ASSESSING THE EFFECT OF TRAINING AND DEVELOPMENT ON

EMPLOYEE PERFORMANCE AT ANGLOGOLD ASHANTI, OBUASI

MINE

By

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DECLARATION

I hereby declare that this research work is the result of my own original work towards the Master of Business Administration (Management and Organization Development Option) and that, no part has been presented for another degree in this University or elsewhere, except where due acknowledgement has been made in the text.

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DEDICATION

I gratefully dedicate this thesis to my beloved mother Mrs. Apayie Amina for her immense contribution and fortitude and also to Mrs. Monica Ansuady for her support and prayers and not forgetting my brother for his support and encouragement.

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ABSTRACT

Employee training and development is an important tool that equips workers of an organization with various skills and knowledge for effective execution of tasks. The purpose of the study was to investigate the effect of training and development on employee performance at AngloGold Ashanti (AGA), Obuasi Mine. The approach in terms of data collection involved mainly the use of questionnaires. In all, a total of 200 questionnaireswere administered by the researcher. A total number of 160 questionnaires were retrieved from respondents and they were valid for the analysis. These 160 responses were analyzed using Microsoft Excel and the final results then presented in tables, bar graphs and pie charts. The study revealed that training and development have positive impact on employees' performance. The employees agreed that they are able to transfer the knowledge and skills acquired to their working environment. Though effectiveness of the training and development is high, the study revealed that there is inconsistency in the application of training and development policies and procedures. Based on the findings of the study it is recommended that management should have well planned; systematic and coordinated training and development programmes throughout the organization and also ensure that there is adequate budget allocation to finance the implementation of training and development programs in the company.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An improved capability, skills and knowledge of the gifted workforce has proved to be a critical source of competitive advantage in a global market. Employee training and development has been identified by various academicians to be very important to an organization and its effectiveness. To equip the required knowledge, skills and abilities of the employees to perform credible well on the job, demands effective training and development programs that may also effect employee motivation and commitment. In regards of the above, organizations are therefore motivated to train and develop their employees to the best of their ability in order to improve their effectiveness. To prepare employees to do their job on expected, organizations provides training and development as to realize the best their employee's potential. Most of the companies, by using long term planning, invest in the developing of newskills by their employees, enabling them to endure with the uncertain conditions that they may encounter in future, that is to say improving the employee performance through higher level of motivation and commitment. Employee and development are clearly associated with the improving of the performance, skills and knowledge of employees in their current job position.

According to Armstrong (2001), there are three sets of training objectives to the employees. The first objective is to develop the competences of employees and improve their performance. Second objective is to assist people grow within the organization in order that, as far as possible, its further needs t for human resources can be met from within the organization, and third one is to reduce the learning duration for employees

starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

Employees are the most important asset of every organization as they can make or unmake a firm's reputation and can negatively affect profitability. Employees who go through proper training and development tend to keep their jobs longer than those who do not.

It is very necessary therefore for the firm to offer systematic training and development programs for their employees. Training is very important to any organization to improve performance and capabilities of its employees. A company has to choice but to train its employees if its wants to remain competitive in the world of business. It varies from organization to organization in terms of how employees training are carried out as to the amount, quality and quantity. In spite of the large number of researches conducted on the relationship between training and development and employee performance, there has been a gap, regarding the research of impact of training and development on employee performance. The purpose of this research is to bridge this gap by deeply evaluating this phenomenon through relevant literature, throwing more light into relationship of training and development effectiveness and management employee performance and providing suggestions to the organization as how best they can use training and development programs to make employees perform well on job.

Mining is here defined as the activities relating to the extraction of "any substance in solid or liquid form occurring naturally in or on the earth, or on or under the seabed, formed by or subject to geological process including building and industrial minerals but does not include petroleum or water" (Ghana's Minerals & Mining Law, PNDCL

153).The country's mineral legacy possible is well known internationally and documented. But for four times, up to the 1980s, no new mine was opened in Ghana due to a innumerable of problems faced by mining sector shareholders and possibleinvestors alike, as a result of the economic, financial, institutional and legal framework within which the sector operated(Jonah, 1987; Addy, 1999). Nevertheless since the beginning of the Economic Recovery Programme (ERP) of the government of Ghana in 1983, the mining industry has seenremarkable growth (Jonah, 1987; AryeeandAboagye, 1997) The government's main objective for the mining sector at the beginning of the ERP was to rapidly attract investments into the mining sector, along with other key sectors which had export possible, to assist turnaround the general economy of the country. There is no doubt that significant success has been achieved in attracting investments. However the impact of the mining sector to GDP has occasionally been small (about 1.5% in the mid-1980s), it has been on the dominance since the late 1980s. According to Aryee.B.N.A. (1987), the mining sector has been a main provider to government income by way of mineral royalties and corporate taxes. This role pale in 1995, when it accounted for 15% of all revenues received by the IRS. Though, consequently, the price of most minerals (particularly that of gold) has dropped. This in turn has caused the earnings of mines and eventually their support to IRS collections accounted for an average of 27.5% of tax revenue.

It is also important to mention that, the mining industry is faced with a shortage of qualified talent to meet its production needs. Every year, there are more leaving than those entering this sector to pursue job and career opportunities. The key causes for this trend include the general image of the industry, the declining nature of the gold price,

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and number of graduates from the mining related programs since we have only one university in Ghana offering mining Engineering,).These trend and challenges have been widely debated in traditional mining across the globe. Mining companies are now beginning to acknowledge that the current supply shortage is already impacting the production, effectiveness and viability of their operations. The shortage of skilled workers in blend with high turn-over rates are among the top factors impacting industry development, either by preventing or suspending projects that would otherwise progress, or by meaningfully adding to the cost of new projects. Many mining companies across the globe are being affected by the drop in gold price and the high cost of production which is leading to downsizing of its workforce. AGA has currently laid off about 430 employees following the high cost of production and the gold price.

1.2 Statement of the Problem

With the advancement of technology in the world of businesses, many organizations have developed the skills of employees to enhance their effective performance. It is commonly held that management development is targeted at equipping employees for future jobs with organizations or at resolving organization wide challenges concerning, acquiring or sharpening their capabilities required to perform the various tasks and responsibilities associated with their current or expected future roles. Therefore the study is undertaken to find out the effect of Training and Development at both Senior and junior level of employees of AGA.

Training is very important tool, but it cannot be measured directly but change in attitude and behaviour that occurs as a result of Training. Employee evaluation should be done

after Training session by the management to know the effect of Training offered to employees. It was renowned that training and development programs improve knowledge, skills and the ability of the individual for doing a particular job. Most the employees in AngloGold Ashanti have a whole department or unit which provides employees training and development so as to cope with the continually changing demands of the work environment. AngloGold Ashanti is among the organizations which organize training and development activities to their employees in almost twice a year.

However, there has been a concern that training and development activities in organization is not well planned, not systematically implemented and not fairly spread across all departments in the organization. The collaboration with some of the employees indicated that little attention is being paid by the Management on the planning and implementation of training program. As a result of this problem, most of the employees go for higher education or a short- term, courses through their own arrangement.Employees who articulated the need to pursue university education was not given any form of support like sponsorship with pay. Their submissions for sponsorship were refused with those who were insisted being advised to quit. Those who wanted for part-time programs were terminated after their studies as management indicated their programs were not significant to the job. The few ones who were retained had no advancement to match their added skills and capabilities. This it is believed to have led to high labor leaving the organization. The study was therefore to assess the effect of training and development on worker performance.

This may lead to the lack of competence and hence low employee performance. This study therefore is set to examine the process of training and development activities, how it is carried out, its role and how this affect the individual employee performance in AngloGold Ashanti.

1.3 Objectives of the Study

The objectives of the research are categorized into two: general and specific objectives.

1.3.1 The general objective:

The overall objective of the study is to evaluate the impact of training and development on employee performance at AngloGold Ashanti- Obuasi.

1.3.2 The specific objectives are:

1. To evaluate the existing training and development policies and procedures used in AngloGold Ashanti- Obuasi
2. To assess the effect of training and development on employee performance
3. To assess the relationship between training, development and learning at AGA.
4. To assess the effectiveness of training and development methods at AGA.

1.4 Research Questions

To help achieve the objectives of the study, the research seeks to find answers to the following questions:-

1. What type of training and development policiesand procedures exist in AngloGold Ashanti- Obuasi

2. What are the effects of training and development on the organizational performance?

3. What are the relationships between training, development and learning in AGA?

4. What is the effectiveness of training and development methods in AGA?

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1.5Justification of the Study

In spite of the fact that the impact of employees training and development on the organizations performance is widely researched and recognized areas in various companies: to the researcher, however, knowledge and skills development is very crucial to the health of the organization because, we live in an information age today, and organizations are routinely valued not just on their physical but on their intellectual capital. The research would like to how training affects employee performance, in spite of the fact that, training affects employee retention and is a valuable commodity that, if viewed as an investment rather than as an expense, can produce high returns. Therefore the decision to conduct this study is justified.

In addition, it is expected that the study will inform the management in AGA and other organizations in Ghana the importance of training and developing their employees. The research also came out with the ideal training process and types of training needed for employees with regards to their position, department, units and sections. Finally, it is to aid

management of AGA to introduce modern schemes for training and development, to be able to meet the challenges of change in the future. .

1.6 Scope of the Study

This research on the effect of training and development of the employees at AngloGold Ashanti would be based on survey that would be done to collect data for the period of five years that is from June 2008 and June 2012 at AGA in Obuasi. The sample respondents were drawn from cross section of departments that are in AngloGold Ashanti.

1.7 Limitations to the Study

Challenges such as secrecy and approval on the part of management and fear of respondents to disclose vital information were limitations to the study. Some of the respondents felt unease and others were simply not bothered. The inaccessibility of some reliable records and reports on the activities on AGA was a challenge. The unwillingness of management to disclose strategic information all in the name of confidentiality is a limitation to the study. The collection and gathering of the data was a challenge due to the fact that, some respondents were not willing to answer the questionnaires and some of the questionnaires got missing by the respondents. At the time the researcher was collection the data, the company was doing retrenchment and for that matter employees were not having stable mind to give relevant information.

1.8 Organization of the Study

The study is organized into five chapters:

Chapter one introduces the study which is divided into sub- sections, the background information to the research problem, statement of the problem, objectives, research questions, justification of the study, limitations and scope of the study. Chapter two include a brief main purpose of literature review on the research problems and concepts with specific reference to how it applies to AGA, which had a great assistance towards identification of the theories and ideas that explored such as data subsequently relate to the study. Chapter three is being divided into sub- sections, and specifies the design, methodology in the area of study, population, sampling techniques and data collection methods and the analysis of this study. Chapter four presented into subsections which examines the overall findings towards the process and impact of training and development on the employee's performance and lay out the researcher's analysis on the organization's response to the impact and role of the training on its employees in terms of performance. Chapter five presents the final summary of the major observations and set recommendations on how to enhance the employees' performance and organizational effectiveness through training and development, in AngloGold Ashanti., limitations of the study and suggestion for further research.

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CHAPTER TWO

REVIEW OF RELEVANT LITERATURE
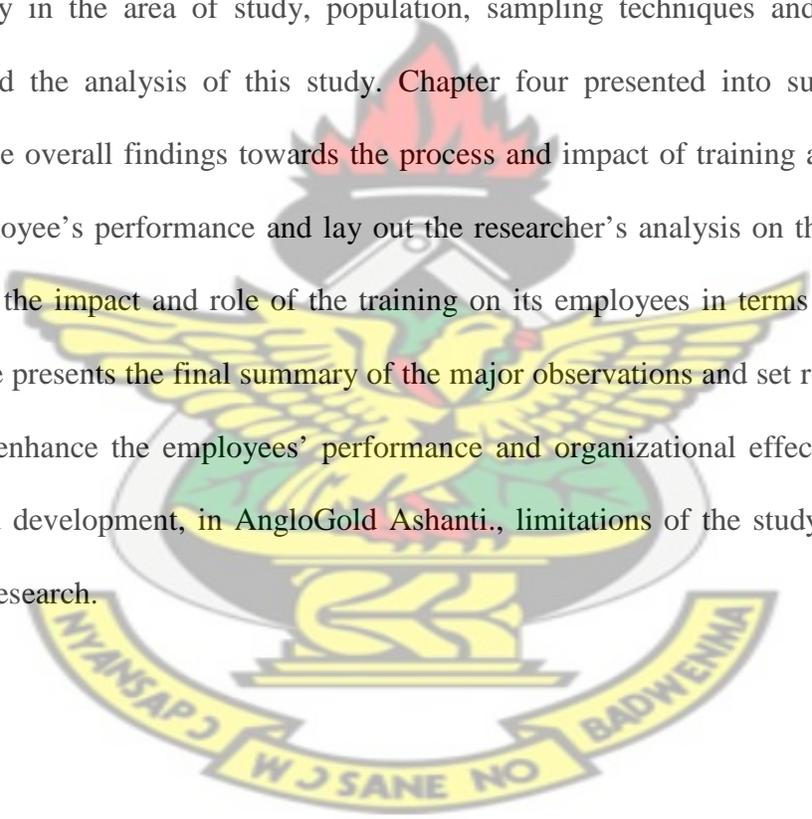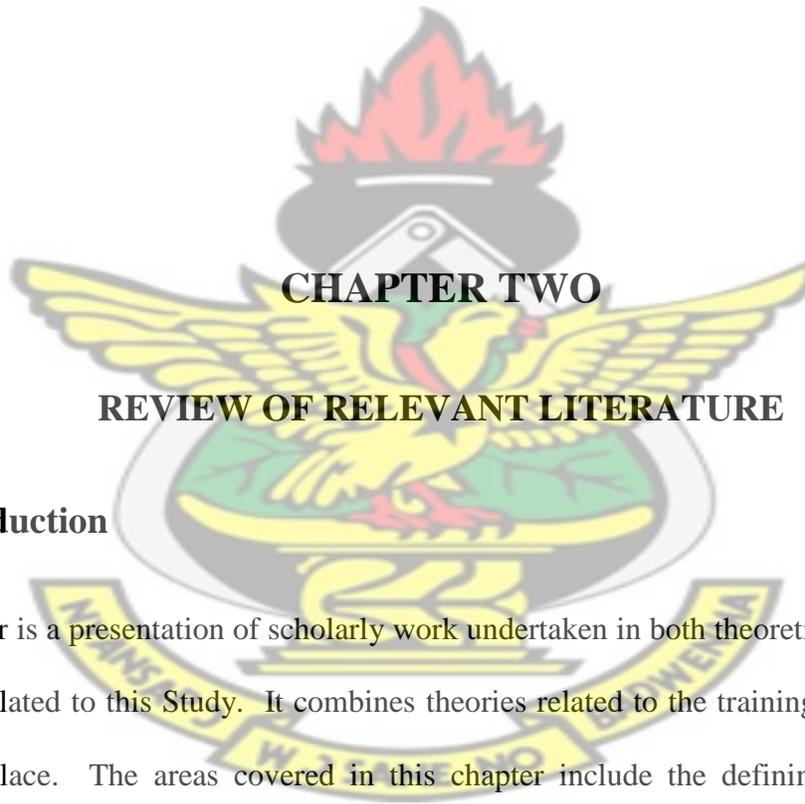
2.0 Introduction

This chapter is a presentation of scholarly work undertaken in both theoretical and empirical literature related to this Study. It combines theories related to the training of employees at the work place. The areas covered in this chapter include the defining of some basic concepts used in employee development and training, training objectives, types and methods of training and problems facing training and development of employees. In addition, it discusses findings of related researches and the knowledge disparity to be covered by this research

2.1 Definition of Key Concepts

2.2.1 Concept of Training

An important upbringing area of every Human Resource Management role is training and development for a capable use of human resources. It is also known that an improved capabilities, knowledge and skills of the workforce proved to be a major source of competitive advantage in every organization. Training refers to bridging the gap between the current performance and standard desired performance. Training increases the knowledge and skill of an individual for doing a particular job. In the current condition pertaining to training is increasingly seen as a means of not only aiding the growth of the individual employee but as an incorporated part of organizational growth.

