of skilled labour (90%) had gained qualifications up to Senior High School/Tech/Voc level. A cursory review of these qualifications reveals that respondents have had the needed basic education which is a pre-requisite for further training and development at Wilhem Limited.

Table 4.5**Experience of Respondents**

YEARS OF EXPERIENCE		1-5	6-10	11-15	16 and Above
Respondents	Administrative Staff	5	6	4	0
	Management Staff	3	5	3	1
	Supervisory Staff	2	4	4	2
	Skilled Labour	5	10	3	2
TOTAL		15	25	14	5

Source: Researcher's own construct

Experience as used above indicates the number of years a respondent has spent with Wilhem Limited. A third of the respondents 40 (67%) had been with the organization for a maximum of 10 years. About 14 (24%) have had between 11-15 years experience and 5 (9%) have more than 16 years of experience. With literature suggesting a minimum of one (1) training/development programme per staff within a period of 2 years, the sample selected is therefore very appropriate for the study.

4.2 Training and Development

4.2.1 Initial Orientation and Employee Awareness

Initial Orientation

Initial orientation for employees at the time of employment is an important activity which has the objective of basically integrating new staff into a firm. Reference is made to Figures 4.1 and 4.2.

From the data collected, 36(61%) of respondents received some form of orientation upon employment. The most oriented staff categories were the Administrative Staff 13 (87%), followed by the Management Staff 10 (83%), Supervisory Staff 8 (67%) and the Skilled Labour 5 (25%).

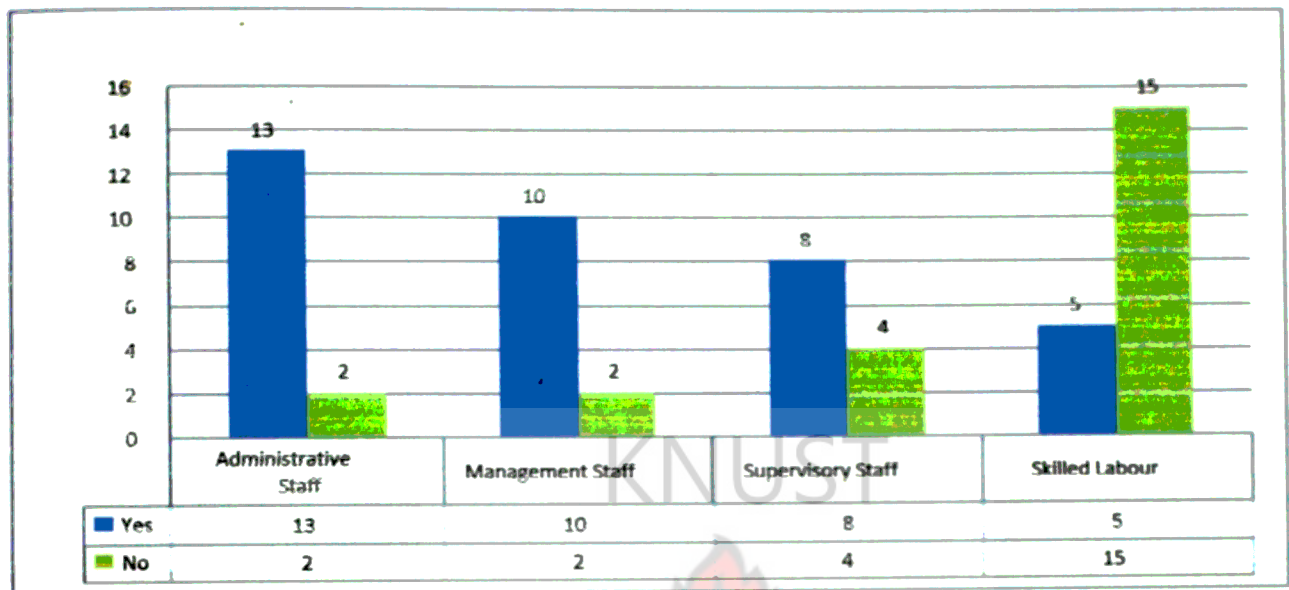


Figure 4.1 Initial Orientation for Employees

Source: Researcher’s own construct

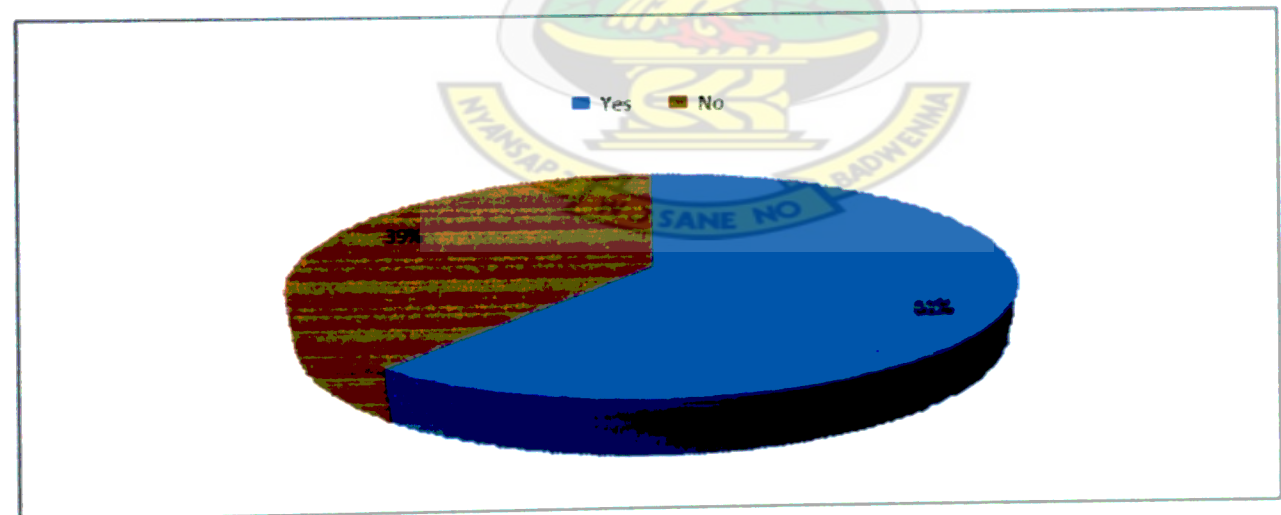


Figure 4.2 Initial Orientation for Employees

Source: Researcher’s own construct

This is indicative of the fact that Wilhem Limited identifies Initial Orientation as very relevant for Administrative and Management Staff and not the Supervisory Staff and Skilled Labour. This practice deviates from what Gomez-Mejia et al (2005) recommended that orientation programmes should be for all new employees in order to help reduce the initial anxiety of the transition into the company and to familiarize employees with co-workers and provide the opportunity to systematically learn about work rules, personnel policies, benefits etc.

Orientation Type

The dominant orientation type adopted by the firm has been the informal type contributing a response of about 35 (98%). Respondents described this type to be their introduction to the various departments and sections. The only dissenting view was from one of the Supervisory Staff who indicated that he was seen through safety drills. Refer to Figure 4.3 below.

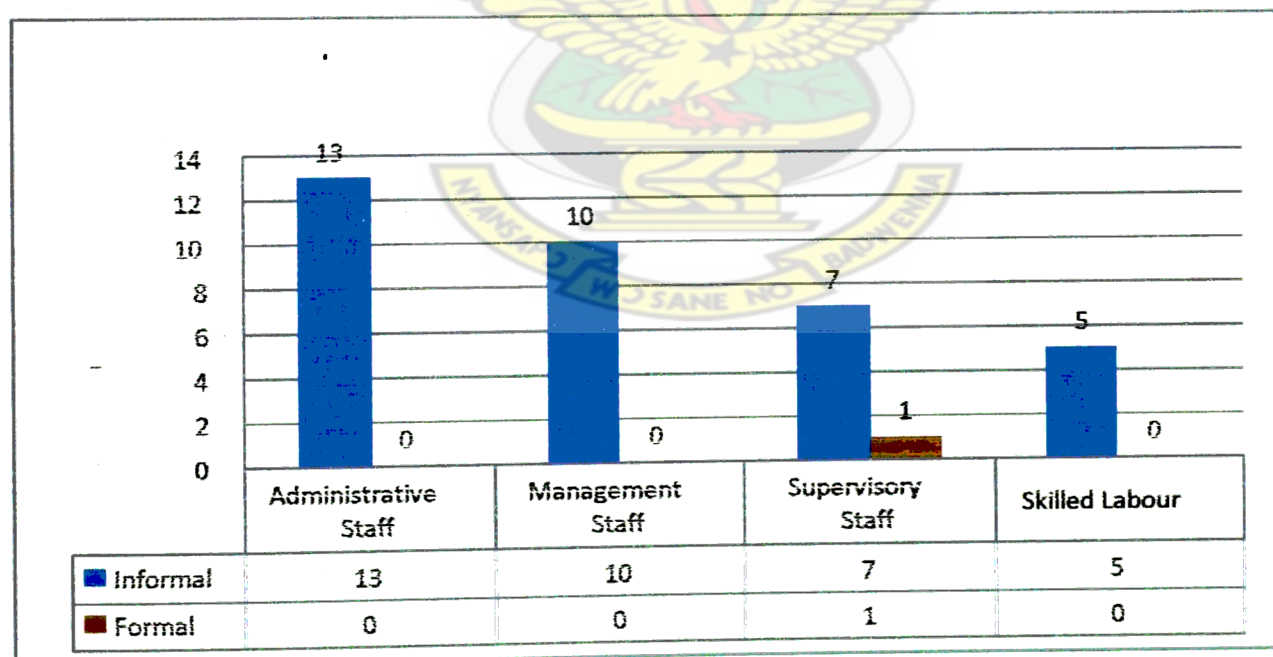


Figure 4.3 Initial Orientation Type (per Staff Type)

Source: Researcher's own construct

The informal type used by the company is not effective regarding the objectives and importance of initial orientation. According to Gomez-Mejia (2005), orientation for employees is very essential because most people find starting a new job to be stressful. Stress may be compounded by other changes in a person's life such as moving into a new town. The effect is that new staff would find it difficult to find their feet during the early periods of their employment.

Training and Development Policy and Awareness

All employees of firms are expected to be aware of the existence of policies that affect them in one way or the other. Respondents were quizzed on their awareness of any policy on training and development, the content of this policy, how they got to know these contents and whether the policy was operational. Their responses are captured in Table 4.6 and Figure 4.4 to Figure 4.6.

Knowledge of Existence of Policy

Regarding respondents' knowledge of the existence of a policy on training and development, reference is made to Figure 4.4.

Generally, 43(73%) of the respondents indicated their awareness of the existence of such a policy. The level of awareness however decreased from 15(100%) for Administrative Staff through 10 (83%) for Management Staff and Supervisory Staff to 8(40) % for Skilled Labour.

