CHRISTIAN SERVICE UNIVERSITY COLLEGE

AN ASSESSMENT OF DEVOLUTION OF HUMAN RESOURCE

MANAGEMENT FUNCTION TO OPERATIONAL MANAGERS AMONG

SELECTED PRIVATE UNIVERSITY COLLEGES IN GHANA

BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original work and that no part

of it has been presented for another degree in this university or elsewhere.

Candidate's Signature …………………….   Date ……………………

Name: Florence Achiaa Pokumensah

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in

accordance with the guidelines on supervision of thesis laid down by the Christian

Service University College

Supervisor's Signature …………………….   Date …………………

Name: Bernard Adjei-Poku (PhD)

ABSTRACT

The subject of leadership in devolution of human resource function has been extensively researched in many contexts other than academic institutions. The purpose of this study was to examine the role of leadership in the devolution of human resource functions to operational managers in selected Private University Colleges in Ashanti Region of Ghana. The study was a quantitative study purposively sampled and surveyed the views of deans of schools and faculties, heads of departments and units of five PUCs in Ashanti region on the subject of devolution. The study found that the influence of operational managers as key persons in identifying training needs, undertaking direct training, coaching and mentorship activities as evident in the devolution of HR functions at the PUCs; in addition, the study found that operational managers as role models in demonstrating commitment to HRD in their operational tasks which is a powerful enabler of HRD. Based on the findings, the study concludes that before displacing traditional Human Resource Development (HRD) systems and roles, substantial investments in capacity development of the operational managers and HRD specialists as well of other stakeholders are needed to make sure that operational managers and HRD specialists are capable of carrying out their new roles. The study recommends among many others, that 1) there is the need to institutionalize the process of devolvement of HR activities in order to ensure continuous support from the institutional management; 2) to facilitate devolvement of HR activities, PUCs are encouraged to dismantle centralized control of HR to withdraw the present image of HR as a neutral "referee".

KEY WORDS

Devolution

Human Resource Development

Leadership

Operational managers

Private University College

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DEDICATION

I wish to dedicate this work to my husband, Rev. Justice Boffah Pokumensah and to my daughter, Pamela Nana Yaa Achiaa Pokumensah for their love and support.

TABLE OF CONTENTS

LIST OF TABLES

xi

LIST OF FIGURES

LIST OF ACRONYMS

CAUC	Christ Apostolic University College
CSUC	Christian Service University College
ECD	Employee Career Development
ER	Employee Relations
GBUC	Ghana Baptist University College
GCUC	Garden City University College
GTEC	Ghana Tertiary Education Commission
HRD	Human Resource Development
HRM	Human Resource Management
KUC	Kessben University College
NAB	National Accreditation Board
NCTE	National Council for Tertiary Education
PUCs	Private University Colleges

CHAPTER ONE

INTRODUCTION

Introduction

Throughout its historical development, the subject of leadership evolvement in human resource development and research has been extensively discussed and researched (Asbari & Santoso, 2019; Buil, Martinez, & Matute, 2019; Bernarto, et. al., 2020; Azeem, Ahmed, Haider & Saijad, 2021). The fundamental reason is that leadership provides the framework to enhance working environments and relationships that ultimately leads to productivity (Anwar & Abdullah, 2021). In effect, the function of effective leadership is critical for organizational sustainability. Therefore, a good leader is someone who can inspire others to work actively towards the accomplishment of collective objectives. In the context of this study, operational managers are expected to exercise control by establishing objectives, upholding order, and assessing performance.

Additionally, operational managers are urged to "govern from the centre" by forming teams, developing networks, and acting as facilitative leaders today (Azeem et al., 2021). This is because, private and public profit-making organizations are expected to conform to this paradigm in order to address local and global competing interests coupled with disjointed growth, and lessening market share. There is no doubt that the strategic HR function would provide impetus that would lead to expansion and adoption of tactical approaches to unpredictable competition (Anwar & Abdullah, 2021). Such strategic approaches entail operational managers rethinking their leadership responsibilities in the delivery of HR services as well as effective communication of the value of HR within the company (Eva, et. al., 2017).

1

Operational managers are openly and secretly taking over the HR frontline within the scope of organisational operations as organisations change in the modern era. People management inquiries used to be handled by the HR office or department, but that is no longer the case. This is partially due to HR's evolving role during the past ten years (Stone, Cox, & Gavin, 2020). Legislation today has numerous sides, labour relations now require understanding and adherence; remuneration is complex, and staff selection and development are becoming versatile.

Human resource function is frequently outsourced as it is more specialised and strategically minded than ever before (Yu & Wei, 2023). The next effect is that the current business contexts has been described by Patrick and Snell (2020) as a "war for talent". The impact of this phenomenon on retention of employee talent is increasing employees' expectations about equipped through the systems by their managers.

To situate this current study within the broader framework of the tussle (Yu & Wei, 2023) between the operations of the officer in charge of human resources and the operational manager, this empirical research seeks to assess devolving HR activities to operational managers by exploring current developmental roles of operational managers in selected private university colleges (PUCs) in Ghana.

Background to the Study

Yusliza and colleagues (2019) have explained the shift towards devolving responsibility for HR matters as the extent of operational managers involvement in and are responsible for HR practises rather than personnel issues. Tyskbo (2020) adds that there are five "overlapping reasons" for the current rise in operational managers' HRM participation namely 1) the emergence of cost- or profit-centre based approaches; 2) the requirement for a comprehensive approach to people management;

2

3) the expanding influence of service industries, where decisions must be made in front of the customer; 4) the increasing use of real-time decision-making; and 5) modifications to organizational theory and structure.

Devolvement of HR role has an implication on the development of employee careers and the cost-versus-benefit analysis of manager's role in employee career enhancement. According to a study by Saputra and Mahaputra (2022), committed and capable workers are likely to consider leaving their places of work when they perceive that development interests are not taken into account in their strategic plans. Dissatisfaction with how one's abilities and talents are developed is the primary reason people leave jobs, and this is typically brought on by a poor working relationship with one's line boss. To support employee learning and development in this situation, operational managers are being given more and more responsibility for carrying out human resource development initiatives (Purwanto, 2021).

Currently, there are over 40 PUCs operating in Ghana with either fully accredited or partially accredited statuses (GTEC, 2023). It is estimated that the PUCs command approximately 80,000 students. The ownership structure of these institutions varies. The process of growth of PUCs is believed to have started in Ghana in 1993 "when a structure for accrediting PUCs was formed" (Manu et. al. 2007). Administratively, most of these university colleges are affiliated to either single or multiple public universities as one of the legal requirements to receive accreditation (GTEC, 2023). They are given renewable accreditation to offer undergraduate and postgraduate programmes within the GTEC policy framework.

However, PUCs have established themselves in Ghana and other African nations, which is a good thing for the hundreds of young people who hope for a better

3

life. At best, private institutions will prepare students for careers as entrepreneurs and workers in the African market. By competing with public universities, PUCs will also raise the economic bar and drive down the price of higher education in Ghana for the general public (Manu et. al. 2007).

Statement of the Problem

Leadership lacking the necessary managerial and administrative abilities is one of the causes to blame for the failure of HR policies implemented in academic institutions (Al-edenat, 2018). Operational managers can only learn and gain this expertise through experience. The total effectiveness of operational managers' involvement in HR responsibilities is impacted by their lack of knowledge and expertise in HR practises. Operational managers' incapacity and ignorance of HR procedures results in inconsistent application of organisational HR policies, which could put the company at risk of strained employee relations.

In this fast-paced business environment, effective leadership development is vitally required. Operational managers' involvement in leadership development and HR delivery must be taken into consideration, and the theoretical importance of HR function must be properly communicated throughout the firm. Closing the gap in tacit knowledge creation and transfer between individuals and teams is necessary given the changing the professional careers of both operational managers and HR managers. As a result, it is extremely important to train operational managers to be facilitators. In order to manage effectively in a changing company environment, the researcher hopes to identify the leadership and HR competencies gaps that currently exist among operational managers.

4

The Purpose of the Study

This current research assessed the effectiveness of the devolution of some human resource functions to operational managers in selected Private University Colleges in Ghana.

Study Objectives

1. To identify human resource competencies required for a line manager in successful devolution of human resource functions in Private University Colleges in Ashanti Region.

2. To find out the role of leadership in successful devolution of human resource functions to operational managers.

3. To identify factors that impact success of integration of operational managers in implementation of HR functions

4. To identify factors that hinder devolution of human functions to the managers.

Research Questions

1. What human resource skills are necessary for operational managers to successfully delegate the human resource function?

2. What are the elements that affect how well operational managers are incorporated into the implementation of human resource functions?

3. What factors might hinder an effective handoff of human resources duties to operational managers?

Rationale for this Study

Expectations regarding a manager's job in human resource development are shifting as businesses attempt to make it tactical rather than operational informed by

5

contemporary theoretical and conceptual models. As leadership skills have evolved to be recognized as essential to a high-performing staff, the manager's position has also transformed (Mitsakis, 2020). As a result of this phenomenon, "people management" now involves more than merely filling out a form at the yearly performance evaluation and striking up a discussion here and there in the staff cafeteria.

The everyday activities of finding talent, encouragement, mentoring, coaching, giving feedback, and growing personnel are all critical for organizational growth. Operational managers actually manage the line, while HR departments concentrate on more complex or broad-ranging issues. Therefore, it is critical that these two roles communicate effectively so that HRM can continuously update operational managers on changing trends in HR best practises while operational managers update HR on employee performance.

Establishment of institutional standards for physical facilities, staffing levels, and instructional loads, as well as for internal evaluation and the long-term stability of financial resources, are all requirements for certification. Internal evaluation included best practises for HR implementation and sustainability. Operational managers are ultimately tasked with the responsibility to implement these practices in part, with assistance from the HR department. This is the context of this study.

Significance of the Study

The findings of this study:

1. is potentially helpful for identifying the HR competency gaps among operational managers and the impact of leadership skills on the devolution of the HR job for institutes of higher learning as well as corporate organisations. Therefore, it was intended that the institutions, once the shortages had been

6

discovered, would develop an efficient training curriculum for the operational managers. A successful implementation of this plan would contribute to the institution's overall achievement of its aims and objectives.

