# THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE'S PRODUCTIVITY IN GOLDEN TULIP- KUMASI

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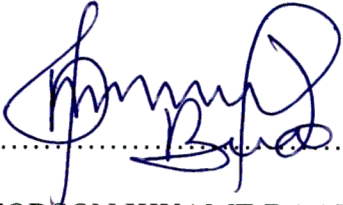
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# DECLARATION

I hereby declare that this submission is my own work towards the Master of Business Administration and that, to the best of 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.

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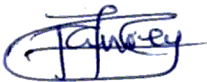
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# ABSTRACT

The need for increased productivity has become widely accepted and the fact that it depends on efficient and effective training and development cannot be over-emphasized. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Training and development are required by employees to enable them work towards taking the organization to its expected destination.

The study aimed at finding out the impact of training and development on employee's productivity in Golden Tulip- Kumasi. The study focused on how training needs assessments are conducted, various training methods, cost and benefits of training and how training and development are evaluated in the organisation.

In pursuance of these, the researcher used both qualitative and quantitative research methods. Questionnaires and interviews were used to collect data from 60 employees' and 3 managers' respectively.

The study found out that, training needs assessment in the organisation are conducted through annual appraisal system, and are designed to suit the general objectives of the company. It was also noted that discussion and lecture methods were normally used, while regular feedback was received to evaluate the effectiveness of the training programmes.

The study recommends that observation and resource availability must be considered when conducting training needs assessment. It is also recommended that a mix of training methods and more on the job training should be adopted. Again, there should be pre and

post evaluation of training programmes and enough time must be allowed for a change in behaviour to manifest before assessment is done.

In conclusion, training is a vital tool for the survival and success of most organisations and as such companies are increasingly becoming aware of the need to invest in training and development of their employees.

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# ACKNOWLEDGEMENTS

# DEDICATION

This work is dedicated to my Father, Mother, Siblings and Friends whose love, prayers

and encouragement have enabled me complete my course.
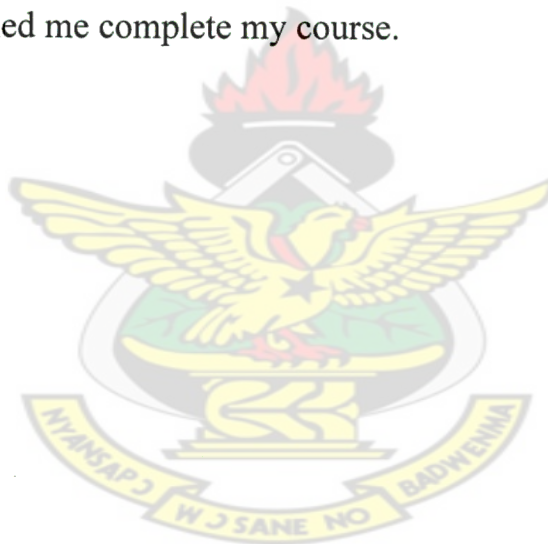
# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the Study

The effectiveness and success of an organisation depend on the human resources which is the most valued assets of every organisation. It follows therefore that the employees in an organisation need to acquire the relevant skills and knowledge to be able to perform their duties and make meaningful contributions to the success of the organisational goals. In appreciation of this fact, organsation like educational institutions, organise training and development programmes for the different levels of their human resource. Increasingly, high performing organisations today are recognising the need to use best training and development practices to enhance their competitive advantage.

The strategic effectiveness holds that there are benefits to be derived from employee training, if that training is part of a consistent set of human resource management practices (Brown et al, 1993).

The need for improved productivity has become widely accepted. It has further become necessary in view of advancement in modern world to invest in training and development. For that matter, the role played by staff training and development can no longer be over-emphasized. Staff training and development are based on the premise that staff skills, knowledge and attitude need to improve for organisation to grow. New entrants into organisations have various skills, though not all are relevant to organisational needs. Training and development are required for staff to enable them work towards taking the organisation to its expected destination. It is against

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the backdrop of the relative importance of staff training and development in relation to organisational effectiveness that this study was undertaken.

Bartel (1994) and D'Arcimoles (1997) suggested that employee training directly enhances firm's performance by raising the general level of skills. As employees become more highly motivated and highly skilled so their task performance improves and organisational effectiveness is directly enhanced. Employee training may, in this view, be seen as a discrete or stand alone management practice, one that directly enhances the human capital of the firm and so directly leads to performance improvements.

It is perceived however that, employee training has a mediated rather than a direct effect on firms' performance. As such employee training is more effective when used in conjunction with other management practices and those compatible sets of practices are more effective in raising performance than any individual practice. This argument suggest that training, whilst effective in raising general skills, is more effective when it develops firms specific skills and so supports the operation of the particular business process system within the organisation. Training should enhance the integrity of these systems, rather than merely raising the general level of employee skills (Gee and Nystrom 1999, Jayaram et al, 1999).

This study seeks to unpack the relationship between employee training and development and its effect on employees' productivity by examining the direct effects of training and development. Jayaram et al. (1999) in their study of 57 first-tier component suppliers in the US automotive industry likewise found that the training effort of these manufacturers was strategically targeted

at the achievement of operational priorities. Employee training was targeted at the achievement of priorities such as cost, quality, flexibility and timeliness and was also associated with performance improvements in these areas.

Furthermore, Gee and Nystrom (1999) studied the levels of skill training in 342 US manufacturing plants and found that "different levels of skills training are strategically related to different levels of quality management practices." Limited and one-off training programmes were associated with quality by inspection whilst comprehensive employee training was associated with the adoption of full total quality management programmes.

There is some evidence that manufacturers implementing quality management programmes do strategically target their training effort (Monks, Buckley and Sinnott, 1998). Many manufacturers, it seems, do provide training that is tailored to the type of quality management programme, the more comprehensive is the training. Skills are developed that underpin the integrity of the quality management system.

## 1.1 Statement of the Problem

Most organisations in Ghana and around the world face numerous challenges that militate against performance and growth. The focus of this study is to ascertain whether training and development help employees to perform very well and achieve organisational goals and objectives. To achieve this, many challenges have been identified.

These challenges include, but not limited to, the absence of training and development department in some organisations; limited capital resources often allocated to training departments, poor

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attitude of employers and employees towards training and development programmes, lack of or improper needs assessment to ascertain the real needs of the individuals and the organisation.

However, it is very essential that steps are taken to solve these problems because irrespective of the type of organisation, industry or sector, the most significant resource in the input process is the human resource. Staff training and development is intended to bring knowledge, skills and expertise to the workers in order to improve the effectiveness and efficiency of the workers in every direction within the organisation. Training and development bring about competence, skills, effectiveness and a sense of duty which finally lead to performance.

Therefore the purpose of this research is to ascertain whether training and development directly affect employee's productivity.

## 1.2 Research Objectives

The general objective of the research is to investigate the effect of training and development on employee's productivity in the research organisation.

The specific objectives include:

1. To identify how training needs assessment is conducted in the organisation.

2. To examine various methods of training and development used at Golden Tulip.

3. To analyse the cost and benefits of training and development to the organisation.

4. To assess how training is evaluated at Golden Tulip.

5. To make appropriate recommendations on how the organisation can effectively use training and development to improve employee's productivity.

## 1.3 Justification of the Study

Human resource capital, a vital factor that determines the success of every organisation can be achieved based on the sort of training and development programmes such organisation has in place. This study will be significant endeavour in promoting training and development at workplace to motivate employees' acquire skills and knowledge that will enhance productivity which will translate into the socio-economic development of Ghana. This study will be beneficial to the employer, employee and people that hold strategic management positions. Effective training and development in various organisations will lead to the use of effective human resources. By understanding and improving training and development needs of workers, organisations are assured of a competitive advantage.

Moreover, the research will provide recommendations on how to evaluate training and development programmes in organisations to ensure human resource development and the achievement of organisational goals.

Furthermore, this study will serve as a future reference for researchers on the subject of human resources and corporate companies.

## 1.4 Overview of the Research Methodology

The case study organization is Golden Tulip-Kumasi, which is the only four star hotel in the Ashanti Region. The researcher combined both qualitative and quantitative methodologies and data was obtained from primary and secondary sources. 60 workers and 3 managers were sampled from the entire population, while purposive and stratified random sampling techniques were used by the researcher. The study collected data through questionnaires and interviews. The

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quantitative data provided by the questionnaires were analysed with Statistical Package for Social Sciences analysis programme and Microsoft Excel.

## 1.5 Scope of the Study.

Geographically, the study was carried out in Kumasi. The unit of investigation was assessing the impact of training and development on employee's productivity and the beneficiary company was Golden Tulip-Kumasi city. It is a service industry and has many competitors in Kumasi metropolis. It does not only serve the population of Kumasi but its environs and has large clients all over the country. The conceptual scope is based on the concept of training and development that seem to be arousing interest in most organisations of which Golden Tulip-Kumasi is no exception.

## 1.6 Limitations

The study was not without limitations like any other research. The following limitations obstructed the full achievement of the research objectives. Due to the fact that the dynamics of the study area Kumasi was different from other areas, the results from this study may be difficult to replicate in other places. Also, the study was limited to only one company and it is possible that if more had been selected many views would have been obtained. In addition, time and material resource constraints were also major barriers to the study. There was also the possibility that some of the responses from some of the respondents may not have been very accurate because of fear of divulging vital information about the operation of the business company. In spite of the potential limitations listed, these are not likely to significantly affect the validity of

the findings of the study. The methodology employed should make it possible for other researchers to replicate the study which could serve as a guide to policy makers.

## 1.7 Organisation of the Study

The research study is organised into five chapters. Chapter one comprises the introduction to the study, made up of the background to the study and problem statement. In this chapter, the objectives of the study are clearly outlined and the justification for the study stated. The last section of chapter one focuses on the organisation of the study.

An extensive and thorough review of relevant literature aimed at obtaining detailed knowledge of the subject matter being studied was provided in chapter two.

Chapter three dealt with understanding the methodology used in the research. Issues discussed include the population, sample size, sample technique, data collecting instrument and data analysis.

In chapter four, the data was summarized, analysed, organised and illustrated with the use of appropriate descriptive and inferential statistics. Here again, the results of the data analysis were discussed in the context of the study objectives in chapter one and the literature reviewed in chapter two.

Summary of the main findings, recommendations of the study and the conclusions drawn from the study were covered in the fifth chapter of the study.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0 Introduction

This chapter reviews how training and development affect employees' productivity. It also offers a comprehensive look at the history, development and effectiveness of training and development as they may apply to business orgainsations in Ghana. Furthermore, it selects various methods of training and development, methods of needs assessment for training and development programmes for employers and employees and identifies performance programme that are essential for career success in the Ghanaian business culture. It will also provide a clear understanding and implementation of training evaluation programmes.

## 2.1 Training

Decenzo and Robbins (2002), define training as a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Training can involve the changing of skills, knowledge, attitudes, or social behaviour. It may mean changing what employees know, how they work, their attitudes towards work, or their interaction with their co-workers.

Noe et al (1996), refer to training as a planned effort by a company to facilitate the learning of job-related knowledge, skills, or behaviour by employees. The goal of training efforts is for employees to master the knowledge, skill or ability emphasized in training programmes and to apply it in day-to-day activities.

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Training can be defined as any procedure initiated by an organisation to foster learning among its members. The primary purpose of a training programme is to help the organisation achieve its overall objective. At the same time, an effective training programme should help trainees to satisfy their own personal goals (Sherman and Bohlander, 1992).

