

UNIVERSITY OF CAPE COAST

**TRAINING AND DEVELOPMENT PRACTICES AT THE
WORKPLACE OF ANGLOGOLD ASHANTI COMPANY LIMITED,
OBUASI**

BAFFOUR BOAKYE

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ANGLOGOLD ASHANTI COMPANY LIMITED, OBUASI

BY

BAFFOUR BOAKYE

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THE AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE
DEVELOPMENT

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DECLARATION

Candidate's Declaration

I hereby declare that this project work is the result of my own original research and that no part of it has been used for in any form in this University or elsewhere.

Candidate's Signature: Date:.....

Name: Baffour Boakye

Supervisor's Declaration

I hereby declare that the preparation and presentation of the project was supervised in accordance with the guidelines on project work laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name: Dr. Emmanuel K. Ekumah

ABSTRACT

In 1998, AngloGold Ashanti limited set up the Management Training Centre (MTC) to train and develop its human resources to possess the right knowledge, skills and attitudes to meet current and future job demands. Hundreds of employees had undergone diverse programmes since its inception.

However, no empirical work has been done to assess the effectiveness of the services provided by the centre. There was, therefore, the need to carry out a study on how the company trains and develops its human resources to do their jobs effectively and efficiently.

The objective of the study was to examine the effectiveness of the company's management training and development centre in Obuasi.

The research design used was descriptive survey. Data for the study were analyzed with the aid of statistical software to obtain descriptive statistics such as frequencies and percentages.

One of the major findings of the study was that the programmes were beneficial to both the company and individuals. They were specific and tailored to suit the company's operations. In addition, the method of delivery ("4 MAT") took care of individual's learning styles and Kolb's ideas on stages of experiential learning.

In order to realize the maximum benefits of training and development practices at the workplace, it was recommended that the company (through the MTC) should set-up a follow-up and training continuous improvement teams to ensure the achievement of the programmes' objectives.

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DEDICATION

To my late mother, Elizabeth Essiamah, who was the first person to teach me how to read and write.

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LIST OF ACRONYMS

AGA	-	AngloGold Ashanti limited
AGATC	-	AngloGold Ashanti Training Centre
AGC	-	Ashanti Goldfield Company Limited
GETFUND	-	Ghana Education Trust Fund
GMWU	-	Ghana Mines Workers Union
HRD	-	Human Resource Development
IDS	-	Institute for Development Studies
KII	-	Key informants interview (KII)
MTC	-	Management Training Centre
NGO	-	Non-Governmental Organization
OJT	-	On-the-job training
SHRM	-	Society of Human Resources Management
TUC	-	Trades Union Congress
UCC	-	University of Cape Coast
UNICEF	-	United Nations International Children's Fund

CHAPTER ONE

INTRODUCTION

Background of the study

Human resource has been identified as the hub around which all other resources revolve in the world of work. In view of this, businesses which want to have cutting edge experience recruit the best ones from the job market, train and retrain them continually to meet the ever changing challenges.

Thus, human resource training and development is paramount to the growth and success of every business entity or setup. This view is shared by many including political figures like the former President of Ghana, John Agyekum Kuffour.

In the President's session address to Parliament on the 3rd of February, 2005, he mentioned education (training and development) as one of the four major priority areas for education. He went further to support this assertion by pledging a special Presidential Intervention of ¢20 billion each to the three older Universities, namely; University of Ghana, the University of Cape Coast and the Kwame Nkrumah University of Science and Technology to be used to build lecture halls, student hostels and staff accommodation.

At the senior high school level, the upgrading of one school each in every district also confirms the seriousness with which investment in human capital is engaging government's attention.

Similarly, we cannot also gloss over the immense contribution the Ghana Education Trust Fund (GETFUND) which draws its revenue from a Value Added Tax Levy of 2.5% is making in the educational sector.

Mention should also be made of the role Non-Governmental Organizations (NGOs) such as Actionaid Ghana International, Catholic Relief Services, School for Life, United Nations International Children's Fund (UNICEF) and other religious bodies are playing to either support education at the basic level or set up tertiary institutions to complement the efforts of government.

It is imperative to note that the 1992 constitution which is the supreme law of the land has a 'soft spot' for human capital development under Article 25 clauses (a) – (e) and Article 38 clauses 1 – 3 respectively, where issues pertaining to access, functional literacy and the provision of educational facilities are highlighted.

The Labour Act 2003, Act 651 Part V – employment of persons with disability-, section 53, talks about training. It enjoins companies or employers "to train or retrain a person with disability to overcome any aspect of his or her disability in order to cope with any aspect of the person's employment". It further states that "the employer may provide or arrange at the employer's expense, the training or retraining for the person".

AngloGold Ashanti Company Limited (AGA), Obuasi, formerly known as Ashanti Goldfield Company Limited (AGC) was established in 1897 with the primary aim of mining gold. The Company has to manage, train and develop its scanty resources (including human resource) to achieve the set targets and also have comparative advantage over competitors.

Among the factors of production (Land, Capital and Labour), the Company has identified labour to be its most valuable asset. Thus, the human resource is the central component that promotes efficient and effective management of businesses to achieve goals.

The term management may be defined as the systematic process of working with others and through others to achieve organizational goals in the ever-changing global environment by making judicious use of the limited resources.

Labour may be explained to mean the number of man-hours an individual is ready, willing and prepared to contribute towards the production process.

Following from this, it is evident that the only way that labour can be useful, contribute meaningfully and assume the central role of harnessing both natural and financial resources to enhance productivity is through the acquisition of skills, knowledge and improved competencies by way of formal education, training and on-the-job training.

The human capital theory, therefore, underscores the fact that, investment in people by way of education and additional schooling adds to their value which

culminates in increased productivity, efficiency, additional earnings as well as positive attitudes towards work and the organization.

Table 1 indicates the number of employees from 1999 to 2006 of the company.

Table 1: Number of employees, 1999 - 2006

Year	Jnr. Staff	Snr .Staff	Total
1999	5,630	790	6,420
2000	5,565	789	6,354
2001	5,962	802	6,764
2002	5,875	821	6,696
2003	5,616	802	6,421
2004	5,201	754	5,955
2005	5,021	735	5,756
2006	4,125	738	4,863

Source: AGA annual report, December 2006

In 1998, the AngloGold Ashanti Training Centre (AGATC) was set up under the Human Resource Division to ensure efficient and effective training and development of its human capital.

According to DeNisi and Griffin (2001), human capital is the accumulation of education, training, experience and health that enable a person to enter an occupation and become productive.

The most important asset of the company is the competence of the human resources. Some of which are executives, management board, supervisors, junior employees and casual workers. Human resource development has therefore, been identified as a top priority issue in the company. (Management and supervisory training brochure, 2001)

Dr. Sir Sam E. Jonah, the former President of AngloGold Ashanti Company Limited, emphasized the belief in human resource development. He wrote that “Training and Staff Development will continue to be the bedrock of Ashanti’s efforts at realizing the full potential of its human resources base”. (Management and supervisory training brochure, 2001)

The aim of AngloGold Ashanti Training Centre (AGATC) is to keep the company on the cutting edge by developing the knowledge, skills and attitudes associated with competent job performance through the provision of appropriate and effective training of all staff on sustainable basis. The centre provides training on a continuous basis to meet both the short-term and strategic needs of the company.

Strategic vision

The vision of AGATC is to:

- become the forerunner of organizational development and change within the mining industry in the world.

- ensure that AngloGold Ashanti remains on the cutting edge by enhancing the knowledge, skills and attitudes of employees. (Management and Supervisory Training Brochure, 2001).

Mission

- The mission of the AngloGold Ashanti Training Centre is to provide group-wide and location specific programmes and services that support and encourage the development of skills, knowledge and attitudes of our management teams and employee groups (Management and Supervisory Training Brochure, 2001).

At a minimum, the Centre shall ensure that training is provided across the AngloGold Ashanti group to:

- develop the skills and knowledge required for improved job performance
- support the Group's change and development strategy.
- support the introduction of new systems, new technology and new products.
- support the company's reputable safety goals
- bring new employees quickly to the required level of competency
- make existing employees more mobile and flexible
- provide systematic means for employees, managers and the company to manage competence.

Statement of the problem

The general aims and objectives of the company as well as the specific ones of the AGATC are laudable. Training and development of the human resource have been going on ever since the centre was set up. Hundreds of managers, supervisors, junior employees, industrial trainees and casual workers have undergone diverse training and development programmes organized by the centre.

The centre provides training in all the functional areas of the company's operations. These include but not limited to the following:

- Engineering training
- Mining training
- Processing training
- Management and supervisory training
- Information technology training
- Occupational health and safety training
- Security training
- Secretarial and clerical training

The centre also plays host to professional and correspondence courses. It is also in charge of training and developing personnel outside the mines; overseas and local institutions for short, specialized courses and long general and professional/ career courses.

As it can be observed, the scope of the training programmes is wide but for the purpose of this study, it would be restricted to management and

supervisory training and development courses organized (in- house) at the centre in Obuasi.

Table 2 is the number of staff who had attended training and development programmes at the management training centre from 1999 to 2009.

Table 2: Staff Training, 1999 - 2006

Year	No. of Course	Jnr. Staff	Snr .Staff	Total
1999	1	0	11	11
2000	10	45	151	196
2001	13	38	328	366
2002	1	21	17	38
2003	12	395	489	884
2004	7	7	133	140
2005	9	314	289	603
2006	9	300	255	564
Total	62	1,120	1,673	2,802

Source: AGA training annual report, December 2006.

No empirical work has been done to assess the real impact of the programmes on the fortunes of the company. Hence, little can be said about the efficiency and effectiveness of the services provided by the centre in terms of training and development of the human resource.

There is, therefore, the need to carry out a study on how the company trains and develops its human resources to acquire the required knowledge, skills

and attitudes to make her a company that is committed to training and development as proclaimed by the AGATC's aims , vision and mission statements.

Objectives of the study

The general objective was to examine the effectiveness of the company's management training and development centre in Obuasi.

The specific objectives of this study were to:

- evaluate the company's policy for training and development
- identify specific programmes designed for the human resource development of the company
- assess the usefulness of the programmes to the overall output of the company
- examine the procedure or processes of selecting participants for the various programmes
- assess the training facilities of the centre
- assess the competence of the trainers
- make recommendations for the necessary attention of management.

Research questions

In order to address the above specific objectives, answers to the following questions were deemed vital.

- How does the company's policy framework influence its training and

- development practices?
- How are programmes designed to improve efficiency and effectiveness of the company?
- How beneficial are the programmes to the company and to the human resource potential/ base of the company?
- How are participants selected for training and development in the company?
- What are the teaching and learning facilities in the training centre?
- What are the qualifications and experiences of the trainers?

Organization of the study

The study contains five chapters. Chapter one comprises the overview of and background to the study, problem statement, objectives, research questions and organization of the study. The second chapter contains a review of literature. The literature focused on needs analysis, through provision of appropriate learning and training interventions and ends with evaluation processes. It also high-lighted the corporate training and development policy of Anglogold Ashanti Limited. Chapter three deals with the methodology used for the study. The chapter contains discussions on study area, population, sampling, materials and methods used for data collection. Analysis and discussions of findings are covered in the fourth chapter. Finally chapter five contains the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

In an attempt to come out with the framework for the study, a number of literatures (both print and electronic materials) were reviewed. They were discussed under the following headings:

The HRD concept, philosophy of teaching and learning, needs analyses, feedback, programme design, programme development, programme implementation, programme management, evaluation, accountability and the corporate training and development policy of AngloGold Ashanti Limited.