2. a guide for other institutions that wish to conduct similar study.

3. adds to the extant research on devolution of HR functions.

Assumptions of the Study

1. The selected PUCs in Ashanti Region would willingly facilitate the participation and involvement of their operational managers and HR managers in this study.

2. Operational managers would respond truthfully to the research instruments namely questionnaires and interviews, within reasonable time frame.

Scope of the study

This study focused on five selected PUCs in Ashanti Region namely Christian Service University College, Ghana Baptist University College, Christ Apostolic University College, Garden City University College and Kessben University College.

Limitations

Numerous factors, some of which may not be fully covered by the study, determine whether the HR position in PUCs is successfully devolved to the operational managers or not. These include the organization's culture, the workload of operational managers, their collaboration with HR managers, and the reality that short-term work constraints sometimes outweigh long-term development objectives. Line management abilities and competencies in HR practises are also among these issues. Second, the researcher had anticipated that respondents would probably modify their responses to appear "positive" in employee management. Discussion

7

with the HRM will be used to clarify the information from the questionnaire in order to delimit this.

Operationalization of Key Terms

Accreditation

In this study, accreditation is defined as a process in which certification of competency, authority, or credibility is presented to a tertiary institution that has successfully completed and complied with all regulatory frameworks as set out by a statutory body, which in this case is the GTEC, to run academic programmes.

Private University Colleges (PUCs)

They refer to private tertiary institutions that have received accreditation from the GTEC and are affiliated to good standing public universities to award degrees and diplomas.

Competencies

In this study, competencies are defined as are the knowledge, skills-set, cognitive and behavioural abilities that contribute to individual and organizational performance.

HRM Devolution

Devolution refers to the process of giving operational managers more control over people management concerns as well as budgeting and resource allocation.

Leadership

In this study, the term "leadership" refers to the ability to achieve objectives through and with the help of other colleagues in the context of business environment

8

Operational Managers

In the corporate governance architecture, operational managers are clothed with the responsibility to supervise the duties of specific number of employees within a unit or a department.

Strategic Human Resource

Strategic human resource means deciding how to handle employee relations by providing them with resources to be able to do their job and develop their skills and expertise.

Organization of this Study

This chapter included background information for the investigation, a quick rundown of the problem under investigation, justification and purpose, objectives, research questions, assumptions, and limitations. By concentrating on pertinent literature that served as the study's foundation, Chapter 2 established a theoretical framework to direct this investigation. In chapter three, the researcher provided a brief overview of the research design, which used self-administered questionnaires as the primary research instrument and combined qualitative and quantitative approaches.

9

CHAPTER TWO

LITERATURE REVIEW

Introduction

A leader's actions are the main emphasis of leadership. According to leadership expert John Maxwell, "leadership is influence - nothing more, nothing less" (Maxwell, 2007). This is the sum total of what it means to be a leader. Such a strategy goes beyond the title that a leader wears to include his capacity for persuasion. Both individuals who would describe themselves as followers and those who are not in that group are mentioned. The movement of leaders, together with the academic and non-academic employees of the organisation towards its goals through improved member interactions is necessary for leadership positioning in higher education.

Through this interaction, the community becomes more cohesive and resources become available (Cristofaro, 2023). Indirectly, it also develops leadership qualities because influence will be lost without upholding integrity and reliability. A variety of definitions perceive leadership is the skill of influencing and guiding people so as to gain their loyalty, respect, and obedience in order to accomplish shared goals.

Leadership, according to Gibbs, Adams, and Vee (2023), is the capacity to accomplish goals with and through the assistance of others while gaining their trust, loyalty, and willing participation. Leading also means having the capacity to inspire others to accomplish at a high level. It involves leading, inspiring, and interacting with people to assist them achieve individual and organisational goals. Leading occurs in units, departments and at the top of organisations, as can be seen from the definition above (Rideout, 2023).

Purnamasari (2023) contends that the reasons why leadership competencies are deemed important in achieving organisational goals are that they provide insight and also measurable. According to Rideout (2023), leadership is a process of social influence in which the leader enlists the team's collaboration to achieve organisational goals. The word "voluntary" is key in this definition, showing that it is not necessary to utilise absolute power or authority to lead effectively. In reality, effective leaders must use their interpersonal skills to maintain their authority withing the framework of the organizational. According to Asbari, Purwanto and Santoso (2019), leadership is the capacity to lead, manage, direct, or influence a group of followers in order to complete a task or achieve a common objective. Thus, the leader has the capacity to persuade others to take action. Leadership is concerned with carrying out those decisions and policies that aid in guiding an organization's operations in the direction of its specified objectives. Leadership is a position of authority and reputation attained via the capacity to direct, lead, or establish the norm for others' actions.

Delegating HR responsibilities to managers can be frequently viewed exponentially as critical component of approach to human resource, with a variety of costs and advantages involved. However, questions have been raised regarding operational managers' capacity and motivation to carry out HR duties effectively, including advancing employee expectations and career trajectories. When it comes to managing employees who are regarded as invaluable assets, human resource management provides a strategic and cohesive framework for their engagement (Lepak & Scott, 2020).

The goal of human resource management is to help an organization to meet strategic goals by attracting, and maintaining employees and also to manage them effectively. The key word here is "fit", i.e., an HRM approach seeks to ensure a fit

11

between the management of an organization's employees, and the overall strategic direction of the company (Wood, 2020). By attracting, retaining, and managing personnel well, human resource management can assist an organisation in achieving its strategic objectives. According to Tyskbo (2020), operational managers ought to demonstrate through their actions that their activities impact the organization's real work.

Humans are not machines, according to the fundamental tenet of academic HRM, and as a result, people in the workplace require an interdisciplinary analysis. Major roles are played by disciplines like sociology, industrial engineering, organisational psychology, legal/paralegal studies, and psychology. In an effort to enhance the theoretical and practical approaches to managing the human component in the workplace, numerous tertiary academic institutions offer undergraduate and postgraduate degrees in human resources management.

Models of the Role of Human Resource Management

Currently, several HR models have been developed by theorists and practitioners to shape the practice. In my candid opinion, one of the most tried and tested models was developed by Tyson and Fell in 1986. Their model focused on three roles namely: 1) the clerk of works (mainly administrative); 2) the contract manager (more sophisticated with an employee relation focus) and 3) the architect (strategic/innovative). The next model was developed by Dave Ulrich in 1986 which defined four fields for the HRM function namely; 1) strategic business partner, 2) change agent, 3) employee champion and 4) administrative expert.

It is becoming more and more critical that practitioners and scholars emphasise the positioning of the HR function as a key organisational player and a

12

business partner. The strategic focus on processes underlies the strategic partner role, which is organised around structuring the organisation to realise its purpose, direction, and goals. Armstrong (2009) lists several characteristics of a strategic partner, including business expertise, change agent, strategic HR planner, knowledge manager, and consultant. These characteristics are combined to align the system to support the achievement of the organization's vision and mission, assist managers in completing tasks, and spread knowledge throughout the organisation.

The Role of Human Capital Developer

Managing human capital require certain expertise from the human resource manager (Armstrong, 2009). In order to acknowledge the importance of HR's role in the development of the workforce and the growing emphasis on perceiving people as crucial assets, the term "human capital developer" was coined.

Functional Expert

In their revised model from 2005, Ulrich and Brockbank refer to the third role as the functional expert (Helen & Keegan, 2006). This role aims to ensure that contemporary human resource operations like staff recruitment and integration are properly planned. In effect, all the services provided by the HR function should offer value, and it should be clear how much the organisation benefits from them.

Most human resource practices are achieved through technology, process design, policies, memos, and interventions. The result is that the functional expert modus operandi is expanded (Lemmergaard, 2009). According to Armstrong (2009), making a distinction between fundamental HR practises and developing HR practises including communication, work process and organisation design, and executive leadership development is necessary.

Employee Advocate

The fourth function, employee advocate, points out the requirements of employees with the aim of developing their capacities by changing the operational focus from procedures to employees (Ulrich as stated in Lemmergaard, 2009). The more conventional components of personnel management (such as reward schemes, development opportunities, and training programmes) and the employee champion role are closely intertwined. But because there aren't enough workers, commitment is now a need, making retention a crucial component of an organization's human resource strategy. Additionally, competencies are essential to the organisation in the sense that they exemplify its distinctiveness. The usage of the ideal mix of human resources management and the development of the ideal presumptions for using these critical resources are the foundations for retention and competency.

Leader

Armstrong (2009) citing Ulrich and Brockbank (2005) explains that leading the human resource functions require collaborating with other functional units by providing quality leadership to enhance the standards for strategic thinking. Before organizations can develop their leaders, the human resource managers must demonstrate the leadership qualities they hope to see. Ulrich (1998) also notes that the human resource function will face greater pressure in the future to concentrate on acting as a change agent and a strategic partner (Ulrich & Brockbank, 2005a, b).

It is interesting how various jobs affect the interaction with the line manager differently. Therefore, if they do their tasks well, human resource specialists who act as administrative experts at any given time are likely to be seen as a helpful source of assistance. As such information is gathered from the operational managers, they would have knowledge of, for instance, "how to get it done" (Armstrong, 2009).

14

Some HR practitioners may be perceived as bureaucrats who argue that organisational behaviour is determined by the processes because they struggle to manage their many and conflicting responsibilities.

Institutionalization of HR Practices

If organisations are committed to involving operational managers in HR practises, this position should be formally institutionalised and supported by the organisations' policies, such as through manager performance objectives, job descriptions, and training (Armstrong, 2009). Whilst training on appraisal is provided by all the organizations the main issue is that of line manager commitment.

A key component of their own performance evaluation is the effective use of personnel policies. Many managers are not under strong institutional pressure to give HRM-related parts of their job's substantial consideration. If managers are to undertake HR activities, institutional support is necessary, especially through corporate targets, according to Ulrich and Brockbank (2005a, b).