Studies have suggested that employee training directly enhances a firm's performance by raising the general level of skills. As employees become more highly motivated and more highly skilled, so their task performance improves and organisational effectiveness is directly enhanced (Bartel, 1994 ; D'Arcimoles, 1997). Employee training may, in this view, be seen as a discrete or stand alone management practice, one that directly enhances the human capital of the firm and so directly leads to performance improvement.

Firms pursuing a quality strategy have found it necessary to invest in 'human-capital enhancing' activities such as training, in order to enhance performance improvements in productivity and customer satisfaction. Youndt et al (1996), and D'Arcimoles (1997), examined the effect of employee training upon the financial performance of 61 French firms and found that there were significant immediate and lagged effects. Expenditure on training by firms was associated with immediate and permanent improvement in productivity and profitability, leading D'Arcimoles (1997), to find that: "substantial training expenses seem to be a good sign of future economic performance".

Bartel (1994), examined job redesign, performance appraisal and employee involvement, finding that training was unaffected by the implementation of these practices in its performance

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enhancing effects. Bartel (1994) used a value added measure of productivity based upon net sales per employee and found that the introduction of new training programmes led to a productivity gain of 18.86% over three years. Significantly, this gain applied across the board to low performing and high performing companies, leading Bartel (1994), to observe that: 'the implementation of formal employee training programmes can enable businesses that are operating at below expected levels of labour productivity to eliminate this gap'.

Other scholars argue that employee training has a mediated rather than a direct effect upon a firm's performance. These scholars argue that employee training is more effective when used in conjunction with other management practices and that compatible set of practices are more effective in raising performance than any individual when practiced. This argument suggest that training, whilst effective in raising general skills, is more effective when it develops a firm's specific skills and so support the operation of the particular business process systems within the firm. Training, when used to support quality management practices, should contribute to the effectiveness of the quality management system. Training should enhance the integrity of these systems, rather than merely raise the level of employee skills (Gee and Nystram, 1999; Jayaram et al, 1999).

## 2.2 Development

According to Beardwell and Holden (1997), development is the all important process, through which individual and organisation growth can through time achieve its fullest potential. Education is the major contributor to that process, because it directly and continuously affects the formation not only of knowledge and abilities but also of character and of culture, aspirations

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and achievements. Training is the shorter-term, systematic process through which an individual is helped to master defined tasks or areas of skill and knowledge to pre-determined standards. There needs to be a coherent and well-planned integration of training, education and continuous development in the organisation if real growth at individual and organisation level is to be achieved and sustained.

Furthermore, development is more future oriented and more concerned with education than is employee training, or assisting a person to become a better performer. By education we mean that development activities attempt to instill sound reasoning processes to enhance one's ability to understand and interpret knowledge rather than imparting a body of serial facts or teaching a specific set of motor skills development. Therefore development focuses more on the employees' personal growth (Decenzo and Robbins, 2002).

According to Armstrong (2003), development is the growth or realisation of a person's ability and potential through the provision of learning and educational experiences. It is therefore about developing the intellectual capital required by the organisation, as well as ensuring that the right quality of people is available to meet present and future needs. Human resource development should always be performance-related designed to achieve specific improvement in corporate, functional, team and individual performance and make a major contribution to bottom-line results.

## 2.3 Performance

Brumbach (1988) defines performance as both behaviour and results. Behaviour emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behaviour is also outcome in their own right-the product of mental and physical effort applied to tasks and can be judged apart from results. 'Performance is a multi-dimensional construct the measurement of which varies depending on a variety of factors' (Bates and Holten, 1995). They also state that it is important to determine whether the measurement objective is to assess performance outcomes or behaviour.

Moreover, Kane (1996) argues that performance is something that the person leaves behind and that exists apart from the purpose. In addition, Campbell (1990) believes that: 'performance is behaviour and should be distinguished from the outcomes because they can be contaminated by systems factors'.

Among other schools that highlight the usefulness of training are Akintayo (1996) and Oguntinchin (2001). They identified the functions of training as follows: increases productivity, improves the quality of work, and improves skills, knowledge, understanding and attitude; enhances the use of tools and machine; reduces waste, accidents, turnover, and lateness among others. It enhances the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the organisation.

Training and development is about making a difference to the bottom line, both in terms of how people feel about their jobs as well as in the area of performance and productivity. Ultimately, it is about adding real value to the organisation and those who comprise it.

## 2.4 Training Needs Assessment

Desimon and Harris (1998) stated that a "need can either be a current deficiency, such as a poor employee performance, or a new challenge that demands a change in the way the organisation operates".

They also report that an assessment is a way to collect information that can be used to decide what type of development will be perceived as relevant and useful. This in turn enables a conversation to take place that questions the type of skills and knowledge required to be more effective. Organisational gaps will be identified and considered, if the problem can be solved by training. The assessment is part of a planning process focusing on identifying and solving performance problems.

A need assessment helps determine whether training is necessary in organisations. It assesses whether there is a need for training. Decenzo and Robbins (2002) proposed that management can determine this by answering four questions.

1. What are the organisation's goals?

2. What task must be completed to achieve these goals?

3. What behaviour are necessary for each job incumbent to complete his or her assigned task?

4. What deficiencies, if any, do incumbents have in the skills, knowledge, or attitudes required perform the necessary behaviour?

Armstrong (2003) also states that training needs analysis is sometimes assumed to be concerned only with defining the gap between what is happening and what should happen. This is what has to be filled by training: the difference between what people known and can do, and what they should know and be able to do.

Performance problems, new technology, internal and external customer request for training job redesign, new legislation, changes in customer preferences, new products or employees' lack of basic skills and many others are by themselves enough signal that training is necessary( Noe et al. ,1996).

### 2.4.1 Areas for Training Needs Analysis

Training needs should be analysed, first, for the organisation as a whole (corporate needs); second for department, teams, functions or occupations within the organisation (group needs); and third, for individual employees (individual needs) (Armstrong, 2003).

Noe et al (1996), and Sherman and Bohlander (1992), argue that the three different analyses recommended for use in the needs assessment typically involve organisational analysis, person analysis, and task analysis.

## 2.4.2 Organisational Analysis.

Armstrong (2003) refers to organisational analysis as analysis of corporate needs, which will lead to the identification of training needs in different departments or occupations while these in turn will indicate what individual employees need to be trained.

Noe et al (1996) suggest that organisational analysis involves determining the appropriateness of training, given the company's business strategy, its resources available for training, and support by managers and peers for training activities.

Similarly, organisational analysis is an examination of the goals, resources, and environment of the organisation to determine where training emphasis should be placed. The resources-technological, financial, human among others that are available to meet objectives also must be considered. (Sherman and Bohlander, 1992). According to Goldstein (1986), organisational analysis should identify: organisational goals, organisational resources, organisational climate and environmental constraints

The original purpose of organisational analysis as described by McGhee and Thayer (1961) was to provide information about where and when training was needed in an organisation. Over the last years, organisational analysis has been reconceptualised as an examination of systematic components that determine whether a training programme can yield change on the job (Goldstein, 1991). Along these lines, Royillier and Goldstein (1991) have conducted research on assessing an orgainsation's transfer climate. Their work is discussed in the section below on the post training environment.

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One recurring theme, particularly in the practitioner literature, is the need to link training and organisational strategy (Sonnenfield and Peiperl, 1988; Schuler and Jackson, 1987). Training course should support the strategic direction of the organisation, and training objectives should be aligned with organisational goals. The American Society For Training and Development and the Work in America Institute completed projects that examined the link between training and company strategy in many organisations.

### 2.4.3 Task Analysis

Sherman and Bohlander (1992) state that task analysis involves determining what the content of the training programme should be, based on a study of the tasks or duties involved in the job. Task analysis appears to be shifting from an emphasis on what is currently required to what will in the future be required for an employee to be effective in a particular job.

Similarly, task analysis includes identifying the important tasks, knowledge, skills, and behaviour that need to be emphasised in training (Noe et al, 1996). A Task analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills and abilities needed to perform these tasks. Increasingly rapid technological changes can modify task requirements, which in turn can influence knowledge, skill and ability requirements. Schneider and Konz (1989) describe a procedure for anticipating future training needs by having subject matter experts project how the jobs will change and how knowledge, skills and abilities requirements will be affected. Rapid changes in job requirements are increasing the importance of cross-job retraining. Lance et al (1991) examine methods for estimating cross-job retraining times for different tasks.

Howell and Cooke (1989), note that work requirements at all levels are becoming cognitively more demanding. "What were once highly structured tasks may now call for inference, diagnosis judgment, and decision making." Howell and Cooke (1989) call for an expanded view of task analysis to include an examination of the cognitive processing and learning requirements necessary to perform job tasks.

Identifying differences in the way experts and novices approach a task and process information could yield insights, valuable in determining what to include in training and how it should be presented (Kraiger, 1988). The application and translation of cognitive-task analysis concepts for training purposes are not as well developed as traditional methods.

### 2.4.4 Person Analysis.

According to Sherman and Bohlander (1992), person analysis involves determining whether or not task performance is acceptable and studying the characteristics of individuals and groups who will be placed in the training environment.

likewise, Noe et al (1996), posit that person analysis involves determining whether performance deficiencies results from a lack of knowledge, skills, ability or from a motivational or work design problem; identifying who needs training; and determining employees' readiness for training. Person analysis focuses on identifying who should be trained and what training is needed by an individual. Ford and Noe (1987), studied self-assessed training needs and found small but significant differences for managers with different job levels, functions, and attitudes

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towards the utility of training. Lower-level mangers reported higher needs for administrative skills than did middle managers. Managers who perceived training to be worthwhile reported greater need for training in quality-control skills.

New employees also have unique training needs and formal training programmes for new employees often fail to present material at the appropriate level of difficulty and job specificity (Feldman, 1988). When the diagnosis of recruits strengths and weakness is inadequate, many organisations will provide training at the lowest common denominator, resulting, in sub-optimisation of training effectiveness (Feldman, 1989).

Finally, in addition to determine who needs training person analysis can be used to assess whether employees have the pre requisite attitude, knowledge, and motivation to benefit from training. Individuals who lack basic skills or motivations prior to training are less likely to succeed and may require remedial preparation prior to entering a specific training programme.

## 2.5 Training and Development Methods/Techniques

A careful use of training methods can be a very cost effective investment in the sense of using the appropriate method for the needs of a person or group. We have also examined procedures for a training needs analysis but will now look at what specific types of training and development method exist to help individuals carry out responsibilities in meeting training needs. Generally training methods can be divided into 'on-the-job' and 'off-the-job' training.

## 2.6 On-the-Job Training

Schuler and Huber (1993) argue that on the job training occurs when an employee is taught a new job under the direct supervision of an experienced worker or trainer. The trainee is expected to learn the job by observing the experienced employee and by working with the actual materials, personnel, and machines that comprise the job. The experienced employee/trainer is expected to provide a favourable role model and to take time from regular job responsibilities to provide job-related instruction and guidance.

According to Beardwell and Holden (1994) on-the job training is probably the most common approach to training and can range from relatively unsophisticated 'observe and copy' methods to highly structured courses built into workshop or office practice.

### 2.6.1 Apprenticeships

Cherrington (1995) refers to apprenticeship training as process of having a new worker, called apprentice, work alongside and under the direction of a skilled technician. This refers to training provided through working under a journey man or master in a craft. The apprentice works alongside a person skilled in the craft and is taught by that person (Anthony et al, 1993).

### 2.6.2. Internship

Internship provides training similar to apprenticeship training. However, internship typically refers to occupations that require a higher level of formal education than that require by the skilled trades (Cherrignton, 1995).