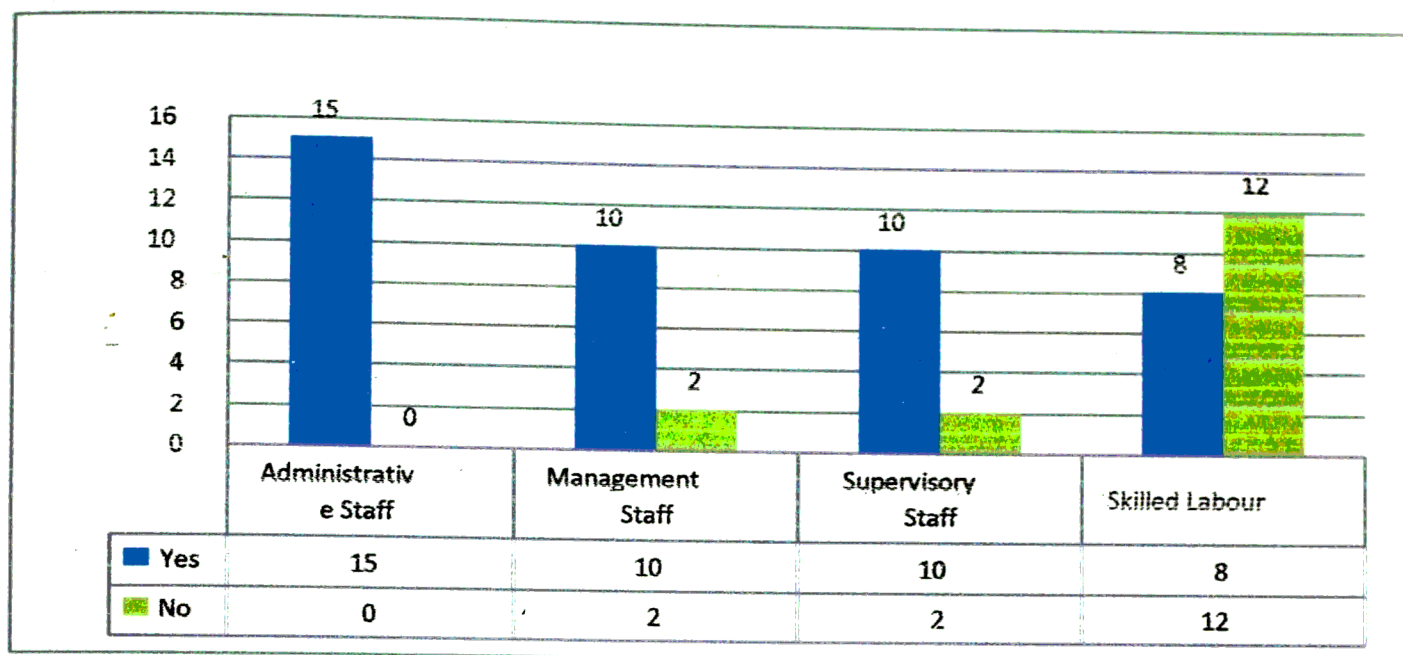


Figure 4.4 Knowledge of Existing Policy

Source: Researcher's own construct

This trend is not out of place as it is expected that the Administrative Staff who have the responsibility to implement the policies would know much more about the existence of the policy. That notwithstanding every employee should be aware of all policies and assess them.

Contents of Policy

Respondents who confirmed their knowledge of the existence of the policy were further asked to assess their knowledge of the contents of the policy. Their responses are represented below in Table 4.6.

Table 4.6 Knowledge of Contents of Policy

RESPONDENTS	YES		NO		TOTAL
	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	
Administrative Staff	15	100	0	0	15
Management Staff	5	50	5	50	10
Supervisory Staff	4	40	6	60	10
Skilled Labour	1	13	7	87	8
TOTAL	25	58	18	42	43

Source: Researcher's own construct

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Generally, 25 respondents indicating 58% indicated their awareness of the contents of the policy. On a staff category basis, a situation similar to that of the previous section was recorded. Decreasingly the content awareness moved from 15 respondents (100%) for the Administrative Staff, through 5 respondents (50%) for Management Staff, 4 respondents (40%) for Supervisory Staff and 1 (13%) for skilled labour. The percentage for skilled labour is not encouraging since it is suggested that the policy should be introduced to all staff. They should understand why the policy was written and how it will assist them. The policy should be assessable to everyone within the organization (www.workinfo.com/free/).

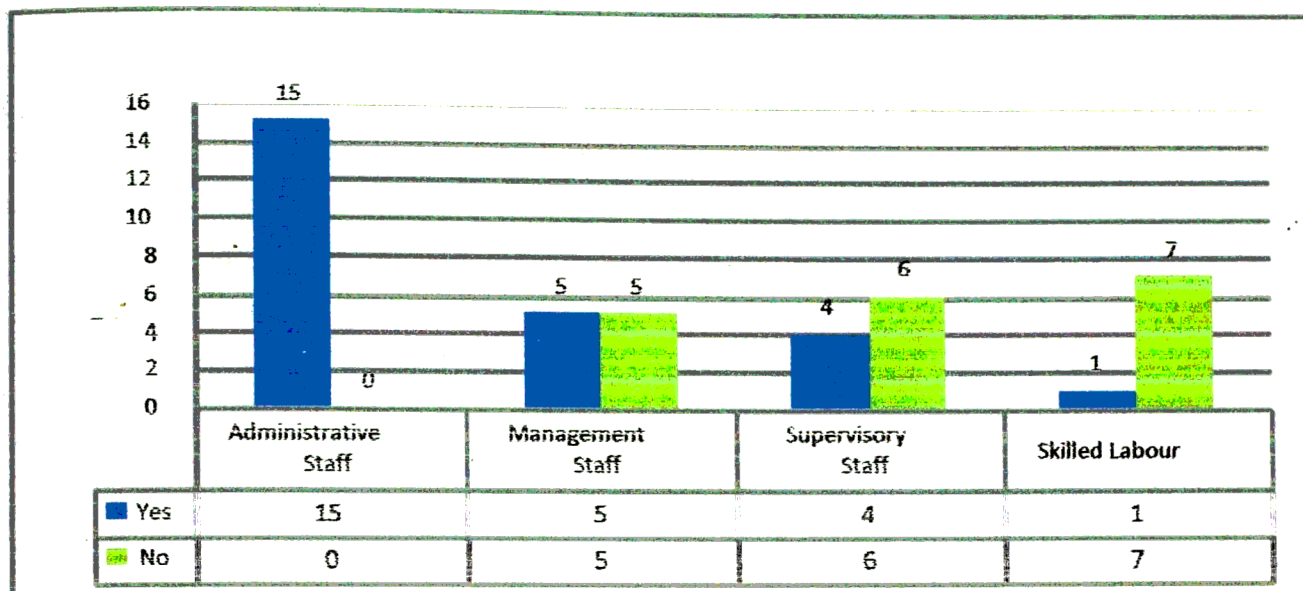


Figure 4.5 Knowledge of Content of Policy

Source: Researcher's own construct.

Policy Dissemination Method

Respondents who indicated their awareness of the contents of the policy had to further answer the question of how they got to know about the policy. Refer to Figures 4.6 below.

Only 6 (24%) of the respondents knew of the contents through their supervisors and 19 (76%) of respondents through their colleagues. None of the respondents got to know of the contents of the policy via orientation since the company practice informal orientation. This deviates from the objectives of orientation stated by Gomez-Mejia, 2005, which include introducing new employees to the policies of the organization in order to help them find their feet. . Purcell et al cited by Armstrong emphasized also disagrees with this practice by suggesting that line managers should bring HR policies to life. The HRM department is to communicate and interpret the policies.

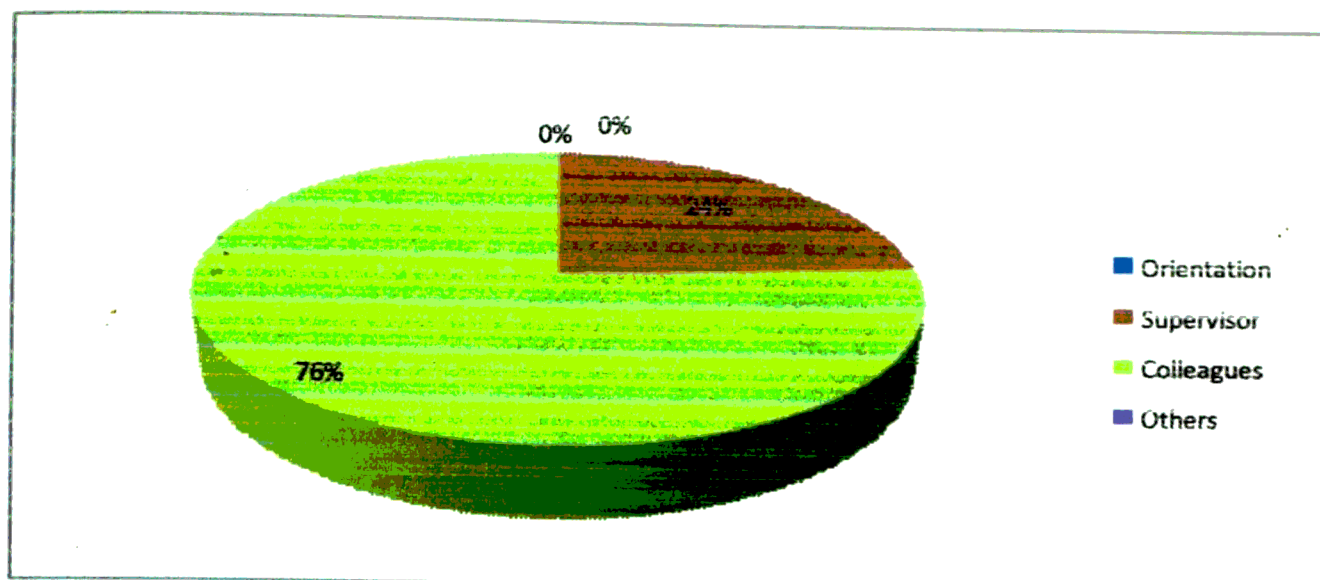


Figure 4.6 Dorminant Policy Dissemination Method (General)

Source: Researcher's own construct

These findings question the communication mechanism in place at Wilhem Limited. Accepted communication channels for the dissemination of policies (i.e. via orientation and/or Supervisor) were all not practiced properly by the firm.

Operation of Training and Development Policies

Here the researcher wanted the respondents to provide information on whether the policies are operational at the workplace from their own perspective. Respondents were further admonished to be as objective as possible. Their responses are presented in Figure 4.7.

As high as 43 (73%) of the respondents agreed that the policies were operational. The trend established earlier on exists here as well. The entire Administrative Staff said the policies were operational, followed by the Management and Supervisory Staff 10 (83%) and then the Skilled Labour 10 (40%).

