THE EFFECTS OF TRAINING AND DEVELOPMENT ON

EMPLOYEES' PERFORMANCE IN THE HUNGER PROJECT

- GHANA

by

Charles Kingston Yao Dzamesi (PG4111110)

A Thesis submitted to the Institute of Distance Learning
Kwame Nkrumah University of Science and Technology
in partial fulfillment of the requirements for the degree of

COMMONWEALTH EXECUTIVE
MASTERS OF BUSINESS ADMINISTRATION

SEPTEMBER 2012

DECLARATION

I hereby declare that this submission is my own work towards the Executive Masters Of Business Administration and that, to the best to my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

Dzamesi Kingston Yao Charles (PG4111110)   ....

(Student's Name & ID)   Signature   Date

Certified by:

Dr. Smile Dzisi   ....

(Supervisor)   Signature   Date

Certified by:

Prof. I. K. Dontwi   ....

Dean, IDL   Signature   Date

ABSTRACT

Organizations today are required to function in a world full of change and complexity, and it is more important than ever to have the right employees in order to survive the surrounding competition. In any organization that offers services or products to the general public, a critical and key area of relevance is the performance of its employees. One of the larger aspects of developing employees' skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. Performance is an extremely important criterion that relates to organizational outcomes and success. The main aim of the study was to assess the impact of training and development on employees' performance. The focus of the study was The Hunger Project-Ghana. Descriptive survey was adopted as the research design. Purposive sampling technique was used in selecting a sample size. It was realized from the study that, training provided in the organization was as a response to what competitions are doing and also they were provided only when problems occur. Most of the respondents were of the view that there were no training and development policies in the organization. Majority of the respondents indicated that, the average training days per employee provided in a year were between the ranges of one to two days. It was recommended that the organization should try its best to come up with the training and development policies and practices since they are the strategic link between the organization's vision and its day-to-day operations. It was also suggested that a Human Resource Unit be established to take charge of training and development needs of employees.

This dissertation is dedicated to the Lord God Almighty and my family especially my wife, Bernice and my two lovely children, Sedem and Elikem for their support and encouragement which enabled me to pursue this program to a successful end.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In any industry the success of an organization is extremely dependent on its human resources. Human Resources have played a significant role in the economic development in most developed countries. Although there are many other factors that play a key role, an organization must have effective employees in order to stay financially solvent and competitive. It can, therefore be concluded that a developing country like Ghana, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the development and training of her human resource.

In order to maintain this valuable commodity, organizations must be aware of employee satisfaction and retention. Many organizations make the mistake of assuming that employees are only seeking financial benefits for their jobs. This assumption overlooks the high importance many people place on the intrinsic benefits of their careers. It is not only a mistake for employee satisfaction and retention, but it also has negative business consequences. Organizations must have employees who are able to quickly adapt to an ever-changing world market. Organizations need to invest in on-going employee development in order to both keep employees and be successful.

Training is often used casually to describe any effort initiated by an organization to foster learning among its members. However, Anthony (1999), make a distinction between training,

which tends to be more narrowly focused and oriented toward short-term performance concern and development which tends to be oriented more toward broadening an individual's skills for their future responsibilities. Training is therefore a systematic process of changing the behaviour, knowledge and motivation of present employees to improve the match between employee characteristics and employment requirements. Thus, it is an attempt to improve employee performance by the attainment of specific skills needed to do the current job (Anthony 1999).

Employee training has therefore become a key factor in improving levels of organizational productivity. This is so because it provides skills required now and in the future, for the organization. In addition, to more valid staffing methods companies can seek competitive advantage through training and development of workers. Leading companies have come to view training as a key to organizational survival and success.

To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work. As a result, many require extensive training to acquire the necessary skills, knowledge, abilities and competencies to be able to make substantive contribution towards the organization's growth (Barron and Hagerty, 2001).

The development of employee capacity through training is becoming more important due to a range of changes affecting organizations: technological advances, increasing organizational

complexity, legislation, union intervention, employment levels, need for higher productivity and the application of behavioural science knowledge, together with changing social values and employee expectations. Also increased competition, the growing diversity of the workforce and occupational obsolescence are among the most important challenges (Speck, 2002).

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to the their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Hagerty, 2001).

It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. According to Cole (2002), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work.

In any organization or industry that offers services or products to the general public, a critical and key area of relevance is the performance of its employees. Performance is an extremely significant criterion that relates to organizational outcomes and success. Campbell et al (1993) describes job performance as an individual level variable. That is, performance is something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher level variables (Campbell, 1993). It is therefore imperative that employers concentrate on their individual staff training and development so as to increase their job performance and ultimately productivity.

1.2 STATEMENT OF THE PROBLEM

Many organizations in Ghana and indeed the private sector engage in training and development of staff for which The Hunger Project-Ghana is no exception. However, for some years now, it appears training in The Hunger Project-Ghana is haphazard, unplanned and unsystematic, and several of its employees have not qualified for any form of training nor is there any systematic process of staff development.

It is a well known fact that training enhances skills, knowledge, abilities and competencies and ultimately worker performance and productivity in organizations (Cole, 2002). Since the primary goal of training is to contribute to the overall organizational goals, training programs should be developed with an eye on organizational goals and strategies. Unfortunately, many organizations never make the connection between their strategic objectives and their training programs. As a result, much of an organization's investment can be wasted - training

programs are often misdirected, poorly designed, inadequately evaluated - and these problems directly affect organizational performance. The training function has long had low status in organizations, and many studies have shown it to be poorly planned, badly conducted and rarely evaluated properly (Torrington, 1983).

In view of the fore mentioned problems, this study analyzed the significance of training and development on employees' performance by focusing on The Hunger Project-Ghana and established whether their training and development programs had any bearing on performance of employees.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are to:

i. Evaluate the training and development policies, processes and practices if there is any in The Hunger Project – Ghana.

ii. Find out whether training and development have any effect on the performance of employees and productivity in The Hunger Project – Ghana.

iii. Ascertain the relationship between organizational training strategy and employee development.

1.4 RESEARCH QUESTIONS

The following questions guided the study:

i. What are the training and development policies, processes and practices in The Hunger Project – Ghana?

ii. Does training and development have any effect on the performance of employees in The Hunger Project – Ghana?

iii. What is the relationship between organizational training strategy and employee development?

1.5 SIGNIFICANCE OF THE STUDY

The purpose of the study was to find out the effects or impacts of training and development on employees' performance. Through this purpose, the establishment of the appropriate strategies among the employees was sought in organizations.

The researcher believes that this study was very important and would go a long way to notifying all organizations, most especially those in the service sector on the need to ensure the effective management of training and development and strategic training programs for their employees. It will also enable those in charge of training and development issues in organizations to appreciate the impact of employee training programs. In other words, training of employees in organizations would not be a mere routine program but would ultimately yield expected results.

This study will again bring to light the pitfalls in the way training programs are managed in the organization understudy and would aid in rectifying any. Also, this study will go a long way to contribute significantly to academia since it offers adequate and exhaustive research knowledge in treating this subject matter.

1.6 SCOPE OF THE STUDY

The study focused on The Hunger Project - Ghana as one of the Non-Governmental Organizations in Ghana.

Drawbacks are an inevitable part of almost every venture individuals carry out and overcoming them prepares or fortifies one for other tasks ahead. Even though these challenges to some extent hampered the progress of the study, they also helped in putting researchers on their toes to work tirelessly around the clock in making the success of this study a reality.

In as much as lots of commitment and zeal was employed in conducting an intensive and thorough study, certain impediments were encountered.

1.7 LIMITATION OF THE STUDY

This study was necessarily limited in scope due to a series of resource limitations as well as practical research limitations and notable ones were:

- Time constraint, in the sense that time allocated for conducting this study was very short to allow for adequate data collection and this short time had to be divided between the main academic work which included preparation for face to face and examinations.

- The reluctance of respondents to answer the questionnaire during the data collection process which was critical in providing the needed inputs for the research work. This has been the problem in Ghana, where information flow could be tainted with excessive bureaucracy and suspicion and sometimes fear

of victimization by superior officers. Some respondents did not cooperate with the researcher during the data collection period.

1.8 ORGANISATION OF THE STUDY

The study was organized into five chapters. Chapter one introduced the study by giving the background information on the research problem, objectives, research questions and scope of the study. Chapter two dealt with the review of relevant literature on the research problems and concepts with specific reference to how it applies in organizations. Chapter three discussed the research methodology adopted for the study and relevant justifications. Chapter four presented the findings on the effects of training and development on job performance in The Hunger Project - Ghana. Chapter five also presented the conclusions drawn from the research findings and recommendations to enhance organizational effectiveness through training, and to ensure a stable and committed human resource.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter explored concepts from behavioural sciences as well as the physical sciences and draws out analogies to explain the phenomenon of training and development, and performance. Due to the high competency available in the market, the usual employee performance should place on the level where the people can accommodate the flow of the changes. The harmony of the different category of people working under umbrella of an organization is an advantage for the organization.

2.1 TRAINING AND DEVELOPMENT ON JOB PERFORMANCE

Training related changes should result in improved job performance and other positive change e.g. acquisition of new skills, that serve as antecedents of job performance. Reassuringly, Arthur (2003) conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pre-training states, training had an overall positive effect on job-related behaviours or performance (mean effect size or d = 0.62). However, although differences in terms of effect sizes were not large, the effectiveness of training varied depending on the training delivery method and the skills or task being trained. For example, the most training programs were those including both cognitive and interpersonal skills, followed by those including psychomotor skills or tasks.

Training effects on performance may be subtle (though measurable). In the qualitative study involving mechanics in Northern India, Barber (2004) found that on the job training led to greater innovation and tacit skills. Tacit skills are behaviours acquired through informal learning that are useful for effective performance. Specifically, trained mechanics developed an initiative feel when removing dents a complex process particularly when the fender is body crumpled. As a result of informal training, one of the mechanics had good feeling of how to hit the metal of exact spot so the work progresses in a systematic fashion (Barber, 2004).

Benefits of training are also documented for technical skills. Davis and Yi (2004) conducted two experiments with nearly 300 participants using behaviours modelling training and were able to improve computer skills substantially. Although behaviour-modelling training has a

rich success, a unique aspect of this research that training was found to affect changes in worker skills through a change in trainees' knowledge structures or mental models (Decker and Nathan, 1985). Specifically, mentally rehearsing tasks allowed trainees to increase declarative knowledge and task performance, each measured 10 days after the training was completed.

Training not only may affect declarative knowledge or procedural knowledge, but also may enhance strategic knowledge, defined as knowing when to apply a specific knowledge or skill (Kozlowski 2001; Kraiger 1993). Performance consistency may also result from enhancing trainees' self-efficacy or self management skills. Frayne and Geringer (2000) conducted a field experiment in which they administered self-management skills. Frayne et al (2000) conducted a field experiment in which they administered self-management training (lectures, group discussions and case studies) to 30 sales people in the life insurance industry. Result showed that sales people who participated in the training program demonstrated higher self efficacy outcome expectancy (eg. I will increase my sense of accomplishment) and objective outcome.

There are also documented benefits of training for managers and leaders. Collins and Holton (2007) conducted a meta-analysis of the benefits of managerial leadership development programs including 83 studies published between 1982 and 2001. They found that the mean (comparing training with no training) ranged from 0.96 to 1.37 for expertise/behavioural outcomes. Knowledge was defined as principles, facts, attitudes and skills measured using both subjective (e.g. self-reports) and objective (e.g. standardized tests) measures. More recently, Littrell et al (2006) conducted a qualitative review of 25 years (1980 – 2005) of

research addressing the effectiveness of cross-cultural training in preparing managers for an international assignment. Littrell et al (2006) examined 29 prior conceptual reviews and 16 empirical studies.

Overall, they concluded that cross-cultural training is effective at enhancing the expatriates' success on overseas assignments. They also identified many variables that moderate the effects of training on expatriate performance, including the timing of the training. Morris and Robie (2001) conducted a meta-analysis of the effects of cross-cultural training on expatriate performance and adjustment. Their meta-analysis included 16 studies that investigated job performance as a focal dependent variable. The mean correlation for the relationship between training and adjustment was 0.12 ($p>0.05$) and the correlation for the relationship between training and performance was 0.23 ($p<0.05$). However, there was substantial variability in the distribution of effect sizes, suggesting that potential moderators existed.