As stated by Schuler and Huber (1993), internships are often part of an agreement between schools and colleges and local organisations. Internship programmes, jointly sponsored by colleges, universities, and a variety of organisations, offer students the chance to get real world experience while finding out how they will perform in work organisations (Sherman and Bohlander, 1992).

### 2.6.3 Job Rotation

As indicated by Cherrington (1995), job rotations are learning techniques that are usually reserved for managerial and technical occupations. Movement from one position to another provides managers with exposure to a number of different job functions and a broad grasp of the overall purpose of an organisation. Job rotation programmes are used to train and expose employees to a variety of jobs and decision-making situations. Although job rotation provides employee exposure, the extent of training and long-run benefits it provides may be over-stated (Schuler and Huber, 1993).

### 2.6.4. Mentoring/Coaching

To Anthony et al (1993), mentoring is a technique that assigns a guide or knowledgeable person high up in the organisation to help a new employee "learn the ropes" of the organisation and to provide other advice. In line with that, Beardwell and Holdern (1994), state that, this is another version of the system whereby a senior or experienced employee takes charge of the training and development of a new employee.

Schuler and Huber (1993) say mentoring, as a method of training, is a regular part of the supervisor's job. It includes day-to-day coaching, counselling, and mentoring of workers on how

to do the job and how to get along in the organisation. The effectiveness of coaching, counselling, and monitoring as a technique for training and development depends in part on whether the supervisor creates feelings of mutual confidence, provides opportunities for growth to employees and effectively delegates tasks. Mentoring programmes, in which an established employee guides the development of a less-experienced worker or 'protégé' can increase employees' skills, achievement, and understanding of the organisation.

### 2.6.5 Job Instruction Training

Schuler and Huber (1993) assert that job instruction training was developed to provide a guide for giving on-the-job skill training to white and blue- collar employees as well as technicians. It provides such systematic technique which rather makes it flexible for both off-the-job and on-the job programmes. It has been the most popular method of training for blue-collar and white-collar employees since it was first described by the war manpower board during world war II. Before the actual learning occurs, job-instruction training requires a careful analysis of the job to be performed, an assessment of what the trainee knows about the job, and a training schedule. Training begins with an introductory explanation of the purpose of the job and a step-by-step demonstration by the trainer of the operations. After the trainer has demonstrated the job enough times for the trainee to comprehend the steps, the trainee is given the opportunity to try it alone (Cherrington, 1995).

### 2.7 Off-the-Job Training

Off-the-job training is also appropriate when complex skills need to be mastered or when there is the need to focus on specific interpersonal skills that might not be apparent in the normal work

environment (Schuler and Huber, 1993). Similarly, Cherrington (1995) states that most off-the-job training programmes are viewed as supplemental rather than as central to learning of the job. Off-the-job training generally focuses more on long-term development and general education than on the skills and information needed to perform a specific job. Beardwell and Holden (1994), argue that off-the-job training is sometimes necessary to get people away from the work environment to a place where the frustrations and bustle of work are eliminated. This enables the trainee to study theoretical information or be exposed to new and innovative ideas.

### 2.7.1 Vestibule Training

According to Cherrington (1995), vestibule training is similar to on-the-job training, except that it occurs in a separate training area equipped like the actual production area. The training that occurs in a vestibule is usually some form of job-instruction training. In vestibule training, however, the emphasis is on learning as opposed to the emphasis on production in job-instruction training. Vestibule training is typically used for teaching specific job skills. In being consistent with the above, Decenzo and Robbins (2002), state that vestibule training helps employees learn their jobs on the equipment they will be using, but the training is conducted away from the actual work floor. Vestibule training allows employees to get a full feel for doing tasks without "real-world" pressures. Additionally, it minimises the problem of transferring learning to the job, since vestibule training uses the same equipment the trainee will use on the job.

Sherman and Bohlander (1992) argue that vestibule trainees are given instructions on the operations of equipment like that found in operating departments. The emphasis is on instruction rather than production.

## 2.7.2 Lecture

The lecture is an efficient means of transmitting large amount of factual information to a relatively large number of people at the same time. It is the traditional method of teaching and is used in many training programmes. A skilled lecturer can organise material and present it in a clear and understandable way. If the trainees are ready to receive it, a well prepared lecture may succeed in transferring conceptual knowledge. However, a lecture does not allow active participation by the learners. It provides no practice, no feedback, no knowledge of results, and it may inhibit the transfer of learning (Cherrington, 1995).

Anthony et al (1993) state that lecture method is very useful for large groups. It requires a training leader who is dynamic and who can organise and present material in an effective fashion. For best use it should be supplemented with additional types of training techniques.

According to Decenzo and Robbins (2002), the lecture approach is well adopted to conveying specific information, rules, procedures, or methods. The use of audio visuals can often make a formal classroom presentation more interesting while increasing retention and offering a vehicle for clarifying more difficult points.

## 2.7.3 Case Studies

Cherrington (1995) declares that case studies are used extensively in many business classes. They are designed to promote trainees discovery of underlying principles. Most cases do not have a single correct solution. Instead a trainee is expected to analyse the problem and consider alternative solutions.

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Even though trainees may not agree on the best solutions, a fair amount of agreement about the relevant issues should exist. The success of the case method as a training technique depends largely on the skill of the discussion leader. Effective case discussions require skilled trainers who know when to focus the group discussion on particular topics and when to allow free floating ideas and exploration into alternative issues. The case study analysis approach to management development was popularised at the Harvard Graduate School of Business. Taken from the actual experiences of organisations, these cases represent attempts to describe, as accurately as possible, real problems that managers have faced. Trainees study the cases to determine problems, analyse causes, develop alternative solutions, select what they believe to be the best solution and implement those solutions (Decenzo and Robbins, 2002).

Sherman and Bohlander (1992) argue that case study is particularly useful in classroom learning situations. These documented examples, which may have been developed from actual experiences within their organisations, can help trainees to learn how to gather and interpret facts, to become conscious of the many variables on which a management decision may be based and in general, to improve their decision-making skills.
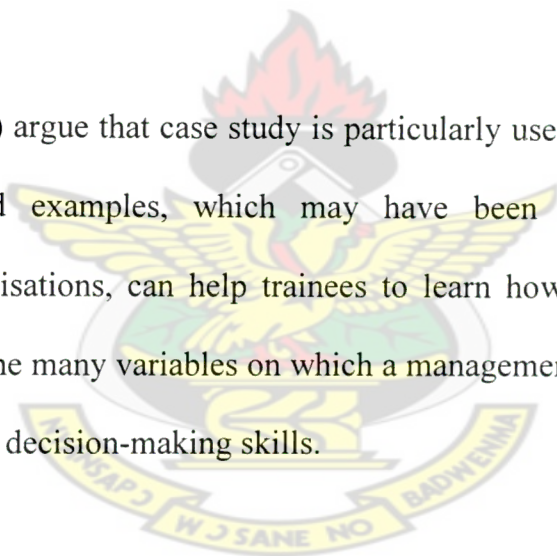
### 2.7.4 Simulation /Role-Playing

Decenzo and Robbins (2002) training in an artificial environment that closely mirrors actual working conditions can be considered a simulation. Simulation activities include case exercise, experiential exercises, complex computer modeling and vestibule training. Training and

development technique that presents participants with situations that are similar to actual job conditions is used for both managers and non managers (Schuler and Huber, 1993).

In accordance with the above, Anthony et al. (1993), expressed that this technique gives participants actual practice in applying concepts in an artificial situation. An opportunity to solve a problem is provided, and the participants actually act out the solution. Cherrington (1995), argues that a simulation refers to creating an artificial learning environment that approximates the actual job conditions as much as possible. In this regard, simulation is very similar to vestibule training. Simulation has been used extensively for learning technical and motor skills. The essence of role-playing is to create a realistic situation as in the case of discussion method, and then have the trainees assume the parts of specific personalities in the situation.

### 2.7.5 Conference /Discussion

A method of individualised instruction frequently used where the training involves primarily the communication of ideas, procedures, and standards in the conference or discussion method. This method allows for considerable flexibility in the amount of employee participation (Bohlander and Sherman, 1992). Again, Anthony et al. (1993) argue that all training programmes, particularly outside programmes, utilize this technique. It has the advantage of being spontaneous and allows the participant to become involved in exploring concepts and in seeking clarification.

Cherrington (1995) states that conferences and group discussions, used extensively for making decisions, can also be used as a form of training because they provide forums where individuals

are able to learn from one another. Many studies have shown that individuals are much more inclined to change their attitudes if they participate in a group discussion and arrive at a group consensus regarding a topic than if they listen to a lecture. An example of a group discussion that can be an effective means of training is one in which supervisors discuss the performance evaluation procedure and develop common criteria for evaluating performance.

## 2.7.6 Self – Study

A considerable amount of training and development consist of independent learning by people trying to train themselves. The most frequent kinds of self-study activities are reading books and professional magazines, taking special courses through a local university and attending professional meetings (Cherrington, 1995). The tremendous increase in new technology has increased the need for employees to train themselves using owners' manuals and other handbooks. For individuals who are highly motivated, individual study and special training are excellent ways to increase job knowledge and skills.

Anthony et al. (1993 asserts that self study learning techniques use programmed tests and exercises to guide students through a step-by-step series of learning experiences. It is a learner-centered method of instruction and seldom, if ever, requires the services of an instructor at the time the training occurs. The technique presents subject matter to the trainees in small steps, which require them to respond and immediately inform them of appropriateness of their responses.

## 2.7.7 Computer Assisted Instruction

According to Bernardin and Russel (1993), computer-assisted instruction system can have computers on hand for trainees to use periodically to solve problems. In most cases, computers are used to teach computer skills. Decenzo and Robbins (2002) also add that complex computer modelling simulates the work environment by programming a computer to imitate some of the realities of the job. It is mostly used by airlines in the training of pilots. The computer simulates the number of critical job dimensions and allows learning to take place without the risk or high costs that would be incurred if a mistake were made in a real-life flying situation.

Cherrington (1995) refers to computer base training as any form of interactive learning experience between a computer and a learner in which the computer provides the majority of the stimulus and the learner is required to make some form of response during the learning.

## 2.7.8 Sensitivity Training

As stated by Decenzo and Robbins (2002), sensitivity training in "encounter groups" became quite popular during the 1950s as a method of changing behaviour through group processes. Often referred to as laboratory training, it influences the participants through unstructured group interaction. Members are brought together in a free and open environment in which participants discuss themselves and their interactive process, loosely facilitated by a professional behaviour scientist. This professional then creates the opportunity for the participant to express their ideas, beliefs, and attitudes. In the same instance, this type of training consists of unstructured group discussions in which the participants talk about their personal feelings and reactions towards each other. The length of a laboratory training session may vary from as little as a couple of

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hours to as much as two or three weeks of all day sessions. The training is designed to create greater self-awareness and increased sensitivity to the attitudes and emotions of others and to group processes (Cherrington, 1995). In the same way, Schuler and Huber (1993), stated that individuals in an unstructured group exchange thought and feelings on the "here and now" rather than the "there and then". The experience of being in a sensitivity group often gives individuals insight into how and why they and others feel and act the way they do.

In consistent with the above, Bernadin and Russel (1993), express that in sensitivity training, which was very popular for management training in previous decades, a small group of about 8 to 14 individuals work together to develop interpersonal or team-building skills. In an unstructured setting, trainees focus on the "here and now" and describe issues of interest or concern to them. The trainer generally does not structure the discussion yet may intervene if the comments became harmful to participants.