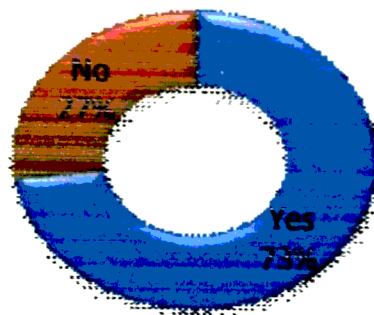


Figure 4.7 General Staff Response on Policy Operation

Source: Researcher's own construct.

KNUST

These findings suggest that either the Skilled Labour for example, are not mindful of the policy or the firm places much more premium on training and development of their high level staff to the detriment of the workers on the ground. This agrees with what Armstrong (2006) states as the traditional view of management development where an organization need not concern itself with management development for the natural process of selection and the pressure of competition will ensure the survival of the fittest. However it contradicts the belief of Donnelly et al (1992) that workers on the ground need continual training so that their needs can be met and the objectives of the organization can be achieved simultaneously. The development of subordinates must be recognized as a natural and essential part of any manager's job.

4.2.2 Methods and Techniques

Training and Development Methods

Respondents were asked to indicate whether they have ever been part of any form of training/development programme, the frequency of such exercises, the type of

training/development experienced and the method adopted by management to select the participants. The results are as presented in Tables 4.7 to 4.10 and Figures 4.8 to 4.12.

Participation in Training Programme

This section was an attempt to identify the respondents who have been involved in any training programme organized by the firm for further questioning on the details of the programmes.

Table 4.7 Participation in Training Programmes

RESPONDENTS	YES		NO		TOTAL
	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	
Administrative Staff	5	34	10	66	15
Management Staff	6	50	6	50	12
Supervisory Staff	4	34	8	66	12
Skilled Labour	4	20	16	80	20
TOTAL	19	32	40	68	59

Source: Researcher’s own construct

Generally, only 19 (32%) respondents indicated that they have ever been part of a training programme. Only 5 (34%) of the Administrative Staff had ever been involved in a training programme. One (1) out of every couple of Management Staff has had the experience of being trained. It was expected that the Supervisory Staff and Skilled Labour would indicate being part of at least one (1) programme. This was not the case as only 4 out of 20 (20%) employees in these two categories have ever been part of a training programme.

The Construction Industry in Ghana utilizes a technology which is described by Naoum, (2001) as labour intensive. Meaning much emphasis is put on the skill and dexterity of the skilled personnel.

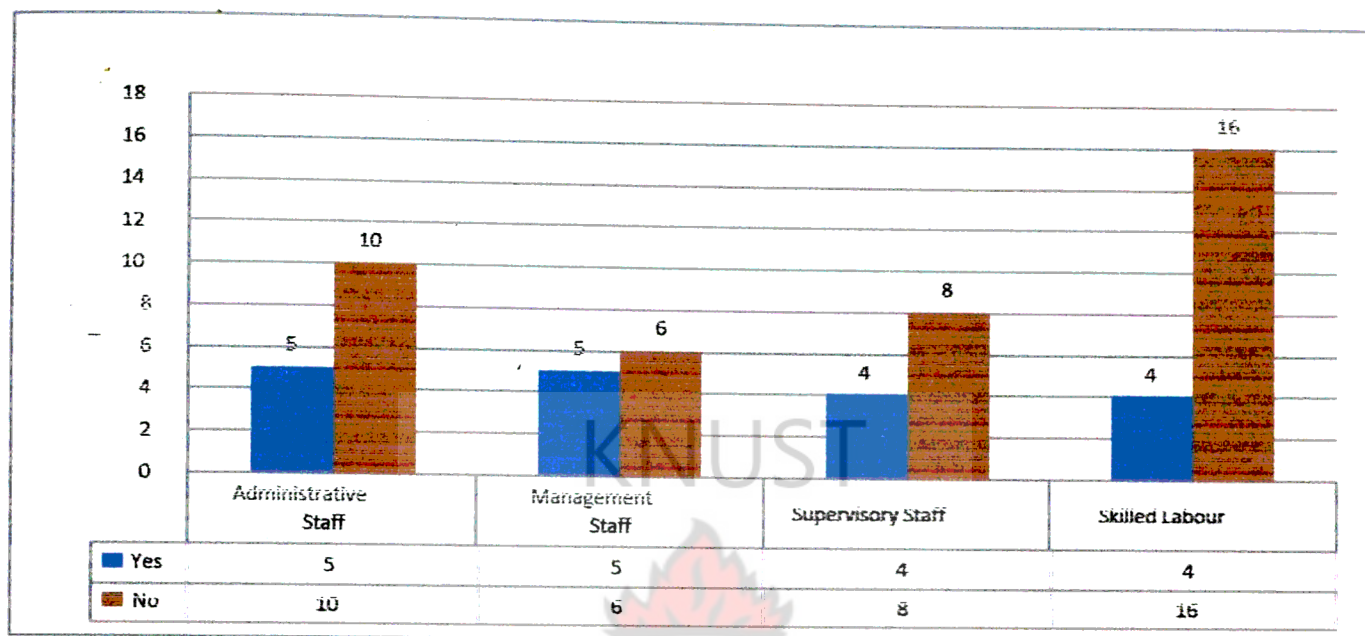


Figure 4.8 Participation in Training Programmes

Source: Researcher's own construct

It was therefore expected that for a construction firm, the HR policies on training and development would target the Skilled Labour category more. Only 20% of Skilled Labour having been involved in any such programmes is abysmally low and contradicts Donnelly et al view that training is a continual process of helping employees perform at a high level from the first day they start to work (Donnelly et al., 1992).

Participation in Development Programme

This section was an attempt to identify the respondents who have been involved in any development programme organized by the firm for further questioning.

Here it was expected that, participation in development programmes should be high for Administrative and Management Staff and decrease towards Supervisory and Skilled Labour. Development is mostly associated with managerial personnel for future advancement (Donnelly 1992).

Data collected was in line with the trend above. As high as 73% of the respondents indicated they have not been part of any development programme organized by Wilhem Limited. Under Administrative Staff for example, 66% of them have been part of such a programme as compared to 0% for Supervisory and Skilled Labour.

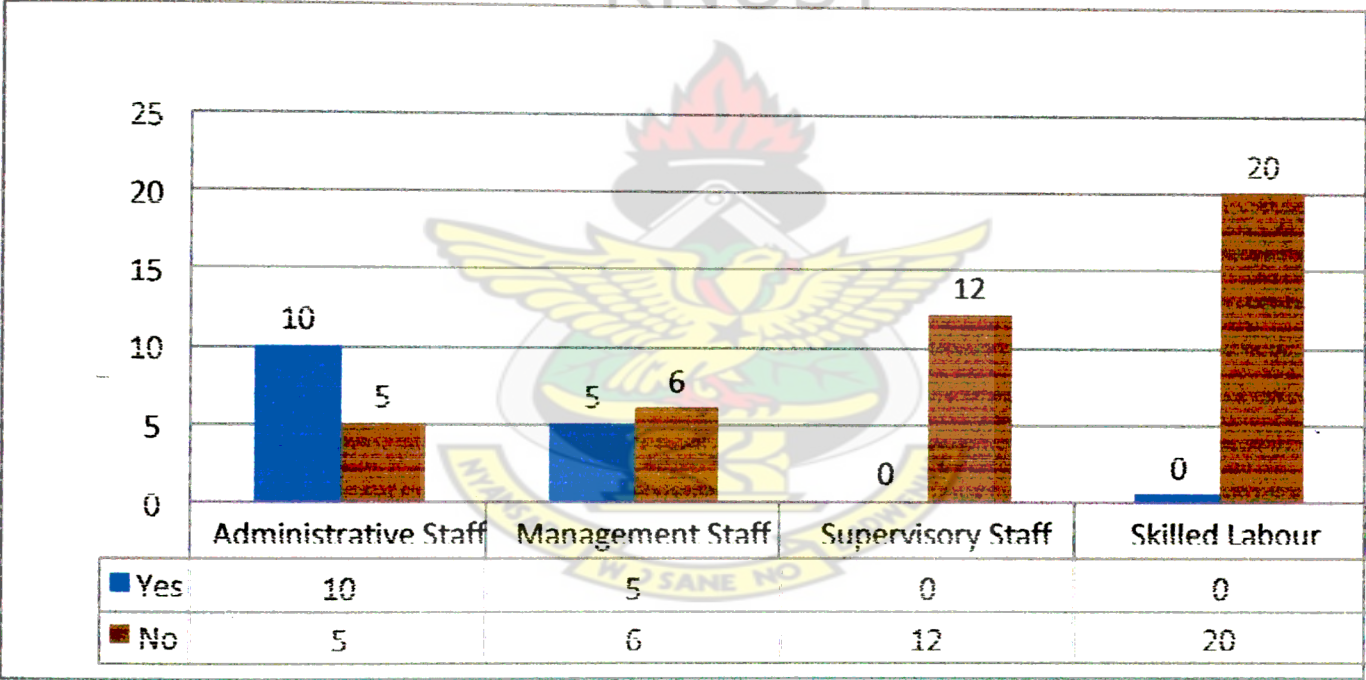


Figure 4.9 Participation in Development Programmes

Source: Researcher’s own construct

This pattern reinforces further the findings that Wilhem Limited’s attention regarding training and development is really skewed towards her Administrative and Management Staff.

Level of Participation in Training and Development Programme

This section concentrated on the respondents who have been part of training and development programmes. The idea was to record the frequency of these programmes compared to their experience with the firm. Reference is therefore made to Table 4.8 and Figure 4.10.

Table 4.8 Level of Participation in Training Programmes

RESPONDENTS	1-5 TIMES		6-10 TIMES		MORE THAN 10 TIMES		TOTAL
	Freq	%	Freq	%	Freq	%	
Administrative Staff	5	100	0	0	0	0	5
Management Staff	5	83	1	17	0	0	6
Supervisory Staff	4	100	0	0	0	0	4
Skilled Labour	4	100	0	0	0	0	4
TOTAL	18	95	1	5	0	0	19

Source: Researcher’s own construct

The majority of the respondents 18 (95%) have been 1-5 times present at training programmes. Only 1 (5%) have been part of such programmes on between 6-10 times.

For respondents who indicated that they have ever been part of a development programme, all of them (100%) have had the programme 1-5 times since joining Wilhem Limited.