Chiaburu and Telkleab (2005), defined training as a planned intervention aim at enhancing the elements of individual job performance. Ngirwa (2009) defined training as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals. It tides the gap between the job requirements and employee present specification. It simply means that changing what employee knows how they work, their attitudes towards their jobs and organization.

Training is a planned process of increasing the knowledge and skills of the employees for doing a specified job by providing a learning experience.

Armstrong, (2008), defined training as the planned and systematic modification of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

Training is not only to develop employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. This means that training helps the employees or trainees acquire new skills, technical know-how and problem-solving capabilities, thereby improving the performance of the employees. Training is also trying to amend skills and increase to the existing level of knowledge so that the employee is better fitted out to do is present job, or to equip him/her to be fit for a higher job involving higher responsibilities. This is to say that Employee training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992).

Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers and (Tsaielal; 2007) employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance. Armstrong (1996) expressed an understanding of training by emphasizing that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Sherman et al (1996), added that, the success of a training program will depend more on the organization's ability to identify their needs and care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They also indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked. This simply

means that the progress or failure of a training program oftentimes related to the acknowledgment and practical application of some basic psychological principles of learning. In other words, it means that organizations might have done all the necessary planning to ensure a successful training program, where the wrong employee would have been selected for the training program.

According to Barrington and stimpson (2002), training is needed so as to introduce a new process; improves the efficiency of the employees; provides training for unskilled workers to make them more valuable to the firm; decrease supervision needed; improves the opportunities for interval promotions as specific skills, communication and behavior; decrease the chances of accidents. Training is an important tool for the organization to restore the performance of the employees for the organizational growth and stability. An employee will become effective and effective and efficient and more productive if he is well trained.

2.2.2 The concept of development

According to Armstrong (2006), development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that reparse people to exercise wide or increased responsibilities. It does not concentrate on improving performance in the present job.

Harrison (2000), defined development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviors. It is more of career

based than job oriented and is concerned with the longer-term development and capable of the individual. Development does not cover only those activities, which improve job performance, but also those which bring about growth of the individual; assists personality in the development towards maturity and realization of their potential capabilities so that they become not only good employees but better women and men. It therefore refers to the future-oriented or driven training, and on personnel growth of the employee.

As the job and career development is concern, employees need new skills and capabilities. There is therefore, the need for employee development which helps the individual to improve ability to handle a different types of assignments; enhances performance at all levels in their current jobs; assists to maintain good performance of employees throughout their career exploring their full potential; answer accessibility of required numbers of personnel with the needed skills so as to achieve the current and anticipated future demands of the organization and also to provide the opportunities for the employees to achieve their career ambition, and to answer that the managerial resources of the organization are put to optimum use. According to ltika (2002), development sees the employees as being suitable resources with a variety of skills and places within the organization and it is also concerned with giving the individual the right mix of skills, experiences and contacts to enable them to achieve their full potential.

2.2.3 Difference between Training and Development

The difference between training and development is that training is the learning activity targeted towards the acquisition of knowledge or specific skills for current tasks which enables the individuals, contribute to the organization in their present positions. In other for

you to be successful, training should result in a change in attitude should result in a change in attitude, behavior, such as the new skills and knowledge on the performance of the job. In the case of development, it is a continuous process which is general and dynamic increase of skills and knowledge base which provides the employee with these requirements that are intended to be used in the future. Therefore, the transfer of any learning in non-specific as it includes learning general skills rather than how to perform particular activities, and the setting in which the learning takes places is always different from the setting in which it is executed. In this respect the essence of career development is to prepare employees to meet future issues and needs, hereby making sure that the organization's survival. Training was really used to give employees the job - specific skills, experience, and knowledge they need to do their jobs or improve their job performance as indicated by (Mayiams, 2002)

Training in more subjected and limited in terms of range and the overall effect on and organization. This subjection matter of training programs can lose the importance early; it is typically a one-time event, but development in the broadest view of skills and knowledge acquisition, development is an ongoing and topical. Training is a short-term process; individual employees learn technical skills and knowledge for a definite purpose. Development is a long-term educational and theoretical knowledge acquisition for general purpose.

2.2.4 The Relationship between Employees Training and Performance

According to Olaniyan and Lukas, (2008) performance simply means how employees are able to effectively manage and present their tasks to reveal their quality and good service preferred by their organizations. In this respect, there is direct relationship between

employee training, development and employee performance. When employees would be more trained or more developed, then they would eventually be more satisfied with their job, more dedicated and committed with the job and the performance of employees would also be improved. When it happens that employee performance improves, it would also lead to the organization effectiveness. Notwithstanding, sometimes employees see that trainings do not provide them with the requisite and sufficient knowledge and skills needed. The inappropriate training can bring conflicts and misunderstanding between workers and their organizations and which eventually have effect on the organization performance and effectiveness. Employee performance could be related to many factors within the organization such as the knowledge base, management and job satisfaction that would eventually obtained as a result of training they might go through. Training is one of the most important motivators which propels employees and can lead to both short-term and long-term benefits for the individuals and the organization as a whole. Few people these days would argue against the important of training as a major influence on the success of every organization. Employees are very important human resource, but expensive resource. According to Cole (2002), the specific factors and benefits that can address problems related to performance in the organization as follows:-

2.2.4.1Satisfaction

Job satisfaction comes from the fact that when the individual has the feeling of comfortability within the company, job expertise and even from the knowledge that the employee can work very hard and get promoted. Training programs do contribute to all of these factors that can lead to more satisfied employees who perform remarkably levels.

Training is one of the very crucial capable motivators which can lead to much possible importance for both the individuals and the organization at large.

2.2.4.2 Innovation

Training employees concerning the organization which each employee deemed to fits in the organization and how the organization fits into its overall industry creates innovation. The mining industry is very competitive sector which require employees who are innovation in order to face the dynamic environment of the mining industry. In other words, employees who have knowledge structure, delivered through training, are creative in solving problems, both in the short and long-term.

2.2.4.3 Lower Cost of Production

Training tries to reduce potential risks because trained personnel are able to make better and economic use of resources and equipment hereby bringing down and avoiding waste.

2.2.4.4 Change Management

Training assists to manage change by improving the understanding and commitment of employees in the change process and also which provides the knowledge, skills and capabilities required to adjust to new situations.

2.2.4.5 Knowledge

Training programs improves an employee's job knowledge. Increase in the job knowledge simply means that the employee will have the feel of more comfortable in performing his job and would eventually better at the high level.

2.2.4.6 Career Orientation

When training programs are properly given as a means to progress in one's career, they turn to have an impact on how an employee does his work. This is because it shows the pattern of job and its related preferences so that when employees who know they have a future with the organization, they are more likely to be high performers.

2.2.4.7 Goal Orientation

An efficient and effective training program targets the gap between what is expected and what is presently being practiced. This employee performance orientation, typically if delivered through training, makes the employee aware of his goals and targets and how he will achieve them.

Derrick et al (2000), indicated that the training environment and the structure of organizations, and emphasized on the effect of internal political and cultural factors on training and development. Sherman et al (1996) also argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. On the other hand however, would need some type of training at one time or another to keep an effective level of job performance. Training is an important key element to enhance and developed organizational performance; it improves the level of individual and organization competences. Even though many employers still have objections about the cost and level of tangible business returns from training, the development of skills has been realized as a key factor in the sharpening competitiveness.

2.2.5 Purpose of Employees Training and Development Program

The main purpose of training is to enhance skills and knowledge and to bring change of attitudes or behavior. It is therefore one of the crucial viable motivators which can lead to many possible importance for both individuals and the organization.

According to Adams (2002), training makes employees feel that they are part of the organization's culture or family. Training brings the sense of belonging in the employees. It creates the professional development and improves the employee's skills and makes knowledgeable employees with smaller mistakes.

McNamara (2010), also indicated that training increase job satisfaction and employee morality, improving the employee motivation, improving the efficiencies in processes and financial gains, increasing the ability to secure technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training.

Noe (2002) added that there are other benefits of training such as better prepared employee to achieve the organizational goals, more productive staff that are able to meet the challenges of change in the organization during learning and work on new programs. He is of the view that with training activities, while the organization will be more successful at attracting and retaining employees, it already has a pool of employees who are prepared to replace the ones leaving.

2.2.6 Principles of Training and Development

The purpose of training is to enable a leaner acquire the behavior required for an effective work performance, it is therefore very important that a vibrant grasp of the means through which learning theories are applied when designing programs are arrange simple.

According to Bryn Leslie (1990), there are four main requirements for learning to take place. The first is motivation. People are ready to learn when they really accept the need for training for which they eventually become to it. If their motivational level is not strong enough, no matter how well their training is structured and implemented; its effectiveness would be incomplete.

The second requirement is cue. It is through training that helps the learned to identify the relevant cue and its required responses. The third aspect is the response. Training and development should be quickly followed with positive reinforcement to assist the learner have a feel of the response.

Finally, feedback is very important where the information the learner receives showing the quality of his response is feedback. It must be made available as early as possible to ensure possible effective learning.

Although these learning principles are important, they do at times fail to talk about practice where the individual learner participates in ensuring that the skills and knowledge acquired.

2.2.7   Training and Development Process

According to Armstrong (2006), training and development program should be done systematic because it is explicitly structured, planned and affected or implemented to achieve the required needs. That is to say that good training and development program

should involve the following essential steps: determine training needs assessment, developing objectives developing training methods, identifying the trainees and finally evaluating the effectiveness of training development program.

2.2.7.1Training Needs Assessment

Training needs could be assessed by examining the fundamental human resources areas: the organization as a whole, the job characteristic and the needs of the individuals. This evaluation will provide solutions to these questions: where is the training need; what specifically must an employee learn in order to be more productive and who need to be trained. According to plynes (2008), a need can be simply defined as the difference between what is currently being done and what needs to be done. It is extremely difficult to design and effect a training program without carrying out the analysis, as this will bring the solution to a problem that is not related to training deficiency.

Training needs to be based on organization need, type and nature of work to be executed and the necessary skills to complete the work. It is very important that every company should make sure that proper assessment is being done to know the current status and conditions of the organization and what it does better and the capability of your employees to do these activities. This assessment will provide some standards or targets against which the effectiveness of the training program can be analyzed. In addition to that, organization must ensure whether the organization is financially sound to support the training programs. When the organization is not financially good enough to carry out the training program, any attempt to establish strong training program will fail.

The human resource officer will assist to identify the various areas that are very important from training and the skill record and can also assist to determine the knowledge and skills possessed by the employees in general. This record of skills will help the organization determine what skill is obtainable now and what skills are needed for future development. The individual employees could be analyzed by comparing their present skill levels or performance to the organizations performance standard or expected. Any inconsistency between actual and expected skill levels identifies a training need.

Pynes (2008), made it clear that organizations can determine training needs through a variety of techniques. One of them is through job analysis which will be performed prior to the needs assessment. The job analysis should identify the skills, knowledge, capabilities and other features (such as motivation and drive) that official need to effectively perform their jobs. He went further to add that surveys and interviews with is incumbents and supervisors; performance assessment that identify performance insufficiencies; reproaches or complaints from clients, employees, or personnel in agencies working with your employees; changes in procedures or operating rules; and appeal for additional training by incumbents can all provide an indication as to what training is needed.

2.2.7.2 Training objectives and plan.

When the need is realized, it is simple for the training purposes to be recognized. Training purposes are reports that state the preferred employee knowledge, skills, capabilities and other features that employees will have at the end of the training program. The purposes give the usual for assessing what has been achieved and for accomplishing the level of achievement. On the other hand, training program should not be structured until what that

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program of training activityis to undertake is known. For training purposes to be achievable, they should be identified as categorically as possible (Pynes 2004).

It is necessary that training purposes must be achievable and assessable. It must be simple and open to both the employee and supervisor because they can be used to analyze their accomplishment. If the purposes are not realized, failure gives the Human Resource comment on the program and the members. A training program will be achievable if the purposes are successful. Therefore, it is notable that when improving the training purposes it should be in a collective process integrating input from management, employees, supervisors, and trainers to make sure that the purposes are useful and achievable (Ngiwra 2009). Organization should begin by measuring the present conditions of the organization how it does, what it does best and the capability of your employees to do these activities. This evaluation will give some kind of standards against which the success of training program can be analyzed. Secondly, organization should see whether the organization is much dedicated financially in assisting the training ideas. If not, any effort to bring up strong training program will eventually not succeed. Besides, organization must indicate exactly where training actually needed. Ngiwra also mentioned that the Human Resource officer will assist to know the various areas that could be necessary from training and necessary stock of skill and can assist to get the know-how the employees are having in general. This stock could assist the organization shows the skills are in place now and the type of skills that are required for the future improvement. The individual workers can be analyzed by relating their present skills levels or capabilities to the organizations' performance bench marks or expected level of needs. Any difference between the actual and the expected skill level gives the training needs.

Pynes (2008) further indicated that organizations can identify training needs through some many methods and strategies. One of these is by way of job evaluating which could be performed before the need assessment. The job evaluating must be identified through the skills, knowledge, capabilities and other features (such as motivation and drive) the current need to strongly performed their jobs. In additions, he indicated that, surveys and interviews with the current and supervisors; performance assessments that indicates performance absences; reproaches or blames from clients, employees, or personnel in agencies working with the employees; changes in the regulations or the working methods; and the need for extra training by current can all give idea to what training is required.

2.2.7.3 Identify the Trainees

The issue of who must be trained is very crucial, training of employee is costly, and therefore it is necessary to critically select who will be trained. In addition to that training programs should be structured to identify the capability of the employee to learn the material and to use it efficiently, and to make the most effective use of resources possible. It is also crucial that employees moved by the training experience. Employee incapability in the program is not only destroying the employee but also a waste of resources as well choosing the right trainees is necessary to the achievement of the program. Selecting of the trainees includes recognition of job groupings where the training needs have been realized which is executed by the training analyst and the recognition of the real names of employees who attend the training which is executed by a supervisor using procedures that controls the selection of the employee for training from Human Resource section (Ngirwa, 2009). There are basic educations, years of service.

2.2.7.4 Training and Development Methods

The program of training and development assist the employee to align to fast changes in job requirements and maintain them informed to the new technologies and procedures. Naturally there are two broad types of training and development readily available to both public and private sector organizations: on-the-job and off-the-job form of training methods. What method should therefore be used for the organization in realized by the individual conditions and other features such as 'who' 'what' and why of your training and development program.

On-the-job form of training simply means the process or method that is applied in the work place, while the employee is normally working so hard to get specific skill. This type of method is needed to improve the employee that had insufficient qualification for the job execution. It is therefore the important that training within the organization policy. Therefore there are three techniques that are normally practiced by the organization to train employees which are: orientation, job rotation, and coaching and job instruction.

