

**INVESTIGATING TRAINING AND
DEVELOPMENT PRACTICES AT KNUST: A
CASE STUDY OF SENIOR STAFF**

By

Aning-Kyeremeh Augustine, B. Ed (Hons.)

**A Thesis Submitted to the Institute of Distance Learning,
Kwame Nkrumah University of Science and Technology
in Partial Fulfilment of the Requirements for the Degree**

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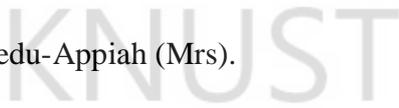
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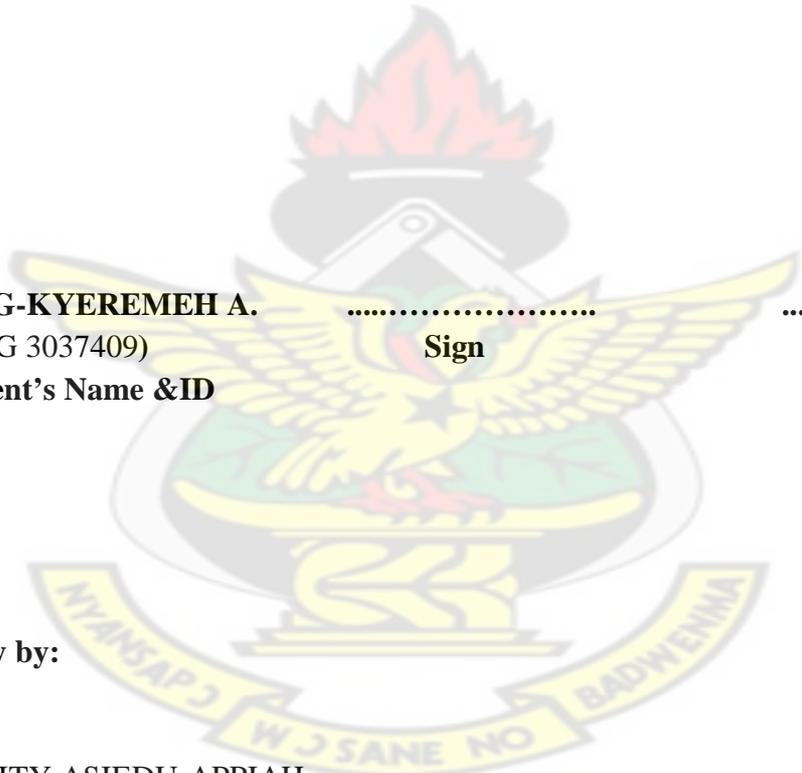
June 2011

DECLARATION

I, Augustine Aning-Kyeremeh, do hereby declare that this submission is my own work towards the acquisition of the CEMBA and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the university, except where due citation and referencing has been made in the text, carried out under the able supervision of Felicity Asiedu-Appiah (Mrs).



ANING-KYEREMEH A.
(PG 3037409) **Sign** **Date**
Student's Name &ID



Certify by:

FELICITY ASIEDU-APPIAH
(Supervisor's name) **Sign** **Date**

.....
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DEDICATION

I dedicate this work to my sweet-heart, Comfort, and four children – Jocylene, Janice, Richlife, and Jessica whose love, support, understanding and prayer have been my strong encouragement in the very difficult moments of this study.

KNUST



ACKNOWLEDGEMENT

Foremost, I am grateful to God for seeing me through this level of my University Education. I dedicate this work to God Almighty. He has been the wind beneath my wings. His Grace and Mercy has brought me thus far and I am grateful.

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ABSTRACT

Destinies of organisations now rest on the capacity of their staff in terms of competencies, skills, knowledge, understanding and insight. Training and development of the human capital has, therefore, become a critical tool for competitive advantage from both personal and corporate perspectives. This study investigated training and development practices at KNUST using senior staff as a case study. It was designed to investigate the availability of STD policy, staffs access to training opportunities, constraints and possible solutions emanating from the training and development culture. Both qualitative and quantitative approaches were adopted, using primary data and secondary sources. Two research instruments, structured questionnaires (open and close ended), and an interview guide were adopted. The study showed the existence of STD policy, whose content 64% participants said, was not as widely shared as desired. 40% of respondents confirmed that the employer has no career development plan for staff, a source of great despondency among staff. The study revealed that more than a third (38%) of the sample believed induction training was given adequate importance. 66% of respondents view selection into training as unfair and subjective. 55% said they did not participate in the design of their own training. Again, 54% of the participants could not tell whether there was a performance appraisal in place. 47% of participants strongly agree as 44% agree that training is of high importance to them. Most members of staff were not satisfied with KNUST in terms of staff training and development: 65% were not satisfied with the general STD practice. The study recommends a comprehensive update training and development policies to reflect modern trends, and copies be given to staff; and conditions for effective training and development practice for all staff at all levels should be established.

TABLE OF CONTENTS**PAGE**

<i>Declaration</i>	i
<i>Dedication</i>	ii
<i>Acknowledgement</i>	iii
<i>Abstract</i>	iv
<i>Table of Contents</i>	v
<i>List of Figures</i>	x
<i>List of Tables</i>	xi
<i>List of Abbreviations</i>	xii

CHAPTER 1: INTRODUCTION.....1

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study.....	5
1.3.1 General Objective.....	5
1.3.2 Specific Objectives.....	5
1.4 Research Questions.....	5
1.5 Significance of the Study.....	6
1.6 Overview of Research Methodology.....	7
1.7 Scope of the Study.....	8
1.8 Limitation of the Study.....	8
1.9 Organization of the Study.....	9

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction.....	11
2.2 The Concept of Training and Development.....	12
2.3 Training.....	13
2.3.1 Definition of Training.....	13
2.3.2 Training Cycle.....	14
2.3.2.1 Training Policy and Resource.....	15
2.3.2.2 Determination of Training Needs.....	16
2.3.2.3 Training Needs Analysis.....	18
2.3.2.4 Establishing the Training Goals and Objectives.....	18
2.3.2.5 Designing the Training and Development Programme	19

2.3.2.6 Implementation of the Training Programme.....	20
2.3.2.8 Evaluation of the Training Programme.....	20
2.4 Training Methods.....	21
2.4.1 On-the-job training.....	22
2.4.2 Vestibule Training.....	23
2.4.3 Behaviour Modelling.....	24
2.4.4 Understudy Training.....	24
2.4.5 Case Study.....	25
2.4.6 Business Exercise.....	25
2.4.7 Group Training.....	26
2.4.8 Apprenticeship and Coaching.....	26
2.4.9 Formal Training	26
2.5 Education	27
2.6 Development	28
2.6.1 Learning	28
2.6.1.1 Definition of Learning	28
2.6.1.2 The Learning Process	29
2.6.1.3 Learning Objectives and Outcomes	31
2.6.2 Management Learning / Development	33
2.6.3 Career Development	34
2.6.4 Continuing Professional Development (CPD)	34
2.6.5 Learning Organisations	35
2.7 Importance of Training and Development	37
2.8 Training and Strategy Implementation.....	38
2.9 Staff Training and Development Practice.....	41

**CHAPTER 3: RESEARCH METHODOLOGY AND ORGANISATIONAL
PROFILE**

3.1 Introduction	43
3.2 Area of Study	43
3.3 Research Design	44
3.4 Sources of Data	44
3.4.1 Primary Source	44

3.4.2 Secondary Source	44
3.5 Study Population	44
3.6 Sample Frame, Sample Size, and Sampling Techniques	45
3.6.1 Sample Size	45
3.6.2 Sampling Technique	45
3.7 Instruments of Data Collection	46
3.7.1 Questionnaire	46
3.7.2 Interview Guide.....	47
3.8 Method of Data Collection	47
3.9 Data Analysis and Presentation	47
3.10 Organisational Profile	48

CHAPTER 4: DATA PRESENTATION DISCUSSION AND ANALYSIS

4.0 Introduction	51
4.1 Sample and Response Rate	51
4.2 Descriptive Characteristics	51
4.3 Demography of Respondents	51
4.3.1 Gender of Respondents	51
4.3.2 Age of Respondents	52
4.3.3 Number of Years at KNUST	54
4.3.4 Qualifications and Duties of Respondents.....	53
4.4 RQ1: Existence of Staff Training and Development (STD) Policies	55
4.4.1 Awareness of STD Policy	56
4.4.2 Availability of STD Policy Document to Staff	58
4.4.3 Employer’s Role on STD.....	59
4.5 RQ2: Effectiveness of STD Practice.....	62
4.5.1 Induction Training	62
4.5.2 Selection for Training	63
4.5.3 Training Needs Analysis (TNA)	66
4.5.4 Venues for Training	69
4.6 RQ3: The Effects of STD Practice on Performance and Motivation.....	69
4.6.1 STD Improves Performance.....	69
4.6.2 STD Improves Organisational Profitability	72
4.6.3 STD Improves Motivation.....	73

4.6.4 Staff Satisfaction with Training and Development Practice	77
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CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction	78
5.2 Summary of Major Findings	78
5.2.1 Existence of STD Policy and Staff Awareness of it	78
5.2.2 Practice of STD at KNUST.....	79
5.2.3 The Effects of STD Practice on Performance and Motivation.....	80
5.3 Conclusions	81
5.4 Recommendations	82
5.4.1 Staff Access to Training and Development Policy Document.....	82
5.4.2 Staff Career Development Plan.....	82
5.4.3 Selection Criteria into STD.....	83
5.4.4 Conditions for Effective Training and Development.....	83
5.5 Suggestions for Further Research.....	83
References.....	84
Appendices.....	90



LIST OF FIGURES

2.1 Conceptual Framework of Training.....	14
2.2 Conceptual Framework of Organisational Training Process.....	15
4.1 Gender of Respondents.....	51
4.2 Age of Respondents.....	52
4.3 Number of Years Respondent has worked at KNUST.....	52
4.4 Qualification of Respondents.....	54
4.5 Respondents' Awareness of STD Schemes.....	55
4.6 Respondents' Awareness of STD Policies.....	56
4.7 Respondents Have Copies of Training Policy Document.....	56
4.8 Respondents Know the Roles of the Employer on STD.....	58
4.9 Employer Has a Career Development Plan for Staff.....	59
4.10 Respondents Discuss Training and Development Needs with Heads.....	60
4.11 Induction is Given Adequate Importance.....	61
4.12 One is Given Induction anytime there is a Job Change.....	62
4.13 Respondents know Criteria for Selection into STD.....	63
4.14 Staff Training is often too selective involving few.....	64
4.15 The Mode of Selection into STD is Fair.....	64
4.16 STD is based on Training Needs Analysis.....	66
4.17 Employees Participate in Determining the STD Needs.....	67
4.18 There is a Performance Appraisal in Place for Staff.....	68
4.19 Training Sessions are often Held Outside Work Place.....	69
4.20 STD Improves Performance.....	70
4.21 My Performance Improve after STD Programmes.....	71
4.22 Ability to Transfer STD Knowledge to Work.....	72
4.23 STD is viewed as Strong Motivation.....	73
4.24 STD often Come with Better Remunerations.....	75
4.25 STD is of High Relevance to Me.....	76
4.26 Respondent is Satisfied with STD Delivery.....	76
4.27 Respondent is Satisfied with STD Practice.....	77

LIST OF TABLES

2.1 Determining Organisation's Present Conditions	19
2.2 Blocks to Learning.....	29
2.3 Four Popular Learning Orientations.....	30
3.1 Distribution of the Sample Size.....	45

KNUST



LIST OF ABBREVIATIONS

- i. STD Staff Training and Development
- ii. TNA Training Needs Analysis
- iii. KNUST Kwame Nkrumah University of Science and Technology
- iv. CIPD Chartered Institute of Personnel Development
- v. KSAA knowledge, skills, abilities, attitudes
- vi. CPD Continuing Professional Development
- vii. HRDD Human Resource Development Department
- viii. ASTD American Society for Training and Development
- ix. GIMPA Ghana Institute of Management and Public Administration
- x. HND Higher National Diploma
- xi. RQ Research Question
- xii. GCE O/A General Certificate of Education, Ordinary or Advanced levels



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to change management experts, ‘the only thing that remains constant in today’s current turbulent world is change’ (Anonymous); and the inception of the computer renaissance and information communication technology has come to heavily endorse this assertion. There is the belief that the highest currency for survival in this world system of dynamic information economy for both individuals and organizations is the ability to learn (Porter, 2000). Training and development of the human capital (employees) has, therefore, become a great tool for competitive advantage and a critical requirement for both personal and institutional growth and stability.

In any corporate environment where this opportunity for expansion is highly limited or more seriously stifled, nothing better than high and frequent labour turnover, labour frictions and ‘cold wars’, low working morale, high work-dissatisfaction, and generally, low work output become the outcomes. Hence, serious organizations the world over play no jokes with issues such as staff training and development. City & Guilds, a UK based organisation, reported in June 2010 in a survey, ‘The Skill Economy – the new framework for prosperity’, that businesses see skills as a top priority for supporting the UK’s future prosperity. The study reports that ninety percent of employers say vocationally trained staffs are vital to the success of their business, and that 65% of employers say that vocational education delivers the practical skills essential for today's dynamic economy. The survey

further reports David Fairhurst, Chief People Officer for McDonald's highlighting his organisation's basic culture that 'people do not leave the world of education behind them when they enter the world of works'. Consequently, McDonald's is reported to have a long-term commitment to offering all employees access to vocational training opportunities which could offer them nationally recognised qualifications like apprenticeships. This, according to the report, gives employees both the practical and relevant skills they need to improve their confidence and competence at the workplace. David Fairhurst is reported to have said that 'delivering training that way is good for the business, good for employees, and for the wider economy too' (City & Guilds, 2010, p. 1, 3).

According to Chartered Institute of Personnel and Development (CIPD) (2010), talent resourcing and retention remained high priority for organisations from 2010, despite diminishing budgets. It reported that increased pressure on budgets has led more organisations (66% compared to 40% in 2009) to focus on developing talents in-house, with the employees' benefits of increased opportunities, development and progression, and the employers' gains of fulfilling the skills requirement for jobs in the organization.

Staff training and development (STD) is a major tool for business and institutional growth, either public or private. Most private businesses invest substantial budgets annually to ensure adequate training and development of their staff, to grow them for more challenging current and future contributions for the organisations. Various institutions, appreciating the value of the tool, have put in place various staff training and development policies, because managements of such organisations understand that their institutional destinies rest on the calibre of their staff in terms of their competencies, skills, knowledge, understanding and insight.

In the light of the above, Kwame Nkrumah University of Science and Technology (KNUST), Kumasi, Ghana, with the staff population of 3 279, has a well established Human Resource Development Division (HRDD). Among other functions, the KNUST HRDD is responsible for keeping the University's human resource base under constant review. As outlined in the KNUST Policy Document, the department is expected to serve as the vehicle for programmes that assure staff training and development (STD) and promote continuous professional education through refresher and short courses, KNUST (2005). In addition, it is expected to co-ordinate the University-wide continuous professional development programmes for professional bodies in and out of Ghana and facilitates linkages between the University and industry for staff attachments and other industrial experiences. It is also the liaison between the University and the Scholarship Secretariat and other scholarship awarding bodies, for staff training and development programmes.

1.2 Statement of the Problem

The significance of all aspects of Human Resource Development is to assure organisation of the most superior workforce so that the organisation and individual employees could accomplish their work goals in service to customers. Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. It has also been found to be an effective method of increasing productivity. Learning occurs in training and this learning is transferred to the actual job responsibilities of the worker (Baldwin & Johnson, 1996).

At KNUST however, most staffs often question the training and development practices, as to whether it has their interests at heart. Senior Staff complain of the absence of the requisite training and career development opportunities to help them to progress. They also lament of being left in the dark concerning the employer's role on their career development plans and other promotional avenues that could come through training and development.

Consequently, among the senior staff there is a general feeling of dissatisfaction which could potentially lead to low working morale, low work output, and difficulties in retaining such high calibre staff. As a result of this circumstance, a lot of senior staffs are currently embarking on sporadic self-sponsored further studies, most of which may either not fall within the strategic need of KNUST or may fall short of the University's policy. However, these genuine staff aspirations could be best understood in the context of Abraham Maslow's theory of motivation – hierarchy of needs (Maslow, 1954). For, deep in the hearts of these staff sits the desire to gain recognition, enhanced responsibility and the possibility of increased pay and promotion through training; they also aspire to have feeling of personal satisfaction and achievement, and to broaden their opportunities for career progression, via training.

Therefore, the purpose of this study, among other things, is to investigate the existence of STD policy and its equitable implementation across all categories of senior staff to ensuring mutual satisfaction of the employer and the employees. The study is designed to pin point specific training and development practices, constraints and possible solutions. Furthermore, the effects of the current circumstance of training and development on staff motivation in terms of performance and retention would be assessed.

1.3 Objectives of the Study

Based on the background of this study and the problem stated above, the objectives for this study was categorised into two domains.

1.3.1 General Objective:

The study sought to conduct an investigation into the staff training and development practices at Kwame Nkrumah University of Science and Technology – a case study of Senior Staffs.

1.3.2 Specific Objective:

The study intended to:

- i. Determine the existence and employees awareness of Staff training and development (STD) policies at KNUST.
- ii. Assess the training and development practices at KNUST with special emphasis on Senior Staff.
- iii. Examine the effects of training and development practices on senior staff performance at KNUST.

1.4 Research Questions

As natural fall outs from the objectives set above, the major research questions to be answered by the study were as follows:

- i. Does KNUST have Senior Staff Training and Development Policy? If so, is it readily available or known to the staff?

- ii. In practice, how is staff training and development implemented at KNUST?
- iii. What are the effects of training and development practices on senior staff motivation and performance at KNUST?

1.5 Significance of the Study

Research into KNUST staff training and development practices and their effects will benefit all the stakeholders: management, academia, administrative staff, researchers, and the nation as a whole. Among the many justifications for the research are the following:

The study will prompt management of KNUST the need for clearer, specific, and an up to date comprehensive staff development policies and procedures for all categories of employees. This will help to Foster good employer employee relations and reduce turnover by sponsoring programmes that will encourage greater job satisfaction and promotional opportunities among staffs. It will also help to ensure effective succession planning, as employees will be encouraged to develop and refine skills by learning in areas such as leadership, teambuilding, management, customer service, and computing to prepare themselves for possible leadership takeover, where necessary.