2.2 SUCCESSFUL MODELS OF TRAINING AND DEVELOPMENT

There are many models of training and development that have made greater progress into organizational settings, which have began to have a greater impact on instructional design. Specifically, Instructional Systems Design (ISD), Human Performance Technology (HPT) and Performance-Based Instructional Design (PBID), all of which originate from research in the area of organizational development.

2.2.1 Instructional System Design (ISD)

Instructional System design (ISD) was created by the United States military as an efficient and effective way to train soldiers (Rothwell and Kanzanas, 1992). The goal of training is to improve human performance. It is based on the assumption that learning should not be developed in a random practice, but should be occurred in correspondence with organized processes, be organized to the target audience and have outcomes that can be measured. There have been many different versions of the model published but the common model has been the ADDIE model. This study critically analyses the ADDIE model, which is a term practically, synonymous with instructional system development, which not only generates practical application of skill level improvement, but also useful for training and development.

The ADDIE processes in the steps, illustrated in Figure 2.1. (Rothwel and Benkowski, 2002).
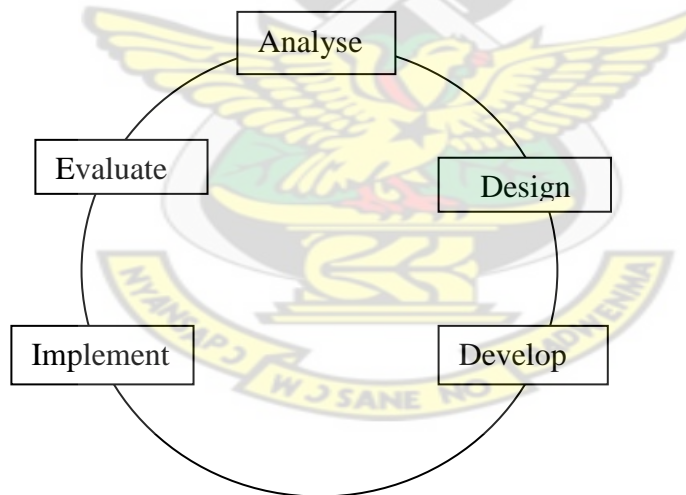
Figure 2.1 The ADDIE Model

The word ADDIE is an acronym formed from the first letter of each key word (Rothwell and Benkowski, 2002).

In the analysis stage job needs are analysed to identify the performance problem or the gap between the current and the desired performance. To better understand, the trainer begins by

finding facts that are needed to make informed training decisions. This process reveals reliable information on effective and safe work practices. The results are analysed, organized and structured to form the basis of the training program.

In the Design Stage, process is performed to determine the learning objectives, both in knowledge and performance. The objectives are determined by using the task requirements and performance information collected during analysis stage to specify the knowledge, skills and attitudes that are provided in the training. It is important to identify how the employee will know of the objectives have been met and what measures will be used the trainer will test employee to ensure that the competencies are reliably evaluated and the design process will conclude when all the tools for development of training program are defined.

During the development stage, the trainer will organize the knowledge and performance objectives, instructional materials, course design and model from the design stage are put together for employees to achieve learning objectives. During this stage, existing materials will be reviewed, lesson plans will be selected and new ones will be produced. The development stage ends when the validation demonstrates that the instruction meets the performance standards specified by the objectives and the employer accepts the final product.

The Implementation stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons learned about field conditions from the validation and

discussing with employees who are knowledgeable about conditions at the job the outcome of this step defines the guidance and support needed to ensure successful training plan. Next, the availability of employees, facilities and resources are confirmed and used to create the training program schedule. Training will be delivered as planned and employees and trained performance is evaluated. This stage ends when the company is prepared to carry out the task required to provide and support the product and administer the materials independently.

The purpose of the Evaluation stage enables the trainer to determine if the training methods and materials were effective and successful as well as accomplishing the goal and objective that were established. To evaluate program effectively, data will be gathered from participants and the results will be carefully analysed to identify any unforeseen problems or changing conditions. It is also essential to monitor the return on investment in the training program where productivity issues are the driving factor.

2.2.2 Human Performance Technology (HPT)

HPT is a training and instructional system that many businesses use to enhance productivity and to achieve the business goals of the organization. "Combined with learning and instructional technology, HPT provides a strategy for focusing directly on performance improvement" (Rothwell, 1996). HPT is drawn from many disciplines such as behavioural psychology, instructional systems design, organizational development, and human resources management. This allows organizations to identify the cause for the performance gap, offers a wide range of interventions to improve performance, guides the change management

process, and evaluates the results. A description of this performance improvement strategy emerges as clearly explained by (Stolovitch & Keeps, 1992).

Human: performers in organizational and work settings.

Performance: measurable outcomes, accomplishments, valued by the system done.

Technology: a scientific study of practical matters.

The total performance improvement system is actually a merger of systematic performance analysis with comprehensive human resource intervention (Stolovitch & Keeps 1992).

These are governed by a set of underlying principles that serve to differentiate it from other disciplines and to guide practitioners in its use and explain the principles in depth (Stolovitch & Keeps, 1992).

Performance is seen as the result of a number of influencing variables (selection, training, feedback, resources, management support, incentives, task interference) all of these must be analyzed before appropriate, cost-effective interventions are selected and deployed (Stolovitch & Keeps, 1992).

According to Rothwell (1996), there are six causes of performance gaps: consequences, incentives, and rewards; data, information, and feedback; resources, tools, and environmental support; individual capacity; motives and expectations; skills and knowledge.

Once the performance gap and the causes have been determined, the appropriate training program is then designed and developed. These may include measurement and feedback

systems, new tools and equipment, compensation and reward systems, selection and placement of employees, and training and development. The program is then implemented and the desired outcome is achieved.

2.2.3 Performance-Based Instructional Design (PBID)

PBID is designed to help learners perform more effectively in the workplace. PBID was designed by David J. Pucel, a professor from the University of Minnesota. Dr. Pucel specializes in the development and evaluation of training and development. He has done extensive work with business and industry on selecting, training, and evaluating personnel to enhance personal and job-related performance.

PBID is a system that has seven major components, and is as follows:

1. Program description

2. Content analysis

3. Content selection

4. Content sequencing

5. Lesson structuring

6. Lesson delivery formatting

7. Evaluation and feedback procedures development (Pucel, 1989)

The system's output is an integrated plan of the instruction, and each system component contributes to the output. "Because it is a system and each component is directly related to each other component, the relationships among the components must be understood for the system to be used effectively" (Pucel, 1989).

The design of the PBID starts with the program description.

The purpose of the *program description* is to develop an instructional program that includes program intent and context "with a clear understanding of both the content area to be taught and its educational content" (Pucel, 1989).

The *content analysis* determines the exact content of the program to be taught. Basically, content analysis concentrates on the psychomotor behaviour and cognitive behaviours.

The *Content Selection* determines what information is to be selected. It can be complex depending upon selecting the behaviour to be taught, and identifying process and knowledge.

These should include what the intended audience wants to know and the degree of detail that the intended audience requires.

In the *Content Sequencing,* learning strategy is important behaviours to be taught are incorporated in the order in which they will be taught (Pucel, 1989). It must be characterized as dependent or independent. Dependent behaviours are those that must be taught in a certain order because they build upon one another, or because they are usually performed together. For example, one must be able to "operate a microcomputer" before being able to "maintain a database with a microcomputer." Independent behaviours are those that can be taught at any time during the program because they are not the basis for learning other behaviours in the program or because they are not performed together with other behaviour" (Pucel, 1989).

The *Lesson structuring* examines the design of the program content and how it will be presented to the learners, and how it will be evaluated. This "involves the tentative selection of the type of lesson delivery format that will be used to implement the lesson as well as the

type of methods, media, evaluation tools, and feedback procedures that will be used" (Pucel, 1989).

The *Lesson Delivery Formatting* is a step-by-step process for carrying out the lesson plan, how it is presented to learners and how it can be evaluated. The format includes the decision to develop, specific methods, media, evaluation tools, and feedback procedures that will be used to carry out the lesson.

The purpose of *Evaluation and Feedback Procedures Development* is to determine if the lesson has been structured, the delivery format selected, and resource materials are accomplishing the goals and objectives that were established. "Assess learning progress as a basis for adjusting instruction and providing feedback to learners during the process of instruction. It takes place through self-checks, tutorial questioning, and tutorial observation. These are aimed at identifying learning difficulties during the learning process, and helping the learner correct those difficulties" (Pucel, 1989).

2.3 OVERVIEW OF TRAINING

Various scholars have defined training with different degrees of apprehension and expression. Sikula (1976:30) defines training as "a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skill for a definite purpose".

According to Gehee (1979) training is the formal procedure which a company utilizes to facilitate learning so that the resultant behavior contributes to the attainment of the

company's goals and objectives. He emphasizes the close relationship that exists between the objectives of an organization and its training program. Gehee stresses that the outcomes of training are in the form of increased capabilities or improved behaviors.

One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training and development. Few people these days would argue against the importance of training as a major influence on the success of an organization. Employees are a crucial, but expensive resource.

In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations. The importance of training as a central role of management has long been recognized by leading writers. For instance according to Armstrong (1996), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform.

The general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to an environment of coaching and support. Training is necessary to ensure an adequate supply of staff that are technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management.

2.4 HUMAN RESOURCE MANAGEMENT

For any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise. The effective management of people at work is Human Resource Management, (Armstrong 1996). Human Resource Management has emerged as a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organizations.

2.5 HUMAN RESOURCE MANAGEMENT AND TRAINING

Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

According to Cole (2002), training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of

particular machines or equipment, or the need for an effective sales force to mention but a few.

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future.

According to Armstrong (1996), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. He expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training cannot be said to be successful. He further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked.

McGhee (1996) wrote on the nature of learning and said learning is a term used to describe the process by which behavioral changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task. This is not to say that there has been no learning if there is no overt behavioral change. Since training generally is intended to provide

learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle.

Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, (McGhee 1996).

2.6 BENEFITS OF TRAINING

The purpose of training is to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization.

Derek and Laura (2000) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. New employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance.

According to Krietner (1995), no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Cascio (1989) puts it this way, the economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

2.7 PRINCIPLES OF TRAINING

Since the object of training is to assist a learner acquire the behaviour necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to Bryan (1990), there are four main requirements for learning to take place. The first is Motivation. The old saying that a horse can be led to the river but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited.

The second one is Cue. Through training the learner recognizes relevant cues and associates them with desired responses.

The third one is Response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent (Bryan, 1990).

Finally, Feedback – the information the learner receives indicating the quality of this response is the feedback. It should be made available as quickly as possible to ensure possible effective learning.

Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

2.8 THE TRAINING PROCESS

Training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

2.8.1 Training Policies and Resources

Kenney (1992) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained.

He pointed out that training policies are necessary for the following reasons:

1) To provide guidelines for those responsible for planning and implementing training;

2) To ensure that a company's training resources are allocated to pre-determined requirements;

3) To provide for equality of opportunity for training throughout the company; and

4) To inform employees of training and development opportunities

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Armstrong (1996), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenney (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

2.8.2 Determination of Training Needs

The first step in managing training is to determine training needs and set objectives for these needs. According to Cole (2002) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives.

2.8.2.1 Training Needs Assessment

There are a number of widely varied methods of identifying problems to be solved through systematic training. Professional training people are becoming more systematic in

determining training needs. Although the method selected must be appropriate to the specific situation, it would appear that one or more of the following would be the most practical in many settings: interviews, questionnaires, group discussions, and work samples -content analysis of jobs- (McGhee, 1996).

As an example of determining training needs based on a content analysis of jobs, McGhee describes the following procedure used in designing a training program for first-level supervisors in the U.S. Forest Service. He said, after gaining top-and middle-management support, the training people conducted a task analysis of the supervisor's jobs. From this was developed a list of thirty-seven areas of knowledge, skills, and abilities (KSA) of particular importance to the supervisory jobs. This list was then used to develop a questionnaire that, in turn, was used to ask potential trainees the extent of training they felt they needed in particular categories. The managerial group above the supervisors also responded to the questionnaire in terms of their perceptions of the training needs of supervisors. The data were then used to design the training program (McGhee, 1996).