The HRD concept

Human Resource Development (HRD) practitioners are concerned with assessing needs, establishing learning objectives, designing or selecting learning activities, choosing and implementing training strategies, and evaluating learning outcomes. They engage in a process known as programming.

HRD events start from needs analysis, through provision of appropriate learning or training interventions and ends with evaluation processes. (Megginson et al, 1999).

However, Gilley and Egglund (1994) have pointed out that programming consists of nine interrelated sub-processes referred to as phases. The nine phases are often referred to as programme planning, design, and evaluation process.

The nine phases are:

- Philosophy of Teaching and Learning
- Needs Analyses
- Feedback
- Programme Design
- Programme Development
- Programme Implementation
- Programme Management
- Evaluation
- Accountability

Megginson et al (1999) and Armstrong (2003) put across some key words and concepts in the study of human resource development. They are training, development, learning, and education.

Training

Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. (Cole, 2002). Examples of training needs are;

- to have efficiency and safety in the operation of particular machines or equipment.

- to have an effective sales force and
- to have competent management in the organization.

Training is a relatively systematic attempt to transfer knowledge or skills from one who knows or can do the task or job to one who does not know or cannot do.’

Thus, it involves preparing someone to do a job efficiently and effectively (Megginson et al, 2000).

Development

Development is any learning activity which is directed towards future needs rather than present needs, and which is concerned more with career growth than immediate performance. The focus of development tends to be primarily on an organization’s future manpower requirements, and secondly on the growth needs of individuals in the workplace.

Examples of development needs are;

- the managers to be able to utilize the facilities offered by microcomputers in the operation of business
- replacing senior staff with potential candidates from within the organization and
- preparing employees to accept change

Development is therefore a long-term process designed to enhance potential and effectiveness of management personnel. Megginson et al (2000) concluded by writing that “development involves preparing someone to be something”.

From the discussions, one can say that development is preparing someone to assume or occupy a higher or managerial position.

Learning

Learning is a process by which individuals acquire knowledge, understanding, skills and values. Usually described in terms of demonstrable behaviour i.e. evidence of learning (Cole, 2002). Learning is said to be a relatively permanent change in behaviour. It is the never-ending process of becoming different from what we were.

Education

Education is any long-term learning activity aimed at preparing individuals for a variety of roles in society: as citizens, workers and members of family groups.

The focus of education is primarily on the individual and his or her needs, and secondly on the community as a whole, i.e. on society's needs. Examples of individual needs include the need to be literate, to be prepared for some occupation and to make the most of one's personal gifts and talents. Society's needs include the need for respect of law and order, the need for a variety of talents to sustain economic activities and the need to protect itself from external aggression.

Conventionally, education is seen as a highly structured exposure to planned learning, the objective of which is to train the mind for life on general issues.

Philosophy of teaching and learning

The first step of the programming process is the identification of the philosophical orientation of the teaching-learning process by the programme designer. According to Gilley and Egglund (1994), it involves the establishment and utilization of the learning styles of the learners who will be involved in the programme

Scholars generally agree that every individual has a unique approach to learning. However, they do not agree on how to define or explain a person's learning style. One approach suggests that a person's learning style is composed of different modalities that together make up his or her unique style (French, 1975).

These modalities include, but are not limited to, the perceptual, cognitive, emotional and social modes. The perceptual mode refers to the means through which an individual extracts information from the environment through the senses. It is comprised of seven elements: (1) aural, (2) haptic, (3) interactive, (4) kinesthetic, (5) olfactory, (6) print and (7) visual. (James & Galbraith, 1984)

McCarthy (1996), www.aboutlearning.com, had developed a programme known as "4MAT". It is a set of delivery instructions that is or can be used to

train people in a way that suits all learning styles and which incorporates Kolb's ideas on the stages of experiential learning.

We are all familiar with times in our life when we really “connected” with instructors, making learning a real pleasure and making acquisition of new skills almost effortless. We will also remember times when we just were not “on the same wavelength” as someone we had to learn from. Learning became a difficult, unpleasant, slow chore.

At times when we may have trained others, perhaps in a formal training role or in passing knowledge on to our teams, we have probably found teaching some people easy, while others seem to have difficulty even with really simple things. What is particularly frustrating is that the mismatches of style that cause many of these learning difficulties have long lasting effects, in terms both of personal outcomes and of team member and team performance.

“4MAT” is a different approach to instruction that seeks to overcome these differences in style, engage all learners, and present information in a format and using an approach which suits all. “4MAT” can be used to a greater or lesser extent if trainers want to get the best from all of the people they are developing.

Important ideas 1: Learning styles

Kolb's as cited in Cole (1998) ideas of experiential learning and learning styles lie at the root of “4MAT”. Kolb argued that there are four different learning styles and that different people prefer different approaches for learning information:

- The “Converger” style, prefers concepts and active experimentation;
- The “Diverger” style, focuses on practical experience and reflection;
- The “Assimilator” style, prefers abstract modeling and theoretical reasoning; and
- The “Accommodator” style, emphasizes practical experience and active testing.

Honey and Mumford in Megginson et al (1999) proposed a similar approach with much more intuitive terms:

- “Reflectors” are those who like to stand back and gather information before coming to a conclusion;
- “Theorists” want to fully understand the theory behind a subject before they feel comfortable with it;
- “Activists” want to learn by diving straight into new experiences and do not particularly like theory; and
- “Pragmatists” want to see the practical use of what they are learning and want practical techniques. Theory can follow later.

The argument is where an instructor has the same learning style as the trainee, the latter finds learning quick and easy. But where an instructor has a different approach from the trainee, learning can be difficult and unsatisfying.

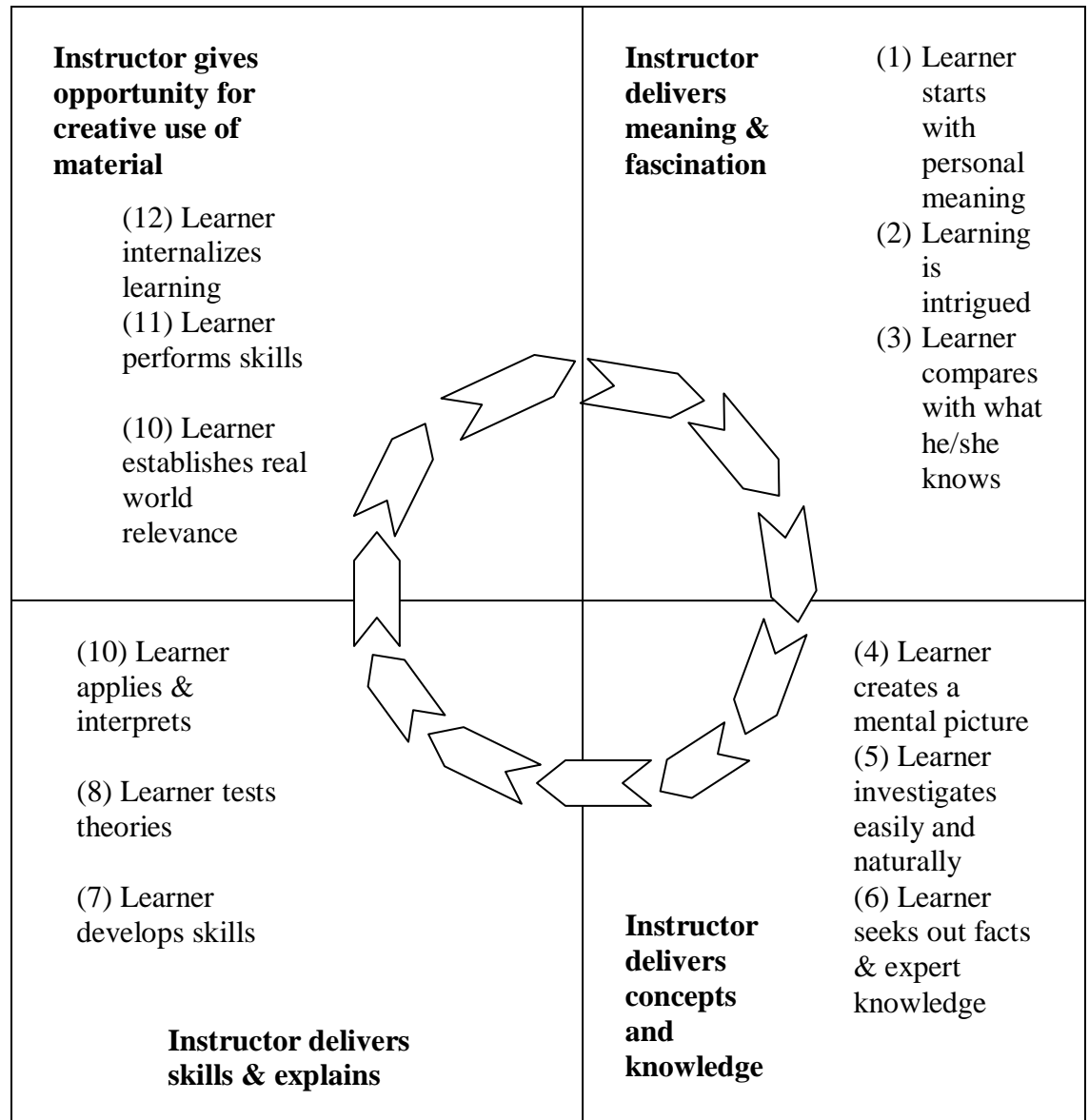
So the instructor should not consider his own learning style but must endeavour to take the learning needs of trainees who prefer other styles.

Important ideas 2: Experiential learning

Kolb also argued that adults learn many types of skills most effectively by learning from experience (“experiential learning”). This involves learning through the following steps:

- Taking an action and seeing its effects;
- Understanding that this effect will reliably follow from this action;
- Forming a generalized mental principle or rule about what is happening; and testing this rule (loops back to 1)

At the heart of “4MAT” is a 12-step learning cycle that learners go through as they learn new skills. Effective instructors work with this cycle, seeking to engage the learner; provide information, knowledge and theory; deliver the skills being taught; and cement the knowledge learned. This process is shown as format 1.



Format 1: “4MAT” 12-step learning cycle

Source: www.aboutlearning.com

During the first three steps of the cycle, the focus of the instructor is on winning the attention of the learners and engaging their interest in the subject. The trainer seeks to help them understand the real value of what is being said and get the learner to think about how and what is being said fits in with and enhances his or her existing experience.

During steps four to six, the instructor builds learners' knowledge, and encourage them to find out facts for themselves. In doing this, he helps learners make connections between what they already know and what he is teaching. And by finding out facts for themselves, they learn the broader context into which information fits. This all helps to build a good theoretical foundation of the subject.

During steps seven to nine, the instructor teaches the practical skills that come from the theory, and encourage learners to test their understanding of the material. This is where learners confirm and refine their understanding, and apply and generalize the information they have learned.