Again, a study on staff training and development will help to improve individual and organizational performance; training will help employees with adjusting to work situations, and create a greater sense of community, improve interpersonal skills, staff professionalism and competencies and consequently enhance the quality of work and personal life for Kwame Nkrumah University of

Science and Technology employees and thus assisting KNUST in achieving its overall institutional goal.

Moreover, a research on staff training and development could be a platform for staff progression, which will ensure highly motivated staff, and thus help to increase retention of high calibre staff. Also, this could become an avenue for revenue mobilization for the university, as staff of other universities could be trained for fees. In addition, the research could serve as an input to policy formulation by government and / or its regulatory and supervisory bodies such as Ministry of Education and National Council for Tertiary Education in helping to streamline policies to facilitate and promote institutional capacity building.

Finally, the study would serve as a resource for academia and other people who would want to conduct similar or further studies into staff training and development.

1.6 Overview of Research Methodology

The study used both quantitative and qualitative tools, employing both primary and secondary sources of data collections, of which articles, past researches, journals internet were major sources. Primary data were gathered using structured questionnaire from a sample size of 90 respondents taken out of the sampling frame of 857 senior staff, using the convenient sampling method. Three key Human Resource staffs were also interviewed to seek their opinion to buttress the data from the questionnaire. The reason for this was to provide adequate platform of discussion for readers that will facilitate an in-depth knowledge and understanding on the issues raised and the different variables that were involved. In the primary research, mainly senior staffs were surveyed.

The questionnaire which was structured in line with the research objectives and was used as the main research tool for the study was distributed to the respondents through a face to face personal contact. Participation of the respondents was treated with utmost confidentiality. Data analysis which was mainly quantitative was represented in various pie or bar charts, bar graphs, frequency tables / diagrams, percentages and other statistical forms with the aid of statistical package for social sciences (SPSS). It should however be noted that qualitative analysis were also used where appropriate.

1.7 Scope of the Study

The study was narrowed down to only ninety (90) KNUST senior staffs, as the implications in spreading a research such as this to cover a wider population is obvious in terms of costs, effectiveness, time constraints and manpower needs.

The researcher resolved to restrict the study to this scope to minimise any situation that may crop up to disturb the validity of the study and to ensure specially the successful undertaking of this important study.

1.8 Limitations

A research such as this one is not often without challenges. Hence, as expected, the researcher encountered few difficulties worthy of mentioning, which included battle with time, institutional bottlenecks, and others which are briefly highlighted below:

1.8.1 Battle with time

Due to the limited time span, the researcher was compelled to limit the study

to only 90 respondents, as mentioned under 1.7 above. This, undoubtedly appear to raise questions on the credibility of the study in terms of the adequacy of the sample size as a true representation. However, this showed no impact on the reliability of the findings.

1.8.2 Access to Information and Human Error

In addition, due to some institutional constraints such as secret codes and the sensitive nature of some information bordering on sensitive issues such as institutional policy and strategy, some staffs in some strategic positions and some respondents were reluctant to freely give certain critical information. Also, like any human endeavour, the researcher recognised that some unintentional human errors could also not be ruled out. All these have the potential to affect the reliability of the findings, the conclusions and the recommendations thereof. However, notwithstanding these challenges, the researcher assures all who will read and use this piece of work that all efforts were made to minimise to the barest minimum the problems mentioned above and their impacts, if not completely eliminate them, to ensure validity and reliability of the material so that the findings would be representative of such an important study on university staff training and development in Ghana.

1.9 Organisation of the Study

The study would be presented in five chapters. The chapter one which is the introduction gives the background of the problem and the problem and its context; the rationale for the study in terms of purpose, significance and objective of the study

followed; the chapter ends with research questions, the scope, limitation, and the organisation of the study. Chapter two will present review of relevant literature. The methodology to achieve the objectives will be outlined in chapter three. Chapter four presents the results and the accompanying discussions. The conclusions and recommendations are presented in chapter five.

KNUST



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

At the website of the National Training Award, UK is written: Better staff, better business; and one cannot help but agreeing. The success of every organization, to a large extent, depends on the calibre of its human capital, which is the hub around which revolve all the company's tangible and intangible assets. This writer believes that the human capital holds the key that unlocks all the skills, competencies and capabilities that are required to support organisation's internal value-creating processes, either for products or services. In view of this, Professor Michael Porter of Harvard Business School, introducing the concept of the "value chain" in his book - *Competitive Advantage: Creating and Sustaining Superior Performance*, among other propositions, pointed out that the skills and motivation of employees and the costs involved may be critical to competitive advantage, Porter (1985). It becomes clear, therefore, that creating and sustaining corporate growth and development will only materialize with competent and continuously trained and developed staff. This stresses that people are now the key to finding and sustaining competitive edge.

Witchel (2003) also postulated that an organisation develops a sustained competitive advantage by analyzing *the way it competes* (product strategy, pricing strategy), *where* it competes (markets selection, competitor selection), and the *basis* of competition (the organization's assets and skills). Criteria for selection of key assets and skills is defined with respect to the competition, relevancy to the marketplace, feasibility and cost effectiveness and whether or not it will result in a strategic competitive advantage for the future. Human skills are therefore what firms

need, and what are paid for. Hence, Goldstein & Gilliam (1990) reported that all descriptions of future work in organisations describe the worker as requiring more complex cognitive skills, as well as the need to maximize the potential of each individual worker. It is even an understatement to say that increases in technologically sophisticated systems require a rather more highly trained manpower to operate the systems. However, the question is: are corporate organisations poised for this trend? Unfortunately, according to Goldstein & Gilliam (1990), the predictions are that fewer persons of this calibre are entering the work force. Consequently, the need for a research into staff training and development must not be over-emphasized. In this write up, the researcher thoroughly reviews the literature associated with training and development practices that lead to successful change in skill, knowledge, attitude, and organisational behaviour.

2.2 The Concept of Training and Development

In the field of Human Resource Management (HRM), training and development is among the main areas of the HR function. Training of subordinates is basic to every organization (Carnevale & Stone 1994, 22).

According to Harrison (2005), training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and development has been known by several names, including employee development, human resource development, and learning and development.

Harrison (2005) observed that Chartered Institute of Personnel and Development (CIPD) debated this name variety during its review of professional standards in 1999/2000. She reported that, "Employee Development" was seen as too

evocative of the master-slave relationship between employer and employee for those who refer to their employees as "partners" or "associates" to be comfortable with. She further asserted that "Human Resource Development" was rejected by academics, whose objection was based on the idea that people were "resources" - an idea that they felt to be demeaning to the individual. Eventually, as told us by Harrison, "the CIPD settled upon 'Learning and Development', although that was itself not free from problems; 'learning' being an over-general and ambiguous name". Moreover, the field is still widely known by the other names (Harrison, 2005).

In most training and development literature, the term "training and development" encompasses three main activities: training, education, and development, which are considered to be synonymous in the views of Garavan, Costine, and Heraty of the Irish Institute of Training and Development (Harrison (2005); Montana & Charnov (2000); Garavan, Costine, & Heraty (1995); Torrington, Hall, & Taylor (2004). However, Harrison (2005) insists that to practitioners, the terms encompass three separate, although interrelated, activities.

2.3 Training

2.3.1 Definition

The Manpower Services Commission of the United Kingdom in 1981 defined training as "a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organisation (Manpower Service Commission, 1981). Antai (2002) also defines it as the systematic

development of employees' knowledge, skills, abilities and attitudes (KSAA) that are required for an organization to meet its strategic goals. Training improves the competencies of employees, and thus gives them inspiration and guidance to perform their jobs confidently and effectively. Cowling and Mailer (1992), on one hand, see training as the development of knowledge required to perform adequately a given task or job. Cowling and Mailer mentioned the following four attributes of training: they are short term in duration; they involve a systematic process; there is an emphasis on mastery of defined task; they result in improved skill or enhanced knowledge.



Figure 2.1 - Conceptual Framework of Training

Source: Researcher's Own Construct

2.3.2 Training Cycle

Laing (2009) reported that training in an organization normally involves a systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action. These are elaborated below.

2.3.2.1 Training Policies and Resources

Organisations have their reasons for existence, and based on that may have their purposes which are broken down into objectives, which define their portfolio, parenting and directional strategies. Various policies are consequently developed to pursue such set goals, and one of such policies could be the training policy.

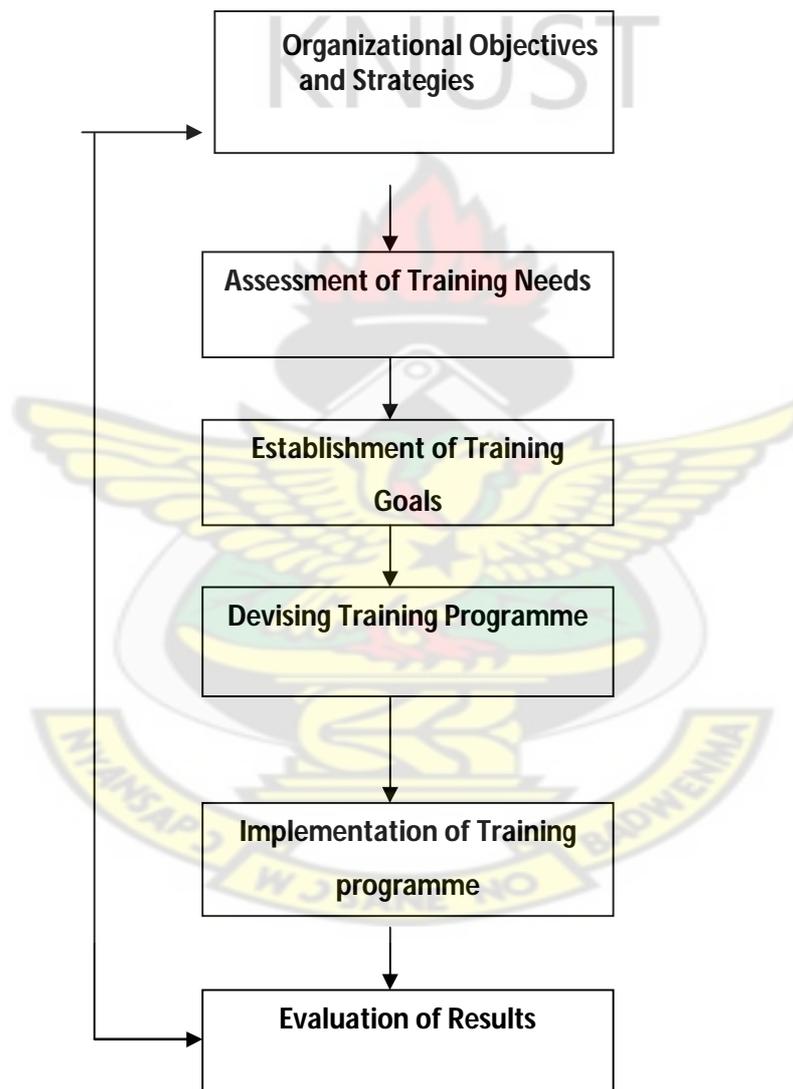


Figure 2.2 - Conceptual Framework for Organisational Training Process

Source: Researcher's Own Construct

Kenney et al (1992:3) propose that companies should have policies for training, aligned with their vision and mission, which are very vital in providing guidelines for those responsible for planning and implementing training, ensuring that training resources are allocated to pre-determined requirements, ensuring equal opportunity for training throughout the organisation, and ensuring that employees are adequately informed of training and development opportunities. It is asserted that training policies indicate the training philosophy of the organisation and the proportion of the organisation's turnover allocated to training, and thus, the degree of importance the organisation attaches to training. Much of the success of organisational training and development depend on the credibility of its training and development policy.

2.3.2.2 Determination of training needs

According to Cole (2002:339) if an organisation has to justify its training expenditure, it must surely do so on the basis of organisational needs which are viewed from various perspectives and levels: organisational, departmental, functional, job and employee levels to determine gaps. According to Cole, organisational level analysis looks at the variances between success and failure of the organisation to ascertain which ones training could help to remedy. Functional analyses view the specific job requirement determined by job descriptions and job specifications. Job analysis surveys work groups, job holders, supervisors, and training committees. Employee's needs are also analysed via the performances of the employees.

Training is not always the answer to performance problems. There are many other ways of overcoming deficiencies in human performance at work; for instance,

instituting guidance and counselling, improving pay levels and incentive packages, replacing machinery or simplifying procedures, and job design (job rotation, job enlargement and job enrichment). Rosner (1999) reports that Brandt Sakakeeny, a training industry analyst for Solomon Smith Barney believes that training can be either a great investment or a waste of money. Training is indeed a waste of money when the desired behaviour does not occur. Gupta acknowledges that not all performance problems can be addressed by training; he says that in many cases, non-training interventions are necessary (Gupta, 1999). Gupta concludes that the key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to ensure that the right training is implemented.

Without the right training, employees can be your [the organisation's] biggest liability; trained effectively, however, they can become your biggest asset (Bartram and Gibson, 2000). Rosner (1999) adds another ingredient for success – support after training. He states, “The most effective programs train workers in new behaviours and then train managers to support employees as they apply learning daily (Rosner, 1999, p.43). Support and endorsement from management can greatly enhance training results. One can conclude that training is not always the answer, and when it is the answer, it has to be the right one.

So, how does an organization train effectively so that the investment results in growth and success? To make training count, it must be matched directly to the needs of the organization and people in it. One tool that is used to accomplish this is the Training Needs Assessment (TNA) which diagnoses present problems and future challenge to be met through training and development.

2.3.2.3 Training Needs Analysis (TNA)

According to Lee and Roadman, a training needs analysis / assessment (TNA) is the systematic process of determining goals, identifying discrepancies between actual and desired conditions, and establishing priorities for action (Lee & Owens, 2000, p. 5). DeSimon and Harris (1998) state: “A need can either be a current deficiency, such as a poor employee performance, or a new challenge that demands a change in the way the organisation operates” (p.18). They also report that an assessment is a way to collect information that can be used to decide what type of development will be perceived as relevant and useful. This in turn enables an interaction to take place that questions the type of skills and knowledge required to be more effective. Organisational gaps will be identified and considered, if the problem can be solved by training. The assessment is part of a planning process focusing on identifying and solving performance problems.

Lee & Owen (2000) mentioned that an assessment is conducted as a survey and questions are developed for individual interviews or focus groups. They outlined an eight-step activity that can be used to determine the present conditions of the organization. The researcher has built this eight-step activity into a table below (table 1).

2.3.2.4 Establishing the Training Goals and Objectives

Having identified the training needs of the organisation and the individual employees based on the various performance gaps, there is then the need to establish training goals, which are further broken down into achievable objectives.

Table 1 – Determining Organisation’s Present Condition

STAGE	ACTIVITY
<i>Step 1</i>	Identify the knowledge and skill needed to perform the task(s)
<i>Step 2</i>	Identify the job-specific knowledge and skill areas used to select people for the task(s)
<i>Step 3</i>	Determine whether there is a match between the results of steps one and two. If there isn’t, then identify the skills that are missing and review for possible training or performance support applications, and consider revision of employee-selection criteria
<i>Step 4</i>	If there is a match between steps one and two, then look for environmental causes of the problem. Visit the work environment and compare average performance with exemplary or ideal performance. Identify gaps in performance, and continue with step five.
<i>Step 5</i>	Document task performance that is acted by such environmental factors as: Noise, Equipment, Tools, Temperature and Work space.
<i>Step 6</i>	Review all results and identify areas of need.
<i>Step 7</i>	Gather data from employee about: management support, existing training, teamwork and empowerment, workflow and processes and safety.
<i>Step 8</i>	Review all results and identify areas of need

Source: (Based on Lee & Owens, 2000, p 7 &8)

2.3.2.5 Designing the Training and Development Program

Decisions bordering on who the trainees are, who the trainers and resource persons will be and what training methods and techniques will be used are sorted out. In addition, the training topics, their contents and depth or levels and principles of learning are clearly clarified during the designing stage.

2.3.2.6 Implementation of the Training Programme

Having designed the training, the next rational step in the training process is to implement the plan in practical terms. The question, 'where is the training going to be conducted and how?' is considered. Will it be at the job site, or off site such as a university, college classroom or a hotel? All these questions bothering on location decisions which will lead to practical implementation of the training activities need to be answered. Other decisions on training facilities, training schedules, conducting the programme, and monitoring progress and success of trainees also need to be well sorted out to pave way for effective implementation of the training programme.

2.3.2.7 Evaluation of the Training Programme

The last stage in the training and development process is evaluation which helps to determine the results of the programme. Since huge sums of money are spent on training and development, there is always the need to find out how far the programme has been useful to the trainees and the organisation. Kenney et al (1992:11) states that a training program could be reviewed during and after its completion. They implied the two types of evaluation: formative and summative evaluations. They continued that the evaluation could be done either by the training officer, the line manager, or the trainees themselves.

Kirkpatrick (1994) has developed a four-level model for evaluating the effectiveness of training within organisations: **Level 1:** Reaction - a measure of how participants feel about various aspects of the programme; this measures satisfaction. **Level 2:** Learning - a measure of the knowledge acquired, skills improved or attitudes changed during training; **Level 3:** Behaviour - a measure of the extent to

which participants change their behaviour because of training (transfer of training); and **Level 4: Results** - a measure of the final results for the organisation that occur due to training, including increased sales, higher productivity, and reduced employee turnover (Kirkpatrick 1994, p 2).

Bertrand & Escudero (2002) suggested that evaluation should be best spread to cover the whole programme, not only one part. They proposed that training programme evaluation should encompass inputs, processes, outputs, and outcomes, where: **input** refers to the human and financial resources, physical facilities, equipment, and operational policies that enable programme activities to be implemented; **process** refers to the multiple activities - both planning and implementation - carried out to achieve the objectives of the programme; **output** measures results of these activities at the programme level, in two forms: the number of activities performed and measures of service utilisation; **outcome** relates to the measurement and reporting of indicators of the status of the conditions the programme is accountable for improving. Often outcomes are synonymous with the behavioural results the programme attempts to achieve. In practice, however, most organisations either overlook or lack facilities for effective evaluation, Kenney et al (1992).

2.4 Training methods

The selection of method for a training programme is informed by the identified training needs, established purpose and objective of the training, pre-requisite knowledge or levels of the trainees, the available facilities, the styles and the pedagogy of the resource persons, DeCauza et al (1996:70). Beardwell & Holden

(1998) classify training into two groups, namely, on-the-job and off-the job. The former is the type in which the supervisor or another co-worker teaches the individual to do a job, while the latter is the case in which the individual is sent to an institute where training is provided, such as GIMPA. This classification is endorsed by DeCauza et al (1996). Training can be carried out in many ways. According to Beardwell & Holden (1998), DeCauza et al (1996), varieties of training approaches used by organisations include the following:

2.4.1 On-the-job Training

This is the most widely used training method because it is simple and less expensive to use. In this method, the trainees are placed in actual work situations in a close collaboration with the trainer; this makes the trainee more comfortable and productive. On-the-job training employs three approaches to inculcate the desired learning: learning by doing; mentoring; shadowing and job rotation.