On the other hand, off-job-Job methods are usually used away from the work places. There is some knowledge and skills are problematic to teach at the worksite, therefore, off-site training will be important. Employees get training away from their workstation. The method allows for the use of greater difference of training processes, which involves: apprenticeships, lectures, assistantships, internships, specially study, films, television conferences or discussions, case studies, role playing, simulation programmed instruction and laboratory training. (Cole, 2002)

2.2.7.5 Training techniques

According to Armstrong. (1996), the organization can indicate which techniques to use all depends on the needs and purposes of the training in the organization. Among the commonly practiced techniques in the organization and many others are as follows:-

i.   Orientation

This is given to recently selected employees directly after being employed. It keeps new employee from making expensive errors; it assists to understand the overall purposes, assignment, choice, programs, problems and policy, structure and key members of the organization. Orientation method is also imperative for the newly employed employees to empower them gain self-confidence and perform better to meet the preferred expectancy. The periods may differ from few days to few weeks subject to the situation.

ii.   Job rotation

This method comprises moving employees to several positions in the organization so as to develop their knowledge and capabilities. The method is tremendous for widening an individual's experience to the organizational processes and for revolving a professional into generalist, growing the individual know-hows, allows the employees to grip new information and motivate new ideas.

iii.   Coaching

Coaching is repeatedly provided by experts from both inside or outside the organization who focus on precise areas of skills, for example leadership. It is also something that can occur in the workplace. As a HR head of the unit you should be equipped and able to act as a coach when needed to see that learning really takes place.

iv.   Lectures courses and Seminars

According to Khanka (2007), lectures are the most universally used direct technique of training. This method includes both practical and hypothetical teaching procedure, which could be done within or outside an organization. It is outdated system of training employees. Employees attend formal lecture courses and seminars to obtain the precise knowledge and improve their theoretical and systematic capabilities. Lecture courses and seminars benefit from today's knowledge and are frequently accessible to distance-learning plan. Criticism and contribution can be developed when discussion is acceptable along with lecture procedure. It is virtual economic technique.

v.   Workshop/conferences

According to Saakshi (2005), the conferences system was used to assist employees improve problem-solving skills. It is a sequence of informative and work terms. Small groups of people meet together over a short period of time to deliberate on a distinct area of concern. These workshops comprise skills that can be useful directly in the workstation.

vi.   Audiovisual Methods

Films, television and video are frequently used for training in a range of settings. Videos can be used to determine specific tasks, such as the processes to follow when arresting a suspect or quenching a chemical fire. Videos are often used in orientation meetings to current

background statistics on the agency-history, importance, and objectives. This use excludes the need for trainers or superiors to repeat themselves for all new employees and confirms that the same information is offered every time.

vii.   Conferences

In this method, the trainer provides a lecture on the particular topic, which is followed by request and considerations. The conference leaders must have the essential skills to lead the discussion in a significant way without losing prospect of the topic or subject. This method is used to assist employees improve problem-solving skills.

2.2.7.6 Evaluation of Training and Development

Evaluation is defined as the method of determining the significance and usefulness of a learning program. Evaluation of the training program is essential to determine whether the training achieved its purposes. Regrettably, this is often neglected specially in private sector organizations (Bramley, 1995; Sims, 1998). Evaluation develops training program by providing criticism to the trainers, participants and employers and it evaluates employee skill levels. Evaluations can be used to determine changes in knowledge, levels of skills, attitudes and conduct, and levels of success at both the individual and agency level (Pynes 2008).

Evaluation of learning can be done through assessment and justification tools to offer the facts for the evaluation. Assessment is the measurement of the real effects of the training in the work situation; while confirmation determines if the purposes of the training objective were met. Training must be assessed in terms of how much the participants learned; how

well they use their new skills on the job and whether the training program attained its anticipated results (reduced turnover, increased customer services etc.).

2.2.7.7 Methods of Evaluation

According to Kirkpatrick (2006), training programs can be assessed into four main levels. The first level is evaluating the participants' responses to the training program. He refers to this step as a degree of client approval. The second level of evaluation measures whether learning has happened as a consequence of attending the training. Did the participants obtain the skills or knowledge exemplified in the purposes? The third level of evaluation measures the scope to which on-the-job behavioral change has happened because of the participants' have attended the training program. Another method with this level of evaluation would be to adopt performance assessments structured to determine the new capabilities. The fourth level of evaluation efforts to determine the final effects that happened because employees attended the training. Preferably, training is connected to enhanced organizational performance. At this level, evaluation is aimed at measuring what effect the training has had on the agency. Reasonable final results can include such things as rarer criticisms filed against supervisors, greater employee output, a reduction in the number of user objections, a fall in workplace calamities, larger quantities raised through fundraising, enhanced board affairs, and less perception in the workplace. A final step, organizations must measure whether the benefits of the training compensate its direct and indirect expenses.

2.2.7.8 Problems Facing Training and development

Cole (2002), recognize some issues that impacts the quantity and quality of training and development actions in the organizations, these comprises; the extent of change in the

external environment, the amount of internal change, the accessibility of appropriate skills within the current work-force and the level to which management see training as a encouraging factor in work. Employees training and development is poorly performed in many organizations (Ngirwa 2009). He indicated some areas, which are challenging as follows:-

2.2.8.1 Poor Data Bank

There has been deficiency of knowledge on the total number of employees in organizations, number of employees per job class and organizational units, age profile, qualification profiles, employee's position list organized regarding to job groupings, list of existing training programs. There are just a few of the key items of distinctive human resources data bank, many of which have assessment making inferences on the management of training programs.

2.2.8.2Poor choice of trainers

The human resource department is expected to choose the trainers logically. Nevertheless with liberalization, many people have reputable training and Consultancy firms which may not have the skilled employees to carry out trainings. Such firms employ people and are even ready to induce so that they can win the training jobs. Bryn Leslie (1990) As a result the trained employees end up with no positive influence when they return to their organizations.

2.2.8.2 Shortage of fund

Training and development is not inexpensive. Organization has to pay to get their employees trained.   Many organizations cannot train their employees because they do not have adequate fund to meet expenses of the programs.

2.2.8.4 Shortage of Training Institutions and Programs

Most of the developing countries have   a deficiency of appropriate training institutions and important training programs. Therefore the organization fails to train their employees.

2.2.8.5 Poor top management support

The top management support is indispensable for the accomplishment of the programs. But there are some organizations, whose top managements do not follow and take training and development completely. As a result execution becomes poorly administered and its resources become divided to other industries.

2.2.8.6 Poor employee participation

Occasionally there are organizations which do not openly promote training prospects and programs. There are others who threaten permanent employees by telling them that they will be substituted and their position taken by other employees if they join training and development programs. In the end some employees decide not to go for training for panic of losing their status and position.

2.2.8.7 Employee poor return to the Dramatization

There has been a trend for some employee to attend training not for the aims of getting back more knowledge to his/her organization but to achieve his/ her own interest of success grants and be away from the job. This has been unfavorable to employers when they see no transformation for the trained employees.

2.2.8.8 Poor evaluation of the training programs

Regrettably, training efforts are inadequately assessed in many Ghanaian organizations notwithstanding that training result in the use of plenty of money. The effect of trainingprograms and even the operation of the employee return are the very things that motivate the management to carefully spend in it.

2.2.8.9 Shortage of HRM Experts

There is a major deficiency of training specialists in many organizations in Ghana. This could be one of the main explanations why the employees training and development function is not efficiently accomplished.

2.3   Empirical Literature Review

Training and development in the private sector organization has been accepted by various scholars as a very imperative role in refining work performance of the employees and ultimately to the organization as a whole. A study conducted in Scotland, UK, on 150 organizations to examine the main concerns of the present Human Resource performance, shown that 89% of the organizations surveyed placed employee training and development as the most significant in the performance management (Soltan, et al., 2004). The study recommend that, the HR personnel generally considered the process of the performance

appraisal as one of the main mechanisms for ascertaining training and development needs at the individual level.

A research conducted by Fey *et al.,* (2000), on the effect of training and development on the employee performance, submitted that, there is a solid positive correlation between both management development and employee training and development program, and organization performance in Russian team - based affiliates of Western corporations. This suggests that, both management and employee development were meaningfully interrelated with organization performance. He added that, an emphasis on employee development, with employments safety, is possible to be common by employees in terms of high level of organizational obligation. Committing funds into employee training and development may also be essential for Western organization struggling to attain a competitive advantage through high value products and services, particular features that were not paid much attention to during previous planned economy.

Other research conducted by the Kapsalis countries, Canada, the united States, Switzerland, the Netherlands, Poland, Germany and Sweden, in showing the lessons which can be learned from the combined capabilities of different countries, discovered that about 66% of Canadian and United States employees who received job-related training from their employer stated in the research that they were using their attained skill at work to a great level and therefore enhanceemployee work performance and the organization as a whole.

A study was conducted by Sharma and Upneja (2005) to examine the issues persuading financial performance in the small hotels at Arusha in Tanzania. The outcomes of this research submitted that insufficient employee training and development programs was

among the factors accountable for low profitability in the hotels thus providing indication to HR professionals on the importance of this constituent in the business sector. Notwithstanding the accessible mixed bag of strategies, an association must be careful when selecting preparing systems for its utilization. A cautious utilization of preparing routines might be an exceptionally practical financing. Despite the fact that a standout amongst the most vital stages in the preparation process, assessment and observing is regularly the most disregarded or slightest sufficiently completed part.

Despite the fact that there exists different positive written works and even minded studies on representative preparing and improvement, yet the majority of these are for the private division and organizations which are profit oriented. Therefore, I can indicate that more study is needed for better appreciative on how employee training and development program can influenceperformance of employee and increase organizational efficiency for the benefits of the private sector organizations. Hence, this research efforts to address the gaps in the literature by discovering the employee training and development of the private sector which is AGA and also effort to focus some of the concerns which influence its worth to both employees and the organization.

Conceptual Framework of Effect of Training and Development on Employee Performance

There are different conclusions that are normal from training and development process. These are execution levels, dominance or appreciative abilities, better staff resolve and inspiration, vocation development and ascent. These effects in inspirational demeanor towards work obligations. Prepared representatives are prone to give better yield that the individuals who have not been trained. Employee training minimizes wastage and supports

assorted qualities. The accompanying diagram schematically explains and restores the effect of training and development of employees:

Independent variables Dependent Variable

Attitude

MotivationPerformance of employees

Knowledge

Skills
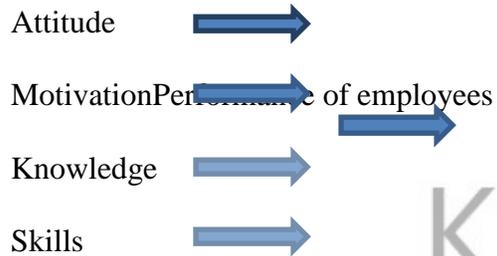
Source: Bohlander and Snell (2004)
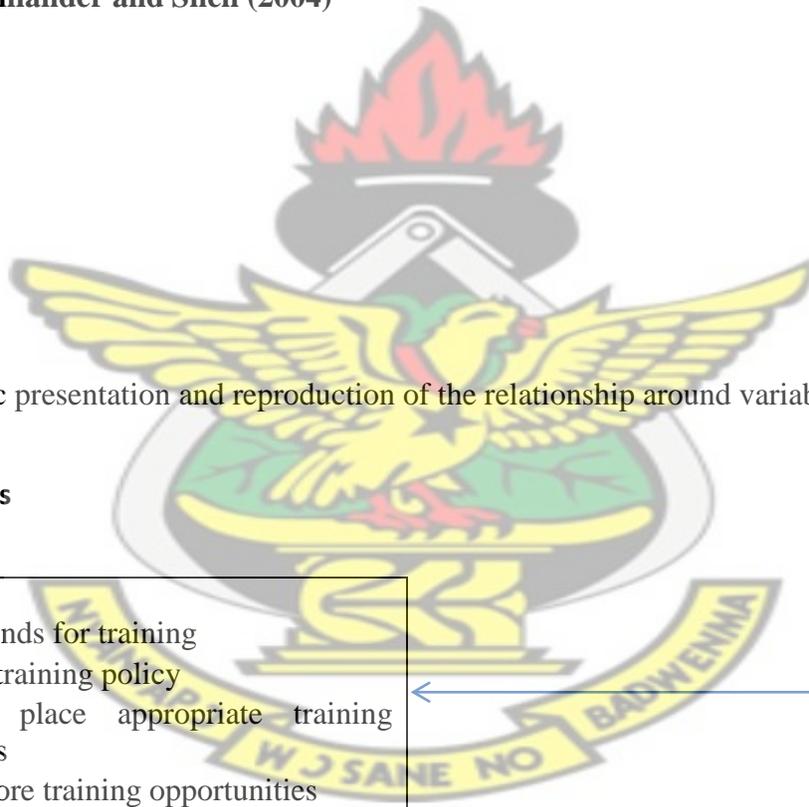
A schematic presentation and reproduction of the relationship around variables

Input factors

- Provide funds for training
- Prepare a training policy
- Put in place appropriate training programmes
- Exploit more training opportunities

Process factors

- Improve methods of assessing training

needs
- Increase training period
- Involve more practical training

Output factors

Updated employees skills
- Promotion of job competency
- Improved performance

Feedback

Less problems of ineffective performance
- Higher job satisfaction
- Low wastage of resources/skills
- Less accidents and scrap.   Source: Bohlander and Snell (2004
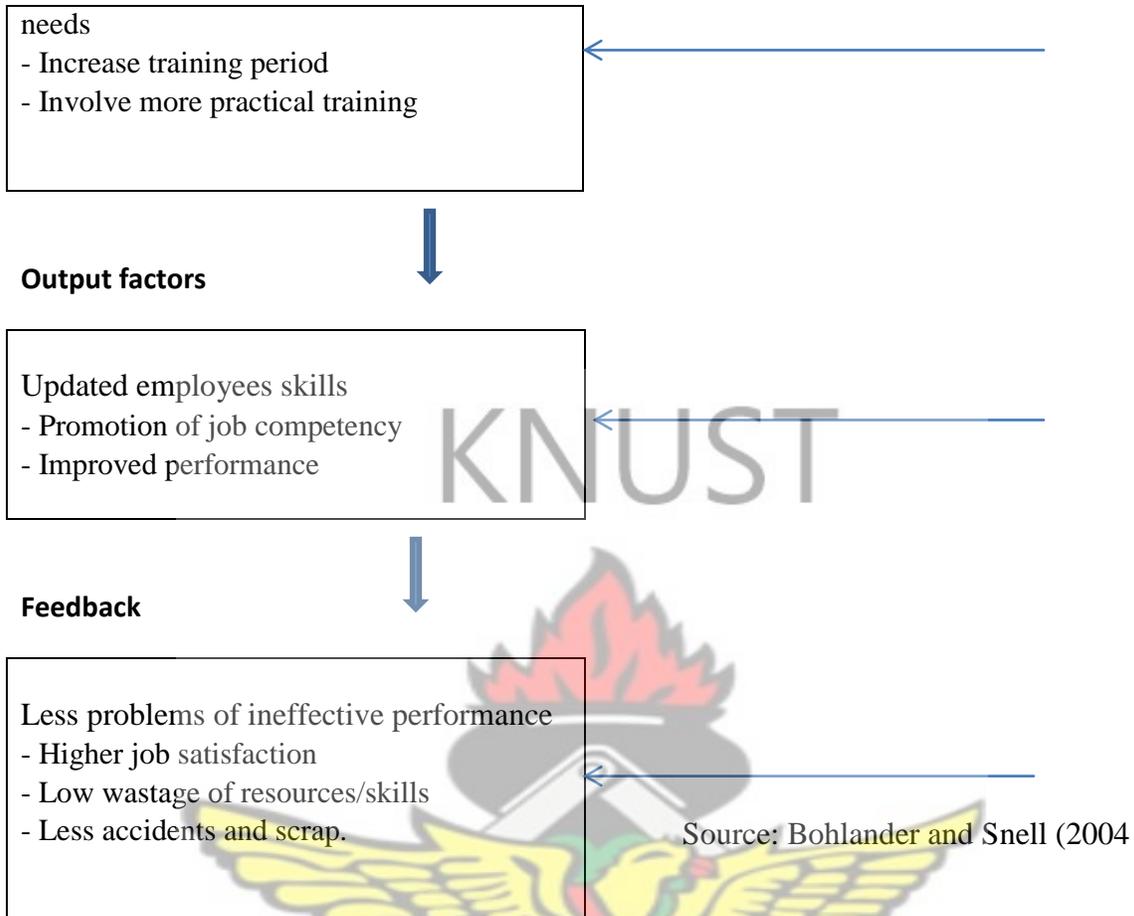
CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.0 Introduction to Methodology

This section of the study defines the methodology that was employed in the research; where it points out on the study structure, area of the research, the population of the study, sample size and sampling techniques, the methods used in data collection and data analysis. Lastly it provides the reliability and validity of those instruments.