Finally, during steps ten to twelve, the instructor encourages learners to extend creatively their use of the skills taught. This gives practice in the new skills, and helps them reinforce and "cement" their learning.

By structuring a learning session using this approach, the instructor can engage and satisfy people who learn best with all of the different learning styles:

- Reflectors get the opportunity to gather information and reflect before they come to a conclusion;
- Theorists get the chance to learn new ideas and fit them into existing theories before they put them into practice;
- Activists get the opportunity to "dive in" at an appropriate stage of the process, and learn and try out new techniques; and
- Pragmatists see the techniques they are learning firmly grounded in reality, with practical benefit and relevance explained from the outset.

At the heart of 4MAT is a twelve stage process which one can use to structure a learning session to ensure that people with preferences for different learning styles can get the most from them. By using 4MAT, one can adopt an approach that will help all the people to learn effectively from the instructor, not just those who happen to share his preferred approach to learning. In the first three steps of the cycle, the task is to win the attention of your learners and engage their interest.

During steps four to six, the instructor gives them information they need, and help them build their own knowledge of the subject. Steps seven to nine, the instructor teaches the skills the learners need, and encourage them to test and apply these theories. And during steps ten to twelve, the instructor encourages learners to creatively extend the use of skills and internalize the knowledge they have gained.

Needs analyses

In the world of work, there are variations in performances and outputs of organizations, teams and individuals. These variations could be a signal to the existence of problems, which the human resource practitioner as a matter of duty should be able to identify and suggest remedies. It is, therefore, the difference between current output as against expected future targets as well as the current performance of the individual employee on the job as against acceptable standards is what is referred to as 'need'.

A need may be explained to mean a gap between the present set of circumstances and a desirable set that could be expressed in terms of knowledge, skills, attitudes and performance.

As such, the process through which these needs or gaps or problems are identified as impediments is what is generally known in human resource development circles as needs assessment. Needs assessment is part of a planning process that focuses its attention on identifying and solving performance problems. Just like other terms in the physical and social sciences, Needs assessment does not easily lend itself to any definition, but attempts by some scholars is worth considering here. (Gilley et al , 1989)

According to Rouda and Kusy Jr. (1995), “Needs assessment is a systematic exploration of the way things are and the way they should be”. This implies that in trying to identify problems, the human resource practitioner should go through a series of gradual processes before narrowing down on the cause of the gap, and the solution best suited for it.

What it also means is that, we should not be in a hurry to implement solutions. As such, utmost care should be taken to properly classify the problem to either the organization or the individual, before remedial action is sought. As much as possible, the human resource practitioner and management alike are particularly encouraged to respond, rather than re-acting to needs. Another effort at defining needs assessment is the one credited to Gilley and Egglund (1989) “As measuring and appraising that gap between the current situation and the desirable set of circumstances”. From this definition it is obvious that, we are being told

not to only think of the present position or situation in which the organization or employee finds himself, but more importantly the role the individual will be playing with regard to future goals in the organization. Hence, any idea of using training to remedy the situation should also factor in the future goal and objectives of the organization.

Equally important is the fact that, the problem should be measured and quantified in terms of cost, so as to enable management and who ever is concerned to appreciate the losses the organization is incurring in monetary terms and the benefits that are likely to accrue. This is the case if a well-thought-out training programme is designed to address the noted deficiencies. It is very important to emphasize that, in conducting needs assessment cognizance must be taken of four (4) key steps.

First and foremost, the human resource practitioner should perform a 'gap' analysis to check the actual performance of the organization and the employees against existing standards or to new standards altogether. Here we will need to look at the current state of skills, knowledge and abilities of our current and future employees. It should also examine the organizational goals, climate, internal and external constraints. There is the need to identify the desired or necessary conditions for organizational and personal success. The analysis should focus on the necessary job tasks or standards as well as the skills required in accomplishing them.

Secondly, we need to rank our needs in a scale of preference and identify those that are of priority and of importance to the individual and the organization.

We need to consider the urgency of the problem and the cost-benefit ratio. Thus, the cost of the training in financial terms to the organization, vis-a-vis not conducting any training at all.

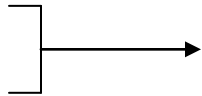
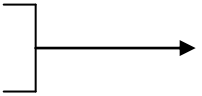
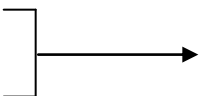
Thirdly, there is the need to identify causes of performance problems and the available opportunities. This step tries to focus on critical organizational and specific personal needs. We need to know our performance requirements so as to determine whether people are really doing their jobs effectively and whether at all they know how to do their jobs.

Finally, we also need to identify possible, solutions and growth opportunities. Training will therefore be a solution if knowledge is a problem. Interventions such as strategic planning, organization restructuring, performance management and effective team building may hold sway if the problem is not related to inadequate knowledge.

There are three levels of needs assessment or analysis: organization, task/job and person. (DeSimone and Harris, 1989).

Format 2 shows the levels of needs assessment.

Level What is measured

1. Organization		Where training is needed and the condition in which training will be conducted.
2. Task/Job		What must be done to perform the job effectively.
3. Person		Who should receive training, what kind and how long.

Format 2: Levels of needs assessment

Source: DeSimone and Harris (1989)

Organizational analyses

Training is designed to assist organizations to achieve their missions and visions. To this end, it is important that a holistic needs assessment of the organization is done to enable it to meet its objectives and expected level of performance. There are basically three levels of training needs assessment: as depicted by format 2 above. The three levels are the organizational, task and person.

At the organizational level, it is targeted at identifying particular areas or sectors where training will be required. In the case of assessment of needs at the level of the task, the target is to identify needs and provide the relevant training to enable employees to perform the job effectively. At the level of the individual

worker or personal analysis, the assignment is targeted at identifying the person to be trained and the kind of training required for that person.

The first one to consider is the organizational analysis. It is a process used to better understand the characteristics of an institution to determine where training and human resource developmental efforts should be directed and conditions within which training and other activities to improve performance would be conducted.

This type of analysis requires a broad view of the organization and what it tries to accomplish. The organizational characteristics studied may include goals and objective, rewards, planning, delegation and control systems as well as communication systems. The aim of any organizational analysis is to provide a broad understanding of what an organization is required to do to enable a planned course of action to be undertaken to address felt needs and monitor progress in relation to the mission of that organization. To do this effectively, Goldstein (1986) has recommended that analysis be done at the level of the organization in consideration of goals, resources, climate and environmental constraints.

Task analysis

Task analysis is also sometimes called operational analysis. According to Moore and Dutton (1978), this is a systematic collection of data about a specific job or group of jobs in an organization. This helps to determine what an employee should be trained on to achieve maximum efficiency. Task analysis normally include standards of performance, how tasks should be performed to

meet the organization's set standards, the knowledge, skills and abilities of the employees and other characteristics of the employee.

There is a general agreement about the purpose of task analysis. However, there is a differing view of how it should be accomplished or the method to use. Five such researchers namely Campbell (1988), Goldstein (1986), Goldstein et al (1981), Megehee and Thayer (1961) and Wexley and Latham (1981) all came out with basic methods in task analysis. Each of their methods contain common elements which have been combined as follows: - develop an overall job description, task identification which also comprises performance standards and performance variability methods for identifying the various tasks, identification of areas to benefit from human resource development programme and prioritization of training needs. Although this method is by no means radical, it does include the main elements from the various ways to conduct task analysis.

According to De Simone and Harris (1989), successful task performance requirements are that employees possess the knowledge, skills ability and attitudes to perform a particular task. When these competences are lacking then employees must be trained to acquire and develop them.

Person analysis

Person analysis is directed at determining the training needs of the individual employee. The focus is typically on how well each employee is performing key job tasks but this process may identify a wide range of both common and unique human resource development (HRD) needs. The analysis is

best performed by a person with opportunity to observe the employee's performance regularly. Ideally, it should be performed by the employee's immediate supervisor. Immediate supervisors play a particularly important role in person analysis. Not only are they in a position to observe employee performance, but it is also their responsibility to do so. Also, access to human resource development programmes in many organizations requires the supervisor's nomination and support. Many methods of person assessment require an effective supervisor to implement them properly.

In addition to that, depending on the nature of an individual's work, employee's peers, customers, and subordinates may also be in a position to provide information that can be used to identify person – level needs. An increasingly common performance evaluation approach called 360 degree performance appraisal, uses as many of these sources as possible to get a complete picture of an employee's performance DeSimone and Harris (2000).

Feedback

Feedback is the next phase after needs analysis that needs a lot of time and consultation. In order to carry out a professional job, the programme designer must not immediately use the information gathered and interpreted to design new learning programmes. For the new training programme to be successful, the designer must endeavour to discuss and seek the commitment as well as the support of all stake holders.

This exercise ensures that all managers and supervisors take part in addressing the needs of the organizations and employees once they have been identified. According to Gilley and Egglund (1994), “people support what they create”. So ‘vital decision makers within the organization should have the opportunity to share in the design and development of learning programmes that foster growth and or an increase in knowledge, skills and improved attitudes’.

They suggested a four-step process (below) that should be followed:

- Programme designers should present the data collected and their interpretations to a group of managers and supervisors who have the authority to fund and implement new training programmes.
- An agreement or conclusion regarding the data should be obtained by the group.
- HRD practitioners should seek agreement regarding the implications of training.
- The group should decide on the action that should be taken.

To sum up, this approach insures that new programmes designed, developed and implemented would be supported and promoted by others in the organization. It also provides a second validation step prior to the costly design and development phases. Finally, it allows programme designers to reach agreement with decision makers on the problems facing the organizing and their potential solutions.

Programme design

This is the phase where the programme designer can begin the task of designing programmes that improve performance and address individual needs. The design phase is based on the information discovered in the needs analysis phase. This should include trainee characteristics, programme demands, knowledge, skill, and attitude requirements, causes of performance deficiencies, and task analysis.

Programme designers, using the information collected during needs analysis, should develop

- learning objectives
- learning activities
- a structure and sequence for the learning objectives and activities
- experiential learning activities
- instructional media, materials, and methods of instruction that are most appropriate.

Programme development

In the development phase, the designed programme is translated into actual training materials and strategies. In addition, each lesson is developed and supporting media are selected.

Among the issues to be considered under this phase include lesson plans, instructional strategies, instructional media and learner materials as well as the testing and validation (Gilley and Egglund, 1994).

Programme implementation

The programme implementation is the learning specialist's primary responsibility. The materials developed by the programme designer during the development phase, such as lesson plans, instructional materials, and learning materials, are important input to the implementation phase and should be used extensively by the learning specialist.

The output of this phase include the learning environment, the utilization of appropriate methods of instruction, the matching and utilization of appropriate materials and media with learning activities, the identification of instructional objectives and conducting the instructional event. (Gilley and Egglund, (1994)

According to SHRM learning system (2007), environmental consideration is very important at this stage to ensure maximum learning and retention. These considerations include comfortable classrooms, good seating arrangements, acoustics, vision line site, ventilation, lighting and media equipment. In addition, it proposed that breaks should be carefully planned to keep participants refreshed and alert.