Learning by doing is a very popular method of teaching new skills and procedure to learners. The learner (employee) is required to observe an experienced worker and imitate him or her. This approach of training has an advantage of spreading time-tested skills that best suit the requirements of the organization. Most of such senior workers however, may not impart such training easily for lack of ability to instruct effectively. It can, therefore, tend to be time consuming as the learner may struggle to master the skill amidst the teachers' poor communication at times. The method is, however, very effective when the trainer has been trained in instructional delivery.

In **mentoring**, a senior or an experienced employee takes charge of the training of the new employees, less experienced employees, or “protégé”, Beardwell

& Holden, (1998). Mentoring is similar to learning by doing method; however, there is a much closer relationship between the instructor and the learner, than the master-apprentice kind of relationship. In fact, mentoring is more of a father - son relationship, as the mentor acts as an advisor and protector to the mentee.

Organisations set up formal mentoring programmes for various reasons. These include the support of graduate intake or training scheme and the development of 'high fliers' or senior managers; the encouragement of career advancement of women or those from minority groups; the nurturing of employees with skills in short supply; the stimulation and fostering of innovation in the organisation; support for managers in training or for other learners in the organisation (Beardwell & Holden, 1998).

Shadowing and job rotation usually offer learners the experience of working in different job settings or environments. If well planned and executed with proper supervision, these methods can be worthwhile learning experiences. Job rotation is a management technique used to rotate job incumbents from one job to the other or from one department to another or from one plant to another in different geographical areas. It helps to relieve boredom and thereby raises the productivity of workers. The rotation is done on a well co-ordinated basis with the view to exposing the trainee to new challenges and settings, thereby helping him to have a broader outlook and diversified perspectives to issues. It promotes multi-skilling and team spirit among staff, DeCauza et al (1996).

2.4.2 Vestibule Training

This method of training is when a staff is being trained to use a machine or perform a task under a condition of simulation. This method utilizes equipment

which closely resembles the actual ones used in the job. It is performed in a special area set aside for the purpose and not at the workplace. The emphasis is placed on learning skills than on production. It is however difficult to duplicate pressures and realities of actual work situations. Even-though the kind of tension or pressure may be similar, the employee knows it is just a technique and not a real situation. Also the employees behave differently in real situations than in simulations. Also additional investment is required for the equipment.

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2.4.3 Behaviour Modelling

This method mainly focuses on emotional (human relation) issues. The essences are on creating a real life situation and have trainees assumed parts of specific personalities (mostly interchanged roles of boss and subordinate to create empathy for one another). The consequence is better understanding of issues from the other's point of view. It is referred to as "copying", "observational learning" or "imitation", implying that behaviour is learned or modified through observation of other's experiences.

The method incorporates the use of videos to clearly demonstrate the way things ought to be done and what behaviours are to be avoided. Key points are displayed on screen and are backed by trainer-led discussions. Behaviour modelling uses the demonstration of the right and effective way in doing something, and trainees are provided with facilities to practise, Decauza et al (1996).

2.4.4 Understudy Training

An understudy is a person who is being trained to assume a position at a future date, the duties and responsibilities of the position currently occupied by the

person the trainee is understudying. Trainees are assigned to assist a superior officer in the performance of his duties related to the position; then the group will be required grapple with the day-to-day problems which confront the superior in the performance of his duty. They (trainees) are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over when the superior is transferred, retired or is promoted to a higher position, Decauza et al (1996).

2.4.5 Case Study

Here, trainees are given cases of real or imagined events in an organization to study, analyze and give their opinions. The trainees read the case, analyze it and develop alternative solutions, select the best one and implement it. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will later face on the job. This is an ideal method to promote decision making skills, provide transference of knowledge, and allow participation through discussion. The object of the method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

2.4.6 Business Exercise

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

2.4.7 Group Training

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

2.4.8 Apprenticeship and Coaching

This is a method of training where an unskilled person understudies a skilled person. It involves learning from more experienced employee/s. This method may be supplemented with other off-the-job methods for effectiveness. It is applied mostly among craft workers, carpenters, plumbers and mechanics. This approach uses high levels of participation and facilitates transferability. Coaching is similar to apprenticeships. But it is always handled by a supervisor and not by the HR department.

2.4.9 Formal Training

This is a practical and theoretical teaching process which could be done within or outside an Organisation. When training is carried out inside an

organisation, it is called an in-house training. Off-house training is carried out in professionalised training areas like: Universities, Polytechnics and Professional Institutes.

2.5 Education

Education in the largest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, it is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another, Farrant (1981). According to Douglas Harper in Online Etymology Dictionary, the word education is derived from *educare* (Latin) "bring up", which is related to *educere* "bring out", "bring forth what is within", "bring out potential" and *ducere*, "to lead, (Harper, 2010).

Education is the major contributor to the process of development, because it directly and continuously affects the formation of knowledge, abilities, character, culture, aspirations and achievements, Beardwell & Holden (1998). Education may refer to any experience that leads to learning, and it focuses on the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

The World Bank asserts that lifelong learning (education) is essential for individuals to keep pace with the constantly changing global job market and technology. It is a preparation for a destabilised life of changing jobs, job requirements and geographical locations. In this vision of the nomadic worker, people must constantly adapt to new living conditions, technology and work requirements (The World Bank, 2003, p. 43).

2.6 Development

Development may be explained as the process whereby, over time, learning brings about significant changes in the individual. Beardwell & Holden (1998) contend that development is what organisations need of their members as this is the surest means by which a person, through learning and maturation, becomes increasingly complex, more elaborate and differentiated to become better able to adopt to the changing environment by virtue of both learning and maturation which result in new ways of acting (thinking, feeling) and responding to (interpreting) the environment.

Beardwell & Holden (1998) further argue that development is a significant topic that contributes to the understanding of how people change through life, an understanding needed in many areas of policy and practice. Development focuses on the main activities that the organisation employing the individual, or that the individual is part of, may partake in the future, and it is almost impossible to evaluate. Development has several dimensions, which may include learning, management learning, career development, continuous professional development, and learning organisations. Some of these are discussed in 2.6.1 to 2.6.5 below.

2.6.1 Learning

2.6.1.1 Definition of Learning

According to Beardwell & Holden (1998) learning is a natural process in which we all engage. It is not just a cognitive activity; it affects the person as a whole (the body, soul, mind, spirit; psychomotor, affective, cognitive, and spiritual), bracket mine.

Learning is a process within an organism which results in the capacity for changed performance that can be related to experience rather than maturation (Ribeaux & Poppleton 1978: 381). Managers must be aware not only of the human ability to learn, but also the inevitable barriers to learning and development, Beardwell & Holden (1998). See Table 1, a list of blocks to learning, arranged from intangible (perceptual) to tangible (physical environment).

Table 2 - Blocks to Learning

Perceptual	Not seeing that there is a problem
Cultural	The way things are here
Emotional	Fear or insecurity
Motivational	Unwillingness to take risks
Cognitive	Previous learning styles
Intellectual	Limited learning style / poor learning
Expressive	Poor communication skills
Situational	Lack of opportunities
Physical	Place, time
Specific environment	Boss/colleagues unsupportive

Source: Mumford (1988: 26)

2.6.1.2 The Learning Process

There are various learning theories or orientations. Four popular orientations are summed by Smith (1999) in Table 3. The learning process is characteristically all about the learning theories. They include the behaviourist, cognitivist, the humanist, and the social / situational.

Rogers distinguishes between task-conscious or acquisition learning and learning-conscious or formalized learning, and said that the former is concrete, immediate and confined to a specific activity; it is not concerned with general

principles. In other words, whilst the learners may not be conscious of learning, they are usually aware of the specific task in hand (Rogers 2003: 18)

Table 3 – Four Popular Learning Orientations

Aspect	Behaviourist	Cognitivist	Humanist	Social and Situational
Learning theorists	Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner	Koffka, Kohler, Lewin, Piaget, Ausubel, Bruner, Gagne	Maslow, Rogers	Bandura, Lave and Wenger, Salomon
View of the learning process	Change in behaviour	Internal mental process (including insight, information processing, memory, perception	A personal act to fulfil potential.	Interaction /observation in social contexts. Movement from the periphery to the centre of a community of practice
Locus of learning	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Learning is in relationship between people and environment.
Purpose in education	Produce behavioural change in desired direction	Develop capacity and skills to learn better	Become self-actualized, autonomous	Full participation in communities of practice and utilization of resources
Educator's role	Arranges environment to elicit desired response	Structures content of learning activity	Facilitates development of the whole person	Works to establish communities of practice in which conversation and participation can occur.
Manifestations in adult learning	Behavioural objectives Competency - based education Skill development and training	Cognitive development Intelligence, learning and memory as function of age Learning how to learn	Andragogy Self-directed learning	Socialization Social participation Associationalism Conversation

Source: Smith (1999)

Formalized learning arises from the process of facilitating learning. It is 'educative learning' rather than the accumulation of experience. To this extent there is a consciousness of learning - people are aware that the task they are engaged in entails learning. 'Learning itself is the task. What formalized learning does is to make learning more conscious in order to enhance it' (Rogers 2003: 27). It involves guided episodes of learning.

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2.6.1.3 Learning Objectives and Outcomes

Bloom's Taxonomy is a classification of learning objectives within education proposed in 1956 by a committee of educators chaired by Benjamin Bloom who also edited the first volume of the standard text, *Taxonomy of educational objectives: the classification of educational goals*. Although named for Bloom, the publication followed a series of conferences from 1949 to 1953, which were designed to improve communication between educators on the design of curricula and examinations (Bloom et al, 1956 p. 4).

Taxonomy of educational objectives refers to a classification of the different objectives that educators set for students (learning objectives), which divides educational objectives into three "domains", namely: cognitive, affective, and psychomotor (sometimes loosely described as *knowing/head*, *feeling/heart* and *doing/hands* respectively). Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. The goal of Bloom's Taxonomy was to motivate educators to focus on all three domains, creating a more holistic form of education (Bloom et al, 1956 p. 4). A revised version

of the taxonomy was created in 2000 (Anderson et al, 2000; Krathwohl, 2002, 41 (4), 212-218).

The cognitive domain is knowledge or *mind* based. It has three practical instructional levels including *fact*, *understanding*, and *application*. The *fact* level is a single concept and uses verbs like *define*, *identify*, and *list*. The *understanding* level puts two or more concepts together. Typical verbs for this level include *describe*, *compare* and *contrast*. The *application* level puts two or more concepts together to form something new. Typical verbs at this level include *explain*, *apply*, and *analyze*. Delivery in this domain is typically a lecture/presentation and the evaluation will be subjective and objective test items (Krathwohl, 2002). However, in all, the cognitive has six hierarchies of objectives, namely, knowledge, understanding, analysis, synthesis, and evaluation (from the lowest to the highest levels).

The psychomotor domain is skill based. The student will produce a product. The three practical instructional levels include *imitation*, *practice*, and *habit*. The psychomotor domain is steeped in a demonstration delivery and the first level, *imitation*, will simply be a return of the demonstration under the watchful eye of the instructor. The *practice* level will be a proficiency building experience that may be conducted by the student without direct oversight of the instructor. The *habit* level is reached when the student can perform the skill in twice the time that it takes the instructor or an expert to perform. The delivery is demonstration and proficiency building in nature. The evaluation will be a performance or skill test. The content that is needed to be known to do the skill is cognitive and should be treated accordingly. That is the predominant occupational program domain (Krathwohl, 2002).

The affective domain is based upon behavioural aspects and may be labelled as beliefs. There are five levels in the affective domain moving through the lowest order processes to the highest. These are receiving, responding, valuing, organising, and characterising. In receiving, the lowest level, the student passively pays attention. Without this level no learning can occur. For the second level, responding, the student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way. Under valuing, the student attaches a value to an object, phenomenon, or piece of information. Organising is a level where the student can put together different values, information, and ideas and accommodate them within his/her own schema; comparing, relating and elaborating on what has been learned. Under characterising, the student holds a particular value or belief that now exerts influence on his/her behaviour so that it becomes a characteristic. The verbs for this domain are generally limited to words like *display*, *exhibit*, and *accept* and these apply at all levels. The content in this domain will usually involve discussions (Krathwohl, 2002).

2.6.2 Management Learning / Development

Management learning is viewed by Molander (1986) as a conscious and systematic process to control the development of managerial resources in the organisation for the achievement of goals and strategies. It is an attempt to improve managerial performance by imparting knowledge, changing attitudes or increasing skills. This researcher feels that the way managers are managed and developed (values & attitudes, roles and relationships) is an influencing factor in the way employees are treated (hard or soft).

2.6.3 Career Development

Beardwell & Holden (1998) argue that although the term 'career' is well understood in everyday language, the concept is a complex one with several levels of meaning. The following much-quoted definitions imply the concept of career development:

... a succession of related jobs, arranged in a hierarchy of prestige, through which persons move in an ordered, predictable sequence (Wilensky, 1960: 554).

... a career consists, objectively, of a series of status and clearly defined offices ... subjectively, a career is the moving perspective in which the person sees his life as a whole and interprets the meaning of his various attributes, actions and the things which happen to him (Hughes, 1937: 409 – 10).

Career development of employees is one manifestation of human resource development, and those responsible for it will benefit from a knowledge of the theories of it and lifespan development. Indeed, unless managers construe the work of blue-collar workers and of women in terms of career, the development of these classes of employees may continue to be neglected, Beardwell & Holden (1998).

2.6.4 Continuing Professional Development (CPD)

Beardwell and Holden are of the view that many professions are now requiring their members to undertake continuing professional development (CPD) because the changing environment is rendering obsolete some of their original skills and knowledge and demanding the development of others. CPD is more than updating: it calls for continuous process of learning and of learning to learn, and so is likely to have considerable benefits for organisations employing professionals.

Whittaker (1992) states that CPD is needed to ensure that professionals remain up to date in a changing world and that the reputation of the profession is enhanced, and to encourage professionals to aspire to improve performance and ensure that they are committed to learning as an integral part of their work. She identifies various principles underlying CPD. She says that development should always be continuous and that the professional must actively seek to improve performance. She also points out that development should be owned and managed by the learner. Again, it should begin from the learner's current learning state. In addition, she states that learning objectives should be clear, and where possible serve organisational as well as individual goals. She finally advises that investment in the time required for CPD should be regarded as being as important as investment in other activities.

Whittaker outlined a variety of approaches to continuing professional development, which includes: consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance. She stressed the critical role of the responsibility of the learner to ensuring CPD.

2.6.5 Learning Organisations

Beardwell & Holden (p. 276) note that today's organisations must emphasise the characteristics of quality and continuous improvement, flexibility and adaptability in order to survive and be effective. Overall, these amount to the need for all individual employees to learn how to learn, for managers to facilitate this and for all together to become a learning organisation.

Characteristically, in learning organisations: learning is accomplished by the organisation as a whole; organisational members recognize the importance of ongoing learning to the organisation's future success; learning is a continuous strategically used process, integrated and running parallel to work; There is a focus on creativity, and "systems" thinking is fundamental (Marquardt, 1999).

Learning organisations are skilful at creating, acquiring, and transferring knowledge and are able to modify behaviour to reflect this new knowledge and insight. This implies a new way of thinking about how people work together and the need for a greater emphasis on reviewing past practices and experiences (Garvin, 1993). A critical issue for an organisation transforming itself to meet competitive threats is the ability to reach the desired state in a time frame imposed by the results of the competitive environment. Managers contemplating its use must ask the key question: "can we get there soon enough to avoid disaster?" As with the maturing of vintage wines, developing a learning organisation is a rather slow process. To be effective, one must change cognitive styles, deep held beliefs, attitudes, assumptions and behaviours. It can succeed only when the need for organisational change is not urgent (Dervitsiotis, 1998).

Dervitsiotis (1998) admonishes that a company that chooses the learning organisation approach must first go through a phase of preparing top and middle management in the basic disciplines of systems thinking, shared mental models, personal mastery, shared vision, and team learning. Building a foundation for these important skills is a slow and demanding process. In this first phase the initial rate of improvement is modest at best.

In the second phase there is a moderate rate of improvement as most people learn to practice the art of these disciplines with greater skill, creativity and effectiveness, and crafting a shared vision of the organisation. It is in the third phase of the learning organisation path that the rate of improvement begins to accelerate, with more and more people pursuing a shared vision and operating at their fullest potential. Here we observe maximum strategic alignment of all parts of the organisation (Dervitsiotis, 1998).

In summary, successful organisational learning appears to be "values" based. Leaders need to be committed to empowering employees so that they feel free to experiment and be creative. Because successful learning organisations are created and rooted in the values and culture of the organisation, it is a very slow process to change.

2.7 Importance of Training and Development

The usefulness of training and development to an organisation is unspeakable. Most human resource experts believe that through training and development, the value of the human capital is enhanced by gaining and cultivating higher performance potential which includes new tasks, functions, and KSAPs (knowledge, skills, abilities, personal attributes). This is confirmed by Stevens (2003) who thinks that training and development activities can help companies acquire staff with the right combination of skills and motivations that a company needs in order to be competitive. He explained that the more employees are educated to take responsibility for their career development, the more likely they are to develop into self-resilient employees who embrace, rather than fear, change in their work world.

Training employees creates a situation beneficial to both employees and employers. It can solve a variety of manpower problems which militate against optimum productivity. For example, Kayode (2001) mentions some benefits that could be derived from training as: increasing productivity; improving the quality of work and raising employees' morale; developing new knowledge, skills, understanding, and attitudes.

As quoted in the *Engineer*, a magazine serving the UK's engineering technology community, Mullin (2003), Bosch Rexroth's Personnel Manager, stated that "training leads to competent and motivated employees, which in turn leads to fewer problems in the production process and the retention of happier clients" (p. 35). The benefits from training as identified by management included improved occupational health and safety outcomes, greater motivation, lower staff turnover, lower wastage, a more flexible workforce, higher productivity or improved quality of products and services, instilling corporate culture or strategic goals and a range of non-economic benefits, (Mullin, 2003).