According to Sherman et al (1996) and Belcourt (1999), Managers and HR staffs should stay alert to the kinds of training that are needed, where they are needed, who needs them, and which methods will best deliver needed KSAs to employees. They added that "to make certain that training is timely and focused on priority issues, managers should approach needs assessment systematically by utilizing the three different types of analysis: organization analysis, task analysis, and person analysis".

(i) Organization analysis

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

(ii) Job analysis

This involves reviewing the job description and specification to identify the activities performed in a particular job and the KSAs needed to perform them. Belcourt et al outline 2 steps in making this analysis:

List all the tasks or duties included in the job

List the steps performed by the employee to complete each task

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

(iii) Person analysis

It involves determining whether task performance by individual employees is acceptable and studying the characteristics of individuals and groups who will be placed in the training environment. It is important to determine what prospective trainees can and cannot do so that the training program can be designed to emphasize the areas in which they are deficient. Commenting on determining training needs, Wright et al (2003) emphasized that in today's highly competitive business environment, undertaking program simply because other firms are doing it is asking for trouble. Instead, they added, a systematic approach to addressing bona fide needs must be undertaken.

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

2.8.3 Determining Training Objectives and Training Plan

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must do after the training program. According to McKenna and Beech (2002), it is important that a sound basis is established for other

associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development. What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

2.8.4 Presenting the Training

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below;

(i) Refresher Training

Here the employees are made to attend refresher courses at specific training institutions such as Ghana Institute of Management and Public Administration (GIMPA), Institute of Management Studies, Polytechnics and similar institutions, sponsored by the employer. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

(ii) Orientation Training

This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

(iii) Career or Development Training

This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities.

(iv) Job Training

This involves teaching the employee how to perform the job for which he or she was hired or employed for. This is to help employees acquire the necessary skills and experience for specific jobs.

2.8.5 Methods of Training

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. Most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. There are a variety of training approaches that managers can use and these include:

(i) On-the-job Training

This is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

Learning by doing: this is a very popular method of teaching new skills and methods to employees. Here the new employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fit the requirements of the organization. The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. Far more successful is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the-job courses.

Mentoring: this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

Shadowing and job rotation: this usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel that it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed and are seen by supervisors and workers in the department as obstacles to the daily routines. If well structured and planned with the cooperation of all departmental supervisors, this method can be a worthwhile learning experience.

Job rotation is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. The rotation is done on co-ordinate basis with a view to exposing the executives and trainees to new challenges and problems. It is also aimed at giving executives broad outlook and diversified skills.

If appropriately implemented this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team-work and empowerment whereby people are encouraged to greater responsibility for their work and that of the team. On the negative side, there have been criticisms that not enough structured training is given to enable workers to do these jobs well. However, the researcher believes that on-the-job method of training has a setback. A critical review of the method reveals that, although employees learn doing the job, their productivity tends to be low because they do not have the skills and knowledge needed to be effective and efficient. In an on-the-job training method, the emphasis is more on the acquisition of specific, local knowledge in a real situation. Unlike on-the-job method, off-the-job method emphasizes developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices.

(ii) Vestibule Training

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the

supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

(iii) Behaviour Modelling

Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviours appropriate for the job through role-playing. The use of behaviour modelling is based on social theory, and it is in particular an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviours are to be avoided.

Behaviour modelling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice this. Bryn (1990:17) puts it this way, that behaviour modelling is where target behaviours are selected and videos on each of the behaviours produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

(iv) Understudy Training

An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person he or she is understudying. An individual or group is assigned to assist a superior officer in the performance of his duties

xliv

related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. They are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over when the superior is transferred, retired or is promoted to a higher position, Decauza et al (1996).

(v) Case Study

Here, trainees are given case studies of real or imagined events in an organization to study, analyze and give an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will later face on the job. The objective of this method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

(vi) Business Exercise

In this type of training exercise, the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in a real work situation, to handle. Business exercise training helps employees to develop decision-making, time management, planning and communication skills. It also helps them to develop a "feel" for the work situation before they are put on the real job.

(vii) Group Training

Group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences meet to share ideas on specific topics decided by the trainer. If organized properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each other's experience. An example is the T-group which is an approach to human relations; the original emphasis is that it is a form of group therapy. The seminars have the benefit of encouraging participants whiles providing opportunities for trainees to learn from each other. The T-group is however, leaderless, unstructured groups designed to encourage learning room experience and group dynamics, and also provide a forum for the giving and receiving of personal feedback.

2.9 OVERVIEW OF DEVELOPMENT

We set up three propositions about the meaning of development. It is inevitable that some members of the development community will dismiss one or more of these, while others will argue strongly in favour. Even within individually contested conceptualizations there is space for considerable diversity of views, and differing schools of thought also tend to overlap. This overall multiplicity of definitional debates includes a general agreement on the view that 'development' encompasses continuous 'change' in a variety of aspects of human society. The dimensions of development are extremely diverse, including economic, social, political, legal and institutional structures, technology in various forms (including the physical or natural sciences, engineering and communications), the environment, religion, the arts and culture. Some readers may even feel that this broad view is too restricted in its scope. Indeed,

one might be forgiven for feeling that 'there is just too much to know now (as, indeed, there always was)' (Corbridge, 1995).

We would argue that there are three discernable definitions of 'development'. The first is historical and long term and arguably relatively value free – 'development' as a process of change. The second is policy related and evaluative or indicator led, is based on value judgements, and has short- to medium-term time horizons – development as the MDGs, for example. The third is post-modernist, drawing attention to the ethnocentric and ideologically loaded Western conceptions of 'development' and raising the possibilities of alternative conceptions.
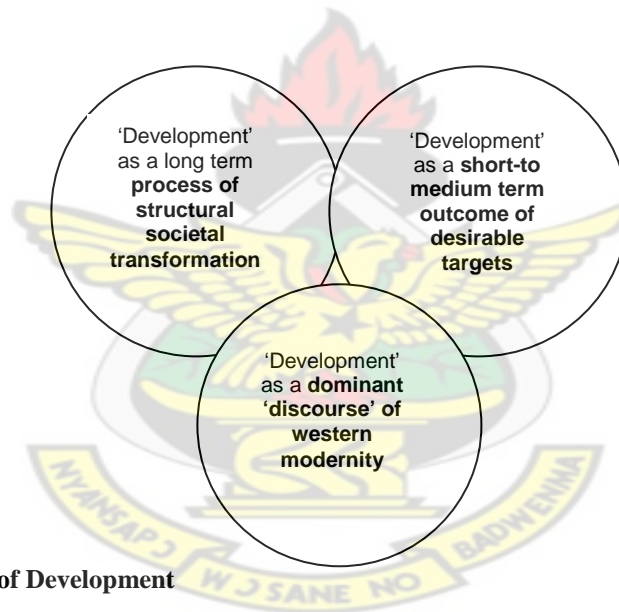
Figure 2.2 Definitions of Development

2.9.1 'Development' as a Long-Term Process of Structural Societal Transformation

The first conceptualization is that 'development' is a process of structural societal change. Thomas (2004) refers to this meaning of development as 'a process of historical change'. This view, of 'structural transformation' and 'long-term transformations of economies and societies', is one that predominated in the 1950s and 1960s in particular. Today, one might argue that this definition of development is emphasized by the academic or research part of the development community but that there is less emphasis on this perspective in the

practitioner part of the development community. The key characteristics of this perspective are that it is focused on processes of structural societal change, it is historical and it has a long-term outlook. This means that a major societal shift in one dimension, for example from a rural or agriculture based society to an urban or industrial-based society (what is sometimes called the shift from 'traditional' to 'modern' characteristics), would also have radical implications in another dimension, such as societal structural changes in the respective positions of classes and groups within the relations of production for example (by which we mean the relationship between the owners of capital and labour). This means that development involves changes to socio-economic structures – including ownership, the organization of production, technology, the institutional structure and laws.

In this conceptualization development relates to a wide view of diverse socioeconomic changes. The process does not relate to any particular set of objectives and so is not necessarily prescriptive. Equally, it does not base its analysis on any expectations that all societies will follow approximately the same development process.

A long-term, broad view may address the big picture but it may have a limited capacity to meaningfully guide development practice, such as policy-making, which typically focuses on a shorter time period such as a four-to-five-year government term or a three-year cycle in the case of Poverty Reduction Strategy Papers (PRSPs).

2.9.2 'Development' as a Short- To Medium-Term Outcome of Desirable Targets

A second perspective on 'development' can be seen in the light of some of the criticisms which have been outlined above. Thomas (2004) characterizes this second approach as 'a vision or measure of progressive change' and Gore (2000) relates it to 'performance assessment'. This view is narrower in definition and is technocratic or instrumental – indeed, some might argue that it is too technocratic.

At its most basic level it is simply concerned with development as occurring in terms of a set of short- to medium-term 'performance indicators' – goals or outcomes – which can be measured and compared with targets (for example changes in poverty or income levels). It therefore has a much more instrumental element which is likely to be favoured by practitioners within the development community notably in international development agencies. Poverty reduction objectives in general, and the MDGs in particular, now play a major role in the thinking of the international agencies such as the Organization for Economic Cooperation and Development (OECD) Development Assistance Committee (2001), the United Nations Development Programme (UNDP), the World Bank (2000) or the bilateral aid agencies.

The key feature of this second perspective is that it is focused on the *outcomes* of change so that it has a relatively short-term outlook, leading some commentators, such as Gore, to label it as 'a historical'. This is somewhat problematic to many of the more academic members of the development community because it presupposes a set of (essentially bureaucratic or government) goals or objectives which may not be shared by many of the people who are supposedly benefiting from development. This means that there is a paternalistic assumption as to what is good for people's wellbeing based on a set of universal values and

characteristics. This raises the question of 'ownership' not so much in the context of governments or of countries but more in the context of peoples, and the poor in particular. In other words there is an issue over whose objectives and values are expressed within the context of this second approach to development, and whether the articulation of the objectives is in any sense democratic or involves the effective participation of civil society. There is a concern that this short-term and instrumental view of development loses the (grand) vision of societal transformation that Gore highlighted, and separates the conception of development from socio-economic structures, social relations and politics.

This echoes concerns that research can act to depoliticize development by taking a technocratic approach (Ferguson, 1994). There is also a major concern that a focus solely on poverty (or, in earlier time periods, on economic growth) will lead to neglect of other important and inter-related dimensions of development.

2.9.3 'Development' as a Dominant 'Discourse' Of Western Modernity

A third conceptualization of development takes a radically different approach so that direct comparison with the other two outlined in this chapter is difficult. For this reason we intend to give it more attention than the previous approaches.

The first two of our characterizations of development are based, respectively, on visions of change and on outcomes. The third definition is based on the view that development has consisted of 'bad' change and 'bad' outcomes through the imposition of Western

ethnocentric notions of development upon the Third World. This is the 'post-modern' conceptualization of development.

This third perspective emerged as a reaction to the deliberate efforts at progress made in the name of development since World War II and was triggered in particular by the 1949 Declaration by the US President Truman that: we must embark on a bold new program for making the benefits of our scientific advances and industrial progress available for the improvement and growth of underdeveloped areas (Esteva, 1992).

The 'post-modern' approach is not so much a conceptualization of development as a frontal onslaught onto the 'development industry' (including researchers, practitioners and aid institutions).

The 'post-modern' approach draws upon, amongst others, Michel Foucault (1969). The key element of this approach is that, for post-modernists, developments (and poverty) are social constructs that do not exist in an objective sense outside of the discourse (a body of ideas, concepts and theory) and that one can only 'know' reality through discourse. In this approach there is no such thing as 'objective reality'. Such a 'discourse' approach might be said to: examine how people use particular types of language and imagery to represent themselves and others in particular ways. The focus is on how these images are underlain by, and reproduced through, power relations, and on what their social, political and economic effects are – rather than whether or not they are 'true'.

2.10 EMPLOYEE DEVELOPMENT PROGRAMS: STRUCTURE

Organizations have set up their employee development programs in a variety of ways. Traditionally, companies have offered tuition reimbursement to allow people opportunities to expand their knowledge. The Corporate University Xchange found that less than 10 percent of people eligible for this benefit were using it (Rosenwald, 2000). Adam Eisenstat, an employee of the Xchange, indicates that the demands of work and family life make it difficult for employees to invest extra time outside of the job for such opportunities (Rosenwald, 2000). Additionally, it is primarily senior management and those people who place a high value on an advanced degree who take advantage of tuition reimbursement (Rosenwald, 2000). As a result, many organizations find in-house programs more beneficial and many are going the route of corporate universities.

