

**An Investigation into the Effect of Management Development on Performance: A  
Case Study of Offinso Municipal Assembly**

by

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**DECLARATION**

I hereby declare that, except for specific references which have been duly acknowledged, this project is the result of my own field research and it has not been submitted either in part or whole for any other degree elsewhere.

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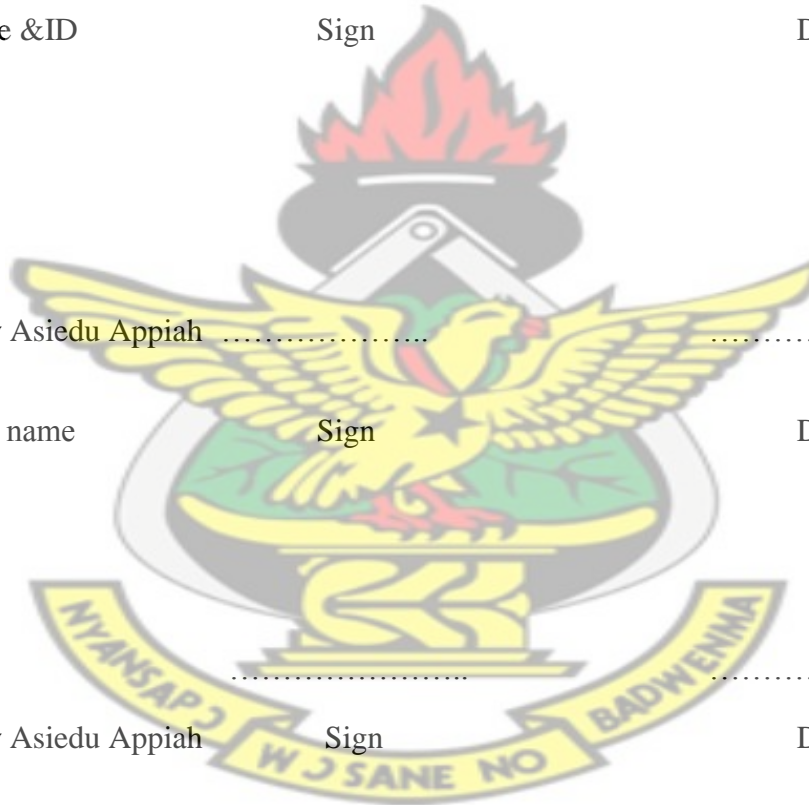
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I acknowledge sincerely the invaluable contribution of my wife, children, entire family and all those who helped me in diverse ways in getting this thesis completed. May God richly bless you all.



## DEDICATION

This thesis is dedicated to my wife, children and family. May God bless you for the support and prayers.

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## Abstract

An organisation's managers are its direct link to employees-they have a strong influential role and impact on performance and morale. It is important therefore that organisation's take steps to identify strong leaders and provide the appropriate development opportunities for them. This study therefore investigated management development and its effect on performance using the Offinso Municipal Assembly as a case study. The study used questionnaire and interview as data gathering tools using a sample size of 160 respondents made up of both junior and senior staff. Data presentation and discussion were supported with graphs and tables. The respondents gave a strong indication that the assembly has management development programmes. However, further investigation revealed that to a large extent employees are not motivated towards training programmes. It also came to light that most training programmes were not job oriented therefore making their impact on performance insignificant. It was found that the organisational culture of the assembly does not support training and development programmes for staff. 60.1% of respondents did not believe that managers become more result oriented after training. 80% of respondents indicated lack of support from central government as one major challenge to the assembly's implementation of MDPs. Lack of interest by managers was also identified as another challenge to the implementation of MDPs. The study recommended that central government should be in the capacity building of management at the district and municipal assemblies. Again, training and development programmes should address prevailing challenges at the assemblies. In addition, effective training methods should be used to make the desired impact. This is consistent with the finding which revealed that most respondents do not identify significant change in the leadership in the leadership and managerial effectiveness of trained managers.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

This chapter presents a background to the study which examines the effect of management development on organisational effectiveness. Objectives of the study as well as the statement of problem are clearly stated in this chapter. The chapter further describes the scope of the study, methodology used as well as a justification and organisation of the study.

Many managers are promoted into managerial roles because they exhibited strong performance as technicians. The shift from technical to strategic can be a difficult one, however, and many new managers flounder. Too often organizations provide no formal development program for its new managers—and no refresher training for existing managers or high-potential employees.

An organization's managers are its direct link to employees—they have a strong influential role and impact on performance and morale. The concept of management is changing at an ever-quickening pace requiring ongoing education. Managerial work has become increasingly fast-paced, less structured and more reliant on strong interpersonal and leadership skills than ever before. In addition, with a shrinking labor pool, organizations need to take steps to identify strong leaders and provide the appropriate development opportunities for them. Growing talent from within is becoming an increasingly prevalent staffing alternative.

In organisational development (OD), the effectiveness of management is recognized as one of the determinants of organisational success. Therefore, investment in management development can have a direct economic benefit to the organization (Sakthvel, 2005). How has the concept of management development effectively been used in Ghana's decentralization system?

One of the pillars recognized in the world over as an agent of good governance and democratization is decentralization. This has been the subject of interest among most scholars, international agencies and governments. Decentralization has been associated with a number of beneficial outcomes that have direct or indirect bearing on local and national governance.

Decentralization may be defined as transfer of responsibility (authority), resources (human and financial) and accountability from central government to local self-governing entity. This involves a long process of political, fiscal and administrative decentralization (Aryee, 2004).

The evolution of decentralization in Ghana has been well documented. Various succeeding governments through several commission and committees recognize the need to implement a decentralization programme that would speed up the socio-economic development of the country (Lid-Bruy commission, 1959, Mill odio commission, 1967, Siriboe commission, Oko commission). However until 1988 governments were unwilling

to risk granting local governments institution a great deal of autonomy and paid only lip services to full decentralization.

The District Assembly system of governance is enshrined in the constitution of the Republic of Ghana and is clearly stated in article 462 of 1993, the mandate of district Assemblies in the governance process. The legislative instrument provides some core functions and responsibilities that ought to be carried out in the Districts. Among other things the assemblies were made responsible for the overall development of the districts, and were also charge with effective mobilization and utilization of human .physical and financial resources for economic and fiscal developments, they were to ensure provision of infrastructure, works, and services, ensure development, improvements and management of human settlements, maintenance of security, public safety and others.

The proposition of this study focuses critically on the human resource aspect among all other responsibilities of local governance system controlled by the Districts, municipal and metropolitan Assemblies. The study discusses into detail the human resource base that should be put in place to ensure the desired level of developments we hope to see.

The importance of a well-functioned public sector in the development process is undisputable. Indeed, the proliferation of concepts such as “capacity building,” “public-sector reforms” and: good governance “in addition to the literature is indication of the need to for effective public sector organizations, (Owusu 2005) elaboration added. The challenge is to find ways to create effective public sector organization capable of

facilitating national developments. The quick respond to this challenge has been experimental in many African countries with the support of World Bank in implementing various strategies in reforming their afflicted public organizations. Such initiatives are said to include the “first – and the second – generation “public sector reform programs.

The first generation reforms were introduced in the 1980s and focused on reducing the explosive public-sector wage bill. These were however found to be eroding the public sector wage vis-à-vis the private sector. The reforms also forced many skilled workers to leave public employment to the wage-induced private sector and demoralizing those who remained in the public service. The end effect affected the general performance of the public sector and making performance through the people working in the public sector. Many factors are important for organizational performance (Schuler and Jackson 1999). Four factors in particular were indentified in theory and empirical literature on human resources management (Nielsen, Therkilden et al. 2005). These factors include Merit, motivation, management and context. They put it in an equation; organizational performance.

To improve organizational performance through improved HRM practices, staff must be hired , fired, promoted and transferred on the basis of merit principles (Danish institute for international studies, 2005). Monetary and non – monetary motivation of staff, however, also required if employees to work towards fulfilling the organizational mandates. Motivation can be both intrinsic and extrinsic. In addition, staff management must help to structure work in an appropriate manner and to encourage cooperation,

communication and meaningful jobs for the employees (Nielsen, Thrkildsen et al, 2005). However individual public sector organization are not isolated island because of the 3M of the equation are only to some degree internal to the organization. Organization performance therefore also depends in the context in which the organization operates – its “enabling environment”. This environment may provide opportunities for improved organizational performance, but also foreclose such opportunities.

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Limiting the scope to the Ghanaian public sector organizations, the District Assemblies in collaboration with developmental partners in the attempt to improve the situation in the place capacity building workshops organized on agreeable periods for the staff of the District Assemblies. Desktop discussions have shown that there are some internally organized training programmes to improve upon skills of the staff at least once a year, all in the quest to boost performance of staff and the Assemblies in support of government development policy implementation.