When an organisation undergoes restructuring, especially when there have been managerial level layoffs, the managers who remain in the company may face increased workloads. In turn, this results in a weaker commitment to scheduling time for endeavours that won't provide results right away. For example, good records keeping, staff welfare, coaching and mentorship, now have a higher opportunity cost.

Human Resource Competency Model

In the fifth round of the Human Resource Competencies Study (HRCS), the Result-based Leaders Group (RBLG) identified six key skill domains. Ulrich, Brockbank, Johnson, and Younger's (2007) definition of HR competences included the ability to use that knowledge as a business ally, meaning a more active

15

involvement in applying that information. The requirement for knowledge among HR professionals is viewed as secondary to the necessity for action. Each is described in further depth below, according to the Society of HR Management's result-based leadership group (RBL).
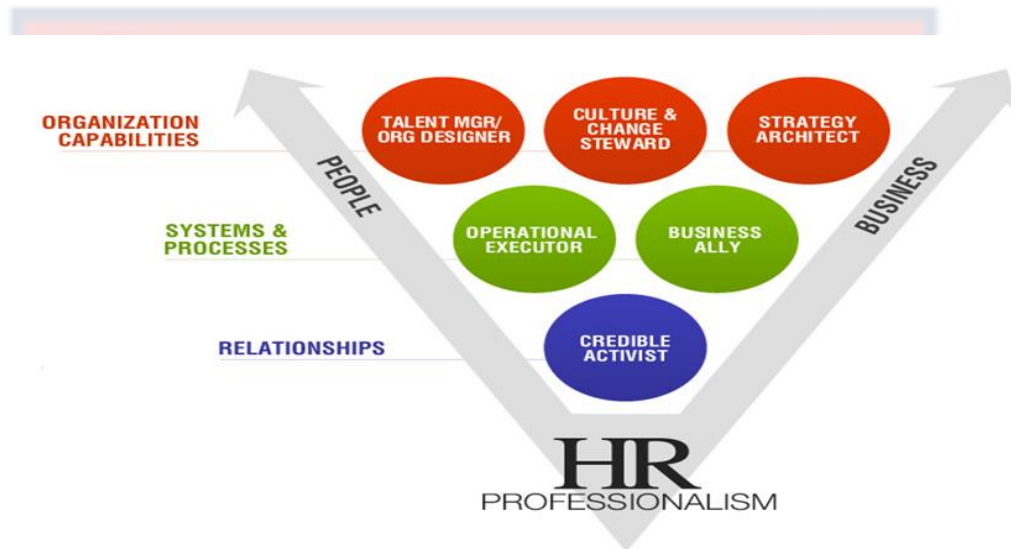
Figure 1: HR Competency Model: The Result Based Leader (RBL) Group,

Society of HR Management

Culture and Change Steward

According to the paradigm in Figure 1.1, HR professionals need to be adept at dealing with both people and business (note the huge arrows). The necessity for personnel management grows as the business expands. Failure results from choosing one of these two routes without considering the other. Even if HR experts focus more on the people aspect of the organisation than the business side, they will not be successful since their labour does not further corporate goals. The business may flourish in the short term, but people will not be able to sustain the success in the long run, thus HR specialists who concentrate on the commercial side without considering the human component stand to fail.

16

Credible Activist/ Personal Credibility

The human resource professional is proactive and credible (respected, admired, listened to). "HR with an attitude" has been used to describe this by some (Ulrich, Smallwood, & Sweetman, 2009). Credible human resource professionals who are not perceived as mere activists are reckoned to make a significant impact. in organizational processes. Although they may have ideas, campaigners who lack credibility will not be taken seriously.

Culture and Change Steward

The HR profession appreciates, articulates, and helps shape a company's culture. According to Lemmergard (2009), culture is not just one event, but rather a series of behaviours. This culture should, in theory, begin with clarity regarding external customer expectations (firm identity or brand) and then transform those expectations into internal employee and organisational behaviours. HR professionals respect the past culture as stewards of culture and can also help to create a new culture.

Successful HR experts also assist transformations in two different ways. They first aid in the creation of culture. Second, they establish disciplines to implement changes across the entire organisation. They support the transformation of knowledge into action.

Talent & Organizational Designer

For the HR professional, theory, research, and practise in talent management and organisational design. The focus of talent management is on the competencies needed for entry, advancement, and exit from the organisation. Organisation design is

17

concerned with how a business integrates capacity (such as cooperation) into the framework, procedures, and rules that determine how an organisation operates.

HR is about both organisation and talent, not simply one or the other alone. Without a supportive organisation, strong talent cannot be maintained, and a strong organisation cannot produce outcomes without talented people in key positions with the necessary capabilities.

Strategy Architect

Ulrich, Allen, Brockbank, Young, and Nyman (2009) assert that top performers are valuable business partners in developing winning company strategies by connecting organisational and personnel practises to market demands. The HR professional actively participates in the development of the overall strategy to realise their vision for how the organisation might succeed in the future. This includes identifying business trends and how they affect the company, anticipating potential roadblocks, and assisting in the process of achieving strategic clarity. Connecting the internal organisation to the exterior consumer expectations, the HR professional also helps to construct the overall strategy (Buckley et al., 2023).

Operational Executor

High performers manage the daily tasks of managing people inside an organisation successfully and efficiently (Ulrich, Smallwood, & Sweetman, 2009). The operational aspects of managing people and organisations are carried out by the HR professional. It is necessary to create, modify, and put into practise policies. According to Ulrich, Brockbank, Johnson and Younger (2007), employees also have a variety of administrative requirements, such as payments, relocations, and training. Through technology, shared services, and/or outsourcing, HR experts make sure that

18

these fundamental demands are efficiently met. Credibility is assured by the operational activity of HR if it is carried out flawlessly and based on the consistent application of policies.

Business Ally

Setting reactive goals and objectives to deal with threats and opportunities from the external environment contributes to the growth of businesses. Knowledge of the socio-cultural context or environment of the organization helps human resource professionals to contribute to its overall success of the organisation (Brockbank & Ulrich 2003). The value chain of the business, or the knowledge of the consumers and their motivations for purchasing the company's goods and services, is something else that HR professionals are knowledgeable about.

Leadership Competence Model

Due to the growing significance of social and relationship capital in today's competitive economy, human resource professionals must play a larger role within the organisation. Today's task is to become a better strategic partner, to ascertain the direction the organisation is taking, to seize the initiative and use the human resources function to assist in achieving the organization's goal.

Devolution of Human Resource Functions in Tertiary Academic Institutions

The efficacy of tertiary institutions, especially universities, is firmly claimed to depend on the calibre of its human resource by Alsaleh and Abdullah (2017). Their effective management include hiring, planning, retaining, performance, and development of personnel in addition to negotiating employment terms and conditions and other newly emerging HR-related topics. According to Alsaleh and Abdullah, once recruitment has taken place, a typical university setup typically delegated

19

management of the staff to the Academic Deans and heads of academic and non-academic departments and units within the university in accordance with its administrative and functional structure.

It is useful to note that academic institutions have given the devolution of human resource functions to unit and department heads a lot of attention during the past 10 years (Ribeiro & Gomez, 2022). This process has been speeded up due to the quest to restructure and in some cases, downsize employee strength. This phenomenon has all been identified as causes for this devolution (Williamson, Colley, & Foley, 2020; Blayney, Cornier-McBurnie, & Young, 2019). One of the reasons why educational plans and programmes have failed is because of leadership that lacks the managerial and administrative abilities necessary for success. These abilities can only be learned and developed via practise.

In order to support the academic mission of modern colleges and universities, Ribeiro and Gomez (2022) contend that effective leadership today demands an unusual capacity to uphold a delicate and constantly shifting balance in the management of technological, financial, and human resources.

According to Hamadamin and Atan (2019), historically, many campus HR departments have not been seen as collaborators or participants in institutional strategy planning. Instead, HR personnel have been seen as gatekeepers and paper pushers who make sure that employees are paid, are registered in benefits, and that rules and regulations are followed. Furthermore, current research claims that operational managers who take on some HRM responsibilities can have a favourable impact on employee loyalty and, ultimately, corporate performance.

However, it has also been identified as being "problematic" to assign HR responsibilities to operational managers (Yu & Wei, 2023). According to research by Williamson, Colley, and Foley (2020) on the devolution of operational human resource activities and their effects, organisations are pursuing purposeful initiative to equip heads of units and departments to undertake human resource duties.

Involvement of Operational managers in Staff Development

Similar organisational concerns and academic debate have accompanied operational managers' involvement in HRD. To clarify the role of operational managers in human resource devolution, Townsend et. al. (2022) present activities impacting the training needs, selection of who should be included in the training as well as carrying out tactical training as either falling under their jurisdiction or in concert with human resource managers. However, experts in human resource devolution are more likely to be tasked with human resource devolution duties including creating training programmes, giving strategic counsel, and creating policies.

According to Wood (2020), there are legitimate reasons to be concerned about greater line manager involvement in human resource devolution since it could restrict the utilisation of specialised resources for human resource devolution. According to MacNeil's (2001) research, general management did not support this project, cost-cutting was given low importance, new ideas were not given much attention, and supervisors were reluctant to take on a different role. According to Boyne et al. (2019), human resource devolution may be considered as providing the essential link between human resource management and company strategy. Indeed, there is evidence of business-led initiatives to supporting the premise of human resource (Misakis, 2020).

21

Operational Barriers to Devolution of Human Resource

A number of obstacles have been identified that prevent the successful delegation of human resource devolution duty. The strain of short-term imperatives, which can prevent operational managers from engaging in HRD activities, is one potential problem (Stavrou-Costea, 2019). According to the literature, operational managers have distinct responsibilities for HRM and HRD, and as a result, HR positions. However, it is acknowledged that for HRM and HRD to be effectively devolved to operational managers, clear task delineation, support, training, and trust are essential to securing involvement.