Programme management

This phase actually overlaps the last three (design, development and implementation), because every learning programme requires a structure by which to sequence, manage, and record each instructional event and lesson. It also takes into account the trainers and training facilities. It should be pointed out that, for

the training programme to be successful, it must be delivered by competent trainers in an excellent training environment with state of the art facilities.

Evaluation

Evaluation is the stage that ties together the planning with the outcome – what was actually accomplished. The questions to ask include;

- Did the individuals learn what was taught?
- Are they applying it on the job?
- Was the time and money well spent?

In particular, successful training programmes must

- meet specific learning objectives.
- measure the effectiveness of learning specialists and the competencies of programme designers.
- determine the impact that learning had on a person and whether or not a change in behaviour occurred and
- measure the impact that learning had upon the organization and its employees in order to determine its benefits.

There are many reasons why carrying out programme evaluation is necessary. Among them, as identified by Gilley and Egglund (1994), are;

- to determine if the programme accomplished its assigned objectives i.e did the training programme enable the learner to develop adequate knowledge, skill, and attitudes in order to close the gap between “what is” and “what should be”?

- to determine the strengths and weaknesses of the programmes.
- to determine the cost/benefit ratio so that management can assess the value of a programme.
- to establish a data base that can be used to demonstrate productivity and effectiveness of an HRD department

Kirkpatrick (1994) as cited in Armstrong (2003) developed four level models to assess training effectiveness. Namely;

- level one - reaction,
- level two - learning,
- level three - behaviour and
- level four - results

According to him evaluation always begins with level one (lowest) and should move through other levels in sequence to level four (highest).

Reaction Level: The purpose is to measure the individual's reaction to the training activity. The benefit of reaction level evaluation is to improve training and development activity efficiency and effectiveness.

Learning Level: The basic purpose is to measure the learning transfer achieved by the training and development activity. Another purpose is to determine to what extent the individual increased their knowledge, skills and changed their attitudes by applying quantitative or qualitative assessment methods.

Behaviour Level: The basic purpose is to measure changes in behavior of the individuals as a result of the training and development activity and how well the enhancement of knowledge, skill, attitudes have prepared them for their roles.

Result Level: This is the ultimate level of evaluation. It provides the basis for assessing the benefit of training against cost. The purpose is to measure the contribution of training and development to the achievement of the business/operational goals.

Accountability

Accountability is the final phase of the programme planning, design and evaluation process. It is during this phase that the learner, the organization, the programme designer, and the learning specialist are held responsible for their actions. In other words they are held accountable for the results of the training programme. (Gilley and Eggland, 1994). This includes following up the trainees to the shops to ensure practical application of the newly acquired training; knowledge, skills and attitudes.

Learners

Trainees or learners should be accountable for the information, knowledge, skills and attitudes presented during the training. They should be evaluated after training to assure that these were acquired. Gilley and Eggland (1984) argue that they should even be evaluated some months later to determine

whether or not they have internalized the knowledge, skills and/ or attitudes and how it affected their behaviour on the job.

The organization

The organization should be held accountable for improved learning and desired behavioral change because it is the ultimate benefactor. According to Gilley and Egglund (1984), the organization has the power to

- encourage change and to provide the assistance and support needed to bring about improvements.
- establish the environment needed for changes to occur.
- to provide leadership in order that learning occurs and performance improves.

Programme designers

The programme designers should be held accountable for the design and development of training or learning programmes that result in improved performance.

In particular they should be held responsible for

- the identification of appropriate learning needs
- the establishment of learning objectives that check the identified learning needs
- the selection of learning activities that enable the learning objectives to be accomplished
- the development of learning materials

- the identification of the most appropriate learning methods and media to be used
- the development of appropriate evaluation instruments that are valid, reliable, and useful which measure whether or not the learning objectives have been met or reached.

Learning specialists

The learning specialists should be held countable for the implementation phase of the programme planning, design and evaluation process. This include the effective and efficient utilization of media, materials and methods.

They are also responsible for the following:

- The dissemination of information and the facilitation of learning
- the establishment of a supportive and comfortable learning activities
- the provision of interesting learning activities designed to foster improvement.

Training and development policy

Cole G.A (2002) defined policy as a statement of the manner in which work activities are to be pursued, thus contributing to the development and implementation of a set of dominant values in an organization.

Howe (1995) argued that a policy provides guidelines on what should be done within the organization and defines rules of behaviour. So a policy is very important in establishing the ground rules on how members of the organization

conduct themselves. It therefore helps to ensure consistency and fairness of treatment for all employees. It forms a framework within which all members of the organization operate without discrimination in terms of colour, race and gender. He further suggested that policies should then be translated into practices by devising procedures to implement them. Armstrong (2003), touching the same issue, noted that strategic HRD policies and practices can support the achievement of business goals.

In line with the above discussion on policies, AngloGold Ashanti has a training and development policy which sets out the general principles concerning the opportunities for employees to train and develop their potential to the maximum so that they will be available with the requisite skills for the company to meet its objectives and operational goals. (Appendix 5)

The policy seeks to assist employees in preparing themselves for fulfilling career opportunities within the company. As a reputable employer, company's corporate strategy recognizes training and staff development as an investment. The company is, therefore, committed to the career development of all its employees without exception, and to the fullest use of available talent. It, therefore, endorses its commitment to the development of skilled human resources through appropriate, systematic and well-structured training and staff development programmes.

Conclusion

The programme planning, design, and evaluation is a process that consists of nine interrelated phases. From the discussion so far, it can be deduced that each phase is dependent upon the other. For the organization to get the full benefits of their human resources, training and development practices must be consciously and deliberately carried out across board.

The learner or trainee (labour and management personnel), the organization, programme designers and the learning specialists are the stake holders in this regard and each has distinctive roles to play in the overall success story of the training and development practices at the workplace.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter describes the methodology that was used to carry out the study. It includes the research design, the study area, the population, the sample and its selection as well as the research instruments that were employed to collect data from the respondents. Data processing and analysis and the problems encountered were also considered.

Research design

The research design used for the study is descriptive survey which examined training and development practices at AGA Limited, Obuasi Mine. This method permitted the researcher to obtain data to determine specific characteristics of the group. The descriptive survey consisted of direct observation, questionnaire and interviews which represented the most appropriate approach for conducting the investigation. This method as argued by Ary, Jacobs & Razavieth (1972) is apt because it deals with questions concerning what exists with respect to variables or conditions in a situation. Descriptive survey according to Gay (1987) involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of study. The

descriptive survey was chosen for the study because it is the most popular and the most widely used research method. To buttress the point further, Fraenkel & Wallen (2004), noted that a descriptive survey provides the opportunity to ask the same set of questions to a large number of individuals by mail, telephone or in person. It is also advantageous because it has the potential to provide a lot of information from a large sample of individuals. This method also enables a researcher to make inferences and generalisations on findings from the sample to the population (Best & Kath, 1995).

Study area

The study was carried out in Obuasi Township of the Obuasi Municipal Assembly of the Ashanti Region where AngloGold Ashanti Limited Mines is situated or located. The personnel who undergo training and development programmes live in Obuasi and work at the various shafts and departments – both underground and surface.

Study population

Population of an area is considered to be the sum total of the number of people in a defined area. In statistics and research, Nwana (1992) defined population as all the members of the target of the study, as defined by the aims and objectives of the study.

The population was made up of all employees of AGA Limited, Obuasi Mine including management personnel and local resource persons. The sum total

of the number of staff was 4863. The entire mine is divided into five main divisions. Namely, engineering, processing, human resources, finance and mining. The distribution of the population is depicted in Table 3.

Table 3: Number of employees by division, 2006

Division	Jnr Staff	Snr Staff	Total
Engineering	1,599	201	1,800
Processing	412	58	470
Human Resources	611	194	805
Finance	138	65	203
Mining	1,426	159	1,585
Total	4,186	677	4,863

Source: AGA training annual report, December 2006

Specifically, the population consisted of all employees but for the purposes of triangulation, twelve local resource personnel and three management staff who are the key role-players for the training and development programmes were also included. According to Ghauri and Grønhaug (2002) triangulation refers to the combination of methodologies in the study of the same phenomenon. They opined that triangulation or the usage of a multi-method approach can “produce a more complete, holistic and contextual portrait of the object under study”(Ghauri and Grønhaug, 2002:182). Essentially, this structure was to help collect detailed and objective information from groups who are associated with training and development practices on the mine.

Sample

Wiersa (1980) defines a sample as a subset of the population i.e. the population which the researcher intends to generalize the results. Sample or sampling is also defined as taking any portion of a population or universe, as representative of the population (Cohen and Marion, 1991). Therefore, sampling can be considered as a part or section of a population from which information is derived. Sampling was used for the study because the size of the population was large, whilst time available for the research was limited.

Krejcie and Morgan (1970) as cited in Sarantakos (1998) provided a table for determining sample size from a given population. From the table, a population of 4500 required a sample size of 354 and a population of 5000 required a sample size of 357. This implied that the study population of 4863 required approximately a sample size of 355.

Table 4: Sample size by division, 2006

Division	Jnr Staff	Snr Staff	Res. Person	Mgt. Staff	Total
Engineering	117	15	2	-	133
Processing	30	4	1	-	35
Human Resources	45	14	4	3	66
Finance	10	5	2	-	17
Mining	104	12	2	-	118
Total	306	49	12	3	370

Source: AGA training annual report, December 2006

The sample was made up of 306 and 49 junior and senior staffs respectively. In addition, 12 local resource personnel and three management staff who were the key role-players for the training and development practices on the mine were included. Therefore the total sample size for the study was 370.

Sample selection procedure

A quota sampling technique was used in selecting employees for the study by divisions and types of staff (senior or junior), as shown in Table 4, but the units of analysis in any particular stratum were obtained accidentally. According to Welman and Kruger (2002), in quota sampling, we make an effort to have the same proportions of units of analysis in important strata such as sex, age, and so on as are in the population, but we obtain the units of analysis in any particular stratum accidentally. Due to time and financial constraints this technique was most appropriate in that “accidental sample is most convenient collection of members of the population (units of analysis) that are near and readily available for research purposes” (Welman and Kruger, 2002: 62). They concluded that “quota sample yields quite satisfactory results” (Welman and Kruger, 2002: 63).

The researcher went to the various divisions to select respondents accidentally. Thus, employees who were present and prepared to fill the questionnaires for the study.

The 3 management personnel and the 12 resource persons were purposively selected because they were few and knowledgeable in training and development practices at the workplace. Moreover, they were considered to

possess rich information about the programme. Chein (1981) and Patton (1990) explain that purposive sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned. 'Purposive sampling situation is analogous to one in which a number of expert consultants are called in precisely because of their special experience and competence' (Chein, 1981:440).

The research instrument

The questionnaire was the main instrument used by the researcher for the study. The questionnaire is defined as an appraisal instrument in the written form comprising a number of items and administered to several people to collect data for a survey and guidance purpose (Hallonen et al, 1996). Although there are several other instruments such as interview and observation, the researcher chose the questionnaire because it is a more efficient and effective means of data collection. Secondly, it saves time and also used to collect data from a large number of people at the same time.