## **1.2 Problem Statement**

The importance of management development in any institution is enormous. Investment in management development can have a direct economic benefit to the organization (Sakthvel, 2005). In recognition of the vital mandate of the District assemblies as articulated in the local Government Act, (Act 462 Of 1993), several interest groups and donor agencies collaborate with the District Assemblies in embarking on developmental projects in the localities. Some of these donor agencies are contributing to capacity development of the DA’s to enable them execute their mandate.

However, there is no mechanism of checking the effectiveness of the training and development programmes of managers of the DAs

The current situation is that, in spite of all the support, both internal and external, there are some visible managerial and poor performances of the district Assemblies in responding to the development challenges of the local communities. This has led to a general lack or reduced interest in donor support for development programmes. Support from the central government is equally not forthcoming. There is also a general lack of interest by the District Assemblies as they will not be assessed and held accountable

All these have led to poor management of the DAs and hence stalling economic development. The purpose of this study is therefore to investigate into the effect of management development and the role it plays in terms of organizational development.

### **1.3 Objectives of the Study**

Objectives of the study are categorized into general and specific objectives

#### **1.3.1 General Objectives**

The general objective of the study is to examine the effect of management development on performance at the Offinso Municipal Assembly.

#### **1.3.2 Specific Objectives**

The specific objectives of the study are to:

1. To identify management development programmes or activities at the Offinso Municipal Assembly.
2. To examine the policies and procedures of management development at the Offinso Municipal Assembly.
3. To determine the effect of management development programmes on performance at the Offinso Municipal Assembly.
4. To make recommendations on how management development can be improved to support performance at the Offinso Municipal Assembly.

#### 1.4 Research Questions

To help achieve the objectives of the study, the following constitute the research questions of the study:

1. What are the management development programmes or activities at the Offinso Municipal Assembly?
2. What are the policies and procedures of management development at the Offinso Municipal Assembly?
3. What is the effect of management development programmes on performance at the Offinso Municipal Assembly?
4. How can management development be improved to support performance at the Offinso Municipal Assembly?

### **1.5 Justification of Study**

The study is an investigation into the effect of management development on Offinso Municipality. It focuses on the types of training available to the district assembly management staff and how these training impact on the workers performance at the assembly in meeting its planned policies and projects. It will therefore bring to light the support that District Assemblies get from development partners in implementing programmes and projects and how much is channeled into programmes. The study will further inform government policies on the training needs of managers of the district assemblies to help in the execution of its mandate. Giving their mandate as the vehicle of development at the local level, an improved capacity of the district assemblies will impact positively on the socio-economic development of Ghana.

### **1.6 Scope of Study**

The area of study for the work is Offinso Municipal Assembly in the Ashanti Region; the Municipality is one of the newly created Districts in the Region and was carved out of the Offinso District Assembly in 2008. The municipality shares common boundaries with Offinso North District Assembly in the North, Afigya Kwabre in the east and south, Atwima Nwabiagya and Ahafo Ano District Assemblies in the west. The municipalities comprise 22 suburbs with new Offinso as municipal capital. Contextually, the study focuses on the management development and its effect on the municipal administration in the running of government business of the day. It also looks at the training programmes organized as means of developing the human capital of the Assembly.

## **1.7 Overview of Research Methodology**

The researcher used the case study as a strategy in conducting this research. The study use both primary and secondary sources of data. The researcher used questionnaire and interview as data gathering tools to effectively ascertain the needed primary data. The secondary data was sourced from relevant institutional documents, relevant books, journal articles and web portals. The study used a sample size of 60 respondents from the municipal assembly. Findings and results were analysed with the help of the Statistical Package for the Social Sciences (SPSS).

## **1.8 Limitations of the Study**

Like any academic work, the study has its own limitations. Getting access to the required data was a little cumbersome – bureaucracy was at play. Effort was made in honouring all appointments on time and with much enthusiasm.

## **1.9 Organization of the study**

The study comprises five chapters. Chapter one discusses the background, problem statement, scope, significance, and objectives for undertaking this research project. Chapter two looks at existing literature related to the study to gain an understanding of the research topic. Chapter three consists of the research methodology that the researcher used to undertake the study. Chapter four presents the findings to the study. Chapter five summarizes the findings of the study and also makes recommendations that would contribute to solving the problem raised, as well as a recommendation for further study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter is a review of literature that is pertinent to the current study on the effect of management development on performance. The chapter discusses the theory and perspectives that set the framework which will aid the collection, analysis and discussion of empirical data.

#### 2.1 Management Development and Organisational Development

Human resource is the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). As the Mwita (2000) explains, performance is the key element to achieve the goals of the organization, so performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. This section examines two concepts-management development and organizational development in the context of the current study.

##### 2.1.1 Management Development

Management Development describes the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations.

In organisational development (OD), the effectiveness of management is recognized as one of the determinants of organisational success. Therefore, investment in management development can have a direct economic benefit to the organization (Sakthvel, 2005).

In the opinion of Everard (2008), managers are exposed to learning opportunities whilst doing their jobs, if this informal learning is used as a formal process then it is regarded as management development.

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### **2.1.2 Organization Development**

In the opinion of Tripathi, (2008), Organization Development (OD) is the process of improving organizations. The process is carefully planned and implemented to benefit the organization, its employees and its stakeholders. Organizational Development is a system-wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structure, and process that lead to organization effectiveness (Everard, 2008).

Organization development (OD) is a conceptual, organization-wide effort to increase an organization's effectiveness and viability (Tony, 2004). Bennis (2001) has referred to OD as a response to change, a complex educational strategy intended to change the beliefs, attitudes, values, and structure of an organization so that it can better adapt to new technologies, markets, challenges, and the dizzying rate of change itself. According to Bennis (2001), OD is neither anything done to better an organization nor is it the training function of the organization; it is a particular kind of change process designed to bring

about a particular kind of end result. OD can involve interventions in the organization's "processes," using behavioural science knowledge (Tony, 2004) organizational reflection, system improvement, planning and self-analysis.

Kurt Lewin (1898–1947) is widely recognized as the founding father of OD, although he died before the concept became current in the mid-1950s. From Lewin came the ideas of group dynamics and action research which underpin the basic OD process. Further, Tripathi, (2008) believes that OD is a contractual relationship between a change agent and a sponsoring organization entered into for the purpose of using applied behavioral science and or other organizational change perspectives in a systems context to improve organizational performance and the capacity of the organization to improve itself. Organization development is an ongoing, systematic process to implement effective change in an organization. Organization development is known as both a field of applied behavioral science focused on understanding and managing organizational change and as a field of scientific study and inquiry. It is interdisciplinary in nature and draws on sociology, psychology, and theories of motivation, learning, and personality.

### **2.1.3 Operational Goals in an Organization-Development Effort**

To move toward the kind of organization conditions described as desirable, OD efforts usually have some of the following operational goals:

1. To develop a self-renewing, viable system that can organize in a variety of ways depending on tasks. This means systematic efforts to change and loosen up the way the organization operates, so that it organizes differently depending on the nature of the task.

There is movement toward a concept of “form follows function,” rather than that tasks must fit into existing structures (Tripathi, 2008).

2. To optimize the effectiveness of both the stable (the basic organization chart) and the temporary systems (the many projects, committees, etc., through which much of the organization’s work is accomplished) by built-in, continuous improvement mechanisms. This means the introduction of procedures for analyzing work tasks and resource distribution, and for building in continuous “feedback” regarding the way a system or subsystem is operating (Bennis, 2001).

3. To move toward high collaboration and low competition between interdependent units. One of the major obstacles to effective organizations is the amount of dysfunctional energy spent in inappropriate competition—energy that is not, therefore, available for the accomplishment of tasks. If all of the energy that is used by, let’s say, manufacturing people disliking or wanting to “get those sales people,” or vice versa, were available to improve organization output, productivity would increase tremendously (Bennis, 2001).

4. To create conditions where conflict is brought out and managed. One of the fundamental problems in unhealthy (or less than healthy) organizations is the amount of energy that is dysfunctionally used trying to work around, or avoid, or cover up, conflicts which are inevitable in a complex organization. The goal is to move the organization towards seeing conflict as an inevitable condition and as problems that need to be worked before adequate decisions can be made (Armstrong 2000).

5. To reach the point where decisions are made on the basis of information source rather than organizational role. This means the need to move toward a norm of the authority of knowledge as well as the authority of role. It does not only mean that decisions should be moved down in the organization; it means that the organization manager should determine which is the best source of information (or combination of sources of information) to work a particular problem, and it is there that the decision-making should be located (Sakthvel, 2005).

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## **2.2 Component of Management Development**

Sakthvel (2005), in his write up describes the following as constituting the components of management development: structured informal learning: work-based methods aimed at structuring the informal learning which will always take place, formal training courses of various kinds: from very specific courses on technical aspects of jobs to courses on wider management skills, and executive education: which might range from courses for (perhaps prospective) junior managers or team leaders.

## **2.3 Processes or Methods of Management Development**

There are a number of steps to take in the establishment of a management development training program (Armstrong 2000).

