KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTE OF DISTANCE LEARNING

ASSESSMENT OF SENIOR STAFF DEVELOPMENT AT

ELECTRICITY COMPANY OF GHANA (E. C. G)

KOFORIDUA BRANCH

BY

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(PG 4133210)

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DECLARATION

I hereby declare that this submission is my own work toward the Commonwealth Executive Masters in Business Administration and that, to the best of my knowledge, it contains no material previously published by another person no material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

The researcher dedicates this work to his wife ElfredaOfosu – Appiah, the three children

Andrew, Joseph and Bernice for their unique support and sacrifices and to a special friend

Mr. Michael K. Dankyi who always encouraged me after introducing to me this course.

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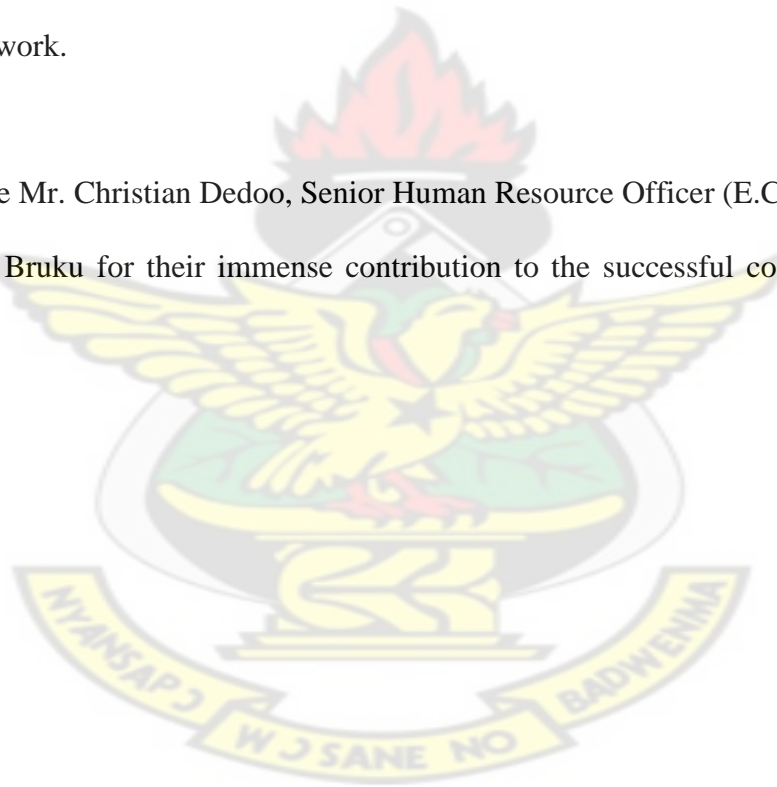
ABSTRACT

The study assessed senior staff development at Electricity Company of Ghana (E.C.G) in the Koforidua branch by determining the types of senior staff development programmes, analyzing senior staff perception on their development, determining the problems that management faces in organizing senior staff development programmes and analyzing the trends in senior staff development programmes. These were done with the aim of promoting staff development in the study area because it was found that senior staff development programmes in the case study organization had been reducing over the years.Again, due to the absence of staff development policy, no structured staff development programme was followed in the organization causing a lot of agitation among senior staff. The ad hoc nature of organizing staff development programmes has also led to a situation where few workers have over benefited while the other staff have never had the opportunity to be trained. This study adopted the survey methods of data collection and analysis using mainly structured questionnaires.Stratified sampling method was used to categorise senior staff into their respective departments or sections which a sample was drawn from each department or section for the total sample size for the study. The sample size used was sixty one (61). A major finding of the study is that inadequate budgetary allocation, high cost of training and poor timing of development programmesare the main problems affecting staff development in the study area. It was recommended that there should be proper staff development planning which will take into consideration budgetary allocation and timing of staff development programmes.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Staff development is a joint, ongoing effort on the part of an employee and the organization for which he or she works to upgrade the employee's knowledge, skills, and abilities required to undertake current and future responsibilities and roles in ways that are consistent with the goals of the organization. It is a concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development.

Successful staff development requires a balance between an individual's career needs and goals and the organization's need to get work done. Harrison observed that the name was endlessly debated by the Chartered Institute of Personnel and Development (CIPD) during its review of professional standards in 2002. "Employee Development" was seen as too evocative of the master-slave relationship between employer and employee as "partners" or "associates" to be comfortable with. "Human Resource Development" was rejected by academics, who objected to the idea that people were "resources" – and idea that they felt to be demeaning to the individual. Eventually, the CIPD settled on "Learning and Development although that was itself not free from problems, "learning being an over general and ambiguous name. Moreover, the field is still widely known by the other names.(Harrison, 2002)

According to Moses (2005), staff development is a way companies plan for the future and nurture young workers for other senior management positions. Staff development programmes make positive contributions to organizational performance. A more highly – skilled workforce can accomplish more and a supervisor's group can accomplish more as staff gain in experience and knowledge.

In addition, retaining an employee saves the organization a great deal of money. One method of retention is to provide opportunities to develop new skills. Some employees may be able to accomplish task faster than others. The slower employees need to be trained and coaxed so that they will be able to deliver.

Employees development is important for honing and developing the skills of employees on current schedules in an organization. Whenever the company purchases new assets, it trains the employees and teaches them how to operate the new equipment. Whenever the company develops new software technologies, it trains the employees on how to use the new system. Training could be provided by either in-house instructors or the company can employ the services of instructors from outside the company.

Employee development helps individuals progress further in the organization. It brings to fore the latent talent in all the employees. Management and human resource department are able to decide which employees are ready to take on positions of higher authority and responsibility. The chosen employees are then assisted along a further, more advance development path.

In the 1970s, career planning and development efforts were focused on young employees that seemed to have high potentials. This career path model fits well with the traditional commitment employees would offer to companies. Argyris (2009) referred to this commitment as a 'psychological contract' in which employees were almost guaranteed long term loyalty and commitment to the organization in return for giving employees job security, opportunities for promotion, and training (Feldman, 2006). The ability to get on this fast track to the top of a company diminished in the 1980s when companies were moving to a flattered hierarchy with less room for promotions. People quickly realized that they were reaching plateaus in their careers and the opportunities for advancement did not exist (Moses, 2009).

Staff development being described as an ongoing acquisition or refinement of skills and knowledge, includes job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job whilst professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

Staff development has traditionally been seen as a cost rather than an investment in many countries. Although this is changing in some organizations, very little attention is given to training and development. (Handy, 2008).

It is widely agreed that it is difficult to provide evidence of casual link between staff development and organizational performance. Harrison (2004) argues that this is partly because the term staff development and business success are poorly defined.

In general, most organizations do not accept training to develop their staff. There has been mix feelings and negative sensibilities toward staff development. Some of the reasons why some organizations do not accept to develop their staff are that training and development are both seen as costs and charges, rather than investment or capital expenditure. They are seen as opportunities to overload frontline staff with new work. Staff development encompasses three main activities: training, education and development. Garavan,Costine, and Heraty, (2010), note that these ideas are often considered to be synonymous.

However, to practitioners, they encompass three separate, although interrelated activities; the Training, which is both focused on, and evaluated against the job that an individual currently holds, Education, which focuses on the jobs that an individual may potentially hold in the future, and is evaluated against those jobs, and Development, which also focuses on the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

The "stakeholders" in staff development are categorized into several classes, they are: Sponsors, Clients, Line Managers, Participants, Facilitators and the Providers. (Brown, 2005). Each of these groups has its own agenda and motivation, which sometime conflict with the agenda and motivations of the others. As a brief review of terms, training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs. Development is a broad, ongoing multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance often to perfume some job or new role in future.

Staff development can be initiated for the following reasons; when a performance appraisal indicates performance improvement is needed; to 'benchmark" the status of improvement so far in a performance improvement effort; as part of an overall professional development; as part of succession planning to help an employee be eligible for a planned change in role in the organization; to "pilot" or test the operation of a new performance management system; to train about a specific topic. (McNamara, 2008).

Reichheld and Sasser (2002), identified some general areas of training and development of staff irrespective of their background and these include; Communications, Computer Skills, Customer Service, Diversity, Ethics, Human Relations, Quality Initiatives, Safety, Good Governance and Leadership, as well as Meeting Procedures and Reports Writing.

1.2 Statement of the problem

Staff development is one of the Human Resource Management functions which when implemented well can serve as a major motivating factor for most staff. The main aim of senior staff development is to help senior staff assume leadership roles within the organization by providing them with the needed skills and abilities which will help maximize their potential and also increase productivity.

Unfortunately, the Human Resource Section of Electricity Company of Ghana (E.C.G), Koforidua branch does not have any staff development policy or plan which will direct the staff development programmes in the organization. Workers, especially senior staff, only attend workshops and seminars when there are funds. The selection of who should attend a particular workshop and seminar is not based on individuals need or any sound

criteria. The Ad hoc nature of staff development had led to a situation where some few workers have over benefited while other staff have never had the opportunity to be trained. This had led to a situation where some workers are demotivated and also lost trust in the staff of the Human Resource Section or Department.

This study was therefore undertaken to determine how the Human Resource Section of Electricity Company of Ghana (E.C.G), Koforidua branch organizes staff development programmes in the absence of staff development plan or policy.

1.3 Objectives of the study

The general objective of the study is to determine how the Human Resource Section of Electricity Company of Ghana (E.C.G) manages staff development programmes at the Koforidua branch in the absence of staff development plan.

The specific objectives are to:

1. Determine the types of senior staff development programme organised at E.C.G Koforidua branch.

2. Analyze staff perception on senior staff development.

3. Determine the problems Management faces in organizing staff development programmes.

4. Analyze the trend in senior staff development over the past five years.

1.4 Research Questions

The study addressed the following questions:

1. What are the types of senior staff development programmes organised at Electricity Company of Ghana (E.C.G) Koforidua branch?

2. What perception do senior staff hold on the staff development packages offered them?

3. What are the problems management faces in organizing senior staff development programmes?

4. What is the trend in senior staff development programmes organised at E.C.G Koforidua branch?

1.5 Significance of the study

The significance of the study is due to the fact that staff training and development is essential to organizations which seek to gain a competitive advantage through a highly skilled and flexible workforce, and are seen as a major element to increase productivity and quality performance. A skilled workforce can improve a firm's operative flexibility as they will be easier to retrain due to their broad knowledge base of multi skills. This allows management to be confident in using new technology and provide employers with progressive adjustment to change in production methods, produce requirement and technology. In today's competitive climate, "efficient production even of technically unsophisticated products benefits from technically advanced machinery operated by a workforce with a high level of skills" which in turn is a "pre – condition for successful selective of appropriate machinery and its efficient utilization" (Steedman and Wagner, 1989).

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The job satisfaction, employee commitment and motivation are highly regarded as important to the training and development measurement of organizational performance.

Employees should be treated as valued assets, a source of competitive advantage through their commitment, adaptability and quality of skills and performance (Guest, 1997). Many organizations assume that employees are satisfied simply because they have a job. As a result, employers do not attempt to involve employees with decision making or motivating them; but, the emphasis should therefore be on generating commitment to boost employees moral through "communication, motivation and leadership" (Storey, 1987), "employees' commitment will yield better economic performance" (Storey, 1995).

The competitive strategy builds a sustainable competitive advantage over the organization's rivals. This defines the fundamental decisions that guide the organization's marketing, financial management and operating strategies.

The competitive advantage lies within the ability to provide very personalized service while producing results that exceed traditional marketing methods. This guides the organization to achieve advantage in innovation, quality enhancement, and cost reduction. Using personalized approach to conducting business positions employees as an extension of the organization and allows team work; builds trust, allows collaboration, builds communications and ultimately, organizational success. In addition, strong commitment to quality and operational intensity that allow the company to develop programmes successfully are also realized.

1.6 Scope of the study

The study was limited to Electricity Company of Ghana at the Eastern Regional Office or the Koforidua branch, where all the seven sections (i.e. Administration and Human Resource, Accounting and Finance, Audit, Maintenance and Operations,

Customer Services, Engineering, Materials and Transport) with their staff groupings and sectional managers operate, and also where most of the training and development programmes are organised for staff.