2.8 Training and Strategy Implementation

According to Barney (1991), the resource-based view of the firm establishes that people (the human capital), as a repository of knowledge and skills, can be leveraged to create value in a way that is difficult for competitors to imitate. This was supported by Amit & Shoemaker, 1993 p. 36, who postulated that people viewed as strategic assets means that manpower is "the set of difficult to trade and imitate, scarce, appropriable, and specialized resources and capabilities that bestow on firms competitive advantage". A firm's strategic plan may mean nothing if its people lack

access to appropriate and relevant knowledge, skills, and attitudes to successfully support or carry out the plan. Since people are the core driver of successful strategy implementation, it is vital for those, especially top management and executive teams, who plan and formulate strategy to realize that having their employees armed with appropriate knowledge and skills is a key element for successful strategy implementation. Porter (2000) stresses that the successes of firms operating in the knowledge-based economy must seriously depend on the skills and knowledge of their workers.

A research study, conducted by Wilson Learning Corporation (a provider of Human Performance Improvement solutions), showed that traditional sources of competitive differentiation – a superior product or service, increased size through mergers and acquisitions, or reductions in price – no longer suffice in today's business operation environment (Edina, 2005).

Turcotte (2002) found that “both classroom and on-the-job training, innovation in products, services and processes, and implementation of new technologies or new software are variables that are positively associated with support for training” (p. 22). Baldwin (1999) conducted a review of a number of Canadian studies and developed a positive linkage between innovation and training. Baldwin and Johnson (1996) found that firms with a high level of innovation provided training to a larger number of their workers, both through formal and informal platforms. In addition, Baldwin (2000) emphasized the important relationship between innovation, skills and training, and the success of start-up firms.

Several researches show that training and development contribute positively to performance improvement of staff, organisational strategy implementation, and sustained competitive advantage (Akhtar, Ding, & Ge, 2008; Sum, 2010a).

A survey with over 300 senior executives in human resource, finance, and operations at U.S. and European companies with revenues of greater than \$1 billion conducted in 2004 by Convergys Corporation (CVG) showed that 65% of corporate executives expressed that in order to gain competitive advantage in today's changing markets, a flexible workforce was essential. However, those executives said that retaining key talent was quite a challenge due to the fact that the companies did not have the best systems in place to identify skilled employees. The report added that more training and development programs should be offered to their strategic employees to help them stay current in the industrial and market trends to ensure technological innovation (Convergys, 2004).

Using four case studies in Greek banks, Glaveli and Kufidu (2005) suggested that the role of training was to maintain, raise, and innovate the core competencies of employees for a strategic positioning of the firm in the industry. In another study to compare training and development practices within and across nine countries and one region, Drost (2002) reported that training was a mean to prepare employees for future job assignments. PricewaterhouseCoopers (1998) reported that 70% of the Fortune 1000 firms indicated that a barrier to growth was a lack of trained employees.

2.9 Staff Training and Development Practices

By analyzing the data obtained from U.S. firms and their respective employees, Frazis, Gittleman, and Joyce (1998) found firms that had more innovative workplace practices had a tendency to offer more training.

Sum (2011) revealed that a 2003 State of the Industry Report by America Society for Training and Development (ASTD) quantitatively showed a positive relationship between training expenditures and both revenues and profitability. He further reported another study funded by the U.S. Department of Education with the Bureau of Census to determine how training impact on productivity, showed that increasing an individual's educational level by 10% increased productivity by 8.6%; increasing an individual's work hours by 10% increased productivity by 6.0%; and increasing capital stock by 10 percent increased productivity by 3.2% (Sum, 2011).

Sum (2011) further reported that Wright, Knight, and Speed (2001) had found that companies that increased their annual training budget grew profits by 11.4% as against 6.3% by those who did not increase; three in four (75%) of companies who have seen measurable staff improvements following training also saw profit increases; nearly all companies (95%) were in favour of training, saying it was essential for success, with three in four (73%) strongly in favour, but just half (51%) increased their budgets, a key measure that was seen by respondent as a linking training strategy to profit making.

In a survey of 18 companies in Hong Kong, Malaysia, Indonesia, South Korea, Taiwan and Singapore, Chalkely (1991) reported that managers perceived training to generate beneficial outcomes for their firms. Bartel (1994) also found that the implementation of new employee training programs significantly increased

productivity. Using the data from the employment opportunities pilot projects (EOPP), Bishop (1990) documented the increase of the productivity of newly hired personnel, which occurred as a result of the participation in firms' training program. Holzer, Block, Cheatham, & Knott, (1993) found that firms that offered more formal training had higher quality work performed by their employees.

KNUST



CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANISATIONAL PROFILE

3.1 Introduction

The success and efficacy of any research depends, to a large extent, on the research methodology, which includes the procedure used to conduct the research and how the analyses are carried out without much biases. Kumar (2008) suggests that the research methodology is a way to systematically solve the researcher's problem. It is a science that deals with the study of the various steps that are generally adopted by the researcher in studying his research problems along with the logic behind them.

This chapter presents the theoretical concepts discussed in methodological terms, followed by a description of the method used throughout the study. The chapter also includes the research design, sources of data, sampling frame, data collection and other ancillary procedures needed to be done in order to answer the research questions.

3.2 Area of Study

This research aimed at conducting investigation into training and development practices – a case study of KNUST senior staff. The area of the study is Kwame Nkrumah University of Science and Technology (KNUST), Kumasi.

3.3 Research Design

The research design is exploratory, in which the researcher employs the case study approach. This design is suitable for this study because it allows the researcher in making a comprehensive investigation of the research topic.

3.4 Sources of Data

The study is investigative and diagnostic and it, therefore, employed primary data collection as well as secondary data collection sources.

3.4.1 Primary Source

In this research work, the researcher collected primary data mainly through structured questionnaires which were sent to respondents chosen from the targeted population. The questionnaire was made up of both open and close-ended questions, investigating into senior staff training and development practice at KNUST. Structured interview guides were also prepared to elicit opinions from three key management members on vital questions to enrich the discussions on the data from respondents.

3.4.2 Secondary Source

The major source of secondary data collection was from articles, books, journals internet.

3.5 Study Population

The population for the study involved the entire staff of Kwame Nkrumah University of Science and Technology (KNUST) which is three thousand, two-

hundred and seventy-nine (3,279). This figure included 847 Senior Members, 857 Senior Staffs, and 1, 575 Junior Staffs.

3.6 Sample frame, Sample size, and Sampling technique

Since the study basically concerned training and development of senior staff, the sample frame for the study was eight hundred and fifty seven (857) members of the Senior Staff; it was from this number that the study sample was selected.

3.6.1 Sample Size

A sample size of ninety (90) respondents (using 10%+ of the sample frame), outlined in the table 4 below, was involved in the study. Time and financial resource constraints made it imperative to restrict the sample to this size.

Table 4 – Distribution of the Sample Size

REPRESENTATION	NUMBER	% OF TOTAL SIZE
Administrative Staff	30	33.3%
Accounting Staff	25	27.8%
Technical Staff	25	27.8%
Management Staff	10	11.1%
TOTAL	90	100%

Source: Researcher's Own Construct

3.6.2 Sampling Technique

Based on the research design and the objective of the study, the convenient

sampling method was adopted to select the respondents for the study, mostly from the senior staff population (857) who included administrative, accounting, and technical staff.

In a convenient sampling technique, a representative sample is deliberately drawn from the population based on the convenience (time constraints and availability of participants) of the researcher. This method has a tendency of personal biases of the researcher; however, this will be thoroughly checked against and with the researcher's experience and acquaintance of the population help to choose a representative sample worthy of rendering the outcome of the study indisputable. The choice of convenient sampling was also influenced by the constraints of time and finance.

3.7 Instrument of Data Collections

The study will be both qualitative and quantitative, using two data collection instruments: structured questionnaires and an interview guide.

3.7.1 Questionnaire

The questionnaire, as the main tool for the study, developed in line with the objectives of the study was personally administered to the respondents. The questionnaire which consisted of mostly structured close-ended rating items required only ticking to complete. As per the research design, few open-ended items were added to allow respondents to share vital information in their own words.

The respondents included senior staff and management staff. The senior staffs which were made up of administrators, accountants, and technicians were chosen

because they constituted the target of the study. The management staffs most of whom were Assistant Registrars were in supervisory positions assumed to have good understanding of the purpose of the study and information being solicited. Also, the inclusion of these management staff was meant to draw the attention of these managers to issues raised on staff training and development.

3.7.2 Interview guides

The data elicited through the questionnaire was supplemented by personal interview of three key management members, who were in charge of the University's staff training and development (STD).

The interview method was adopted to fine-tune some of the information collected from respondents in the questionnaire; they were also meant to give further clarifications to issues raised in the questionnaire.

3.8 Method of Data Collection

As the study is investigative, diagnostic, and attempt made for curative, both primary data and secondary sources were collected for the study. The method of the collection of primary data was through the administration of questionnaire and an interview guide, due to the nature of the research design and the high literacy level of respondents; the questionnaire, structured in line with the research objectives, was made up of both open and close-ended questions. The secondary source was acquired from the libraries, the internet, magazines and other sources.

3.9 Data Analysis and Presentation

The raw data collected was edited to detect and correct errors and omissions to ensure consistency and validity. Data collected was then analysed both quantitatively and qualitatively. Statistical Package for Social Scientists (SPSS) thoroughly aided the analysis of the quantitative data to highlight vital variables, and helping the researcher to describe attributes of various qualitative data, presented in the form of descriptive statistics in frequency distribution and various charts, graphs and tables to give readers apt information at a glance.

3.10 Organisational Profile

Established in 1952 and named after the founder, Kwame Nkrumah, KNUST has a rich history of its evolution into a first class University over the years. With eyes set on its mission and vision, KNUST believes in achievement through diligent work and commitment. The Act of establishing the University defines its mandate, which essentially is to provide higher education, undertake research, disseminate knowledge and foster relationships with the outside persons and bodies. The strategic mandate of the University is derived from Science and Technology in its name.

The academic activities, which represent the main core business of the University, are performed by six colleges, which are, Agriculture and Natural Resources, Architecture and Planning, Art and Social Sciences, Engineering, Health Sciences, and Science. The University also has a number of municipal facilities which includes a hospital, basic and secondary schools, a maintenance and estate organisation, a photocopy unit, a printing press, senior staff club, sports stadium, an Olympic size swimming pool, commercial and banking facilities, post office and places of worship.

The KNUST is committed to attracting and developing excellent staff and students to achieve the challenging goals, targets and directions the Government has set for Higher education. In fulfilling her Vision and Mission, the University adhere to the following Core Values:

Leadership in Innovation and Technology

KNUST being the Premier Science and Technology University in the country, the study of technology is an essential part of our cultural heritage. High quality, state-of-the-art programs and the embracing of future technologies are highly valued. The University academic staff value experiential instruction using modern laboratories to develop knowledge and skill. Also the University, through intellectual inquiry, exploration, and application, will continually strive to break new grounds in Science and Technology to contribute towards the socio-economic development of the country and Africa.

Culture of Excellence

The will continually strive to do things better, setting challenging goals and continuously improving and innovating to deliver the best possible outcomes. By this KNUST seeks excellence in all her endeavours and is committed to continuous improvement.

Diversity and Equal Opportunity for All

Diversity of people and thought is respected. The University values cultural diversity among its students, faculty, and staff and is committed to the establishment of an atmosphere where individuals can get equal opportunities for challenge, self-

development and learning, and enabling others to learn, grow and lead. We believe in ethical and scholarly questioning in an environment that respects the rights of all, to freely pursue knowledge.

Integrity and Stewardship of Resources

KNUST is committed to accountability and responsibility in all actions and adherence to the highest standards of professional ethics and individual integrity.

Senior Staff

The senior staff membership includes administrators, accountants, nurses and technicians. Each of these four groups has a four tier promotion, namely, the entry level, senior level, principal level, and chief level. For instance, in the case of administrative staff, there are: administrative assistants; senior administrative assistants; principal administrative assistants; and chief administrative assistants. Similarly, for accounting staff, there are: accounting assistants; senior accounting assistant; principal accounting assistant, and; chief accounting assistant. Similar levels apply for technicians. Currently, as per the Condition of Service for University Senior Staff, the entry level is open mostly to HND holders or other staff who may rise up through the ranks by means of promotion. Promotion from this level, takes the staff to the senior rank. Newly appointed first degree holders also begin from this level, with supposedly, two incremental jumps from the first scale. Successful promotion could take senior category staff through the principal and the chief levels. KNUSTPLAN2K14 (2005).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSIONS

4.0 Introduction

This chapter presents and analyses the findings of the empirical study. It analyses the data and links the results to the main research questions posed, and for that matter, the main objectives of the study.

4.1 Sample and Response Rate

In all, ninety (90) questionnaires were given out to respondents, with 94% response rate. That is, out of the ninety questions, eighty five were returned duly filled or answered. In addition to questionnaires, interview of three key Human Resource Management staff was conducted to fine-tune and put some of the responses into perspective.

4.2 Descriptive Characteristics

The responses to the questionnaires which were designed thematically, in line with the research questions, have been organized into various charts, and these have been analysed and discussed accordingly under their respective sub-headings as following:

4.3 Demography of Respondents

4.3.1 Gender of Respondents

The percentage of gender distribution of respondents used in the study is shown in **figure 4.1** below. As indicated, 56% of respondents were males, while the

female respondents recorded 44%, which represent 48 and 37, for males and females respectively. This highlights a normal trend of gender distribution at most work places in Ghana. It needs to be noted that the gap as compared with other studies is not all that wide.

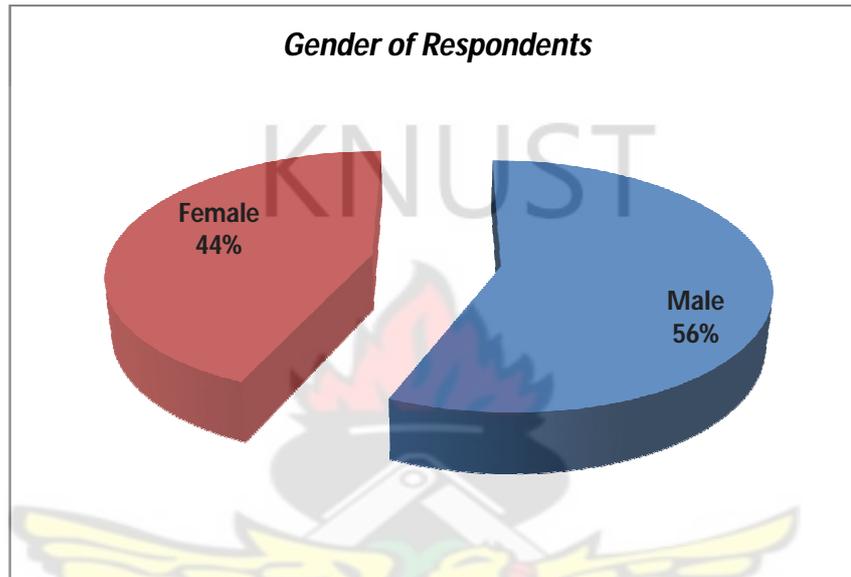


Figure 4.1 - Gender of Respondents
Source: field data (2011)

4.3.2 Age of Respondents

The age distribution of respondents, indicated in figure 4.2, depicts that thirty two percent (32%) of respondents, which represented 27 respondents were between the ages of 20-30 years, twenty-six percent (26%) representing 22 respondents were between 31-40 years, thirty-two percent (32%) representing 27 respondents aged between 41-50 and approximately eleven percent (11%) were above fifty years. The age statistics indicate that virile youth are getting attracted to university administrative jobs, and this has an implication for training and development since most of these young men may lack some requisite experiences.

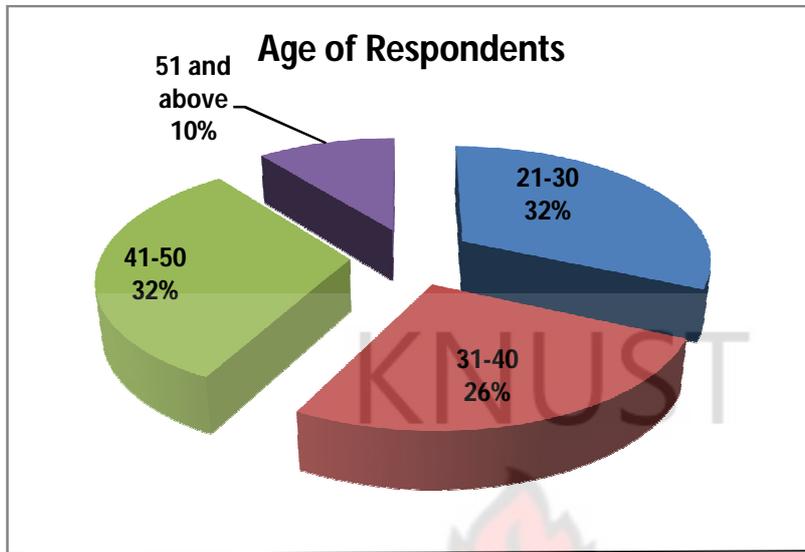


Figure 4.2 - Age of Respondents

Source: Field Data (2011)

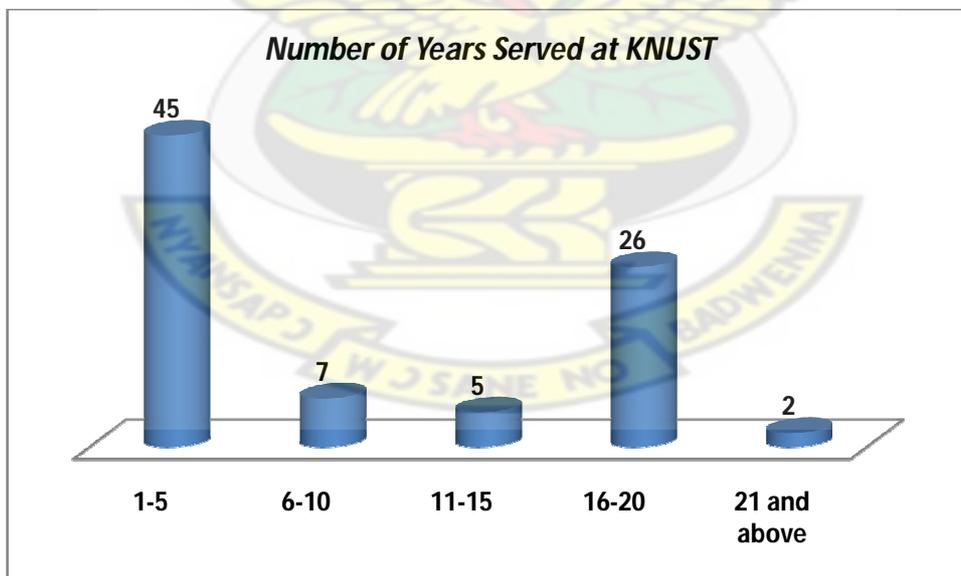


Figure 4.3 - Number of years Respondent has worked with KNUST

Source: Field Data (2011)

4.3.3 Number of Years at KNUST

Figure 4.3 is the summary of number of years respondents have worked at KNUST. More than half (53%) representing forty-five respondents are within their first five years of working at KNUST; seven respondents (8%) have worked between 6-10 years; five respondents (6%) are between 11-15 years of working at KNUST; having worked between 16-20 years are 26 respondents representing (31%) and only 2 respondents (2%) have worked at least 21 years at KNUST.