According to Armstrong, first assess where you are currently. Do you have a formalized training program for new managers? Do you have a program designed to develop your existing managerial staff? Conduct an audit of managers to determine how they are

currently receiving information and training, how they would evaluate their existing training options and what additional training needs they have.

Again, Armstrong suggests that the organization should analyze its workforce and project its management needs into the future. Succession planning is an important part of management development and a key to ensuring strong leadership. What are the gaps between current management skills and future needs? What are the areas of potential weakness or vulnerability?

The next thing as he suggests is to determine existing skill level through standardized testing instruments, questionnaires (ask managers to identify their own information gaps and needs), peer and supervisor evaluation, or even vendor and customer evaluation. Compare the existing skills of your workforce to your future managerial needs. Identify the gaps to pinpoint specific high priority training needs.

Further, Armstrong suggests that the organization should align management development training with your organization's strategic plan. The key is not to just do something—it's to match the needs of the organization to the interests and skills of each manager and then to select the appropriate training and development tools to meet those needs. Develop categories of training needs, clearly identifying both general and specific topics within each.

For instance, the organisation may determine that providing effective feedback is a critical need. You may determine that managers need general information on techniques for giving and receiving feedback. In addition, you might include specific training on your organization's performance evaluation process.

The next thing is to develop individual development plans for key employees and managers based on their existing skill level and interests and your organizational needs.

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In addition, the institution should identify training opportunities based on the categories and topics you developed. These may include university courses, public seminars, conferences, mentoring programs, in-house training, customized training applications, computer-based training, etc. Review each opportunity to ensure that it meets your organizational needs and objectives.

Further, Armstrong says that the next thing is to recognize that employees and managers also have some responsibility for their own training and development. Involve them in the process. To the extent you can tie objectives to employee interests as well as company needs.

The next step is to evaluate each activity. Establish quantifiable objectives whenever possible. Use the annual appraisal process as one checkpoint—but remember it is only one means of measuring effectiveness. Each training and development opportunity should meet specific objectives that can be measured and evaluated.

Armstrong further suggests that the organization should work with local universities, technical colleges and other sources of training to familiarize yourself with their offerings and to work together to help strengthen those offerings to meet your organization's needs.

Finally, recognize that management development is an ongoing process, not a one-time or annual event. Your management development plan should be reviewed regularly and changed as necessary to accommodate industry and organizational changes.

#### **2.4 Organisaional Development (OD) Process**

Waddell et al. (2004) describe three theories of planned change – Lewin’s change model, the action research model and contemporary adaptations to the action research model. Based on these, they propose a “general model of planned change”, which I refer to as the ‘OD Process’, which is made up of the “four basic activities” already noted (p. 37): entering and contracting, diagnosing, planning and implementing change, evaluating and institutionalising change

Waddell et al. (2004) suggest that while these activities typically occur in the sequence listed, there is considerable overlap and feedback between them (p. 37). Each of the activities are summarised below.

**Entering and Contracting:** According to Waddell et al. (2004), this first step of the ‘planned change’ process occurs when one or more key managers or administrators sense there is either a need for improvement or a problem needs to be addressed in their organisation, department or group (p. 76). Entering is made up of three steps –clarifying

the problem or opportunities, identifying who the relevant client is and choosing an OD practitioner (p. 77).

The organisation may be specific about what the 'presenting problem' is, such as absenteeism or a change in market conditions, or it may be more general such as a need to be more effective. Sometimes the presenting problem is stated in the form of a solution, such as needing team building. The presenting problem may just be a symptom of underlying issues. Clarifying the issue may involve preliminary data collection, in the form of interviewing key members and examining company records (p. 77).

Identifying the relevant client –normally those who can directly impact the change –is important at this stage of the process. This ensures there is buy in from them to enter into an OD process (p. 78). Choosing an OD practitioner requires the organisation to find out about the practitioner's experience and competence –both technical and interpersonal. It needs to check whether the practitioner approaches the organisation with openness and requires a diagnosis phase, or whether the practitioner has a program that he or she applies to all organisations. The practitioner is also responsible for ensuring there is a match between themselves and the organisation and its problems (p. 79).

Contracting may be formal or informal, and includes three areas –clarifying what each party expects to gain from the OD process, committing resources to the process and establishing the ground rules for working together, such as confidentiality (p. 82). The decision about whether to proceed or not with the OD process occurs here (p. 85).

**Diagnosing:** Diagnosing is described by Waddell et al. (2004, p. 87) as the “process of assessing the functioning of the organisation, department, group or job to discover the sources of problems and areas for improvement”. If this step is done well, it points towards the interventions required to improve the organisation’s effectiveness. It involves collecting and analysing data about the current operations and feeding information about problems and opportunities back to managers and organisation.

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**Planning and Implementing Change:** According to Waddell et al. (2004) this stage of the OD Process is a joint activity conducted between the OD practitioner and the organisation. They design interventions that suit the organisation and the change agent’s skills and make plans to implement these interventions (p. 38).

Waddell et al. (2004) suggest interventions fall into four major categories (p. 39): 1. Interpersonal interventions, which describe interventions associated with human processes (p. 160); 2. Technostructural interventions, which focus on the organisation’s structure and ‘technology’, meaning job design (p. 162); 3. Human resource management interventions, which are designed to integrate people into organisations to “improve member performance and wellness” (p. 39); and 4. Strategic interventions, which focus on linking the “the internal functioning of the organisation to the larger environment and transform the organisation to keep pace with changing conditions” (p. 163).

This stage of the OD process includes “managing the change process” (p. 39) which requires the OD practitioner to work with the resistance to change, create a vision of the

desired future state, gain political support for these changes and manage “the transition of the organisation towards them” (p. 168).

**Evaluating and Institutionalising Change:** Evaluation of the OD interventions implemented is a two-fold process: the first is evaluating and feeding back to the organisation, the effectiveness of the implementation of the intervention –is the intervention being implemented as intended? The second checks to see whether the expected results are being achieved or not. With this information, decisions about whether the changes should continue, be modified or stopped can be made (Waddell et al., 2004, p209). Change is institutionalised by reinforcing successful changes through feedback, rewards and training (Waddell et al., 2004, p39).

## **2.5 The Need for Organization Development**

Profitability, productivity, morale and quality of work life are of concern to most organizations because they impact achievement of organization goals. There is an increasing trend to maximize an organization's investment in its employees. Jobs that previously required physical dexterity now require more mental effort. Organizations need to "work smarter" and apply creative ideas. The work force has also changed. Employees expect more from a day's work than simply a day's pay. They want challenge, recognition, a sense of accomplishment, worthwhile tasks and meaningful relationships with their managers and co-workers. When these needs are not met, performance declines.

Today's customers demand continually improving quality, rapid product or service delivery; fast turn-around time on changes, competitive pricing and other features that are best achieved in complex environments by innovative organizational practices. The effective organization must be able to meet today's and tomorrow's challenges. Adaptability and responsiveness are essential to survive and thrive. At the core of OD is the program of organization, defined as two or more people working together toward one or more shared goal(s). Development in this context refers to the process by which an organization becomes more effective over time at achieving its goals (Tripathi, 2008).

OD is a long range effort to improve organization's problem solving and renewal processes, particularly through more effective and collaborative management of organizational culture, often with the assistance of a change agent or catalyst and the use of the theory and technology of applied behavioral science. Although behavioral science has provided the basic foundation for the study and practice of organizational development, new and emerging fields of study have made their presence known. Experts in systems thinking, leadership studies, organizational leadership, and organizational learning (to name a few) whose perspective is not steeped in just the behavioral sciences, but a much more multi-disciplinary and inter-disciplinary approach have emerged as OD catalysts (Sullivan, 2010).

These emergent expert perspectives see the organization as the holistic interplay of a number of systems that impact the process and outputs of the entire organization. More importantly, the term change agent or catalyst is synonymous with the notion of a leader

who is engaged in leadership - a transformative or effectiveness process - as opposed to management, a more incremental or efficiency based change methodology. Davenport (2005) contributing further, discusses the following as the need for organisational development:

### **2.5.1 Improved Organizational Performance**

The objective of OD is to improve the organization's capacity to handle its internal and external functioning and relationships. This would include such things as improved interpersonal and group processes, more effective communication, enhanced ability to cope with organizational problems of all kinds, more effective decision processes, more appropriate leadership style, improved skill in dealing with destructive conflict, and higher levels of trust and cooperation among organizational members. These objectives stem from a value system based on an optimistic view of the nature of man — that man in a supportive environment is capable of achieving higher levels of development and accomplishment. Essential to organization development and effectiveness is the scientific method — inquiry, a rigorous search for causes, experimental testing of hypotheses, and review of results (Weisbord (2002).

### **2.5.2 Organizational self-renewal**

The ultimate aim of OD practitioners is to "work themselves out of a job" by leaving the client organization with a set of tools, behaviors, attitudes, and an action plan with which to monitor its own state of health and to take corrective steps toward its own renewal and

development. This is consistent with the systems concept of feedback as a regulatory and corrective mechanism Davenport (2005).