The study was also limited to senior staff development. This is because there is general perception that this category of staff is seen and considered as potential managers who should be developed to assume leadership roles.

1.7 Limitation of the study

The researcher was confronted with three main limitations, namely difficulty in getting senior field officers for the study, indifferent attitude of the staff at the Human Resource Department to the study, and difficulty in getting secondary data on staff development programmes.

Getting some of the senior staff, especially the technical officers for the study was difficult. This was because they were almost always in the field working. Special arrangement or appointment had to be booked with some for the progress of the study. Others, too, had to be visited in the field for interviews and other primary data gathering.

Indifferent attitude of the staff at the Human Resource Department to the study was considered as a limitation. The officers contacted were afraid to disclose and provide certain information for the study. Some were even afraid to freely respond to some of the questions posed to them during the data collection process due to fear and intimidation from supervisors even though permission had been sought to collect such data. It took a long time by the researcher to get them respond in one form or the other which invariably delayed things.

Again, difficulty in getting secondary data on staff development programmes was identified as a limitation. Most of the literature available was over ten (10) years and had not been reviewed after its publication. Unfortunately, from the study area, such data were part of the classified reports of the organization. It was difficult accessing them. Again, most of the current literature does not cover all the objectives of the study. The researcher was therefore compelled to widen the scope of the primary data collection in order to augment the lapses in the secondary data collection.

1.8 Structure of the study

The study has been organised into five chapters. Chapter one consists of the general introduction of the study which highlights the background, statement of the problem, objectives, research questions, significance, scope, limitations and the structure of the study.

Literature review formed chapter two of the study. It reviewed literature on the following sub-topics: relevance of staff development, purpose of staff development, models of staff development, evaluating training and development, stages of employee development, benefits of staff development, effects of staff development on performance, the roles of organization and employee in development and challenges in staff development.

Chapter three deals with research methodology, source of data, research instrument for data collection, target group of population, sample technique, method of data analysis and limitation of the study.Chapter four deals with analysis of the results. It considers the response classification and detailed analysis of data from Electricity Company of Ghana, Koforidua in the Eastern Region. The final Chapter (five) gives the Summary, Conclusion and Recommendations of the entire study.
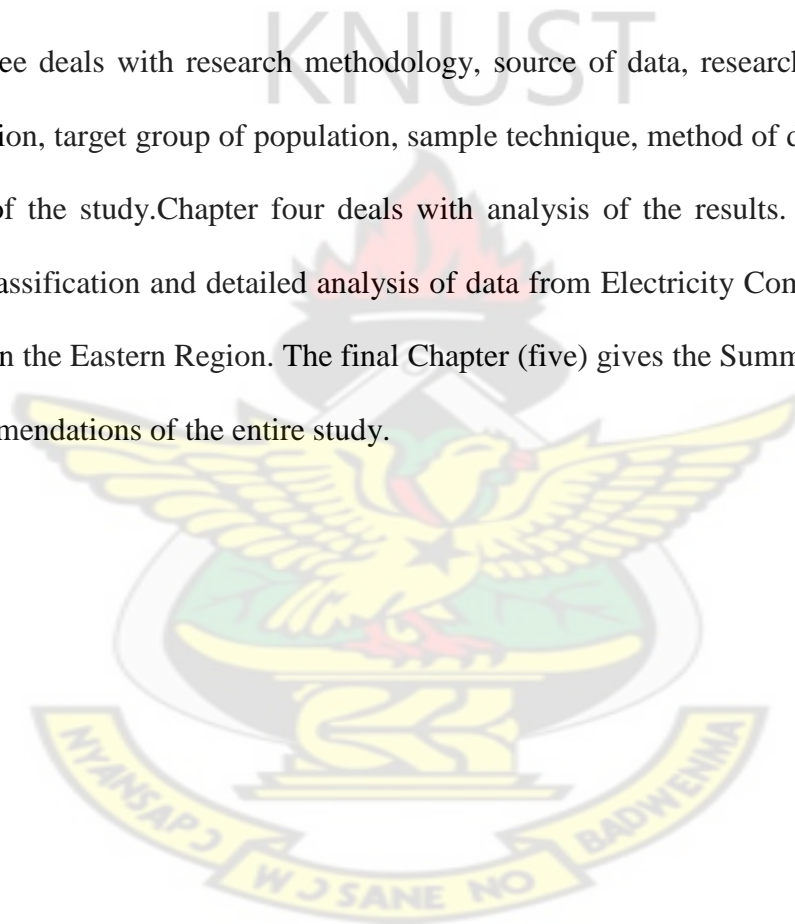
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews existing literature concerning the assessment of senior staff development. It forms the foundation of the research by providing insight into previous work in those areas. The strengths and weakness of the earlier work are assessed and omissions identified.

In this context, the review is focused on the applicability of the extant knowledge to the research question and objective taking into consideration its relevance, purpose, models, and benefits of staff development in an organization.

2.1   Relevance of staff development

In an effective organization,employee developmental needs are evaluated and addressed. Developing in this instancemeans increasing the capacity to performthrough training, giving assignments that introducenew skills or higher levels of responsibility,improving work processes, or other methods.

Providing employees with training and developmentalopportunities encourages good performance,strengthens job-related skills andcompetencies, and helps employees keep upwith changes in the workplace, such as the introductionof new technology.

Previously, organizations' source of competitive advantage was their physical or financial capital (popularly known as assets), while human resources were regarded as a cost (Millmore et al., 2007: 364). The current global economic, social, political and rapidly accelerating rate of technological innovation has forced organizations to invest more in human resources as sources of comparative advantage (Ukpere, 2009). Organisations can only survive in the global market if their business strategy is designed around building a human resource foundation because people are the key drivers of today's business successes, (Noe, Hollenbeck, Gerhard and Wright, 2006).

In the 1970s, career planning and development efforts were focused on young employees that seemed to have high potential. It was a way for companies to plan for the future and nurture young workers for senior management positions (Moses, 1999). This career path model fits well with the traditional commitment employees would offer to companies. This commitment as a "psychological contract" in which employers were almost guaranteed long term loyalty and commitment to the organization in return for giving employees job security, opportunities for promotion, and training (Feldman, 2000). The ability to get on this fast track to the top of a company diminished in the 1980s when companies were moving to a flattened hierarchy with less room for promotions. People quickly realized that they were reaching plateaus in their careers and the opportunities for advancement did not exist (Moses, 1999).

Training and development effectiveness is furthermore defined by D'Netto et al. (2008) as the extent to which training and development programmes and activities yield desired results. If training is effective it should lead to productivity increases, improved job performance, higher job satisfaction, reduced labour turnover, less difficulty in filling vacancies and less stress from skill inadequacy (Grugulis, 2007; Opperman and Meyer, 2008). If training and development is a process of updating knowledge, skills and abilities of employees to improve their job performance, then training and development should be evaluated. According to Goldstein and Ford (2002), evaluation "is the process of appraising something carefully to determine its value".

Most companies and higher educational institutions have shown their support for staff training and development. However, few can demonstrate the value of investments that they have made (Tuckwray, 1997; Sels, 2002; Goldstein and Ford, 2002). One of the reasons could be because they do not evaluate the impact that training has on business results (Aragon-Sanchez, Barba-Aragon and Sanz-Valle (2003). Large investments in training (input) do not necessarily mean that learning is achieved (output) (Sels, 2002). Goldstein and Ford (2002) identified some barriers that might affect the evaluation of training, namely top management, lack of emphasis on training evaluations, lack of skills amongst those responsible to evaluate training programmes, lack of organisational criteria to set training goals, failure to understand what should be evaluated, lack of planning and a perception that training evaluation is expensive and risky (Wickramsinghe, 2006; Lien, Hung and McLean, 2007).

Helen Milner, Executive Director of Learn Direct (cited in Millmore et al., 2007) has stated that training investment is a waste if learning is not evaluated as a result of inadequate information and if the purpose for evaluation is not made clear (Thackwray, 1997). Despite these barriers, evaluation cannot be avoided. Evaluating training and development activities will indicate whether the provided training was beneficial to the organisation in terms of performance improvement of those who attended the training (Meyer et al., 2003). External training providers do not conduct follow-ups and monitoring to assess if training has actually contributed to improved job performance. Therefore, organisations are encouraged to regularly evaluate their training programmes (Wickramasinghe, 2006). Evaluation is viewed differently in higher educational institutions owing to the fact that all development is not related to teaching and learning of their subject matter. Therefore, evaluating academic staff once they have attended development programmes may be difficult to attain (Thackwray, 1997).

2.2 Purpose of staff development

Staff development is designed to improve the overall effectiveness of staff in their present positions and to prepare them for greater responsibilities. Developing staff involves training, educating, appraising and preparing them for present and future jobs. These activities are important for the economic and psychological growth of staff. The need for personnel growth cannot be satisfied in an organization that does not have an active staff development programme.

To be able to meet the needs and achieve the objectives of an organization simultaneously, there is the urgent need for staff training and development to be given a priority. Thus, staff will need on-going training and development programmes throughout their working lives.

The purpose of training and development is pervasive. Training and development builds a team of highly effective and efficient way. Employees who are trained regularly arewell motivated, well-mannered and have enhanced confidence and self-esteem.

Training and development prepare and enhance employee's knowledge and skills toenable them so that they adapt new technology, the changes that are happened insidethe organization and the working environment. Training and development also creates a pool of employees and chances for promotion or to replace employees who have leftthe organization.

Training and development enhances job satisfaction and productivity for organizationsbecause the employees know what is expected of them as they are also equipped withthe knowledge and tools to perform their jobs efficiently. Cross-training in which on-joband off-job trainings and multitasking of employees allows them to perform tasks otherthan what is relegated to them and gives them a sense of importance in theorganization and feelings of security. The other purposes of training and developmentare for safety considerations, the handling of equipment, facility and materials from theless risky to the very hazardous and the prevention of the cost of accidents and idleresources.

With training and development errors are reduced and efficiency is increasedbecause employees are already well-equipped with the ways of the work.

A good training and development system ensure your employees in every organizationunderstand what business and company is in what condition and keeps updated on theskills they need to posses to perform their day to day job so it brings in confidence andimproves performance. As a brief review of terms, training involves an expert workingwith learners to transfer to them certain areas of knowledge or skills to improve in theircurrent jobs and in future. Development is a broad, ongoing multi-faceted set ofactivities (training activities among them) to bring someone or an organization up toanother threshold of performance, often to perform some jobs or new roles in the futurefor the betterment of organizations.

Development and training programmes are intended to help employees gain a broader perspective than that needed in the current or next job. Organizations may encourage employees to attend these more general development programmes as part of a long-term strategy for the development of high potential employees and lower level managers who in the future may eventually become upper level managers (Hellriengel et al, 1999).

There are two broad types of training available to organizations: on-the-job and off-the-job techniques. Individual circumstances and the "who," "what" and "why" of your training program determine which method to use.

2.2.1 On-the-job training

On-the-job trainingis delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. A plan is developed for what should be taught, employees should be informed of the details. A timetable is established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

2.2.2 Off-the-job techniques

Off-the-job techniquesinclude lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

Orientationsare for new employees. The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit do so in the first ten days. Orientation training should emphasize the following topics:

- The company's history and mission.
- The key members in the organization.
- The key members in the department, and how the department helps fulfill the mission of the company.
- Personnel rules and regulations.

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understands his or her new place of employment.

Lecturespresent training material verbally and are used when the goal is to present a great deal of material to many people. It is more cost effective to lecture to a group than to train people individually. Lecturing is one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may undertrain some and lose others. Despite these drawbacks, lecturing is the most cost-effective way of reaching large audiences.

Role playing and simulationare training techniques that attempt to bring realistic decision making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

Audiovisual methodssuch as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many times it's played.

This is not true with lectures, which can change as the speaker is changed or can be influenced by outside constraints. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.

Job rotation involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions. The employee learns a little about everything. This is a good strategy for small businesses because of the many jobs an employee may be asked to do.

Apprenticeshipsdevelop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for, and with, the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills.