This means the organization has a blend of experienced and young professionals who will continually require constant refresher training and development to update their skills and performance on the job.

4.3.4 Qualifications and Duties of Respondents

Twenty nine out of eighty-five respondents, representing thirty five percent (35%) were First Degree holders; twenty-two representing approximately twenty-six percent (26%) had Higher National Diploma (HND); approximately nineteen percent (19%), representing sixteen respondents out of the eighty five were found to have Diploma Certificates, while seven percent representing six respondents had Masters Degree. Almost 13% had other qualifications, such as government secretarial, GCE O/A levels, ACCA.

This variety of educational backgrounds also has implications for policy-makers of training and development. Different levels of training which are well planned and well coordinated may be required to improve their standards and quality.

The respondents included Assistant Registrars, Administrative Staff, Accounting Staff, Clerical Staff and Technical Staff. Duties of the respondents

included record keeping, correspondence, clerical office duties, minutes writing, and, in some cases, management of other subsidiary staff. Others, especially those in financial establishments, were accountants, book-keepers, cashiers, and auditors.

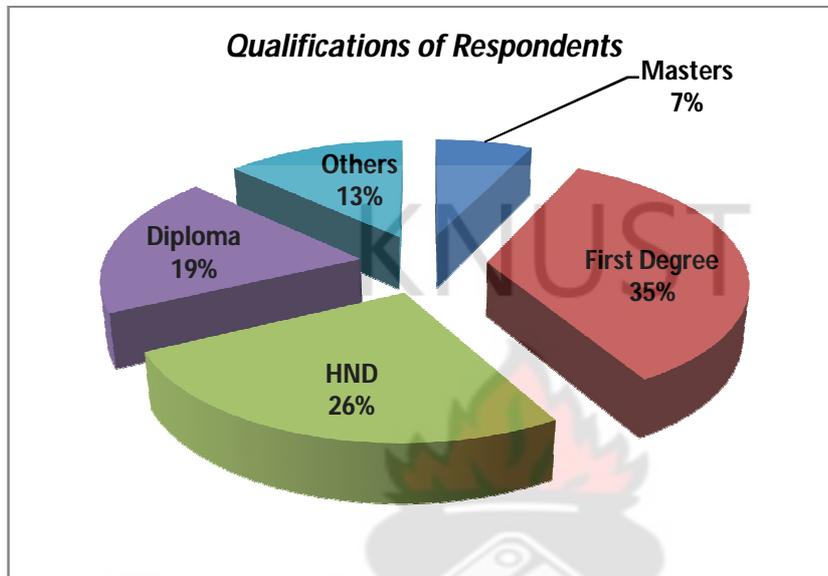


Figure 4.4 - Qualifications of Respondents
Source: Field Data (2011)

As Sidi, (1997) suggested, one of the factors that contribute most significantly to the success of an organization is the quality and strength of its staff. It is important, therefore, that the university strengthens the quality of its staff by helping them to improve their educational levels.

4.4 RQ1: Existence of Staff Training and Development (STD) Policies

The purpose of the first research question was to establish the existence of a STD policy at KNUST and whether members of staff were aware of the existence of such a policy, if it exists.

4.4.1 Awareness of STD Policy

Out of the total of the 85 respondents, fifty-three, representing 67% agreed that they were aware of the availability of STD schemes to members. Also, while 6% strongly agreed STD schemes were available, 13% representing ten respondents disagreed, as only 4 representing 5% strongly disagreed. Seven representing 9% respondents were undecided. This meant that the notion of availability of STD schemes was viewed as a matter of course for KNUST. See figure 4.5 below:

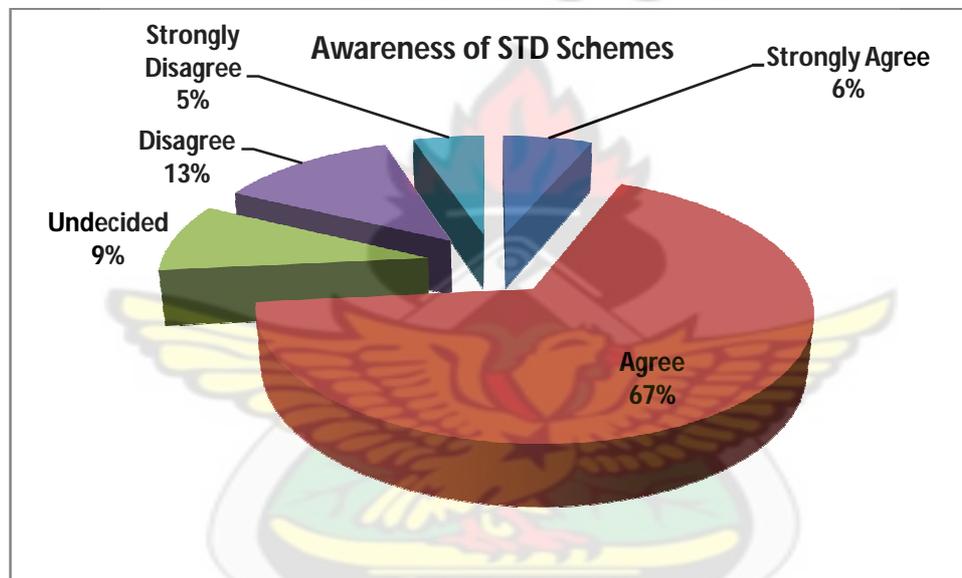


Figure 4.5 - Respondents' Awareness of STD Schemes
Source: Field Data (2011)

Again, when respondents were asked whether they were aware of a well designed and widely shared staff training development (STD) policy, their responses as shown in figure 4.6, indicated that 44 % agree, 17% disagree, while 23 % were split (undecided). Five (5) respondents representing nearly 6% strongly agreed, as eight (8) representing nearly 10% strongly disagreed. Thus, there was a strong assertion among respondents that they were aware of the STD policy document,

which is well designed and widely shared, which position was shared by the HR management staff.

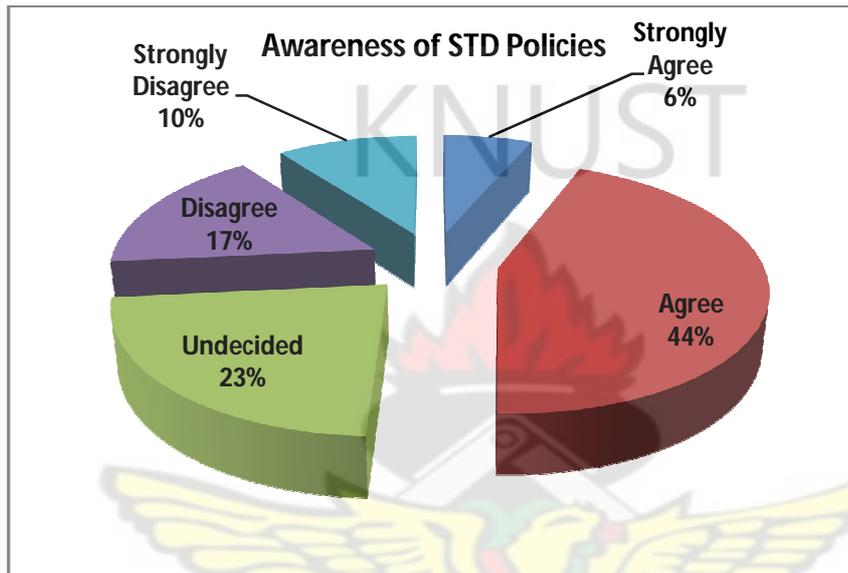


Figure 4.6 - Respondents' Awareness of STD Policies
Source: Field Data (2011)

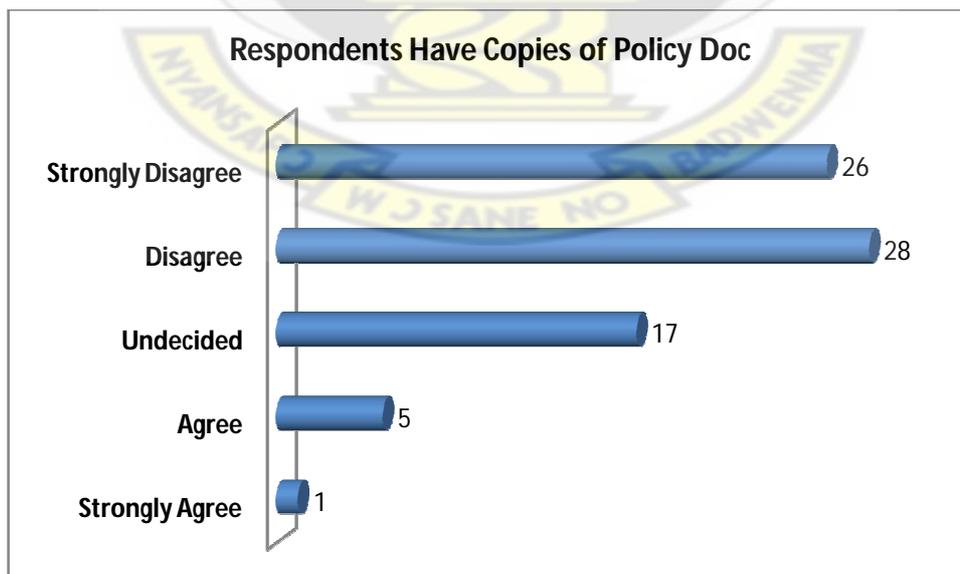


Figure 4.7 - Respondents Have Copies or Have Seen Copies Before
Source: Field Data (2011)

4.4.2 Availability of Policy Document to Staff

Following the positive responses to the question above in figure 4.6 on the awareness of a well designed and widely shared STD policy document, respondents were probed further to assess the authenticity of their responses under 4.4.1, figure 4.6.

When respondents were asked whether *they have copies of the STD policy, or at least, have been privileged to have seen copies before*, while 5 respondents (6%) agreed, only one person (1%) strongly agreed; Seventeen respondents (20%) were undecided, while 28 representing (approximately 33%) disagreed, as 26 respondents (approximately 31%) strongly disagreed. Refer to figure 4.7. These responses appear to seriously raise doubts about respondents' awareness of STD policy discussed under 4.4.1 in figure 4.6. Because as much as 64% representing 54 respondents, at least, *disagree*, meaning they do neither have copies nor have seen copies of the STD policy document. Rhetorically, how can one know the content of a document he has no copy and has never seen before?

Informant interviews conducted confirmed the above scenarios, and hence indicated that KNUST surely has a well designed STD policy, but the content of such a document is not as widely shared as desired. Most staffs do not have access to the policy document, and hence could not have access to the content thereof and hence, to know the opportunities opened up to them in the policy, and consequently could not access them.

Training policies are the expressions of the training philosophy of the organization (Armstrong, 1996). Kenney et al, (1992) postulated that training

policies provide guidelines for training, and ensure that a company's training resources are allocated to predetermined requirements; ensuring equal opportunity for training, and ensuring that employees are adequately informed of training and development opportunities and the degree of importance the organization attaches to training. Much of the success of organisational training and development will depend on the credibility of its training and development policy (Kenney et al, 1992).

4.4.3 Employers Role on STD

In figure 4.8, when questioned whether respondents knew the roles of their employer on training and development, only 6% of the respondents strongly agreed, as 13% strongly disagreed; 39% agreed while 24% disagreed; approximately 18% were undecided.

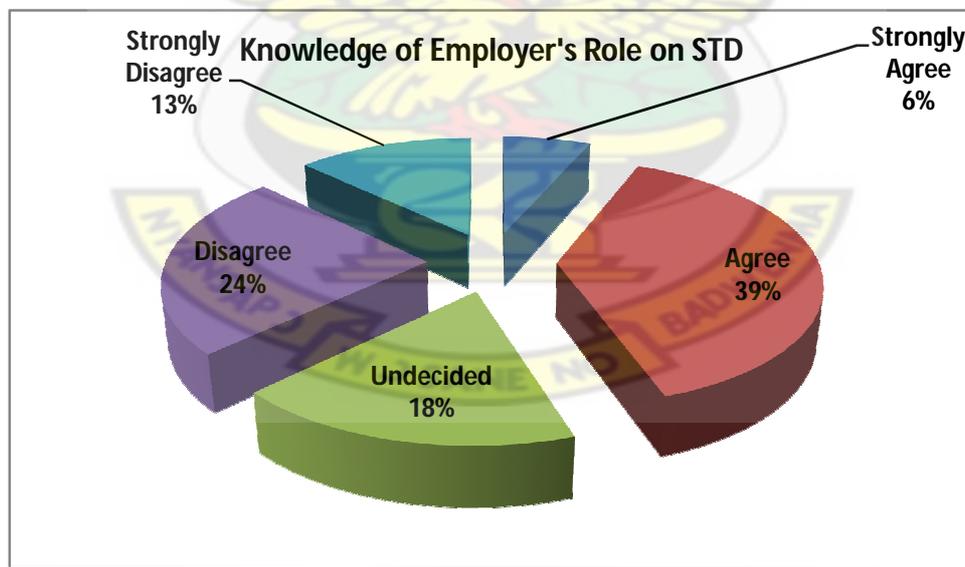


Figure 4.8 - Respondents know the role of employer on STD
Source: Field Data (2011)

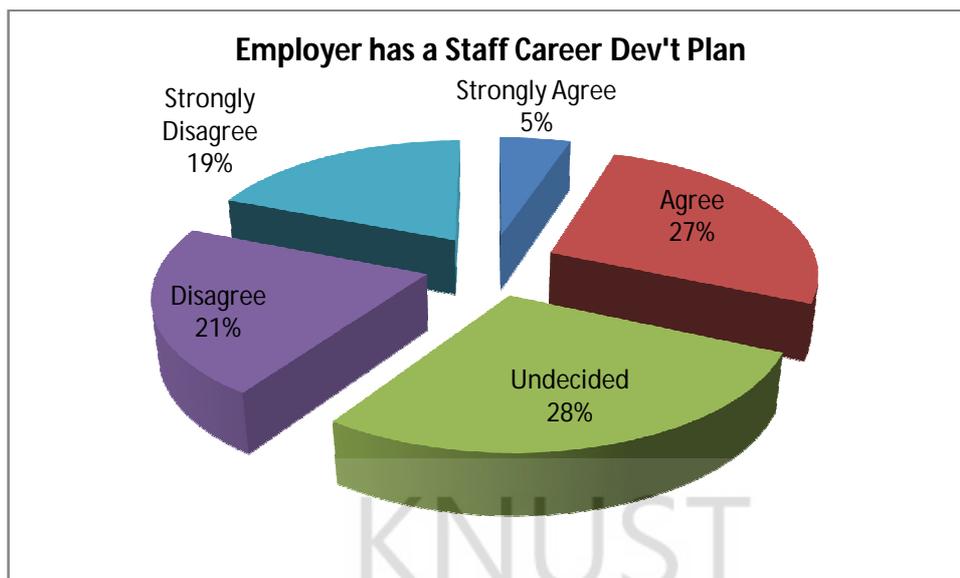


Figure 4.9 - Employer Has a Career Development Plan for Staff
Source: Field Data (2011)

Apparently, despondency is high among respondents due to the absence of the Employer's Career Development plan for staff, as depicted in figure 4.9 above. Only four respondents representing 5% strongly agree that the employer has a career plan for staff, while fifteen, representing 19% strongly disagree. Twenty-two respondents (27%) agree, while 21% disagree. 28% could not tell if there was any career plan for them from the employer.

The aggregate of 'strongly agree' (5%) and 'agree' (27%) will be 32%, while the aggregate of 'strongly disagree' (19%) and 'disagree' (21%) equals 40%. Therefore, majority of respondents (40%) *at least* disagree that the employer has a career development plan for staff.

And this, on one breath, stirs hopelessness among staff concerning their career development. As such, some staff members embark on wild career development initiatives some of which may go contrary to the expectations of the policy.

Furthermore, as depicted in Figure 4.10 below, most respondents feel that Management show little or no interest towards STD needs. As only one person (1%) strongly agrees that heads discuss STD needs with subordinates; twelve, representing nearly 15% strongly disagree. Fourteen respondents (17%) agree, while thirty-two (40%) disagree. Twenty two respondents (27%) were either unenthused about the question or might have never experienced it before, as they ticked 'undecided' concerning heads discussing training and development needs with staff. Refer to figure 4.10 below.

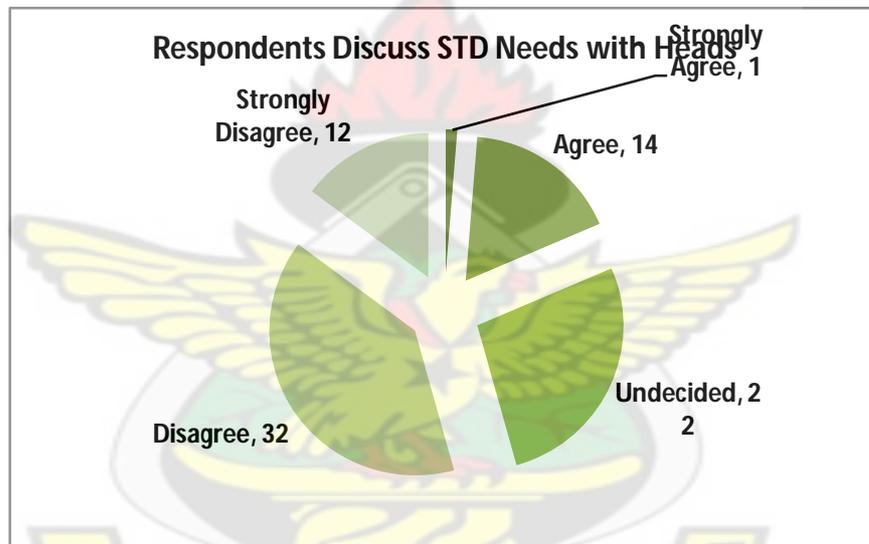


Figure 4.10 - Respondents discuss their TD needs with Heads
Source: Field Data (2011)

In the face of this situation, an advice from Grass Roots Projectlink, the UK's leading Performance Improvement Business will shed light on this. In its report on Staff Retention – Managing the Most Important Asset in Your Workplace, Grass Roots Projectlink (2011, p. 9) says that: One of the key reasons given by staff for leaving their roles is because of poor development opportunities; that, if you invest in the development of your people, you are not only covering one of the key requests by employees but also improving the skills of your workforce; that the most effective way for companies to avoid high levels of turnover is to develop an employee retention strategy. The report also pointed out a CIPD survey in which companies listed the steps that they were taking to address staff retention, and topping the list was 'increased learning and development opportunities' (p. 9).