## 2.8 Cost Benefit Analysis of Training

According to Bernardin and Russel (1993), to conduct a thorough evaluation of a training programme, it is important to assess the cost and benefits associated with the programme. This is difficult to do but may be important for showing top management the value of training for the organisation. Some of the cost that should be measured for a training programme include needs assessment costs, salaries of training designers, purchase of equipment (computers, videos, handouts), programme development costs, evaluation costs, trainers' cost (salaries, travel, lodging, meals), facilities rental and other training costs.

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In line with the above, it is important to compare the benefits of the training programme with its cost. One benefit that should be estimated is the cedi payback associated with the improvement in trainees' performance after receiving training. Another factor that should be considered when estimating the benefits of training is the duration of the training's impact, that is, the length of time during which the improved performance will be maintained.

Equally, Noe et al. (1996) assert that cost benefit analysis is the processes determining the economic benefits of a training programme using accounting methods. Determining the economic benefits of training involves determining training costs and benefits. Training cost information is important for several reasons: To understand total expenditures for training including direct and indirect cost, to compare the cost of alternative training programme , to evaluate the proportion of money spent on training development, administration, and evaluation as well as to compare monies spent on training for different groups of employees and to control cost.

Also, a number of methods may be helpful in identifying the benefits of training: Technical, academic, and practitioner literature summarises the benefits that have been shown to relate to specific training programmes, pilot training programmes assess the benefits on a small group of trainees before a company commit more resources, and observance of successful job performers can help a company determine what successful job performers can do differently from unsuccessful job performers.

## 2.9 Comparison of Training Techniques/Methods

With so many different techniques available, a training specialist must carefully evaluate the advantages and disadvantages of each method to determine which is appropriate for a given situation. The selection of a training method should be determined primarily by the objective of the training (Cherrington, 1995).

A lecture is ideal for disseminating a large amount of information to learners who are already motivated to receive it, but the lecture is not useful for changing attitudes or teaching new motor skills. The major principles of learning are motivation, feedback, meaningful stimulus, practice, and transfer of training. An ideal training programme should be consistent with each of these principles; however, all five principles may not be equally important, depending on the particular training activity. The various training methods are used in a variety of different training programmes.

## 2.10 Evaluating Training

It is important to evaluate training, in order to assess its effectiveness in producing the learning outcomes specified when the training intervention was planned, and to indicate where improvement or changes are required to make the training even more effective (Armstrong, 2003). The process of evaluating training has been defined by Hamblin (1974) as: 'Any attempt to obtain information (feedback) on the effect of a training programme and to assess the value of the training in the light of that information'.

Bernadin and Russel (1993) claim that evaluation involves the collection of information on whether trainees were satisfied with the programme, learned the material, and were able to apply the skills back on the job. Evaluation ensures that programmes are accountable and are meeting the particular needs of employees in a cost effective manner. This is especially important today, as organisations attempt to cut costs and improve quality in their firms. While most companies recognise the importance of evaluation, few actually evaluate their training programmes.

## 2.11 Types of Evaluation Criteria

There are various types of evaluation criteria that can be used to ascertain the effectiveness of training and development programmes in organisations.

### 2.11.1 Reaction

Bernardin and Russel (1993) express that reaction measures are designed to assess trainees' opinions regarding the training programme. Using a questionnaire, trainees are asked at the end of training to indicate the degree to which they were satisfied with the trainer, the subject matter and content, the materials, and the environment. However, it is important to collect reaction data for several reasons:

To find out how satisfied trainees' were with the programme, to make any needed revisions in the programme and to ensure that other trainees will be receptive to attending the programme.

In a similar situation, Kirkpatrick (1994) suggest that evaluation measures how those who participated in the training have reacted to it. Kirkpatrick suggests the following guidelines for evaluating reactions:

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Determine what you want to find out, design a form that will quantify reactions, encourage written comments and suggestions, get 100 percent immediate response, get honest responses, develop acceptable standards, measure reactions against standards, and take appropriate action and communicate reactions as appropriate.

## 2.11.2 Learning

On the word of Armstrong (2003), this level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and as appropriate the extent to which attitudes have changed in the desired direction. Equally, Bernardin and Russel (1993) suggest that learning measures assess the degree to which trainees have mastered the concept, knowledge, and skills of the training. Typically, learning is measured by paper and pencil tests, performance tests, and simulation exercises. Trainees should be tested on their levels of understanding before and after training to determine the effect of training on their knowledge.

## 2.11.3 Behaviour

Behaviour of trainees before and after training should be compared to assess the degree to which training has changed their performance. This is important because one of the goals of training is to modify the on-the-job behaviour or performance of trainees. A variety of performance appraisal measures can be used to assess behaviour changes of trainees (Bernardin and Russel, 1993).

Armstrong (2003) indicates the extent to which behaviour has changed as required when people attending the programme have returned to their jobs. It looks at the extent to which knowledge, skills and attitudes have been transferred from the classroom to the work place. Ideally, the evaluation should take place both before and after the training. Time should be allowed for the change in behaviour to take place.

### 2.11.4 Results

Again, Armstrong (2003) reveals that results provide the basis for assessing the benefits of the training against its costs. It has to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction. Evaluating results is obviously easier when they are quantified. However, it is not always easy to prove the contribution to improve results made by training as distinct from other factors and Kirkpatrick (1976) says, 'Be satisfied with evidence, because proof is usually impossible to get'. Similarly, the purpose of collecting organisational results is to examine the impact of training on the work group or the entire company. Data may be collected before and after training on criteria such as productivity, turnover, absenteeism, accidents, grievances, quality improvement and many others. Human resource professional will try to show that the training programme was responsible for any changes noted in these criteria (Bernardin and Russel, 1993).

## 2.12 CONCEPTUAL FRAMEWORK

Lack of skills, knowledge and attitude

Low productivity, sales and output

Poor quality of work

Increase waste, accident and turnover

↓

Training Needs Assessment

↓

Training (on the job & off the job)

↓

Right conditions of service (monetary and non-monetary)

↓

Improve skills, knowledge and attitude

High productivity, sales and output

Improves quality of work

Reduce waste, accident and turnover.

SOURCE: Author's construct, 2009

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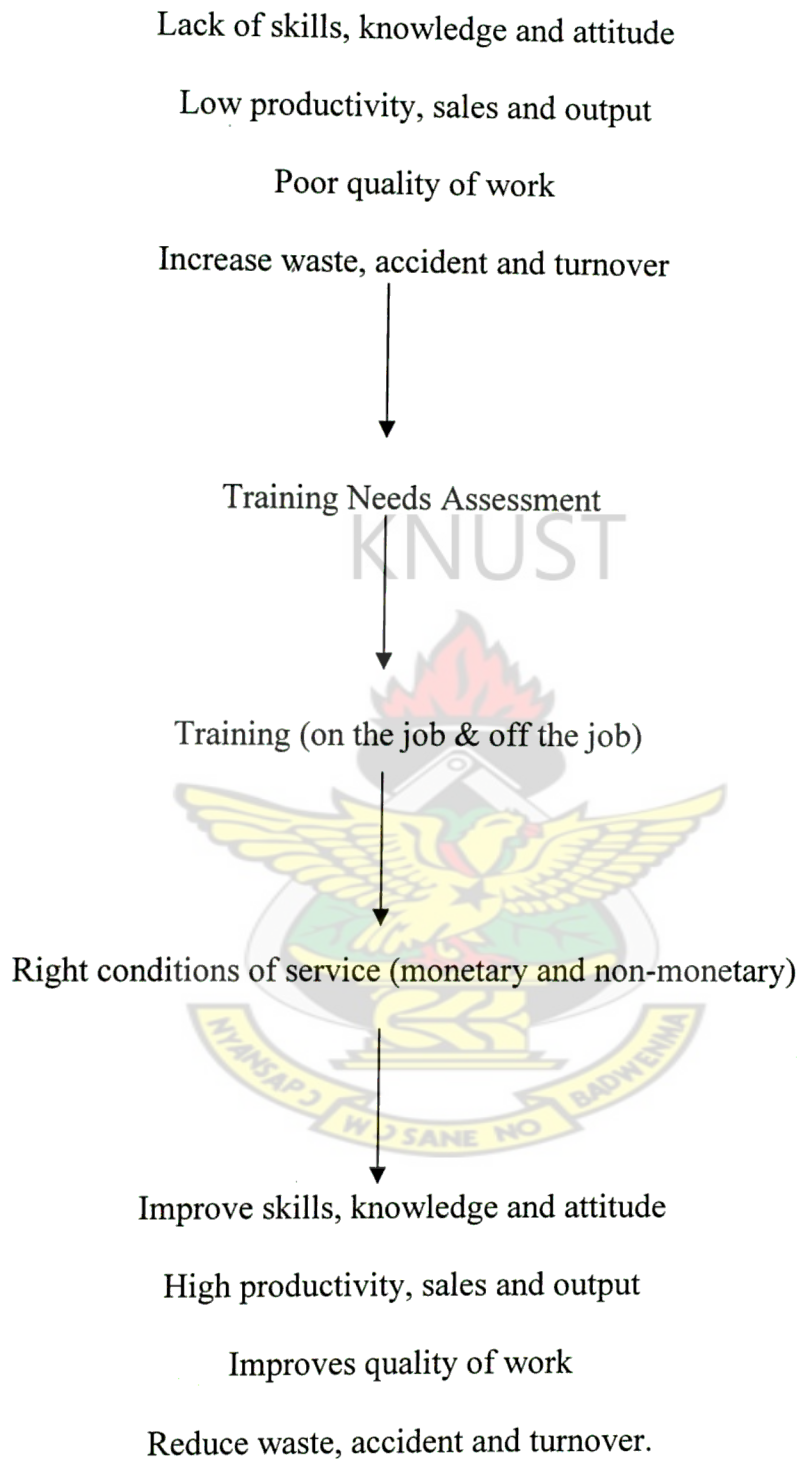
# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

The organisation studied was Golden Tulip-Kumasi which is a four star hotel in the Ashanti region. The form of evidence of the study was obtained from survey. The purpose of using the survey method in this study was to allow the collection of a large amount of data from a sizeable population in a highly economical way through questionnaires.

The researcher combined both the qualitative and quantitative methodologies, used a case study as a research design to achieve the outcomes. In depth interview and self-administered questionnaire were used as measuring instrument.

## 3.1 Sources of Data

In writing this work the researcher used both primary and secondary sources of information.

## 3.1.1 Primary Sources

Interviews and questionnaires were both used by the researcher. This is so because, most of the lower level workers were illiterates, so the appropriate method used was interview. Nevertheless, some of the questionnaires were given to other employees who could read and understand the contents and purpose of the questionnaires. The unstructured interview was used to obtain information from the sampled managers selected to ascertain their views on employee training and development.

### 3.1.2 Secondary Sources

The researcher made use of available data or literature both published and unpublished. These include journals, books, magazines and articles written by some researchers as well as information on organisations' websites, and the internet.

## 3.2 Population.

Golden Tulip-Kumasi as a hospitality industry employs 150 permanent workers. A sample size was selected to represent the total population. The employees can be grouped into various categories base on their departments. These are administration, accounts, house keeping, maintenance, food and beverage, and front desk.

## 3.3 Sample Size

The sample size determination shown below was taken from Saunders et al. (2007).

$$n = \frac{N}{1+N(\alpha)^2}$$

n=sample size, N=population, α=margin of error; (0.1)

Using the above formula, 60 workers were selected for the study and three managers were sampled for interview. The researcher believes that the sample is a fair representation, since it has 10 % margin of error. The findings can be used to draw conclusion on the entire effects of training and development on the employee's productivity. Irrespective of the smaller sample size, a fair view of the total population was represented.