22
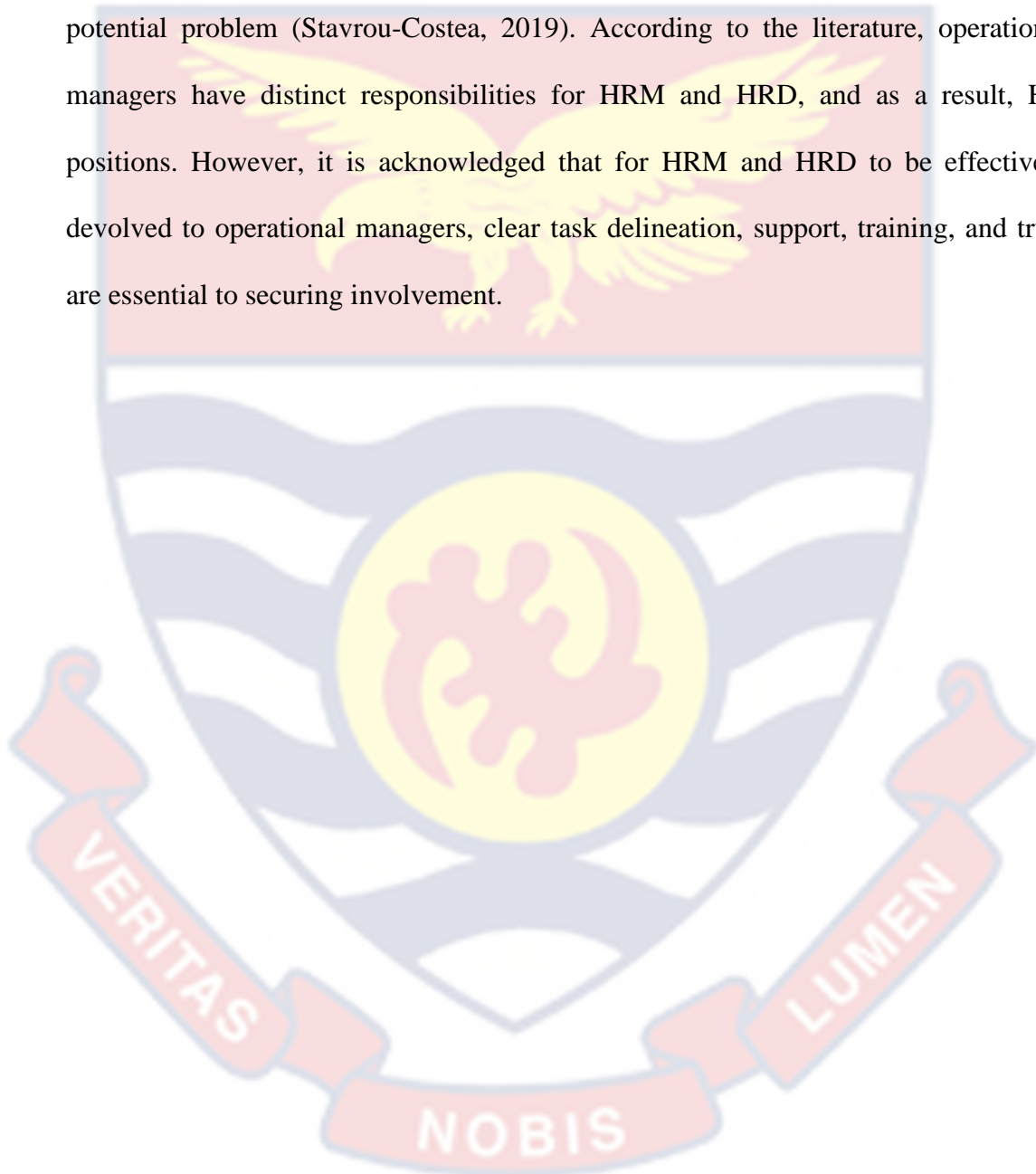
Conceptual Framework for Operational Managers Devolution
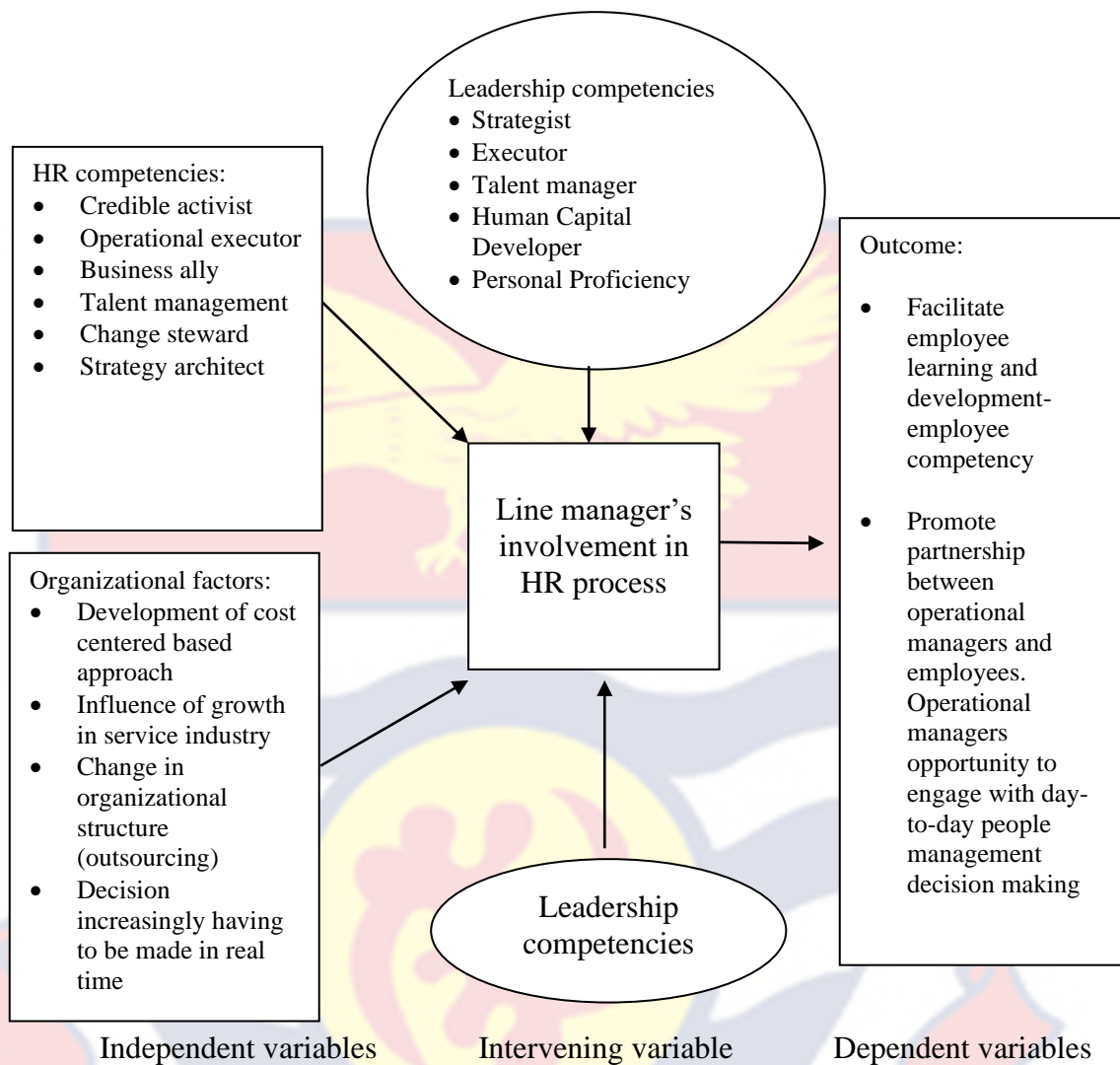
Figure 2: Conceptual Framework for Operational Managers HR Involvement

Variables can have a variety of functions in any given subject. In this study, independent variables and dependent factors played two important roles. The study also included an intervening variable, as shown in Figure 2.2, to illustrate the link between the two variables. For operational managers to support employee learning and development, HR competencies such as talent management are needed. If the line manager lacks strong leadership abilities, this might not be accomplished. On the other hand, the current company environment necessitates quick decisions,

particularly when addressing clients, so it is essential for the line manager to possess leadership abilities as they participate in regular people management decision-making.

This study therefore, measured HR competencies and organizational structure as independent variables and the effect of leadership competencies on the side of operational managers, as intervening variable. The expected outcome includes improved employee learning and development, partnership between operational managers and employees as well as opportunity for the operational managers to engage with day-to-day people management decision making as a dependent variable.