Notwithstanding the above strengths of the design, there are some weaknesses associated with it. These include: Ensuring that the questions to be answered are clear and not misleading. Getting respondents to answer questions thoughtfully and honestly and getting a sufficient number of the questionnaire completed and returned so that meaningful analyses could be made (Fraenkel & Wallen, 2000). However, if much thought is put into its construction and design, it can be quite reliable. Three sets of questionnaires were administered to the

three groups separately. The groups were the 355 employees, 3 management personnel and 12 resource persons. For the 355 employees, the questionnaires administered solicited information on how they were selected for courses at the management training centre, the expected change and the impact on the jobs and individuals.

The second set of questionnaires designed for the designed for AGA management personnel - the senior human resource manager, the training manager and the training superintendent - sought management's policies on training and development of employees, the selection procedures and the determination of appropriate programmes to overcome deficiencies.

The third set of questionnaires designed for the local resource personnel (trainers) to find out their qualifications, teaching experiences, modes of delivery and problems encountered in discharging their duties. The researcher also made use of secondary data from hard copies and the data-based management information systems of the human resource division to cross-check the training records of the 355 employees.

Data processing and analysis

The data collected were edited, coded and statistically analyzed to make issues clear and to give quick visual impressions about the responses obtained. All computations were done using the statistical product and service solutions (SPSS). Tables were used to support the analysis. Descriptive statistics such as frequencies and percentages were used to analyze the data as well.

Limitations of the study

Some respondents tended to be uncooperative as a result of mistrust of the intent of the study. Their responses were therefore likely to be evasive. The researcher did some data cleaning to rid the responses of illogical items but it is possible some answers were not the true reflection and thus precludes generalization beyond the research organisation.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the results and discussions of the study. It is organized as follows:

Background of respondents, training and development policies, specific training and development programmes, benefits of programmes to the company as well as employees, nomination and selection of participants for programmes, appraisal of the training centre and qualification and experience of trainers (competencies).

Background of respondents

The background of the respondents were discussed under the following headings; sex, age, educational level, number of years in service, position, marital status and programmes' attendance.

Sex

Majority of the respondents (97.2%) were males whilst the females were 2.8%. This may be explained by the nature of the mining work which favours horizontal occupational sex segregation (male dominated industry).

Table 5: Sex of respondents

Sex	Number of respondents	
Female	10	2.8
Male	345	97.2
Total	355	100.0

Source: Field Work, 2007

Age

The ages of the respondents were between 18 and 61 years. 4.3% of the respondents were between 18 and 28 years, 27.1% between 29 and 39 years, 57.1% between 40 and 50 years whilst 11.4% were between the ages of 51 and 61 as shown in Table 6.

Table 6: Age of respondents

Age	Number of respondents	Percentage
18 – 28	15	4.3
29 – 39	96	27.1
40 – 50	203	57.1
51 – 61	41	11.4
Total	355	100.0

Source: Field work, 2007

The study revealed that majority of the respondents (68.5%) were between the ages of 40 and 61 years. This may be explained by the labour rationalization

exercise the company embarked on since 1999 as well as the adoption of a restrictive employment policy in 2004.

Educational level

From table 7, all respondents had formal education. 25.7% of them had elementary education, 17.1% had secondary education and 57.1% had post - secondary education.

Table 7: Respondents' level of education

Education	Number of respondents	Percentage
Elementary	91	25.7
Secondary	61	17.1
Post – Secondary	203	57.1
Total	355	100

Source: Field Work, 2007

Majority of the respondents had higher education. This may be the results of recruiting high-skilled labour (education and experience) in the early 1990's for the Ashanti Mine Expansion Programme (AMEP) which was technology-driven.

It suggests that majority of the respondents had a strong desire to learn on the job and or further their education.

Number of years in service

12.9% had worked between 1 and 9 years, 51.4% between 10 and 19 years, 28.6% between 20 and 29 years and 7.1% between 30 and 39 years. The study revealed that majority of respondents (80.0%) had worked between the ages of 10 and 29. This implied that most of the employees were experienced and competent in their various fields or disciplines.

Table 8: Number of years in service

No. of years in service	Number of respondents	Percentage
1 – 9	46	12.9
10 – 19	183	51.4
20 – 29	101	28.6
30 – 39	25	7.1
Total	355	100

Source: Field work, 2007

Position

13.8% of the respondents were senior staffs and 86.2% junior staffs made up of 18.3% foremen and 67.9% general hands. The positions of the respondents are as shown in the Table 9.

The study revealed among other things that the organizational structure is functional in nature and in pyramid form. Thus, a few senior staff (supervisors) at the top, more foremen in the middle and most general hands at the bottom.

According to SHRM learning systems (2007), functional structure encourages effective communication which is a prerequisite for any successful organization

Table 9: Positions of respondents

Position	Number of respondents	Percentage
Senior Staff	49	13.8
Foreman	65	18.3
General Hands	241	67.9
Total	355	100

Source: Field work, 2007

Marital status

8.6% of respondents were single, 90% were married whilst 1.4% were divorced as depicted in Table 10. Inferring from the age distribution (Table 6), minority of the respondents (4.3%) were less than 29 years. This may account for the low number of respondents who were single.

Table 10: Marital Status of respondents

Marital Status	Number of respondents	Percentage
Single	30	8.6
Married	320	90.0
Divorced	5	1.4
Total	355	100

Source: Field work, 2007

Number of years and qualification

From table 11, 100% of the respondents who had worked from 1 to 9 years had tertiary education. For those who had worked between 10 and 19 years, 16.4% had elementary education, 16.4 % had secondary education whilst 67% (majority) had tertiary education. For those who had worked between 20 and 29 years, 45.5% had elementary education, 29.7% had secondary education and 24.8% had tertiary education. As for the respondents who had worked between 30 and 39 years, 60% had elementary whilst 40% had tertiary education. Over all, 25.6% of the respondents, 16.9%, and 57.5% had elementary, secondary and tertiary education respectively.

Table 11: No of years in service and qualifications

No. of years in Service	Qualification			Total
	Elementary	Secondary	Tertiary	
1 – 9	0 (0%)	0 (0%)	46 (100%)	46 (100%)
10 – 19	30 (16.4%)	30 (16.4%)	123 (67.2%)	183 (100%)
20 – 29	46 (45.5%)	30 (29.7%)	25 (24.8%)	101 (100%)
30 – 39	15 (60.0%)	0 (0%)	10 (40%)	25 (100%)
Total	91 (25.6%)	60 (16.9%)	204 (57.5%)	355 (100%)

Source: Field Work, 2007

The study revealed that majority of the respondents had high qualification and had worked from 10 to 29 years. This implies that majority of the workforce

had enough experience and the requisite knowledge to carry out their respective current job roles and could be trained and developed to take up future job roles.

This is in line with the works of De Simone and Harris (1989), who propounded that successful job performance requirements were that employees possessed knowledge and experience to perform a particular job. They further suggested that when these were lacking, employees must be trained to acquire and develop them.

Number of years in service and position

From table 12, 100% of the respondents who had worked from 1 to 9 years were general hands. For those who had worked between 10 and 19 years, 70.5% were general hands, 18.6 % were foremen whilst 10.9% (minority) were senior staff. For those who had worked between 20 and 29 years, 51.4% were general hands, 24.8% were foremen and 23.8% were senior staff. As for the respondents who had worked between 30 and 39 years, 55.8 were general hands, 24.0% were foremen whilst 20.2% were senior staff. Over all, majority of the respondents (67.9%) were general hands, followed by foremen (18.3%) and lastly senior staff (13.8%).

Table 12: No. of years in service and position

No. of years in service	Position			Total
	General	Foremen	Senior staff	
	hands			
1 – 9	46 (100%)	0 (0%)	0 (0%)	46 (100%)
10 – 19	129 (70.5%)	34 (18.6%)	20 (10.9%)	183 (100%)
20 – 29	52 (51.4%)	25 (24.8%)	24 (23.8%)	101 (100%)
30 – 39	14 (55.8%)	6 (24.0%)	5 (20.2%)	25 (100%)
Total	241 (67.9%)	65 (18.3%)	49 (13.8%)	355 (100%)

Source: Field Work, 2007

The study revealed that the organizational structure is functional in nature. Hellriegel et al (2001) stated that this structure permits clear identification and assignment of responsibilities and employees easily understand it. They further suggested that workers who do similar tasks and face similar problems work together, thus increasing the opportunities for interaction and mutual support. It invariably promotes team work which then leads to increased productivity.

Position and sex

From table 13, 50% of the female respondents were general hands, 30% were foremen whilst 20% were senior staff. 68.4% of the male respondents were general hands, 18.0% were foremen whilst 13.6% were senior staff.

Comparing sexes and in the top position, the study revealed that female senior staff (20%) was more than their male counterpart (13.6%). Contrary to popular opinion, it was deduced that ‘glass ceiling’ had no significant effect in the organization in terms of the disadvantaged group (female).

Table 13: Position and sex

Position	Sex		Total
	Female	Male	
General hands	5 (50.0%)	235 (68.4%)	241 (67.9%)
Foremen	3(30.0%)	62 (18.0%)	65 (18.3%)
Senior staff	2 (20.0%)	47 (13.6%)	49 (13.8%)
Total	10 (100.0%)	345 (100.0%)	355 (100.0%)

Source: Field Work 2007

According to Wikipedia (2007), Glass ceiling refers to situations where a qualified person within a hierarchy of an organization is stooped at a lower level because of some form of discrimination, most commonly sexism, racism and disability. For this context, it is an unofficial barrier that prevents women from advancing in businesses dominated by men.

The study revealed that (from the tables 11,12 and 13) majority of the respondents had high qualification, and had worked from 10 to 29 years in the company. Positions held seemed to be based on seniority and qualification. Since majority of the senior staff had worked between 10 and 29 years.

Course(s) attendance

60% of the respondents had attended course(s) at the Centre whilst 40% had never attended any course (Table 14). The following may have accounted for this:

- limited number participants per programme (at most 20)
- number of respondents who had post-secondary education (57.1%) were the once selected for courses by the line managers.
- this group expressed interest and desire to attend training and development programmes

Table 14: Number of respondents who had attended courses or not

Courses attendance	No. of Senior staff	No. of Junior staff	Total no. of Staff	Percentage
Attended course(s)	33	180	213	60
Not attended course(s)	16	126	142	40
Total	49	306	355	100

Source: Field Work 2007

Training and development policy

A critical analysis of the training and development policy and vis-à-vis the various responses received from all respondents – 355 employees, 12 trainers and 3 human resource practitioners – revealed that almost all the tenets of the policy

were being practiced in the company with the exception of the following three sub-headings:

Managers of training

According to the AGA's training and development policy, management training centre shall manage the training function. Among its core responsibilities, the center shall undertake to provide follow-up coaching to trainees after training.

The study revealed that the centre did not provide any follow-up coaching to trainees after training. It came to light that it had not got personnel to carry out this important aspect of training.

Approaches and methods of training

The policy stated that the management training centre shall install monitoring and training impact assessment mechanisms to continuously monitor training effectiveness and to ensure that training continues to be the driving force behind organizational development.

The study revealed that the centre had no monitoring and training impact assessment mechanisms to continuously monitor training effectiveness and to ensure that training continues to be the driving force behind organizational development.

Qualification

The training and development policy stated that the company shall establish a system of accreditation with reputable learning institutions to ensure that portable certificates and qualifications are awarded to participants who undergo training at the centre.