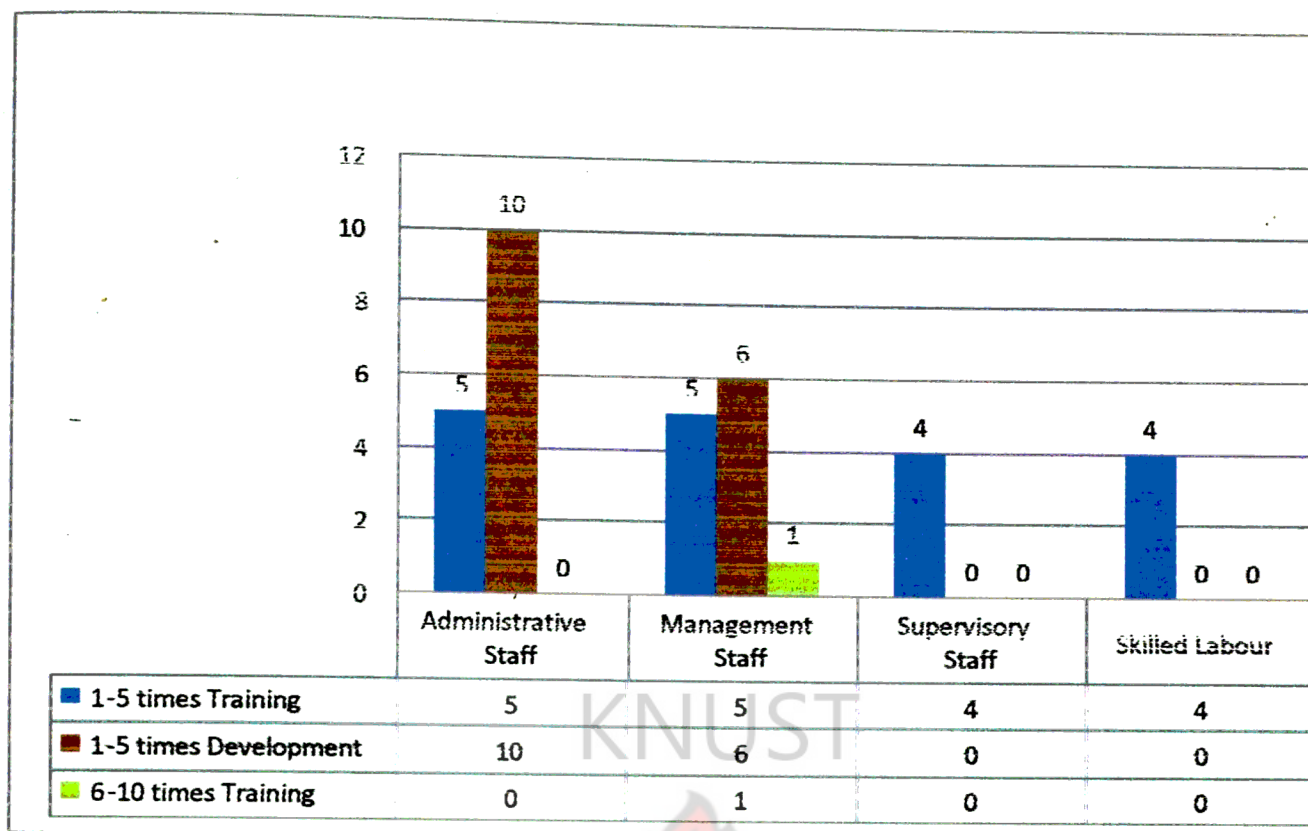


Figure 4.10 Level of Participation in Training and Development Programmes

Source: Researcher's own construct

This pattern compared to the experience of the respondents (Refer to Table 4.5 on page 41) give a grim picture of training and development policy at Wilhem Limited. From Table 4.5 a third of the total respondents (33%) have spent 11 years or more of their working life with Wilhem Limited but the frequency of training and development enjoyed by the staff in general is less than 6 times. One would have expected the very experienced to have undergone a lot of training and development if really the firm was sensitive to the skill level of the staff. With Donnelly et al (1992) recommending that training and development programmes should be a continual process which starts from the first day of work to help employees perform at a high level, the efforts of Wilhem is far below acceptable limits.

Training and Development Methods Adopted

The methods adopted for either training or development affects the success or otherwise of the programme and this depends on many other factors. Generally for training and development, Donnelly et al (1992) proposes on-the Job for Supervisory and Skilled Labour and Off-the-Job for Administrative and Management Staff.

Data from respondents are presented in Table 4.9 and Figure 4.11.

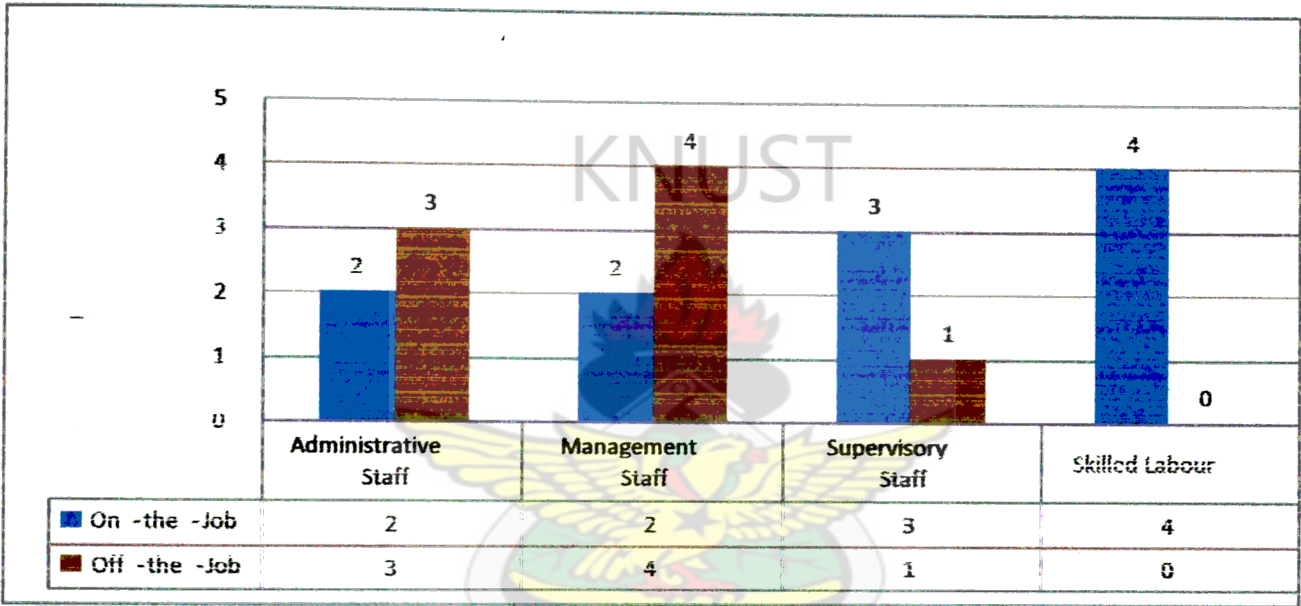


Figure 4.11 Training Methods Adopted

Source: Researcher’s own construct

Generally, the company got its selection right as a majority of the Administrative and Management Staff respondents were made to train off-the-job but the Supervisory Staff and the Skilled Labour experienced on-the-job training.

Table 4.9 Methods Adopted on Development Programmes

Methods	Adm. Staff		Mgt. Staff		Sup. Staff		Skilled Lab.		TOTAL
	Freq	%	Freq	%	Freq	%	Freq	%	
Coaching	0	0	0	0	0	0	0	0	0
Und. Assignment	0	0	0	0	0	0	0	0	0
Job Rotation	0	0	1	20	0	0	0	0	1
Sen. Training	0	0	0	0	0	0	0	0	0
Lectures	10	100	5	80	0	0	0	0	15
Simulation Ex.	0	0	0	0	0	0	0	0	0
Trans. Analysis	0	0	0	0	0	0	0	0	0
Mentoring	0	0	0	0	0	0	0	0	0
TOTAL	10	63	6	37	0	0	0	0	16

Source: Researcher's own construct

Furthermore, Lectures as a method was utilized for the development programmes organized for the responding Administrative and Management Staff. Unfortunately, none of the Supervisory Staff or the Skilled Labour had ever attended a development programme at Wilhem Limited.

Basis of Selection of Participants

This section was devoted to the employees who indicated that they have been part of any of both programmes. The main import of this section was to identify the methods used by the firm to select these participants. The responses are presented in Table 4.18 and Figures 4.14 and 4.15.

Table 4.10 Selection Method for Training and Development Programmes

RESPONDENTS	MANDATORY		NEEDS ASSESSMENT		REWARD		TOTAL
	Freq	%	Freq	%	Freq	%	
Administrative Staff	6	60	0	0	4	40	10
Management Staff	2	34	0	0	4	66	6
Supervisory Staff	0	0	0	0	4	100	4
Skilled Labour	0	0	0	0	4	100	4
TOTAL	8	34	0	0	16	66	24

Source: Researcher’s own construct

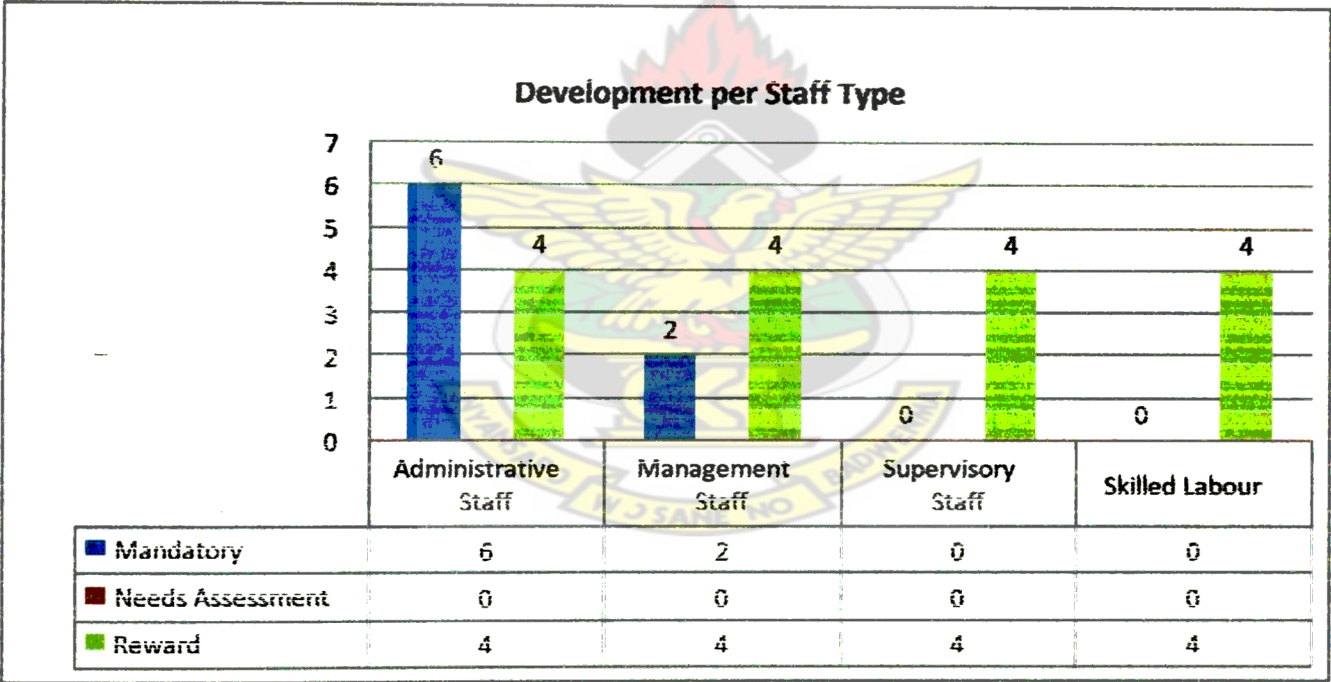


Figure 4.12 Employee Selection Methods for Training and Development per Staff Type

Source: Researcher’s own construct

The responses point to *reward* 16 (66%) as the main basis for the selection of personnel for training and development programmes, followed by the fact that it was *mandatory* 8 (34%). Unfortunately the use of *needs assessment* did not feature in the responses of the

personnel. Training needs assessment is identified by Jones and George (2004) as the basis of all training and development programmes and therefore one wonders what the real objective of the firm may be as they embark on some degree of training and development for their employees.