3.1 Research Design

A research design is a coherent plan and that specifies how data relating to a given problem should be collected and analyzed for guiding a study conducted. It provides the procedural outline for the conduct of the research. It is a program that directed the researcher in the procedure of gathering data, evaluating and deducing observations (Polgar and Thomas 1995). This research used a 'case study' method to gather data. A case study is a comprehensive investigation of a specific case being a subject or a condition for clarifying concepts and variables or clarifying ways for to measure those for obtaining detailed appreciative of problems being examined (Kothari 2004). 'Case study' technique is a very common form of qualitative exploration that probes deeply and analyzes interactions between the factors that explain present status or that influence change or growth also envelops a careful and intensive feeling of a foundation, or even the aggregate community, it considers in profundity as opposed to extend. Under this system the strategy jumps out at be qualitative and not quantitative (Kothari 2004).

According to Sekaran (2007), Case studies carefully investigate incorporate complete, fitting investigation of issues concerning to related conditions in different associations. Case studies are acknowledged as critical thinking, are subsequently not regularly depended on in associations since discovering the same sort of issue in an alternate similar area is testing on the grounds that to resistance of the association to uncover their troubles. All things considered this study resulted to utilize both; a qualitative study method and a quantitative exploration technique. Qualitative study outline is a procedure used to run across how individuals feel or what they ponder a specific subject or establishment; however quantitative method is fixated on the assessment of limit or volume (Kothari 2004).

In this regard quantitative study technique in this exploration was utilized within processing regular estimation and number of respondents.

3.2 Data Source

The two sources of data namely primary and secondary data are discussed below

3.2.1 Primary Source

Primary data is raw data being observed or collected directly from first-hand experience. Primary data is important for all areas of research because it is unvarnished information about the result of an experiment or observation. As it were, it is unique examination information in its basic structure without any dissection or handling. The primary data was obtained from respondents by conducting survey in the form of questionnaire, interview and observation across Mining division, engineering division and Human Resource division. To empower the researcher accumulate the required reactions from the distinctive respondents, 46 essential organized inquiries were put before both junior and senior staff respondents (AngloGold Ashanti).

3.2.2 Secondary Source

Secondary data is data that have already been collected for some other purpose which might have been processed and subsequently stored. There are three types of secondary data and these include documentary, survey and multiple sources. So as to address the analysis and destination inquiries of the study, the researcher likewise also accessed a variety of secondary data sources from the organisation's (AngloGold Ashanti).

3.3 Study Population

The targeted population for this study was 2000 employees of AngloGold, Obuasi Mine.

These populations are drawn from Mining, Engineering and Human Resources. Table 3.2 depicts a summary of information on the number of employees sampled from the various departments and the gender distribution.

Table3.2 Staff distribution

MINING	MALE	FEMALE	TOTAL
EXPATIATES	3	0	3
SENIOR STAFF	254	0	254
JUNIOR STAFF	778	4	782
TOTAL	**1,035**	**4**	**1,039**
ENGINEERING			
EXPATRIATES	9	0	9
SENIOR STAFF	200	4	204
JUNIOR STAFF	595	20	615
TOTAL	**804**	**32**	**828**
HUMAN RESOURCES			
EXPATIATES	0	0	0
SENIOR STAFF	78	10	88
JUNIOR STAFF	25	20	45
TOTAL	**103**	**35**	**134**
GRAND TOTAL	**1,942**	**58**	**2,000**

Source: Researcher's Field Work, 2014

3.4 Sampling

The researcher's choice for sampling technique was centred primarily, on the large number of employees in the case study organisation. Moreover, the three functional areas of mining and engineering are relatively separated. Also, it was virtually difficult for the researcher to cover the whole population of 4,213 because of time and budget constraints, among others factors.

3.4.1 Sampling Technique

The researcher used quota sampling method to gather data from the selected. Quota sampling is a type of stratified sample in which selection of cases within levels is completely non-random of the population. The motivation of selecting the quota sampling method was centred on the basis that the researcher sample would characterize the population and that all the significant quota variables were known and available. This sampling technique was according to the researchers' the most suitable since it will enable the researchers' obtain an elaborated view of employees relating to the study. Objectivity and fairness were other factors considered in the choice of the sampling technique for the study. Nevertheless, the accessible population was made up of 200 employees who were made up of 120, 60 and 20 employees selected from mining, engineering and Human Resource sections, respectively. These quotas comprised both local and expatriate employees. The researcher also involved all the female employees of the three sections in the sample which constituted only 29% of the population.

Table3.3 Sample distribution

MINING	MALE	FEMALE	TOTAL
EXPATIATES	4	0	4
SENIOR STAFF	40	0	40
JUNIOR STAFF	73	3	76
TOTAL	**117**	**3**	**120**
ENGINEERING			
EXPATRIATES	4	0	4
SENIOR STAFF	17	3	20
JUNIOR STAFF	30	6	36
TOTAL	**51**	**9**	**60**
HUMAN RESOURCES			
EXPATIATES	0	0	0
SENIOR STAFF	10	5	15
JUNIOR STAFF	2	3	5
TOTAL	12	8	20
GRAND TOTAL	**180**	**20**	**200**

3.5 Method of Data Collection

The study used questionnaire technique of data gathering so as to evade predisposition and unpredictability of data.

3.5.1 The questionnaire

A questionnaire is a set of questions that is filled of characters and signs in order that the respondents can tick the suitable clue of his/her view or write short answers. A questionnaire was developed for the employees to solicit information on the issues enumerated by the researcher. The questionnaires were developed for both local and expatriate which includes Junior and senior staff. The questionnaires were made up of both closed and opened questions. With regards to the closed ended questions, alternatives choices were given or provided for respondents to choose from. In the case of the opened questions, the respondents had the opportunity or chance to express their views and suggest ways and indicate opinions and challenges. Questionnaires were made up of various items that were written in a simple and clear language to enable respondents have easy understanding. The researcher has also spent time in explaining the motive and importance of the study to respondents to enable them answer the questions with ease. The questionnaire sample is attached on appendix 1.

3.6 Analysis of Data and Presentation

The study collected both quantitative and qualitative data. The researcher used Microsoft Office to analyse and present the data .Whereas the quantitative data was analyzed using Microsoft software for statistical analysis. It is a data management and analysis product that can perform a variety of data analyses and presentation of data function. Descriptive analysis was employed for the study. The technique for quantitative data analysis was the frequency distributions, correlation, tables and figures, bar charts, pie charts and percentages, which were used to determine the proportion of respondents choosing the various responses. All the qualitative data were grouped, quantified and coded to facilitate counting of frequencies of responses that were given by respondents. The data were further

edited to ensure that the items were answered correctly to determine their accuracy, reliability, suitability of the responses and also to avoid blunders and biases.

3.7 Organizational Profile

Ashanti prides itself in its relationships with local authorities and traditional political and social institutions in the African countries where it operates. The company has assisted local communities with infrastructure projects such as roadways, water and electricity access, and education. The rich goldfields in the Ashanti region of what is now Ghana were controlled by the powerful Asante (Ashanti) state as far back as the 17th century. The British colonization of Ghana in 1874 and the ensuing Ashanti wars brought a large number of Europeans to the area. As time went on, soldiers and travelers spread the word about the region's legendary gold reserves--"you could pick up gold as you would potatoes," reported one traveler (Ayensu, 1997). Widespread interest opened the region for large-scale commercial gold production. With the overthrow of the Ashanti king in 1896, the Ashanti protectorate was brought directly under British control, and Edwin Cade was given approval to mine the region. On June 11, 1897, Cade listed the Ashanti Goldfields Corporation Ltd on the London Stock Exchange and set up operations at Obuasi on December 24 of that same year. The Obuasi mine yielded 2,544 ounces of gold in its first year of operation and 4,673 ounces the second year. This early success, coupled with the devastation of the South African gold trade during the Boer War (1899-1902), fed Ashanti's rapid growth that continued until the uprising of the Ashanti people against British rule in 1900. After the war, significant discoveries in 1937 of gold along the Obuasi fissure and other locations gave rise to a time of great optimism at Ashanti. The company made plans for major expansions and

budgeted for increased output. However, these plans were cut short by World War II, which had a disastrous effect on the entire African gold mining industry (Ayensu, 1997).

Most mines in the Gold Coast region were shut down for the duration of the war, but a few profitable operations. Subsequently, the industry had been cut off from foreign investment since 1942, and many mines were closed down because they could not sustain themselves. Ashanti was one of only four operations on the Gold Coast that remained open during this time and was the largest and most profitable. At this time, Ashanti was led by its autocratic chairman General Sir Edward Spears, who lived abroad and visited the company's operations on irregular basis. In 1986, the company's first Ghanaian CEO, Sam Jonah, was appointed. He embarked on a major overhaul of company operations. While the company's headquarters had been in Accra for twelve years, much of the planning and budgeting was still carried out by consultants in the London office. Jonah transferred these duties to Ghana, keeping the staff geographically close to the mine site. Communications between management and line workers was improved, wages for mine workers were raised, and the company began the community renewal plan that is now a hallmark of all its operations throughout Africa. In 2004 AGC merged with Anglo America, a South African gold mining company which has its Corporate Head Quarters in South Africa. After mergence, the new company adopted the name "AngloGold Ashanti. AGA employees are those employees who provide both direct and indirect services to the mainstream work flow of the organization. They include a wide range of core direct expert and support services employees. These are the mining Engineers, Electrical, Mechanical, Geodetic, Instrumentation, Industrial Engineers, Surveyors, Accountants, Information Technologist, Administration, Metallurgists, Geology, Environmental, Training and Development, Medical Services,

Public Relations Department, Human Resource Management, . These are the employees'
categories that perform the activities in ensuring the effective and efficient performance of
the organization. The vision is "to be Leading Mining Company". Mission AGA says that
"We create value for our shareholders, our employees and our business and social partners
through safely and responsibly exploring, mining and marketing our products".
Nevertheless, the accessible population was made up of 200 employees drawn from

These were composed of 40 employees selected from each of the department made up of 30
males and 10 females' respondents respectively, except mining which is male dominated
(Ayensu, 1997).

3.7.1 Main Activities of AGA

As the name portrays, AngloGold Ashanti Ltd is a gold mining company situated at Obuasi
in the Ashanti Region. Its main activities are mining and milling of gold. The mining is done
from both surface and underground operations where the ore is extracted and conveyed to
the processing plant for milling in order to come out with the final product in terms of gold
– ounces. (Ayensu, 1997)

3.7.2 Human Resources

In support of AGA's principles, values, vision and mission, it is the mission of the Ghana
Human Resources Department to support the total operation in meeting its goals through its
most valuable resource - its PEOPLE: To ensure that AGA's vision and values are cascaded

down to all levels, whilst creating the right culture and environment for AGA Staff to help the company in achieving its short and long term goals. Play active and strategic role in overall business process by designing HR systems and procedures, which are aligned with AGA priorities and business objectives.HR department is headed by senior manager- HR and senior manager- Administration. HR division has sections which are Industrial Relations headed by a manager, Training and Development headed by Training manager, HR Information Systems headed by a HR Systems manager and lastly manager of administration (Ayensu,1997).

3.7.3 Mining

Mining is the method of extracting the ore from its normal source or site, once the ore body has been recognized and developed sufficiently for extraction. It comprises drilling, blasting, tramming and hoisting, skipping and hauling of the ore to the treatment plants for processing.

3.7.4 Engineering

The maintenance of the mining equipment and processing of gold at Obuasi is done by the Engineering section of the mine. Ore from underground to STP goes through three (3) stages namely; crushing, milling and floatation before the gold is finally extracted. The ore first crushed into smaller pebbles and then milled into fine material then through floatation. The process of floatation involves the separation of the sulphide from the gauge material. The gauge material is thrown away as waste material whilst the sulphide is taken through a process called biological oxidation (i.e. conversion of sulphide into liquid) (Ayensu, 1997).

3.7.5 Staffing Situation

AngloGold Ashanti Mines at Obuasi is made up of eight (8) divisions as at January 2014. These are: Mining; Finance; Human Resources; Mine Technical Services; Processing; Projects; Health Safety and Environment (HSE); Engineering. As at January 2014, the company had permanent staff strength of 4,213.The staff cut across both Ghanaians (locals) and foreigners (Expatriates). The employees are dominated by males. The few female workers largely scatted around the surface working environment. This situation is primarily due to the physical and difficult nature of underground mining. The company is headed by a Managing Director and is assisted by his deputy and a personal assistant. Each of the 8 divisions is headed by a Senior Manager whilst the various departments are being headed by a manager each. The departments are further divided into sections which are headed by Superintendents who are being supported by managers Supervisors, Foremen and so on. The organisational structure of the company is the tall type. However, plans are far advanced to make it flat in line with the current restructuring. The current organisational structures of the AGA of Obuasi Mine, Mining Human Resources and Engineering divisions, which are the main focus of this study, are listed in the appendix 2. Source -AngloGold Ashanti data based, February. 2014.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. Introduction

This chapter is made up of presentation, analysis and discussion of data collected from mining, Engineering and Human Resources divisions of AngloGold Ashanti Limited, Obuasi which were selected for the study. The data was separated into Ghanaians, expatriates, senior staff, junior staff, males, females of mining, Engineering and Human Resources divisions. The data have been analysed and presented in tables, pie charts and bar charts. Out of a total of sample of 200, 160 responded, representing 80% response rate.

4.2 Respondents' Profile

The following were the results obtained from the respondents' profile

4.2.1 Nationality of Respondents

The respondents were grouped as either Ghanaians or Expatriates and the data analysed and Presented in figure 4.2.1 below.

Table 4.2.1 Nationality of Respondents

Nationality	Frequency	Percentage	Cumulative Percentage
Expatriates	2	1.25	1.25
Ghanaians	158	98.75	100
Total	160	100	

Source: Field data, 2014

From table 4.2.1 above, out of a total of 160 valid respondents, 158 (98.8%) were Ghanaians while only 2 (1.3%) were expatriates. Figure 4.2.1 has also indicated that majority of the workforce of AGA, Obuasi Mine, are Ghanaians which confirmed the company's

localisation policy of employing more from the mining countries in which the operations take place.

4.2.2 Gender Distribution of Respondents

The respondents were analysed and the results presented in Table 4.2.2 below.

Table 4.2.2 Gender Distribution of Respondents

Gender	Frequency	Percentage %	Cumulative Percentage
Males	156	97.5	97.5
Females	4	2.5	100
Total	**160**	**100**	

Source: Field data, 2014

Table 4.2.2 shows that out of 100% responses received, 156 (97.5) of the respondents represented males whilst 4, (2.5%) also represented females. This affirms the idea that mining is a male dominated industry and that females generally do not like working in the mining industry.