It was revealed that the company had no such arrangement with any learning institution to award certificates and qualifications to participants who undergo training at the centre.

The centre, however, awarded certificates of participation and not competencies to course participants. When I asked about the worth of such certificates, the management training and development superintendent said that “ due to AngloGold Ashanti’s name and credibility in the mining industry, our certificates are highly recognized within Ghana in particular and Africa as a whole.”

Specific training and development programmes

The management training and development centre had over the years run training and development programmes for different categories of workers. The centre’s own experience through training needs analysis, coupled with benchmarking with other mines’ needs and technical assistance from the Institute of Management Development and Productivity (IMDP) of Ghana informed the designing of specific training and development programmes for different categories of workers in the company.

Specific training programmes for Junior Staffs included;

- Communication and Interpersonal Skills - 3 days
- Organising and Time Management - 3 days
- Supervisory Skills -3 days
- Maintenance Manangement -5 days
- Leadership & Teambuilding -5 days

Specific training programmes for Senior Staffs;

- Productivity Improvement -2 days
- Performance Management and Review -3 days
- Finance for non-finance managers -5 days
- Leadership and team – building -5 days
- Maintenance Management -5 days

Specific Development Programmes for Senior Staffs are:

- Ghana Obuasi Leadership Development (GOLD) -20 days
- Project Management -5 days
- Training the trainer -5 days
- Management Development Programme (MDP) -4 days
- Intermediate Management Development Programme (IMDP)-4 days

About 41.4% of junior staff had underground training in communication and interpersonal skills, 49.0% organizing and time management, 19.9% supervisory skills, 49.7% maintenance management and 40.5% leadership and team building (Table 5).

About 61.2% of the senior staff respondents had undergone training in productivity improvement, 67.3% performance management, 57.1% finance for non-finance managers, 44.9% leadership and team-building whilst 55.1% had received training in maintenance management (Table 16).

Table 15: Training programmes attended by the Junior Staff respondents from 1999-2006

Programme Title	No. of junior staffs who attended	Total no. of junior staffs	Percentages
Communication and interpersonal skills	127	306	41.4
Organizing and time management	150	306	49.0
Supervisory skills	61	306	19.9
Maintenance management	152	306	49.7
Leadership and teambuilding	124	306	40.5

Source: Field Work, 2007

Table 16: Training programmes attended by Senior Staff respondents from 1999-2006

Programme Title	No. of senior staffs who attended	Total no. of senior staffs	Percentages
Productivity improvement	30	49	61.2
Performance management	33	49	67.3
Finance for non-finance managers	28	49	57.1
Leadership and teambuilding	22	49	44.9
Maintenance management	27	49	55.1

Source: Field Work, 2007

From Table 17, 42.9% of the senior staff respondents had undergone GOLD programme, 28.6% project management, 57.1 % training the trainer whilst 10.2% MDP/IMDP.

Table 17: Development programmes attended by Senior Staff respondents from 1999-2006

Programme Title	No. of senior staffs who attended	Total no. of senior staffs	Percentages
GOLD Project	21	49	42.9
management	14	49	28.6
Training the trainer	28	49	57.1
MDP/ IMDP	5	49	10.2

Source: Field Work, 2007

The study revealed that majority of the senior staff respondents had gone through specific training and development programmes designed for senior staffs. On the other hand, majority of the junior staff respondents had not attended training programmes designed for them.

Benefits of training and development programmes to company and employees

The 213 respondents who had attended courses at the centre said that the programmes were beneficial to the company and themselves.

About 11.9% of the 213 respondents who had attended courses at the centre stated that the company would benefit in terms of improvement in equipment availability, 33.3% training of subordinates, and 9.5% changed positive attitudes. 40.5% of them said that they were motivated to put in more

efforts than their former working rate whilst 4.8% stated that there would be increase in productivity.

Table 18: Benefits of training and development programmes to the company

Company Benefits	Frequency	Percentages
Improvement in equipment availability	25	11.9
Training subordinates on the job	71	33.3
Changed attitudes	20	9.5
Motivated to put in more effort	86	40.5
Increase in productivity	10	4.8
Total	213	100.0

Source: Field Work 2007

About 31.0% of respondents who had attended course(s) at the centre reported that they benefited from training by being self-organized, 23.8% enhanced interpersonal relationships and 23.8% improved leadership qualities. 7.1% improved on planning capabilities whilst 14.3% improved in the judicious use of resources.

Table 19: Benefits of training and development programmes to employees

Employee benefits	Frequency	Percentages
Self organization	66	31.0
Interpersonal skills	51	23.8
Leadership skills	51	23.8
Planning capability	15	7.1
Judicious utilization of resources	30	14.3
Total	213	100.0

Source: Field work 2007

These remarkable benefits may be attributed to the all-embracing approach of adults teaching and learning adopted by the trainers which included discussions and role- plays. This is in line with the programme developed by McCarthy (1996). It is a set of delivery instructions used to train people to suit all learning styles and it also incorporates Kolb's ideas on stages of experiential learning.

Nominations and selection of participants for programmes

About 2.9% of the respondents made their own arrangement to attend courses, 22.9% by supervisor's recommendations, 34.2% were invited by the management training centre whilst 40.0% had never been invited to attend courses as shown in Table 20.

The study revealed that majority (57.2%) of the respondents who attended courses were recommended by their supervisors and management training officers. This suggests that participants were jointly selected by line managers and management training centre staff as a result of providing effective training interventions to check needs by carrying out training needs analysis and succession planning exercises.

Table 20: Application to attend programmes

Application to attend programmes	Frequency	Percentages
Own arrangement	10	2.9
Supervisor's recommendation	81	22.9
Invited by management training centre	122	34.3
Not applicable	142	40.0
Total	355	100.0

Source: Field Work, 2007

Appraisal of the training centre and teaching and learning aids

For effective training to take place, the centre and its teaching and learning aids must be very supportive and up to appreciable standards. Thus, providing a suitable teaching and learning environment for both trainers and trainees to teach and learn respectively. According to SHRM Learning Systems (2007), the location of the programme has an impact upon its effectiveness. It further stated that the choice of training facilities, which include classrooms, laboratories and conference rooms, will depend on the target audience, the methods and media to be used as well as special needs such as computer terminals.

The training centre as well as the teaching / learning aids was appraised in terms of the strengths, the weaknesses, the opportunities and the threats, otherwise known as, SWOT analysis. The results are presented below.

Strengths:

- White writing boards in the four lecture rooms
- Two laptop computers for training delivery
- Two LCD projectors
- Library with diverse reference learning materials such as books, CDs and video tapes
- Sufficient white board markers to write on the boards.
- Four flip chart stands and with enough papers
- Handouts for the various programmes are provided to participants at the beginning of every programme.
- Exercise books and pens are provided to participants at the beginning of every programme.
- Each of the five staff is provided with a desktop computer.
- Four board/ lecture air-conditioned rooms
- Five air-conditioned offices for auxiliary staff like the receptionist.
- The centre is located at a serene environment with trees, flowers and beautiful landscapes in the mines.
- A tea/ dinning room where participants sit comfortably to drink and eat.
- A kitchenette for tea or coffee preparation to keep participants refreshed
- Four toilet facilities; two each for males and females.
- Twenty learner –friendly tables and chairs for in each lecture room.
- A sixteen-sitter mini-bus bus to take care of participants and staff.

- Top management support

Weaknesses

- Limited parking space
- Limited number of trainees at a time (at most 20)
- Spoilt photocopier
- Difficulty in climbing the hill on foot
- Reliance on trainers who do not work in the centre
- Spoilt video
- No video recorders

Opportunities

- Collaboration with universities to run academic and professional courses
- On-line internet courses
- Commercialization of the centre
- Skills exchange programmes for trainers

Threats

- High labour turnover (workforce and trainers)
- Other training providers (competitors)
- Global changes in work methods and procedures

From the SWOT analysis, the internal forces affecting an organization are its strengths and weaknesses. On the other hand, the external trends that influence the organization are opportunities and threats. These forces can either help an

organization move forward (opportunities) or hold it back (threats). Opportunities that are ignored can become threats, and threats that are dealt with appropriately can be turned into opportunities (SHRM Learning Systems, 2007). So companies which want to be successful should take pragmatic steps to address their weaknesses and threats and capitalize on their strengths and also make good use of available opportunities.

Rating of facilities

In order to appraise MTC's facilities (tables, chairs, lighting, ventilation, seating arrangement, toilets and timetable) respondents, who had attended courses, were tasked to rate them in terms of poor, fair, good, very good and excellent. The results are as presented in the Table 21.

About 2.4% of the respondents rated the lecture room tables as poor, 4.8% as fair, 26.2% as good, 33.3% as very good and 33.3% as excellent. 4.8% of the respondents rated the lecture room chairs as fair, 28.6% as good, 33.3% as very good and 33.3% as excellent. 19.0% rated the lecture room lighting as good, 35.7% very good and 45.2% as excellent. 14.3% of the respondents rated the lecture room ventilation good, 23.8% as very good and 61.9% as excellent. 9.5% of respondents rated the lecture room seating arrangement as fair, 16.7% as good, 45.2% as very good and 28.6% as excellent whilst 2.4% of the respondents rated the toilet facilities as poor, 26.2% as good, 38.1% as very good and 33.3% as excellent.

From Tables 21, it can be deduced that majority of the respondents rated the facilities in the MTC as very good and excellent. This may be explained by top management support and high maintenance culture practiced by personnel of the centre. This revelation supports the suggestion put forth by SHRM learning systems (2007) that comfortable classrooms with good seating, acoustic, vision site line, ventilation and lighting ensure maximum learning and retention.

Table 21: Rating of facilities by respondents

Facility	Rating					Total
	Poor	Fair	Good	Very good	Excellent	
Tables	5 (2.4%)	10 (4.8%)	56 (26.2%)	71 (33.3%)	71(33.3%)	213 (100%)
Chairs	-	10 (4.8%)	61(28.6%)	71 (33.3%)	71(33.3%)	213 (100%)
Lighting	-	-	41(19.0%)	76(35.7%)	96(45.2%)	213(100%)
Ventilation	-	-	30(14.3%)	51(23.8%)	132(61.9%)	213(100%)
Seating arrangement	-	20(9.5%)	36(16.7%)	96(45.2%)	61(28.6%)	213(100%)
Toilet	5(2.4%)	-	56(26.2%)	81(38.1%)	71(33.3%)	213(100%)
Time table	10(4.8%)	-	71(33.3%)	96(45.2%)	36(16.7%)	213(100%)

Source; Field work, 2007

About 4.2% of respondents rated the courses time tables as poor, 33.3% as good, 45.2% as very good and 16.7% as excellent. The study revealed that majority of the respondents (95.2%) rated the courses time tables as good, very good and excellent. This may be due to the expert knowledge and skills of the

training officers in preparing the time tables to cater for resting and refreshing periods such as tea /coffee and lunch breaks.

Provision of food and water

The study revealed that all participants were given potable water, beverages during the morning break and snacks during the afternoon break. Lunch was not provided at all times. Its provision was based on certain conditions like the availability of funds and the intensity of the programme with emphases on time demands. This practice, though not stated in the policy, undoubtedly encouraged participants to attend programmes.