4.5 RQ2: Effectiveness of STD Practices at KNUST with Special Emphasis on Senior Staff.

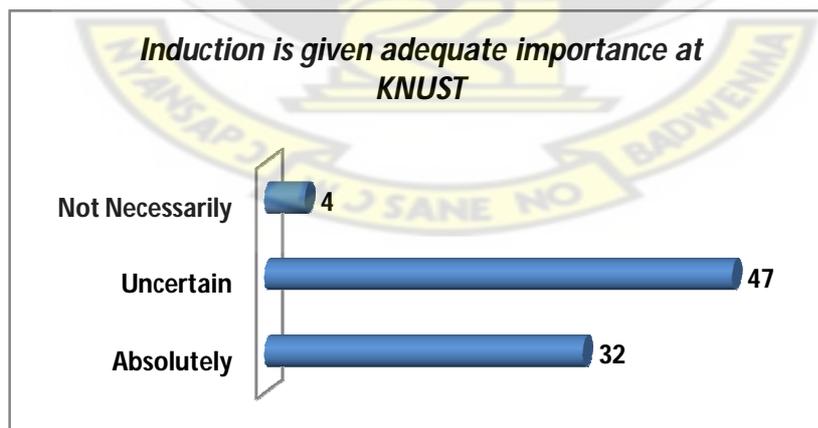


Figure 4.11- Induction is given Adequate Importance at KNUST
Source: Field Data (2011)

4.5.1 Induction Training

When respondents were asked whether induction training is given adequate importance at KNUST, thirty-two respondents (38%) answered absolutely; only 4 respondents representing nearly 5% said ‘not necessarily’; however, 47 of the responses, nearly 55%, answered ‘uncertain’. It is interesting to note how a substantial 55% were either ignorant or evasive on the importance attached to induction at KNUST. The details are as indicated in figure 4.11 – induction training is given adequate importance at KNUST above.

As a sequel to the question above, the researcher wanted respondents to react to the statement: You are given training any time there is a change in your job. See figure 4.12 below. Thirty-three (33) respondents representing 40% were evasive: they chose ‘uncertain’; while 19 persons (23%) answered ‘absolutely’, 30 persons (37%) answered ‘not necessarily’. This implies that job change at KNUST normally does not necessarily attract any orientation of the new job occupant.

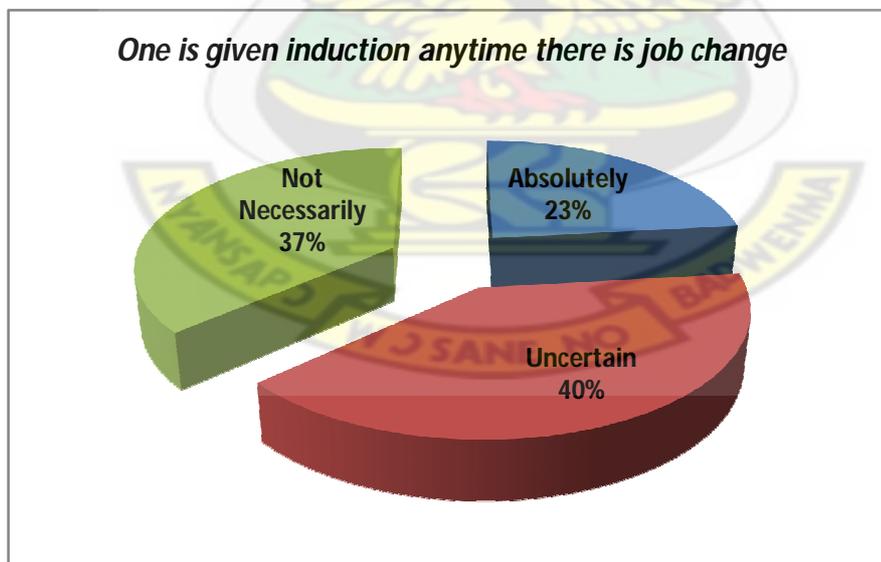


Figure 4.12 - One is given induction training anytime there is a job change
Source: Field Data (2011)

4.5.2 Selection for Training

In figure 4.13, to the question ‘whether respondents knew the criteria for selection into training and development programmes’, 56 respondents (about 66%) were uncertain, five representing about 6% answered ‘absolutely’, while twenty respondents (24%) answered ‘not necessarily’. It becomes abundantly clear from this that the criteria for selection into training and development are mysteries to staff. It is also worthy to note how respondents were still trying to be evasive, 66% not certain; what could possibly be holding respondents from coming out with what they believe? Yet, it is plain things are not plain to most staff.

In figure 4.14, respondents clearly indicated that selections for trainings were viewed to be biased. In their responses to the statement ‘Staff training is often too selective involving a selected few’, only 14% representing twelve respondents refuted the claim. Whooping thirty-five respondents, approximately 41%, absolutely support the claim, while, as usual, thirty-six, approximately 42% remain evasive. A respondent who pleaded anonymity questioned how members of staff were selected as, she claimed, she had never had any opportunity to attend any training, workshop, seminar for her over twenty years working at KNUST.

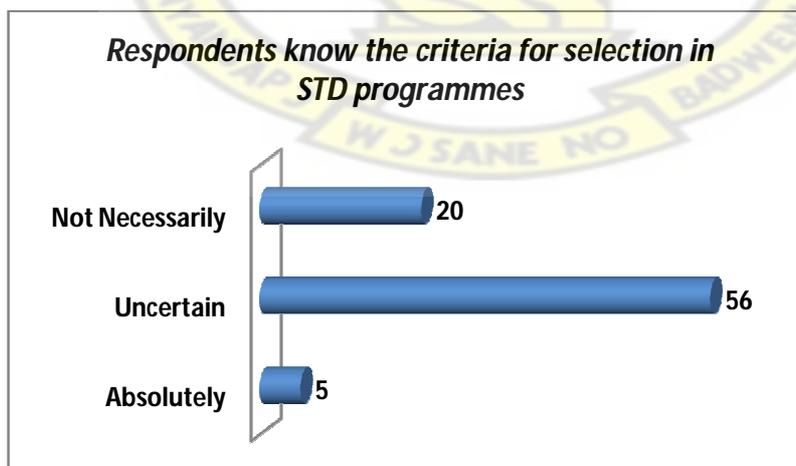


Figure 4.13 - Respondents know the criteria for selection into STD
Source: Field Data (2011)

As a sequel to the discussions on figure 4.13 and fig. 4.14, respondents were asked to rate the fairness in the selection into STD, and the results are indicated in fig. 4.15. Fifteen of the responses (approximately 18%) answered ‘absolutely’, indicating that selection is fair. Twenty-nine (34%) however disagrees; they answered ‘not necessarily’, which indicates that they do not see fairness in the selection processes. Thirty eight of the responses (45%) indicated uncertainty.

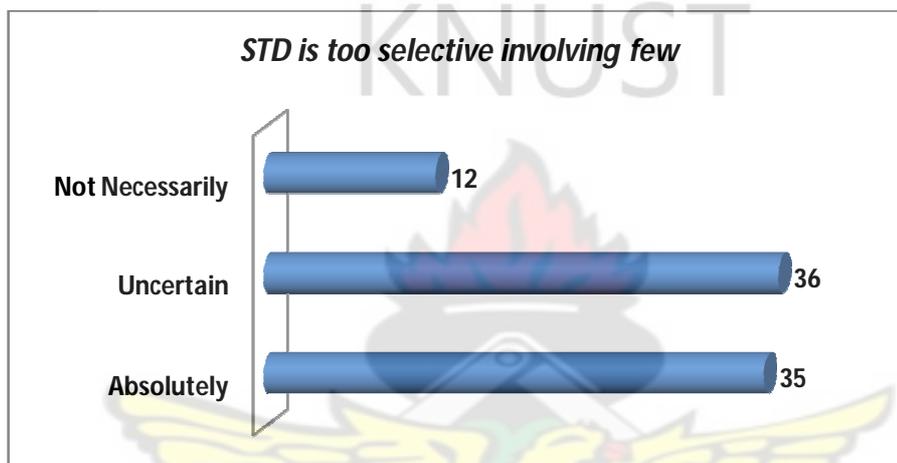


Figure 4.14 - Staff training is often too selective involving a selected few
Source: Field Data (2011)

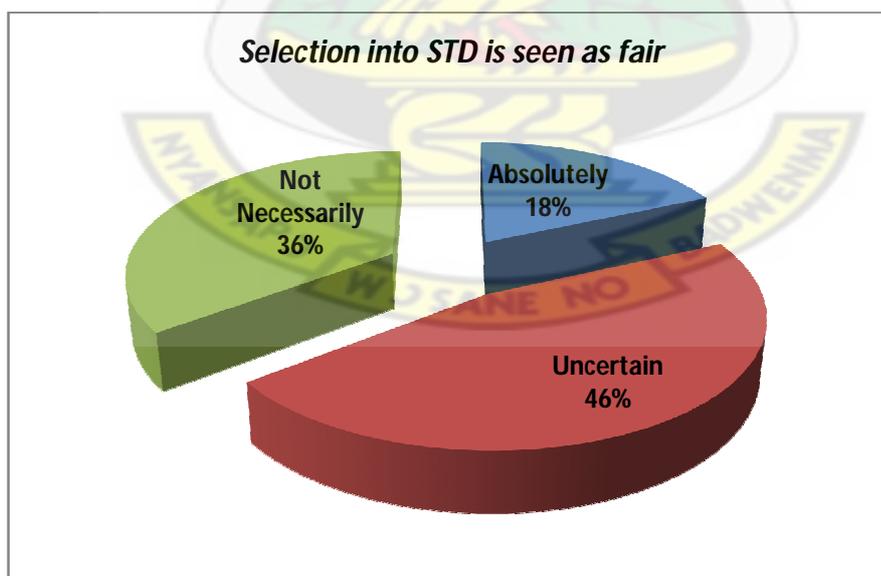


Figure 4.15 - The mode of selection into STD is fair
Source: Field Data (2011)

4.5.3 Training Need Analysis

The researcher wanted to know what informs staff training and development. This was pursued from the perspective of training needs analysis (TNA), job analysis and specification, performance appraisal.

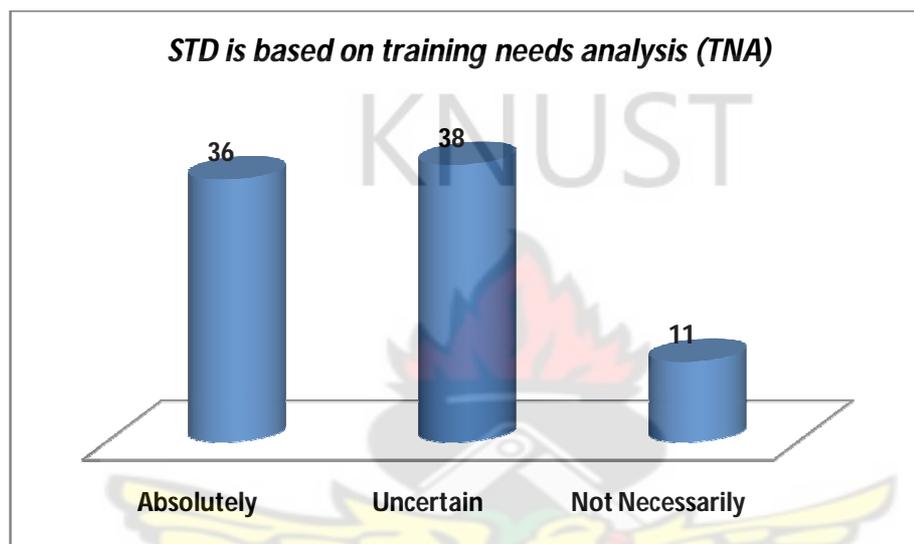


Figure 4.16 - Sponsorship for STD is based on identified training needs
Source: Field Data (2011)

Figure 4.16 shows that forty-two percent (42%) of the respondents representing thirty-six people believe that STD is based on carefully identified training needs analysis, while thirty-eight respondents, representing 45% were uncertain. Eleven respondents (13%) think that sponsorship for STD is not based on any carefully identified training needs. The management staff interviewed indicated that staff training needs are identified through interactions with the participants or staff. Selection of members of staff for training or development programmes was also mainly done by the Asst Registrar in charge of training and seminars. These approaches do not seem to reflect standard practice.

According to G. A. Cole (2002: 339), if an organisation has to justify its training expenditure, it must surely do so on the basis of organisational needs which are viewed from different perspectives and levels: organisational, departmental or functional, job and employee to determine performance gaps, which necessitate the training.

In response to an enquiry whether employees participate in determining the training that they need, more than half of the respondents (55%) were uncertain; seventeen respondents, representing 20% answered absolutely, while eighteen respondents (21%) answered 'not necessarily'. This indicates that in most cases, staff members are over-looked when training is designed for them. See Figure 4.17.

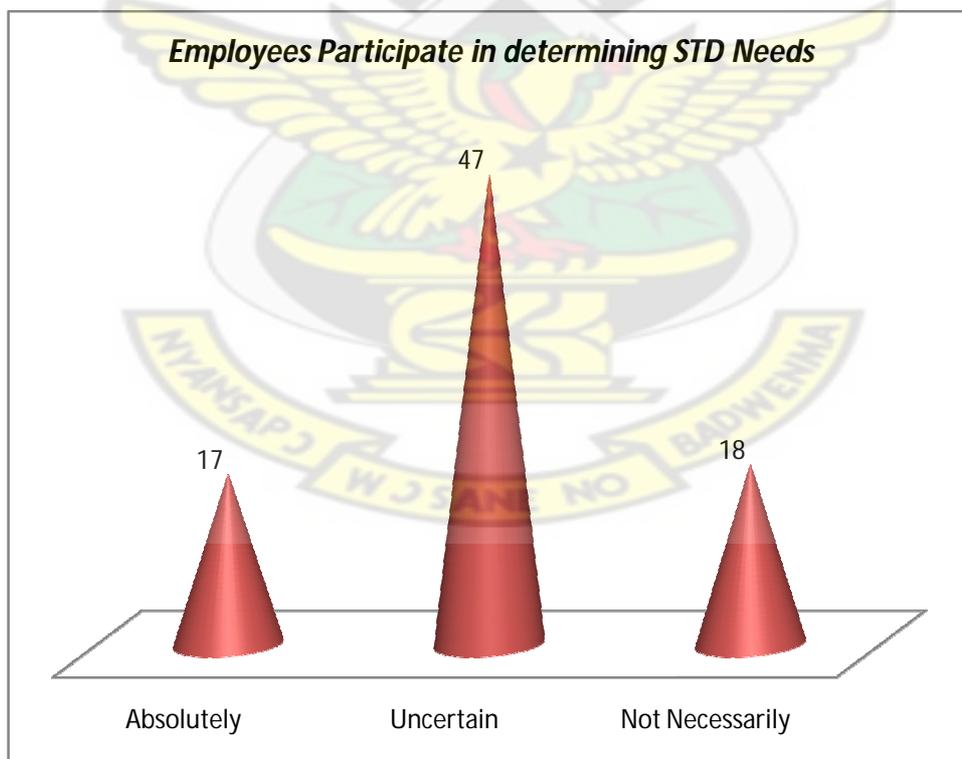


Figure 4.17 – Employee Participate in Determining STD Need
Source: Field Data (2011)

Performance appraisal is one of the tools for analysing the need for training. As could be seen in figure 4.18, more than half, approximately 54% of the respondents could not tell whether there is a performance appraisal in place for senior staff. This may mean that they might have never been appraised before or might have never heard about staff appraisal. Twenty-six respondents, representing approximately 33% think absolutely that there is an appraisal system for senior staff, while ten respondents (13%) do not think there is any kind of appraisal in place.