Monitoring and Evaluation of Training and Development Sessions

Programmes are designed and implemented to achieve certain specific objectives and the essence of monitoring and evaluation in this context is to assess the level of achievement of these objectives.

Performance of Monitoring and Evaluation

This is a very important stage of programmes as it may eventually lead to the documentation of any lessons learned for future use. Monitoring is undertaken to assess the progress of the programme in comparison with the planned progress but evaluation is required to assess the impact of the programme on the participants. Responses are as shown below in Table 4.11 and Figure 4.13.

Table 4.11 Monitoring and Evaluation of Performance Programmes

RESPONDENTS	YES		NO		TOTAL
	<i>Freq</i>	<i>%</i>	<i>Freq</i>	<i>%</i>	
Administrative Staff	10	100	0	0	10
Management Staff	6	100	0	0	6
Supervisory Staff	2	50	2	50	4
Skilled Labour	3	75	1	25	4
TOTAL	21	88	3	12	24

Source: Researcher’s own construct

As high as 88% of the respondents agreed that the programmes they attended were monitored and evaluated. The few (12%) that indicated otherwise were from the category of Supervisory Staff and Skilled Labour (about 3 personnel out of 24). Following from the previous trends, it can therefore be inferred that the firm pays more attention to the monitoring and evaluation of development programmes to the detriment of training programmes. This is very bad because training programmes improve personal skills to do the current job (Donnelly,1992).

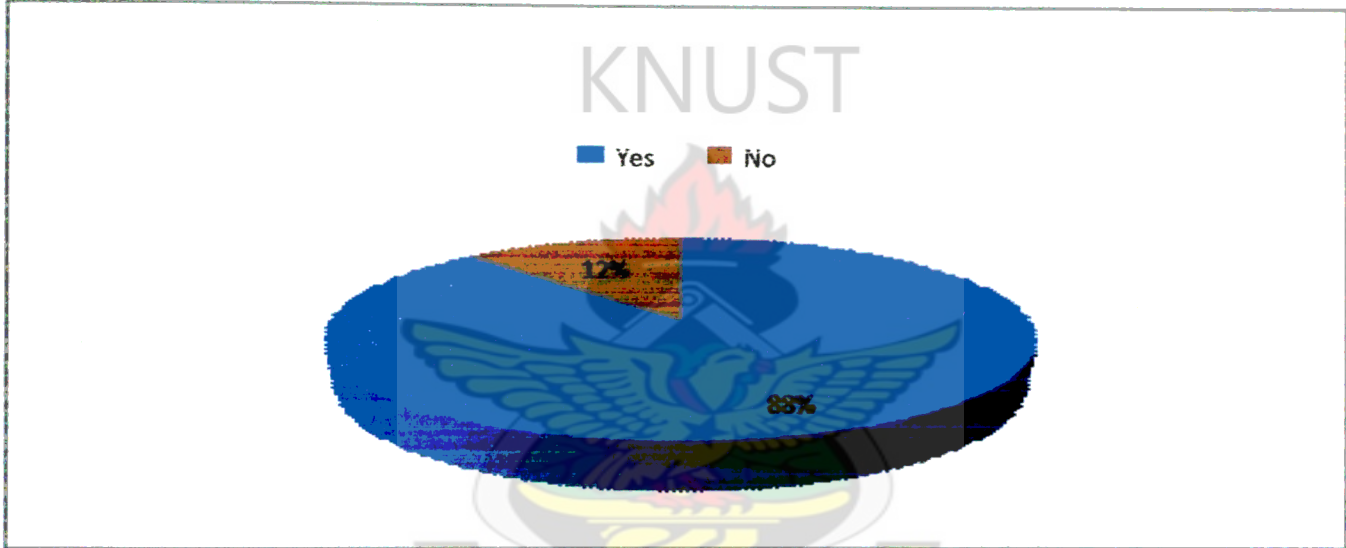


Figure 4.13 General Response to the Performance of Monitoring and Evaluation

Source: Researcher’s own construct

Frequency of Feedback

Provision of feedback is the next appropriate step after monitoring and evaluation. Here respondents were first asked whether they received feedback after programmes and then secondly how often they received the feedback. Their responses are presented in Figure 4.14.

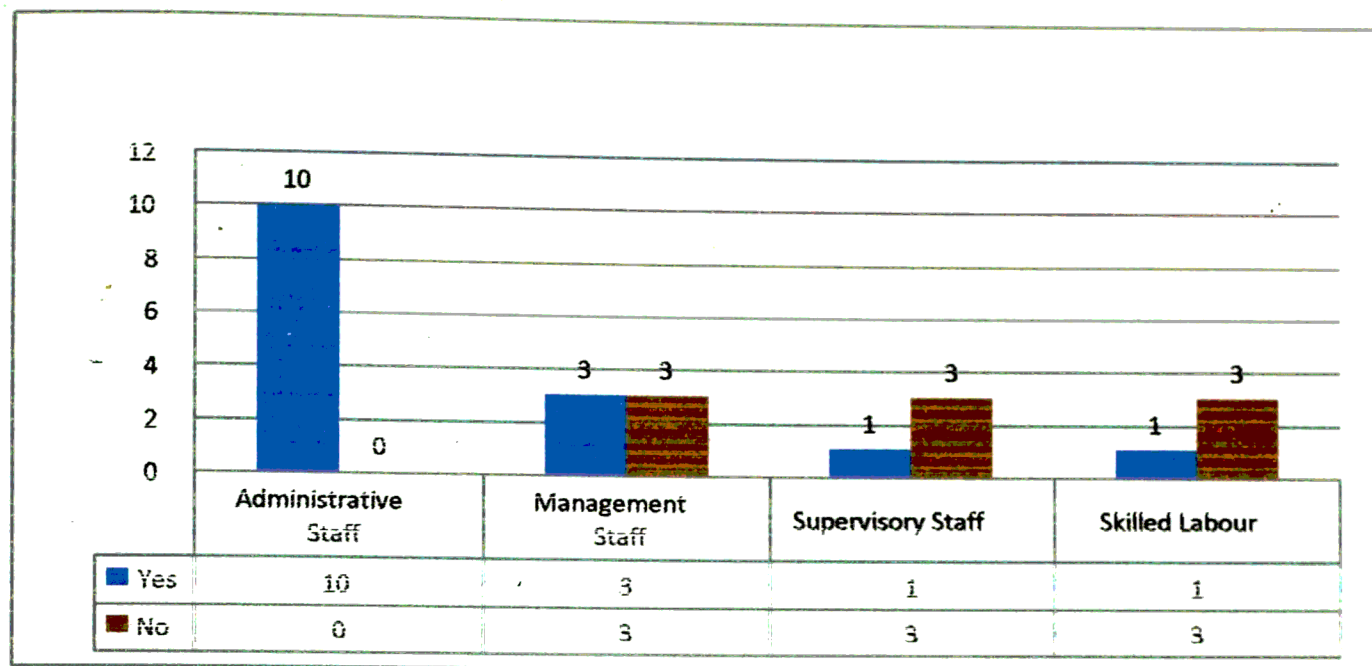


Figure 4.14 Responses on Reception of Feedback per Staff Type

Source: Researcher's own construct

Generally, 15(63%) of the respondents said they received feedback after the programmes. Considering the staff categories, the degree of reception of feedback decreased from the Administrative Staff category to the Skilled Labour level. This clearly shows the importance Wilhem Limited attaches to efficiency of the various staff categories. This trend is a repeated one recurring at all the stages of the analysis.

On frequency of feedback, 16 (80%) of all respondents indicated that the feedbacks are received very often. This response comprises mainly (100%) of respondents belonging to the Administrative and Management Staff categories. Respondents belonging to the Supervisory Staff and Skilled Labour categories agreed that the feedbacks seldomly came.

For feedbacks therefore, Wilhem limited is doing well regarding the Administrative and Management Staff but this is being achieved at the expense of the Supervisory Staff and the Skilled Labour.

Evaluation Officer

Respondents were further requested to identify the personnel who were responsible for the evaluation exercise. Reference is hereby made to Table 4.12.

Table 4.12 Personnel responsible for Evaluation

RESPONDENTS	HEAD/SUPERV		HR OFFICER		PROGRAMME OFFICER		TOTAL
	Freq	%	Fre q	%	Freq	%	
Administrative Staff	0	0	0	0	10	100	10
Management Staff	0	0	0	0	6	100	6
Supervisory Staff	2	100	0	0	0	0	2
Skilled Labour	3	100	0	0	0	0	3
TOTAL	5	24	0	0	16	76	21

Source: Researcher's own construct

The Supervisory Staff and the Skilled Labour indicated that their immediate supervisors were responsible for their evaluation. For the Administrative and Management Staff, Programme Officers were responsible for the evaluation. It was later realized that programmes arranged for Administrative and Management Staff were all run by external bodies which meant that the evaluation would have to be done by the officers running the programme. Evaluation of performance by supervisors will be influenced by emotions.

4.2.3 Effectiveness and Essence of Training and Development Programmes

Expectations

Asked whether the training programmes met their expectations, all the categories of staff answered 'no'. The following is a summary of their expectations:

1. Training and development should lead to immediate promotion (80%).
2. Training and development should result in increases in salary (85%).
3. Training and development should be done periodically (90%).
4. Training and development should be done off-the-job for one to concentrate on the programme (40%).
5. Initial orientation of employees is a necessity (95%)

These comments emphasized the fact that training and development policy is not very effective at Wilhem Company.

Adequacy of Training and Development Programmes

Here respondents were asked to rate the adequacy of training and development programmes attended in areas like duration, clarity of instructions, training techniques and learning tools. Under all the categories, personnel who have ever attended a programme, at least, were further interviewed. Tables 4.13 and 4.14 and Figures 4.15 to 4.18 represent the views of the respondents.