Qualification and experience of trainers

Qualification of trainers

About 33.3% of the trainers possessed higher national diploma, 33.3% graduate whilst 33.3% had post-graduate degrees as shown in Table 22. Majority (66.6%) of the trainers have high academic qualifications (i.e. graduate and post-graduate degrees). They are subject matter experts. This may explain why all respondents affirmed that the trainers delivered to their expectations.

Table 22: Qualification of trainers

Qualification	Frequency	Percentages
Higher national diploma	4	33.3
Graduate	4	33.3
Post-graduate	4	33.3
Total	12	100.0

Source; Field work, 2007

Number of years in service

8.3% of respondent had worked in the company between 1 and 9 years, 75.05% between 10 and 19 years whilst 16.7% had worked between 20 and 29 years. The study revealed that a large proportion of the trainers (91.7%) had been working between 10 and 29 years. They had rich experience in their fields of work which impacted positively on the training deliveries.

Table 23: Number of years in service of trainers

No of years in services	Frequency	Percentages
1- 9	1	8.3
10- 19	9	75.0
20-29	2	16.7
Total	12	100.0

Source; Field work, 2007

Number of years as trainers

41.7% of respondents had been trainers between 1 and 3 years, 25% between 4 and 6 years and 33.3 % between 7 and 9 years.

Majority (58.3%) of respondents had very good experience in training (between 4 and 9 years) as depicted in the Table 24.

Table 24: Number of years as trainers

No of years as trainer	Frequency	Percentages
1 – 3	5	41.7
4 – 6	3	25.0
7 – 9	4	33.3
Total	12	100.0

Source; Field work, 2007

Method of selecting trainers

Apart from academic qualifications and rich working experience, the study revealed through key informants and trainers interviewed that all trainers had undertaken “Training the trainer” course which patterned along the ‘4MAT’ objectives .

They were taught how to develop training manuals, give power point presentations and practiced micro training sessions among other things.

After the training sessions, the training committee – comprising the managing director, the training manager and three training superintendents –

reviews performance and training manuals before one is confirmed or certified as trainer.

No wonder all respondents stated that “all trainers at the center were excellent.” The study also revealed through the experts interviewed that only trainers in departments other than the MTC were given honorarium of ten dollars (\$10) per hour of direct training.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter contains the summary of findings of the study and also draws conclusions from the findings in line with the objectives of the study. Recommendations are made to the key response units based on the conclusions. These units are AGA Company Ltd., Management Training Centre (MTC), employees, Ghana Mines Workers Union (GMWU), learning institutions, government and non-governmental organizations (NGOs). It ended with recommendations for further studies

Summary

The study focused on examining the effectiveness of the company's management training and develop centre at Obuasi. The primary objective was to investigate the realities of how it trains and develops its human resources to acquire the desired knowledge, skills and attitudes to perform current and future jobs vis-à-vis its training and its training and development policy as well as practices.

The principal issues which the study focused on were evaluation of the company's training and development policies, specific programmes designed for

training and development of the employees, and their usefulness to both the company and employees. It also touched on procedures for selecting participants for the programmes, assessment of the training centre and the competencies of the trainers who facilitate the programmes.

The quota sampling method was used to select respondents for the study. The sample was made up of 206 junior staff, 49 senior staff, 12 in-house trainers and 3 management staff who were key role-players for training and development practices. Thus, the total sample size was 370.

Data was gathered through the use of personally prepared questionnaires to elicit responses from the respondents. All questionnaires administered to the various groups were successfully retrieved. This represented 100% return rate. The data was analyzed using SPSS. The findings obtained in the study revealed the major activities and practices in training and developing the workforce at AGA, Obuasi. The analysis were supported with percentages and frequencies.

The findings that emerged from the study have been grouped broadly as;

- Training and development policy
- Specific training and development programmes
- Benefits of programmes to company and employees
- Nomination and selection of participants to programmes
- Appraisal of the training centre
- Qualification and experience of trainers.

Training and development policy

AngloGold Ashanti's Training and Development Policy is comprehensive, clearly defined and up-to-date. It is in line with training programming which consists of the nine interrelated sub-processes referred to as phases by Gilley and England (1994).

The phases are:

- philosophy of teaching and learning,
- needs analysis
- feedback
- programme design
- programme development
- programme implementation
- programme management
- evaluation and
- accountability (which is also known as follow-up)

It revealed that with the exception of accountability, all the phases were being practiced in the company. It also came to light that the company had not yet established a system of accreditation or affiliation with any learning institution to run courses and give certificates recognized by the National Accreditation Board.

Specific training and development programmes

The management training centre (through own experiences; needs analysis and succession planning and bench-marking with experts) had developed and

implemented three specific training and development programmes for the various categories of staff.

- Specific training programme for Junior Staff
- Specific training programme for Senior Staff
- Specific development programmes for Senior Staff

These programmes were found to address all training and development requirements of the company effectively and efficiently. The training and development programmes were beneficial to both the company and individuals. They were specific and tailored to suit the company's operations. In addition, the method of delivery ("4 MAT") took care of individual's learning styles and Kolb's ideas on stages of experiential learning.

Benefits of programmes to company and employees

The study revealed that all respondents agreed that the training and development programmes were beneficial to both the company and the employees. Inferring from table 18, the company's benefit included, among other things, motivated workforce ready to put in more effort in output terms, free on-the-job training of subordinates, considerable improvement in equipment availability, positive changed attitudes and increased productivity. From table 19, employees benefits included self-organization, improved leadership and interpersonal skills, enhancement of planning capabilities and judicious utilization of resources. Though these benefits are not quantified in monetary terms and also subjective in nature and at a lower level of evaluation (appendix 4), they are very

significant. Kirkpatrick (1994) as cited in Armstrong (2003) pointed out that they provide immediate feedback on the quality of training given which could lead to corrective action.

Nomination and selection of participants to programmes

The study confirmed that participants were selected for programmes through the collaboration of the line managers and management training officials as a result of addressing training needs or job deficiencies as outlined in the training and development policy of the company.

Appraisal of the training centre

A comprehensive appraisal of the training centre as well as teaching and learning aids revealed that it is well-equipped with modern facilities to make the running of the programmes interesting and user-friendly. The centre, however, did not have video camera and both the video and photocopier machines had broken down.

The centre is well-equipped and maintained due to top management's support and interest in training and development of the human resources who are the most valuable assets of the company.

It came to light that all participants were provided with water, beverages and snacks. Lunches were given to participants who were required to work extra time.

Qualification and experience of trainers

The study also revealed that the trainers had very good academic qualifications, rich working and training experiences. All of them were well-seasoned trainers who delivered along the lines of “4MAT” and experiential learning approaches to satisfy all kinds of learners.

Trainers in MTC are currently not receiving any honorarium whilst their counterparts from other departments receive \$10 per hour of training.

Conclusions

Human resources development (HRD) is defined by American Society for Human Resource Management as a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands.(SHRM learning system, 2007:16).

Following from the above, successful companies must endeavour to put in place and practice an all-embracing training and development package for all employees, regardless of their positions, from the time they join the company till they leave.

AngloGold Ashanti Limited, Obuasi mine has a well-written training and development policy but it is not made available to the entire workforce. Again, some of the essential components like follow-ups are not being practiced.

There are specific training and development programmes in place to cater for the needs of the company, tasks and individuals. However, there is no development programme for junior staff.

Although participants were beneficial to them as well as the company, the level of evaluation used is quite low. Thus level 1 - reaction phase- of Kirkpatrick's model of levels of training evaluation.

The procedures for nominating and selecting participants for the various programmes are clearly defined. To a large extent they are being followed as only 2.9% of respondents made their own arrangement as shown in table 20.

The training centre is uniquely situated at a secluded area with a serene environment that supports learning. However, it lacks some essential facilities to enhance training delivery. They include laptop computers, projectors and photocopier machines

The trainers were found to be competent as evidenced from tables 28, 29 and 30. They had tertiary education and had worked for at least 6 years. And they had all undertaken professional trainers' courses.

Recommendations

In the light of the findings and conclusions drawn from them, the following recommendations are targeted to the key response units; AGA Company Ltd., Management Training Centre (MTC), employees, Ghana Mines Workers Union (GMWU), and Learning Institutions, Government and Non-Governmental Organizations (NGOs).

AGA Company Ltd.

Copies of the training and development policy should be made available to all staff. This may be published on the intranet for all staff to access at all times. The publication should include the training programmes and calendar for the year and nomination forms.

The company should as a matter of urgency affiliate to a learning institution to run professional industrial based programmes leading to certificates, diplomas and graduate degrees.

The company should re-introduce the graduate training programmes to attract fresh graduates from the tertiary institutions to train and develop them to occupy key positions in future.

The company should review its honorarium policy to include those trainers of the MTC to motivate them give out their best.

Management should carry out a company-wide training needs assessment and design and sign training contract for each member of staff.

The Company should expand the training facilities to cater for more employees at a time, say 40 instead of the current 20 trainees, owing to the large workforce.

Management Training Centre (MTC)

MTC should set-up a follow-up and training continuous improvement team to ensure the actualization of the training objectives such as impact on productivity and attitude changes of staff.

There should be a formulation and implementation of a policy on systematic and periodic review of training programmes and materials.

The well-equipped management training Centre should be used to run 'private' courses after close of work and weekends for non-company delegates for a fee.

MTC should renew the spoilt photocopier machine with a modern one capable of sorting and stitching documents in record time. In addition, a video camera should be purchased for the centre and the spoilt video should be repaired.

MTC should provide lunch to participants who attend courses at the centre. Owing to the location of the centre, participants come to the afternoon sessions late and exhausted which do not auger well for effective and productive academic work

MTC should organize refresher training programmes for all trainers regularly to enable them to be abreast with new development and technology in training; particularly, delivery.

Employees

Employees must take advantage of the company's policy, which gives equal opportunities to all, to train and develop themselves by applying to undergo the various training and development programmes.

The workers should take advantage of the internet and intranet facilities of the company to learn at all times.

Workers should strive for excellence in their various fields of work by applying the knowledge, skills and attitudes acquired through training and development schemes.

The workers should take initiatives for their own learning by buying books to read and paying money to attend courses, seminars and workshops to upgrade themselves.

Ghana Mines Workers Union (GMWU)

The Union should take advantage of the MTC and trainers to build the capacity of its members for effective participation at all levels – National, Branch and Departmental.

The Union should use the MTC as an outlet for discussions and formulations of policies to govern labour relations in the company.

The Union should generate interest and promote programmes through MTC to educate members about labour relations, labour laws and collective bargaining agreements (CBA).

Learning Institutions, Government and Non-Governmental Organizations (NGOs):

Industrial, technological, vocational and managerial- based institutions should affiliate with the company to send students for industrial or practical training to prepare them for real world of work after school.

NGOs specialized in training can collaborate with the company to offer training to workers and non-workers in the community

The Government should come out with incentives such as tax holidays for companies who offer industrial attachment for students.

The government should form specialized committees to design standardized industrial training programmes for companies to adopt and implement them in the country.

Area for further research

This study is an initial step to examine the effectiveness of AGA's management training centre's contribution towards training and development practices at the workplace. There is the need, therefore, to carry out an in-depth further study on the cost – benefit analysis of the training and development programmes.