Chapter Summary

These recent adjustments to their duties benefit both human resource and operational managers and in that the former is freed to get a strategic viewpoint and the latter gain a more comprehensive understanding of management (Ahamad, Glaister & Gomes, 2020. The existing literature on devolution and leadership dimensions has been explored in this chapter, clearly defining the study's focus.
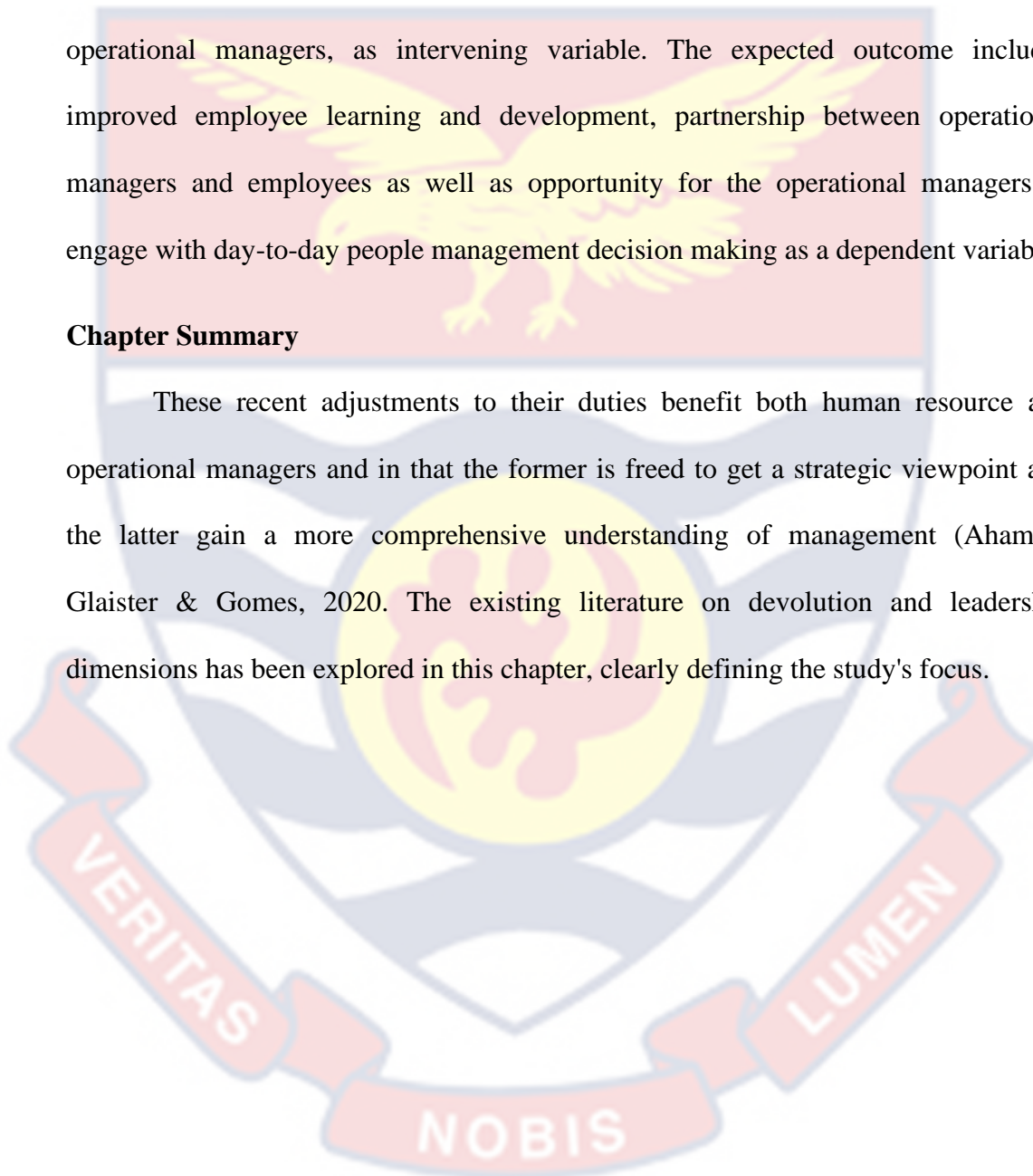
CHAPTER THREE

RESEARCH METHODS

Introduction

In order to comprehensively address the research problem, Patel and Patel (2019) present research technique. Methodology can refer to a group of practises and ideas that are unique to a field of study or to a theoretical evaluation of the approaches used to explore a subject. This chapter provides a description of the research strategy and design that were employed for the study's objectives. This chapter covers the study design, the study area, the population, the issues of sampling, the data collection, analysis, and presentation and ethical issues.

Research Design

According to Cash, Isaksson, Maier, and Summers (2022) a research design is a plan, structure, and strategy created to find answers to study questions and control variables. The experimental, auxiliary, and error variables of a specific research problem are controlled by the study design. Research designs are created to make it feasible to respond to the research questions in the most legitimate, impartial, accurate, and cost-effective ways possible (Fischer, Boone, & Neumann, 2023). There are various sorts of research designs, including descriptive, exploratory, and experimental designs. Depending on the subject, intent, and goals that the researcher is attempting to achieve, each of these designs lends itself to a variety of academic investigations.

A descriptive research design was adopted for this investigation. This resulted from the researcher's desire to conduct a fact-finding investigation. Because it allowed for the direct generation of information, provided the opportunity for in-depth responses, and ultimately provided a greater understanding of the phenomenon being

examined, this technique was chosen for the study above the other two (Khoa, Hung, & Hejsalem, 2023). In order to gather information without affecting the study variables or the respondents, descriptive research design is used in selected chartered PUCs to assess the role of leadership in the transfer of HR tasks to the operational managers. In this study, variables were analysed without being changed or manipulated in any way.

Area of Study

The area of study involved five PUCs that are fully functional in Ashanti Region of Ghana including, Christian Service University College, Garden City University College, Christ Apostolic University College, Ghana Baptist University Colleges and Kessben University College. The profile of the selected PUCs are as follows:

Christian Service University College (CSUC)

Christian Service University College (CSUC), formerly Christian Service College, was established in 1974 as a non-denominational Bible College. In 2004, the institution metamorphosed into a liberal arts University College to offer undergraduate and postgraduate programmes. CSUC is located at Odeneho Kwadaso, a suburb of Kumasi. It currently has student population of approximately 2000 and employee strength of 120 junior and senior staff and senior members.

Garden City University College (GCUC)

Garden City University College (GCUC) was established in 2001 and is located at Kenyase, Kumasi. It was initially known as College of Information Technology and Management Systems. It commenced in October 2002 with 4 main courses but now, has several other courses added on totalling 30.

26

Ghana Baptist University College (GBUC)

The Ghana Baptist University College is an initiative of the Ghana Baptist Convention. It is incorporated and operated as a tertiary institution with the status of a University College offering degree and diploma programmes with authorization of the National Accreditation Board now GTEC.

Christ Apostolic University College (CAUC)

The CAUC started as a Bible School to train pastors in line with the Churches' mandate to contribute towards the building of human capacity of the society by preparing, through the integrated, specialized Christian-based academic programs. On February 19, 2010, the National Accreditation Board granted the Christ Apostolic University College an approval of a 3-year Authorisation with effect from February 1, 2010, to commence and/or continue its preparation for accreditation of the Institution. After due preparations and processes, the CAUC was granted accreditation by the National Accreditation Board now GTEC, in February 15, 2011. CAUC is located at Kwadaso in the Ashanti Region.

Kessben University College (KUC)

KUC, a privately-owned tertiary institution, established in 2015 seeks to offer tertiary level education to all qualified applicants irrespective of race, religion, creed, nationality, gender, age, culture or other backgrounds, that will prepare them to contribute to the socio-economic development of Ghana and the broader world. KUC seeks to offer competitive demand-driven programmes of study that will ensure that it becomes a centre of excellence and, therefore a college of choice for prospective students. KUC is located at Kuntenase, in the Bosomtwe District of the Ashanti Region.

27

Population

The entire set of people that are relevant to the study topic is referred to as the population. All individuals or objects that share the trait that one is trying to comprehend are referred to as a population (Simkus, 2022). According to Rahman et al. (2022), the target population is the group of people for whom the researcher aims to generalise the study's findings. Operational managers at a subset of Ashanti Region PUCs that are fully operational made up the study's target group. Operational managers were purposefully chosen for inclusion in the sample by the researcher, with assistance from the HR personnel of the chosen university campuses, based on their accessibility. The chosen operational managers were taken into consideration to be a representative sample of the population because the target population was homogeneous. All 40 PUCs in Ghana have roughly 1000-operational managers. Thus, this population serves as the source of the sample.

Sampling

Five PUCs (mentioned above) were sampled by the researcher using a purposive sampling approach. The five PUCs were purposefully chosen because they were convenient, which allowed the researcher to do this work in a short amount of time, and since the majority of PUCs have a similar administrative structure and hence share comparable traits in the devolution field. There are 100 deans, department heads and operational managers in the five PUCs that were chosen for the study. For this study, the sample size was determined to be all 100-operational managers. An overview of the chosen university colleges and the accompanying target population statistics may be seen in Table 1 below:

28

Table 1: Target and Accessible Population

Name of PUC	Target Population (N)
Christian Service University College (CSUC)	19
Ghana Baptist University College (GBUC)	21
Kessben University College (KUC)	20
Christ Apostolic University College (CAUC)	17
Garden City University College (CUC)	23
Total	100

Source: 2022 Annual reports of the CSUC, GBUC, KUC, CAUC and GCUC

According to Cash et al. (2022), the sample size for this kind of research should be just right—not too big or too small. In the context of academic institutions that are fully operational in Ghana's Ashanti Region, the study on the role of leaders in the devolution of HR operations was conducted. Since the organisational structures of academic institutions differ from those of corporations, the researcher gave the title of "line manager" to any unit head who oversaw the work of other workers or employees inside the PUCs chosen for the study.

Table 2: Sample Distribution

| List of Units | Names of PUCs | | | | | |
	CSUC	GBUC	KUC	CAUC	GCUC	TOTAL
Deans of Faculties & Schools	3	4	3	4	3	17
Heads of Academic Departments	7	8	6	3	8	32
Academic & Students Affairs Unit	1	1	1	2	3	8
Admissions Unit	1	1	1	1	2	6
Accounts Unit	1	1	4	1	2	9
Human Resource Unit	1	1	1	1	1	5
Deans of Students	1	1	1	1	1	5
Chaplaincy Unit	1	1	0	1	0	3
Library	1	1	1	1	1	5
Quality Assurance Unit	1	1	1	1	1	5
Examinations Unit	1	1	1	1	1	5
TOTAL	19	21	20	17	23	100

Source: Author's Field Survey (2023)

29

Data Collection Instruments

Louis and colleagues (2022) state that a variety of data collection methods, including observation, interviews, and questionnaires, can be used. According to the broader category of qualitative and quantitative data schemes, any data gathering tool can be categorised (Newman & Gough, 2020). In this study, respondents were personally given questionnaires (Appendix A). The layout of the questionnaire was simple to read and visually appealing. The reader might read without growing tired of it because of this. In addition to the organised questions, there were a few unstructured ones. The intended respondents were the operational managers.

Data Collection Procedure

A total of 100 questionnaires were administered to the various operational managers of the five selected PUCs in the Ashanti Region as presented in table 3.2 above (page 45).

Pre-Testing Research Instrument

Pre-testing is the term for a small-scale evaluation of a specific research tool. According to Patel and Patel (2019), the pre-test is a practise run that enables the researcher to detect any challenges, ambiguities, or time requirements when completing the questionnaire. To confirm the construct validity of the instruments, the researcher modifies the items using the feedback from the pre-testing. Spiritan University College was given the questionnaire instrument for the straightforward reason that, being a private university college, it has a similar administrative structure to the university colleges that were chosen and may therefore share the issue found in this study.