### **2.5.3 Systems Context**

OD deals with a total system — the organization as a whole, including its relevant environment — or with a subsystem or systems — departments or work groups — in the context of the total system. Parts of systems, for example, individuals, cliques, structures, norms, values, and products are not considered in isolation; the principle of interdependency, that is, that change in one part of a system affects the other parts, is fully recognized. Thus, OD interventions focus on the total culture and cultural processes of organizations. The focus is also on groups, since the relevant behavior of individuals in organizations and groups is generally a product of group influences rather than personality (Carter, 2004).

### **2.6 Challenges of Management Development**

Too often management development is informal and disjointed, rather than part of a strategic training plan. Classes and training are offered or managers are encouraged to take advantage of training opportunities, but the offerings are not part of a formal program that is linked to organizational goals and long-range objectives (Everard 2008). It is not uncommon to encounter resistance from managers when providing management development opportunities. They may be hesitant to admit to areas of weakness—or an implication that they need additional training—and may raise many barriers to participation, most commonly lack of time.

Resistance to change and fear of failure are natural. By positioning management development as a prerequisite to growth within the organization you can provide an incentive for participation while at the same time developing somewhat of a self-selection process for identifying employees interested in advancement within the organization.

According to Armstrong (2000), another problem, common to any training initiative, is the difficulty in measuring the impact and effectiveness of your management development activities. To be effective, clear and specific objectives should be identified and tied to the selection and implementation of training and development activities. Follow up measurement should be designed to directly evaluate the impact of these activities on meeting the stated objectives. When establishing objectives it is important to consider specifically how you will measure whether the objectives have been met. Build evaluation into the training process (Everard, 2008).

### **2.7 Effects of Management Development**

According to Miller (2004), through management development, organizing work around subordinates becomes fairly easy, i.e, the span of control of the managers increase which helps the organizations in low costs and thus better allocation of resources takes place. It also helps the managers effectively and efficiently attain the organizational goals. Also by training the employees helps the employees get updated with the latest skills and techniques, which in turn increase the productivity and output per worker i.e. the marginal and average productivity per worker increases.

Business management, from overall department managers to individual team leaders, is a skill that is learned through classes and experience. The **importance of management development** in any business is great, as skilled leaders can provide the company with many benefits both immediate and long term. Helping managers grow and become the best that they can be will in turn help the company become the best that it can be.

O'Neill (2009) believes that one obvious benefit that helps to highlight the importance of management training is the increase in skills that leaders will develop. By training management team, the organisation will provide them with a broad base of leadership knowledge, skills, and techniques. Since new trends are developing regularly, the organization will be able to ensure that your management team is on the cutting edge of business advances. And these skills and techniques will be passed down to their team members, trickling through the organisation and increasing the efficiency of every department while providing problem solving techniques to head off trouble before it begins.

Increased teamwork and morale is one area that showcases the importance of management training. A manager who has undergone training will often feel as though the company values them and their skills since the business has invested in their ongoing development. With increased morale, they are likely to increase the overall morale in their department through positive leadership. In addition to an increase in productivity, the organisation will likely see a reduced turnover rate amongst the departments whose managers received training. In fact, some studies have found an increase of 230 percent

in productivity and a seventy percent drop in turnover in the months following management training (Armstrong, 2000).

The overall working environment will benefit tremendously from proper training, just another example displaying the importance of management development. Workers can often go from hating their jobs to enjoying them, all thanks to skills that managers learn in their training. Increasing productivity is one of the key concerns in management training, and one main way to accomplish this is to improve the working environment and raising morale. When employees are happy and like their jobs, their work rate shows it. There will be a difference almost immediately as managers use their newfound skills to help create a positive working environment that employees will enjoy working at (Armstrong, 2000).

Understanding the importance of management training is the first step towards increasing an organisation's success. A bit of research will help uncover the best options for providing management team with the proper training. Some seminars or classes cover specific areas while others provide broader instruction and training. Whatever is eventually decided upon, investing in management training is something the organisation won't regret. The benefits will appear quickly and last for a long time.

## **2.8 Management Development in the Public Sector**

Management development is a critical component of *good public governance*, which should be a major theme for current discussion. Governance can be briefly described as the way in which the underlying values of a nation (usually articulated in some way in its

Constitution) are “institutionalised”. This has formal aspects such as separated powers, checks and balances, means of transferring power, transparency, and accountability. However, for these values to be actualised, they must guide the actions of public officials throughout the system. They must be imbedded in culture (Kanter, 2005).

In this regard “leadership” is the flesh on the bones of the Constitution. It is at the heart of good governance. The most important role of public sector leaders has been to solve the problems and challenges faced in a specific environment. Leadership in this sense is not value neutral. It is a positive espousal of the need to promote certain fundamental values that can be called *public spiritedness*. Leadership is an important and crucial variable that leads to enhanced management capacity, as well as organisational performance and effectiveness (Richard et al. 2009).

At one level it is clear that many of the tasks facing public managers who, on a day-to-day basis oversee the provision of front-line services such as education, health care, social services, law & order, defence, consumer protection, and many others besides, are much the same – and for which much the same skills and knowledge are required – as are needed in the commercial service sector (Everard 2008).

However, there is more of course to the function of the public sector than service delivery – indeed, arguably it should be thought of primarily as an arena of ‘public governance’ – where decisions are taken, policies made and services organised (whether provided in-house or by commissioning the private or voluntary sector) on behalf of citizens and for

the collective benefit of communities, rather than for individual customers. A key part of this governance responsibility is ‘regulatory’ in nature – establishing and enforcing the framework of laws and rules to serve the collective public well-being. Planning procedures, for example, require individuals to apply for permission to undertake all but the smallest of new development work and applications for planning permission are decided with neighbours’ and the wider community’s interests in mind, even though the individual has to pay a fee and may regard her/himself as the ‘customer’ (Davenport, 2005).

Guided by the above exposition, Davenport (2005) believes that management development in the public sector will forever remain relevant. In the same vein, the ability of state institutions to put in place the necessary mechanism to facilitate an effective programme for management development is equally important.

## **2.9 Organizational Development and Effectiveness**

Organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. According to Richard et al. (2009) organizational effectiveness captures organizational performance plus the myriad internal performance outcomes normally associated with more efficient or effective operations and other external measures that relate to considerations that are broader than those simply associated with economic valuation (either by shareholders, managers, or customers), such as corporate social responsibility.

Rother (2009) believes that an organization's effectiveness is also dependent on its communicative competence and ethics. He suggests that, the relationships between these three are simultaneous. Ethics is a foundation found within organizational effectiveness. An organization must exemplify respect, honesty, integrity and equity to allow communicative competence with the participating members. Along with ethics and communicative competence, members in that particular group can finally achieve their intended goals.

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In his opinion, Davenport (2005) believes that organizational effectiveness is an abstract concept and is basically impossible to measure. Instead of measuring organizational effectiveness, the organization determines proxy measures which will be used to represent effectiveness. Proxy measures used may include such things as number of people served, types and sizes of population segments served, and the demand within those segments for the services the organization supplies (Rother, 2009).

The term Organizational Effectiveness is often used interchangeably with Organization Development, especially when used as the name of a department or a part of the Human Resources function within an organization. Bradford et al (2005) believes that while it isn't limited to productivity, organizational effectiveness certainly encompasses it. Defined narrowly as the amount of physical output for each unit of productive input, productivity has been a human concern for centuries.

Every employee contributes to organizational effectiveness. Taking into account skills,

experience, motivation, and rank, some play a bigger role than others. Peter Drucker coined a term for one category of these high-level performers in his 1959 book *Landmarks of Tomorrow*. He wrote of “knowledge workers,” defining them as anyone who works for a living at the tasks of developing or using knowledge.

Florida (2002) says that anyone whose work creates “meaningful new forms” is vital to the success of an organization. According to Florida, creative professionals work in a wide range of knowledge-intensive industries such as high-tech sectors, financial services, the legal and healthcare professions, and business management. These people engage in creative problem-solving, drawing on complex bodies of knowledge to solve specific problems.

Bradford et al (2005) opines that knowledge work falls somewhere on a continuum of complexity and difficulty. According to Davenport (2005), workers at the lower end of the continuum would possess less knowledge, would use knowledge more than create it, and would have less discretion in how to employ knowledge in the course of their work. Knowledge workers at the higher end of the continuum are more expert and experienced, and are in most cases knowledge creators as well as users.

## **2.10 The Relationship between Management Development and Organisational Development**

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002). Now a days

training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills & competencies because of more on the job experience (Kanter, 2005).