Internships and assistantships are usually a combination of classroom and on-the-job training. They are often used to train prospective managers or marketing personnel.

Programmed learning, computer-aided instruction and interactive video all have one thing in common: they allow the trainee to learn at his or her own pace. Also, they allow material already learned to be bypassed in favor of material with which a trainee is having difficulty.

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After the introductory period, the instructor need not be present, and the trainee can learn as his or her time allows. These methods sound good, but may be beyond the resources of some small businesses.

Laboratory training is conducted for groups by skilled trainers. It usually is conducted at a neutral site and is used by upper- and middle management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers. It can be costly and usually is offered by larger small businesses.

2.3 Models of Staff Development

The word "model" has been combined in an effort to both conceptualize staff development and make this conceptualization useful to staff developers. First, borrowing from Ingvarson's (1987) use of the term, a model can be seen as a design for learning which embodies a set of assumptions about (a) where knowledge about teaching practice comes from, and (b) how teachers acquire or extend their knowledge.

Second, adapting Joyce and Well's (1972) definition of a model of teaching, a staff development model is a pattern or plan which can be used to guide the design of a staff development program. Organizations have set up their employee development programs in a variety of ways.

Traditionally, companies have offered tuition reimbursement to allow people opportunities to expand their knowledge. The Corporate University Xchange found that less than 10 percent of people eligible for this benefit were using it (Rosenwald, 2000).

Adam Eisenstat, an employee of the Exchange, indicates that the demands of work and family life make it difficult for employees to invest extra time outside of the job for such opportunities (Rosenwald, 2000). Additionally, it is primarily senior management and those people who place a high value on an advanced degree who take advantage of tuition reimbursement (Rosenwald, 2000). As a result, many organizations find in-house programs more beneficial and many are going the route of corporate universities.

The basic five models of staff development are: (a) individually-guided staff development, (b) observation/assessment, (c) involvement in a development/improvement process (d) training, and (e) inquiry.

2.3.1 Individually-guided staff development

Individually-guided staff development refers to a process through which an organization plan for and pursue activities they believe will promote their own learning. Teachers learn many things on their own. They read professional publications, have discussions with colleagues, and experiment with new instructional strategies, among other activities. All of these may occur with or without the existence of a formal staff development program.

It is possible, however, for staff development programs to actively promote individually-guided activities. While the actual activities may vary widely, the key characteristic of the individually-guided staff development model is that the learning is designed by the teacher.

The teacher determines his or her own goals and selects the activities that will result in the achievement of those goals. Perhaps a sense of this model is best represented in an advertisement for the Great Books Foundation which reads: "At 30, 50, or 70, you are more self-educable than you were at 20. It's time to join a Great Books reading and discussion group."

This model assumes that individuals can best judge their own learning needs and that they are capable of self direction and self-initiated learning. It also assumes that adults learn most efficiently when they initiate and plan their learning activities rather than spending their time in activities that are less relevant than those they would design. (It is, however, true that when individual teachers design their own learning there is much "reinventing of the wheel," which may seem inefficient to some observers.) The model also holds that individuals will be most motivated when they select their own learning goals based on their personal assessment of their needs.

Learning styles researchers (Dunn & Dunn, 1978; Gregorc, 1979) argue that individuals are different in the ways they perceive and process information and in the manner in which they most effectively learn (e.g., alone or with others, by doing as opposed to hearing about). Research on the Concerns-Based Adoption Model (CBAM) (Hall & Loucks, 1978) indicates that as individuals learn new behaviors and change their practice, they experience different types of concerns that require different types of responses from staff developers.

Taken together, these theorists and researchers recognize that the circumstances most suitable for one person's professional development may be quite different from those that promote another individual's growth. Consequently, individually-guided staff development allows teachers to find answers to self-selected professional problems using their preferred modes of learning.

Individually-guided staff development consists of several phases: (a) the identification of a need or interest, (b) the development of a plan to meet the need or interest, (c) the learning activity (ies), and (d) assessment of whether the learning meets the identified need or interest. These phases might be undertaken informally and almost unconsciously, or they may be part of a formal, structured process. Each phase is explained in greater detail below.

With the identification of a need or interest, the teacher considers what he or she needs to learn. This assessment may be done formally (e.g., the completion of a needs assessment process of as a result of evaluation by a supervisor) or occur more spontaneously (e.g., a conversation with a colleague or reflection upon an instructional problem). The need or interest may be remedial (e.g., "I've really come to dislike my work because of the classroom management problems I'm having") or growth-oriented (e.g., "I'm intrigued by recent research on the brain and want to better understand its implications for student learning").

Having identified the need or interest, the teacher selects a learning objective and chooses activities that will lead to accomplishing this objective. Activities may include workshop attendance, reading, visits to another classroom or school, or initiation of a seminar or similar learning program.

The learning activity may be single session (e.g., attendance at a workshop on new approaches to reading in the content areas) or occur over time (e.g., examination of the research on retaining students in grade). Based on the individual's preferred mode of learning, it may be done alone (e.g., reading or writing), with others (e.g., a seminar that considers ways of boosting the self-esteem of high school students), or as a combination of these activities.

2.3.2 The observation/assessment model

The observation/assessment modelprovides the organization with objective data and feedback regarding their classroom performance. This process may in itself produce growth or it can provide information that may be used to select areas for growth.

"Feedback is the breakfast of champions" is the theme of Blanchard and Johnson's (1982) popular management book, *The One Minute Manager*. Yet many teachers receive little or no feedback on their classroom performance.

While observation/assessment can be a powerful staff development model, in the minds of many teachers it is associated with evaluation. Because this process often has not been perceived as helpful (Wise & Darling-Hammond, 1985), teachers frequently have difficulty understanding the value of this staff development model. However, once they have had an opportunity to learn about the many forms this model can take (for instance, peer coaching and clinical supervision, as well as teacher evaluation), it may become more widely practiced.

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McGreal's (1982) work on teacher evaluation suggests a key role for classroom observation, but expresses a major concern about reliability of observations. The author points to two primary ways to increase the reliability of classroom observations. The first is to narrow the range of what is looked for by having a system that takes a narrowed focus on teaching (for instance, an observation system based on the Madeline Hunter approach to instruction), or by using an observation guide or focusing instrument. The second way is to use a pre-conference to increase the kind and amount of information the observer has prior to the observation.

Glatthorn(1984) recommends that clinical supervisors (or coaches) alternate unfocused observations with focused observations. In unfocused observation the observer usually takes verbatim notes on all significant behavior. These data are used to identify some strengths and potential problems that are discussed in a problem-solving feedback conference. A focus is then determined for the next observation during which the observer gathers data related to the identified problem.

During the observation, data are collected using the processes agreed upon in the pre-observation conference. The observation may be focused on the students or on the teacher, and can be global in nature or narrowly focused. Patterns found during instruction may become evident. Hunter (1982) recommends three points of analysis: (a) behaviors that contribute to learning, (b) behaviors that interfere with learning, and (c) behaviors that neither contribute nor interfere, but use time and energy that could be better spent.

2.3.3 Involvement in a development/improvement

Involvement in a development/improvement process engages the organization in developing curriculum, designing programs to solve general or particular problems. Teachers are sometimes asked to develop or adapt curriculum, design programs, or engage in systematic school improvement processes that have as their goal the improvement of classroom instruction and/or curriculum. Typically these projects are initiated to solve a problem. Their successful completion may require that teachers acquire specific knowledge or skills (e.g., curriculum planning, research on effective teaching, group problem-solving strategies). This learning could be acquired through reading, discussion, observation, training, and/or trial and error.

In other instances, the process of developing a product itself may cause significant learnings (e.g., through experiential learning), some of which may have been difficult or impossible to predict in advance. This model focuses on the combination of learning that result from the involvement of teachers in such development/improvement processes.

Glickman (1986), who argues that the aim of staff development should be to improve teachers' ability to think, views curriculum development as a key aspect of this process. He believes that the intellectual engagement required in curriculum development demands that teachers not only know their content, but that they must also acquire curriculum planning skills.

He recommends that curriculum development be conducted in heterogeneous groups composed of teachers of low, medium, and high abstract reasoning abilities. According to Glickman, the complexity of the curriculum development task should be matched to the abstract reasoning ability of the majority of teachers in the group.

2.3.4 The inquiry model

The inquiry model requires that the organization identify an area of instructional interest, collect data, and make changes in their instruction based on an interpretation of those data. Inquiry reflects a basic belief in teachers' ability to formulate valid questions about their own practice and to pursue objective answers to those questions.

2.3.5 The training model

The training model (which may be synonymous with staff development in the minds of many educators) involves teachers in acquiring knowledge or skills through appropriate individual of group instruction. The training model of staff development is that there are behaviors and techniques that are worthy of replication,depending upon the desired outcomes, training might include exploration of theory, demonstration or modeling of a skill, practice of the skill under simulated conditions, feedback about performance, and coaching in the workplace.

While each model requires somewhat different organizational supports to make it successful, it is also true that research points to a common set of attributes of the organizational context without which staff development can have only limited success (Loucks-Horsley et al.,1987). In organizations where staff development is most successful;

• Staff members have a common, coherent set of goals and objectives that they have helped formulate, reflecting high expectations of themselves and their students.

• Administrators exercise strong leadership by promoting a "norm of collegiality, " minimizing status differences between themselves and their staff members, promoting informal communication, and reducing their own need to use formal controls to achieve coordination.

• Administrators and teachers place a high priority on staff development and continuous improvement.

• Administrators and teachers make use of a variety of formal and informal processes for monitoring progress toward goals, using them to identify obstacles to such progress and ways of overcoming these obstacles, rather than using them to make summary judgments regarding the "competence" of particular staff members (Conley & Bacharach, 1987).

• Knowledge, expertise, and resources, including time, are drawn on appropriately, yet liberally, to initiate and support the pursuit of staff development goals.

2.4 Evaluating training and development

Different models have been developed over the years to evaluate effectiveness of training and development programmes. One of the most widely discussed models is the Kirkpatrick and Phillips' evaluation model (Aragon-Sanchez et al., 2003; Wickramasinghe, 2006; Lien et al., 2007), which consists of four levels, namely reaction and planned learning evaluation, application and implementation and business impact (Philips, 2003).

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The last level is regarded as the most important level because it measures changes that transfer of learning has on the businesses with regard to output, costs, time and customer satisfaction, although it is difficult to assess (Aragon-Sanchez et al., 2003). Opperman and Meyer (2008) argue that Kirkpatrick's model failed to assess the readiness of training and only shows basic performance results of an organisation, although it is simple and easy to understand.

Brinkerhoff, Swanson and Hiltorn and Phillips build on Kirkpatrick's model (Aragon-Sanchez et al., 2003; Brinkerhoff, 2005; Lien et al., 2007; Opperman and Meyer, 2008).

Phillips (2003) evaluation model, demonstrated the cost benefits analysis well known as the return on investment (ROI) of the training programme that needs to be determined before approving it, in order to ensure that bottom results are achieved. Phillips however noted that ROI cannot be calculated if transfer of training does not take place.

Transfer of training refers to the extent to which trainees can successfully apply their KSA to the job (Goldstein and Ford, 2002). Hence, understanding transfer of training is vital for the success of the organisation. A regular follow-up evaluation should be conducted with employees after training to give them a chance to apply their new knowledge and skills in the workplace (D'Nettoet al., 2008; Scaduto et al., 2008). Studies have been conducted by Velada, Caetano, Michel, Lyons andKavangh (2007), D'Netto et al. (2008) and Scaduto et al. (2008) on the transfer of the training process.

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Their findings revealed that training will be effective if the work environment, organisational climate and culture supports the answer of training. Support from management has an influence on the transfer of training and development efforts. Training and development will be effective once there is support from line and senior managers (Goldstein and Ford, 2002; D'Netto et al., 2008). Supervisors can show support by providing performance feedback to employees on a regular basis; giving them necessary resources to apply their newly acquired knowledge and skills and encouraging employees to attend training programmes (D'Netto et al., 2008). The work environment also has an impact on the transfer of training. Once the work environment is not supportive of the use of newly acquired skills and knowledge, transfer training might not take place (Wickramasinghe, 2006).