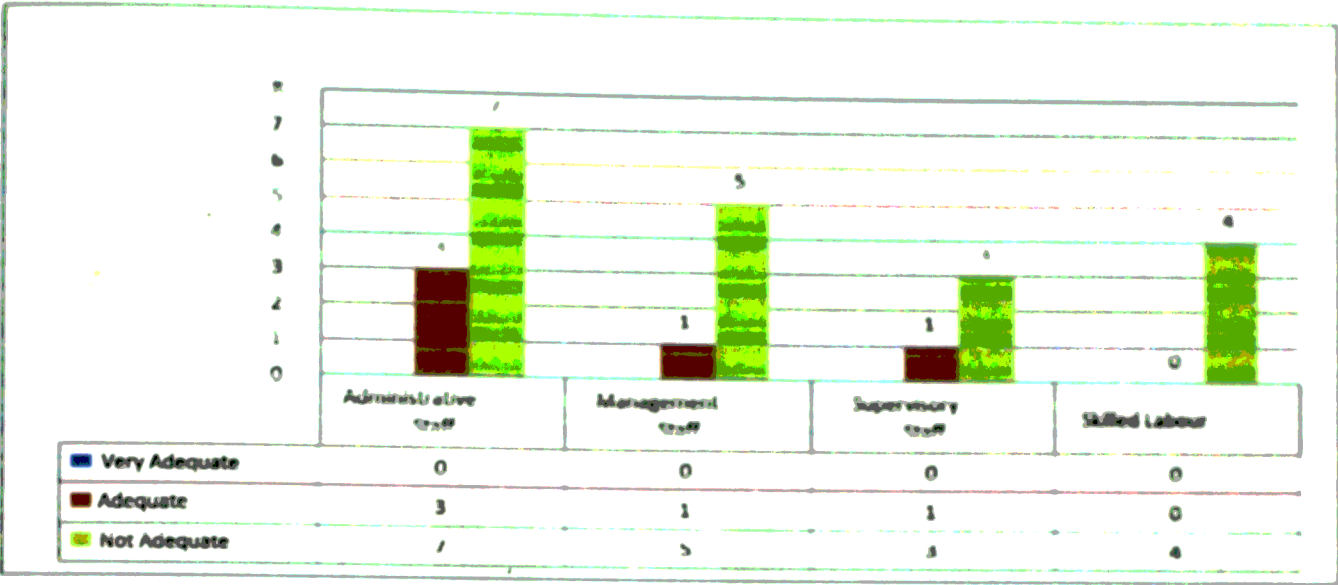


Figure 4.15 Duration of Programmes

Source: Researcher’s own construct

A good majority of the respondents indicated that the programmes they attended were not adequate in terms of the duration. They opined that an increase in the duration would have served the purposes of those programmes better.

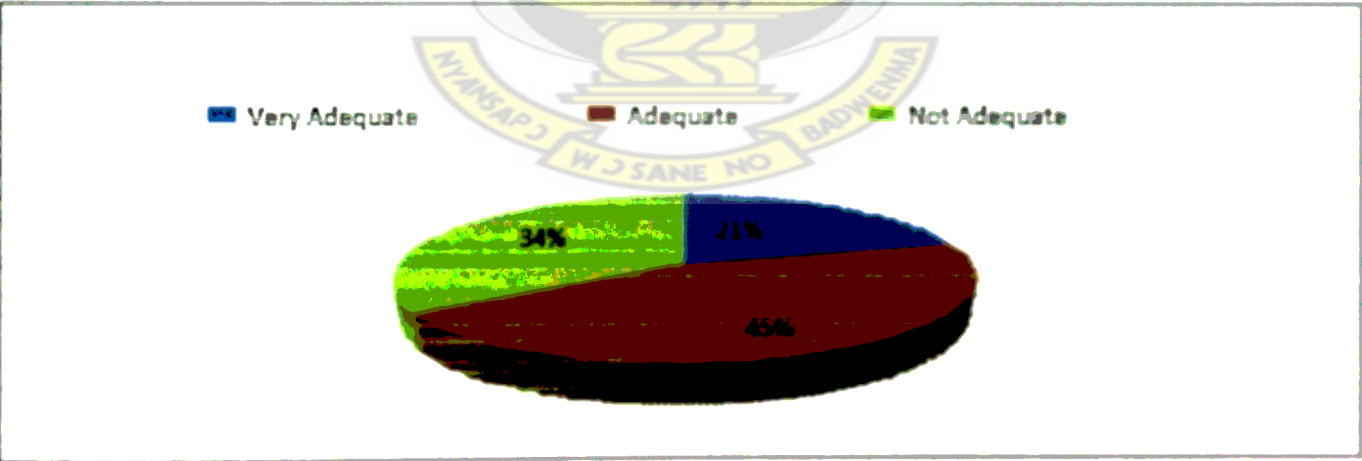


Figure 4.16 Clarity of Instructions (General)

Source: Researcher’s own construct

Generally, a little over half of the respondents (55%) said the programmes instructions were adequate. The inadequacy of the instructions was significantly reported by the Management Staff and the Skilled Labour.

Adequacy of Methods

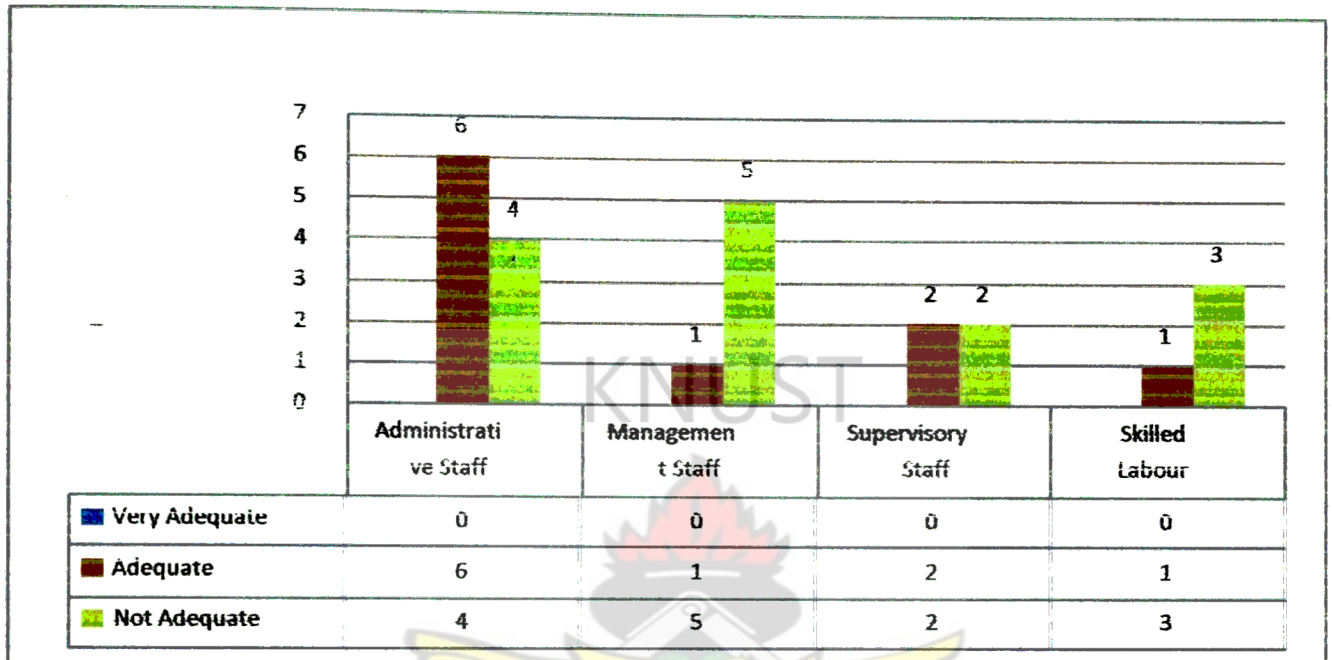


Figure 4.17 Adequacy of Methods (by Staff Type)

Source: Researcher's own construct

Inadequacy of the methods adopted on the programmes was reported by 58% of the respondents. On a staff category basis, 85% of Management Staff and 75% of the Skilled Labourers said the methods were inadequate and therefore needed to be looked at again. These two categories constitute the main technical sections of any company and hence methods selected for their programmes should take into consideration their peculiar technical needs.

Table 4.13 Adequacy of Training/Development Programmes (Learning New Techniques)

RESPONDENTS	VERY ADEQUATE		ADEQUATE		NOT ADEQUATE		TOTAL
	Freq	%	Freq	%	Freq	%	
Administrative Staff	2	20	5	50	3	30	10
Management Staff	0	0	2	34	4	66	6
Supervisory Staff	0	0	3	75	1	25	4
Skilled Labour	0	0	2	50	2	50	4
TOTAL	2	8	12	50	10	42	24

Source: Researcher’s own construct

Learning Techniques

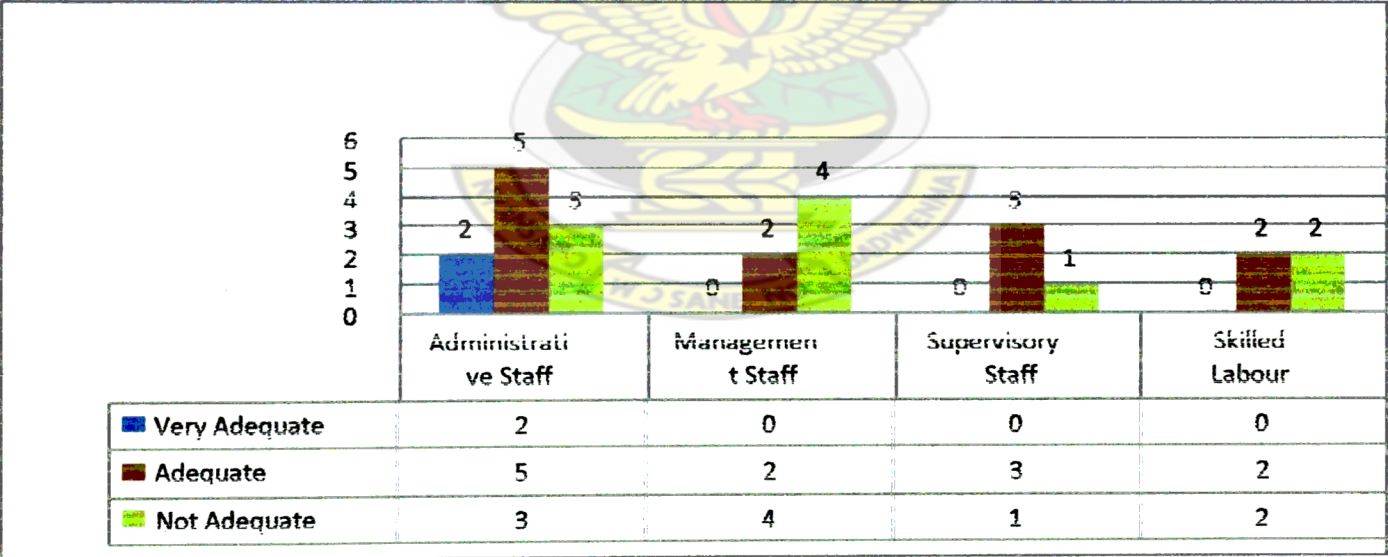


Figure 4.18 Adequacy of Learning Techniques (per Staff Type)

Source: Researcher’s own construct

The responses indicate that about 58% of the respondents thought the learning techniques adopted on their programmes were adequate. Much of the complaints came from the Management Staff (66%) who had serious concerns about the techniques.