## 3.4 Sampling Technique

The researcher used purposive sampling method to sample the managers for the interview since they were in the position to provide certain vital information for the study. Such information were only available to managers, hence the need to sample them for the study. Also, stratified random sampling was used to select the workers for the study in order to have a fair representation from the entire departments. Employees were sampled from the various departments in the organisation to have a fair representation in the study.

## 3.5 Data Collection Instrument

The researcher used both qualitative and quantitative methods. The study collected data through questionnaires. The researcher administered the questionnaires and interviews were also used to solicit information relevant to the study from the managers. The data collection process was carried out over a period of one month. Questionnaires were given to all supervisors and managers. Participant were given weeks to complete the questionnaires in a relaxed environment

## 3.6 Data Analysis

In this study, the researcher used statistical package for the social sciences in analysing the data. The quantitative data provided by the questionnaire were analysed with the Statistical Package for Social Sciences analysis programme and Microsoft Excel. These programmes are easy and simple to analyse data in numerical values for producing graphical representation and graphical interface in data analysis.

## 3.7 Profile of the Organisation

Golden Tulip Hospitality Group, with its head office Lausanne, Switzerland, is a worldwide hospitality company with more than 780 hotels, 76.000 rooms in more than 50 countries. The Golden Tulip Hospitality Group franchises and manages hotels in Europe, the Middle East & Africa, the Asian Pacific Region and the Americas.

As a multi-brand hospitality firm, the Golden Tulip Hospitality Group offers services in the three, four and five star hotel categories. The three-star concept is the Tulip Inn for the limited-service first-class category, the four-star category falls under the Golden Tulip brand for the Superior First-Class business and Resort hotels and the recently introduced five-star concept Royal Tulip.

Golden Tulip Kumasi City is a four-star Superior First Class hotel conveniently located in the central business unit of Kumasi. The hotel is set in extensive tropical gardens combining both local and foreign décor. Full of ambiance, the hotel is ideal for both business and leisure clients. The hotel offers 160 luxuriously furnished rooms, which include suites and apartments. Aside of standard in-room facilities, the hotel has a large conference and function rooms with capacity for up to 450 people and up to 900 people for receptions, several meeting areas, business centre, a bar lounge, a restaurant, shops, swimming pool, casino and tennis courts.

Golden Tulip Kumasi City is a joint venture between the Governments of Ghana and Libya-GLAHCO (Ghana Libyan Arab Holding Company Ltd.). GLAHCO owns Golden Tulip Kumasi City and Golden Tulip Accra and has, since 1992, collaborated with Golden Tulip to operate the highly successful Golden Tulip Accra.

Golden Tulip Kumasi was formerly called Kumasi City Hotel, which operated from 1962, the year of establishment to 2000 when it was put up for divestiture. It was then a state managed hotel. Ghana Libyan Arab Holding Company Limited now owns the company and has been operating the company for the past 18 months. Currently, the company employs 150 permanent workers.

# CHAPTER FOUR

# PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

## 4.0 Introduction

This chapter outlines and analyses the findings of the research through the use of Statistical Package for Social Sciences and Microsoft Excel mentioned in the previous chapter. After analysing the result findings, appropriate graphical representations with their corresponding useful comments were made.

## 4.1 Personal Profile of Respondent workers

The respondents interestingly were very varied given the fact that the samples were chosen from each department indicating a fair representation. The sample of 60 respondents represented a quite mix of employees in terms of their profile (gender, age, educational background, position in the organisation and length of work with the organisation). The profile of the respondents are shown in (table 1a, 1b, 1c, 1d)

### Table 4.1a Gender of respondents

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Male | 34 | 56.7 | 56.7 | 56.7 |
|  | Female | 26 | 43.3 | 43.3 | 100.0 |
|  | Total | 60 | 100.0 | 100.0 |  |

SOURCE: Author's construct, 2009

The table above shows that, of the 60 respondents interviewed over the period, 34 were males indicating 56.7% while 26 were females indicating 43.3%. The result is very interesting, because

one probably would think that in a hotel industry the females will be in the majority but the result is the opposite in this case

### Table 4.1b Age of respondent

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18 – 30 | 44 | 73.3 | 73.3 | 73.3 |
| | 31 – 45 | 12 | 20.0 | 20.0 | 93.3 |
| | 46 – 59 | 3 | 5.0 | 5.0 | 98.3 |
| | 60 AND ABOVE | 1 | 1.7 | 1.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

SOURCE: Author's construct, 2009

Table 4.1b shows the age distribution of the respondent employees. 73.3% of the respondents were between the ages of 18-30, 31-45 years constitute 20% of the sampled workers. Those with age 46-49 years were 5%, with only 1.7% sampled workers 60 years and above. Since over 90% of the respondents are below 40 years, one can deduce that the company stands to benefit greatly by investing in training these workers in the future.

### Table 4.1c Educational Background

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Basic School Level | 3 | 5.0 | 5.0 | 5.0 |
| | Secondary School Level | 33 | 55.0 | 55.0 | 60.0 |
| | Tertiary(University/Polytechnic) Level | 23 | 38.3 | 38.3 | 98.3 |
| | Post Graduate | 1 | 1.7 | 1.7 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

SOURCE: Author's construct, 2009

The educational background of the respondents is shown in table 4.1c. The entire respondents have had some form of education. 5% of the sampled workers have had basic school education while 55% have also had secondary school education, 38.3% sampled workers responded to have had tertiary education with only 1.7% responding to have had post graduate education. In view of the fact that all the sampled workers have had some level of education, one can presume that their level of understanding on the need for training would be high and therefore it would not be difficult training them.

### Table 4.1d Length of work with the organization

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 1-6 months | 13 | 21.7 | 21.7 | 21.7 |
| | 7-12 months | 18 | 30.0 | 30.0 | 51.7 |
| | 13-20 months | 29 | 48.3 | 48.3 | 100.0 |
| | Total | 60 | 100.0 | 100.0 | |

SOURCE: Author's construct, 2009

Table 4.1d shows how long workers have worked with the organisation. 21.7% of the respondents have worked with the organisation for 1-6 months, while 30% of the sampled workers have worked with the organisation for 7-12 months. Those between 13-20 months constitutes 48%.

Since nearly 50% of the sampled workers have been with the organisation for 13-20 months, it is presumed that they are enjoying working with the organisation and as such training them would be beneficial since they intend staying long on the job.

## 4.2 Training Needs Assessments at Golden Tulip

One of the objectives of the research was to find out how training needs assessment was carried out at Golden Tulip. The table below presents the findings.

**Table 4.2**

| | | N | Marginal Percentage |
|---|---|---|---|
| Mandatory training in the organisation | Yes | 59 | 98.3% |
| | No | 1 | 1.7% |
| Training needs in the organisation determined through annual appraisal process | Strongly Agree | 27 | 45.0% |
| | Agree | 20 | 33.3% |
| | Uncertain | 8 | 13.3% |
| | Disagree | 2 | 3.3% |
| | Strongly Disagree | 3 | 5.0% |
| Training needs in the organisation determined through consultation and formal interview with workers | Strongly Agree | 20 | 33.3% |
| | Agree | 25 | 41.7% |
| | Uncertain | 4 | 6.7% |
| | Disagree | 9 | 15.0% |
| | Strongly Disagree | 2 | 3.3% |
| Training needs directly related to organisational/departmental objectives | Strongly Agree | 32 | 53.3% |
| | Agree | 19 | 31.7% |
| | Uncertain | 5 | 8.3% |
| | Disagree | 3 | 5.0% |
| | Strongly Disagree | 1 | 1.7% |
| Basic skills and capabilities identified for different workers in the department during training needs analysis | Strongly Agree | 16 | 26.7% |
| | Agree | 21 | 35.0% |
| | Uncertain | 16 | 26.7% |
| | Disagree | 5 | 8.3% |
| | Strongly Disagree | 2 | 3.3% |
| Basic skills and capabilities used for determining training and development needs within the department | Strongly Agree | 9 | 15.0% |
| | Agree | 31 | 51.7% |
| | Uncertain | 17 | 28.3% |
| | Disagree | 2 | 3.3% |
| | Strongly Disagree | 1 | 1.7% |
| Training needs in the Department determined through consultation and formal interviews with level 2 workers | Strongly Agree | 18 | 30.0% |
| | Agree | 14 | 23.3% |
| | Uncertain | 17 | 28.3% |
| | Disagree | 5 | 8.3% |
| | Strongly Disagree | 6 | 10.0% |
| Valid | | 60 | 100.0% |
| Missing | | 0 | |
| Total | | 60 | |

SOURCE: Author's construct, 2009

Sixty of the workers were interviewed on issues relating to training needs assessment of the company. Table 4.2 above depicts the responses gathered on issues concerning training needs assessment.

From the respondents interviewed, 98.3% agreed to the fact that the company do mandatory training for all workers when deemed necessary. 1.7% disagreed that mandatory training exist in the company. Again, all the three managers interviewed responded yes when asked whether they have been organising training and development courses for their workers, indicating 100% positive response. These affirm the point that majority of the workers have undergone various forms of training in the organisation and hence training is very vibrant in the organisation.

Also, 78.3% agreed that training needs in the organisation are determined through annual appraisal process, with 13.3% being uncertain, while 8.3% disagreed to that assertion. In a related situation, there was a 100% response from the three managers when asked to comment on whether they have performance appraisal system in place. The researcher can conclude that, the 78.3% of the sampled workers and the 100% response from the managers confirm what Ford and Noe (1987), studied about self-assessed training needs. Again, Sherman and Bohlander (1992) suggest that person analysis involves determining whether performance deficiencies result from lack of knowledge, skills, ability or from a motivational or work design problem, identifying who needs training and determining employees' readiness for training.

Another issue is that 75% agreed that training needs in the organisation are determined through consultation and formal interview with workers. 6.7% responded uncertain about the process while 18.3% declared that they know nothing of such process of evaluation in the company. This

is in line with 66.6% of the managers' responses as against 33.3% when questioned about whether employees are consulted in making training decisions.

In the above table 4.2, 85% agreed that, training needs are directly related to organisational/department objectives while 8.3% of the respondents said they are uncertain of such development, while 6.7% disagreeing that, needs assessment had nothing to do with organisational or departmental objectives. This is consistent with the studies of Armstrong (2003) who sees organisational analysis as analysis of corporate needs, which will lead to the identification of training needs in different department or occupations while this in turn will indicate what employees needed to be trained on. Similarly, Goldstein (1986) says organisational analysis should identify: organisational goal, resources, climate and environmental constraints. The implication is that trainings are tailored towards the company's business strategy and goals.

Furthermore, 61.7% of the respondents agreed that, basic skills and capabilities are identified for different workers in the department during training needs analysis. 26.7% of the respondents that indicated uncertain about such a situation, while 11.6% responded that they disagree to that assertion. The 61.7% response from the sampled workers is in consistent with the findings of Noe et al. (1996) where task analysis identifies the nature of the task to be performed on the job and the basic knowledge, skills and abilities needed to perform these tasks.

In addition, from the respondents sampled 66.7% agreed that, basic skills and capabilities are used for determining training and development needs within the department. 28.3% declared that they are uncertain, while only 5% responded that they disagree. This concludes that, the

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company has a good and functional appraisal system in place that helps training needs assessment in the organisation.

Lastly, 53.3% of the respondents agreed that training needs in the department are determined through consultation and formal interviews with level 2 managers, with 28.3% remaining uncertain while only 18.3 disagreed to the issue.

## 4.3 Methods of Training and Development

Another objective was to find out various training and development methods normally used in the research organisation. Table 4.3 below represents the findings.