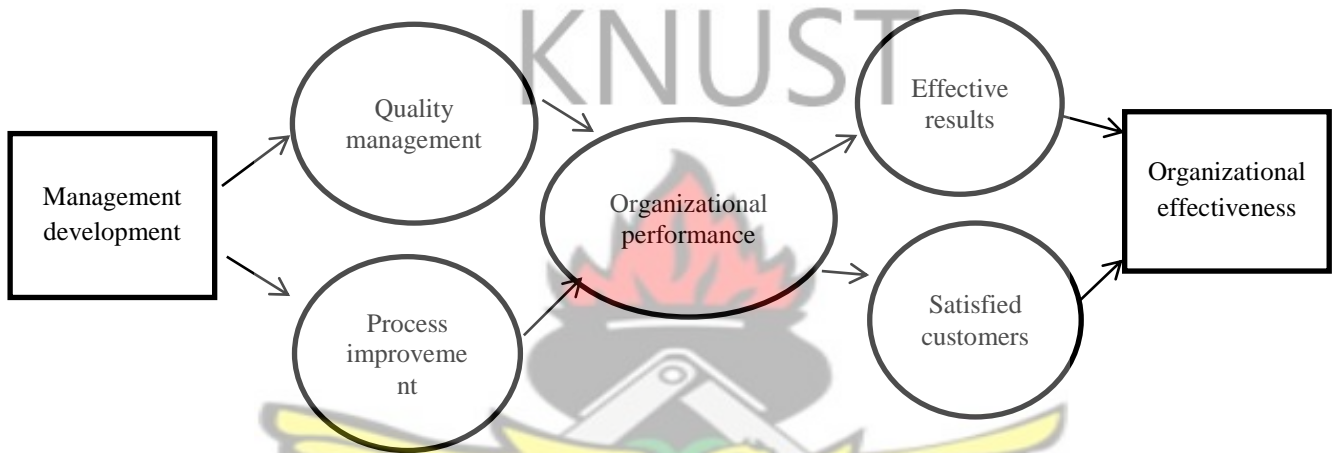
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Training also has impact on the return on investment. The organizational performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. So to improve the organizational performance and the employee performance, training is given to the employee of the organization. Thus the purpose of this study is to show the impact of training and the design of training on the employee performance. Training & development increase the employee performance like the researcher said in his research that training & development is an important activity to increase the performance of health sector organization (Iftikhar Ahmad and Siraj-ud-din, 2009).

Another researcher said that employee performance is the important factor and the building block which increases the performance of overall organization (Qaiser Abbas and Sara Yaqoob). Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris Amisano, 2010). This shows that employee performance is important for the

performance of the organization and the training & development is beneficial for the employee to improve.

### Conceptual Framework Showing the Relationship between Management Development and Performance



Source: Researcher's own construct (2012)

## CHAPTER THREE

### RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

#### 3.0 Introduction

This chapter describes how the study was conducted. It defines the choice of study approach and design that was be used in undertaking the study. The chapter also defines the population and sample size of the study, including the statistical techniques used to analyse the data.

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#### 3.1 Research Design

This study employs the case study as its research design. This design was adopted out of several research designs for conducting a social science research which includes: surveys, experiments, histories and archival analysis. The researcher adopted the case study research design to stress the intensive examination of the setting.

#### 3.2 Research Strategy

Case studies frequently make use of qualitative data (Shaughnessy et al. 2009). Accordingly, the study was conducted using the qualitative approach. The qualitative method involves collecting, analyzing, and interpreting data by observing what people do and say. The researcher found this strategy appropriate because apart from answering the initial research questions, qualitative research can provide answers to further research questions.

#### 3.3 Population

Population refers to the whole group that the study focuses on (Malhotra, 2007). The

study's population comprises both management and staff of the Offinso Municipality. The staff was included to ascertain their perception of management performance.

### 3.4 Sampling Procedure

Selection of sample was done by convenience. Hence, efforts were made to obtain a representation of respondents across the selected groups. The convenience sampling technique was used in the selection of the participants so as to enable the researcher have a relatively easier access to the required number of responses across the selected groups and to be able to generalize the findings of this study to the population.

#### 3.4.1 Sample size

Sample size determination is the act of choosing the number of observations to include in a statistical sample. As indicated in the table below, a sample size of one hundred and sixty (160) respondents were used for the study. This comprises management and staff, of the Municipality.

**Table 3.1 Population and Selected Sample**

Respondents	population	Sampled respondents
1. Management	13	10
2.Senior staff	19	25
3. Junior Staff: permanent	30	25
: Casual	250	100
Total	312	160

**Source: Field Data (2012)**

### **3.5 Sources of Data**

There are generally two sources of data – primary and secondary. The study used both sources of data.

#### **3.5.1 Primary Data**

This study collected Primary data through administration of questionnaires to the selected samples. The researcher settled on questionnaires, formal and informal interviews with management and staff. It was conducted in correlation with the theoretical framework which helped the researcher to ask questions that addressed the research problem.

#### **3.5.2 Secondary Data**

The secondary sources used in this research included reports, published journal articles, published books, company website among other secondary data sources. This was expected to raise the validity and reliability of the study. In the opinion of Ghauri & Gronhaug (2002), the advantages for using secondary data may include enormous saving in time and money because the researcher needs only to go to the library and locate and utilize the sources.

### **3.6 Data Collection Instruments**

Data collection instruments enable the researcher gather the required data. Data collection instruments used for the study are the questionnaire and the interview. These were used to collect the relevant data from respondents.

### **3.6.1 Questionnaire**

The questions were made up of open-ended and close-ended questions. Closed-ended questions used the Likert type scale and the open-ended type questions allowed for free expression of views and comments. The questionnaires were distributed to the sampled respondents and given some time to fill at their convenience.

### **3.6.2 The Interview Method**

The interview method was adopted to ascertain some of the information that could not be accessed using the questionnaire. The researcher personally conducted all interviews which were at the convenience of the respondents.

### **3.7 Data Analysis Tools**

Analysis is the ability to break down data and to clarify the nature of the component parts and the relationship between them. The study analyzed data with Statistical Package for the Social Sciences (SPSS). Open-ended responses were analyzed through data reduction, display, conclusion creation, and to identify trends. Analysis aimed to obtain frequencies and percentages of closed end responses to assist in identifying trends that appeared from responses. This was used to generate tables, pie charts and other relevant graphs.

### **3.8 Validity and Reliability of Data**

Validity and reliability describes how collection of the data or how the conduction of the analysis brings reliable findings (Saunders *et al.* 2009). The study ensured validity by reducing subject or participant error, subject or participant bias, observer error and

observer bias. Essentially, the sampling technique used ensured fairness in representation. The researcher was also objective in his observations and discussions of findings.

### 3.9 Profile of the Study Area

Offinso Municipality is located in the extreme north-western part of the Ashanti Region. Offinso Municipal lies between longitude 1° 65W and 1° 45E and latitudes 6° 45N and 7° 25 S. The District covers an area of 1255km<sup>2</sup>. One of the 27 districts in the region and about half of its boundary in the north and west is shared with the Brong Ahafo Region. It is also bordered in the east by Ejura-Sekyedumase District and in the south by Kwabre, Sekyere South, Ahafo-Ano South and Atwima-Nwabiagya Districts.

The Municipal capital is Offinso New Town. The Municipality is dissected by the main trunk road between Accra and Kumasi to the north. This is part of the Trans-African Highway, which serves as the main gateway to the Ashanti Region from the Northern and Brong-Ahafo Regions. The Municipality has 88 communities, and starts from Old Offinso (south) and ends at Abofour, a distance of about 40 km. The total population of Offinso municipality is 120, 585 as at 2010. The Municipality is distributed into three (3) clusters, which are Offinso Central, Bonsua, and Abofour.

The Municipality shares boundaries with four (4) other districts in Ashanti region; Afigya Kwabre, Atwima Nwabiagya, Ahafo Ano South, and Offinso North. The main trunk Road has been asphalted, but road network within the Municipality and its communities

is generally poor. Majority of the populace are engaged in farming and machine operators. Main crops cultivated are; cocoa, plantain, yam, cocoyam, maize and tomatoes.

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## CHAPTER FOUR

### PRESENTATION OF FINDINGS, DISCUSSIONS AND ANALYSIS

#### 4.0 Introduction

Chapter four presents the findings from data gathered through the two instruments used – questionnaire and interview; and its analysis. The findings are presented with the help of tables and figures to complement the interpretation of data collection. Analysis is based on the set objectives which include; nature of Management Development Programmes (MDP) at the Offinso Municipal Assembly (OMA); Perception of management Development Programmes at the Assembly; Effects of Management Development Programmes on Employee Performance; Perception of current management performance; and Challenges of Management Development Programmes at the Assembly.

#### 4.1 Sample and Response Rate

The table defines the sample selected of each category of respondents out of the population, and the response rate obtained of each category, which included management, senior staff and junior staff made up of both permanent and casual employees.