Jeanne Meister (1998) defines a corporate university as, "a centralized in-house training and education facility to address the shortened shelf life of knowledge and to align training and development with business strategies". A training department tends to be reactive and focused on specific job skills, while a corporate university is proactive with a more strategic approach. It has a deliberate education component and is an excellent method for sharing the organization's culture, moving from job skills improvement to workplace skills understanding, developing leadership, and fostering creative thinking and problem solving (Meister, 1998). Russell Gerbman (2000) contends that a corporate university must be flexible in order to succeed. It must incorporate a variety of teaching methods, creative scheduling, and accommodating learning environments to ensure that people can get to the information as well as apply it when they return to work (Gerbamn, 2000). One way to achieve this flexibility is to have some of the curriculum led by instructors and some of it self-taught (Wilson, 2000).

Some of the mechanisms corporate universities are using to get the knowledge out to employees are CD-ROM, intranet, and classroom lecture (Petrecca, 2000). At Bozell's Academy, employees are required to attend classes on the company's history and philosophy, but are also offered electives on such things as conflict resolution and stress management. Bozell also accommodates the busy lifestyles of its employees by offering classes during lunchtime (food included) and valuing the downtime it gives people away from their desks (Petrecca, 2000). Some companies have found that new employee orientation is a key to success, so they are spreading it out over several months so that employees understand the company, its products, its culture, its policies, and its competition (Kleiman, 2000). There are also companies that require a certain number of training hours for every employee at every level of the organization so that everyone knows their role in carrying out the corporate mission (Wilson, 2000).

Another key factor to the success of a corporate university is funding. Any employee development program will fail if the company is not willing to put some financial resources into it. DDB Worldwide requires each of its offices to contribute 2 percent of their salary budget to its University (Petrecca, 2000). DDB has decided that their employees are a valuable resource and they will make the investment in them. Some companies may not have the money to find, but there are other routes they can take. For some businesses, they have found it useful to open up their programs to employees of their suppliers. With this method, the company is getting some extra funds for employee development, and helping some smaller companies get some opportunities (Wilson, 2000).

2.11 EMPLOYEE DEVELOPMENT PROGRAMS: KEY COMPONENTS

There is no single formula for creating an employee development program, but there are some important components that should be considered. A truly effective employee development program should include learning, career planning, goal setting, and evaluation. These areas will help the program to be beneficial to the employees who utilize and to the organization that provides it. Without them, the employee development reverts to being simply training.

One of the main reasons learning is becoming more and more crucial is the rise of technology. Knowledge and information are moving faster than ever with the Internet and a business cannot keep up in today's world if its employees do not have access to it. Although higher education is important to prepare people to work in business, they still need a new set of skills by the time they start working (Gerbman, 2000). It becomes the responsibility of the employer to make sure people have these skills, and it must be an on-going process. When employees need information, they often need it right now and two days from now is not soon enough. Therefore, companies need to make sure people can learn anytime (Garger, 1999). For this reason, intranets and computer based training modules are necessary. In addition to technology, Eileen Garger also cites reorganization of companies and the changing relationship between employers and employees as reasons for the move from training to learning (Garger, 1999).

Learning helps people improve their overall performance rather than just enhancing their job skills (Gerbman, 2000). MMI Companies Inc., an international health-care risk-management services company, has Insights University with a mission to move employees from information to knowledge to wisdom. Rather than just giving people information and asking them to process it, they try to help employees pull knowledge from information by giving them tools to apply it to their job. Then they help them take that knowledge and turn it into wisdom by helping them become critical thinkers (Garger, 1999). Sears Roebuck & Co. is very cautious with this concept because they do not want all their employees thinking alike, but they seek to give them the analytical skills to think differently and challenge the norm (Gerbman, 2000). Tires Plus employee John Holden found that he learned more about the company than just his job at TPU and it helped him think about how he can impact the direction of the company (Dobbs, 2000). According to John Cunniff (2000), "knowledge is capital, for both the individual worker and the company". Organizations and individuals should value knowledge as they do money, because in today's market they go hand in hand. Individuals must value learning as much as the organization. Ralph Bates, vice president of learning and professional development for American Management Systems, Inc. out of Fairfax, Virginia, recognizes that, "the best learning is done when individuals are motivated to learn on their own" (Garger, 1999). Companies no longer feel an obligation to control and direct employees' careers, so people at all levels are taking charge of their own career management (Feldman, 2000). It is the role of companies to provide opportunities, but individuals must take the initiative to utilize those opportunities and position themselves for future career success (Garger, 1999).

Since companies can no longer guarantee employees promotions to the top, it is important that they help employees with career planning and skills development. Some organizations fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently to communicate that they are willing to invest in helping employees reach their potential (Moses, 2000). Companies can also help ease employees' minds by making career planning a standard part of their employee development process rather than introducing it when they know they are going to be facing a period of downsizing or restructuring (Moses, 2000). Career planning can be handled a few different ways. At Idea University, the employee development program for Austin, Texas advertising agency GSD&M, brings in guest speakers to talk about career growth rather than specific advice on specific jobs (Petrecca, 2000). At BRE Properties, Inc. in San Francisco, California, a task force established resources on career planning and development, then employees are invited to schedule meetings with their supervisors to give them access to these resources and help them map out career plans (Nunn, 2000). BRE combines these initial meetings with annual career reviews that are separate from performance reviews to look forward and address any issues with employees' career progress (Nunn, 2000). This review process is important so that employees feel on-going support for their endeavours. Such one-on-one career counselling can be very expensive, so some companies are turning to computer programs designed for this function (Feldman, 2000). Sears created a database that holds information about employees' career goals. This system is used to match people with appropriate jobs in appropriate locations, as well as help the company determine how they will train an employee for the new position (O'Herron and Simonsen, 1995). It is important, however, that

the corporate culture embraces the concept of career planning even if they cannot devote a lot of money.

The purpose of career planning as part of an employee development program is not only to help employees feel like their employers are investing in them, but also help people manage the many aspects of their lives and deal with the fact that there is not a clear promotion track. Employers can no longer promise job security, but they can help people maintain the skills they need to remain viable in the job market (Moses, 1999). Career planning should be based on helping employees find a career path that they understand and value (Nunn, 2000). To start this process, people must do some self-reflection and identify their work style, their work preferences, and their current skill set. From there they can begin to identify the jobs they would like in the future and skills needed to attain those jobs (Moses, 2000). As a result, people should have better self-understanding, greater responsibility for their futures, and action plans to achieve future goals. The challenge to organizations is that they must accept that this process may lead some employees to leave the company and pursue outside opportunities (O'Herron and Simonsen, 1995). Although it is a risk, employees also live with the risk that they could be "rightsized" out of a company. A key component of career planning, and therefore a key component to employee development, is goal setting.

Ten years ago, employees were hesitant to talk openly about their career goals and aspirations, while today they tend to be more open about their needs and how they will fulfil them (Moses, 1999). The fear in the past was that they may have ambitions outside their current organizations and that could jeopardize their current jobs. People will struggle to

lvii

develop their careers without setting goals to do so. The first step is to do some self-assessment. Organizations should provide the proper tools to do so, ranging from one-on-one counselling to computer programs to personality tests (Moses, 2000). At Sears, they help employees identify their skills and competencies, and then they offer similar career discussions as BRE. Employees lead these discussions to ensure that they happen in a way and at a time that best fits their personal goals (O'Herron and Simonsen, 1995). The self-assessment process aids people in looking beyond their current jobs and seeing how their skills can transfer to other areas (Moses, 2000).

Since life-long commitment to a company can no longer be assumed, employees must view themselves as a holder of many skills rather than filling specific job title (Moses, 2000). This shift in thinking allows them to create goals beyond promotion and give them the flexibility to grow in different areas of their current companies or into other organizations (O'Herron and Simonsen, 1995). By looking at their goals and making efforts to stick to them, employees also increase the possibility that they will have an appropriate job fit. Ideally, employees will look for positions that best fit their styles and goals, rather than jumping at opportunities just to keep a job with their current company (Moses, 2000). Any employee development program will quickly destroy itself if it does not evaluate itself on a regular basis.

Employee development programs must not only achieve its objectives, but it must have positive outcomes for the organization and individuals within the organization. Therefore, a portion of the program must be evaluating outcomes. Sears utilizes a system of pre-tests

followed by focus groups and surveys to determine if they are meeting their employee development objectives. Their program continues to exist because they are doing so (O'Herron and Simonsen, 1995). Many organizations with employee development programs are finding positive outcomes for the individuals involved in them.

BRE Properties conducts annual employee satisfaction surveys. They have discovered that most people are very positive about employee development and career planning efforts. They are happy with the feeling that the company has invested in them and cares about their futures. They have also found out that the employees want further education, especially when it was directly related to their jobs (Nunn, 2000). At Sears, 93 percent of employees indicate that they have career goals as well as a plan to achieve those goals. These same people reported of a better self-understanding and increased awareness of where they can go with the company. 80 percent of employees took part in the career discussions and a majority of those people entered their goals into the Sears database (O'Herron and Simonsen, 1995). Although these individual outcomes are important and valuable, an employee development program cannot exist if the company is not seeing positive outcomes.

Many companies find it difficult to determine a quantifiable value for employee development, but Kimberly Ishoy of the Corporate University Xchange contends that systems exist, "for measuring financial and business performance, internal processes and customer satisfaction" (Wilson, 2000). Mel Kleiman's method for showing a return-on-investment for employee development by measuring pre-training performance, diagnosing the problem, assessing training needs, delivering training, then the change in performance by

trainees. He believes you can quantify the monetary value of the training through this process (Kleiman, 2000). Tires Plus established TPU in 1992 has seen an annual growth of 20 percent since 1995 and has doubled its territory to become a $200 million company since 1990. Additionally, in store surveys show a customer satisfaction rate of 96 percent (Dobbs, 2000). In a less numeric evaluation, Sears Credit was recognized by the American Society for Training and Development for their employee development program (O'Herron and Simonsen, 1995).

2.12 JOB PERFORMANCE

Job performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. This means there are general expectations expected of employees in relation to their performance in every company. Employees can be said to have performed when they have met the expectations and performed up to standard.

Job performance can also be defined as the functioning and presentation of employees. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies.

2.13 PERFORMANCE MEASURES

Performance measures should allow progress against objectives to be measured. It should indicate what is expected and how well people are doing in attaining their objectives. Performance measures should be clear, concise, easy to collect and interpret, and relevant in

that they should provide information that tells you and the organizations how well you are performing. The measures are usually related to efficiency (how quickly you deliver) effectiveness (how good, accurate or relevant the service delivery was to the customer), cost efficiency and cost effectiveness. Performance measures usually cover information relating to:

i.   Finance – cost as well as income

ii. Customers – new and lost

iii. Market – penetration thereof

iv. Resources – consumed, saved or required

v.   Processes – how efficiently and effectively tasks and activities are accomplished

Performance measures should be agreed between job holder and his or her manager and should be reviewed regularly. There are a number of benefits to the organization and the individual in terms of personal development and corporate achievement (Business: The Ultimate Resource, 2002). Some valid aspects for measuring performance in relation to reward systems include:

i.   Rate of customer growth and retention annually

ii. Annual growth in company profits

iii. Annual increase in the company's market share

iv. Rate of employee turnover over a certain number of years

v.   Efficient and effective product and service spin-off and growth

vi. Corporate expansion, opening of new branches and establishment of subsidies.

2.14 THE FIVE FACETS OF THE PERFORMANCE PRISM

Bourne *et al* (2003) relate the five facets of the performance prism under two major branches as:

The external facets of the performance prism:

    i.   Stakeholder Satisfaction

    ii. Stakeholder Contribution

Stakeholders include: investors, customers and intermediaries, employees, regulators and company's suppliers.

The internal facets of the performance prism:

    i.   Strategies: including corporate strategy, business unit strategy, brands/products/services strategy and operating strategy.

    ii. Processes: involves developing products and services, generating demand, fulfilling demand, planning and managing enterprises.

    iii. Capabilities: encompasses people, practices, technology and infrastructure.