4.2.3 Job Categories of Respondents

The occupation classes of the respondents were examined to figure out if they were junior or senior staff and additionally which of these two employment classes was prevailing in the organization. The summary of the responds are shown in table 4.2.3 below.

Table 4.2.3 Job classes distribution of respondents

Respondents status	Frequency	Percentage %	Cumulative percentage
Junior staff	115	71.87	71.87

Senior staff	45	28.13	100
Total	**160**	**100**	

Source: Field data, 2014

Table 4.2.3 has shown that out of the population of valid respondents, 45 (28.13%) represented senior staff whilst 115 (71.87%) were junior staff. This indicates that majority of the employees were at the operational level at the time of this research.

4.2.4 Divisional Distribution of Respondents

An analysis of the divisional distribution of the respondents point out that most of the respondents were in the Mining division 93 (58.13%) followed by 52 (32.5%) respondents in Engineering division whereas 15 (9.38%) of the respondents also work in Human Resource division. The analysis represents that Mining and Engineering are core business of AngloGold Ashanti whereas Human Resource remains a service provider

Table 4.2.4 Divisional Distributions of Respondents

Divisional Distribution	Frequency	Percentage %	Cumulative Percentage
Mining	93	58.13	58.13
Engineering	52	32.5	32.5
Human Resource	15	9.38	100
Total	**160**	**100**	

Source: Field data, 2014

In order words, the examination on table 4.2.4 above indicates that more hands are required for mining than is being required by Engineering and Human Resources division. It also indicates that Engineering and Human Resources Divisions are well designed in terms of

their activities thanis required by Mining. Again the result represents that mining is still labour-intensive than any other division of the mine.

4.2.5 Educational levels of respondents

Levels of Education Distribution of respondents were examined and the results presented in Table 4.2.5 below.

Table 4.2.5 Level of education

Educational Level	Frequency	Percentage %	Cumulative Percentage
None	0	0	0
Basic	22	13.75	13.75
Secondary	46	28.75	42.5
Tertiary	92	57.5	100
Total	**160**	**100**	

Source: Field data, 2014

Table 4.2.5 shows that out of 100% responses received, 92 (57.5%) of the respondents had tertiary education whilst 46, (28.75%) of the respondents represented those who obtained secondary education. The table also indicated that 22 (13.75%) of the respondents received basic education. It could be seen from the table that every respondent have had at least, basic education.

4.2.6 Work Experience of respondents

Work Experiences Distribution of respondents was examined and the results presented in Table 4.2.6 below.

Table 4.2.6 Work Experience

Work Experience	Frequency	Percentage %	Cumulative Percentage
0- 5	45	28.12	28.12
5- 10	38	23.75	51.87
10- 15	42	26.25	78.12
More than 15	35	21.87	100
Total	**160**	**100**	

Source: Field data, 2014

Table 4.2.6 shows that out of 100% responses received, 45 (28.12%) of the respondents had been working between 0- 5 years whilst 38 (23.75%) of the respondents represented those who have been working between 5- 10 years. The table also indicated that 42 (26.25%) of the respondents had been working between 10- 15 years and 35 (21.87%) have been working for more than 15 years.

4.3 Existing training and development policies

The researcher aimed to find out from the Training and Development manager and the respondents if there are existing policies and procedures that are being used to design their training and development programmes. When the Training and Development manager was contacted, he indicated that AngloGold Ashanti (AGA) has policies and procedures for which they are committed to creating an enabling and stimulating working environment, which values the contribution of each employee and empowers them across all levels. AGA recognizes that a deliberate continuous training and development of employees is essential in ensuring that they realize their full potential, in order to achieve and maintain the optimum performance standards, leading to the attainment of organizational goals. The

respondents were equally asked if there are existing training and development policies and procedures in AngloGold Ashanti. The figure 4.3 below clearly establishes that employees know the existence of training and development policies and procedures in the organization. Figure 4.3 indicated that,145 respondents representing 90.63% responded yes, they know the existence of training and development policies and 15 respondents representing 9.38% responded no, they do not the existence of the policies.

Existing training and developmentPolicies and Procedures

No,9.37%
9%

Yes,90.63%
91%
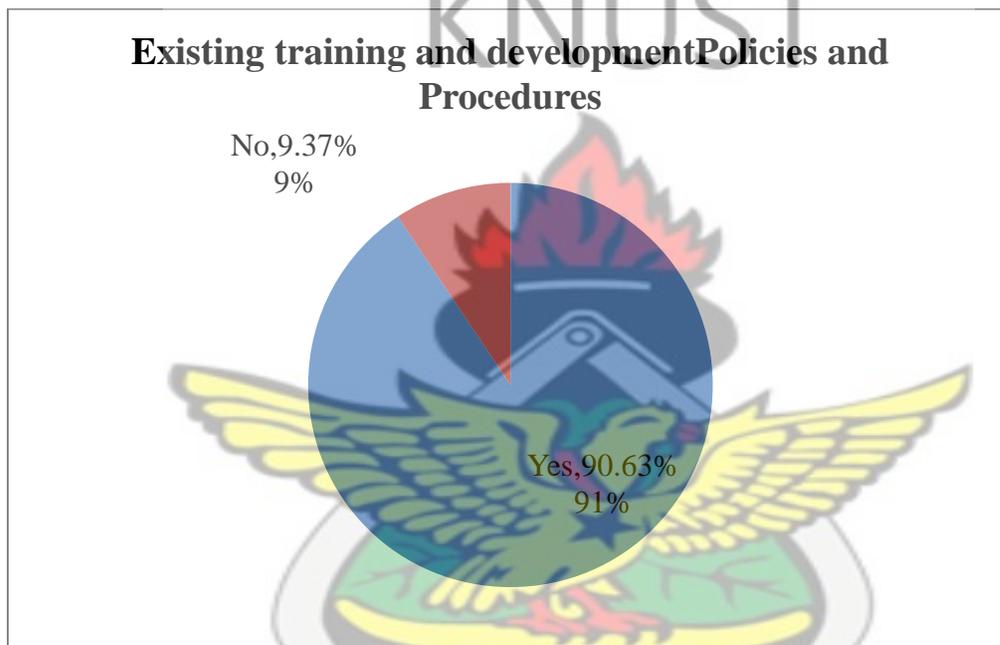
Figure 4.3 training and development policies and procedures
Source: Field data, 2014

Policies and procedures assist training and development needs of employees for appropriate tailored training and development programs for present and potential future roles; this would help match training and development programs with the specific needs of employees, and the needs of the organization. Training and development policies establish the framework for selection and implementation of internal and external Human Resource Department programs to comply with AngloGold Ashanti's Management systems and meet AGA

Strategic Goals. The policies also enable to meet the regulatory and legislative compliance requirements of Ghana and AGA for statutory positions of employees and it also ensure that adequate budgetary allocation is made available for employees training and developmental needs and eventually position the Company as an attractive employer.

4.3.1Evaluation of training and development policies and procedures.

Research questions were designed to find out if AngloGold Ashanti have training and development policies and procedures that are being used for their training activities in the organization and these were the responses from the employees:

4.3.1Respondents' awareness of the training and development policies.

Training and development is very essential to any private sector organization in order to improve the performance and capability of its employees. Most of the private sector organizations inGhana including AngloGold Ashanti train and develop their employees every year. The researcher wanted to know from the respondents if they are aware of the training and development policies in the AngloGold. The respondents were asked if they are aware of the training and development policies and procedures in AngloGold Ashanti.Figure 4.3.1 below represents that employees have a clear knowledge of training and development policies and procedures in AngloGold Ashanti.Table 4.3.1 below showed that, 130 respondents representing 81.25% responded yes, they are aware of the training and development policies and 30 respondents representing 18.75% responded no, they are not aware. The outcomes infer that most employees are aware that the training and development policies exist and are executed in the AngloGold Ashanti. This discloses that training and development policies are well broadcast for the knowledge and awareness of training and

development policies. This is an essential prime factor in the development of an effective

program
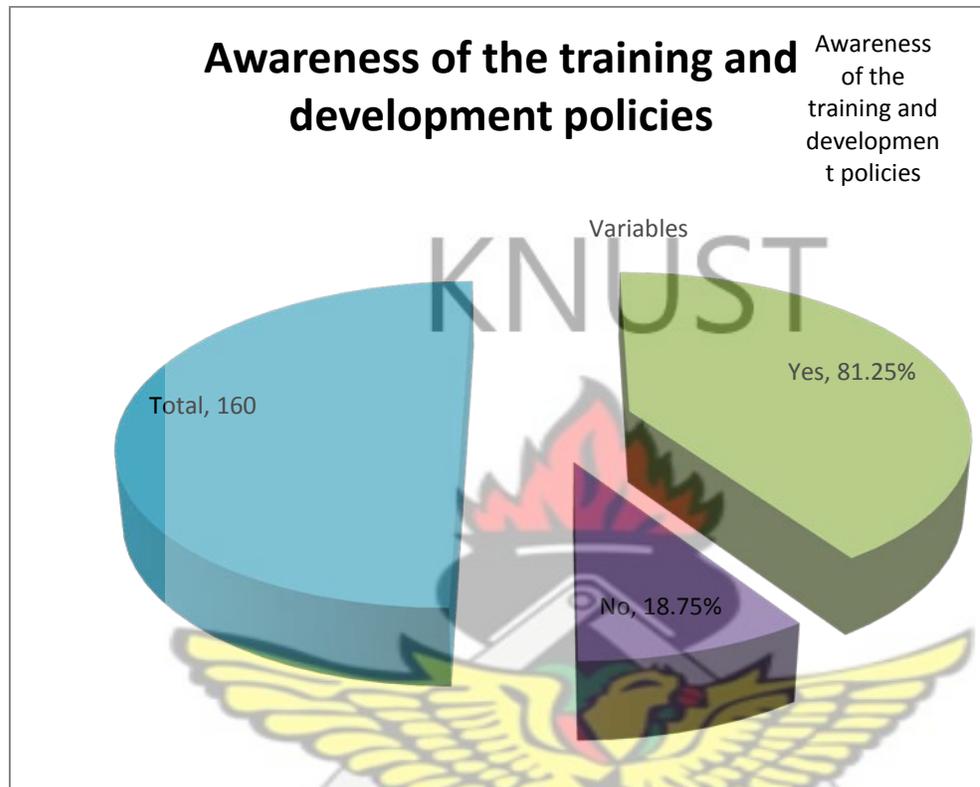
Figure 4.3.1 Awareness of the training and development policies

Source: Field data, 2014

4.3.2Training and development procedures used in the AngloGold

The researcher wanted to identify if the training and development program in the

AngloGold is planned and systematic. When the Training and Development manager was

asked whether the training and development activities in the AngloGold were planned and

systematic, he said yes. Training and development policies in the AngloGoldare planned and

systematic. This is because there is specific training and development unit or department

and also they do allocate funds to meet the costs of training and development. Figure 4.3.2

below shows how employees view the nature of training and development procedures on the mine
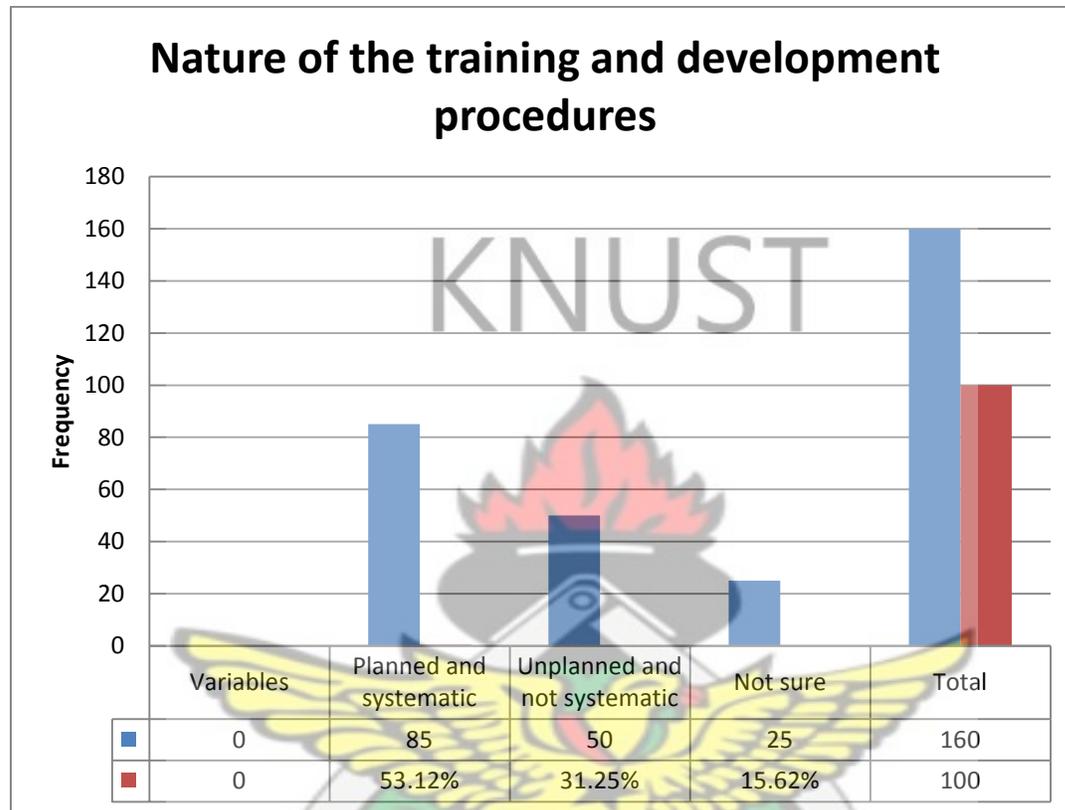
Figure 4.3.2Nature of the training and development procedures

Source: Field data, 2014

The question as to whether the training and development program is planned and systematic was also asked to the respondents. The results point out that, 50 employees which equals to 31.25% of the respondents answered that it is unplanned and not systematic, while 85 respondents consistent to 53.13% indicated that it was planned and systematic. The remaining 25 respondents which equals to 15.62% of the total are not sure. Table 4.3.2above presents the data. Therefore, the responses from the respondents together with that of the Training and Development manager shown that, training activities in the AngloGold

Ashanti do follow a recognized and standard process and procedures. So, it is established that training and development program in the AngloGold Ashanti might be planned and systematic. Therefore, there will be effective training and development function to effect performance of the employees.