**Table 4.1 Sample and Response Rate**

<b>Respondents</b>	<b>Sample size</b>	<b>Total response</b>	<b>Response rate</b>
1. Management	10	8	80%
2.Senior staff	25	20	14.3%
3. Junior Staff: permanent	25	21	15.1%
: Casual	100	90	90%
Total	160	139	86.8%

**Source: Field Data (2012)**

## 4.2 Demographic Classification of Respondents

Variables of gender, age and years of association with the OMA were inquired in the questionnaire to know the demographic and social features of the respondents. Creating a profile of the respondents would help better understand and address issues with respect to the subject matter. The demographic composition of the respondents showed the following picture:

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### 4.2.1 Gender of Respondents

The gender distribution of the respondents is presented in this section. Table 4.2 illustrates the results in the study. It can be seen from the results that, 89 representing 64.1% being majority of the respondents were males while 50 representing 35.9% were females. The results indicate that, the likelihood of a worker at the district assembly being male is higher than female.

**Table 4.2: Distribution by Gender**

Category	Respondents	Percentage
Male	89	64.1
Female	50	35.9
Total	139	100

**Source: Field work, 2012**

### 4.2.2 Age of the Respondents

The age of the respondents is also presented in this section. Table 4.3 illustrates the results.

**Tables 4.3: Distribution by Age**

Age group	Frequency	Percentage
Less than 30yrs	22	15.8
31-40yrs	36	25.8
41 – 50	51	36.6
Above 50 yrs	30	21.5
Total	139	100

**Source: Field work, 2012**

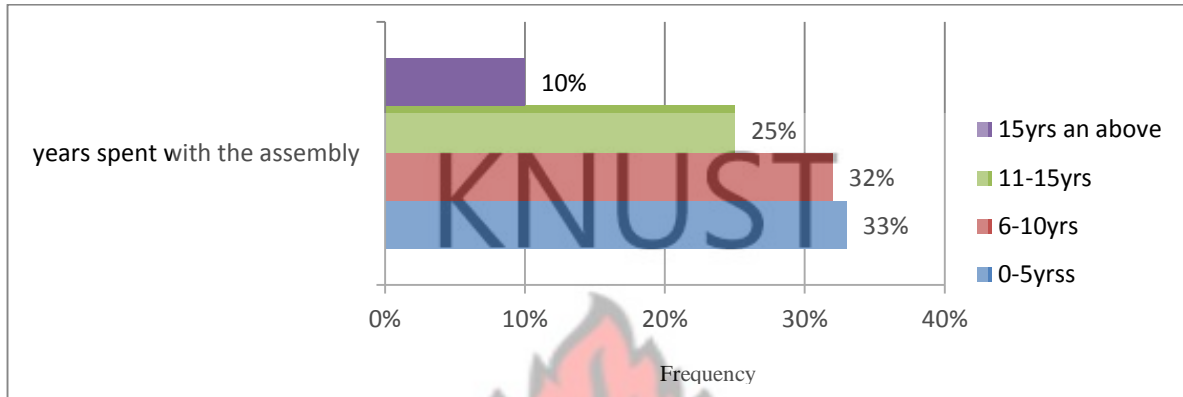
The results indicate that 51 (36.6%) of the total number of respondents being in the majority were between the ages 41yrs and 50. The next in terms of percentage were the age group 31-40 years which had 36 respondents or 25.8% being in this group. The age group 30 and below recorded 22 respondents or 15.8% while 30 respondents was recorded for the age group 50 and above. Thus, it is evident that majority of respondents were in the age group 41-50yrs while significant number were in their productive age in the OMA.

#### **4.2.3 Number of Years Spent in Current Employment**

The researcher found it necessary to ascertain the level of experience, in terms of the number of years respondents had been with their present job. Findings revealed 33% had been in their current employment 5 years and below, 32% had been in their current employment between 6-10yrs, 25% recorded between 11-15 years while the remaining 10% had been in their current employment for 15 years and above. (see fig 4.1 below).

This was quite obvious considering the fact that the OMA had been operating in its current form only recently.

**Fig 4.1 Number of Years Spent in current employment**



Source: Field work, 2012

This suggests that most staff of Offinso municipal Assembly have spent more than 5 years at the assembly.

### 4.3 Findings to Research Questions

The main objective of the study was to examine management development programmes at the Offinso Municipal Assembly and assess its effect on management performance. Specific questions were set to capture responses in connection with the set objectives of the study.

Findings and discussions are presented under the following headings: “nature of Management Development Programmes (MDP) at the Offinso Municipal Assembly (OMA)”, “Perception of management Development Programmes at the Assembly”, “Perception of current management performance”, “Effects of Management Development

Programmes on Employee Performance”, and “Challenges of Management Development Programmes at the Assembly”.

#### 4.3.1 Nature of Management Development Programmes (MDP) at the Offinso Municipal Assembly (OMA)

As one of the major objectives, the study first assessed the nature of management development programmes at OMA. This was to enable the study establish the attitude of the organization toward management development programmes.

Initial finding revealed strong evidence that the assembly has management development programmes. This was recorded in response to the statement “The assembly has MDPs” which saw 60.2% agreeing, 21.8% disagreeing and 18% indicating they were not sure (see table 4.4 below). Further comments suggested some of this occurs annually with various sponsors including donor agencies, NGOs, and on few occasions, sector ministries.

A further investigation however revealed that to a large extent employees are not motivated towards training programmes. This was recorded through responses to the statement “Employees are motivated towards training programmes” which saw majority of respondents representing 64.6% disagreeing (see table 4.4 below). This suggests that training is made to appear as a requirement but not as a need for effective performance. This has the tendency of affecting management enthusiasm in such programmes, and consequently a non-impact on their performance

The study also revealed that most training programmes are not job oriented. Respondents gave this indication in response to the statement “Training programmes are job oriented” which saw majority disagreeing. The breakdown revealed that 12% strongly agreed, 19% agreed, 9.8% were not sure, 41.2% disagreed, while the remaining 18% strongly disagreed (see table 4.4 below). This means that most training programmes do not consider or undertake any needs assessment to reveal the exact training needs of management. Effectively, training may be misdirected under this circumstance. Consequently, its impact may not be felt by participant.

**Table 4.4 Respondents perception on the nature MDPs at OMA**

Indicators	1(%)	2(%)	3(%)	4(%)	5(%)
The assembly has MDPs	38.9	22.1	13.0	16.1	9.9
Employees are motivated towards training programmes	5.6	28.2	2.0	51.8	12.8
Training programmes are job oriented	12.0	19.0	9.8	41.2	18.0
Organizational culture facilitates the training and development	2.4	21.9	15.0	10.0	50.7
Training is provided in accordance to expected standards	9.0	14.3	14.0	54.0	8.7

Key: 1-strongly agree, 2-agree, 3-not sure, 4-disagree, 5-strongly disagree

**Source: field data (2012)**

It was also found that the organizational culture of the assembly does not support training and development programmes for staff. This is in respect of the fact that opinion on the statement “Organizational culture facilitates the training and development” revealed that

only 2.4% strongly agreed, 21.9% agreed, 15% were not sure, 10.% disagreed, while the remaining 50.7% strongly disagreed (see table 4.4 above).

It can be inferred from this that training has not been aligned to institutional processes. In other words, staff are not allowed to be innovative but are limited to the status quo, thus rendering their knowledge and training irrelevant to organisational development.

Findings also revealed that most training is not provided in accordance to expected standards. This was recorded in reference to the negative response given to the statement “Training is provided in accordance to expected standards” which showed that only 9% strongly agreed, 14.3% agreed, 14.0% were not sure, 54.0% disagreed, while the remaining 8.7% strongly disagreed (see table 4.4 above). This suggests that usually not the right resource persons or materials are used for training purposes. This could be the result o the fact that given its political orientation, some individuals influence the process an end up engaging their own cronies or under-utilise funds meant for such training purposes.

#### **4.3.2 Effects of Management Development Programmes on Employee Performance**

The second objective sought to assess the effects of management development programmes on employee performance. Assessment basically measured responses to indicators presented to respondents described in this study as items. Findings to each of these items is presented and discussed below:

The first item under this objective sought to establish whether managers become more result oriented after training. Responses revealed otherwise. This was recorded through responses to the statement “Managers become more result oriented” which saw 11.4% strongly agreed, 12% agreed, 11% were not sure, 60.1% disagreed, while the remaining 5.5% strongly disagreed (see table 4.5 below).

This corroborates an earlier claim that the institutional culture does the support training and development programmes. For managers to become result oriented, the culture and prevailing system should allow managers to be innovative and focused.

It was also established that most respondents do not see any improved efficiency on the part of managers who have been trained. This was recorded through responses to the statement “Trained employees are more efficient and effective as compared to untrained” which had 20% strongly agreed, 4% agreed, 10% were not sure, 40% disagreed, while the remaining 25% strongly disagreed (see table 4.5 below). This potentially could be the result of improper training methods or the general non-conformance of training institutional needs.

However, respondents largely agreed that leadership and decision making training is provided to the management. Responding to this item, it was found that 62.8% strongly agreed, 27.2% agreed, 2.1% were not sure, 4.9% disagreed, while the remaining 3% strongly disagreed (see table 4.5 below). This implies that staff are aware of the content of training programmes for managers

Respondents said that in their opinion training programs help managers stay up-to-date with new process or procedures related to your job. This was expressed in the following percentages: 51% strongly agreed, 21.9% agreed, 11.1% were not sure, 9% disagreed, while the remaining 7% strongly disagreed (see table 4.5 below). Further comments however revealed that most respondents do not see their managers being up-to-date with new process or procedures related to your job, since in their opinion same attitude and approach has been used over and over again.