Someone should be appointed to oversee how transfer of training takes place so that employees can receive the necessary support and this will depend on the effective role played by staff developer. In academic institutions staff developers are mainly responsible for administrative functions of staff such as organising training and development activities with the purpose of enhancing staff competencies as means to improve their performance.

2.5   Stages of Employee Development

Everyone goes through several stages of development as they move from being a career "beginner" to a full expert in their field. Each stage has specific needs and tasks to consider.

As you work with employees on development, it can be helpful to look at their stage in order to find the best kind of activities for them. Keep in mind that the stages do not relate to age.

If an employee has recently completed a career change, he or she is probably in the "exploration and trial" stage. If, on the other hand, he or she has burned out on his or her career, he or she might be in "disengagement" even though chronologically he or she might be in his or her early thirties in age.
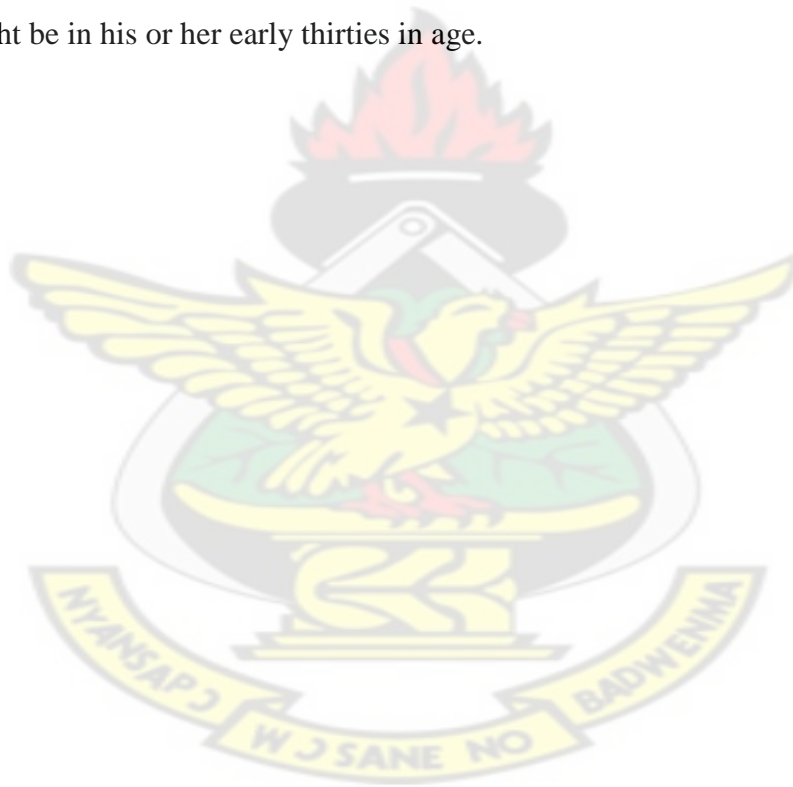
Stages in a Job or Career

Stage	Characteristics	Needs	Tasks
Exploration and Trial	Work with regular guidance	Learn to ask for help	Develop self-image in the job
	Work is routine, detailed	Learn to take initiative	Becomes a " "
	Has own area of responsibility	Build a reputation	Accept organizational realities
	Work independently	Learn to work independently	Learn how to cope
Establishment and Advancement	Independence and specialization	Produce significant results	Deal with change or lack of it
			Learn how to get ahead
Mid-Career: Growth, Maintenance, Decline	Responsible for guiding others	Feel disappointment if goals are not achieved	Develop others through knowledge
	Use great breadth of technical skill to support organization	Learn to help others	Serve as mentor
	Use experience to provide direction for the organization	Prepare psychologically for retirement	
Disengagement	Influence decisions	Learn to accept a different role	Learn to let go
			Achieve balance in life

The quality of employees and their development through training and education are major factors in determining long-term profitability of many organizations. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.

Training often is considered for new employees only. This is a mistake because ongoing training for current employees helps them adjust to rapidly changing job requirements.

Reasons for emphasizing the growth and development of personnel include

- Creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization.
- Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff.
- Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale.
- Ensuring adequate human resources for expansion into new programs.

2.6   Benefits of Staff Development

Employee development is crucial for the growth and prosperity of any business as employees are one of the determining factors for the success of the company. The more capable and qualified the employees the better the performance of the company. When they are well trained, they can easily handle situations, please customers ensuring customer retention as well as resolve any glitches easily without much ado. Employee development programs are essential to improve morale as well as to motivate the employees to perform well. Employees like to learn new skills and meet challenges and they are more motivated when they feel there is great potential for personal growth. When the company shows interest in employee development, the employee naturally has a greater interest in the company's development too.

Research has shown specific benefits that business receives from training and developing its workers, includes:

- Increased productivity.

- Reduced employee turnover.

- Increased efficiency resulting in financial gains.

- Decreased need for supervision.

Employees frequently develop a greater sense of self-worth, dignity and well-being as they become more valuable to the firm and to society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

Understanding the phenomenon of employee training and development requiresunderstanding of all the changes that take place as a result of learning. As the generator ofnew knowledge, employee training and development is placed within a broader strategiccontext of human resources management, i.e. global organizational management, as aplanned staff education and development, both individual and group, with the goal tobenefit both the organization and employees. To preserve its obtained positions and increase competitive advantage, the organization needs to be able to create new knowledge,and not only to rely solely on utilization of the existing. Thus, the continuous employee training and development has a significant role in thedevelopment of individual and organizational performance.

The strategic procedure of employee training and development needs to encouragecreativity, ensure inventiveness and shape the entire organizational knowledge thatprovides the organization with uniqueness and differentiates it from the others.

Education is no longer the duty and privilege of those in higher positions and skilled labour, but it is becoming the duty and need of everyone. The larger the organizations, themore funds they spend on education and provide their employees with greater and diversepossibilities of education and development. Understanding the tremendous significance ofeducation for the modern organization and confident that it represents a good andremunerative investment, present day organizations set aside more and more resources forthis activity. Most of the organizations invest 3 to 5% of their revenue into adulteducation. It is estimated that the organizations that desire to keep the pace with changesneed to provide their employees with 2% of total annual fund of working hours for training and education. Thus, it is necessary to accept the model of permanent,continuous learning. That truth has been known for more than two centuries. DenisDiderot, a French philosopher and literate of the Age of Enlightenment, wrote the following:
"Education shouldn't be finished when an individual leaves school; it should encompassall the ages of lifeto provide people in every moment of their life with a possibility tomaintain their knowledge or to obtain new knowledge".

The only way for present day organizations to survive is the imperative to innovate orperish. Since this depends on the knowledge the organization possesses, this imperativecould be read as: learn faster than competition. The logical sequence is: knowledgecreation – innovation – competitive advantage.

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If knowledge is good, is it not true that themore knowledge we have, the better we are? Many organizations which consider knowledgeas a good thing are trapped into the pitfall of gathering as much knowledge as possible.

Knowledge that is not necessary is exactly what it is: unnecessary. And the efforts to obtainit are wasted efforts. The only important knowledge is the knowledge with strategicimportance to the company, knowledge that helps to increase the value of the company,knowledge with significance to the strategy of the company.

It is not about knowledge for the sake of knowledge, but rather knowledge accordingto the needs, applicable knowledge, knowledge to create innovation and competitive advantage. Obtaining knowledge, learning, education, all could have a real effect onthe quality of labour only if they are harmonized with the needs of a particularorganization, its goals and the goals of its employees. The further choice of educationalcontents and educational methods, and the efficiency of educational effectiveness controldepend on clearly defined educational goals and needs, answers to the questions of whichknowledge is necessary to realize the strategy and the survival of the organization ingeneral, which employees need to possess this knowledge and will this knowledge solvecertain problems.

Employee training and development does not imply only obtaining new knowledge,abilities and skills, but also the possibility to promote entrepreneurship, introduceemployees to changes, encourage the changes of their attitude, introduce the employees toimportant business decisions and involve them actively in the process of decision making.

Retention is a complex concept and there is no single recipe for keeping employees with a company. Many companies have discovered, however, that one of the factors that helps retain employees is the opportunity to learn and try new things (Logan, 2000). Jennifer Potter-Brotman, CEO of Forum Corporation – a firm out of Boston that helps Fortune 500 companies develop learning systems – also claims that there is strong evidence indicating a link between strong learning programs and employee retention (Rosenwald, 2000). The Gallup Organization also supports this contention, as they found "the opportunity to learn and grow" as one of the critical factors for employee retention (Logan, 2000). It is important for companies to recognize that competent employees are one of their greatest assets and they need to face the challenge of retaining them (Garger, 1999). Flora Bacco, director of organizational policy and programs at UNUM America, has found that organizational culture is as important as or more important to employees than money (Logan, 2000). Therefore, companies must create an environment that is supportive of their learning and growth, and not just a place where they do their jobs (Callahan, 2000). Companies can either nurture their employees or keep talented workers, or they can let those employees go find such opportunities elsewhere (Petrecca, 2000).

2.7   Importance of staff development

Employee Development is one of the most important functions of Human Resource Management. Employee development means to develop the abilities of an individual employee and organization as a whole so; hence employee development consists of individual or employee and overall growth of the employee as when employees of the organization would develop the organization, organization would be more flourished and the employee performance would increase (Elena 2000).

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Therefore, there is a direct relationship between Employee Development and Employee Performance.

As when employees would be more developed, they would be more satisfied with the job, more committed with the job and the performance would be increased. When employee performance would increase, this will lead to the organization effectiveness (Champathes, 2006).

2.7.1 Employee Development Activities

Employee development activities are very important for the employees, as the activities are performed, it indicates that organization cares about their employees and wants them to develop (Elena 2000). Many of the organizations are investing in employee development. When organizations are contributing towards the employee development activities, the employees work hard; utilize their full skills and efforts to achieve the goals of the organizations. There are many schools of thoughts. One school of thought says that employee development focus on:

1. **Self-Development**

2. **Self-Directed Learning**

This concept indicates that employee development must be recognized by the employees who want to learn or who are willing to learn. When employees are willing to learn, they show their interest in the developmental activities, as a result they are more satisfied with the job which will lead to increase in employee performance (Elena 2000). Employee development also depends upon the individual employee, how much curiosity to learn.

☐ How much curiosity to learn an individual employee?

☐ How to learn to develop themselves?

No matter how much expertise does a person have if person or employee is not willing to develop no matter how much resources you provide employee would not be developed. So employee development is also a personal responsibility of the employees. Employees at all levels are involved in the developmental activities whether the upper level employees, middle or lower level employees (Antonacopoulou 1996).

2.8   Effects of Staff Development on Performance

Employee development is becoming an increasingly critical and strategic imperative for organizations in the current business environment (Sheri-lynne, Parbudyal 2007). The Following five variables of employee development are likely toeffect on employee performance

☐ Coaching

☐ Training and development

☐ Empowerment

☐ Participation

☐ Delegation

Coaching-Individuals are allowed to take the responsibility. They are treated as a partner to achieve personal and organizational goals. As goals are achieved, the performance is enhanced (Agarwal, 2006).

It helps employees to identify their strengths, weaknesses, interests, and values by maintaining open, effective communication and ongoing encouragement.

Training -Training is the permanent change in behavior. Employee should be taught how to do a particular task.(Leibowitz, 1981).

Empowerment -Empowerment means to increase the capacity of the employee and also provide freedom of work which will build the confidence among the employees.

Companies that offer employee development programs are finding success with retaining workers. Sears has found that in locations where managers work to help their employees grow professionally turnover is 40 to 50 percent less than in stores where that relationship does not exist (Logan, 2000). The average monthly turnover at Unitel, a firm that helps companies with customer relations out of McLean, Virginia, has dropped from 12 percent to 6 percent since they began United University in 1998 (Fenn, 2000). I-Cube believes that their I-Altitude program has made a significant difference in their recruitment and retention efforts (Fenn, 2000). Although many people involved with employee development programs are not sure of a direct correlation between the programs and employee retention (Rosenwald, 2000), some business managers find that a positive learning environment leads to higher retention rates (Dillich, 2000).