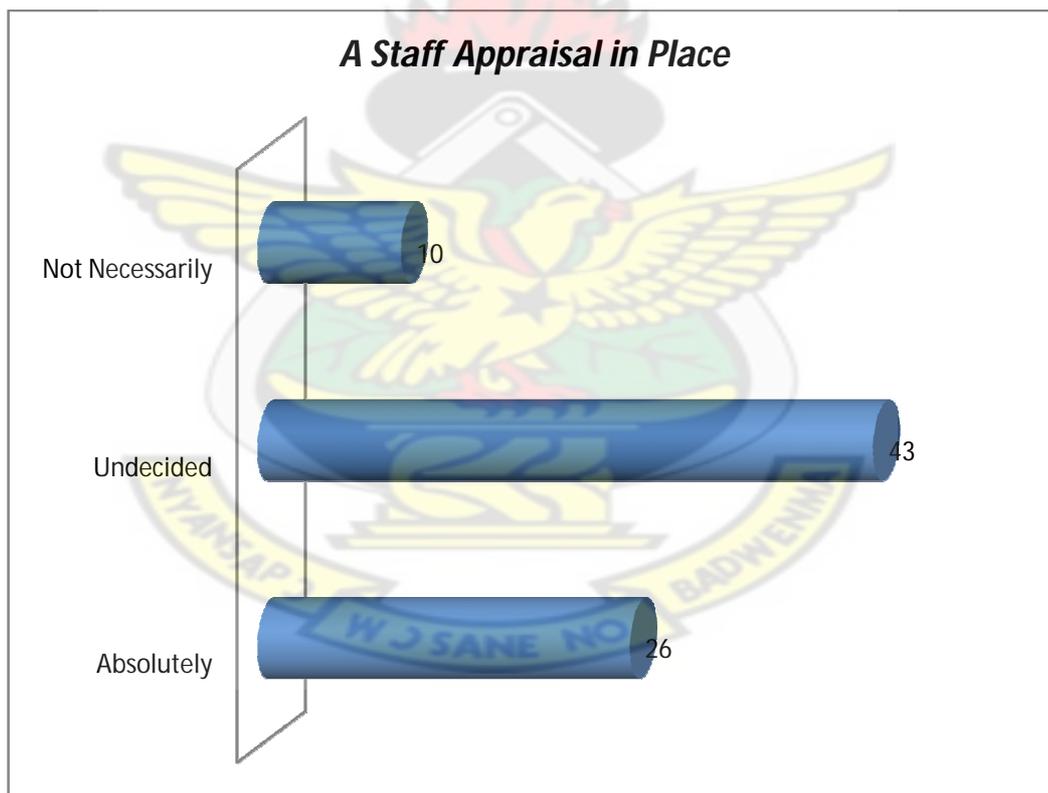


Figure 4.18 – There is a Performance Appraisal in Place for Staff
Source: Field Data (2011)

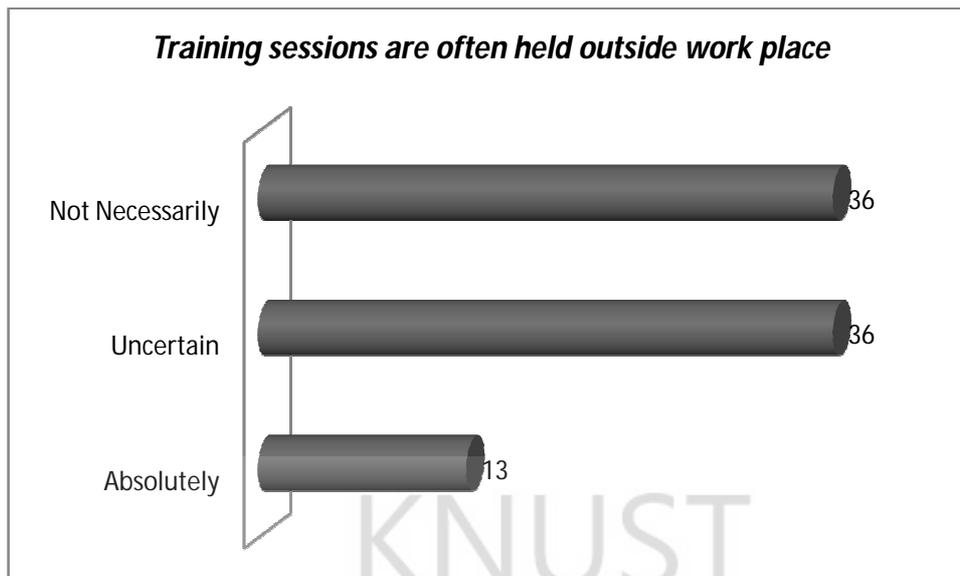


Figure 4.19 – Most Training Sessions are Held outside Work Place
Source: Field Data (2011)

4.5.4 Venues for Trainings

Respondents were asked whether most training sessions are held outside their work place, refer to figure 4.19. Thirteen respondents (about 15%) think ‘absolutely’, meaning, most sessions are held outside work place; while the rest of the responses were split for ‘uncertain’ and ‘not necessarily’ options – both recording approximately 42% each representing thirty-six respondents each. The management interviewed mentioned that training sessions are always held outside work premise.

4.6 RQ3: The Effects of STD Practice on Performance and Motivation

To elicit information on the effects of training and development programmes on staff performance and motivation at KNUST, a number of questions were asked.

4.6.1 STD Improves Staff Performance

In Figure 4.20, respondents were asked whether they believe workers generally record improvements in their job performance after going through training. 77% representing 65 respondents answered 'absolutely'; 16% representing fourteen of the

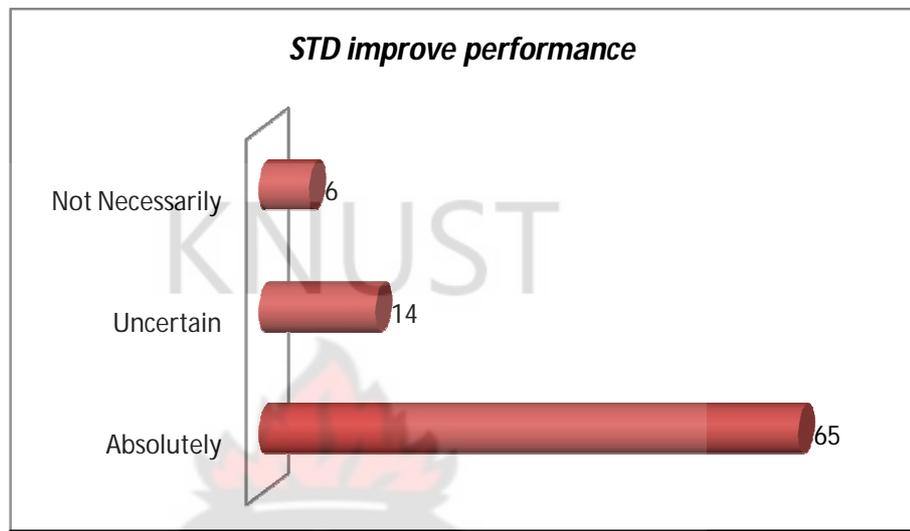


Figure 4.20 - STD Improve Performance
Source: Field Data (2011)

respondents were 'uncertain', while 7% (six respondents) answered 'not necessarily'. This result indicates that most well organised STD, all things being equal, results in improved performance. Of course, some training may not yield the needed returns, especially when certain factors are not considered.

In a follow up question, the respondents were asked to respond to the statement 'my performance improved after going through training or development programme'. The responses, as shown figure 4.21, indicate that fifty-two respondents representing 63% answered 'absolutely', while 7 respondents representing 8% answered 'not necessarily'. Twenty-four respondents representing 29% were uncertain. There were two missing values recorded to this question, that is, 83 responses were recorded.

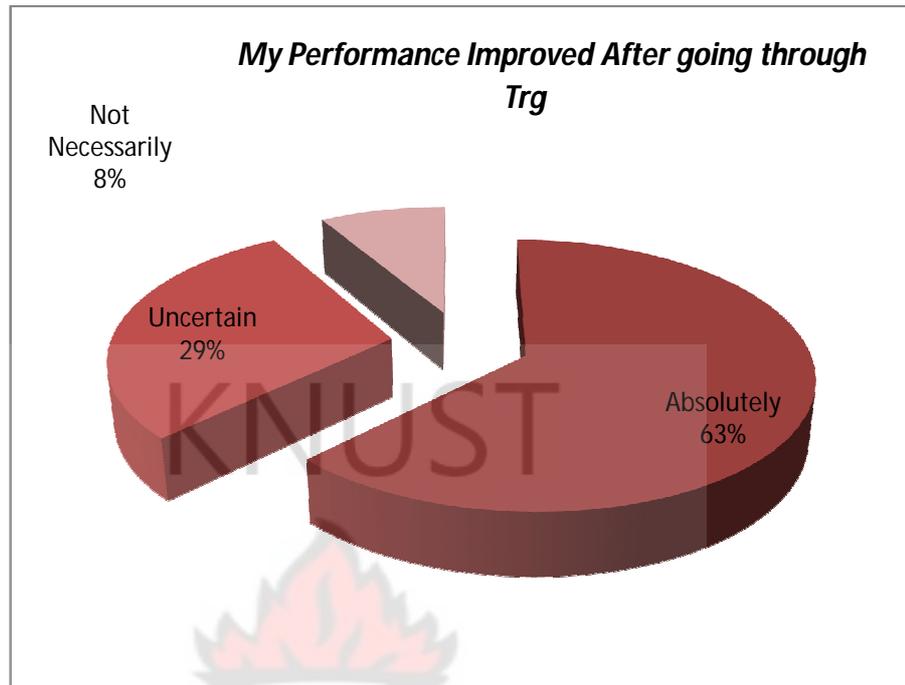


Figure 4.21 – My Performance Improved after STD programme
Source: Field Data (2011)

Questioned on ‘the ability to transfer knowledge gained at STD into work situations’, only 7% which represents four respondents said ‘not necessarily’. 71% and 24% representing 59 and 20 respondents answered ‘absolutely’ and ‘uncertainly’ respectively. Check figure 4.22.

Training and development programmes will almost always yield positive dividends on worker and institutional improvements and on productivity. There will always be a minimal doubt as well as an insignificant number of failures when it comes to transferability of knowledge gained into work-life. Training will always impact positively on performance.

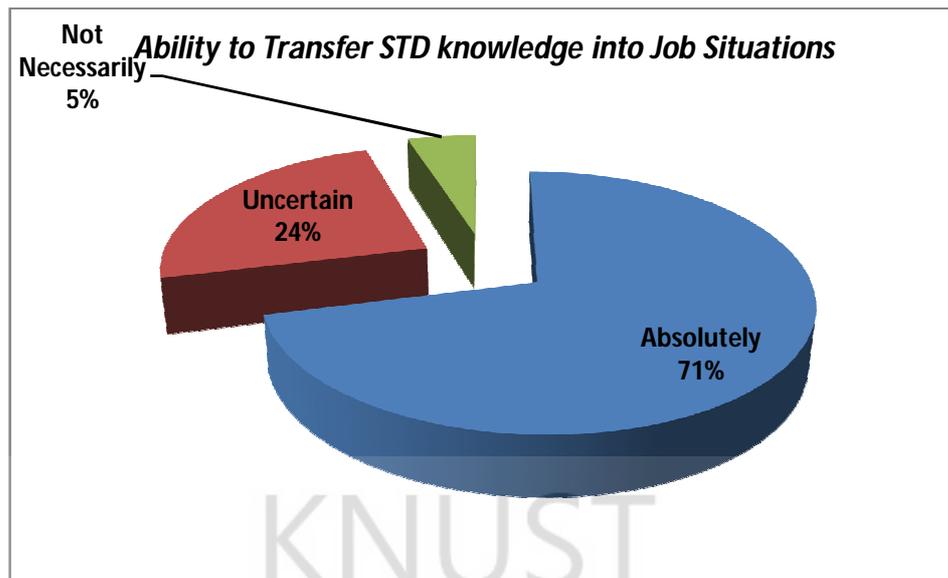


Figure 4.22 - Ability to transfer STD knowledge to work
Source: Field Data (2011)

This assertion, as mentioned in the literature review, is confirmed by a lot of studies. Loundes (1999) provided evidence showing the impact of training on firms' productivity improvement. Also, Bartel (1994) found that the implementation of new employee training programs significantly increased productivity. In addition, using the data from the employment opportunities pilot projects (EOPP), Bishop (1990) documented the increase of the productivity of newly hired personnel, which occurred as a result of the participation in firms' training program.

4.6.2 STD Improves Organisational Profitability

Improvement in productivity leads to increases in profitability. This is supported by Sum (2011) who reported that Wright, Knight, and Speed (2001) had found that companies that increased their annual training budget grew profits by 11.4% as against 6.3% by those who did not increase; Three in four (75%) of companies who have seen measurable staff improvements following training also saw profit increases; Nearly all companies (95%) were in favour of training, saying it

was essential for success, with three in four (73%) strongly in favour, but just half (51%) increased their budgets, a key measure that was seen by respondent as a linking training strategy to profit making.

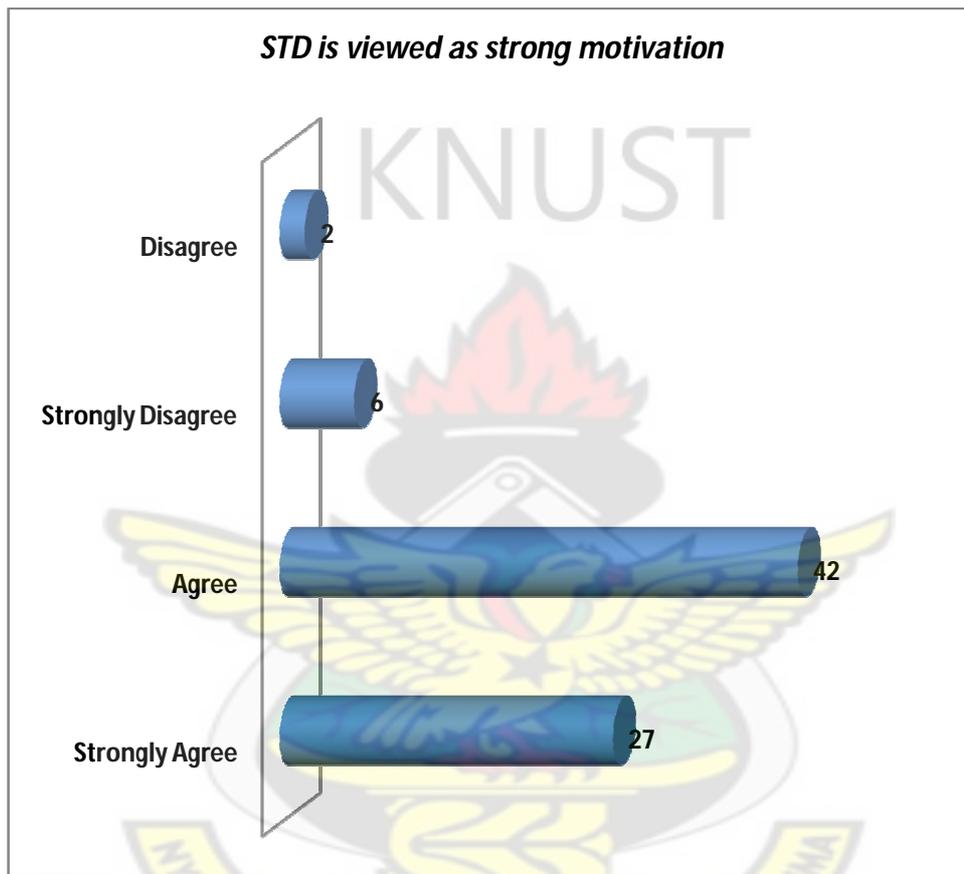


Figure 4.23 – Respondents view STD as a Strong Motivation to Work
Source: Field Data (2011)

4.6.3 STD is a Motivation

Training and development have been found to have some impacts on staff motivation. Motivation is seen as an act of giving somebody a reason or incentive to do something; or social forces that activate and direct behaviour (Microsoft Encarta, 2009).

When respondents' views were sought as to whether staff training and development (STD) were seen as motivation to work at KNUST, a whopping 55% representing 42 respondents agree, while 35% (27 respondents) strongly agree; Six respondents (8%) strongly disagree, as two representing (3%) disagree.

STD as a motivation is endorsed by several writers. Mullin (2003, p. 35), reports that "training leads to competent and motivated employees, which in turn leads to fewer problems in the production process and the retention of happier clients" (p. 35). Other researches cite the benefits from training as improved occupational health and safety outcomes, greater motivation, lower staff turnover, lower wastage, a more flexible workforce, higher productivity or improved quality of products and services, instilling corporate culture or strategic goals and a range of non-economic benefits (Billet & Cooper, 1997; Coopers & Lybrand 1994)

As reported earlier, a CIPD survey, has listed increased learning and development opportunities to staff as topmost measure used by companies in 2007 and 2008 to address staff retention. If you invest in the development of your people, you are not only covering one of the key requests by employees but also improving the skills of your workforce (Grass Root Projectlink, 2011, p. 9).

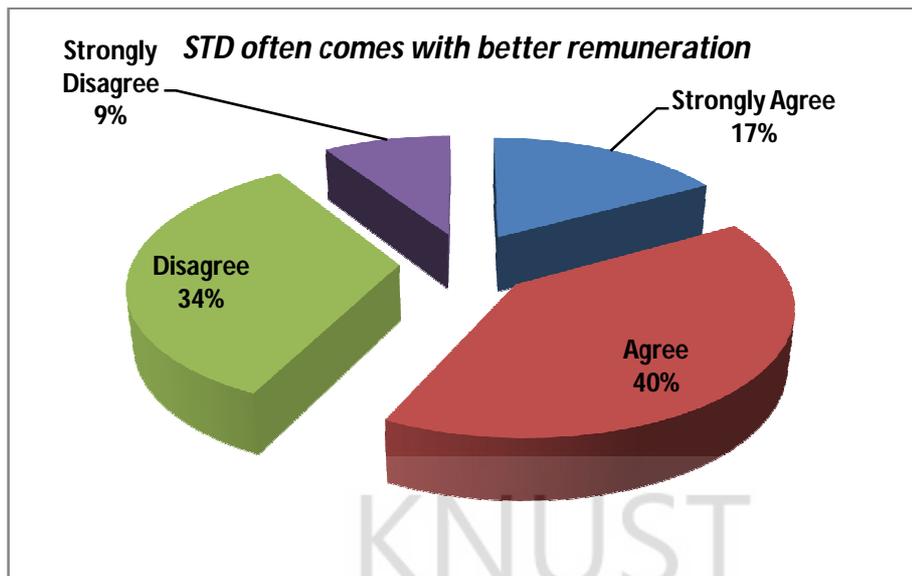


Figure 2.24 – STD Often Comes with Better Remuneration

Source: Field Data (2011)

Most workers believe that staff training and development is often accompanied by better salaries or remuneration. As shown in figure 4.24, when respondents were asked to rate how much they agree to the statement ‘STD often comes with better remuneration’, 40% (31 respondents) ‘agree’, while 34% (26 respondents) disagree, 17% (13 respondents) strongly agree, and 9% representing seven respondents strongly disagree. In aggregate, 57% (more than half) at least agree, whereas, 43% at least disagree. This may be one of the several reasons why employees often aspire for STD.

Respondents’ value for STD was assessed, and the result as shown in Figure 4.25, indicates that an overwhelming importance is attached to training and development by staff. 47% representing thirty-seven (37) respondents strongly agree that STD is of a higher relevance to them; 44% representing thirty-five (35)

respondents agree; on the other hand, an abysmal 5% and 4% representing four and three respondents disagree and strongly disagree respectively.