Validity of Research Instrument

According to Khoa et al. (2023), validity is the extent to which findings from the analysis of quantitative and qualitative data accurately reflect the phenomenon being studied. Validity provides an answer to the question of how accurately the study's data represents its variables. The answer to this issue cannot be avoided because it focuses the study in terms of inference-making. In essence, the more reliable the data, the more precise the conclusions. Pre-testing the questionnaire as indicated in this section was done to ensure the validity of this study.

Reliability of Research Instrument

Reliability is a metric used to assess the accuracy and precision of the survey questions. A measurement of an instrument's dependability, according to Raman and colleagues (2022), is how regularly it generates results or data after repeated trials. In order to ensure the legitimacy of the data, the researcher physically administered the questionnaire and verified the information with the HRM in the relevant PUCs authority. According to the previously indicated pre-testing technique, the researcher ensured sure the questions were written clearly. This made sure that the study's conclusions held true no matter how long the data were collected.

Data Analysis and Presentation

In order to generate percentages and frequency distributions, the quantitative data gathered through the use of the structured questionnaire instrument was coded. Using the size, distribution, and associations of variables in the study population, the researcher is able to quantify quantitative data and provide answers to queries that can be stated quantitatively and tallied.

Ethical Considerations

The researcher and the chosen PUCs from whom the respondents were collected were among the participants in this study. The questionnaire included an introduction that guaranteed the respondents of the confidentiality of their answers and requested their express consent to participate in the study in order to protect their rights. In other words, neither overt nor covert coercion was used to compel any respondents to participate in the study.

Chapter Summary

This chapter has covered the methodological issues and the next chapter (chapter 4) will focus on the presentation of the data for the study.

32
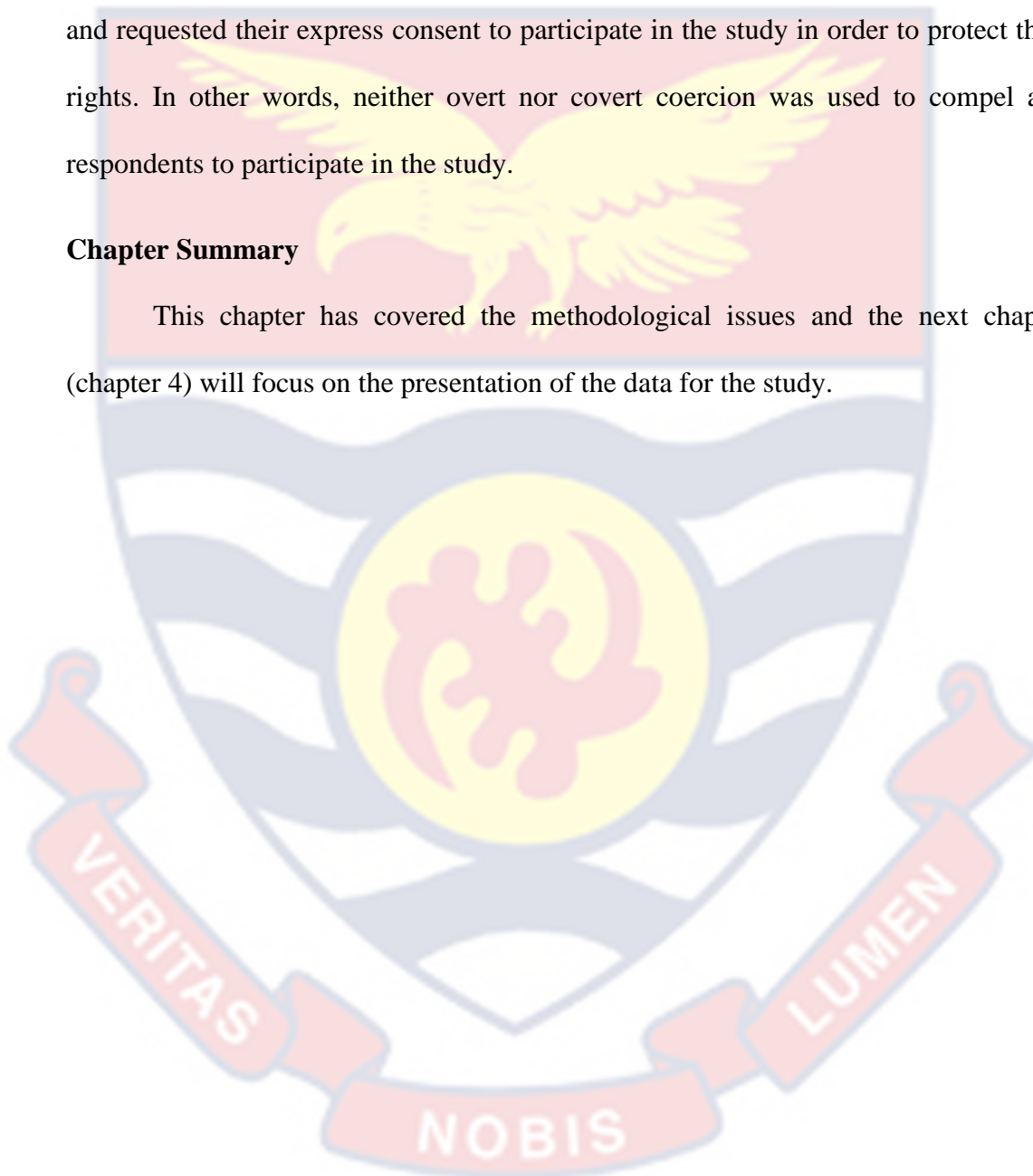
CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

Introduction

The study's history, existing literature on HR devolution, and the methods used for this study were all examined in the first three chapters, which put the study in its proper context. In accordance with the research objectives outlined in chapter one above, this chapter discusses the study's results. Pie charts, frequency tables, and other statistical techniques have been used to summarise the results of the JAMOVI.

Response Rate

Operational managers in five chosen PUCs—Christian Service University College, Ghana Baptist University College, Kessben University College, Christ Apostolic University College, and Garden City University College—were given access to a total of 100 questionnaires. As indicated in table 4.3 below, out of the 100 questionnaires distributed, 70, or 70%, were filled out and returned. As the minimal criteria is 50% or above, a response rate of 70% is statistically quite acceptable for analysis (Cash et al., 2022).

Table 4: Response Rate from the Selected PUCs

Abbreviation of the University	Questionnaires Issued (N)	Questionnaires Received (N)	Percentage (%)
CSUC	19	14	14
GBUC	21	15	15
KUC	20	13	13
CAUC	17	13	13
GCUC	23	15	15
TOTAL	100	70	70

Source: Author's Field Survey (2023)

Demographic Characteristics of Respondents

The characteristics of the respondents have been discussed under this section. The variables include gender, position held in the institutions, length of service and highest education.

Gender of Respondents

Table 5: Showing the Gender of Respondents

What is your gender?	Frequency (N)	Percent (%)
Male	48	68.5
Female	22	31.5
Toal	70	100

Source: Author's Field Survey (2023)

According to table 4.4, 68.5% of the respondents were men and 31.5 % were women. This suggests that men hold a little bit more line management jobs than women do. In general, distribution among operational managers appeared equitable between PUCs, showing that middle level management had a gender balance.

34
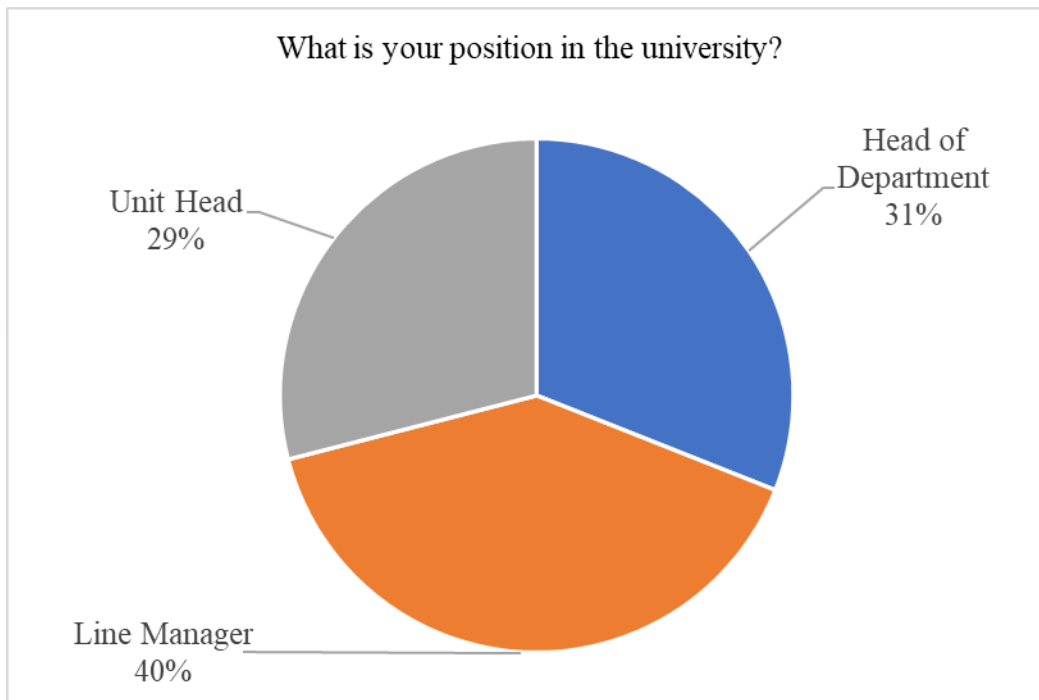
Figure 3 Job Title of Respondents

Source: Author's Field Survey (2023)

According to figure 4.3 above, 40% of the respondents reported as operational managers, 31% as academic Heads/Deans of departments, while 29% reported as Unit leaders. This study implies that the views of the various job categories in PUCs are fully covered.