Participation By letting employees participating in organizations policies or decision making can lead the employee to enhance the performance.

They will be able to make more smart decisions. Company loyalty cannot necessarily be quantified, but it is significant to the intrinsic rewards that employees feel. When people feel as though they are helping a company's bottom line, they feel good and want to stay there to continue making contributions (Logan, 2000). People enjoy feeling that their work has a purpose and their activities are significant to the company (Moses, 2000).

According to Sunny Steadman, a recruiter for Management Recruiters of Boston, the primary reason people change jobs is to seek out new challenges and opportunities for development (Rosenwald, 2000). Companies can utilize the career planning process to become more adept in this area. Sears has found that supporting employees through career planning and development has made their workforce more motivated and invested in the company meeting its business goals (O'Herron and Simonsen, 1995). When a company communicates to their employees that they are marketable outside the organization, yet still invests in their training and development, it makes a strong statement to workers that they are values, and many are compelled to offer a high level of commitment (Moses, 2000).

Delegation If managers delegate authority to the employees to perform the task, what they want can also lead to enhance performance. Employees will do those activities which they can perform more easily. This will lead to achieve organizational goals and thus enhance organizational performance (effectiveness).

2.9   The Role of an organization in Employee Development

The organization has several roles to play, but providing information and support to facilitate the employee's development is what is most important.

There are a few basic roles for an organization in developing employees. They include:

- Coaching employees to help them determine what they need for development
- Providing both positive and corrective feedback
- Offering organizational insight, information, and advice
- Guiding the planning through goal setting and checking back over time
- Alloting time and money for development experiences
- Ensuring opportunities for applications of new learning

It is very helpful for an employee to get an honest assessment of their work, as well as access to others who may be able to provide information or coach the employee.Building this development time into the application of a new skill set will make the employee more successful.

Some companies sponsor employees to learn the latest training need for them to perform their jobs well. Care should be taken to see to it that the training is relevant as well as that it has a positive impact on the employee's performance as well as benefit the company. Companies should carefully analyze and determine if their employees need training, if so select appropriate courses as well as monitor that the training has effected a change in the company's performance.

Good training programs will greatly diminish the need for hiring specialist to perform certain tasks, improve work efficiency as well as help our employees know the latest techniques to adopt and help better the company.

Employee development training has to be regularly scrutinized, goals have to be set, and achieved within a certain period of time as well as assigning employees correctly to perform their duties is essential. Initiating rewards such as praises, promotion etc. and tuition reimbursement, will motivate employees as well as make them eager to participate in the employee development programs.

Companies have to analyze carefully if they need to enroll their employees in specific development programs. If so what courses are best suited for their company, what target results they want from their employees on account of the training etc. they can achieve this using a needs analysis, find out which areas need extra training for employees etc. Usually managers need training to help perform better as well as manage more efficiently. Make sure the employees are up to date with the latest technology available to ensure they perform better. Convey to the employees all about the program, what are the outcomes you expect and how important are they to do their jobs better by using the opportunity the company has provided them. Hence, employee development programs are essential for any business to thrive and succeed.

2.10   The Role of the Employee

Some things that the employee should consider in their own development include seeking a variety of assignments, tackling tough problems and asking for feedback. Coaching is another helpful activity, both in looking for opportunities to coach others and finding good coaches for him or her. It can help to ask for feedback when working with a variety of people and in a variety of situations.

Employees should be looking for developmental relationships that can provide a variety of learning. They can also identify goals for new skills and abilities and then look for ways to meet those goals. It can also be helpful to attend classes and workshops to fill in conceptual needs.

While employee development is critical to the success of an organization, both the employee and the organization must recognize that most of the responsibility for development falls to the employee.

Some things the employee should have and consider when beginning work towards development:

- Specific goals; identify goals for new skills and look for ways to meet those goals

- Energy to make the development possible

- A variety of work assignments

- Asking for feedback

- Opportunities to coach others and finding good coaches for him or herself

- Developmental relationships that provide a variety of learning

2.11   Challenges in Employee Development

As employee development depends upon the individual employee whether employee is willing to participate or not. Employee development also depends upon the organization culture, attitude of top management, and limited opportunities of promotion. (Elena 2000; Antonacopoulou 1996).

Organization Culture: - If organization culture supports employees, it will encourage employees to participate in decision making then employees would more develop and performance would increase. Employee development programs cannot exist without a culture that supports them.

Any effective program must have strong support from people in senior management positions, and these people must also serve as positive role models to subordinates (Zenger, Ulrich, Smallwood, 2000).

Attitude of Top Management: - Top Management attitude is another important factor that influences on employee developmental activities. It depends on the sincerity and commitment of the top management. Managers and supervisors take on a new role when an organization gets into the business of employee development. They must become coaches to help people manage their careers and support their development efforts. Managers at Sears actually go through a workshop called "Managing Career Development" to prepare them to work with employees under their career planning system (O'Herron and Simonsen, 1995).

Coaching employees is valuable in helping them meet their goals, but it is also important for managers to simply show that they care. It is an intangible incentive that can make a big difference in employee motivation (Moses, 2000). It is also important for organizations to offer something tangible to employees for getting involved in development programs.

Limited Opportunities of Promotion: - If opportunities of promotion are limited then employees would not participate in the employee developmental activities. Creating a compensation structure that supports an employee development program is a distinct challenge for companies. Many organizations claim to base pay raises on performance, but that is not actually the case. Some companies try to emphasize a team environment, but continue to reward people for individual achievement (Feldman, 2000). These inconsistencies can cause frustration and cynicism by employees. It is especially difficult when employees are not seeing significant pay raises, yet company leaders are richly rewarded (Feldman, 2000).

CHAPTER THREE

METHODS

This chapter presents the methods used in the study. These include research designs, sources of data, instrument of data collection, sampling methods, sample size determination and methods of data presentation and analysis.

3.1   Research Designs

The study adopted the survey methods of data collection and the descriptive approach in describing how senior staff development programmes are organised in the study area.

3.2   Sources of Data

The study combined the use of primary and secondary sources of data. The primary sources included the use of questionnaires to collect data on socio – demographic characteristics, sex, and level of education and years of service of respondents. The use of the questionnaires also collected data on the types of senior staff development programmes organized at the study area, as well as the problems that management faces in organizing such programmes to build the capacities of those staff.

In the case of secondary source of data, reports on staff development from the study area were collected, studied and analysed.

3.3   Instrument of Data Collection

Structured questionnaires were used for data collection. This choice was made because the study is quantitative in nature. The instrument comprises both closed ended and open endedquestions. The blend of these two types of questions offered the opportunity of having in-depth knowledge on the phenomena under study.

3.4   Sampling Methods

The stratified sampling method was used to categories all senior staff in the Koforidua branch into their respective departments or sections. Samples drawn from each department or section were put together to form the total sample size for the study.

3.5   Sample Size Determination

Electricity Company of Ghana (E.C.G) Koforidua branch operates seven sections or departments, namely, Administration and Human Resource, Accounting and Finance, Audit, Engineering, Operations and Maintenance, Customer Services, and Materials and Transports. There is a total of seventy two (72) senior staff functioning in these departments or sections.

The Yarmen's (1967) simplified connected to proportions was used to select the sample size.

It is defined as

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

Where n: Sample Size

N: Total Population

e: Precision

$$n = \frac{72}{1 + 72\,(0.05)}$$

$$= 61$$
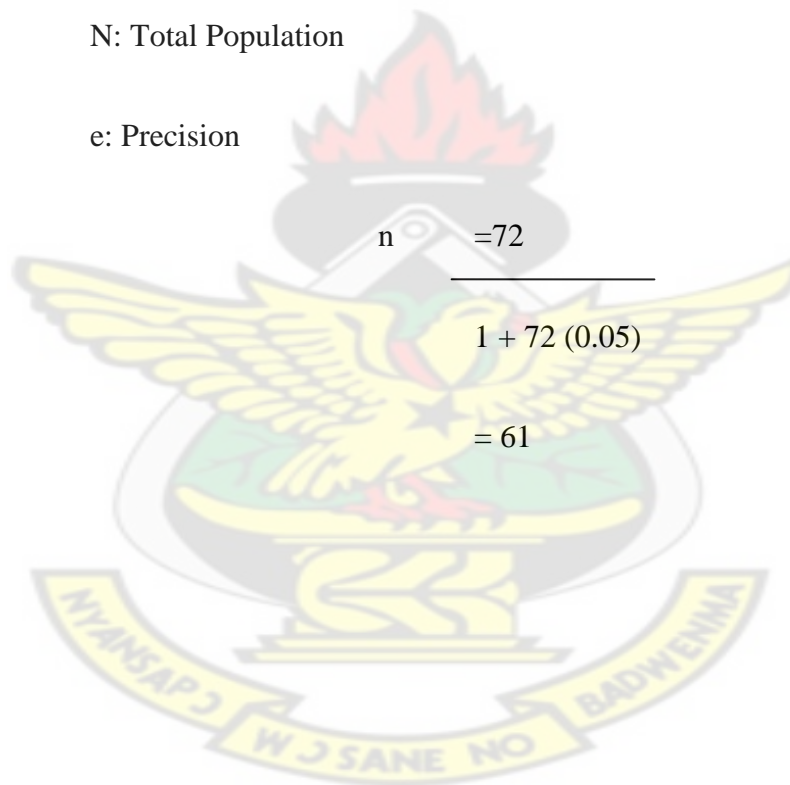
The details are found in table 2.1

Table 2.1 Sample Drawn from E.C.G, Koforidua Branch

Departments	Total No. of Senior Staff	Sample Size Drawn
Administration and Human Resources	8	6
Accounting and Finance	12	10
Audits	8	8
Maintenance and Operations	15	13
Customer Services	9	8
Engineering	14	12
Materials and Transport	6	4
TOTAL	72	61

Source: Field Data

3.6   Methods of Data Presentation and Analysis

Data collected from the questionnaires were presented using tables and analysed using descriptive methods. The main method used was percentages.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions on the data collected. It first highlights the socio – demographic characteristics of the respondents. The core issues bordering on the objectives are also analysed.

4.1   Socio – Demographic Characteristics

The socio-demographic characteristics of the respondents have being analysed because they influence human behavior and actions. The socio-demographic characteristics analysed are sex, level of education and years of service.

4.1.1   Sex Of Respondents

Analysis of the sex of respondents indicated that male respondents dominated the study with 59%. The female constituted 41%. The details are presented in table 4.1 below

Table 4.1 Sex Of Respondents.

Sex Of Respondents	Frequency	Percentage
Male	36	59
Female	25	41
Total	61	100

Source: Field Data

4.1.2 Level of Education of Respondents

The study found that the level of education among respondents is high in the study area. It was found that over 50% of the respondents have had tertiary level of education. As high as 31% have also acquired professional certificates in their technical fields. The details are presented in table 4.2

Table 4.2 level of education respondents

level of education	Frequency	percentage
Diploma	7	12
H.N.D.	10	16
1st Degree	15	25
2nd Degree	10	16
Others: Technical/Professional	19	31
Total	61	100

Source: Field Data

The professional certificates include Electrical Engineering Technician, (E. E. T), City and Guilds (London), Institute of Chartered Marketing, Institute of Chartered Accountants (I. C. A. Gh.) and Association of Certified Chartered Accountants (ACCA).

4.1.3 Years of Service of Respondents

The years workers have served the organization was determined and it was found that 52% of the respondents have served the organization for 10 years and above. It was also found that 22% have served between 5 – 9 years, 16% 1 – 4 years and 10% less than 1 year.