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**Table 4.5 Respondents opinion on the Effects of Management Development Programmes on Employee Performance**

Indicators	1(%)	2(%)	3(%)	4(%)	5(%)
Managers become more result oriented	11.4	12.0	11.0	60.1	5.5
Trained employees are more efficient and effective as compared to untrained	20.0	4.8	10.0	40.0	25.2
Leadership and decision making training is provided to the management	62.8	27.2	2.1	4.9	3
Training programs help managers stay up-to-date with new process or procedures related to your job	9.0	21.9	11.1	51.0	7.0
MDPs enable managers understand the problems and get the solution quickly.	21.0	11.0	26.8	38.2	3.0
Managers' attitude reflects their training	11.0	29.0	10.0	41.0	9.0

**Key: 1-strongly agree, 2-agree, 3-not sure, 4-disagree, 5-strongly disagree**

**Source: field data (2012)**

Respondents indicated that MDPs should enable managers understand existing problems and find quick solutions, however given the fact there is very little change that can be

related to training programmes, they did not believe that MDPs enable managers understand the problems and get the solution quickly. Responses showed the following: 21% strongly agreed, 26.8% agreed, 11% were not sure, 38.2% disagreed, while the remaining 3% strongly disagreed (see table 4.5 above). This reflects the general performance of most managers of the district and municipal assemblies in Ghana. The likely explanation to this may be the fact that most appointments to these institutions are political and so competence is sometimes found to be lacking on the part of appointees.

Again, respondents did not find managers' attitude to be reflecting their training. The breakdown revealed the following: 11% strongly agreed, 29% agreed, 10% were not sure, 41% disagreed, while the remaining 9% strongly disagreed (see table 4.5 above). It can be argued on the same point indicated above that competence is usually compromised thus giving rise to such tendencies such as having a manager who does not have any leadership quality.

#### **4.3.3 Respondents' Perception of current management performance**

This objective examined staff's perception of current management performance. The levels of respondents' position on the various indicators used are presented in table 4.6 below.

Most respondents were not sure if management demonstrates effective leadership qualities. This was recorded through responses to the statement "Management demonstrate effective leadership qualities" which revealed the following breakdown: 9%

strongly agreed, 35% agreed, 45% were not sure, 5% disagreed while the remaining 6% strongly disagreed (see table 4.6 below).

Similarly, majority of respondents were not sure management is effective with decision making. Further comments attribute this perception to the enormous challenge the assembly continues to face. Respondents gave this indication through responses to the statement “Management is effective with decision making” which revealed the following breakdown: 5% strongly agreed, 16% agreed, 50% were not sure, 25% disagreed while the remaining 4% strongly disagreed (see table 4.6 below).

**Table 4.6 respondents’ Perception of current management performance**

	1(%)	2(%)	3(%)	4(%)	5(%)
Management demonstrate effective leadership qualities	9.0	35.0	45.0	5.0	6.0
Management is effective with decision making	5.0	16.0	50.0	25.0	4.0
Management is efficient with resources	15.3	26.2	16.3	30.5	11.7
Management-employee relationship is satisfactory	60.0	12.0	10.0	11.0	6.0
Management is result oriented	25.0	12.0	50.0	9.0	4.0

**Key: 1-strongly agree, 2-agree, 3-not sure, 4-disagree, 5-strongly disagree**

**Source: field data (2012)**

Further probe revealed that most staff do not see management being efficient with resources. This was established when response to the statement “Management is efficient with resources” showed the following: 15.3% strongly agreed, 26.2% agreed, 16.3% were not sure, 30.5% disagreed while the remaining 11.7% strongly disagreed (see table 4.6

above). This can be the result of open political pressure on managers at the assemblies to satisfy some political promises. Consequently, resources are often misdirected for political gains and not its efficient use.

Again, further report through comments suggested that the ‘foot soldier’ phenomenon sometimes put pressure on the assemblies to meet their demand for contracts and jobs which may not be in the current programmes and budgets of the assembly, thus putting pressure on the scarce resources to be released for such purposes.

Respondents however reported that management-employee relationship is satisfactory. A breakdown of responses to the statement “Management-employee relationship is satisfactory” showed that 60% strongly agreed, 12% agreed, 10% were not sure, 11% disagreed while the remaining 6% strongly disagreed (see table 4.6 above). For a manager to be effective, there is the need for a good working relationship between him and subordinates.

The general majority however did not consider current management to be result oriented. This was obtained from results of responses to the statement “Management is result oriented” which gave the following breakdown: 25% strongly agreed, 12% agreed, 50% were not sure, 9% disagreed while the remaining 4% strongly disagreed (see table 4.6 above). This can be linked to the usual interference from political authorities and the possibility of incompetence on the part of appointees.

#### **4.3.4 Respondents' Perception of management Development Programmes at the Assembly**

The general perception of staff on management training or development programmes at the OMA was assessed. Findings suggested a general lack of interest and recognition for such programmes.

For example, most respondents agreed that in their opinion, MDPs are a waste of resources. A breakdown to findings revealed that 40% strongly agreed, 22% agreed, 11% were not sure, 13% disagreed, while the remaining 10% strongly disagreed (see table 4 below).

Again, it was found that respondents largely did not believe that Working conditions support the training programs. This was found when the statement in this connection showed the following responses: 14% strongly agreed, 10.8% agreed, 9% were not sure, 60% disagreed, while the remaining 6.2% strongly disagreed (see table 4 below).

Further, respondents indicate knowledge that trained employees get more incentives. The breakdown revealed that on this point 66% strongly agreed, 13% agreed, 9% were not sure, 10% disagreed, while the remaining 2% strongly disagreed (see table 4 below).

Again, most respondents could not tell whether Training and Development plans and policies respond quickly and effectively to changing organisational needs. This was reported through responses which showed that 13% strongly agreed, 70.2% were not sure, while the remaining 16% disagreed (see table 4.4 above).

The majority of respondents did not believe that trained employees make less number of mistakes as compared to the untrained. Responding to this, most respondents disagreed, a breakdown revealing that only 22% strongly agreed, 6% agreed, 40.5% were not sure, 2.5% disagreed, while the remaining 29% strongly disagreed (see table 4.4 above).

Finally, respondents' generally believed that the selection of beneficiaries was not usually based on fairness. Responding to the statement "Beneficiaries are selected fairly", only 22% strongly agreed, 6% agreed, 40.5% were not sure, 2.5% disagreed, while the remaining 29% strongly disagreed (see table 4.4 above).

**Table 4.7 Respondents' Perception of management Development Programmes at the Assembly**

	1(%)	2(%)	3(%)	4(%)	5(%)
MDPs are a waste of resources	40.0	22.0	11.0	13.0	10.0
Working conditions support the training programs	14.0	10.8	9.0	60.0	6.2
Trained employees get more incentives	66	13.0	9.0	10.0	2.0
Training and Development plans and policies respond quickly and effectively to changing organisational needs.	13.0	-	70.2	16.8	-
Trained employees make less number of mistakes as compared to the untrained.	22.0	6	40.5	2.5	29
Beneficiaries are selected fairly	55.3	18.6	11.1	10.0	5.0

**Key: 1-strongly agree, 2-agree, 3-not sure, 4-disagree, 5-strongly disagree**

**Source: field data (2012)**

### **4.3.3 Respondents' Opinion on Challenges of Management Development Programmes at the Assembly**

This section examined the challenges to effective management development programmes at the Offinso Municipal Assembly. Data gathered on this item was analysed in the context of what was considered as the challenges of MDP implementation at the assembly. In this regard, respondents were asked to indicate which challenges they shared. Table 4.8 below depicts the various degree of responses recorded for each indicator used.

It was evident that most of the challenges identified in the literature also pertained to the OMA. For example, respondents indicated lack of support from central government as one major challenge to the assembly's implementation of MDPs. On this point most respondents representing 45% strongly agreed, 35% agreed, 9% were not sure, 5% disagreed, while the remaining 6% strongly disagreed (see table 4.5 below).

Lack of interest by assembly managers was also identified as another challenge to the implementation of MDPs. This was reported by respondents, 50% of whom strongly agreed, 15% agreed, 4% were not sure, 25% disagreed, while the remaining 5% strongly disagreed (see table 4.5 below).

In some instances, logistical challenges also present another challenge in the implementation of MDPs. A breakdown showed that 30.5% strongly agreed, 26.2% agreed, 16.3% were not sure, 15.3% disagreed, while the remaining 11.7% strongly disagreed (see table 4.8 below).