Length of Service

In response to the question, *how long have you held the current position in this institution,* 53% of the respondents reported that they had worked for less than 5 years, 30.9% have worked for 5 to 10 years, and 9% of the respondents have worked in the institution for 11 to 15 years while 8% have worked for above 15 years as shown in figure 4.4. This finding implies that most of the operational managers are relatively new in their positions within the institutions.
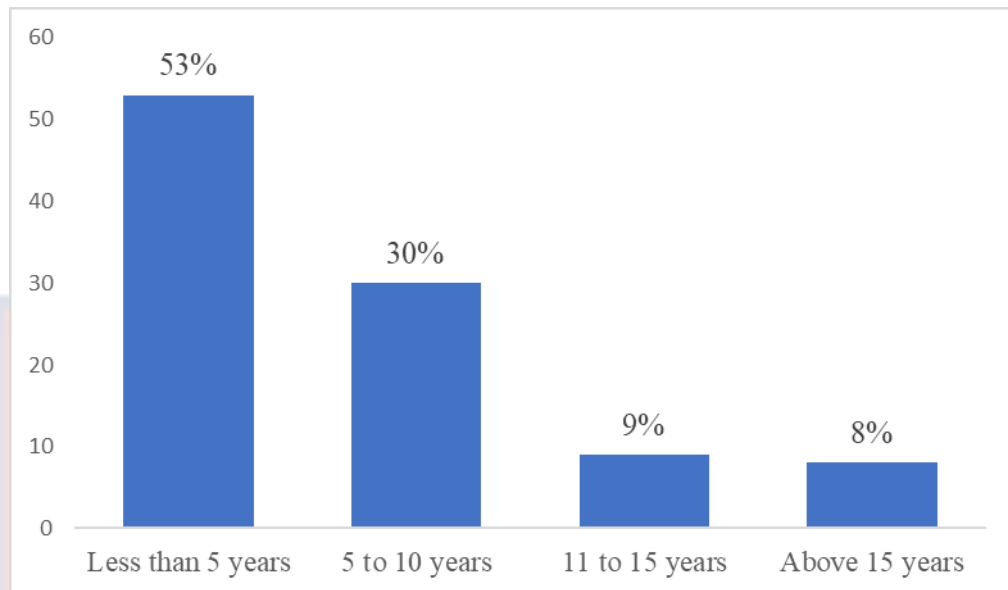
Figure 4 Length of Service at the Institution

Source: Author's Field Survey (2023)

Highest level of Education

Table 6: Showing the Highest Level of Education Attained by the Respondents

What is your highest level of education and training attained?	Frequency (N)	Percent (%)
Postgraduate degree	55	78.5
Undergraduate degree	10	14.2
Undergraduate & Professional Diploma	5	7.3
Diploma	0	0
Total	70	100

Source: Author's Field Survey (2023)

According to table 6 above, 78.5% reported that they had a postgraduate degree, 14.2% had undergraduate degree, 7.3% had undergraduate and professional diploma combined and no respondent reported diploma. The findings show that most of the operational managers have relevant academic qualifications required for middle level and senior management positions which is critical for this study.

36

Training in HR Functions and Mode of Training

Evidence of Training
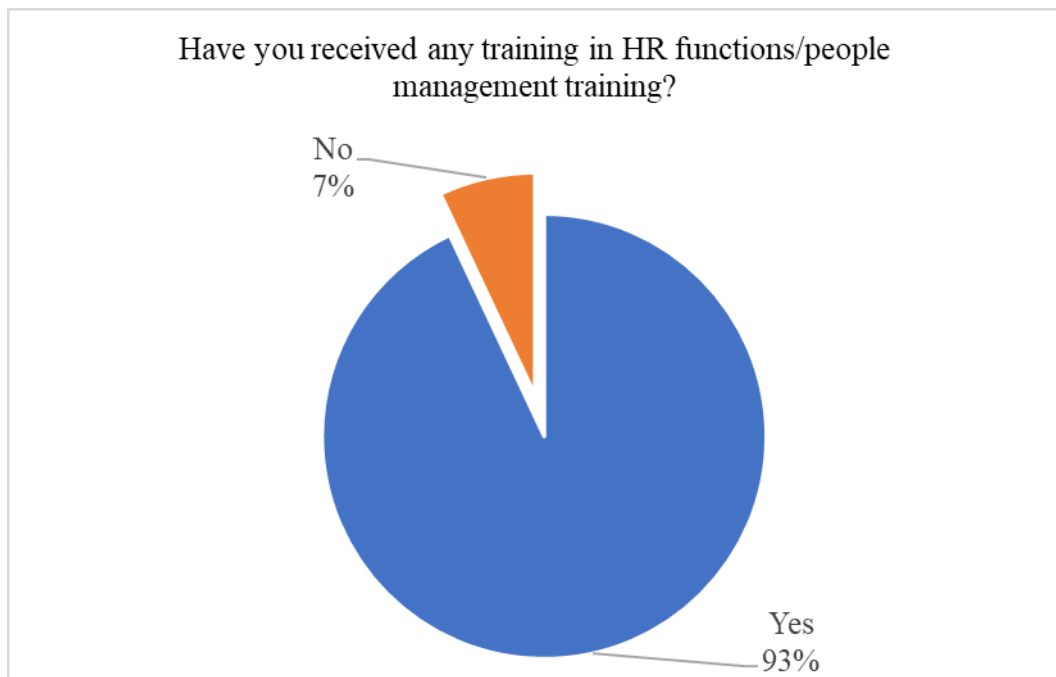
Figure 5: Showing whether Respondents have Received Training in HR

Source: Author's Field Survey (2023)

Two interrelated questions were posed the respondents. The first question sought to understand whether respondents had received any training on HR functions and/or people management. According to the data collected, 93% of the respondents indicated "yes" whereas 7% indicated "no" as presented in figure 4.5 above.

Mode of Training

The second query concerned the type of training that respondents who said they had either gotten training in HR functions or people management had claimed they had. The respondents provided three significant conclusions about the type of training: formal training (43%), seminars and workshops (38%), and on-the-job training (19%). This is in line with the results of Anwar and Abdullah (2021), who

37

contend that operational managers need to be recruited and trained with more care because there are now serious gaps in their HRM competencies.

Adequacy of Training Required for HR Activities

The study also discovered that 50% of respondents thought their training was appropriate for performing HR duties, 40% thought it wasn't adequate, and 10% weren't sure. The conclusion implies that even if many respondents have acquired necessary training, they have not gotten sufficient training to carry out HR functions effectively.

Awareness of Human Resource Policies and Procedures

Table 7 Showing the Level of Awareness of Existence of Human Resources Policies and Procedures

Are you aware of the HR policies and procedures manual in the institution?	Frequency (N)	Percentage (%)
Yes	60	85
No	10	15
Total	70	100

Source: Author's Field Survey (2023)

According to the findings in table 4.6 above, 60 (85%) of the respondents reported being aware of HR policies and procedures manual of the institution whilst 10 (15%) reported that they were not aware. The implication of this finding is that significant number of the respondents (85%) are familiar with the policies, procedures and practices governing the institutions. The findings again show that the respondents are aware of how operational managers use their leaderships to implement HR functions as per the policies and procedures already known to them.

Operational Managers Supervising other Employees

According to the data's findings, every respondent stated that they have subordinates who report to them, with staff sizes ranging from 2 to 10. This implies that the respondents, who in this study are regarded as operational managers, exert leadership authority at the line level, which is a sign of the devolutionary policy at the chosen institutions. Not every problem brought up to operational managers, though, may be an HR function.

Value for Employees in HR Devolution

A total of seven Likert type questions were given to the respondents to provide their opinion on the issue of value for employees in HR and have been summarised in table 8 below:

Table 8: Analysis of Likert Type Question on Respondents' Value for Employees in HR Devolution

Statement	Strongly agree (%)	Undecided (%)	Strongly disagree (%)	Total (%)
I have personal responsibility for my unit members.	81	0	19	100
I support the employee in my unit.	82	0	18	100
I place premium on HR activities in the achievement of business objective in my unit.	90	4	6	100
My employees value HR initiative of devolving HR responsibilities to the operational managers.	70	20	10	100
HR responsibilities are unnecessarily burden to me and should be left to the HR department to deal with employee issues.	75	10	15	100
Training and development of employees is an explicit part of the university growth for competitive advantage.	95	5	0	100

Source: Author's Field Survey (2023)

The purpose of the study was to learn how operational managers felt about their own accountability to the team. Table 4.7 above indicates that 81% of respondents agreed to strongly agree that they had personal responsibility for their unit or department members, whereas 19% objected to strongly disagree with the statement (line 1). This suggests that line supervisors are prepared to be accountable to the team members. But the 19% of the respondents who disagreed or strongly disagreed with the statement suggest that they had no personal need to care for their team members and might not voluntarily carry out HR duties.

On the issue of offering support to the employees in the unit/departments, 82% of the respondents agreed to strongly agreed that they offer support to their employees whereas 18% disagreed to strongly disagreed with the statement (line 2). The finding resonates with the first statement regarding whether the operational managers have personal responsibility for their unit/department members as there is corresponding almost equal percentages.

On the issue of whether the respondents value HR activities, 90% of the respondents agreed to strongly agreed with the statement (line 3); 4% were undecided on the statement and 6% disagreed to strongly disagreed with the statement. This implies that operational managers have HR related activities touching on the employees.

On the issue of whether the employees value the practice of HR devolving its functions to their operational managers, 70% of the respondents agreed to strongly agreed with the statement (line 4); 20% were undecided whereas 10% disagreed to strongly disagreed. This implies that the line manager's dissatisfaction as far as employer's initiative to devolve HR activities to operational managers is concerned.

40

On the issue of whether HR activities were an unnecessary burden to the operational managers hence should be given to the HR to handle, 75% of the respondents disagreed to strongly disagreed with the statement (line 5); 10% were undecided whereas 15% agreed to strongly agreed with the statement. The implication is that about three-quarters of the respondents did not find HR activities as unnecessary burden to them and they considered it as personal responsibility. On the issue of developing employees as integral part of the growth of the university, the respondents expressed their views. a total of 95% of the respondents agreed to strongly agreed with the statement (line 6) whereas 5% were undecided on the statement.