Bourne *et al* (2003) observe further that there is a growing trend towards managing performance improvements through focusing on the underlying drivers of performance, whether they are improvements in the processes or the underlying resources that give these processes their capability. The past obsession with pure financial performance is decreasing and there is recognition that there is now a significant trade-off between hitting today's financial results and sustaining the capabilities and competencies that allow companies to compete effectively in the future. Companies are increasingly being asked to explain not only what their profitability is but also how they have achieved it.

2.15 EVALUATION OF JOB PERFORMANCE

When evaluating the performance of employees, it is very important to have a check list that will be used consistently in measuring the performance of all employees. The techniques for measuring the performance of employees may differ from every company. Some of these evaluation techniques are:

(i) Ambition / Initiative

Is the employee able to show he has a vision and goals towards his job and makes the imitative to achieving these goals and vision.

(ii) Attitude / Cooperation

Does the employee have a positive attitude towards his fellow employees and his work and also able to work on different task?

(iii) Communication skills

Is the employee able to communicate effectively with other employees and customers? Has he been able to solve issues due to his communication skills?

(iv) Focus

Whether the employee is focused on his job and is able to distinguish his task from personal assignments.

2.16 RELATIONSHIP EXISTING BETWEEN TRAINING AND JOB PERFORMANCE

The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and job performance. Thus training impacts positively on

employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behaviour.

Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference and benefit between organizations that train their employees and organizations that do not. According to Smith (1997) he stated that only 16% of United States employees have ever received any form of training from their employers. From the researcher's point of view, there is a possibility that in about five or more years to come the rapid development in technology can cause high unemployment rate because these forms of technology will replace the unskilled labour in the United States. There is therefore the need for United States to put strategies and policies in place to ensure that its human resource is trained in order to meet the standards of the growing technology.

Every organization that is committed to generating profits for its owners (shareholders) and providing quality service for its customers and beneficiaries invest in the training of its employees. According to Robert Simpson Managing director of Legna Construction Limited, a construction company located in the central region of Ghana which contributes substantially to the development of the country through its roads construction and employment of the country's human resource, training of the company's human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009 (40% increase from 2001 – 2004). He attributed this to the skills and knowledge the employees gained through the training they received and this made them more efficient thus reduced

cost on the job thereby gaining more revenue. He also stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has significantly impacted on the job performance.

Companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Campbell et al (1996) wrote that returns on training and development investments increase productivity by 16%. This reinforces the role of training on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus generate the profits for the firm. Also because the attributes are imparted and developed through the systematic and planned training program, it becomes a part of the employees thus they are able to implement them on every task hence the increased profit leading to sustainable profitability.

The review has revealed the importance and purpose of training in organizations, and how it contributes to job performance. The essence of training needs, how and why training needs should be assessed has also been explained. The bases for which employees should be chosen or selected for training, the types of training have been duly identified namely job training, orientation training and career development training.

2.17 THE EMPLOYEE TRAINING NEEDS EQUATION

Turrell (1980) sees three sources of training needs in an organization, as those caused by changes in technology, markets, legislation and manpower composition, those derived from

work problem such as manpower utilization, machine utilization, disputes, from work problem such as manpower utilization, disputes safety and quality and those arising from manpower wastage associated with poor recruitment, reduction training and the like. Basically employee training needs arise from two sources, namely demands of the job and the demands of organizational change. Using Turrell's model which describes the demands of the job as knowledge, skills manual, social intellectual and attitudes and demand of change in the organization and recommends that there is need for training if there is shortage or lack of any of those demands the following conceptual framework was crafted.
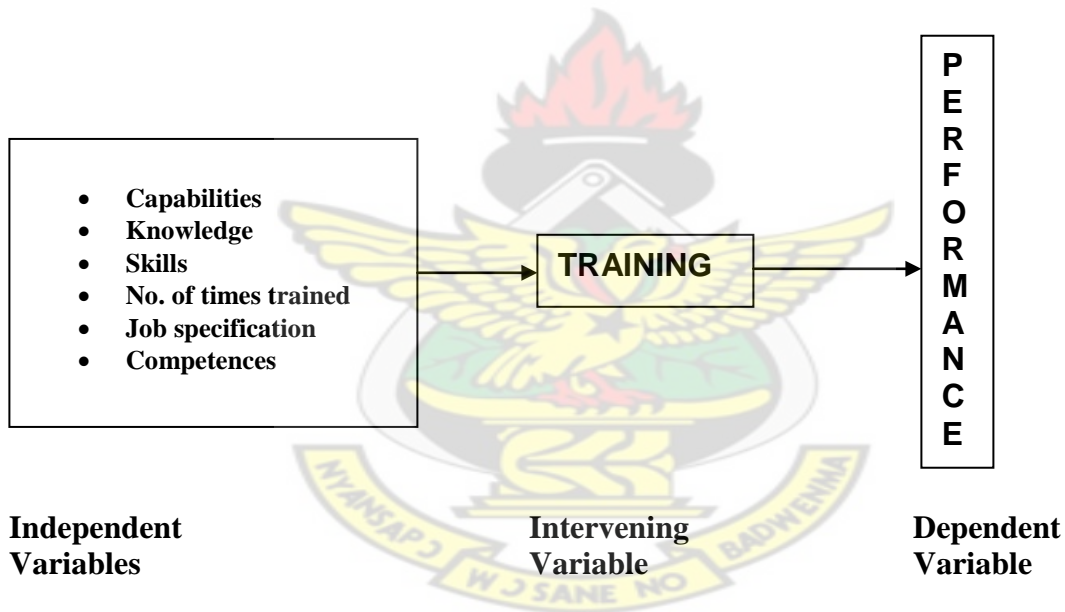
Figure 2.3 Conceptual Framework

Training influences the levels of competence, Capabilities, Knowledge, skills and attitudes that employees possess as relates to the tasks and responsibilities assigned to them. The key role of training as a source of economic growth and worker well being (Dougherty, 2003).

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter describes the research design used for the study, the various procedures and processes that was employed to collect and analyze the data. That is, the instruments used for the study and the method of analysis of the data.

3.1 RESEARCH DESIGN

The study is a descriptive research set out to assess the effect of training and development on job performance at The Hunger Project - Ghana. According to Pilot and Hurgler (1995), descriptive survey aims predominantly at observing, describing and documenting aspects of a situation as it naturally occurs rather than explaining them. The design has an advantage of producing good amount of responses from a wide range of people. At the same time, it provides a more accurate picture of events at a point in time. Fraenkel and Wallen (1993) continued that one big advantage of the descriptive survey design is that it has the potential to provide us with a lot of information obtained from quite a large sample of individuals.

Creswell (2003) is however of the view that a descriptive study is more than just a collection of data. It involves measurement, classification, analysis, comparison and interpretation of data. According to Creswell (2002), a descriptive study identifies and defines the problem, selects tools for collecting data, describes, analyzes and interprets the data. In this direction the study seeks to examine the effect of training and development on job performance, the type of training programmes available for the workers and some other activities that take place in the organisation.

3.2 POPULATION OF THE STUDY

In the opinion of Agyedu, Donkor and Obeng (1999), population of a study refers to a complete set of individuals (subjects), objects or events having common observable characteristics in which the researcher is interested. They further stressed that; population constitutes the target of a study and must be clearly defined and identified.

The target population for the study was the staff of The Hunger Project - Ghana. Participants included Management members, Project Officers, Assistant Project Officers, Drivers and Volunteers making a total of 61.

3.3 SAMPLE AND SAMPLING TECHNIQUE

The population of the study area was relatively small. They included 7 Management members, 46 Staff members and 8 Volunteers of the organisation. In effect, the whole population of 61 was used as sample size for this study. When the target population is small and easy to contact, it is often feasible to survey the entire population (Nora, 2010).

3.4 SOURCES OF DATA

In the light of this, the study gathered data from primary and secondary sources using varied techniques.

3.4.1 Primary Data

Primary data was collected with the aid of questionnaires and interviews (face-to-face interactions). The questions were mostly close-ended type to enable the respondents to attempt the questions without much difficulty. This enabled the researcher to have easy analysis of the data. The instrument was designed by the researcher since much has not been done in the area of "training and development on job performance" in the non-governmental sector. Hence, there was difficulty in getting access to pre-tested questionnaire to adopt for use. Each of the questionnaires had a different number of items, consisting of both open-ended and close-ended questions where it was deemed appropriate. It was further broken into two sections; A and B, where Section A demanded personal data of respondents which included sex, institution, academic and professional qualifications and their schedule of work. The questions under Section B required respondents to identify the major factors on training on performance.

3.4.2 Secondary Data

Secondary data are information or data already collected by other researchers or institutions, usually for different purposes (Blumberg, 2008). Secondary data enable the researcher to place the study in the context of existing knowledge as well as broadens the researcher's understanding to the research topic (Blumberg, 2008). Secondary data sources were financial statements, newspapers and manuals on the subject matter which gave the researcher

information about the effects of training and development on employees' performance in The Hunger Project-Ghana. The internet as well as other relevant publications was also consulted.

3.5 RESEARCH INSTRUMENT

The technique used in gathering data was based on questionnaires and face-to-face interviews. The researcher obtained a letter of introduction from the Institute of Distance Learning, KNUST, to seek permission from the Management of The Hunger Project - Ghana to go ahead with the study.

The researcher distributed the questionnaires in person, after obtaining permission from top management, in one week to all respondents. Respondents were entreated to give candid and honest responses to every item on the questionnaires. Face-to-face interaction provided the platform for the researcher to clarify any possible ambiguity and also created the opportunity to interact with the people.

After this, the collected data was analyzed using the proposed data analysis methods and the findings and recommendations were made.

3.6 DATA ANALYSIS

The collected data was coded and entered using the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. This software was used for the analysis of the descriptive statistics, which involved the frequency distributions, percentages, pie charts, histograms and regression model. These were chosen because it made it possible to investigate the relationships of interest.

KNUST
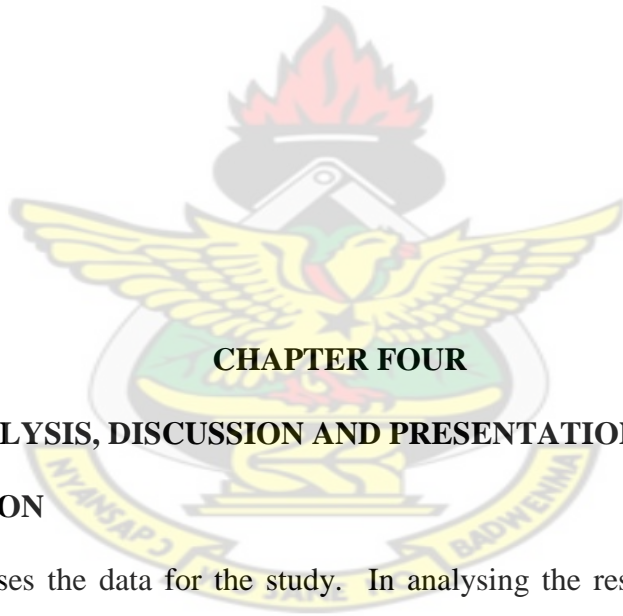
CHAPTER FOUR

DATA ANALYSIS, DISCUSSION AND PRESENTATION OF RESULTS

4.0 INTRODUCTION

This chapter discusses the data for the study. In analysing the responses provided by the respondents with the research questions, the data was scored and statistically analyzed under the Statistical Package for Social Sciences (SPSS) and Microsoft Excel. The responses were entered and manipulated with descriptive statistics to generate percentage and frequency tables. Specifically, out of the total number of 61 respondents selected for the study, 50 respondents completed the questionnaires, given a response rate of 82%.