4.3.3 Participation in training and development in the AngloGold Ashanti

The significance of training and development for the employees of AngloGold program is well acknowledged. The respondents were asked if they had taken part in any training since they have been working in AngloGold. The data discovered that the majority of the sample group has attended training and development. That is; 120 respondents representing 75% had participate in training, and 40 respondents signifying 25% have not participated in any type of training since they were employed in AngloGold. Table 4.9 below depicts the results.
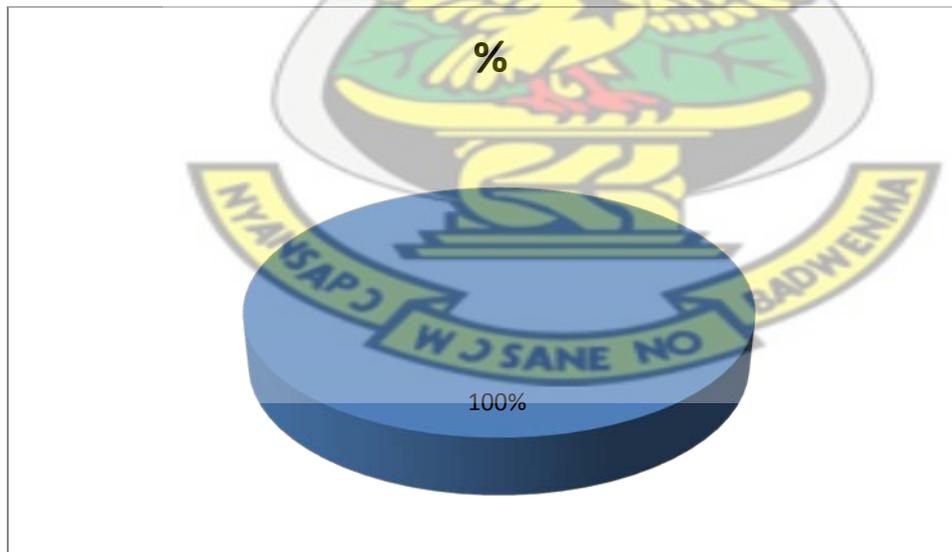

Figure 4.3.3: The frequency of participation in the training and development programmesSource: Field data, 2014

4.3.4 Selection of the trainees

It has been perceived that training of employee is costly. Consequently it is essential to carefully select the employees according to the need of the organization. Literatures indicate that selecting participants through a careful manner of training needs identification is therefore the suitable process of commencing training and development. The researcher wanted to know the standards that AngloGold use when selecting the employees to go for training and development activities. Table 4.6.1 below establishes from the respondents on how they were selected for training and development. The answers are from those 160 respondents who took part in training. A total of 29 respondents representing 18.12% recognized and requested for the courses they want to study themselves and then applied through the management to release them to go for those trainings. Those who were chosen based on the organization request were 76 respondents representing 47.5% and 55 respondents representing 34.37% indicated that they are being asked by their managers to participate in the training activities.

The interview with the Training and Development Manager point out that there is specific training and development program; therefore, there are procedures for selection of employees who has to go through training and development. Therefore training and developing of the employees depends with the policies and procedures of the organization

and the availability of funds to support training and development program and this normally goes together with the demand of the organization.
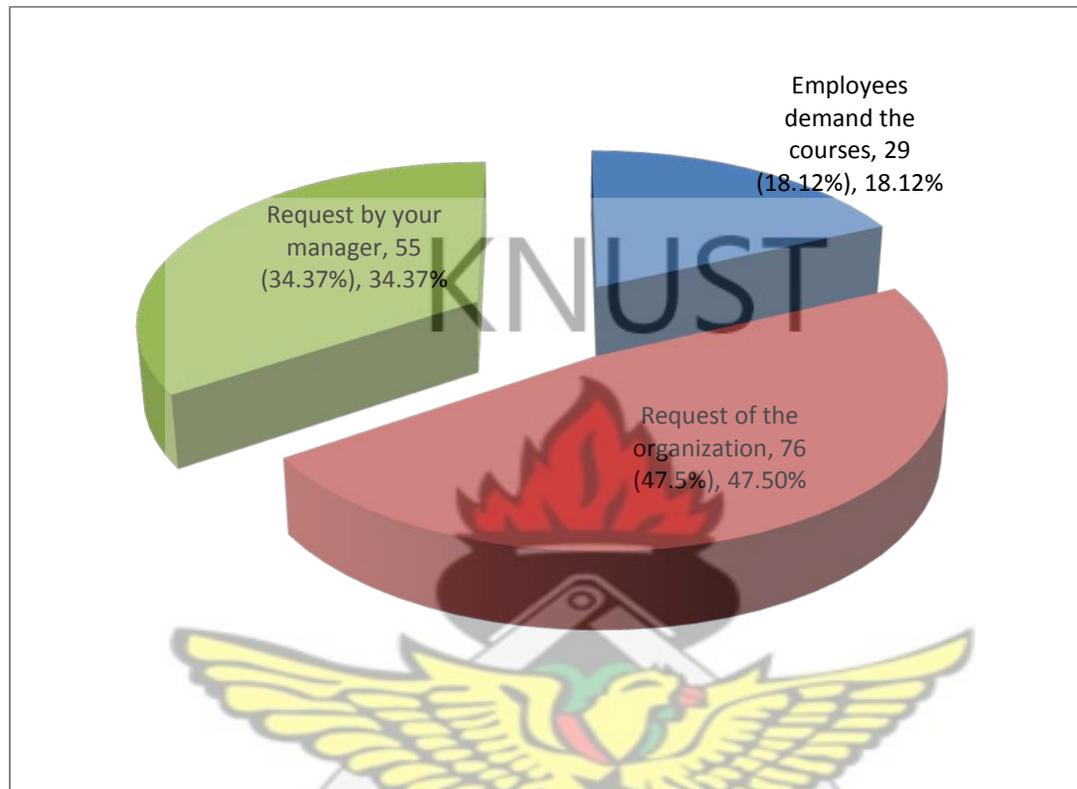
Figure 4.6.1, Selection for training

Source: Field data, 2014

Hence the responses from the respondents together with that of the Training and Development Manager discovered that the training and development program is systematic and orderly organized. This indicates that there is formal plan to hold employees to participate in training and development for the success of the organization and in effect the employeesuse the skills acquired to work for the organization effectiveness.

4.4 Effect of Training and Development on employee performance in AngloGold Ashanti

The second section of my research was to find out about the effects of training and development on employee performance. The literature indicates to me that employees will not carry out well at their work no matter how hard they try and irrespective of how much they want to until they know what they are supposed to do and how they are supposed to do it. It is skills and knowledge attained for the job that makes employees effective and competent. Therefore, training is the way by which skills and knowledge are obtained by employees to improve performance and change their approaches or actions. This question was therefore evaluated using responses from questionnaires administered to the sample of the employees as follows:-

4.4.1 How training and development helped improve employee performance

Figure 4.4.1 below depicts that, 151 respondents representing 100% indicated yes, that their performance has improved and there were no respondents who said no. This is substantial since the reason of training and development is to improve individual employees and organizational performance most of the respondents attest that training has a positive influence on their performance of work.
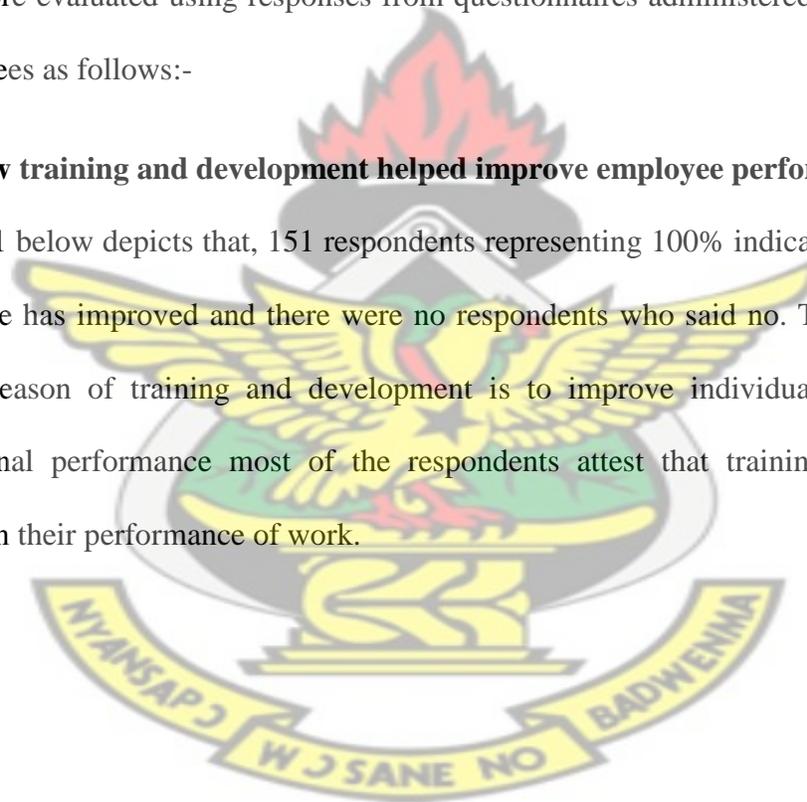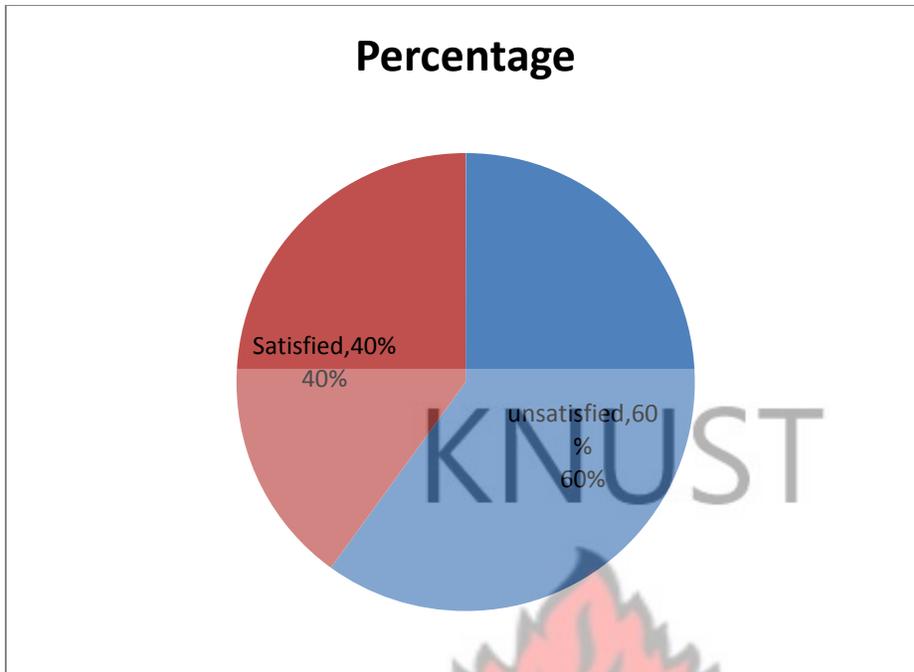
Figure 4.4.1 Training and development program and employees' performanceSource: Field data, 2014

4.4.2 New skills and technical knowledge acquired through training and development.

Figure 4.4:2 below shown that, 68 respondents representing 42% strongly agreed, 25 respondents comprising 16% indicated that they disagree that training and development impart new skills and knowledge while 13 (8%) strongly disagreed that Training does not prepare them with new skills .

This suggests that the training and development prepare the employees with new skills and technical knowledge of executing their work. Compared to the untrained employees, the trained employee is capable of doing their job well. Those who have attended training can perform various activities with confidence. The trained employee for instance can take the notes of the meetings correctly, they can use computers in operating the accounts, and they

are also good organizers. Furthermore, training has facilitated them to increase the quality of work. This is important because the reason of training at AngloGold Ashanti is to increase skills and knowledge so as to increase performance at the workplace. So the result validates the   theoreticalbackground.
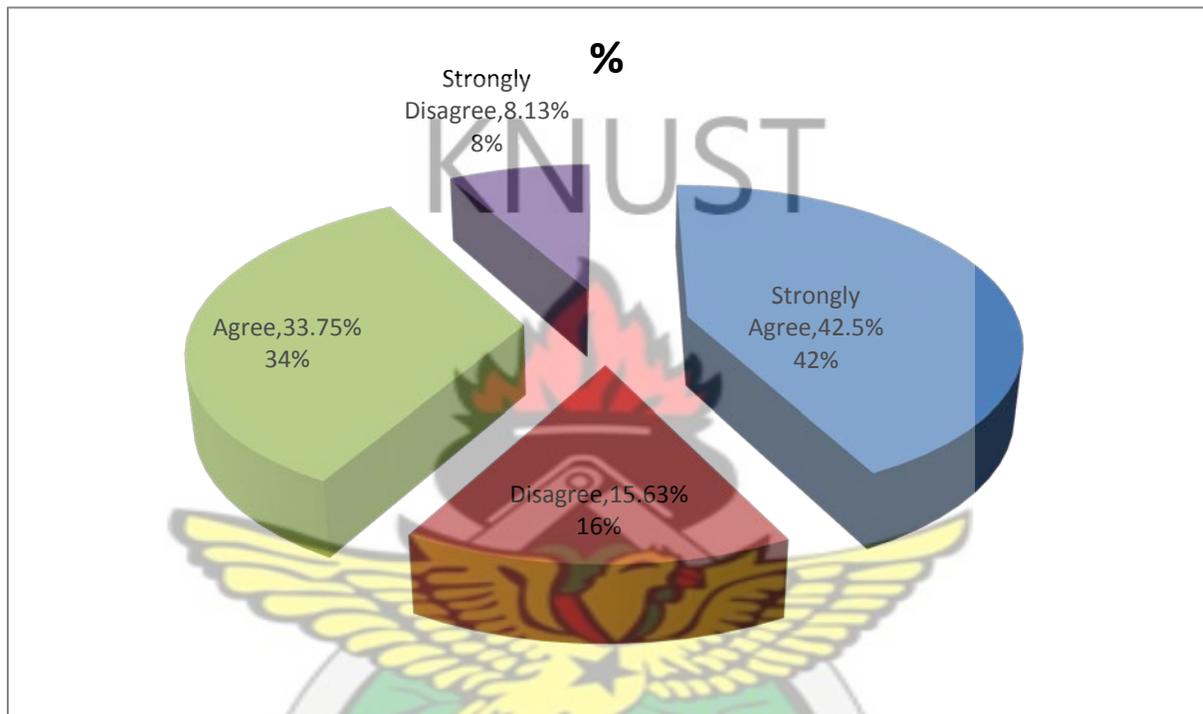
Figure 4.4.2: Did the Training and Development program impart new skills

Source: Field data, 2014

4.4.3 Effect of Training and Development activities of AngloGold.

The section seeks to find out about the effects of training and development undertakings for AngloGold Ashanti. Training and development are the key impact on the achievement of an organization. It is a tool for improving job-related performance and organizational efficiency. Like any private organization, the AngloGold Ashanti also needs stable, trained and skillful employees to perform its activities. Nowadays the nature of work in the

AngloGold Ashanti has become more difficult; it needs experienced and capable employees. Hence training of employees is unavoidable.

The researcher wanted to know if there is any improvement in the AngloGold Ashanti after training their employees. Through the interview with the manager of Training and Development and Human Resource, indicated that the AngloGold Ashanti has improved compared to the previous years. Presently the AngloGold Ashanti is becoming enhanced with the trained employees. If you relate with untrained employees, the trained employees are more efficient and effective in their work. They are capable and can do their job without control or supervision, and they are informed with new expertise connected to their job. There is a transformation in their work performance. The outcomes therefore necessary for the hypothetical back ground that there is a positive effect of training and development activities on the performance of the employees. This suggests that, training and development program improve employees' performance at work. Therefore there is a positive influence on the performance of the employees after being trained. The practical skills and new knowledge attained for the job makes the employees to be efficient and effective.