**Table 4.3**

| | | N | Marginal Percentage |
|---|---|---|---|
| Received any training in this organisation | Yes | 59 | 98.3% |
| | No | 1 | 1.7% |
| Types of training method | Lecture | 17 | 28.3% |
| | Role play | 8 | 13.3% |
| | Discussion | 29 | 48.3% |
| | Mentoring/ Coaching | 6 | 10.0% |
| A Different training method would have been appropriate than the one stated above | Yes | 10 | 16.7% |
| | No | 50 | 83.3% |
| Valid | | 60 | 100.0% |
| Missing | | 0 | |
| Total | | 60 | |

SOURCE: Author's construct, 2009

**Figure 4.1**
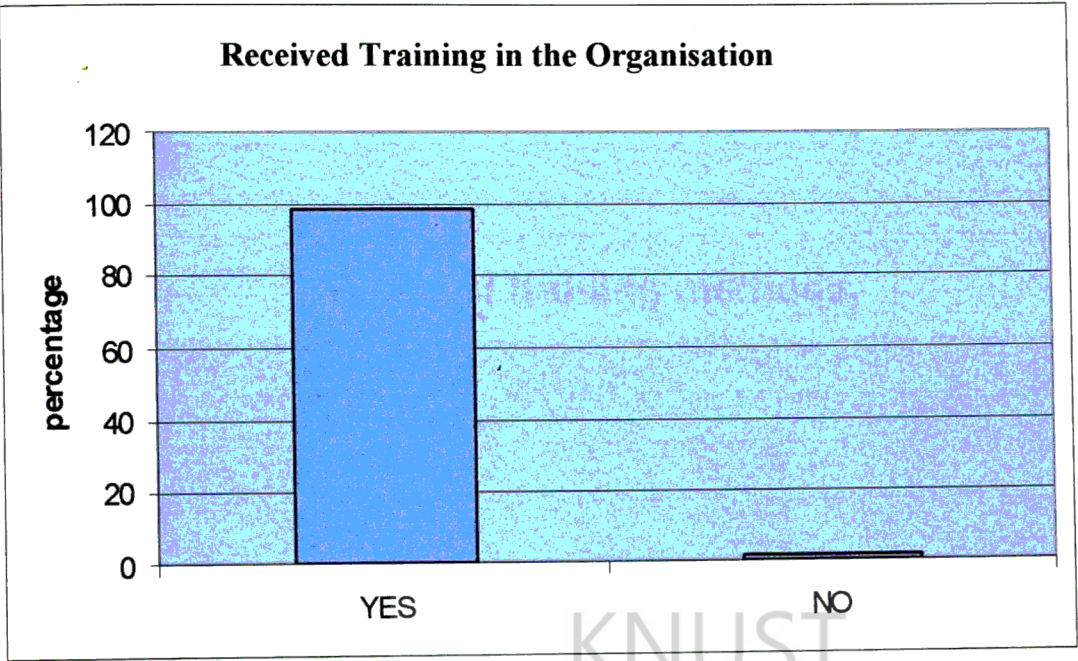


SOURCE: Author's construct, 2009

Out of the 60 respondents sampled, 98.3% indicated yes with only 1.7% claiming they have not received any training in the organisation. In agreement with this, all the three sampled managers interviewed responded yes when asked to comment on whether they have been organising training and development courses for their workers. They indicated 100% affirmation. This implies that the company embarks on regular training and it can be presumed that, 1.7% who said no are new in the organisation. This is consistent with what Brown et al. (1993) when they indicated that, the strategic effectiveness holds that there are benefits to be desired from employee training, if that training is part of a consistent set of human resource practices and that set of human resource management practices is aligned to production practices for the achievement of strategic business objectives. Again, with Sherman and Bohlander (1992) on the fact that is any procedure initiated by an organisation to foster learning among its members. The primary purpose of a training progamme is to help the organisation achieve its overall objective.

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At the same time, an effective training programme should help trainees to satisfy their own personal goals.

**Figure 4.2**



**Types of training methods**
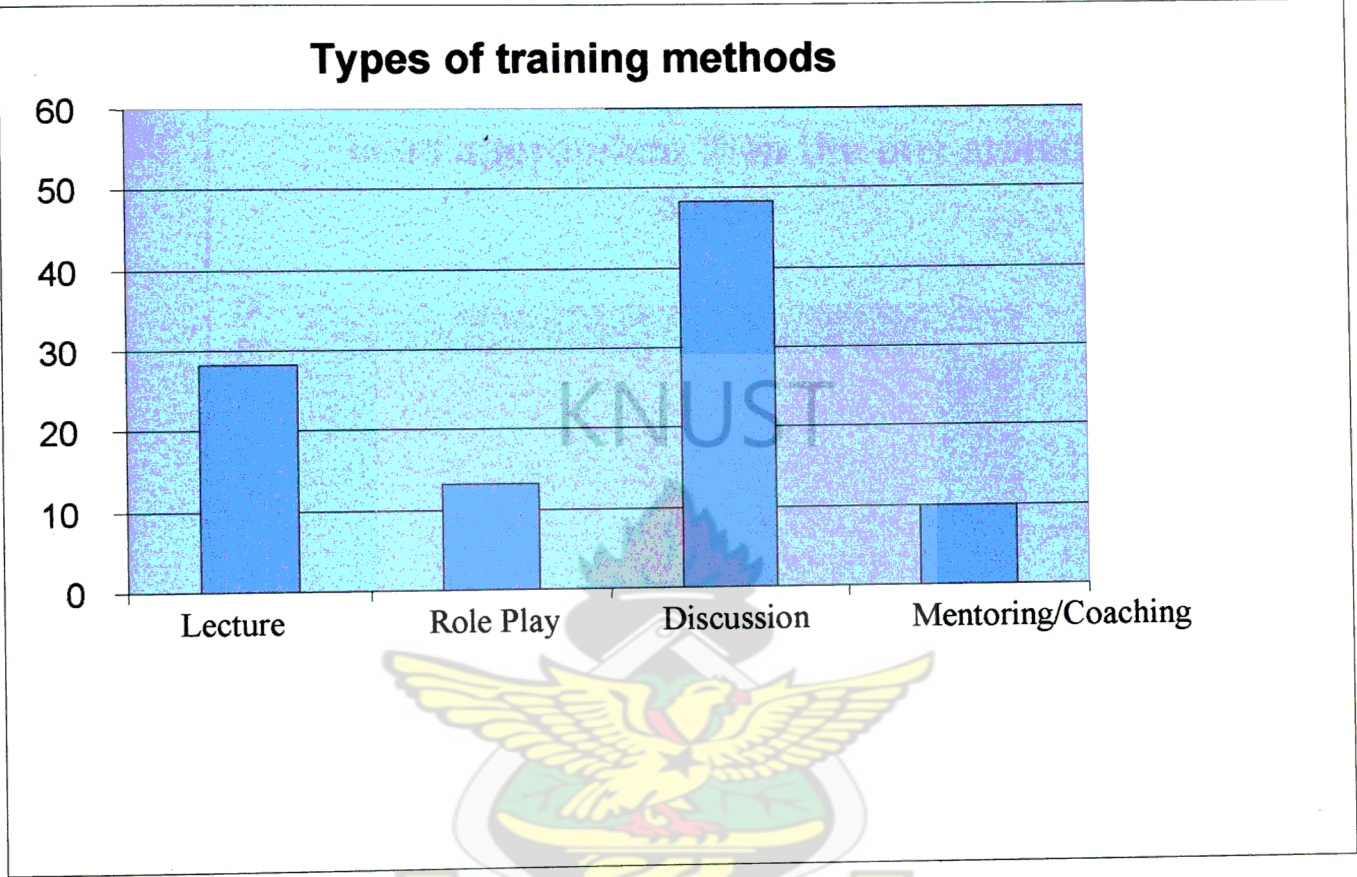
SOURCE: Author's construct, 2009

In the above figure 4.2, sampled workers responded to types of training methods normally used in the organisation. 28.3% believed that lecture method is mostly used while 13.3% responded in favour of role play, with 48.3% indicating that discussion method is mostly used. Mentoring or coaching received only 10%. The sampled managers also mentioned the above training methods as commonly used but stressed that discussion method is mostly used. Implying that discussion method is mostly used during training in the company, showing that workers by themselves are eager to participate and contribute to the learning process, which is in line with the studies of

Cherrington (1995), that group discussions, used extensively for making decisions can also be used as a form of training because they provide forums where individuals are able to learn from one another.

**Figure 4.3**
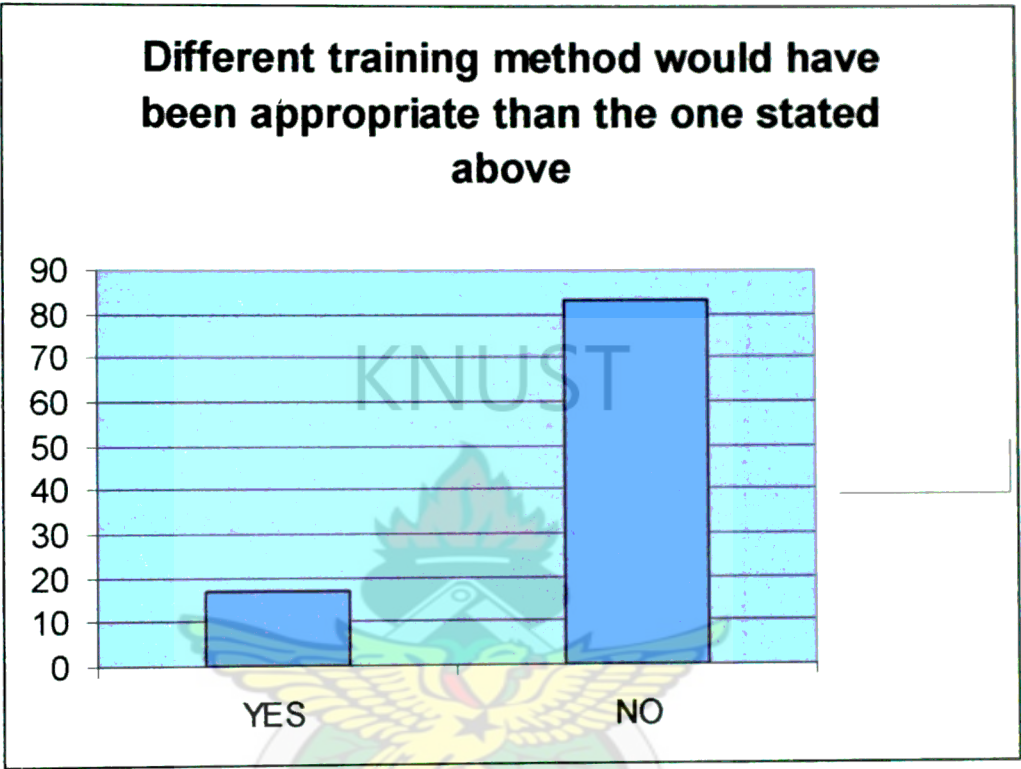


SOURCE: Author's construct, 2009

The above diagram shows how respondents responded when asked whether a different training method would have been appropriate than the one stated above. Only 16.7% said yes with 83.3% responding no. In harmony with this, the researcher received 100% response from the managers when asked whether they consider the training methods used as appropriate. This is an indication that workers are satisfied with various training methods normally used in the company hence, no single training method is equally appropriate at all times.

## 4.4 Cost and benefits of Training and Development

Again, the research was to find out the cost and benefits of training and development in the research organisation. Table 4.4 shows the results.