4.1 BACKGROUND OF RESPONDENTS
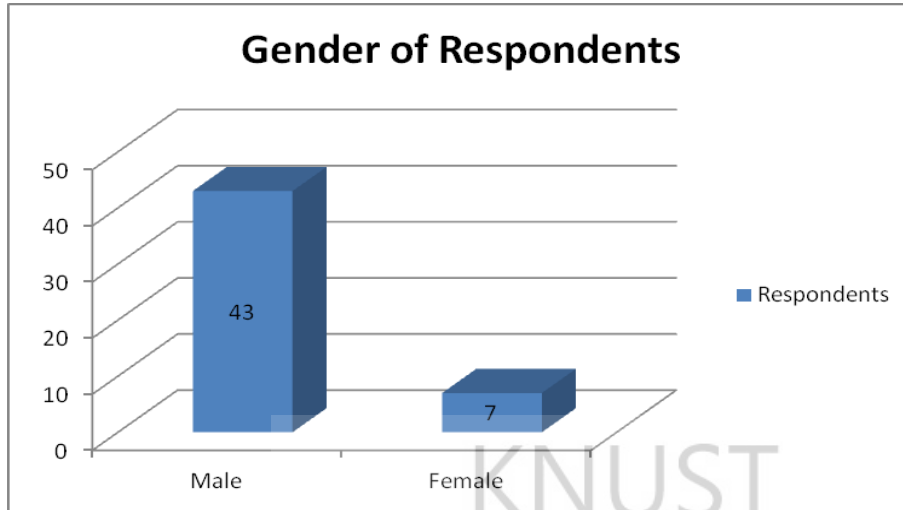
Figure 4.1: Gender of Respondents

Figure 4.1 shows that, out of the 50 respondents 86% were males and 14% were females. The data suggests that there was a vast difference between the number of males and females used for this research. It was realized from the study that, there were many men who have been employed to work at The Hunger Project - Ghana.
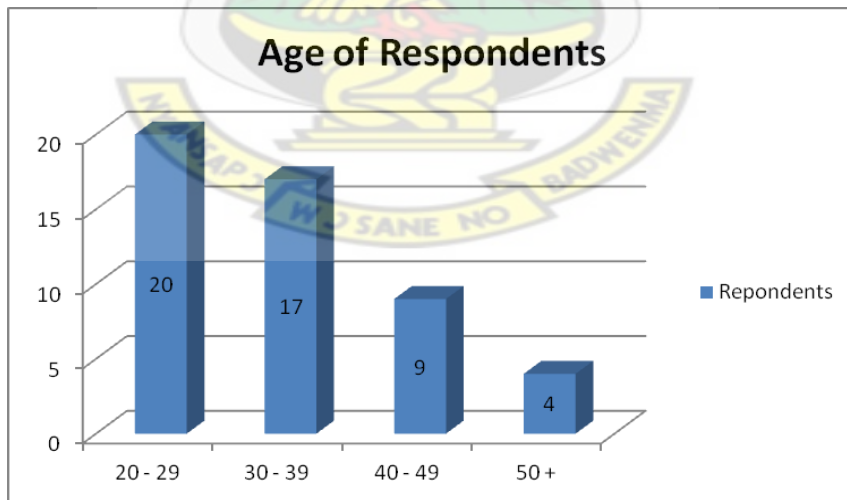
Figure 4.2: Age Distribution of Respondents

Figure 4.2 indicates that, majority (40%) of the employees were of the ages ranging from (20-29) years, whilst 34% out of the respondents were ranging between the ages of (30-39)

years. The figure also depicts the fact that, 18% of the staff was between the ages of 40- 49 years, whilst 8% were above 50 years of age. However, it was also found from the studies that, majority of the respondents were of the ages ranging between 20-39 years.
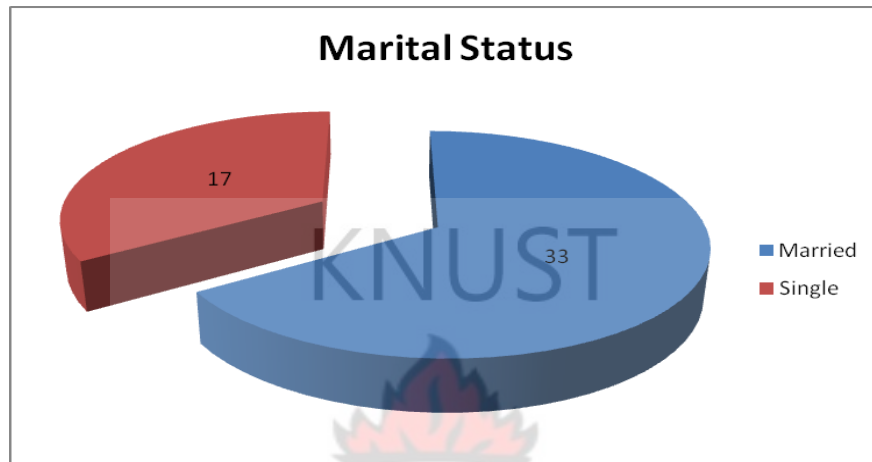
Figure 4.3: Marital status of Respondents

Figure 4.3 shows the marital status of the respondents used for the study. It was indicated that majority of the respondents were married, that is, 66%, whilst 34% of the respondents were single. It can be concluded that, majority of the respondents working in the organization were married.
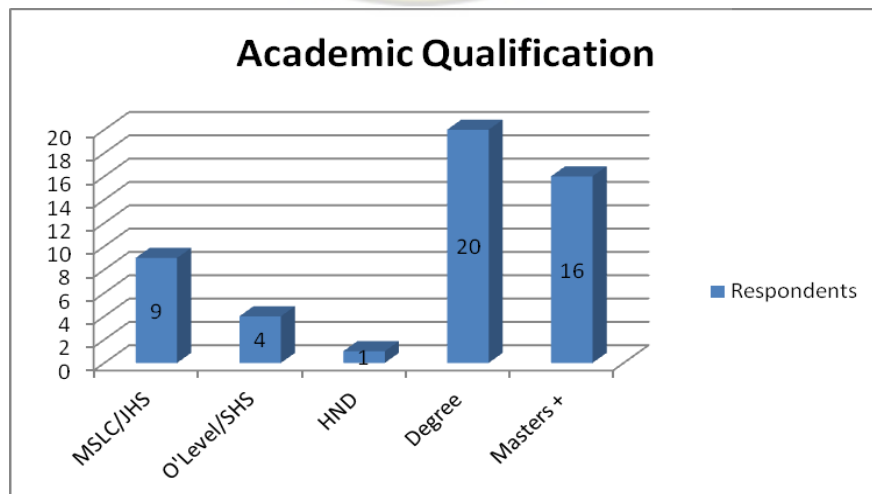
Figure 4.4: Academic Qualification of Respondents

Figure 4.4 shows that, few of the respondents (9) had their educational background up to MSLC/JHS and it was followed by those with O'Level/SHS, that is, 4. It was also indicated from the figure that, majority of the employees used for the research had their educational level up to tertiary (that is; 1 HND holder, 20 degree holders and 16 Masters plus holders). It was realized from the study that, the employees with O' Level/SHS and MSLC/JHS certificates were the drivers in the organisation.

It can be seen from the studies that, in order to achieve quality service and high productivity, there is the need for employers to recruit employees with best qualifications.

4.2 TRAINING AND DEVELOPMENT POLICIES

Table 4.1: Training and Development Policies at The Hunger Project-Ghana

Variable	Frequency	Percent
Yes	3	6.0
No	47	94.0
Total	50	100.0

Table 4.1 shows that, majority (94%) of the respondents were of the view that there were no training and development policies at The Hunger Project-Ghana, whilst only 6% said otherwise.

However, according to Kenney et al (1992), training policies are necessary for the following reasons:

1) To provide guidelines for those responsible for planning and implementing training;

2) To ensure that a company's training resources are allocated to pre-determined requirements.

4.3 AVERAGE TRAINING DAYS PER EMPLOYEE PER YEAR

Respondents were asked their average training days per employee provided in a year and the table below shows the responses.

Table 4.2: Average training days per employee provided in a year

Average Training Days	Frequency	Percent
One to Two	39	78.0
Three to Four	8	16.0
Five to Six	2	4.0
Seven Days and above	1	2.0
Total	50	100.0

From Table 4.2, majority of the respondents (78%) indicated that, the average training days per employee provided in a year ranges between 1 to 2 days, followed by 3 to 4 days per employee. The table also indicated that, 4% of the respondents said the average training days they experience in a year ranges between 5 to 6 days, whilst only 2% out of the 50 respondents had an average training days ranges between 7 days and above. According to Tzafrir (2005), one may argue that not only the number of attended trainings is an important driver for actual performance, but the training composition may be much more relevant.

4.4 TRAINING PROVIDED IN THE ORGANIZATION

Table 4.3: Training provided in the organization

Variable	Frequency	Percent
Planned and systematic	3	6.0

Provided only when problem occurs	16	32.0
Spontaneous as a reaction to what		
Competitors are doing	31	62.0
Total	50	100.0

Table 4.3 shows that, 6% of the employees were of the view that training provided were carefully planned and it was systematic, whilst 32% also said training was provided only when problem occurs. It was however, indicated from the study that, majority (62%) of the respondents were of the view that, training provided were spontaneous as a reaction to what competitors are doing.

4.5 TARGET GROUP THAT UNDERGOES MOST TRAININGS

Table 4.4: Target Group that undergoes most of the Training

Variable	frequency	Percent
Top Managers	20	40.0
Middle Level Managers	9	18.0
Junior Staff	3	6.0
New Staff	18	36.0
Total	50	100.0

Table 4.4 indicates that, 6% of the respondents said Junior Staff were the target group that undergoes most of the training, whilst 18% also indicated that Middle Level Managers undergo most of the training. The table also shows that, 36% of the New staff undergo most of the training, whilst majority of the respondents 40% said, Top Managers were the target group that undergoes most of the training.

4.6 ADEQUATE TRAINING HOURS
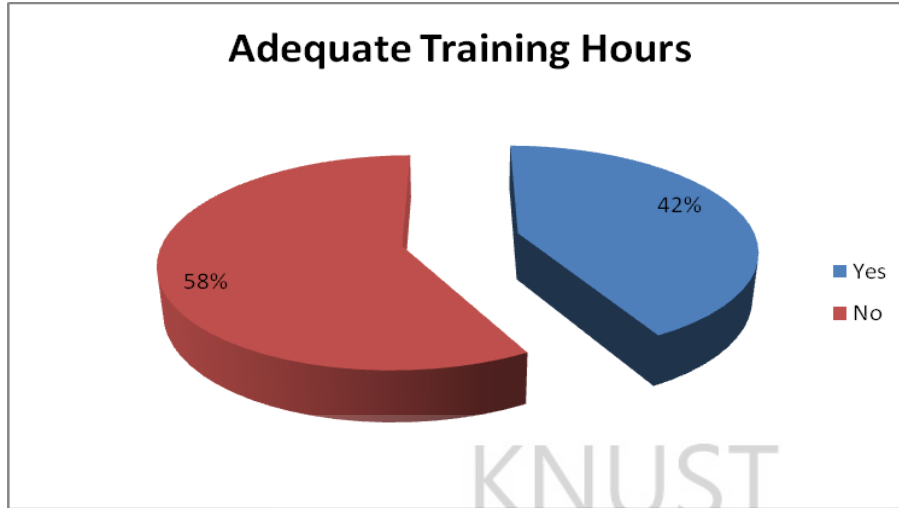
Figure 4.5: Adequate training hours

It was indicated from Figure 4.5 that, majority of the respondents 58% were of the view that the organization does not provides adequate training hours, whilst 42% also said otherwise. A follow up question was posed to elicit response from those who said no, and some were of the view that some staff members benefit from training only when partners are being trained whiles others also said that their work schedules do not permit them to attend training programmes being organized for staff.

4.7 TIME-OFF FROM WORK TO ATTEND TRAINING

Table 4.5: Time-off from work to attend Training outside the Organization

Variable	frequency	Percent
Yes with pay	6	12

No, only after work hours	32	64
Yes without pay	12	24
Total	50	100.0

Table 4.5 indicates that, 12% of the respondents said that the organization permit employees time-off from work to attend training outside the organization with pay, whilst 24% of the employees also said otherwise. The table also shows that, majority of the respondents indicated the organization only permit time-off from work to attend training outside the organization after the close of job. This shows that, the organization does not encourage its members to attend training programmes outside the organization. It can also be inferred that the organisation may not approve of such trainings that employees attend outside the organisation.