Impact of Training and Development Programmes

Training and development programmes by their nature are supposed to have some effect on the technical/administrative/managerial capabilities of the participant and his/her confidence.

Table 4.14 Impact of Training and Development Programmes

RESPONDENTS	EMPLOYEE COMMIT-MENT		CAREER DEVELOP-MENT		FIRM'S FUTURE NEEDS		TECHNICAL CAPABILITY		TOTAL
	Freq	%	Freq	%	Freq	%	Freq	%	
Administrative Staff	1	10	1	10	0	0	8	80	10
Management Staff	3	50	0	0	0	0	3	50	6
Supervisory Staff	1	25	1	25	0	0	2	50	4
Skilled Labour	1	25	0	0	0	0	3	75	4
TOTAL	6	25	2	8	0	0	16	67	24

Source: Researcher’s own construct

Table 4.14 shows that a greater majority of the respondents 16 (67%) agreed to the fact that the programmes had a positive impact on their technical capabilities. Surprisingly none of the respondents thought about a possible effect of the programmes being to satisfy the future needs of the firm. A quarter of the respondents also identified employee commitment as a possible effect of the programmes they attended.

4.2.4 Implementation Problems

The respondents were asked at this stage to enumerate some of the problems they faced during their participation in the training and development programmes. This was a difficult question as the respondents opined that management should be better positioned to answer that question. The researcher pushed the respondents further and the few that had received some training enumerated the following:

1. Lack of competent technical trainers
2. Lack of employee awareness regarding available training programmes
3. Lack of training facilities
4. Low-level management support for training
5. Some of the techniques thought appeared too foreign and alien to the local environment
6. Lack of guidance and coaching from immediate supervisors
7. Lack of feedback on programme

4.3 Conclusion

The data collected under the survey have been presented and analysed above. Views from Administrative Staff, Management Staff, Supervisory Staff and Skilled Labour were collected, presented and analysed under similar headings.

Generally although Wilhem Limited, a first class construction firm based in Kumasi does organize training and development programmes for her employees, these programmes are few and far between and have so far not been well organized and resourced. These programmes have been organized without proper planning and assessment of needs as required.

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These presentations and analyses were done bearing in mind the objectives of the study.

These objectives have been achieved by this study and this is documented in the next chapter.

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CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This study was undertaken to assess the level of applicability of Human Resource Training and Development (HRT&D) policies by Wilhem Limited, a first class construction company operating in Kumasi. The data required for the survey were collected from fifty-nine (59) identified employees of the firm drawn from the Administrative, Management and Supervisory Staff and the Skilled Labour categories. The data were presented appropriately and analysed in the previous chapter.

This chapter summarises the findings from the analysis. The author's recommendations emanating from the study follows. The last section captures the conclusion of the entire study.

5.1 Summary of Findings

The following findings were made from this research work;

- *The familiarity of Wilhem Limited's labour force to the training and development policies of the firm.*

The familiarity of the staff of Wilhem Limited regarding the training and development policy is very low. It was determined that although many employees were aware of the existence of the policy, only about half of them knew of the content of the policy.

- *The extent to which training and development programmes are undertaken in Wilhem Limited.*

The training and development programmes undertaken by Wilhem Limited is towards more development programmes for Administrative Staff.

- *Human Resource Training and Development Programme types adopted by Wilhem Limited.*

Findings from the analysis indicate that the most preferred method of training is the On-the-Job training type.

- *Method of dissemination of content of policy*

It was identified that there was no official method of dissemination of the contents of the policy in the company. New employees are not taken through any formal orientation.

- *Organisation of training programmes*

Training programmes organized for employees are few and have not been well organized and resourced.

- *Initial Orientation*

Wilhem Limited identifies initial orientation as very relevant to administrative and management staff and not supervisory and skilled labour.

- *Training needs of staff*

Little importance is given to the training needs of supervisory and skilled labour.

- *Basis for selection for training programmes*

Wilhem Limited uses only reward as the main basis for the selection of personnel for training and development programmes.

- *Techniques taught*

- *The extent to which training and development programmes are undertaken in Wilhem Limited.*

The training and development programmes undertaken by Wilhem Limited is towards more development programmes for Administrative Staff.

- *Human Resource Training and Development Programme types adopted by Wilhem Limited.*

Findings from the analysis indicate that the most preferred method of training is the On-the-Job training type.

- *Method of dissemination of content of policy*

It was identified that there was no official method of dissemination of the contents of the policy in the company. New employees are not taken through any formal orientation.

- *Organisation of training programmes*

Training programmes organized for employees are few and have not been well organized and resourced.

- *Initial Orientation*

Wilhem Limited identifies initial orientation as very relevant to administrative and management staff and not supervisory and skilled labour.

- *Training needs of staff*

Little importance is given to the training needs of supervisory and skilled labour.

- *Basis for selection for training programmes*

Wilhem Limited uses only reward as the main basis for the selection of personnel for training and development programmes.

- *Techniques taught*

Some techniques taught during programmes appear too foreign and alien to the employees.

- *Management support*

Management support for training programme is very low.

- *Problems associated with implementation of policy.*

There are inadequate competent trainers and facilities for the training programmes.

5.2 Recommendations

These recommendations are as a result of the information gathered after data analysis and are therefore directly linked to the findings above.

5.2.1 Mandatory Orientation after Employment

The study revealed that new employees did not receive any formal orientation. It is therefore recommended that Orientation sessions for new employees be made mandatory. During these sessions, management of Wilhem Limited should introduce new employees to their training and development policies and inform them of the contents of the policy.

5.2.2 The research revealed that the training needs of supervisors and skilled labour is given little importance. It is therefore recommended that before a training programme is drawn, needs analysis should be done to know where there is a gap in the performance of the worker. This will also solve the problem of teaching techniques that are foreign to the workers task.

5.2.3 Findings revealed that participants of training programmes do not receive feedbacks very often after every training programme. It is recommended that

feedback be given to participants after every training session and it should be dicussed.

5.2.4 Uniformity of Training and Development programmes

The research identified that Wilhem Limited concentrated its training and development efforts on the Administrative and Management Staff to the detriment of the Supervisory Staff and Skilled Labour who are directly involved in the construction activities of the firm. This pattern of concentration if continued would eventually lead to poor workmanship on their projects. It is therefore recommended that the management of Wilhem Limited takes another look at the skewness of their concentration and ensure that the Supervisory Staff and the Skilled Labour also feature prominently in its training and development programmes.

5.2.5 Sensitization of Management for Support

It came to light from the study that the support of management regarding training and development of employees in terms of logistics and policies was very low. It is recommended that management of Wilhem Limited should fully support their own programmes both logistically and policy wise. Management could institute policies to make training and development mandatory and also create the enabling environment within the organization for the implementation of such programmes.

5.2.6 Setting Up of Construction Industry-wide Training Centre

The study revealed that inadequate competent technical trainers, inadequate training facilities and lack of feedback are problems encountered on the training and development programmes of Wilhem Limited. Presumably, this situation is not

expected to be different considering other firms. It is therefore recommended that a training centre decoupled from construction firms be established to run professional training and development programmes. This centre would serve all the firms in the construction industry in Ghana. Equipping such a centre with facilities and qualified trainers would take the burden off the head of management to organize and implement various programmes.

5.2.7 Development of a Standard Training and Development Methodology for the Centre

This is related to the previous recommendation. Construction skills are diverse in nature ranging from carpentry, masonry and electrical to plumbing, joinery and metal works. It is recommended that many of the skills required on a typical construction firm be bundled into standard training and development programmes which would be run periodically by the centre. Any special training need could also be communicated to the centre so that arrangements would be made to mount specific one-off courses as well.

5.2.8 It was found out that Wilhem Limited uses only reward system as the basis for selection for a training programme. It is recommended that the company uses the needs analysis in addition.

5.3 Conclusion

The findings of the study may prove to be an eye opener to top management of Wilhem Limited in that, the changing technology and its improvement require skilled personnel on construction sites to be trained to assist in undertaking construction projects.

In this study, the training and development practices of Wilhem Limited were investigated. Many scholars have stressed the need for training and development programmes to improve employee productivity. Providing better training and development programmes has become the principal goal of every organization in this era of changing technologies.

It is worth arguing that training and development is an indispensable tool in any organisation. The objectives of training and development must be well-defined and the feedback must be clear and measureable.

It can be concluded from the study that employees were not satisfied with the implementation of the training and development programmes. There are inadequate training facilities, low management support, little guidance and coaching from immediate supervisors and techniques taught during programmes appear too foreign and alien to the local environment.

The training needs of employees should be taken into considerations.

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APPENDIX A

Questionnaire on Training

“Human Resource Training and Development as Practiced by First Class Building Construction Firms in Kumasi – A Case Study of Wilhem Limited”

This questionnaire is prepared for selected building construction firms in Kumasi. It seeks to gather information on practices and techniques of Human Resource training adopted by the first class construction firms with the view of gauging the awareness of the labourers and identifying any practical problems regarding the efforts made by their employers to train them. Your responses and the subsequent results of the analysis shall be an embodiment of an MBA thesis and later may be published in academic journals. Copies of the results shall be sent to you if you so desire. Thank you for your time and cooperation

For further information, please contact:

Yulka Tehoda
KNUST School of Business
KNUST
Kumasi
Tel.: 0244 663680

Instructions: Please tick (✓) or supply your responses appropriately

A. General

1. Sex: Male () Female ()

2. Age: 18 – 30 () 31 – 40 () 41 – 50 () 51 and above ()

3. Highest Level of Education.

Junior High School	
Technical/Vocational School	
Senior High School	
O' Level	
A' Level	
Polytechnic – HND	
Polytechnic – Certificate	
University	
Others (Please Specify)	

4. Years of experience in construction

0 – 5 years	6 – 10 years	11 – 15 years	16 years and above

5. What is your present position?

B. Initial Orientation and Employee Awareness

6. After employment, were you given any initial orientation by the firm? YES [] NO []

7. If 'yes' to question 6, what type of orientation were you given?

(a) Informal (by your supervisor introducing you to the work ethics of firm)

[]

(b) Formal (by a group of staff taking turns to introduce you to the firm) [

]

(c) Others (specify) [

]

8. Has your firm a training policy? YES [] NO []

8. If 'yes', to question 8, are you aware of the contents of the above policy?

YES [] NO []

10. If 'yes' to question 9, how did you get to know of the contents?

Through initial orientation []

Through Supervisor []

Through Colleagues []

Others (please specify) []

11. In your opinion, is the training policy operational? YES [] NO []

C. Training, Training Methods and Techniques

12. Have you been trained in any way since your employment? YES [] NO []

13. If 'yes' to question 12, what type of training have you received since your employment?

On the Job Training []

In-company Training []

14. Briefly describe how the above training was organised:

.....