4.5 Relationship between training, developments at AGA

Figure 4.5 below depicts the extent to which training and development are positively related. The relationship displays that out of total respondents who answered this question posed to them, 143 (89.37%) responded that there is a positive relationship between the two variables.
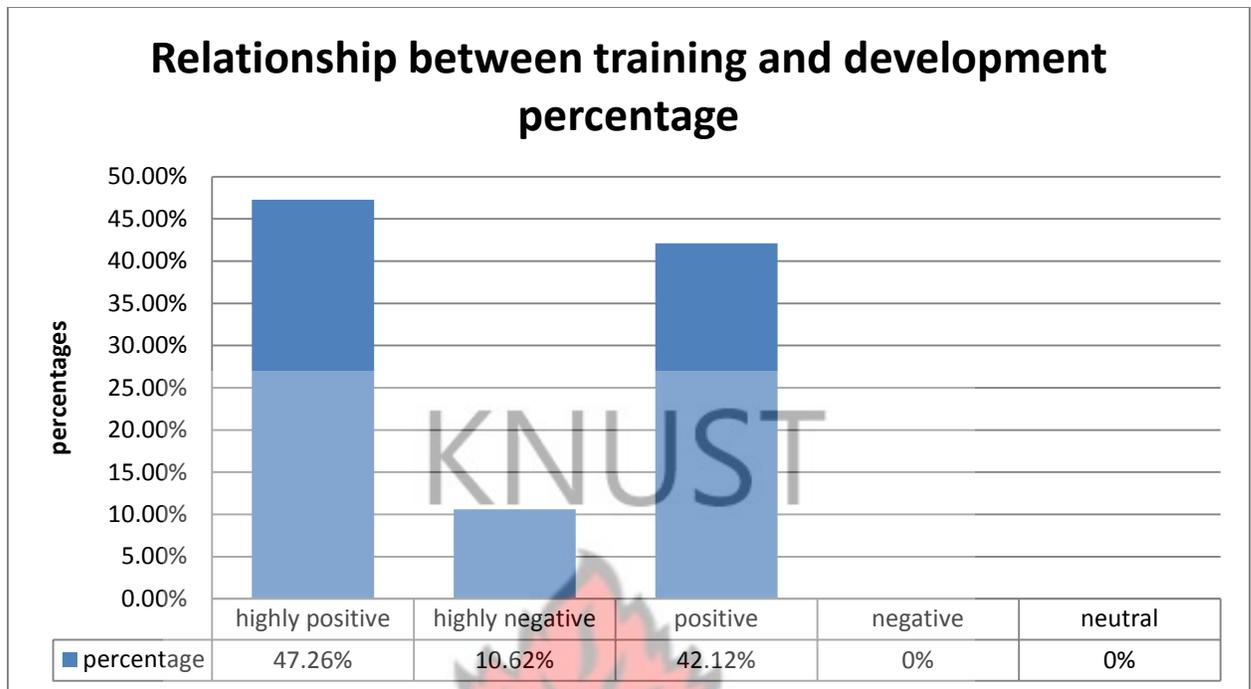
Figure 4.5 Relationship between training and development

Source: Field data, 2014

Though 17 (10.62%) responded that there is an inverse relationship between training and development. The above analysis shows that training and development have a positive correlation that as training increases, employee development also goes up and eventually employee performance improves. In other words, this assumes that training and development should be tailored to improve employee's skills and performance driven goals. This will clear any perception of doubts in the minds of the employees. Hence, if managers and employees see training and development policies and procedures as common formalities, it benefits and objectives will not be achieved in the long run and for that matter, wasted resources and productivity will suffer.

4.6 Effectiveness of training and development methods in AngloGold

The literature indicates that, job satisfaction can come from feeling having the happiness within the organization, job expertise and even from the knowledge that an employee can work hard and get

elevated. Trained and developed employee becomes more poised and motivated and led to more satisfied employees who perform at remarkable altitudes. Therefore, the respondents were asked if they were satisfied with the training and development methods in AngloGold. The data showed that; 64 respondents representing 40% were content with the training methods and 96 respondents representing 60% were not satisfied with the training methods. Figure 4.6 below depicts the data.
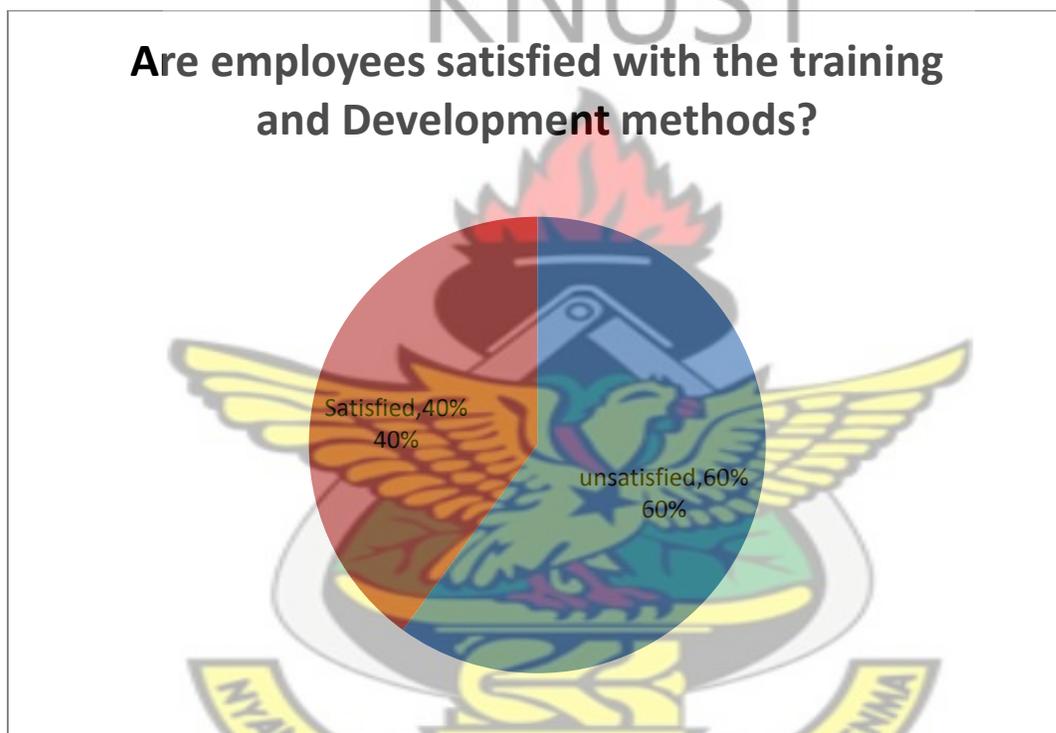
Source: Field data, 2014

The diagram above inferred that, many of the employees of AngloGold Ashanti were not satisfied with the way training methods are being carried out or implemented. This might be because it is unplanned and not systematic. Thus the researcher concluded that the whole process of training program have to be revised.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter talks over on the results obtained and summary of the study. It also concludes and provides the recommendations that would improve the Training and development program for employees' performance and organizational efficiency and constraints of the study.

5.2 Summary of findings

The following were the findings of the study from both supervisors/managers and employees.

5.2.1Triaining and development policies and procedures

The research indicated that training and development policies do exist in AngloGold Ashanti (AGA) Ltd, Obuasi Mine. From the responses and the analysis, the respondents maintained that many forms of training and development policies are designed and that most employees are aware of the existence and use of those policies and procedures.

On the efficiency of policies and procedures, the study established that training and development procedures at AngloGold Ashanti were effective and some respondents were even of the idea that the policies were highly operative.

Once more, the study discovered that even though the existence of training and development policies and the level of usefulness of those policies and procedures in AngloGold Ashanti, Management sometimes face some challenges such as failure of management to educate

workers on training issues, irregularity in the application of training and development policies and procedures

The research further revealed that biased and unreliable application of training and development policies and procedures most often caused some kind of disapproval to the affected workers.

5.2.2 Effect of training and development on employee and performance

The study revealed that there is a positive effect of training and development on employee performance.The data gathered point out that, training and development activities had provided new skills and knowledge, therefore enriched their performance of work. Thus can be concluded that, from the subjective perspective of respondents, there is a relationship with training and development activities on employees' performance in the AngloGold Ashanti.With regards to effectiveness of training and development onemployees. The interview with the manager of Training and Development and Human Resource established that there is a positive effect of training and development on the performance of the organization. There is a difference in the employee operation where the trained employee is more effective and efficient than untrained ones. Hence, the effects necessitate the hypothetical back ground that there is a significant positive effect of training and development program on the performance of the employees.

5.2.3 Relationship between training and development

The findings point out that there is a relationship between the two variables – training and development. It was made clear that the more an employee is being trained for his or her work, the more his performance goes high, all other things being equal.

5.2.4 Effectiveness of training and development methods

The study discovered that about 60% of the respondents indicated that there is no satisfaction in the training and development methods. This might be due to unplanned and not systematic and management should try to revise the whole process of the training and development program to help ensure the effectiveness of the training and development methods. To ensure effectiveness in the training methods, respondents were of the view that training and development procedures must be well communicated to all employees.

It was shown that management should amend performance plans and changes to some of the old system of training and development methods where an employee needs to work for more than five years before he/she could be sponsored for training. However, it was also revealed that with the advancement of technology, development in terms of knowledge and skills at the work place is very necessary. The study also pointed out that low satisfaction, lack of organisational commitment and low job involvement are some of the causes of inadequate training and development.

5.3 Conclusion

This research was intended at investigating training and development on employee performance and the study backed a strong positive relationship between them on the basis of the respondents view and perception. From the discoveries, this study came out with the following conclusion: Training and development program is continuous practice in the AngloGold and the employee was able to learn and inform their knowledge and skills every year. However, the program is not completely planned and not equally systematic and

organized in one division. And it also follows applicable training and development policies and procedures. The research also concluded that there were positive effects of training and development on employee performance and organization effectiveness, but the factors such as low budget is not a major hindrance for training and development program to be carried out steadily.

In conclusion, the whole study established that, the training and development activities is highly effective program among other Human Resource roles which should be planned and executed by organization so as to run a set of increasing skills in employees in order to increase performance, which in turn increase their combined performance and thus further outcome on organization growth.

5.4 Recommendations

Employees training and development has been identified to be very critical for the employee and for the organization and its efficiency. Hence in order to meet the requirements the AngloGold must observe the following:-

5.4.1 Identify Training Need assessment

The study has established that training and development in AngloGold Ashanti has the potential to improve employee performance in the organization. It is therefore seen needs assessment is very crucial for which helps to identify the existing problems and future challenges that should be met through training and development. The researcher therefore recommend that AngloGold Ashanti should ensure that there is training needs assessment and the needs must fit for the successes of organizational objectives. This should be done by

Human Resource personnel in collaboration with the training and Development manager and other departments.

5.4.2 Institute the training objective in accordance with the organizational goals

The outcome of the research has indicated that clearly defined training objectives which are directed in line with company's' goals, gives an enabling environment for employees to know what is expected of each employee after training. It is therefore recommended that management of AngloGold Ashanti should openly state the outcomes for each employee, what change in employee, skills, knowledge behaviours and attitudes. It must also simplify what is to change and by how much. The training objectives should be explicit, tangible, verifiable, suitable and assessable and the goals should be clear to both managers and employee because they can be used to assess their achievement.

5.4.3 Build more prospects for training and development ofemployees

The study has identified the fact that most employees who are normally at the lower level do not find themselves in training which eventually result in inefficiency and ineffectiveness. Respondents also indicated that at times, they are being neglected for some of these training programs and the training opportunity is normally even given to only senior staff. These employees are normally those of the low levels such as messengers, labourers, store keepers and even drivers should be encouraged to go for training and development program like in service courses. Based on these findings, the researcher recommends that there should be enough training and development prospects for all employees in the organization. This will

enhance their ideas and will assist them to know more about the current changes in technologies.

5.4.4 Suggestion for Further Research

This research openly centers on the training and development and its effect on employee performance. Nevertheless, the plan and application are not well studied therefore this it is suggested that further research should be conducted to discover how training and development program can be strategically planned and bring into line with the organizational objectives to meet the preferred performance.
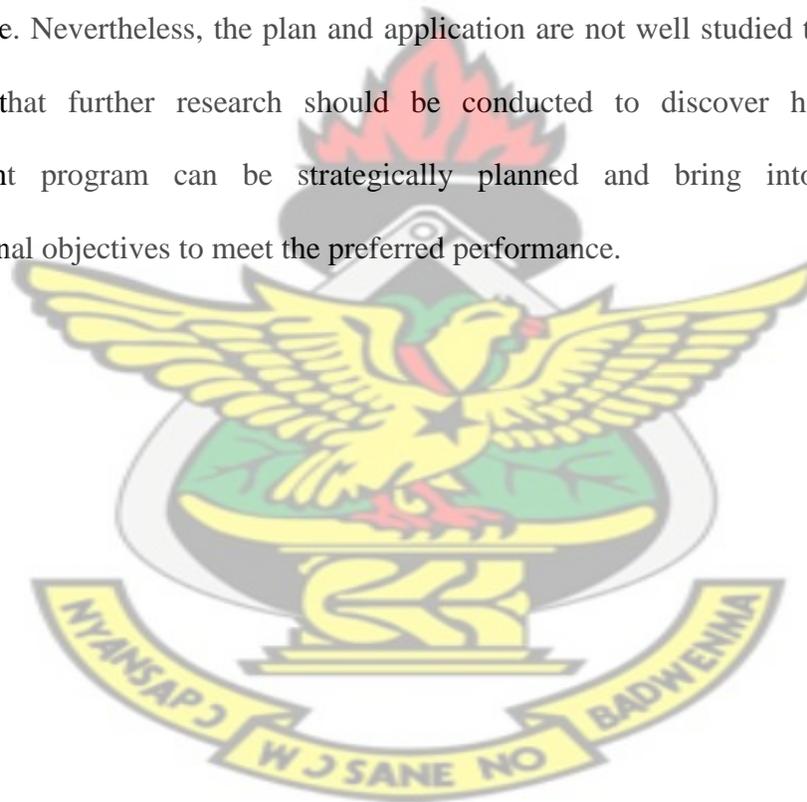
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COLLEGE OF ART AND SOCIAL SCIENCES

KNUST SCHOOL OF BUSINESSKWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF ART AND SOCIAL SCIENCES

KNUST SCHOOL OF BUSINESS

PREAMBLE

I wish to introduce myself to you as a Master of Business Administration (MBA) student of the Business School, Kwame Nkrumah University of Science and Technology. As part of the programme, I am required to write a thesis whose title is 'Assessing the Effect of Training and Development on Employee Performance'. Your organization has granted me permission to use it as my case study organization. Consequently, sampled employees, of which you are a member, are required to fill in the questionnaire you have. I would be most grateful if you could please spare some few minutes of your precious time to answer all the questions before. You are assured that all data/information you provide would be treated with utmost confidentiality. I thank you in advance for your co-operation.

BACKGROUND INFORMATION

INSTRUCTION: Please, tick (√) against the appropriate answer where applicable

PART I   -   BIO- DATA

1.   Sex

    a.   Male   [ ]

    b.   Female   [ ]

2.   Age

    a.   20 – 25 yrs   [ ]

    b.   26 – 30 yrs   [ ]

    c.   31 – 35 yrs   [ ]

    d.   36 yrs and above   [ ]

3.   Level of Education

    a.   None   [ ]

    b.   Basic   [ ]

    c.   Secondary   [ ]

    d.   Tertiary   [ ]

4.   What is your position in the company…………………………………….

5.   How many years have you been working in the company?

a.   0-5 Years

b.   5-10 Years

c.   10-15 Years

d.   More than 15
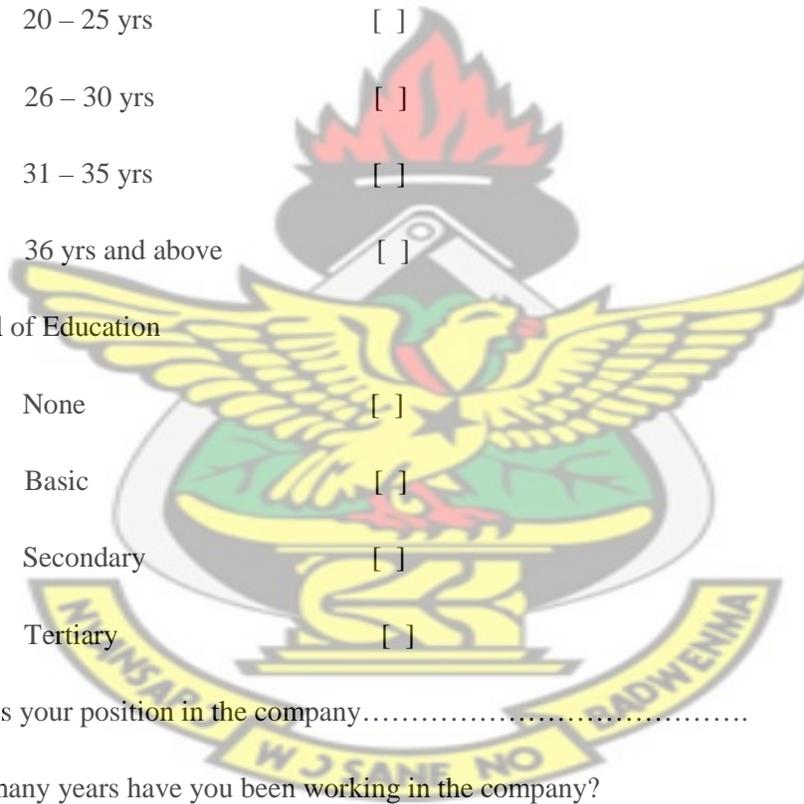
PART Iḷ: EVALUATION OF TRAINING AND DEVELOPMENT POLICIES AND PROCEDURES IN ANGLOGOLD ASHANTI

Fill the blank and tick the appropriate answer.