**Table 4.4**

| | | N | Marginal Percentage |
|---|---|---|---|
| Training necessarily enhances the performance of workers | Strongly Agree | 41 | 68.3% |
| | Agree | 11 | 18.3% |
| | Uncertain | 6 | 10.0% |
| | Strongly Disagree | 2 | 3.3% |
| Training motivates workers to work well in the organisation | Strongly Agree | 36 | 60.0% |
| | Agree | 18 | 30.0% |
| | Uncertain | 2 | 3.3% |
| | Disagree | 3 | 5.0% |
| | Strongly Disagree | 1 | 1.7% |
| Training increases efficiency and quality work in the organisation | Strongly Agree | 45 | 75.0% |
| | Agree | 14 | 23.3% |
| | Strongly Disagree | 1 | 1.7% |
| Training and development enhance productivity in the organization | Strongly Agree | 37 | 61.7% |
| | Agree | 21 | 35.0% |
| | Uncertain | 1 | 1.7% |
| | Strongly Disagree | 1 | 1.7% |
| Training and development increase the organisations profit margin | Strongly Agree | 38 | 63.3% |
| | Agree | 15 | 25.0% |
| | Uncertain | 5 | 8.3% |
| | Disagree | 1 | 1.7% |
| | Strongly Disagree | 1 | 1.7% |
| Training and development increase job satisfaction and morale among workers | Strongly Agree | 27 | 45.0% |
| | Agree | 24 | 40.0% |
| | Uncertain | 7 | 11.7% |
| | Strongly Disagree | 2 | 3.3% |
| Training reduces employee turnover in the organisation | Strongly Agree | 8 | 13.3% |
| | Agree | 22 | 36.7% |
| | Uncertain | 14 | 23.3% |
| | Disagree | 4 | 6.7% |
| | Strongly Disagree | 12 | 20.0% |
| Training needs assessment costs the organisation | Strongly Agree | 8 | 13.3% |
| | Agree | 16 | 26.7% |
| | Uncertain | 19 | 31.7% |
| | Disagree | 5 | 8.3% |
| | Strongly Disagree | 12 | 20.0% |
| Valid | | 60 | 100.0% |
| Missing | | 0 | |
| Total | | 60 | |

SOURCE: Author's construct, 2009

Sixty of the workers were interviewed on issues relating to cost and benefits of training and development to the company. Table 4.4 above depicts the responses gathered on issues concerning cost and benefits of training.

In all, 60 workers were sampled, 86.6% agreed that training necessarily enhance the performance of workers with 10% remaining uncertain, while only 3.3% disagreed that training does not necessarily enhance the performance of workers. In a similar situation, the researcher had 100% response from the sampled three managers when asked to comment on whether they deem it worthy for the organisation to be organising training courses. They all said yes and asserted that training enhances performance of employees. It can be deduced from the analysis that a vast majority of the workers believe that training increases productivity and there fore very essential in the organisation.

Also, 90% of the sampled workers agreed that training motivates workers to work well in the organization, with 3.3% responding uncertain. The percentage that disagree were only 6.7%. It is presumed that majority of the workers agreed to the assertion that training provides them required skills needed on the job. This is in line with the studies of Noe et al (1996), seeing training as a planned effort by a company to facilitate the learning of job-related knowledge, skills, or behaviour by employees. The goal of training effort is for employees to master the knowledge, skills or ability emphasized in training programmes and to apply it in day-to-day activities.

From table 4.4, it is not surprising that 98.3% of the sampled workers agreed that training increases efficiency and quality of work in the organisation, while only 1.7% of the respondents disagreed. This is an indication that indeed training motivates workers which in turn leads to high efficiency and quality of work.

It could also be observed from the table above that, 96.7% believe that training and development enhance productivity. 1.7% responded uncertain while another 1.7% disagreed that training enhances productivity. It can be concluded that, if training improves skills, knowledge and attitude then workers will translate what is learnt into the job which will lead to high productivity.

Moreover, 88.3% of the sampled respondents agreed that training and development increases the organisations profit margin whereas 8.3% of the respondents remained uncertain while 3.4% disagreed to the issue.

Furthermore, with respect to whether training and development increase job satisfaction and morale among workers, 85% of the sampled respondents agreed, with 11.7% indicating their uncertainty while only 3.3% disagreed to this point. This again attests to the fact that training is essential for the success of companies.

Moreover, table 4.4 indicates whether training reduce employee turnover in the organisation. With this, 50% of the sampled respondents agreed, whereas 23.3% remained uncertain while

26.7% disagreed. It implies that, half of the sampled workers believe that training can reduce employee turnover.

Lastly, respondents were asked to comment on whether training needs assessment costs the organization. 40% agreed to above issue, while 31.7% were uncertain, with 28.3% disagreeing to the fact that training needs assessment costs the organisation. In a related case, the sampled managers were asked to state their opinion on training and development with respect to the cost and benefits to the organisation. All the three managers said yes indicating 100% response that training cost the organization, but it is good investment that the company will reap in the future. It can be deduced that 31.7% who remained uncertain had no information on how needs assessment is conducted in the organisation. Again Armstrong (2003) reveals that results provide the basis for assessing the benefits of training against its cost..

## 4.5 Evaluation of Training and Development

One of the objectives of the study was to find out how training and development in Golden Tulip was evaluated. Table 4.5 below shows the results.

**Table 4.5**

| | | N | Marginal Percentage |
|---|---|---|---|
| Receive feedback after training courses | Strongly Agree | 15 | 25.0% |
| | Agree | 24 | 40.0% |
| | Uncertain | 8 | 13.3% |
| | Disagree | 8 | 13.3% |
| | Strongly Disagree | 5 | 8.3% |
| Receive feedback from other people in your workplace on how you are performing your role | Strongly Agree | 12 | 20.0% |
| | Agree | 31 | 51.7% |
| | Uncertain | 7 | 11.7% |

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| | | | | |
|---|---|---|---:|---:|
| | | Disagree | 5 | 8.3% |
| | | Strongly Disagree | 5 | 8.3% |
| Supervisors engage in productive feedback with workers | | Strongly Agree | 25 | 41.7% |
| | | Agree | 16 | 26.7% |
| | | Uncertain | 9 | 15.0% |
| | | Disagree | 6 | 10.0% |
| | | Strongly Disagree | 4 | 6.7% |
| Transfer learning during training programmes in the course of your work | | Strongly Agree | 31 | 51.7% |
| | | Agree | 21 | 35.0% |
| | | Uncertain | 6 | 10.0% |
| | | Strongly Disagree | 2 | 3.3% |
| Training programmes encourage workers to pursue further learning 'on-the-job' | | Strongly Agree | 25 | 41.7% |
| | | Agree | 22 | 36.7% |
| | | Uncertain | 8 | 13.3% |
| | | Disagree | 3 | 5.0% |
| | | Strongly Disagree | 2 | 3.3% |
| Opportunity (informally or formally) to discuss and receive feedback about your work performance in the organization | | Strongly Agree | 22 | 36.7% |
| | | Agree | 14 | 23.3% |
| | | Uncertain | 15 | 25.0% |
| | | Disagree | 6 | 10.0% |
| | | Strongly Disagree | 3 | 5.0% |
| Training courses are evaluated in terms of improved work performance | | Strongly Agree | 11 | 18.3% |
| | | Agree | 29 | 48.3% |
| | | Uncertain | 9 | 15.0% |
| | | Disagree | 6 | 10.0% |
| | | Strongly Disagree | 5 | 8.3% |
| Supervisors evaluate workers performance before and after training | | Strongly Agree | 13 | 21.7% |
| | | Agree | 10 | 16.7% |
| | | Uncertain | 24 | 40.0% |
| | | Disagree | 3 | 5.0% |
| | | Strongly Disagree | 10 | 16.7% |
| | | | 60 | 100.0% |
| Valid | | | | |
| Missing | | | 0 | |
| Total | | | 60 | |

SOURCE: Author's construct, 2009

A sampled of 60 employees responded to issues concerning training evaluation in the company.

Table 4.5 shows the responses of the sampled workers on how training is evaluated.

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Out of the 60 workers sampled for the study. 65% agreed to the fact that they receive feedback after training courses, whereas 13.3% remained uncertain with 21.6% responding that they disagree to the issue. It can be inferred that, over half of the workers sampled consented having received feedback after training. This is consistent with the studies of Hamblin (1974), 'any attempt to obtain information (feedback) on the effect of a training programme and to assess the value of the training in the light of that information".

Furthermore, 71.7% of the respondents agreed to have received feedback from other people in the workplace on how they are performing their roles. 11.7% were uncertain, while 16.6% disagreed to the issue.

Moreover, 68.4% of the respondents agreed to the assertion that supervisors engage in productive feedback with workers, whereas 15% declared uncertain with 16.7% indicating that, they disagree. In relation to this, all the sampled managers agreed that level 1 and 2 mangers normally do the evaluation of training and development, showing 100% response that managers engage in productive feedback. This can be concluded that majority of the workers receive constructive feedback from supervisors in the company.

Again, respondents commented on whether they transfer learning during training programmes to their work place. The percentage that agreed that they transfer learning was 86.7%, 10% uncertain, with 3.3% disagreeing to that point. It can be inferred from the table that majority believe they transfer learning from training programmes to the job. This is in line with what

Bernadin and Russell (1993) say, that evaluation involves the collection of information on whether trainees are satisfied with the programme, learn the material and are able to apply the skills back on the job.

In addition, respondents answered questions on whether training programmes encouraged workers to pursue further learning 'on-the-job'. Out of the 60 respondents 78.4% agreed, with 13.3% uncertain whereas only 8.3% disagreed. This also reveals that indeed transfer of learning occurs which later motivates workers to learn on the job.

The above survey data allowed respondents to comment on whether employees have opportunity (informally or formally) to discuss and receive feedback about their work performance in the organisation. Out of the 60 workers sampled, 60% agreed to the fact above, 25% were uncertain with 15% declaring that, they disagree. This is in consonance with the response that workers receive feedback after training and that supervisors engage in constructive feedback.

Table 4.5 shows that 76.7% of the respondents agreed that departmental training courses are arranged in line with organisational objectives and goals. With 15% declaring their uncertainty while 8.4% indicated that they disagree. This goes to corroborate the studies of Sonnenfield and Peiperl (1988); Schuler and Jackson (1987) that training courses should support the strategic direction of the organisation, and training objectives should be aligned with organisational goals.

To add to the above, respondents were questioned whether training courses are evaluated in terms of improved work performance. Out of the total percentage, 66.6% agreed, 15% were

uncertain with 18.3% making a declaration that they disagree. It can be presumed that more than half of the sampled respondents believe that training improves work performance.

Lastly, respondents were to comment on the fact that supervisors evaluate workers performance before and after training programmes. 38.4% agreed, with 40% remaining uncertain while 21.7% disagreed. Moreover, the sampled managers commented on how evaluation of training is done in the company. They asserted that among the process used include the following but not limited to these alone; performance appraisals, evaluation assessments, observations, questionnaires, visible behavioural change and many others. This is an indication that the majority believe that pre and post evaluation of performance of workers are not visible in the organisation. In line with this, Armstrong (2003), indicates that ideally the evaluation should take place both before and after the training but time should be allowed for the change in behaviour to take place.
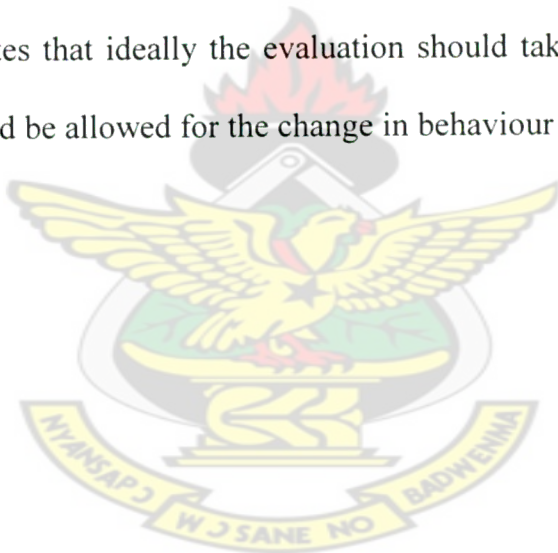
# CHAPTER FIVE

## SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

### 5.0 Introduction

This chapter discusses the findings from the survey analysis, conclusion and recommendations of the study.