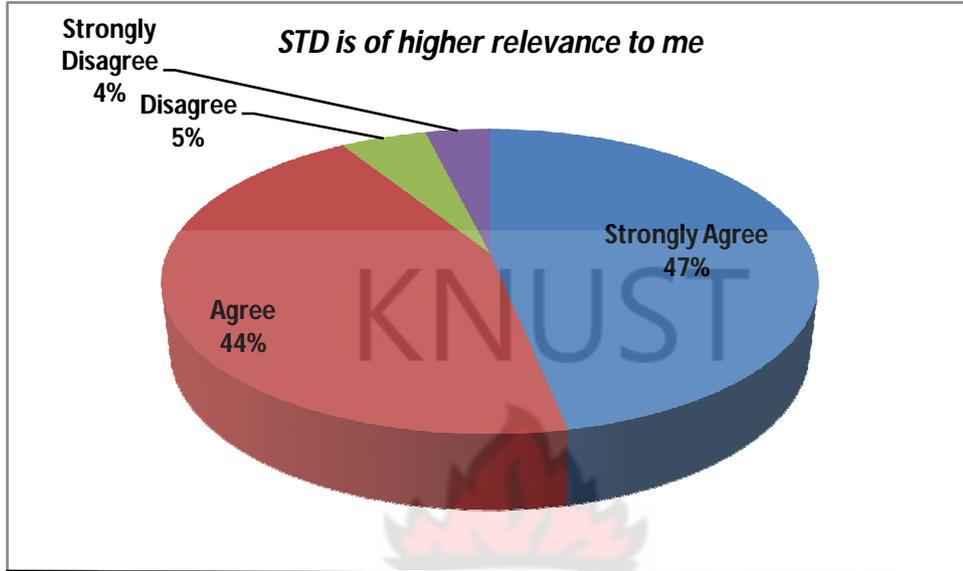


Figure 4.25 – STD is of Higher Importance to Respondent

Source: Field Data (2011)

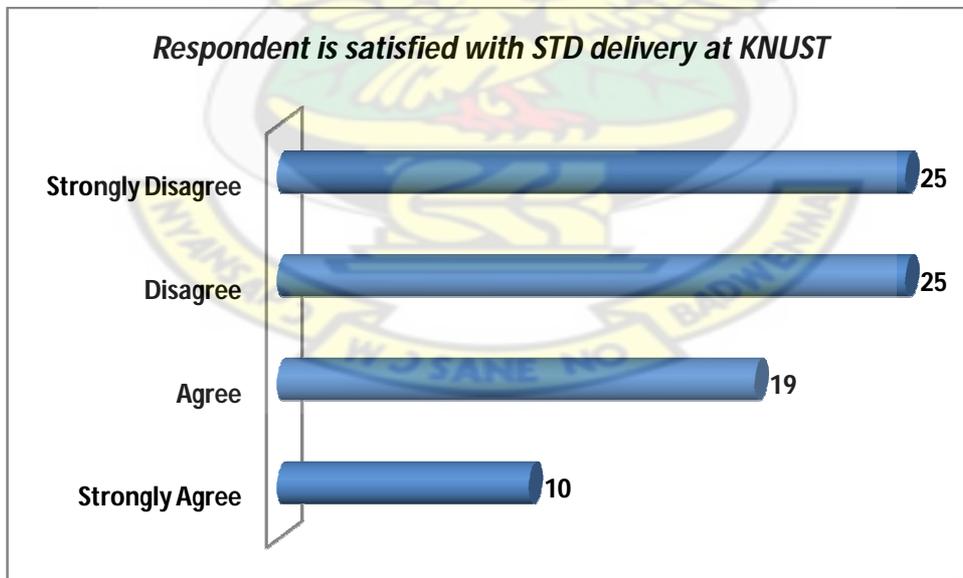


Figure 4.26 – Respondent is satisfied with STD Delivery at KNUST

Source: Field Data (2011)

4.6.4 Staff Satisfaction with STD Practice

Twenty-five respondents each, representing approximately 32% each, strongly disagree and agree respectively with the assertion 'I am satisfied with STD delivery at KNUST. About 24% representing nineteen respondents agree with the assertion, while ten respondents representing almost 13% strongly agree. Refer to figure 4.26 for the diagrammatic representation of respondents' satisfaction of STD delivery at KNUST.

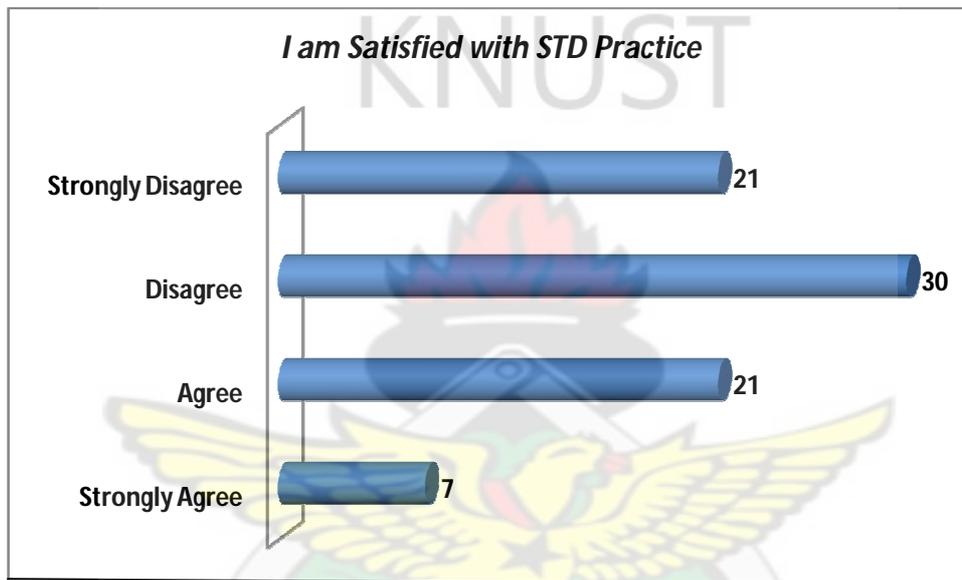


Figure 4.27 – Respondents is satisfied with STD Practices at KNUST

Source: Field Data (2011)

In a related measurement, when respondents were asked to show their ratings for the statement 'I am satisfied with STD practice at KNUST', as can be seen in figure 4.27, it came to light that 21 respondents (27%) strongly disagree, as 30 (38%) disagree; also, 21 respondents (27%) agree while only 7 respondents (9%) strongly agree. Therefore, it is clear that senior staffs are not satisfied with STD practice currently at KNUST.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter, which is the final segment of the study, provides a summary of the findings, conclusions, and recommendations to the study.

5.2 Summary of Major Findings

The purpose of this study was to conduct a case study investigation into the KNUST training and development practices among the Senior Staff. Having gathered requisite data and having thoroughly analysed them, this section presents the synopsis of the main findings. This summary, as organised below, is in accordance with the order of the study objectives.

5.2.1 Existence of STD Policy and Staff Awareness of it.

The main objective of the first research question was to establish the existence of a specific policy governing senior staff training and development. It was established that some training schemes were available to staff, and that there exists a STD policy for KNUST. However, as observed by the study, the content of such a policy document was not as widely shared as desired, as most staffs do not have copies of the document, and so could not have access to the content thereof, and hence, could not know their responsibilities and opportunities opened to them, and access them.

The study also revealed that 40% of employees believe that the employer has no career development plan for senior staff, and this is a source of great despondency among staff. 68% of respondents felt that Management showed little, if any, interest towards staff career development needs. As such, some staff members were found to embark on wide career development initiatives some of which often go contrary to the expectations of the policy.

5.2.2 Practice of STD at KNUST

Induction training is given adequate importance at KNUST, within the last three years. Before this time, induction did not much cover senior staffs. Newly employed are given orientation to make them familiar with the establishment. However, the study showed that job change at KNUST does not usually attract any orientation of the new job occupant. Other trainings, such as workshops, seminars, refresher courses are also run to staff from time to time.

It was also found that criteria for selection for training and development were mysteries to staff. It is worthy to note how though respondents were trying to be evasive (66% not certain about criteria for selection); most of them, however, enthusiastically indicated that selection into training programmes was seen to be biased. Respondents did not see fairness in the selection processes.

STD do not thrive on any widely shared institutional needs assessment; selection was subjectively carried out, not based on any scientific approach, such as training needs analysis (TNA), job analysis and specification, or performance appraisal. Staff members were over-looked when training was being designed. Performance appraisal is not fully institutionalised for Senior Staff, as most seem not to be familiar with the concept. More than half, approximately 54% of the

respondents could not tell whether there is a performance appraisal in place for senior staff. This may mean that they might have never been appraised before or might have never heard about staff appraisal.

5.2.3 The Effects of STD Practice on Staff Performance and Motivation

STD were found to result in improved performance, as 77% representing 65 respondents 'absolutely' agreed to this assertion. This confirmed various literatures that a well organised STD usually results in improved performance. Staff generally believed that training and development programmes always yielded positive dividends on worker and institutional improvements and on productivity because fifty-two respondents, representing 63% confirmed 'absolutely' that training they were involved in brought changes to their performance at work. The research further observed that personal performance enhancement and institutional improvement normally would lead to general increases in productivity, which in turn may lead to increases in profitability.

Training and development were also found to have some correlation with staff motivation. The study observed that employees attached an overwhelming importance to staff training and development. 47%, representing thirty-seven (37) respondents *strongly* agree while 44% representing thirty-five (35) respondents agree that STD was of high value to them. The implication is that one motivation of employees is to have training and development opportunities, and where this is denied, staff morale declines. More than half of the respondents (57%) believed that staff training and development was often viewed to be accompanied with better salaries or remuneration; this could be one of the several reasons why employees often aspire for STD.

At least, 65% of respondents said they were not happy with the staff training and development practice at KNUST and the absence of career development opportunities open to them. Situations of a prolonged staff unhappiness and dissatisfaction may have a lot of serious implications to the organisation, and if not checked early and well, this could lead to mass staff turnover with its attendant costs. Costs associated with employee turn-over were confirmed by Grass Roots Projectlink (2011), who reported that losing key members of an organisation's team could be disruptive and costly to organisations.

5.3 Conclusions

This research has investigated staff training and development practice, using KNUST as a case for the study, and there have been a lot of insightful revelations on the subject matter. The study which has been successful has established, among others, that there is staff training and development policy; however, most employees are unfamiliar with the content of the document, and are, therefore, ignorant about opportunities opened up to them. The practice of STD at KNUST was found to leave a lot to be desired, as various gaps were discovered in terms of effective training needs assessment, selection procedure, implementation and evaluation of training programmes; as a result, most employees were found not to be happy with the STD approach. This trend, if allowed to continue, could easily lead to a negative impact on productivity, motivation, and retention of the work force.

5.4 Recommendations

5.4.1 Staff Access to Training and Development Policy Document

It was observed by the study that there exists a STD policy, but the content of such a policy document was not as widely shared as desired; most staffs do not have copies of the document, and so could not have access to training and development information. Therefore, it is recommended that the content of the STD document should be updated to reflect what befits the calibre of a renowned academic institution such as ours to reflect the current global trend of learning organisations. This will help to eliminate obsolete and inhibiting policies that are likely to place impediments on paths of hardworking staff who aspire to develop their potential through learning.

In addition, copies of such policy directions should be made available to all staff, or at least be made accessible to them on-line for downloading; this will help them to know the content of the policy so as to comply with and also able to take advantage of certain opportunities to enhance their confidence and competence.

5.4.2 Staff Career Development Plan

It was further observed in the study that staff generally felt that the employer has no career development plan for them, and this was seen to be a great source of despondency to respondents. Consequently, it is recommended that all categories of staff should be made to know their career paths and be assisted through the employer's career plan to grow to be what they have the potential to become for the benefit of themselves and their organisations. In addition to this, it is important to institutionalise measures that will ensure adequate staff motivation and retention.

5.4.3 Selection Criteria for Training and Development

The study revealed that the selection of staff for training was viewed to be biased and subjective. It is, therefore, recommended that selection for staff training and development should be streamlined and be strictly based on training needs analysis. And also, STD should be made to involve all categories of staff based on the needs assessment.

5.4.4 Conditions for Effective Training and Development

Also, the HRD Department should develop conditions for effective training and development, such as: coherent and well planned integration of training, education and development; effective selection and supervision based on TNA; appropriate management style; the opportunity to transfer learning to the workplace; career paths and promotion possibilities; appropriate incentives and rewards; planning and linkages to the strategy and development of the organization to ensure vertical and horizontal integration at the work place.

5.5 Suggestions for Further Research

For future research, this study can be replicated using a sample drawn from a different population. And also, it may be interesting to compare the training and development of different categories of university staff; for instance, the academic and the non-academic staff.

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KNUST



APPENDIX 1

STRUCTURED INTERVIEW GUIDE FOR SELECTED SENIOR MANAGEMENT

This interview guide is designed to gather information on staff training and development practice at KNUST. Your contribution towards providing answers to these questions is highly appreciated. Please, rest assured that any information supplied will be solely used for academic purposes and will be given the utmost confidentiality they deserved.

A. BACKGROUND DATA: Profile of Interviewees

1. SEX:

Male

Female

2. AGE

21-30 years

31-40 years

40 – 50 years

50 and above

3. Number of years with KNUST.

1-5 years

6-10years

11 - 20

above 20 years

4. Qualification

Professor

PhD

Masters

First Degree

HND and /or others

5. Current office and Position:
.....

B. MAIN INTERVIEW

GRQ

6. Please, what is the staff population of KNUST?
7. May I, please, know how many of these are:
- Senior members:
 - Senior Staff:
 - Junior Staff:
8. May I know how many employees, by average, are trained annually?
.....
9. Out of this number, how many are within the Senior Staff category?
.....
10. What challenges are there to hinder training and development?
- Budgetary constraints
 - Priority
 - Management support
 - Employees readiness
 - Lack of opportunity
 - others; Explain:
- Tick as many as you think apply, please.
11. When training programmes are ran, in what areas of employees' life do they often cover?
- work / job enhancement
 - human relations improvement
 - leadership capacity building
 - ICT
 - Any others
12. How are staff training needs identified?
13. Please, how are members of staff selected for training or development programmes?

14. Who designs the training?

15. Is training outsourced or done in-house?

RQ1

Please rate how strongly you agree or disagree with each of the following statements by placing a check mark () in the appropriate box

Ser. No.	Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
16	Members of staff are aware of KNUST policy on training and development?					
17	There is a well-designed and widely shared training policy at KNUST					
18	Members of staff are given copies of training and development policies?					
19	KNUST has a career development plan for Senior Staff?					
20	Members of staff are given a forum to share their training and development needs with management?					

Any Comment(s):

RQ2

Select the option that suits you by placing a check mark (✓) in the appropriate box

	Question	Absolutely	Uncertain	Not necessarily
21	Staff members know all the requirements of their jobs			
22	Induction training is given adequate importance at KNUST.			
23	Staff are given training anytime there is a change			

	in their job			
24	All the training sessions are held outside work premise			
25	Staff training is often too selective, involving only a selected few.			
26	There is a performance appraisal in place for senior staff			
27	Employees are sponsored for training and development programmes on the basis of carefully identified needs.			
28	There is a policy to encourage multi-skilling at KNUST			
29	Employees in the organisation participate in determining the training they need.			
30	Employees know the criteria for selection into training and development programmes			
31	The mode of selection for training and development is fair			
32	Training and development programmes organized for workers helps to improve performance			
33	Staff performance improve after going through training			
34	Staff members are able to transfer the knowledge gained in training and development onto the job			
35	Staff need training to enhance their performance			
36	Training and development programmes are not necessary			
37	New recruits find induction training very useful at			

	KNUST			
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RQ3

Please rate how strongly you agree or disagree with each of the following statements by placing a check mark () in the appropriate box

Ser. No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
38	Training and development at KNUST is a strong motivation to work				
39	Training and development often come with better remuneration				
40	The current state of training culture at KNUST makes staff happy to continue working at KNUST				
41	Staff training and development is of high relevance to management.				
42	Training of workers is given adequate importance at KNUST.				
43	I am satisfied with KNUST training delivery.				
44	I am satisfied with KNUST training and development practice.				
45	Line managers are eager to help their juniors develop through training.				

Any Comments:

APPENDIX 2

QUESTIONNAIRE FOR STAFF

This questionnaire is designed to gather information on staff training and development practice at KNUST. Your contribution towards completion of this questionnaire is highly appreciated. Please, rest assured that any information

supplied will be solely used for academic purposes and will be given the utmost confidentiality they deserve.

BACKGROUND DATA: Profile of Respondents

1. Your sex

Male

Female

2. Your age

18-20 years

21-30 years

31-40 years

41 – 50

above 50 years

3. Number of years with KNUST.

1-5 years

6-10years

10- 15 years

15 years and above

4. Qualification

Masters

First Degree

HND

Diploma

others (specify)

5. Current Office and Position:

.....

6. Your duties include (any two):

.....

MAIN DATA

RQ1

Please rate how strongly you agree or disagree with each of the following statements by placing a check mark () in the appropriate box

Ser. No.	Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I am aware of staff training and development schemes at KNUST.					
2	I know there is a well-designed and widely shared training policy at KNUST					
3	I am aware of the existence of a training and development policy.					
4	I have a copy of the policy or have you seen one?					
5	I know the role of my employer in terms of my training and development.					
6	My employer has a career development plan for me.					
7	I regular meet my supervisor/manager to discuss my training / development needs					

RQ2

Please, tick (✓) the appropriate box that suits you best

	Question	Absolutely	Uncertain	Not necessarily
1	I know all the details about my job			
2	Induction training is given adequate importance in your organisation			
3	You are given training anytime there is a change in your job			
4	All the training sections are held outside your work premise			
5	Staff training is often too selective, involving only a selected few.			

6	There is a performance appraisal in place for senior staff			
7	Employees are sponsored for training and development programmes on the basis of carefully identified needs.			
8	Employees in the organisation participate in determining the training they need.			
9	I know the criteria for selection into training and development programmes			
10	The mode of selection for training and development is fair			
11	Training and development programmes organized for workers helps to improve performance			
12	My performance improved after going through training			
13	I am able to transfer the knowledge gained in training and development on the job			
14	The training I have received so far has helped me to improve my performance			
15	I still need training to enhance my performance			
16	Training and development programmes are not necessary			
17	The new recruits find induction training very useful in your organisation.			

RQ3

Please rate how strongly you agree or disagree with each of the following statements by placing a check mark () in the appropriate box

Ser. No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I consider training and development at KNUST as motivation to work				
2	Training and development often come with better remuneration				
3	The current state of training culture at KNUST makes me happy to continue working at KNUST				
4	Staff training and development is of high relevance to me.				
5	Training of workers is given adequate importance at KNUST.				
6	I am satisfied with KNUST training delivery.				
7	I am satisfied with KNUST training and development practice.				
8	Line managers are eager to help their juniors develop through training.				