These findings suggest that staff retention is very high in the institution. The details are presented in table 4.3

Table 4.3 Years of Service of Respondents

Years Served	Frequency	Percentage
Less than 1 year	6	10
1 – 4 years	10	16
4 – 9 years	13	22
10 and above years	32	52
TOTAL	61	100

Source: Field Data

4.2 Types of senior staff development available at Electricity

Company of Ghana (E.C.G), Koforidua branch

According to Hellriengel et al (1991), staff development is designed to improve the effectiveness of staff in their present positions and to prepare them for greater responsibilities. Development of staff involves training, education, appraising and preparing staff for present and future jobs. Based on these importance, the respondents were asked to determine the staff development programmes they normally enjoy at their workplaces and the responses are found below:

Table 4.4 Types of Senior Staff Development

Types Of Staff Development	Frequency	Percentage
Workshops/ Seminars	37	61
Courses	5	8
Coaching and Mentoring	4	7
Conferences	3	4
Induction and Orientation	6	10
Study Leaves	6	10
Total	61	100

Source: Field Data

Analysis of the types of senior staff development indicated that the main types of senior staff development in Electricity Company of Ghana (E. C. G.) Koforidua branch are through workshops and seminars. These constituted 61% of the responses. It was found that most often, needs assessment of the senior staff are conducted after which a tailor – made programmes are drawn in the form of seminars and workshops to address the needs of senior staff members.

For instance, workshops had been organized in Information and Communication Technology (I. C. T.) software applications relevant to the work of the senior staff. These categories of staff have been taken through the application and use of Human Resource Software called 'Persol" which is used in the organization. This is to familiarize themselves with such an application and to be able to appraise Human Resource Performance in the organization.

Again, another software used by the Accounts section called the 'Sun Accounting Systems; has also been introduced to management so that they would have sound working knowledge on such a software.

Beside attending workshops and seminars on Information and Communication Technology software applications, senior staff also often undergo workshops on Good Governance, Office Management and Practices, Financial Planning and Investment, and Budgetary and Control Practices. All these are geared towards improving the managerial competencies of senior staff to achieve the organizational goals and targets set. The study also found that it is not all the time that seminars directly related to the core business of senior staff are organized. At other times, seminars on general welfare issues such as how to reduce stress (Stress Reduction Seminars) and how to prevent Human Immune Virus (H. I. V.) infections (H. I. V. Infection Prevention Seminars) at the workplace, and how to plan for retirement (Planning for Retirement Seminars) are also organized for senior staff.

Another type of senior staff development identified in the study area was through the attendance and participation of conferences. This constituted 10% of the responses. The study found that most of the senior staff belongs to Professional Association such as Association of Chartered Certified Accountants (A. C. C. A), Institute of Chartered Accountant,Ghana (I. C. A. Gh), Ghana Institute of Engineers (G. I. E.), Chartered Institute of Management Accounting (C. I. M. A), Chartered Institute of Marketing, Ghana (C. I. M. G) and Chartered Institute of Administration and Management, Ghana (C. I. A. M. Gh). And these Professional Associations normally organize conferences for their members in other to sharpen their skills and to improve on their professional standards and ethical conducts.

The condition of service for senior staff and the senior management include sponsoring members to attend conferences in their areas of professions. It also supports members when they have to present a paper at conferences. Due to these provisions, senior staff benefit from developing their capacities through presentation of papers at conferences and participation.

Induction and Orientation of newly recruited senor staff is another means of developing their capacities, and also to help them cope in their new environment. This constituted 10% of the responses. The study found that new senior staff are always taken through induction and orientation programmes by the Human Resource Department in conjunction with the Sectional Heads and Directors under whom they will serve.

It was found that Orientation programmes help the newly posted senior staff to familiarize themselves and understand the sub – culture of the organization or the section they are going to work in.

This finding is consistent with Thackwary (1997) findings that effective orientation helps the newly recruited staff to cope and to understand the new environment in which he or she is to work. Whether the newly recruited will find it pleasing to work or leave the organization depends on how the orientation was conducted.

Courses were found to constitute 8% of the responses when the types of senior staff development were explored. It was found that most often; senior staff are allowed to attend short courses on specific skills they want to be competent or proficient in.

For instance, most of the senior staff have taken advantages on the short courses run by the Institute of Local Government Studies (I. L. G. S.), Accra on Industrial Relations and other Labour related issues, and the Institute of Statistical, Social and Economic Affairs (I. S. S. E. A) at the University of Ghana, Legon on research methods and report writing. Some of the senior staff have also gone to Ghana Institute of Management and Public Administration (GIMPA) to undertake short courses in Business Administration, Leadership and Governance, Attitude and Motivation, and Effective Customer Relations; while those in the Public Relations Department have also undertaken short courses in Ghana Institute of Journalism to improve their competencies. It was also found that almost all the sectional managers who are part of the senior staff category have been taken to the Kofi Annan Centre for Excellence to improve their proficiency in Information and Communication Technology. The study also found that periodically the organization as a whole used to organize short courses for selected senior staff across the regions at its training school in Tema. Senior staff from the Koforidua branch benefited from this arrangement in terms of capacity building and skills improvement through short courses. Some of the general and specific topics treated so far included the following: Engineering for Non – Engineers, Internal Audit Controls and Report Writing, Personal and Attitudinal Development, Conflicts Resolution at Workplace, Selection of Appropriate Candidates for Appointment, Finance for Non – Financial Executives and Sharpening The Business Mindedness of E. C. G. Thinking and Acting As a Business Leader. It was also found that the minimum period for these short courses is one week whiles the maximum is three months.

Study Leave (10%) was found as another strategy of developing senior staff in the study area. It was found that senior staff are either sponsored fully or partially to undertake further studies that will let them acquire higher certificates.

In the cases of those who are normally sponsored partially, they are given study leave without pay; but with the assurance that after successful completion of their programmes they will be absorbed into the system when they re-apply. The study further found that most of the Engineers have taken advantage of the studyleave package to undertake graduate and post-graduate studies from the Kwame Nkrumah University of Science of Technology, Kumasi, while majority of Accounts and Management or Administrative staff have also gone for further studies at the Institute of Professional Studies and the Business School at University of Ghana, Legon in professions like Human Resource Management, Accountancy, Marketing, Public Relations and Inventories Management. The study also noticed that since 2008 some senior staff at the Koforidua branch of E. C. G. have taken advantage of their proximity to the Koforidua Polytechnic and All Nation University College to develop themselves through further studies or education. Others too are doing their further studies through distance learning with Kwame Nkrumah University of Science of Technology (i.e. I. D. L) and University of Cape Coast which have Koforidua as learning centers.

On-the-job training in the form of Coaching, Mentoring and Demonstration was also seen as another way of developing senor staff in the organization. This constituted 7% of the responses. It was found that this type of senior staff development was mostly adopted by the Operations, Maintenance and Engineering Sections of the organization. The study found that whenever there is a new technology to be introduced, or new machines are bought to replace obsolete ones, technicians from industry, especially from the company from which the parts or the machines are bought would have to come down to train, coach and demonstrate how to fix and operate efficiently these new parts or machines. In so doing senior staff take advantage to develop their capacities on new technologies or machines.

From the above, it can be concluded that there are numerous senior staff development programmesorganisedfor senior staff at Electricity Company of Ghana, Koforidua branch; but the main staff development is through workshops and Seminars while theleast is through the use of Coaching, Mentoring and Demonstration.

4.3 Perception of Senior Staff Development

The perception people hold about any given phenomenon to a large extent influences their behavior towards that phenomenon. Thus the perception senior staff in Electricity Company of Ghana (E.C.G) hold on senior staff development will influence how they appreciate the staff development packages given them. The perceptions senior staff hold on senior development were explore and the details are presented in table 4.5 below.

Table4.5 Perception of Senior Staff Development Programmes

Perception	Frequency	Percentage
Excellent Packages	0	0
Very Good Packages	18	29.5
Good Packages	27	44.3
Fairly Good Packages	10	16.4
Bad Packages	6	9.8
Total	61	100

Source: Field Data

This current study found that none of the senior staff contacted found the staff development programmesorganised for them to be excellent. This was because it is extremely difficult to get E.C.G scholarship or sponsorship for educational programmes; and most often a very short notice is given to staff to apply for scholarship or sponsorship for educational programmes making it very difficult for senior staff to enjoy such a package.

Another reason for the difficulty in accessing scholarship packages can be attributed to the lack of senior staff development plan in the organization. The lack of this plan implies that there is an adhoc measure in selecting who should attend what type of developmentprogramme and due to this, staff often do not know when they will go for a development programme and as such they do not prepare beforehand. This problem becomes worsened when a short notice is given to legible senor staff to prepare for such programmes.

A fairly high percentage of senior staff (29.5) indicated that senior staff development packages are very good. The reasons assigned were that the fact that senior staff are sponsored to present papers at conferences and also to give them the chance to select short courses they deem important in building their professional careers is an important strategy that is worth commending.A little problem that staff in this category, most of thembeing managers, expressed was the repetitive nature of most of the courses they are made to attend. They would have wished that different course contents are offered to them.

As high as 44.3% of the respondents have the perception that senior staff development programmesin the institution are good. The reasons are that even though there are no policies on senior staff development; at least every senior staff has the opportunity of attending a staff development programme in a year. This culture they claim helps in improving their productivity, sharpen their skills and develop their potentials. The respondents indicated also that even though they think that senior staff development package are good, there are problems associated with them. The study found that these problems are as a result of lack of staff development plan to regulate senior staff development programmes which are organised in the region.

For instance, some senior staff have enjoyed more opportunities of attending courses and conferences than others just because they are either favourites to Management or the Human Resource Department.

If there were to be senior staff development plan, staff would be selected based on a structured plan instead of staff being selected for development programmes on the basis of favouratism.

A small percentage (16.4) of the respondents indicated that they have the perception that senior staff development is fairly good in the organization. The study found that group of staff perceives senior staff development packages to be fairly good because of the numerous problems associated with them. It was found that even though it is in the condition of a service for senior staff that they will be sponsored to attend conferences to build their professional capacities, and also improve their potentials, majority of the senior staff especially the non-technical staff have been denied of this package.

The simple explanation given on this behavior or practice is that the budgets for senior staff development have been exceeded; as such no funds could be allocated for such programmes. Another reason normally given to support why management cannot sponsor senior staff development programmes as required or expected is that their number or numerical strength has increased in the organization over the last five years due to the restructuring of the organization.

It was also found that senior staff in the technical sections, especially those in the Operations, Maintenance, Engineering and Information Technology Sections aregiven more chances for staff development than their counterparts in the non-technical and administration sections.

This was seen as a demotivator to those staff in the non-technicalsections in the organization since all senior staff needs to build their capacities and also improve upon their potentials. Another reason why senior staff development was found to be fairly good was the extreme difficulty in getting relevant courses approve for staff development. It was found that more senior staff are interested in undertaking particular courses, but unfortunately, Management declines their request but at the same time organizes seminars on general welfare issues of which most of the senior staff are not interested in.

Another small percentage of the respondents (9.8) were of the view that senior staff development packages are bad since most of the programmesorganized are ill-timed with a very short duration, and delivered most often by incompetent or inexperienced facilitators. It was found that most of the times, in the bid to save resources, in-house seminars and workshops are organized using resource persons from within the organization.These internally arranged resource persons are most of the time not remunerated well; as such they do not give of their best. Another reason given for the poor nature of the development programmes can be attributed to the fact that a small number of participants have to be made from a pool of senior staff leading to cronyism and favouritism of those selected. It was found that some of the workshops and seminars organised are not directly related to the work schedules of the staff and therefore were seen as irrelevant and time wasting. As such programmes were scarcely patronized by staff.

It was also found that sometimes, the venues for workshops and seminars are not conducive for teaching and learning. For instance, the conference room at the regional office without air – conditioners, suitable public address systems and projector was normally used as venue for such programmes and general meetings. This caused a lot of inconveniences to the participants.

From the above, it can be concluded that since majority of about 73.8% of the respondents perceive that senior staff development packages are either very good or good, it suggests that they appreciate the staff development packages offered them.

4.4   Problems Management Faces In Organizing Senior Staff Development Programmes

Management faces a number of problems in the organization of senior staff development programmesfor Electricity Company of Ghana (E.C.G) staff in Koforiduabranch. The details are presented in table 4.6 below.

Table 4.6 Problems Management Faces In Organizing Senior Staff Development Programmes

Management Problems	Frequency	Percentage
1. Inadequate Budgetary Allocation	20	32.8
2. Difficulty in getting Resource Persons	5	8.2
3. High Cost of organizing Training and Development Programmes	11	18.0
4. Indifference Attitude of staff Towards Training and Development programmes	7	11.5
5. Beneficiaries Exiting after Training and Development Programmes	12	19.7
6. Poor Timing of Training and Development Programmes	6	9.8
Total	61	100

Source: Field Data

The study found that inadequate Budgetary Allocation for senior staff development (32.8%) was a major problem in the study area.