1. Are there any existing training and development policies in AGA

   YES   [ ]

   NO[ ]

2. If no to question 1, what are the measures put in place to evaluate training and development policies and procedures in your organization

a. Training needs Analysis

b. Identifying a training profile

c. Self-Assessment needs analysis

Others, please specify…………………………………………….

3. My company has a training and development policy applicable to all employees

a. Strongly disagree

b. Disagree

c. Sometimes

d. Agree

e. Strongly agree

4. How often does the training and development policies being evaluated?

a. Quarterly

b. Half Yearly

c. Annually

d. Every 2 Years

Others, please specify……………………………………………………

5. Are the existing training and development policies and procedures being implemented?YES
[ ]

NO[ ]

6. My organization links training and development with our company business strategy

a. Strongly disagree

b. Disagree

c. Sometimes

d. Agree

e. Strongly agree

7. Are your policies and procedures designed to manage and control the effective usage of resources in your company?

a. YES [ ]

b. NO[ ]

Others, please specify…………………………………………………

8. Employees in AngloGold Ashanti are well informed or educated about training and development policies.

a. Strongly disagree   [ ]

b. Strongly Agree   [ ]

c. Disagree   [ ]

d. Agree   [ ]

9. Development procedures are effective on employee performance

a. Strongly agree   [ ]

b. Agree   [ ]

c. Strongly disagree [ ]

d. Disagree   [ ]
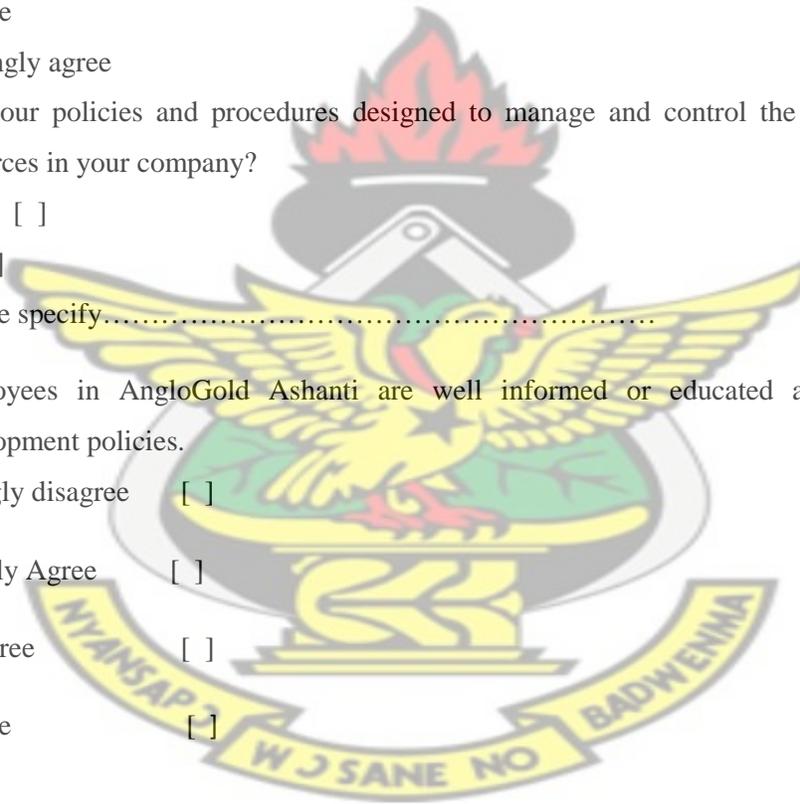
10. Are organizational issues, such as mission, vision, cultural changes and employee orientation considered in training and development policies?

a.   YES   [ ]

b.   NO[ ]

11. Who is the organization's immediate and future training and development communicated

a.   Head of department

b.   Immediate supervisor

c.   Your Manager

d.   Training and Development manager

Others, please specify…………………………………………

PART III: THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE AT ANGLOGOLD ASHANTI

1. Does training and development improve employee's performance in your organization?

   YES   [ ]

   NO[ ]

2. Training and development improves employees skills

a. Strongly disagree   [ ]

b. Strongly Agree   [ ]

c. Disagree   [ ]

d. Agree   [ ]

3. In your own opinion, has training and development helped improved your performance?YES [ ]

   NO[ ]

4. Has training offered you the opportunity to identify any potential you have for further development

   YES   [ ]

   NO[ ]

5. Are you aware of any career development programme for you?

   YES   [ ]
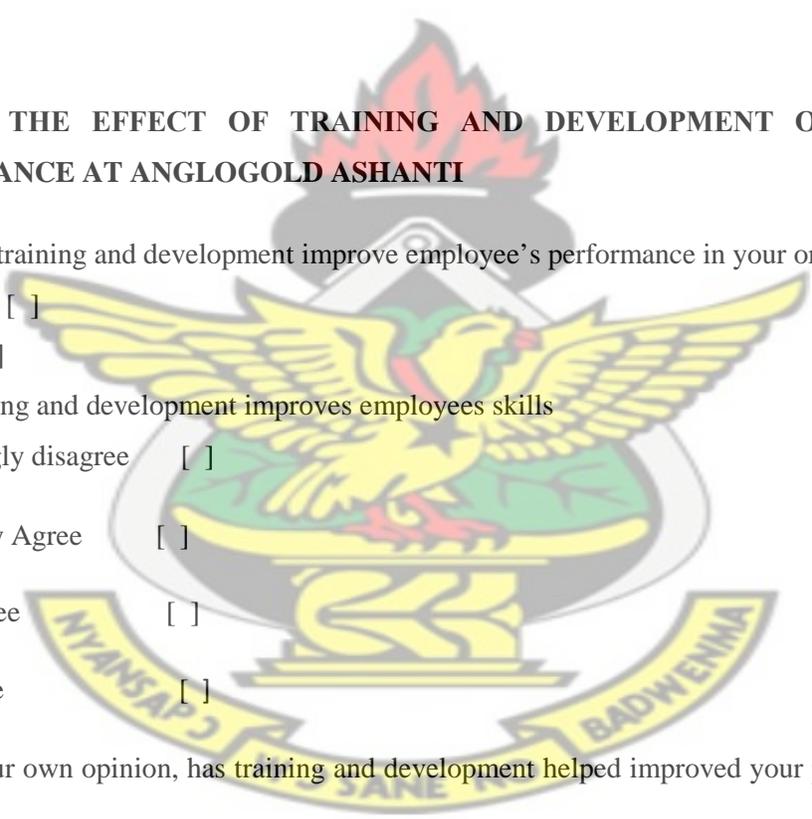
NO[ ]

6. If yes to question5,are you motivated and satisfied with the career development programme

YES   [ ]

NO[ ]

7. Do you experience successful changes in working effectively after being trained?

YES [ ]

NO [ ]

8. Do training effects in implementation to new working approaches?

YES [ ]

NO   [ ]

9. Does your organization measure a return on investment in training and development?

YES [ ]

NO   [ ]

10. Are the results of training and development programme monitored and evaluated?

YES [ ]

NO   [ ]

PART IV: THE RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT IN ANGLOGOLD ASHANTI

1. Are there any relationship between training and development in your company?

YES   [ ]

NO[ ]

2. . In your opinion, what is the relationship between training, development and learning?

a. Highly positive   [ ]

b. High negative   [ ]

c. Positive   [ ]

d. Negative   [ ]

e. Neutral   [ ]

3. Training improves the employee's performance on the current job and prepares them for an intended job.

a. Strongly disagree   [ ]

b. Strongly Agree   [ ]

c. Disagree   [ ]

d. Agree   [ ]

4. Development does not only improve job performance but also brings about the growth of the personality.

a. Strongly disagree   [ ]

b. Strongly Agree   [ ]

c. Disagree   [ ]

d. Agree   [ ]

5. The major objective of development is managerial effectiveness through a planned and a deliberate process of learning.

a. Strongly disagree   [ ]

b. Strongly Agree   [ ]

c. Disagree   [ ]
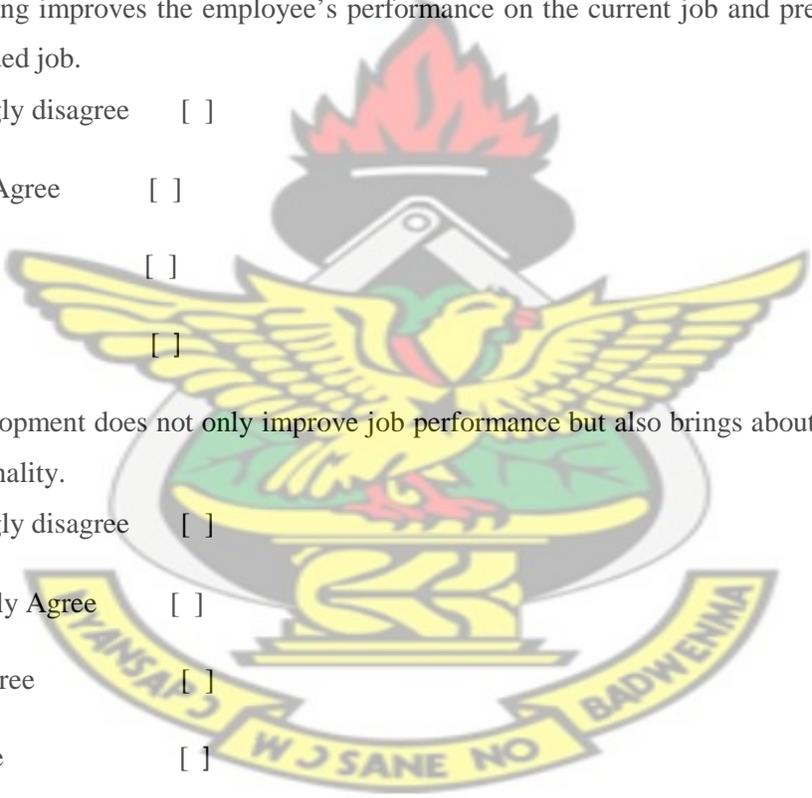
d. Agree   [ ]

6. What is the relationship between development procedures and performance?

a. Highly positive   [ ]

b. High negative   [ ]

c. Positive   [ ]

e. Negative   [ ]

f. Neutral   [ ]

7. Do you think that training and development has a positive impact on job performance?

   YES   [ ]

   NO[ ]

8. Management development attempts to improve managerial performance by imparting knowledge, changing attitudes and increasing skills

a. Strongly disagree   [ ]

b. Strongly Agree   [ ]

c. Disagree   [ ]

d. Agree   [ ]

9. How do you differentiate between the trained and untrained employee?

   a. Trained workers are more effective and competent compared to untrained employees.[ ]

   b. There is no different between trained and untrained employee.[ ]

PART V: EFFECTIVENESS OF TRAINING AND DEVELOPMENT METHODS AT ANGLOGOLD ASHANTI

1. Are you aware of training program in this Department?

   YES   [ ]

NO   [ ]

2. Have you attended any training since you were employed by AGA?

   YES   [ ]
   NO   [ ]

3. If yes, how many times have you attended training?
   a. Once   [ ]
   b. Twice   [ ]
   c. Several times   [ ]
   d. Never   [ ]

4. How were you nominated...?..
   a. Employees demand the course themselves   [ ]
   b. Request of the organization   [ ]
   c. Request by your manager   [ ]
   Others, please specify………………………………………………………………

5. Do you think training program in this company is planned and systematic?
   a. Planned and Systematic   [ ]
   b. Not planned and systematic   [ ]
   c. Not sure   [ ]

6. Are you happy with the training and development program in this company?
   a. Yes   [ ]
   b. No   [ ]

7. Do you have training and development methods in AGA?

   YES   [ ]

   NO[ ]

8.Which method is most appropriate for training and development?

a.   On the Job

b.   Off the Job

c.   Depends on Need

Others, please specify……………………………………………

9.   Which process is most suitable for training and development?

a.   Step by Step Instruction

b.   Coaching / Lecture

c.   Conference / Discussions

d.   Programmed Instructions.

Others, please specify…………………………………………………

10. Are you pleased with the training and development methods in AGA?
    YES   [ ]

NO[ ]

11. Does your company offer study material before the training program?

    YES   [ ]

NO[ ]

Thank you for your response.
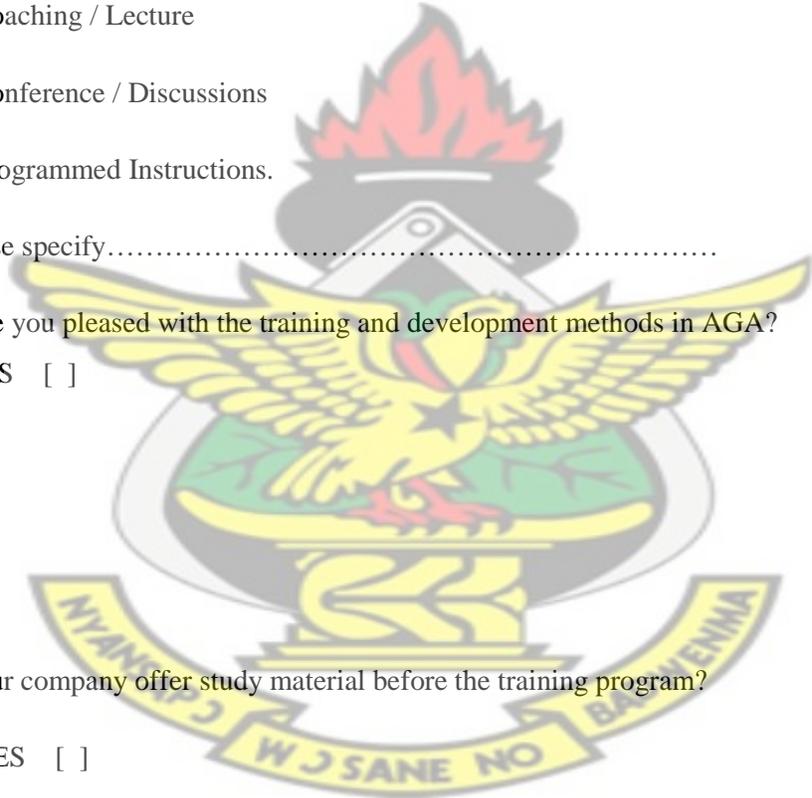
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