**Table 4.8 Respondents’ Opinion on Challenges of Management Development Programmes at the Assembly**

	1(%)	2(%)	3(%)	4(%)	5(%)
Lack of support from central government	45.0	35.0	9.0	5.0	6.0
Lack of interest by assembly managers	50.0	16.0	4.0	25.0	5.0
Logistical challenges	30.5	26.2	16.3	15.3	11.7
Cost of MDPs	10.0	60.0	12.0	11.0	6.0
Lack of access to training programmes	25.0	50.0	12.0	9.0	4.0
Time constraints	60.0	15.0	3.3	9.6	12.1

**Key: 1-strongly agree, 2-agree, 3-not sure, 4-disagree, 5-strongly disagree**

**Source: field data (2012)**

It was specifically identified that cost of MDPs also creates a challenge to the implementation of MDPs. Considering the breakdown of responses it was found that 10% strongly agreed, 60% agreed, 12% were not sure, 11% disagreed, while the remaining 6% strongly disagreed (see table 4.8 above).

Respondents also identified lack of access to training programmes as another challenge to the implementation of a development programme. Responding to this 25% strongly agreed, 50% agreed, 12% were not sure, 9% disagreed, while the remaining 4% strongly disagreed (see table 4.8 above).

It was also found that time constraints also poses a challenge. Responding to this 60% strongly agreed, 15% agreed, 3.3% were not sure, 9.6% disagreed, while the remaining 12.1% strongly disagreed (see table 4.8 above). This was attributed to the nature of

schedules of managers which hardly creates room for them to engage in other activities including training programmes.

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## CHAPTER FIVE

### SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents a summary of the findings to the research objectives and draws a conclusion to the study. The chapter also presents some recommendations that in the researcher's opinion will strengthen the effectiveness of management development programmes at the district/municipal assemblies.

The objectives for the study included an examination of the nature of Management Development Programmes (MDP) at the Offinso Municipal Assembly (OMA); Perception of management Development Programmes at the Assembly; Effects of Management Development Programmes on Employee Performance; Perception of current management performance; and Challenges of Management Development Programmes at the Assembly.

#### 5.2 Summary of findings

##### 5.2.1 Nature of Management Development Programmes (MDP) at the Offinso Municipal Assembly (OMA)

The respondents gave a strong indication that the assembly has management development programmes. However further investigations revealed that to a large extent employees are not motivated towards training programmes. The study also revealed that most training programmes are not job oriented. It was also found that the organizational culture of the

assembly does not support training and development programmes for staff. Findings also revealed that most training is not provided in accordance to expected standards.

### **5.2.2 Effects of Management Development Programmes on Employee Performance**

60.1% of respondents did not believe that managers become more result oriented after training. It was also established that most respondents representing 75% do not see any improved efficiency on the part of managers who have been trained. However, respondents representing 90% largely agreed that leadership and decision making training is provided to the management.

Respondents believe that MDPs should enable managers understand existing problems and find quick solutions, however given the fact there is very little change that can be related to training programmes, they did not believe that MDPs enable managers understand the problems and get the solution quickly. Again, respondents did not find managers attitude to be reflecting their training.

### **5.2.3 Respondents' Perception of current management performance**

Most respondents were not sure if Management demonstrate effective leadership qualities. Similarly, majority of respondents were not sure management is effective with decision making. Further comments attribute this perception to the enormous challenge the assembly continues to face. Respondents however reported that management-employee relationship is satisfactory. The general majority however did not consider current management to be result oriented.

#### **5.2.4 Respondents' Perception of management Development Programmes at the Assembly**

Most respondents agreed that in their opinion, MDPs are a waste of resources. Again, it was found that respondents representing 60% largely did not believe that working conditions support the training programs. Again, about 70.2% respondents could not tell whether training and development plans and policies respond quickly and effectively to changing organisational needs. The majority of respondents did not believe that trained employees make less number of mistakes as compared to the untrained. Respondents' generally believed that the selection of beneficiaries was not usually based on fairness.

#### **5.2.5 Respondents' Opinion on Challenges of Management Development Programmes at the Assembly.**

80% of respondents indicated lack of support from central government as one major challenge to the assembly's implementation of MDPs. Lack of interest by assembly managers was also identified as another challenge to the implementation of MDPs. In some instances, logistical challenges also pose challenges in the implementation of MDPs.

Cost of MDPs was also identified by about 72% of respondents as creating a challenge to the implementation of MDPs. Respondents also identified lack of access to training programmes as another challenge to the implementation of a development programme. It was also found that time constraints also poses a challenge. Respondents attributed this to the nature of schedules of managers which hardly creates room for them to engage in other activities.

## 5. Conclusion

The study has assessed management development programmes at the Offinso unicipal Assembly and its effectiveness on management performance. Objectives of the study included: the nature of Management Development Programmes (MDP) at the Offinso Municipal Assembly (OMA); Perception of management Development Programmes at the Assembly; Effects of Management Development Programmes on Employee Performance; Perception of current management performance; and Challenges of Management Development Programmes at the Assembly.

Several findings were made and discussed. His included the fact that most staff prceive training and development programmes not to reflect the current challenges of the assembly. As a result, its effect is not seen in the leadership and managerial ability of mangers thus creating a general lack of interest and enthusiasm in such programs.

### 5.4 Recommendations

Based on findings and discussions, the study makes the following recommendations:

1. Central government should be interested in the capacity building of management at the district and municipal assemblies.
2. Training and development programmes should address prevailing challenges at the assemblies.
3. Effective training methods should be used to make the desired impact. This is in cognition of the finding which revealed that most respondents do not identify any

significant change in the leadership and managerial effectiveness of trained managers.

4. The assemblies should dedicate enough funds for training and development purpose.
5. In addition, there should be a mechanism to ensure an objective selection of staff for training and development purposes. This is to address the concern raised by staff that selection for training is usually not fairly done.



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**Appendix 1**  
**Interview Guide (management)**

This questionnaire is part of a study that is examining the effect of management development on organizational performance at the Offinso Municipal Assembly. Kindly answer to the best of your ability. Respondents are assured of the confidentiality of this exercise because it will be solely used for academic purpose.

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**Questions**

1. What are the management development programmes or activities at the Offinso Municipal Assembly?
  - a. How are these programmes packaged?
  - b. Who sponsors these programmes?
  - c. What are the areas of concentration?
2. What are the policies and procedures of management development at the Offinso Municipal Assembly?
  - a. How often are these programmes provided?
  - b. What are the selection criteria for trainees?
  - c. What is the size of the assembly's contribution?
3. What are the effects of management development programmes on organisational performance at the Offinso Municipal Assembly?
  - a. How are these measured?
  - b. What has been the level of success of training programmes?

4. How can management development be improved to support organisational performance at the Offinso Municipal Assembly?

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## Appendix 2

### Questionnaire (staff)

This questionnaire is part of a study that is examining the effect of management development on organizational performance at the Offinso Municipal Assembly. Kindly indicate your preference among alternative answers for each question by ticking in the appropriate box. Where alternative answers are not provided, fill in the gaps provided. Thank you for your contribution. Respondents are assured of the confidentiality of this exercise because it will be solely used for academic purpose.

#### 1. Background Information

- a. Gender: Male  Female
- b. Age: less than 30 yrs.  31-40yrs  41-50yrs  above 50yrs
- c. Number of years spent at the assembly  
 0-5yrs  6-10 yrs.  11-15  above 15yrs
- d. Job description ..... Educational level .....

**Key: 1-Strongly Agree    2-Agree    3-Neutral    4-Disagree    5-Strongly Disagree**

Kindly indicate the extent to which you agree with the following as pertaining to the Offinso Municipal Assembly

#### 2. Management Development Programmes (MDP) at the Assembly

Statement	1	2	3	4	5
The assembly has MDPs					
Employees are motivated towards training programmes					
Training programmes are job oriented					
Organizational culture facilitates the training and development					
Training is provided in accordance to expected standards					
Training is supported by central government					

#### 3. Perception of management Development Programmes at the Assembly

Statement	1	2	3	4	5
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MDPs are a waste of resources					
Working conditions support the training programs					
Trained employees get more incentives					
Training and Development plans and policies respond quickly and effectively to changing business needs.					
Trained employees make less number of mistakes as compared to the untrained.					
Beneficiaries are selected fairly					

#### 4. Effects of Management Development Programmes on Employee Performance

Statement	1	2	3	4	5
Managers become more result oriented					
Trained employees are more efficient and effective as compared to untrained					
Leadership and decision making training is provided to the employees					
Training programs help managers stay up-to-date with new process or procedures related to your job					
MDPs enable managers understand the problems and get the solution quickly.					
Managers' attitude reflects their training					

#### 5. Perception of current management performance

Statement	1	2	3	4	5
Management demonstrate effective leadership qualities					
Management is effective with decision making					
Management is efficient with resources					
Management-employee relationship is satisfactory					
Management is result oriented					

#### 6. Challenges of Management Development Programmes at the Assembly

Statement	1	2	3	4	5
Lack of support from central government					
Lack of interest by assembly managers					
Logistical challenges					
Cost of MDPs					
Lack of access to training programmes					
Time constraints					

Any other comment

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