4.8 METHODS OF IDENTIFYING TRAINING NEEDS

Table 4.6: Methods to Identify the Training needs in your Organization

Variable	N	Mean	Std. Dev.
Self report Questionnaire	50	2.9930	1.36972
Individual Interview	50	2.5067	0.74107
Performance appraisal	50	2.7667	0.92437
Opinion Surveys	50	1.7467	0.86386
Observation	50	1.8923	0.97843
Critical Incident	50	2.8390	0.67718
Mean of means	50	2.4574	0.92577

Mean	**Interpretation**
0.0 – 1.0	Disagree

| 1.1 – 2.0 | Uncertain |
| 2.1 – 3.0 | Agree |

Table 4.6 reveals the mean responses of respondents on the categories of methods to identify the training needs of employees at The Hunger Project-Ghana. It was indicated from the table that, majority of the respondents were of the view that self report questionnaire, performance appraisal and critical incident were the major methods the management use to identify the training needs of staff. It can be concluded from the study that, the respondents agreed to the above mentioned methods as the training needs for staff (given the mean of means = 2.4574 and standard deviation = 0.92577).

Turrell (1980) sees three sources of training needs in an organization, as those caused by changes in technology, markets, legislation and manpower composition, those derived from work problem such as manpower utilization, machines, disputes, safety and quality and those arising from manpower wastage associated with poor recruitment and reduction training. This was also affirmed by Sherman et al (1996). They expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful.

4.9 MODE OF TRAINING

Table 4.7: Mode of Training Normally Used In Your Organization

Variable	Mean	Std. Dev.
Classroom training from Senior Staff	2.1930	0.80972
External consultants	2.9067	1.14107
Job Rotation	2.8967	0.98437
Senior Management share their knowledge and to find out what is not needed	2.7467	0.86638
Online training E – learning	0.8923	0.31843
Training Institution	1.1390	0.52718
Mean of means	2.1291	0.77453

Mean	**Interpretation**
0.0 – 1.0	Don't Use
1.1 – 2.0	Occasionally Use
2.1 – 3.0	Extensively Use

Table 4.7 reveals the mean responses of respondents to identify the mode of training method normally use for the staff at The Hunger Project-Ghana. It was revealed that, most of the respondents were of the view that, external consultants, job rotation and senior management share their knowledge were extensively used whilst training institution and classroom training from senior staff were occasionally used by the organization. The table also shows that, Online training E – learning was not used as the mode of training methods for staff at The Hunger Project-Ghana. It can be concluded that, most of the respondents were of the

view that majority of the training methods identified in Table 4.6 were extensively used (given the mean of means = 2.1291 and standard deviation = 0.77453).

4.10 ASSESSMENT OF TRAINING NEEDS

Table 4.8: Assessment of Training Needs

Variable	frequency	Percent
Yes by Human Resources	-	-
Yes by Dept Heads	48	96.0
Yes, by outside Consultants	2	4.0
Total	50	100.0

Table 4.8 shows that, majority of the respondents were of the view that the Departmental Heads normally assess the training needs of staff, whilst only 4% of the respondents said; training needs are always assessed by outside consultants. This shows that, training needs of the employees have been given proper assessment.

4.11 TRAINING AND DEVELOPMENT PERFORMANCE OF EMPLOYEES

Table 4.9: Problems that Affect Employees Training and Development Performance

Variable	Mean	Std. Dev.
Finances	2.7930	0.97972
No initiative from organization	2.5067	0.73107
No follow up after training	1.1357	0.42437
No motivation	2.7460	0.61638
No policies (Rules and Regulation	2.2467	0.56638

Mean of means	2.2856	0.74625

Mean	Interpretation
0.0 – 1.0	Disagree
1.1 – 2.0	Uncertain
2.1 – 3.0	Agree

Table 4.9 shows the mean responses of respondents on major problems affecting employees' training and development performance at The Hunger Project-Ghana. It was shown from the table that, majority of the respondents agree that finances, no initiative from organization and lastly no motivation as problems affecting employees' training and development. However, few of the respondents indicated that, follow up after training (that is, evaluation) has been the major problem in the organization. It can be concluded from the study that, the respondents agreed that, the above stated problems (given the mean of means = 2.2856 and standard deviation = 0.74625) affect training and development performance.

4.12 RELEVANCE OF HUMAN RESOURCE

Table 4.10: Importance of Human Resource

Variable	frequency	Percent
Yes	50	100.0
No	-	-
Total	50	100.0

Table 4.10 shows that, all the respondents were of the view that Human Resource Department were very important at The Hunger Project-Ghana.

According to the views of the respondents, it was realized that training and development has improved the performance of employees at The Hunger Project-Ghana.

4.13 BENEFITS OF TRAINING

A question was asked to find out the benefits respondents receive at the end of every training to their organization and their responses were put together. The respondents were of the view that, the benefits they receive after training are as follows;

- Training programmes have helped in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

- Training programmes have helped in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees as we always come together during the training periods.

- Training and Development helps in improving upon the quality of work and work-life because new concepts and techniques concerning our jobs always come out.

- Training programmes have also helped in improving the morale of the work force.

REGRESSION ANALYSIS

The multiple regression explains how much of the variance in the dependent variable can be explained by the independent variables. It also gives an indication of the relative contribution of each independent variable. The test allows us to determine the statistical significance of the result, both in terms of the model itself and the individual independents variables.

Table 4.11: Descriptive Statistics

	Mean	Std. Deviation	N

Employees performance	27.9600	3.26642	50
Mode of training	7.8667	1.87769	50
Training needs	24.8000	4.61832	50

Table 4.12: Model Summary (b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.188(a)	.046	.022	3.22963

a. Predictors: (Constant), mode of training and training needs

b. Dependent Variable: Performance

Table 4.12 indicates the model summary of the regression analysis. The table tells how much of the variance of the dependent variable (employees performance) is explained by the model (which includes the variables of mode of training programmes and methods to identify the training needs of employees at The Hunger Project-Ghana). The table however indicate that, the value (R square = 0.46 or 46%) which is quite a respectable result as compared to some of the results that are reported in some journals.

Table 4.13: Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	27.347	1.502		18.204	.000
	Mode of training	.386	.167	.222	2.315	.022
	Training needs	-.098	.068	-.138	-1.442	.151

A Dependent Variable: employees' performance

It can be indicated from Table 4.13 that, it can be concluded that, the variable (the mode of training programmes) is making significant contribution to the prediction of the dependent variable (given $\rho < 0.05$) as compared to the methods to identify training needs which is not contributing significant to the prediction of the dependent variable (given $\rho > 0.05$). Mathematically model is given as; $Y = 27.35 + 0.386X_1 - 0.098X_2$

Where, X_1 = Mode of training programmes; X_2 = methods to identify training needs

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter includes summary of findings, conclusions and recommendations in respect of the objectives of the study.

5.1 FINDINGS

Major findings of the study are:

- Most of the employees working at the organisation were within the ages ranging between 20 to 39 years. However, it can be indicated that employees will be able to work for a long period of hours.

- There were gender differences within the staff at The Hunger Project-Ghana, where the male dominate more than their female counterpart.

- Adequate training days were not given to staff during every training programme within the year.

- Training provided in the organization was spontaneous as a response to what competitors are doing and also they were not well planned and systematic.

- The major group that undergoes most of the training was the top managers and the new staff.

- The organisation was not given its staff time off from work to attend training programmes outside the organization.

- The assessment of the training was basically done by the heads of departments, only few cases it was seen that assessment was done by outside consultant.

- The variable (the mode of training programmes) is making significant contribution to the prediction of the dependent variable (given $\rho < 0.05$).

5.2 CONCLUSION

In the modern economy, nature of work is constantly changing. New technologies also mean new work skills are constantly required. Training and development has undoubtedly become part and parcel of organizations, and cannot be de-linked from a successful organizational life.

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to the their training and career needs. The attention by the organization coupled with increased expectation can lead to a self-fulfilling prophecy of enhanced output by the employee. It is shown that employees that receive regular, scheduled feedback in training actually have a higher level of worker output

5.3 RECOMMENDATIONS

On the basis of the findings of this study and for the purpose of achieving the stated objectives, the following recommendations are made to increase employees' performance in an organization.

1. The management of The Hunger Project-Ghana should as a matter of urgency come up with training and development policies and practices for the organization since they are the strategic link between the organization's vision and its day-to-day operations. This is because well written policies and procedures allow employees to understand their training and development roles and responsibilities within predefined limits. Basically, training and development policies and procedures allow management to guide operations without constant management intervention.

2. The management of The Hunger Project-Ghana should establish a Human Resource Unit to take charge of training and development needs of employees since training and development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals.

3. For The Hunger Project-Ghana to establish a successful training programmes, the researcher recommend that the following should be taken into account by the management:

   - Determine what training is relevant to the employees job

   - Determine what training will improve performance

   - Differentiate training needs from organization problem.

4. The hope is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front line worker stronger. More importantly, development plans that include "train-the-trainer" (training that trains employees to become trainers of a skill) can provide exponential benefits to the organization. This training can be anything from how employees can do their own jobs better to these employees being groomed to replace their supervisor. In addition, employees who received such investment as a trainer might be further inclined to stay with the organization, and possibly reduce employee turnover.

5. There should be employee development programs that range from certifications to education reimbursement, to even basic job skills. Training, have a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction. Training and education that can be added to the employees resume are big ticket items in terms of compensation plans, and should be treated as such.

6. Employee development should be tailored to the individual employee and address all aspects of their job position. Training should be focused on developing current and future skill sets as they apply to the individual's basic job requirements. The training should also allow for the widening of the skill set to include the possibility of cross functional training.

As a follow up, employee reviews should be scheduled and done as needed. Documentation and clear communication are vital when providing professional feedback to employees. Performance appraisals should include both assessments of the employee's abilities, as well as plans for the employee to increase their performance if it is found lacking. Employee development plans, when tailored correctly and executed in accordance with the individual and organizational needs, can significantly increase the efficiency of the worker, and dramatically decrease any associated costs that may be generated by the employee.

7. The organization should provide performance feedback which will allow employees to be informed of changes to both their work goals and the overall objectives of the organization. Employees who do not receive feedback on a regular basis usually end up feeling as though they might be forgotten by their supervisor, and this pattern may even lead to feelings of dissent among the workforce.

8. Develop skills and increase the knowledge of employees. The organization should also try as much as possible, assessing and developing attitudes and behaviours, this will ensure that all people develop ways to achieve their full potential and secure organizational and personal success.

9. The organization should give their employees study leave with pay in order to upgrade their skills and knowledge outside what they experience at the organization.
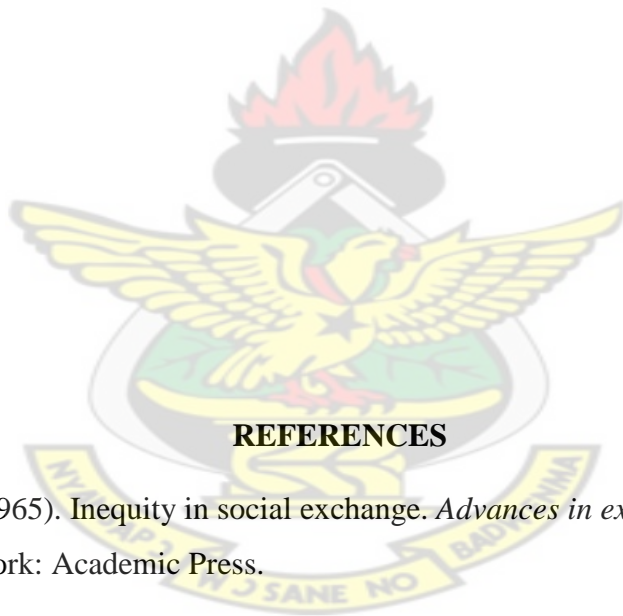
REFERENCES

Adams, J. S. (ed) (1965). Inequity in social exchange. *Advances in experimental social psychology.* New York: Academic Press.

Anthony, L. (1999). *Gower Handbook of Training and Development*. Gower Publishing Ltd.

Armstrong, M. (1996). *A Handbook on Personnel Management Practice*. 5th ed. London: Kogan.

Barber, J. (2004). Skill upgrading within formal training; lessons from Indian auto mechanic. *International Journal Training Devevelopment.* 8. p.128-139.

Bartell, M. (2003). Internalization of Universities: *A University culture based framework Higher Education.* 45. (1) p.43-47

Beardwell, N. & Holden, B. (1993). *Managing for Success*, 2nd ed. England: Prentice Hall.