The study found that due to this constraint, a lot of staff development programmes the Human Resource Section wants to organize for its staff in the region cannot be honoured. Even the four programmeshonoured went beyond the budget. The reason given for inadequate budgetary allocation is that the cost of operation at Electricity Company of Ghana is becoming very high eroding the revenues, as such management has cut down the cost of training and development of staff. This finding is in line with O'Herron and Simonsen (1995) and Moses (2000) findings that most privately owned organizations allocate a small percentage of their total budget to staff training and development.

Allocating a small percentage of funds to staff development is a deliberate attempt by managements of most organizations to reduce cost. This assertion by Moses (2000) explains why most often unionized bodies normally compel managements to undertake such programmes in favour of workers.

Another major problem affecting management in organizing training and development programmes for staff was the fact that most beneficiaries just after training and development leave the organization. This constituted 19.7%. It was found that attrition of staff, especially those in the Operations and Engineering sections are very high since they normally get lucrative jobs with other private organizations in the energy sector or industry. This situation does not motivate management to commit themselves fully in the training and development of staff since there is a difficulty in retaining them. A strategy that management has adopted in retaining staff after their training and development is to compel those staff to serve a bond for a number of years before they can leave the organization. In lieu of this, affected staff would have to pay the cost of the training and development to management with interest.

High cost of training and development (18%) was identified as another problem affecting staff development. It was found that the generally high cost of managing the organization has also affected staff development. Management spent huge sums of money in staff development programmes as consultants used as facilitator charge is high. There is also a high cost to be incurred in booking for hotel accommodation and conference rooms for the programmes. Another area that attracts high cost is when staff are sponsored for short courses or full time studies.

The problem of indifference attitude of staff towards staff training and development was identified by 11.5% of the respondents as a challenge or problem facing management.

It was found that in most of the time, some staff refuse to participate in some of the training and development programmes, especially workshops and seminars they think are not directly related to their area of operations. They try hard to put up a whole lot of excuses to justify why they cannotattend such programmes. It was also found that some staff do not commit themselves fully for the training, especially when it extends beyond a day. Most of them only participate in the opening and closing ceremonies without participating fully in the actual training and developmentexercises. Some of the reasons to this poor attitude towards training and development programmes are that some of the senior staff who are supervisors claim that they have tight schedules such that they cannot leave the office for more than a day. It was also found that some of the contents of the training and development programmes have been repeated over the years; as such they do not see the need to sit in such programmes again.

Poor timing of training and development programmes also constituted 9.8% of the responses. It was found that most of the staff development programmes are co – ordinated at the Training Schools at Tema or Head Office. The Training and Manpower Directorate normally comes out with training and development schedules for all Regional Offices to comply. These schedules normally conflict with Regional Management's programmes making it difficult for some key personnels to attend such training and development programmes.

Another problem the study identified is the difficulty in getting resource persons for localized programmes. This continued 8.2%. It was found that Heads of sections are normally contacted to participate in disseminating core skills to their members. Unfortunately, due to the tight schedules of such Heads, most of them find it difficult to honour such commitments. This normally leads to postponement of such programmesor the use of inexperienced staff to handle such programmes.

Inferring from the above, it can be concluded that management faces a number of problems in developing senior staff in Electricity Company of Ghana and the main problem is inadequate budgetary allocation.

4.5   Trends In Senior Staff Development Programmes

The trends in staff training and development over the last five (5) years (2007 – 2011) were explored in order to determine whether senior staff development programmes in the study area are reducing or increasing. Based on this background, data from the Human Resource section of the organization was collected and analyzed. The details are presented in table 4.7 below.

Table 4.7 Trends In Staff Development And Training Programmes

Training And Development Progs.	Number of Times Organised / Years					
	2007	2008	2009	2010	2011	Totals
Workshops / Seminars	5	6	6	7	6	30
Course (Short Course)	2	3	3	5	3	16
Study Leave	-	2	2	1	-	5
Conferences	2	-	4	-	-	6
Induction / Orientation	-	6	18	15	6	45
Coaching, Mentoring & Demonstration	1	-	2	-	-	3
Totals	10	17	35	28	15	105
Totals in Percentages	9.5	16.2	33.3	26.7	14.3	100

Source: E.C.G /HR, KoforiduaBranch

In order to offer a pictorial presentation that will help enhance understanding of the trends, a group – line graph was used to represent the trends, and the details are presented in fig 4.1

Fig 4.1 Group – Line Graph Showing The Trends In Senior Staff Development
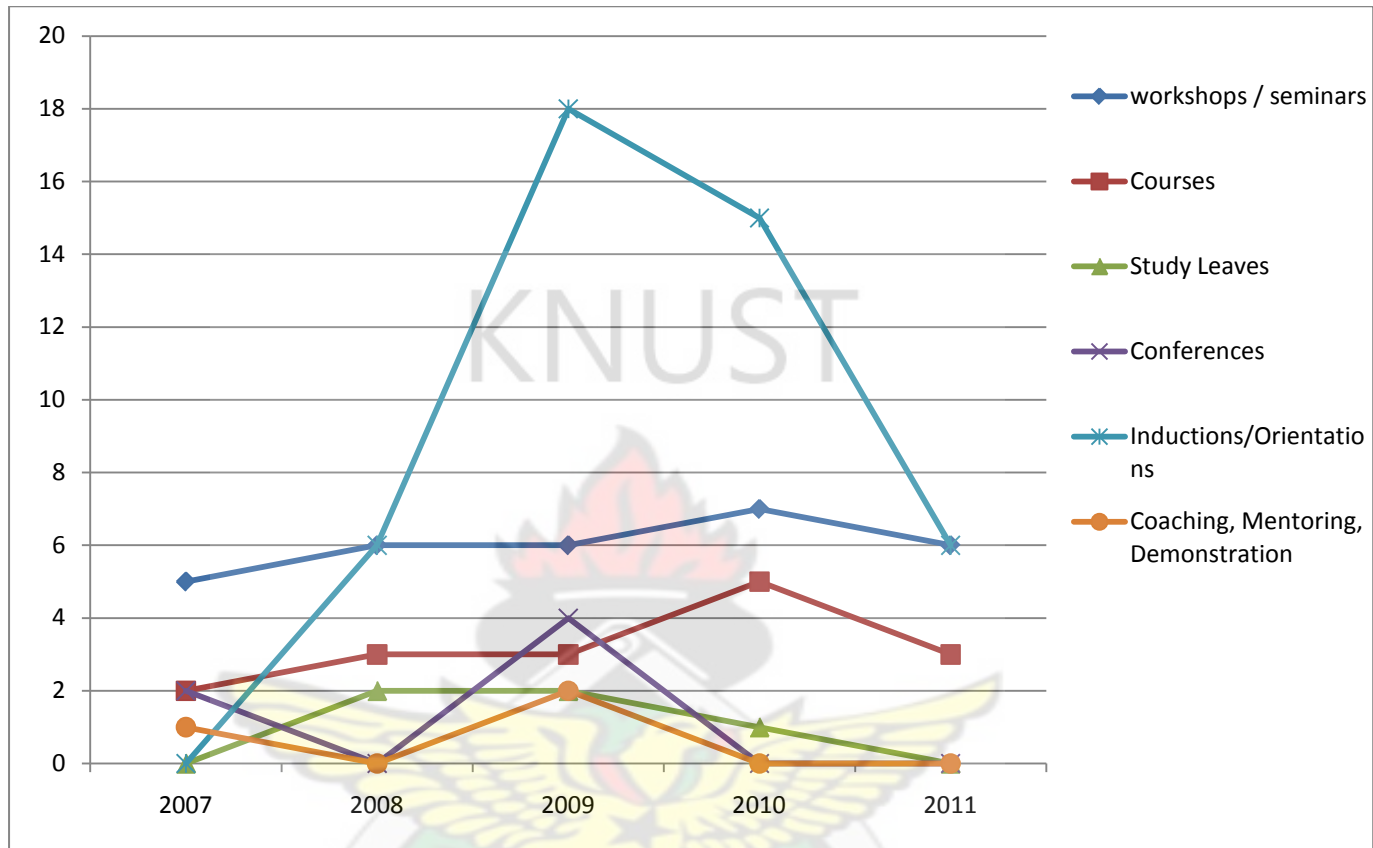
The group-line graph shows that inductions and orientations are the major programmes used in developing staff. The line indicates that in 2007, no staff benefited from induction and orientation, but in 2008 six (6) senior staff benefited. There was a sharp increase in 2009 to eighteen (18). It further fell to fifteen (15) in 2010 and continued to fall to six (6) in 2011. Reasons for the sharp increase are that a lot of staff were recruited in 2009 and 2010. This required that they are given orientation to help them fit into their new positions. It was also found that in between 2009 and 2010, new positions were created in the Regional office. These included Heads of Technical Stores, Heads of Rural and Urban Electrification Projects and Head of Pre-Payment Metering. All these new positionscalled for appointments after which orientationsand inductions were conducted for these principal senior officers.

Seminars and Workshops are the second most dominant staff development programmes found in the study area. The study found that five (5) seminars and workshops were organisedin 2007. It rose to six (6) in 2008. It remained static in 2009, rose again to seven (7) in 2010, and began tofall in 2011.

The trend analysis indicates that more courses were organised in 2010 and the reasons are that the creation of new positions demanded that after the orientationprogrammes, such senior staff should be given training to build their capacities for the tasks ahead. For this reason, more workshops and seminars wereorganised for this categories of staff.

Short courses for senior staff followed a similar trend to that of workshops and seminars since most of the senior management officers newly appointed were given the opportunity to build their capacities through courses.

Only six (6) conferences were attended between the years under review. The study found that two (2) conferences were attended in 2007, no conference in 2008 and four in 2009 while there were no conference in 2010 and 2011 respectively. The reasons for the decline in conferences are that budgetary allocations for senior staff development were small, as such; a few people were allowed to attend conferences.

In the case of Coaching, Mentoring and Demonstrations, it was found that few Technical Officers were recruited. As such, they were attached to a mentor to understudy him in 2007 and another group was also attached in 2009.

In general, the trends show that senior staff development programmes were low in 2007, increased in 2008, further increased in 2009, and began falling from 2010 to 2011. Looking at the trend, it is hopeful that senior staff development programmes will continue to fall in the ensuing years. The reason for the fall can be attribute to low budgetary support for staff development programmes, low motivation for senior staff development since it is now not automatic that after study leave one will be promoted.

In conclusion, there is one trend emerging in senior staff development programmes in the study area. It arises up gradually and falls. And it will continue to fall in the next few years until budgetary allocations are increased to support such programmes.
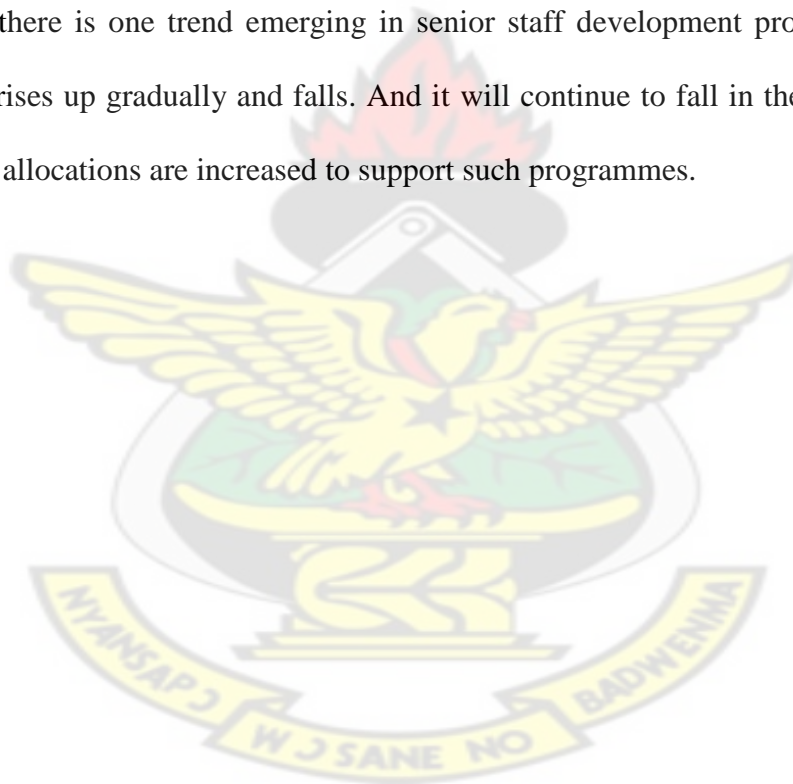
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Summary

The study assessed senior staff development at Electricity Company of Ghana (E.C.G) in the Koforidua branch by determining the types of senior staff development programmes, analyzing senior staffperception on their development, determining the problems that management faces in organizing senior staff development programmes and analyzing the trends in senior staff development programmes.