.....

.....

.....

15. How many times have you received any form of training? (Please specify)

.....

16. How were you selected for the training?

(a) *Mandatory* []

(b) *Through Training Needs Analysis* []

(c) *As a Reward* []

Others (specify)

17. Was the training monitored and evaluated? YES [] NO []

18. If 'yes' to question 17, indicate how the monitoring and evaluation was done?

.....
.....
.....

19. Who conducted the monitoring and evaluation exercise?

(a) *Supervisor* []

(b) *Training Officer* []

(c) *HR Manager* []

(d) *Others (specify)*

20. Did you receive any feedback from the training on your performance?

YES [] NO []

21. If 'yes' to question 20, how often do you receive this feedback?

Very Often []

Often []

Seldom []

D. Effectiveness and Essence of Training

22. What were your expectations of the training programme? (Please specify)

23. Did the training you attended meet your expectations? YES [] NO []

24. If 'no' to question 23, please indicate why.

25. How would you rate the following items relating to the level of training you attended?
Use (1) for highest and (5) for lowest intensity?

Issues	1	2	3	4	5
Duration of Training					
Clarity of Instructions					
Appropriateness of adopted technique					
Learning of New Tools and Techniques					

26. Did you go back to your previous job assignment after training? YES [] No []

27. If 'no' to question 26, please indicate why.

28. How would you score the impact of the training on the following: (check mark your selection)

Your Technical Performance

Nil []

Little []

Your Confidence

Nil []

Little []

Moderate []

Great []

Moderate []

Great []

E. Recommendations for Future Training

29. Please indicate below, what you would wish done by management to improve upon the personnel training activities of your firm:

1.
.....
2.
.....
3.
.....

30. What in your opinion, are the challenges facing the implementation of a training policy in your firm?

1.
2.
3.

Thank You.

APPENDIX B

Questionnaire for Management (Training & Development)

“Human Resource Training and Development as Practiced by First Class Building Construction Firms in Kumasi – A Case Study of Wilhem Limited”

This questionnaire is prepared for selected building construction firms in Kumasi. It seeks to gather information on practices and techniques of Human Resource training and development adopted by the first class construction firms with the view of identifying any practical problems therein. Your responses and the subsequent results of the analysis shall be an embodiment of an MBA thesis and later published in academic journals. Copies of the results shall be sent to you if you so desire. Thank you for your time and cooperation

For further information, please contact:

Yulka Tehoda

KNUST School of Business

KNUST

Kumasi

0244 663680

Instructions: Please tick (✓) or supply your responses appropriately

A. General

1. **Sex:** Male () Female ()

2. **Age:** 18 – 30 () 31 – 40 () 41 – 50 () 51 and above ()

3. **Highest Level of Education.**

Technical/Vocational School	
Senior High School	
O' Level	
A' Level	
Polytechnic – HND	
Polytechnic – Certificate	
University	
Others (Please Specify)	

4. **Years of experience in construction**

0 - 5	6 - 10	11 – 15	16 - above

5. **What is your present management position?**

.....

B. Initial Orientation and Employee Awareness

6. Has your firm gotten any employee training program in place YES [] NO []

7. After employment, do your employees receive any initial orientation from the firm?
YES [] NO []

8. If 'yes' to question 7, what type of orientation do you give to the employees?

(a) *Informal (by their immediate supervisors introducing them to the work ethics of the firm)* []

(b) Formal (by a group of staff taking turns to introduce them to the firm) []

(c) Others (specify)

.....

9. Has your firm put in place a training and development policy?

YES [] NO []

10. If 'yes', to question 9, have you been able to communicate the contents of this policy to the employees? YES [] NO []

11. If 'yes' to question 10, how did you do that?

(a) Through initial orientation []

(b) Through Management-Employee meetings/durbars []

(c) Through Training programmes []

(d) Others (please specify) []

12. In your opinion, is management committed to the training and development policy (where it exists)? YES [] NO []

C. Methods and Techniques of Training and Development

13. Indicate the level of importance of Training and Development to management:

Training

Not Important []

Important []

Very Important []

Development

Not Important []

Important []

Very Important []

14. Which is the most preferred technique of development and training adopted by your firm?

Development

Coaching []
Understudy Assignment []
Job Rotation []
Sensitivity Training []
Lecture []
Simulation Exercise []
Transactional Analysis []
Mentoring []

Training

On the Job Training []
Off-the-Job Training []

15. How do you arrive at the appropriate training and development programmes for employees?

Mandatory, irrespective of individual needs []

Through Needs Analysis []

Others (specify)

16. Do you have any monitoring and evaluation system in place?

YES [] NO []

17. Who does the monitoring and evaluation?

HR Manager []

Sectional Manager []

Site Engineer []

Immediate Head []

Others (Please specify)

18. If 'yes' to question 17, indicate how the monitoring and evaluation is done?

.....
.....
.....

19. Do you communicate any feedback from the training and development results to employees?

YES []

NO []

20. If 'yes' to question 20, how often do you send this feedback?

Very Often []

Often []

Seldom []

D. Effectiveness and Essence of Development Programmes

21. What are your expectations, as management, of the training and development programmes? (Please specify)

.....

.....

.....

22. Do you think the programmes you run during training and development sessions meet your expectations? YES [] NO []

23. If 'no' to question 23, please indicate why.

.....

.....

.....

24. How would you rate the following items relating to the training and development programme you have designed and run.

Issues	Very High	High	Low	Very Low	None
Duration of Programme					
Clarity of Instructions					
Appropriateness of adopted technique					
Learning of New Tools and Techniques					

25. Do you send training and development programme participants back to their previous job assignment after the exercise? YES [] NO []

26. If 'no' to question 25, please indicate why.

.....

.....

27. How would you score the impact of the training and development programme on the following:

Future of the Firm

Nil []

Little []

Moderate []

Great []

Employee's Committment

Nil []

Little []

Moderate []

Great []

28. What in your opinion, are the challenges facing the implementation of a training policy in your firm?

1.

2.

3.

Thank You.

APPENDIX C

Questionnaire on Development

“Human Resource Training and Development as Practiced by First Class Building Construction Firms in Kumasi – A Case Study of Wilhem Limited”

This questionnaire is prepared for selected building construction firms in Kumasi. It seeks to gather information on practices and techniques of Human Resource development adopted by the first class construction firms with the view of gauging the awareness of the supervisors and identifying any practical problems regarding the efforts made by their employers to develop them. Your responses and the subsequent results of the analysis shall be an embodiment of an MBA thesis and later published in a technical academic journals. Copies of the results shall be sent to you if you so desire. Thank you for your time and cooperation

For further information, please contact:

Yulka Tehoda

KNUST School of Business

KNUST

Kumasi

Tel. 0244 - 663680

Instructions: Please tick (✓) or supply your responses appropriately

A. General

1. **Sex:** Male () Female ()

2. **Age:** 18 – 30 () 31 – 40 () 41 – 50 () 51 and above ()

3. **Highest Level of Education.**

Junior High School	
Technical/Vocational School	
Senior High School	
O' Level	
A' Level	
Polytechnic – HND	
Polytechnic – Certificate	
University	
Others (Please Specify)	

4. **Years of experience in construction**

Item	0 – 5	6 - 10	11 – 15	16 - above
In industry				
With firm				

5. **What is your present position?**

B. Initial Orientation and Employee Awareness

6. After employment, were you given any initial orientation by the firm? YES [] NO []

7. If 'yes' to question 6, what type of orientation were you given?

(a) *Informal (by your sectional manager introducing you to the work ethics of firm)* []

(b) Formal (by a group of management staff taking turns to introduce you to the firm) []

(c) Others (specify) []

8. Has your firm put in place a development policy? YES [] NO []

9. If 'yes', to question 8, are you aware of the contents of the above policy? YES [] NO []

10. If 'yes' to question 9, how did you get to know of the contents?

(a) Through initial orientation []

(b) Through Management []

(c) Through Colleagues []

(d) Others (please specify) []

11. In your opinion, is the development policy operational? YES [] NO []

C. Development, Development Methods and Techniques

12. Have you ever been given the opportunity to develop your career since your employment? YES [] NO []

13. If 'yes' to question 12, what type of development technique was employed?

Coaching []

Understudy Assignment []

Job Rotation []

Sensitivity Training []

Lecture Courses []

Simulation Exercise []

Transactional Analysis []

Mentoring []

14. Briefly describe how the above personnel development programme was organised:

.....

.....

.....

.....

.....

15. How many times have you had the opportunity to develop yourself? (Please specify)

.....

16. How were you selected for the development programme?

Mandatory []

Through Development Needs Analysis []

As a Reward []

Others (specify)

17. Was the development programme monitored and evaluated? YES [] NO []

18. If 'yes' to question 17, indicate how the monitoring and evaluation was done?

.....

.....

.....

.....

19. Who conducted the monitoring and evaluation exercise?

Line/Sectional Manager []

Training/development Officer []

HR Manager []

Others (specify)

20. Do you receive any feedback from the development exercise on your performance?

YES [] NO []

21. If 'yes' to question 20, how often do you receive this feedback?

Very Often []

Often []

Seldom []

D. Effectiveness and Essence of Development Programmes

22. What were your expectations of the development programme? (Please specify)

.....

.....

.....

23. Did the programme you went through meet your expectations? YES [] NO []

24. If 'no' to question 23, please indicate why.

.....

.....

.....

25. How would you rate the following items relating to the development programme you attended? Use (1) for highest and (5) for lowest intensity?

Issues	1	2	3	4	5
Duration of Programme					
Clarity of Instructions					
Appropriateness of adopted technique					
Learning of New Tools and Techniques					

26. Did you go back to your previous job assignment after the exercise?

YES [] NO []

27. If 'no' to question 26, please indicate why.

.....
.....

28. How would you score the impact of the development programme on the following:

Your Career Development

Nil []
Little []
Moderate []
Great []

Firm's Future Needs

Nil []
Little []
Moderate []
Great []

E. Recommendations for Future Development Activities

29. Please indicate below, what you would wish done by management to improve upon the personnel development activity of your firm:

1.
.....
2.
.....
3.
.....

30. What in your opinion, are the challenges facing the implementation of a training policy in your firm?

1.
2.
3.

Thank You.