Bedeian, A. G. (1993). *Management*. 3rd ed. New York: Dryden Press.

Belcourt, M. et al (1999). *Managing Human Resources.* 2nd ed. Toronto: Thomson Nelson

Black, S. E. & Lynch, L. M. (1996), Human-Capital Investment and Productivity. *The American Economic Review*. 86. (2).

Bowen, B. E., & Radhakrishna, R. B. (1991). Job satisfaction of agricultural education faculty: A constant phenomena. *Journal of Agricultural Education.* 32 (2). p.16-22.

Bryan, L. A. (1990). An Ounce of Prevention for Workplace Accidents. *Training and Development Journal*. 44. (7).

Campbell, J. B. et al (1970). *Managerial Behaviour Performance and Effectiveness.* New York: McGraw-Hill.

Cascio, W. F. (1989). *Managing Human Resources*. 2nd ed. New York: McGraw-Hill.

Cole, G. A. (2002). *Personnel and Human Resource Management*. 5th ed. Continuum London: York Publishers.

Collins, D. B. & Holton, E. F. (2007). The effectiveness of managerial leadership development programs: a meta-analysis of studies from 1982-2001. *Human Resource Development.* 15. (2) p. 217-248.

Cresswell, J. W. (2003). *Research Design. Qualitative, quantitative and mixed methods approach*. London: Sage Publications Inc.

Creswell, J. C. (2002). *Educational research: planning, conducting and evaluating qualitative and quantitative research*. Upper Saddle River New Jersey: Merrill Prentice Hall.

Davis, F. D. & Yi, M. Y. (2004). Improving computer skills training: behavior modeling, symbolic mental rehearsal and the role of knowledge structures. *Journal of Applied Psychology.* 185 p.678-707.

Decker, P. J. & Nathan, B. R. (1985). *Behavior Modeling Training: Principles and Applications.* New York: Praeger.

Decouza, D. A. & Robbins, S. P. (1996). *Human Resource Practice*. 5th ed. New York: John Wiley & Sons Inc.

Derek, T. & Laura, H. (2000). *Human Resource Management-The inside out.* 4th ed. England: Prentice Hall Publisher.

Diane, A. (1995). Training and Development. *Managing Human Resources in Small & Mid-Sized Companies*.

Dougherty, K. J. (2003). The Uneven Distribution of Employee Training by Community College: Description and Explanation. *Annals of the America Academy of Political and Social Science.* 586. p.62-91.

Drucker, M. (1998). *A Handbook on Personnel Management Practice*. 5th ed. London: Kogan Page.

Evans, J. R. & Lindsay, W. M. (1999). *The management and Control of Quality.* 4th ed. Cincinnati, Ohio: South-Western College Publishing.

Ferguson, J. (1994). *The Anti-politics Machine: 'Development', Depoliticisation and Bureaucratic Power in Lesotho.* Cambridge: Cambridge University Press.

Fraenkel, J. R. & Wallen, N. E. (1993). *How to Design and Evaluate Research in Education.* New York: McGraw-Hill.

Frayne, C. A. & Geringer, J. M. (2000). Self-management training for improving job performance: a field experiment involving salespeople. *Journal of Applied Psychology*. 85 p.361-72.

Gehee, H. (1979). *Nature of Learning*, 1st ed. Boston: McGraw-Hill.

Harrison, R. (2005). *Learning and Development*. CIPD Publishing. pp. 5.

Harpaz, I. (1990). The importance of work goals: an international perspective. *Journal of International Business Studies*. 21. p.75-93.

Herzberg, F. & Snyderman, B. B. (1959). *The motivation to work*. New York: John Wiley & Sons.

Higgins, J. M. (1994). *The Management Challenge*. 2nd ed. New York: Macmillan.

Kelly, K. (1994), Motorola: Training for the Millennium. *Business Week.* March 2008. p. 158-168.

Kenney, E. (1992). *Management Made Easy.* 1st ed. South Carolina: Omron Publishers.

Kovach, K. A. (1987). What motivates employees*?* Workers and supervisors give different answers. *Business Horizons.* 30. p.58-65.

Koslowski, S.W.J., et al (2001). Effects of training goals and goal orientation traits on multidimensional training outcomes and performance adaptability. *Organisational Behaviour and Human Decision Process.* 85. p.1-31.

Kraiger, K., Ford, J. K. & Salas, E. (1993). Application of cognitive, skill-based and effective theories of learning outcomes to new methods of training evolution. *Journal of Applied Psychology*. 78. p.311-28.

Kreitner, R. (1995). *Management*. 6th ed. Boston: Houghton Mifflin Company.

Linda M. (2001). *An Introduction to Human Resource Management, theory and practice.* New York: Pelgrave Macmillan Publishers.

Littrel, L. N. et al (2006). Expatriate preparation; a cultural analysis of 25 years of cross-cultural training research. *Human Resource Development.* 5. p.355-88.

McBealh, G. (1992). *The Handbook on Manpower Planning*. 1st ed. UK: Blackwell Publishers.

McGhee, H. (1996). *Nature of Learning*, 1st ed. Boston: McGraw-Hill.

McKenna, E. & Beech, V. (2002). *Human Resource Management-A Concise Analysis*. 1st ed. UK: Date Publishing Company Ltd.

Morris, M. A. & Robie, C. (2001). A meta-analysis of effect of cross cultural training on expatriate performance and adjustment. *International Journal Training Development.* 5. p.112-25.

Noe, R. A. (2008). *Employee Training and Development*. 4th ed. Boston: Irwin-McGrawl.

Nora C. et al (2010). *Survey Fundamentals: A guide to designing and implementing surveys.* [On line]. Available from oqi.wisc.edu/resourcelibrary/uploads/resources/Survey_Guide.pdf. [Accessed: 14th May 2012]

Perry, J. L. & Hondeghem, A. (2008). *Motivation in public management: The call of public service*. Oxford: Oxford University Press.

Perry, J. L. & Wise, L. R. (1990). The motivational bases of public service. *Public Administration Review.* 50. (3). p.367-373.

Pilot, D. F. & Hungler, B. P. (1995). *Nursing Research*: *Principles and Methods*. 5th ed. Philadelphia: J. B. Lippincott Company.

Pucel, D. J. (1989). *Performance-based instructional design.* Boston: McGraw-Hill.

Rao, T. V. (2004). Human resource development as national policy in India. *Advance Development Human Resource.* 6. p.288-96.

Rothwell, W. J. (1996). *ASTD Model for human performance improvement, roles, competencies and outputs*. Virginia: ASTD Publications Department

Rothwell, W. J. & Benkowski, J. (2002). *Basic principles of instructional system design*. San Francisco, CA: Jossey-Bass/Pfeiffer.

Rothwell, W. J. & Kazanas, H. C. (1992). *Mastering the instructional design process*: *A systematic approach*. 1st ed. San Francisco, CA: Jossey-Bass/Pfeiffer.

Sarantakos, S. (2005). *Social Research.* 2nd ed. London: Palgrave Publishers Ltd.

Schiller, B. R. (2002). *Essentials of Economics.* 4th ed. Boston: McGraw-Hill.

Schneider, D. S. & Vaught, B. C. (1993). A comparison of job satisfaction between public and private sector managers. *Public Administration Quarterly*. 17. p.68-84.

Shawn, A. S. & Rebecca, A. M. (2004). Training and Development. *The HR Answer Book*.

Sherman, R. et al (2007). Development of a leadership competency model from insights shared by nurse managers. *Journal of Nursing Administration*. 37 (2). p.85-94.

Sikula, J. (1976). Recruiting and training minority teachers. *Equity and Excellence in Education.* 30. p.56-64.

Smith E. M., Ford, J. K. & Kozlowski, S. W. J. (ed) (1997). Building adaptive expertise: implications for training design. *Training for a Rapid Changing Workplace: Applications of Psychological Research.* p 89-118. Washington, DC: APA Book.

Speck, B. et al. (2002). *Assessment Strategied for the On-Line Class: From Theory to Practice*. San Francisco: Jossey Bass.

Stolovtich, H. D. & Keeps, E. J. (1999). *Handbook for human performance technology: A comprehensive guide for analyzing and solving performance problems in organizations*. San Francisco, CA: Jossey-Bass Publications.

Torrington, J. (1983). A review of the benefits of aviation human factors training. *Human Factors Aerospace Safe.* 2. p.201-16.

Turrells C. (1980). *Workplace literacy skills and training inventory*. Columbus: Ohio State Department of Education.

Vandenabeele, W. (2008). Government calling; "Public service motivation as an element in selecting government as an employer of choice". *Public Administration.* 86. (4). p.1089-1105.

Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

Wise, L. R. (2004). Bureaucratic poster: On the need for a composite theory of bureaucratic behaviour. *Public Administration Review*. 64 (6). p.669-680.

Wright, B. E. & Davis, B. S. (2003). Job satisfaction in the job sector: the role of the work environment. *American Review of Public Administration*. 33 p.70-90.

Zaccarelli, H. E. (1997). *Improving Employee Performance: Effective Training Strategies and Techniques.* London: Kogan.

APPENDIX

QUESTIONNAIRE FOR STAFF

This questionnaire is designed to find out the role of training and development on employees performance. Please try to answer the questions frankly and objectively. The information you will supply for the questionnaire will be treated confidentially.

Thank you.

1. Name of Organization

………………………………………………………………………………………

2. Gender   (a) Male [   ]   (b) Female [   ]

3. Age   a) 20-29 yrs   [ ]   b) 30-39 yrs   [ ]

        c) 40-49 yrs   [ ]   d) 50 yrs and above   [ ]

4. Marital Status

        a) Marriage   [ ]   b) Single   [ ]   c) Separated/Divorce [ ]

5. Academic Qualification.   a) MSLC/JHS [ ]   b) SHS/'O' Level   [ ]

    c) Degree   [ ]   d) Masters'   [ ]

    e) Other, specify……………………………………………………………………….

SECTION B

6. Is there any training and development practices and policies available in The Hunger Project-Ghana?

    a) Yes   [   ]   b) No   [   ]

7. What is the average training days per employee provided in a year ....

8. Training provided in your organization is

    (a) Planned and systematic   [   ]

    (b) Provided only when problem occurs   [   ]

    (c) Spontaneous as a reaction to what competitors are doing   [   ]

(d) others if any……………………………………..

9.   What target group undergoes most of the training?

(a) Top Managers   [   ]

(b) Middle Level Managers   [   ]

(c) Junior Staff   [   ]

(d) New Staff   [   ]

(e) Everybody is given equal amount of training   [   ]

10.   Do you have adequate training hours?   a) Yes [ ]   b) No   [ ]

11.   If no, what is the impact of inadequate hour training?

....

………………………………………………………………………………………

12.   Do you think the Human Resource Department is relevant to this organization?

Yes [   ]   No [   ]

13.   Are employees permitted time-off from work to attend training outside the

organization?

(a) Yes with pay   [ ]

(b) Yes without pay   [ ]

(c) No, only after work hours   [ ]

14.   What are the methods to identify the training needs in your organization?

(Tick as; Agree = 1, Uncertain = 2, Disagree = 3)

	1	2	3
- Self report Questionnaire			
- Individual Interview			

- Performance appraisal			
- Opinion Surveys			
- Observation			
- Technical Expert Conference			
- Critical Incident			

15. What mode of training is normally used in your organization (Rate each from 1 to 3; 1 means extensively use, 2 means occasionally use and 3 means don't use).

	1	2	3
a. Classroom training from Senior Staff			
b. External consultants			
c. Online training E – learning			
d. Training Institution			
e. Job Rotation			
f. Senior Management share their knowledge and to find out what is not needed			

For any other, please give details…………………………………………………

16. Are training needs regularly assessed at your organisation?

a) Yes by Human Resources   [   ]

b) Yes, by outside Consultants   [   ]

c) Yes by dept heads   [   ]

17. What problems affect employees' training and development performance?

(Tick as; Agree = 1, Uncertain = 3, Disagree = 3)

	1	2	3
a. Finances			
b. No initiative from organization			
c. No follow up after training			
d. No motivation			
e. No policies (Rules and Regulation)			

18.   Do you think training and development has improved your performance at work

place?

a) Yes   [ ]   b) No   [ ]

19.   What are the benefits that you receive at the end of every training, to this

organization?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………