These were done with the aim of promoting staff development in the study area because it was found that senior staff development programmes in the study area had been reducing over the years, and again due to the absence of staff development policy, no structured staff development programme was followed in the organization causing a lot of agitation among senior staff. The adhoc nature of organizing staff development programmes has also led to a situation where few workers have over benefited while the other staff have never had the opportunity to be trained.

Major limitations in the study include the difficulty in getting senior field officers for interviews since they are almost always on the field working, and the difficulty in getting secondly data on staff development programmes, since these are part of classified reports of the organization.

This study adopted the survey methods of data collection and analysis using mainly structured questionnaires. Stratified sampling method was used to categorize senior staff into their respective departments or sections after which a sample was drawn from each departments or sections for the total sample size for the study. The sample size used was sixty one (61).Data collected was presented using tables and analysed using simple descriptive methods including percentages.

5.2 Conclusions

The following findings were made in line with conclusions drawn:

1. There were more males than females senior staff who benefited from staff developments programmes.

2. Level of education is generally high among the senior staff with majority having professional qualifications and first degrees.

3. Staff retention is very high in the study area. Majority of staff have workedfor more than ten (10) years in the study area.

4. Workshops and seminars are the main staff development programmesorganised for Electricity Company of Ghana staff. This is followed by orientation and induction programmes.

5. Senior staff hold the perception that staff development packages received are good.

6. Inadequate budgetary allocation, high cost of training and development programmes and poor timing of programmes are the main problems facing management in its quest to organize staff developmentprogrammes.

7. The general trend in staff development programmes over the past five (5) years is that it rose gradually from 2007 through 2008, to its pick in 2009 and began falling or declining.

8. It is projected that staff development programmes will continue to fall from 2011 through 2012 to 2013 until budgetary allocations for staff development programmes are increased.

It can be concluded therefore that there are numerous staff development programmesorganised for senior staff at Electricity Company of Ghana (E.C.G), Koforidua branch, and the main include workshops and seminars while the least is through Coaching, Mentoring and Demonstrations.

Another conclusion is that the perception senior staff hold on senior staff development programmes is that they are offered good staff development packages.

The main problem that the management of the study area faces in its function in senior staff development programmes is inadequate budgetary allocation.

The trend analysis has also revealed that staff development programmes gradually increased from 2007 to 2008, got to its pick in 2009, and began falling afterwards. Prediction from the trend indicates that it will continue to fall.

5.3   Recommendation.

1.   Since most senior staff hold the perception that staff development programmes packages received are good, but not excellent or very good, it implies that staff development is beset with a number of problems. As such, management should improve on staff development programmes so that perceptions will also increase.

2.   A major problem associated with senior staff development programmes was found to be inadequate budgetary allocation. It is therefore recommended that there should be a proper staff development plan with commensurating budgetary allocation of which management should be committed to it.

3.   The trend analysis indicted that senior staff development programmes started falling after 2009. Based on this trend analysis, it is being recommended that efforts must be made by management to promote staff development in order to increase senior staff capacities for the tasks assigned them.

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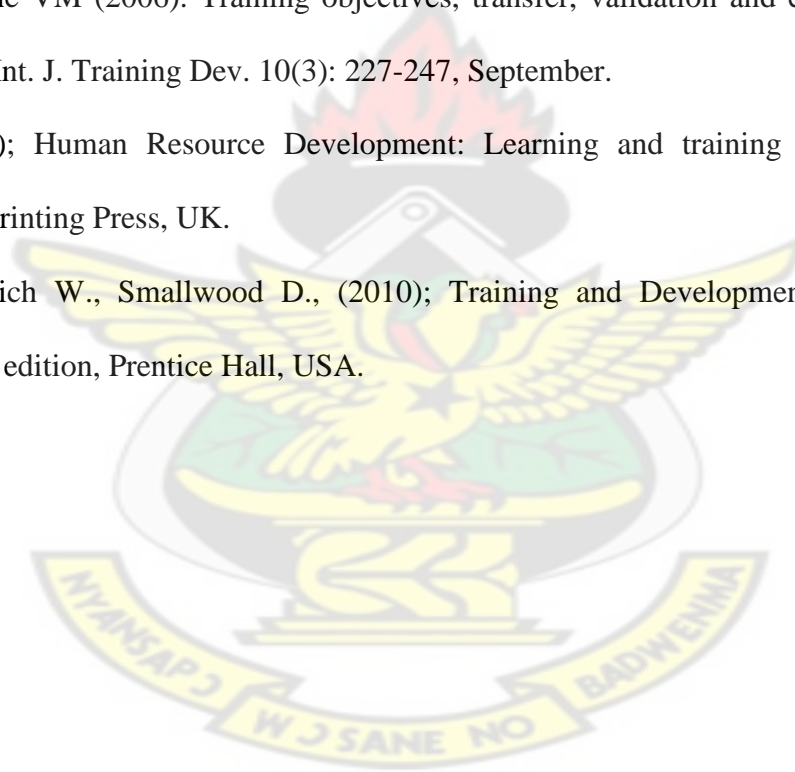
RESEARCH QUESTIONNAIRE

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY
INSTITUTE OF DISTANCE LEARNING**

**TOPIC: ASSESSMENT OF SENIOR STAFF DEVELOPMENT AT ELECTRICITY
COMPANY OF GHANA – KOFORIDUA BRANCH**

Questionnaire is designed mainly for the purpose of academic exercise. As a result, every

information given would be treated with the confidentiality it deserves as much as possible

and also identity of all respondents would be protected.

Please tick where applicable to you and state your opinion in the space (s) provided.

**SECTION A – THE SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE
RESPONDENTS.**

1. What is your sex?

   a. Male   [   ]

   b. Female   [   ]

2. What is your highest level of education, qualification?

   a. Diploma   [   ]

   b. H. N. D.   [   ]

   c. 1st Degree   [   ]

   d. 2nd Degree   [   ]

   e. Others (specify)………….

3. How long have your served the organization?

   a. Less than 1 year   [   ]

   b. 1 – 4 years   [   ]

   c. 5 – 9 years   [   ]

   d. 10 and above years   [   ]

4. What is your current position in the organization?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

**SECTION B – TYPES OF STAFF DEVELOPMENT PROGRAMMES AT
ELECTRICITY COMPANY OF GHANA (E. C. G.)**

1. List the types of staff development programmes that are normally accessible to senior

   staff at E. C. G.

   a. ………………………………………………………………………………..

   b. …………………………………………………………………………………

   c. …………………………………………………………………………………

   d. …………………………………………………………………………………

2. (a) Are there any laid down senior staff development programmes/policies in the

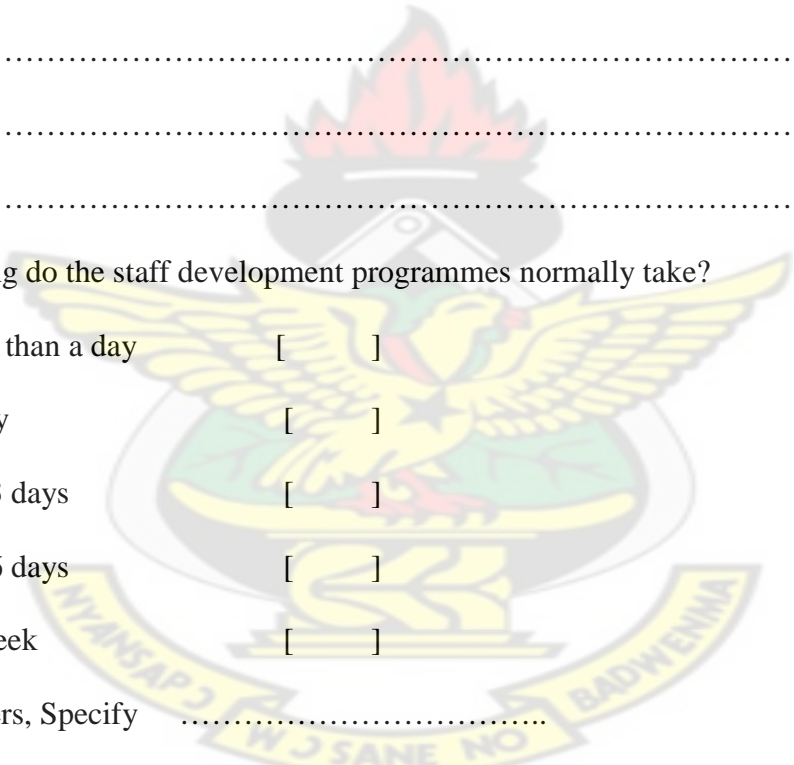   organization?

   a. Yes [   ]

   b. No [   ]

(b) If yes, name or state some of them.

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

3. What are the reasons for organizing such staff development programmes?

(a) …………………………………………………………………………………

(b) …………………………………………………………………………………

(c) …………………………………………………………………………………

(d) …………………………………………………………………………………

(e) …………………………………………………………………………………

4. How long do the staff development programmes normally take?

(a) Less than a day   [   ]

(b) 1 day   [   ]

(c) 1 – 3 days   [   ]

(d) 3 – 6 days   [   ]

(e) 1 Week   [   ]

(f) Others, Specify   ……………………………..

5. (A) Have you ever had the opportunity to attend any staff development programme?

a. Yes [   ]

b. No [   ]

(B) If the answer is Yes, when was the last time you participated in such a programme?

…………………………………………………………………………………………

(C) If the answer is No, why have you not benefited from any staff development

Programme?

…………………………………………………………………………………

SECTION C:- PERCEPTION OF SENIOR STAFF DEVELOPMENT

1. How often does management of E. C. G. organize such development programmes?

   a. Monthly   [   ]

   b. Quarterly   [   ]

   c. Bi – yearly   [   ]

   d. Yearly   [   ]

   e. Others (specify)………………….

2. How are they organized?

   a. Departmentally Basis   [   ]

   b. Grade Basis   [   ]

   c. Others (Specify) ………………..

3. (A) Does the staff development in your organization have any effect on your current

   job schedule?

   a. Yes   [   ]

   b. No   [   ]

(B) If Yes, what do you show as proof?

……………………………………………………………………………………

……………………………………………………………………………………

4. Do you think that management of E. C. G. is fair in the selection staff for development programmes/training?

    a. Yes [   ]

    b. No   [   ]

5. How can management ensure fairness in the selection of staff for development programme/training?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

6. How would you grade the development programmes offered senior staff by E.C.G.

    a. Excellent   [   ]

    b. Very Good   [   ]

    c. Good   [   ]

    d. Fairly Good   [   ]

    e. Bad   [   ]

SECTION D:- PROBLEMS ASSOCIATED WITH SENIOR STAFF DEVELOPMENT

1. What are the problems associated with senior staff development?

   a. …………………………………………………………………………………

   b. …………………………………………………………………………………

   c. …………………………………………………………………………………

   d. …………………………………………………………………………………

   e. …………………………………………………………………………………

2. How can the problems identified above be solved?

   a. …………………………………………………………………………………

   b. …………………………………………………………………………………

   c. …………………………………………………………………………………

   d. …………………………………………………………………………………