### 5.1 Findings

This research attempts to examine the impact of training and development on employee's productivity. The following are the findings from the study:

#### 5.1.1 Training Needs Assessment

The analysis of the study shows that training needs assessments are conducted in the organization mostly through annual appraisal process of workers' performance, consultation and formal interview with managers while they are designed to suit organisational objectives, basic skills and capabilities of individual workers.

#### 5.1.2 Methods of Training and Development

Also, it was realised that the organisation employs a mix of training methods during training programmes but uses more discussion and lecture methods than all the other methods. Again, it was found that, appropriate training methods are normally used during training programmes.

#### 5.1.3 Cost and Benefits of Training

Analysis from the data revealed the following as the benefits of training to the organisation: It enhances workers' performance, motivates workers, increases efficiency and quality of work,

increases organisation's profit margin, increases job satisfaction and reduces employee turnover. Furthermore, the analysis showed that training and development cost the organisation a lot of money looking at their high expenditure and time workers take out of their working schedules to attend training.

### 5.1.4 Evaluation of Training and Development

Lastly, it was clear from the study that workers mostly receive feedback after training from both managers and co-workers. They do transfer of learning and further pursue on the job training in the organisation.

### 5.2 Conclusion

Training needs assessment is very essential in measuring the worth of training, in line with the objectives of the organisation. It is done to assess the return on investment made in training and development of workers and to determine whether training needs to be continued or revised to suit the changing demands of the company.

Furthermore, no single training method is entirely good under all circumstances, hence a mix of training methods brings variations and breaks the monotony associated with training in most organisations.

The research indicates that, successful companies invest a lot in training and development. Training, even though costly, has numerous advantages and benefits since it helps develop the human resources of a company which is the most valuable asset of every organisation. Training method must be tailored towards the achievement of organisational objectives. Training has

become a very vital tool for achieving strategic goals in most companies and therefore, it is not surprising that organisation's are increasingly becoming aware of the role training and development play in their survival.

Moreover, evaluation of training is very essential because it gives insight into how training has an impact on the productivity of the organisation. Regular feedbacks and performance assessments of workers would be good grounds to justify whether training is essential in the organisation or not.

In conclusion, it is therefore not surprising that companies performing well in the competitive market like Golden Tulip-Kumasi do not play with training and development of their employees.

## 5.3 Recommendations

From the analysis and discussion of the data, the following recommendations are suggested:

### 5.3.1 Training Needs Assessment

The analysis of the study shows that training needs assessments are conducted in the organization mostly through annual appraisal process of workers' performance, consultation and formal interview with managers while they are designed to suit organisational objectives, basic skills and capabilities of individual workers.

It is recommended that careful observation of workers, job redesign and resource availability such as technology, finance and human capital must be taken into consideration when conducting training needs assessment. Also, training needs assessment must be designed to meet future tasks

of the workers since technology is changing very rapidly. Employees are to be educated on the need of training and development to them personally and the company at large.

### 5.3.2 Method of Training

Also, it was realised that the organisation employs a mix of training methods during training programmes but uses more discussion and lecture methods than all the other methods. Again, it was found that appropriate training methods are normally selected to suit training programmes.

It is worth noting that no single training method is the best and a mix of these methods based on the programme in question must be considered. The researcher recommends that external training programmes must be encouraged since they have various advantages. More demonstrations and simulations must also be incorporated into the training methods, and on the job training programmes such as job rotation and job instruction training adopted.

### 5.3.3 Cost and Benefits of Training and Development

The findings of this study indicate that, even though training is costly, its benefits are rather enormous to every organisation. And the most successful businesses do invest in training and re-training of employees. The business environment is changing rapidly and becoming competitive everyday, hence organisations that do not value their human resources are likely not to stand the test of time in the competitive and sophisticated market.

### 5.3.4 Evaluation of Training and Development

Lastly, it was clear from the study that workers mostly receive feedback after training from both managers and co-workers. They do transfer of learning and further pursue on the job training in the organisation.

The researcher therefore recommends that companies must do a thorough pre and post evaluation of training programmes to aid better assessment of how learning has been achieved. Again, enough time should elapse before performance appraisal is done since behavioural change needs time to manifest. Observations must also be considered as one of the processes to evaluate training and development.

In summary, the effectiveness and efficiency of training programmes depend on the training method used, the attitude of staff towards training and the timing of the training. Companies must see training and development of employees as an investment that should be undertaken in order to get the best performance out of them.
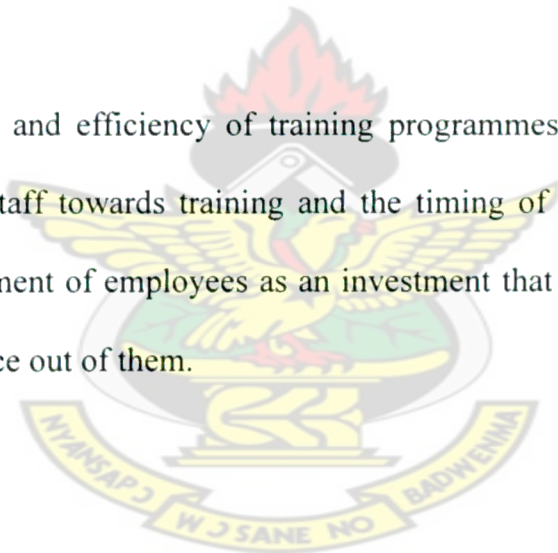
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KNUST

## APPENDIX I

# KNUST

## FACULTY OF SOCIAL SCIENCES

## DEPARTMENT OF MANAGERIAL SCIENCES

INTRODUCTION

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

## Section A

**Personal information**

1 Gender:     Male    ☐        Female    ☐

2 Age:

      **a)** 18-30    ☐

      **b)** 31-45    ☐

      **c)** 46-59    ☐

      **d)** 60 and above    ☐

3 Educational Background:

      a) Basic school level       ☐

      b) Secondary school level       ☐

      c) Tertiary (University/Polytechnic) level       ☐

      d) Post graduate       ☐

      e) Other; please specify...................................................

4 Marital Status:

      a) Married       ☐

b) Single ☐

c) Divorced ☐

d) Widow/ Widower ☐

5 What is your position in the organisation?

a) Level 1 ☐

b) Level 2 ☐

c) Level 3 ☐

c) Level 4 ☐

6 How long have you worked with the organisation?

a) 1-6 months ☐

b) 7-12 months ☐

c) 13-20 months ☐

## SECTION B

| NO | Please tick YES or NO | Yes | No |
|----|----------------------|-----|-----|
| 1 | Do you have mandatory training in the organisation? | | |
| 2 | Are training courses normally held in the organisation dedicated rooms? | | |

**Please tick ✓ in the appropriate box ☐ against each statement to indicate your rating where:**
1=Strongly Agree, 2=Agree, 3=Uncertain, 4=Disagree, 5=Strongly Disagree

| No | TRAINING ASSESSMENT | 1 | 2 | 3 | 4 | 5 |
|----|---------------------|---|---|---|---|---|
| 3 | Are training needs in the organisation determined through annual appraisal process? | | | | | |
| 4 | Are training needs in the organisation determined through consultation and formal interview with workers? | | | | | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | Are training needs directly related to organisational/department objectives? | | | | | |
| 6 | Are basic skills and capabilities identified for different workers in the department during training needs analysis? | | | | | |
| 7 | Are basic skills and capabilities used for determining training and development needs within the department? | | | | | |
| 8 | Are training needs in the Department determined through consultation and formal interviews with level 2 workers? | | | | | |
| | **COST AND BENEFITS OF TRAINING AND DEVELOPMENT** | | | | | |
| 9 | Does training necessarily enhance the performance of workers? | | | | | |
| 10 | Does training motivate workers to work well in the organisation? | | | | | |
| 11 | Can training increase efficiency and quality work in the organisation? | | | | | |
| 12 | Do you think training and development enhances productivity? | | | | | |
| 13 | Can training and development increase the organisations profit? | | | | | |
| 14 | Do training and development increases job satisfaction and morale among workers? | | | | | |
| 15 | Can training reduce employee turnover in the organisation? | | | | | |
| 16 | Do you think that conducting training needs assessment cost the organisation a lot of money? | | | | | |
| | **EVALUATION OF TRAINING AND DEVELOPMENT** | | | | | |
| 17 | Do you receive feedback after training courses? | | | | | |
| 18 | Do you receive feedback from other people in your workplace on how you are performing your role? | | | | | |
| 19 | Do supervisors engage in productive feedback with workers? | | | | | |
| 20 | Do you use some of the things you learn during training programmes in the course your work? | | | | | |
| 21 | Do most training programmes encouraged workers to pursue further learning 'on-the-job'? | | | | | |
| 22 | Do you have the opportunity (informally or formally) to discuss and receive feedback about your work performance in the organisation? | | | | | |
| 23 | Are Departmental training courses arranged in line with | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | organisational objectives and goals? | | | | | |
| 24 | Training courses are evaluated in terms of improved work performance? | | | | | |
| 25 | Do you think supervisors evaluate workers performance before and after training? | | | | | |

## METHODS OF TRAINING AND DEVELOPMENT

26. Have you received any training in this organisation..............?   Yes ☐ No ☐

27. If yes, what type of training? …………………………………..

28. What type of training method was used?

    a) Lecture             ☐

    b) Role play          ☐

    c) Discussion        ☐

    d) Mentoring/ coaching   ☐

    e) Other; please specify…………………………………..

29. Do you suggest a different training method would have been appropriate than the one stated

above?                                  Yes ☐  No ☐

30. If yes to question 29. What training method in your opinion will be the most

appropriate?…………………………………………………………………

## INTERVIEW QUESTIONS FOR LEVEL 1 & 2

1. Have you been organising training and development courses for your workers?

2. How often do you do this?

3. What processes do you go through in order to choose a course or training programme for your worker?

4. What processes do you go through to choose an employee for training?

5. Do employee's career aspirations play a role in making this decision?

6. Is the employee consulted in making this decision?

7. Who makes this decision? That is for an employee to go on training, the human resource manager, departmental managers, general manager, among others.

8. Can you mention three training courses that have taken place in this organisation?

9. What training methods were used during these three mentioned training courses.

10. Do you consider the training methods used as appropriate? Why……

11. How do you evaluate the effectiveness of these training courses?

12. Do evaluation results depict an improvement in performance of your workers?

13. If yes, what are the indicators?

14. If No, what are the indicators?

15. Who does the evaluation? Department managers, human resource manager, training consultant or general manager?

16. Do you have a performance appraisal system in place? How is it used in implementing training and development in your organisation?

17. Do you deem it worthy for the organisation to be organising such training courses?

18. If yes, why?

19. If no, why?

20. What is your view on training and development with respect to the cost and benefits involved in the organisation?

21. Who decides the training budget? Would you say it is enough?