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APPENDIX 1

QUESTIONNAIRE FOR WORKERS

(1) Sex a) Male b) Female

(2) Age

(a) 18-28 (b) 29-39 (c) 40-50 (d) 51-61

(3) Qualification

(a) M.S.L.C/JSS (b) Secondary (c) Tertiary (d) others (specify)

(4) Number of years in service

(a) 1-9 (b) 10-19 (c) 20-29 (d) 30-39 (e) 40-49

(5) Position

(a) labourer (b) Headman (c) Foreman (d) Snr staff/supervisor

(6) Marital status

(a) single (b) married (c) divorced

(7) Have you attended courses at the management training center?

(a) Yes (b) No

(8) If yes? List the courses and the duration

.....

.....

(9) How were you invited/selected to attend course(s)

a. Own application

b. Supervisor's recommendation

c. Invited by the training center

(10) How did the training benefit you in terms of performance, job competencies and job satisfaction (Briefly write your answer)

.....
.....

(11) In what way did the training benefit the company?

.....
.....

(12) Were the trainers able to deliver/train to your expectation?

Yes, No

(13) If yes, give your comments.

.....
.....

(14) If no, list the short falls,

.....
.....

(15) What materials were you given or provided?

- (a) handout (b) films & shows
- (c) pens (d) note books (d) files (e) others (specify).....

(16) What instruments / teaching aids were used?

- (a) slide projector (b) white boards (c) flip charts (d) video (e) pictures

(17) What instructional means were used?

- (a) lecture (b) discussion (c) role playing
- (d) video shows (e) syndicate work (f) power point presentations

(18) How does the environment support learning

- (i) Tables (a) poor (b) fair (c) good (d) v. good (e) excellent
- (ii) Chairs (a) poor (b) fair (c) good (d) v. good (e) excellent
- (iii) Lighting (a) poor (b) fair (c) good (d) v. good (e) excellent
- (iv) Ventilation (a) poor (b) fair (c) good (d) v. good (e) excellent
- (v) Seating arrangement (a) poor (b) fair (c) good (d) v. good (e) excellent
- (vi) Toilet facilities (a) poor (b) fair (c) good (d) v. good (e) excellent

(19) How does the time table support learning

- (a) poor (b) fair (c) good (d) v. good (e) excellent

(20) Were you provided with

- (a) food (b) water (c) beverages (d) none

(21) What are your comments /opinion about the training center and the courses offered

.....

.....

APPENDIX 2

**QUESTIONNAIRE FOR THE SENIOR HUMAN RESOURCES
MANAGER, THE TRAINING MANAGER AND THE TRAINING
SUPERINTENDENT**

- 1) Name:.....
- 2) Position:.....
- 3) Department:.....
- 4) Number of years in service number of years in current position.....
- 5) What specific programmes are designed for human resource development of the company.....
.....
- 6) How do the courses mentioned in 5 impact on (a) the worker (b) the company?
- 7) What is the procedure or processes of selecting participants for the various programmes?.....
.....
- 8) How adequate are the facilities of the centre in terms of training delivery and practicals?.....
.....
- 9) How are in-house trainers/instructors /lecturers selected to handle the various Courses?

.....
10) How are external trainers/instructors /lecturers selected to handle the various courses?

.....
11) How much do you pay your trainers?

.....
12) What are the key issues you use in evaluating programmes?.....

.....
13) How do you carry out the evaluation process?

.....
14) How do you carry out the follow-up exercise after training.....

.....
15) Do you give certificates to trainees? Yes, No

16) If yes, how valuable is the certificate most especially outside the walls of the company?

.....
17) Any other comments?

APPENDIX 3

QUESTIONNAIRE LOCAL RESOURCE PERSONS

- 1) Name:.....
- 2) Position:.....
- 3) Department:.....
- 4) Number of years in service.....Number of years in current position.....
- 5) List your qualifications?
-
- 6) No of years as a trainer?
- 7) How did you become a trainer?
- 8) Do you have the tools or facilities to help you to carry out your duties?
- 9) If yes, what are they?
-
- 10) If you answered 'no' to question 8, what other things would you need to carry out your work effectively and efficiently?
-
- 11) Any other comments?

APPENDIX 4

ANGLOGOLD ASHANTI LIMITED

MANAGEMENT TRAINING CENTRE

PROGRAMME EVALUATION FORM

Name of participant.....

Agt./Badge No.:.....

Introduction

This form is intended to assist both the participants and the course coordinator to assess the effectiveness of instruction and relevance of the courses offered.

Your anonymity is assured. Please be as candid as possible.

Section A

Course Title:.....

Duration:.....

Section B

For the following table put the appropriate number in the respective columns to indicate your rating from 1 (poor), 2 (fair), 3 (good), 4 (very good) to 5 (excellent).

NO	Topic	Resource person	Relevance	Accuracy	Clarity	Teaching aid usage
1						
2						
3						
4						
5						

Section C

1. Suggest any topics, not presently included, which you would wish to have included in future courses.

.....
.....

2. Topics, for which you think more time should be allowed for a fuller treatment.

.....
.....

3. Did you have enough opportunity for discussion? YES/NO

4. Would you have the opportunity to practice what you have learnt?

YES/NO

5. On balance were the course objectives achieved? YES/NO

6. Were your expectation met? YES/NO

7. If No, what went wrong?.....

.....

8. Was the course worthwhile? YES/NO

9. Other comment.....

.....

APPENDIX 5

THE TRAINING AND DEVELOPMENT POLICY OF ANGLOGOLD

ASHANTI LIMITED

Purpose

This policy sets out the general principles concerning the opportunities for employees to develop their potential to the maximum so that they will be available with the requisite skills for the company to meet its objectives and operational goals.

The policy seeks to assist employees in preparing themselves for fulfilling career opportunities within the company.

The company's commitment to training

As a reputable employer, AGA's corporate strategy recognizes training and staff development as an investment. The company is, therefore, committed to the career development of all its employees without exception, and to the fullest use of available talent. AGA, therefore, endorses its commitment to the development of skilled human resources through appropriate, systematic and well-structured training and staff development programmes.

Definition of training

'Training' in this policy shall refer to all methods of improving individual performance through the systematic management of the learning of skills, knowledge and behaviour/ attitude to meet the individual, corporate and societal

goals. It covers both current and future learning needs at the individual and organizational levels. 'Training' and 'staff development' are used interchangeably in this policy.

Purpose and objectives of training

The purpose of training at AGA is to provide group-wide and location specific programmes and services that support and encourage the development of skills, knowledge and attitudes of our management teams and employee groups.

The specific objectives of training are to

- Develop skills and knowledge required for improved job performance.
- Support the company's change and development strategies.
- Support the introduction of new systems, new technology and new products.
- Support the company's reputable safety strategy
- Bring new employees quickly to the required level of competency
- Make existing employees more mobile and flexible
- Provide systematic means for employees, managers and the company to manage competence.
- To provide opportunities for career development

Strengths and limitations of training

The strength of the Training function shall be recognized in its ability to assist in the acquisition of knowledge; the development of relevant skills; and the shifting of attitudes. Training as a tool shall be seen as inadequate in dealing, among other things, with the effects of problems such as lack of material resources, poor selection, political interference, poor working environment and nepotism.

Line managers' responsibilities for training

Line Managers will bear the primary and direct responsibility for ensuring that staff in their departments are trained and developed. Among other things the line managers will do the following:

- Develop with each employee an individual training plan at least once a year
- Review progress on individual training plans quarterly
- Develop sectional training plans at least once a year
- Establish clear objectives and accountability for on-the-job training (OJT).
- Personally provide OJT or make clear assignments of responsibility for OJT and maintain a library of OJT materials
- Brief employees to establish expectations before they attend formal training and debrief after training
- Provide work assignments that give employees the opportunity to apply newly acquired skill and knowledge, monitor performance and provide coaching if needed

- Provide expert resources to help with needs analysis, instructional development and instruction
- Give feedback on training effectiveness and maintain a skills and knowledge inventory

Managers of training

The Ashanti Training Centre shall manage the training function. All training shall be properly planned, programmed and coordinated through the center in the most cost effective manner. The center shall be seen as an agent of change and facilitator of training and will not bear direct responsibility for the training of staff under the line managers.

Among its core responsibilities, the center shall undertake the following:

- Performance and training needs analysis
- Curriculum Design
- Training materials design or acquisition
- Training delivery
- Evaluation of training effectiveness
- Administrative management of training function
- Management of training facilities and equipment
- Provision of follow up coaching to trainees after training
- Provide and dissemination of information on training programme.

The Training Centre shall be coordinated and managed by the Training Coordinator/Human Resource Development Manager.

Direct trainers

The company, as far as possible will arrange courses in-house using Training Centre staff and internal resource persons. The company will resort to local training agents only where there is no in-house capability to run such courses.

Training programmes and activities will be carried out mainly at the training centres at Obuasi and at satellite centres at the locations.

Professionalism in training

The company will encourage the coordinator, managers and direct trainers to establish and maintain a high level of professional standards within the training function to ensure the provision of timely planning, development and delivery of training services, and promote and deliver cost effective training. The standards of professionalism shall be determined and periodically reviewed by the Board of Advisors.

Company's priorities for training

The company's learning priorities shall be in the following areas:

- Safety Health and Environment
- Underground and Surface Mining
- Processing
- Engineering
- Information Technology

- Management and Supervisory training
- Finance

The company will encourage a learning culture that emphasizes self-development through on-the-job (experiential) training or project-based initiatives.

The company shall discourage a training course mentality where formal training courses are perceived as the predominant vehicle for learning.

Approaches and methods of training

All training programmes and activities shall be based on specific training needs to be determined within the context of approved career development plan of the company and to the extent to which it has a direct application on the immediate job.

The Training Center will encourage the use of practical, learner-centred approaches that utilize methodologies aimed at ensuring maximum skills development.

The Center shall install monitoring and training impact assessment mechanisms to continuously monitor training effectiveness and to ensure that training continues to be the driving force behind organisational development.

Finance for training

The cost of training in the company's priority areas shall be borne directly by locations and departments that shall be beneficiaries thereof. Company

sponsorship shall be offered solely for training/educational courses that are deemed by Management to sufficiently address and support the needs of the employee as well as corporate objectives.

Qualifications

The company shall establish a system of accreditation with reputable learning institutions to ensure that portable certificates and qualifications are awarded to participants who undergo training at the Ashanti Training Centre

Training and promotions

Employees earmarked for promotion shall undergo training to ensure that their professional competence is enhanced in line with their proposed job positions.

Selection of trainees

Selection of staff for training shall be exclusively based on employee's need for training and his performance as determined by the criteria established for employee performance review within the company. The line managers with the approval of the Human Resource Development Manager/Training Coordinator will conduct selection of trainees.

Obligation of trainees

It is obligatory for all employees earmarked for training programmes to ensure that they are present and punctual at all training sessions and participate in all activities as will be determined by the facilitator and/or mentor.

All trainees shall present to their immediate supervisor and the Training Coordinator action plans on each training programme attended and ensure strict adherence such action plans. All employees who undergo company-sponsored training will be required to sign a bond in line with the corporate policy on sponsorship.