Operational Managers Self-Rating on Competencies Required for HR Role

On a scale of 1 to 5, the respondents were asked to rate six HR standard competency variables namely: 1) personal credibility and proactiveness; 2) operational executor; 3) business ally; 4) talent manager; 5) culture and change steward and 6) strategy architect. The findings are summarized in figure 6 below:
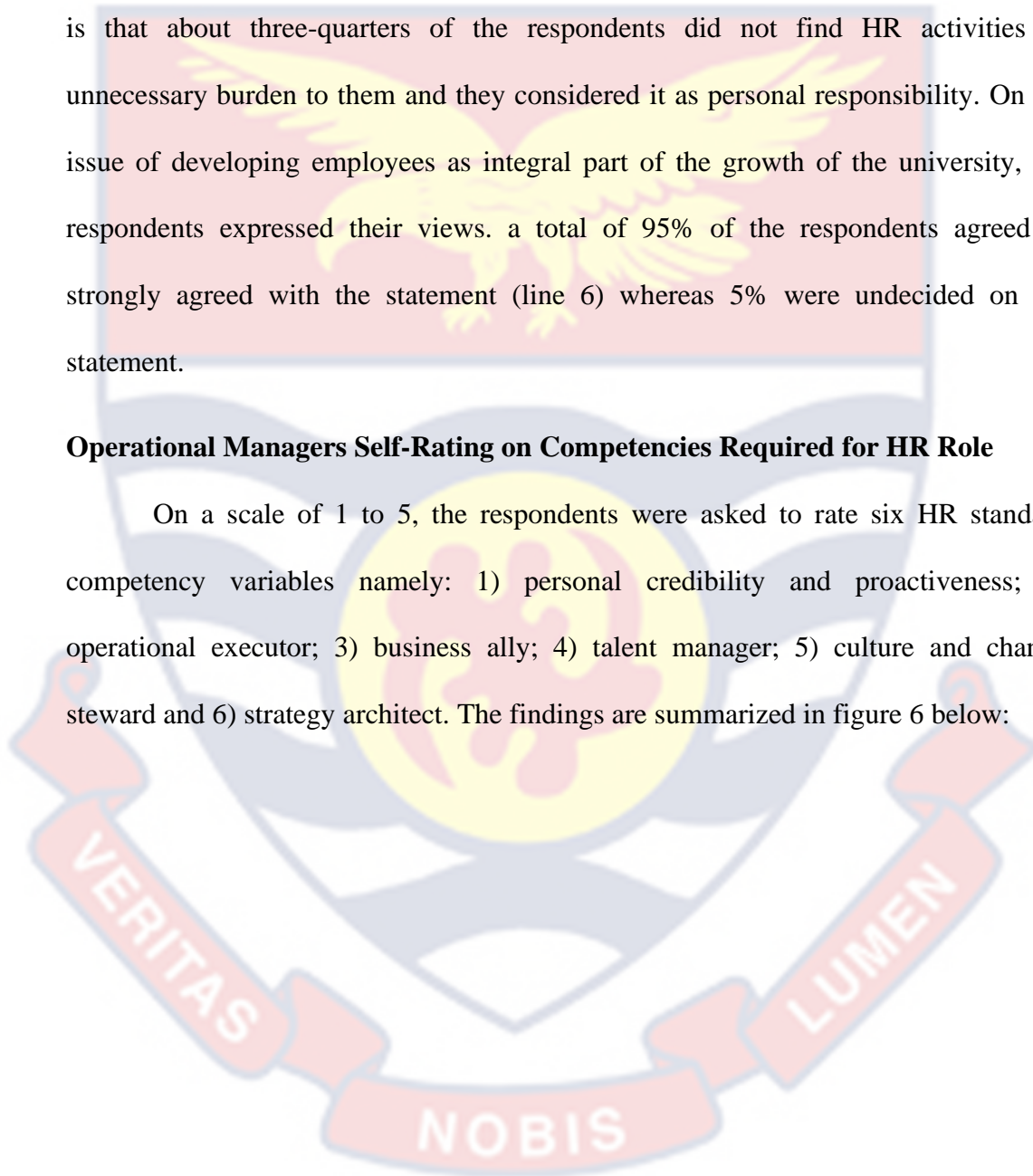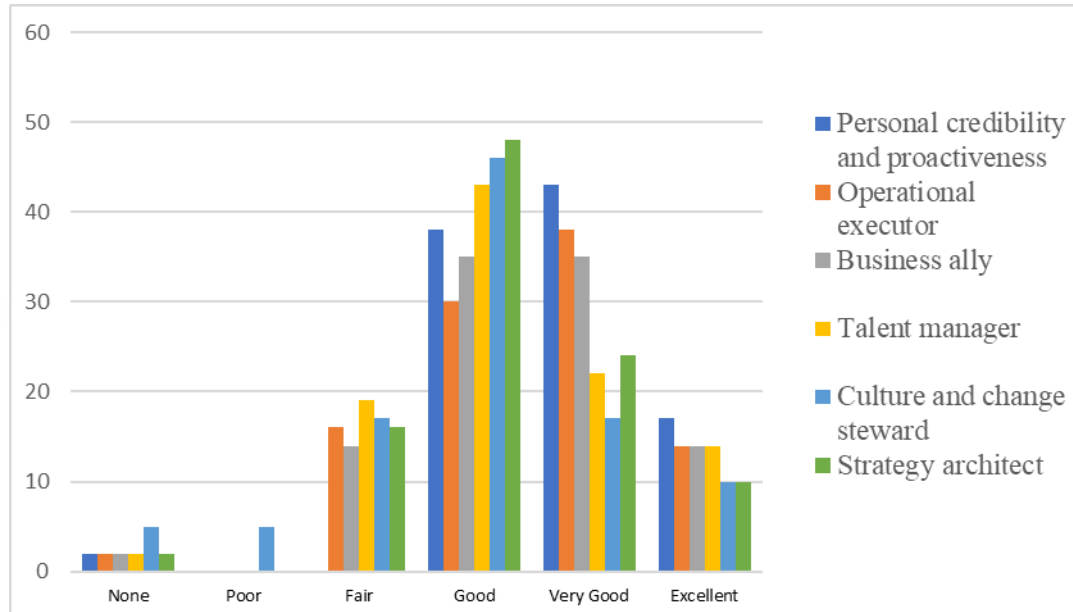
Figure 6: Showing the Respondents Ratings of six key HR Competence Variables

Source: Author's Field Survey (2023)

Figure 6 above shows a line graph combining all the areas of competencies assessed by the respondents. With regard to personal credibility and proactiveness, 16% of the respondents rated themselves excellent, 43% rated themselves as very good, 38% as good whereas 2% did not respond. The respondents' ability to administer day to day work of managing people revealed that 12% of the respondents were excellent, 38% were very good, 30% were good, and 16% rated themselves as fair whereas 2% did not respond. The respondents' ability to set goals and objectives and their responses to external opportunities and threats is shown in figure 4.6. According to the respondents, 12% rated themselves as excellent, 35% as very good, 35% as good, and 14% as fair while 2% did not respond.

The respondent's ability to manage the talents amongst the employees was rated as indicated in, 12% rated themselves as excellent, 22% very good, 43% good,19% fair and 2% did not respond. The rating in regard to culture and change

42

stewardship indicated 10% with excellent performance, 17% as very good, 48% good, 17% fair 5% poor and 5% non-respondent. Finally, the respondents' ability to recognize business trends (i.e., strategic architect) had an outcome of 10% of the respondents with excellent, 24% very good, 48% good, 17% fair and 2% did not respond. The findings imply that three quarters of the operational managers could possess the required competencies to perform HR role. In addition, a quarter of the respondents have fair or no competencies in HR activities.

Leadership Competencies Required by Operational Managers

This study sought to assess the leadership competences that the operational managers exercise while executing HR related functions as shown in leadership skills listed in table 9 below:

Table 9: Leadership Skill

Leadership skill	Respondents (N)	Percentage (%)
Communication	70	95.2
Team work	70	90.4
Creative problem solving	70	80.9
Interpersonal skills	70	85.7
Building relationships	70	85.7
Self-direction	70	71.4
Flexibility	70	76.1
Professionalism	70	76.1
Financial Management	70	59.5
Coaching and training	70	85.7
Visionary	70	83.3

Source: Author's Field Survey (2023)

From the response given, it was evident that the managers have acquired all the leadership skills listed averaging 80%. In an attempt to understand how the

43

operational managers use the listed acquired skills for effective performance in their jobs, the following responses were given:

As shown in table 9, 95.2% used communication skills when delegating work, chairing meetings, writing reports, and training, team building and planning in their departments. The respondents cited the use of teamwork skills for mobilization of staff when performing tasks, creating group cohesion, planning and implementing projects as well as corporate approach to department issues.

On the other hand, creative problem-solving skills are used in time of crisis, to solve conflict, and provide guidance on the job. Interpersonal skills were used while dealing with different staff, and for collaborative learning, all aimed at improving employer- employee relationship.

While the respondents employed self-direction for self-development, team spirit was fostered through the employment of relationship-building skills. To allow participation from the followers and for handling emergency situations, flexibility abilities were required. It was stated that professionalism was required to uphold quality and promote specialisation for high output. Many responses seemed to lack financial management expertise.

However, some stated that the skills are necessary for budgeting control as well as encouraging accountability and integrity. Coaching and training skills were cited as necessary for mentorship opportunities, employee development and staff induction. Finally, visionary skills were cited as being used for talent management and carrying out organization goals and objectives. It's worth noting that though respondents stated that they possess leadership skills, only 20% could confidently

state the right application of those skills thus implying that there could be a deficiency in leadership competencies among the operational managers in the selected PUCs.

Institutionalized Support to Operational Managers

The respondents asked to report on role of their institutions in supporting operational managers to perform HR functions in the context of devolution. A total of 65% of the respondents affirmed their institution's commitment to support devolution of human resource functions to the operational managers whereas 35% indicated no support, the results are shown in figure 7:
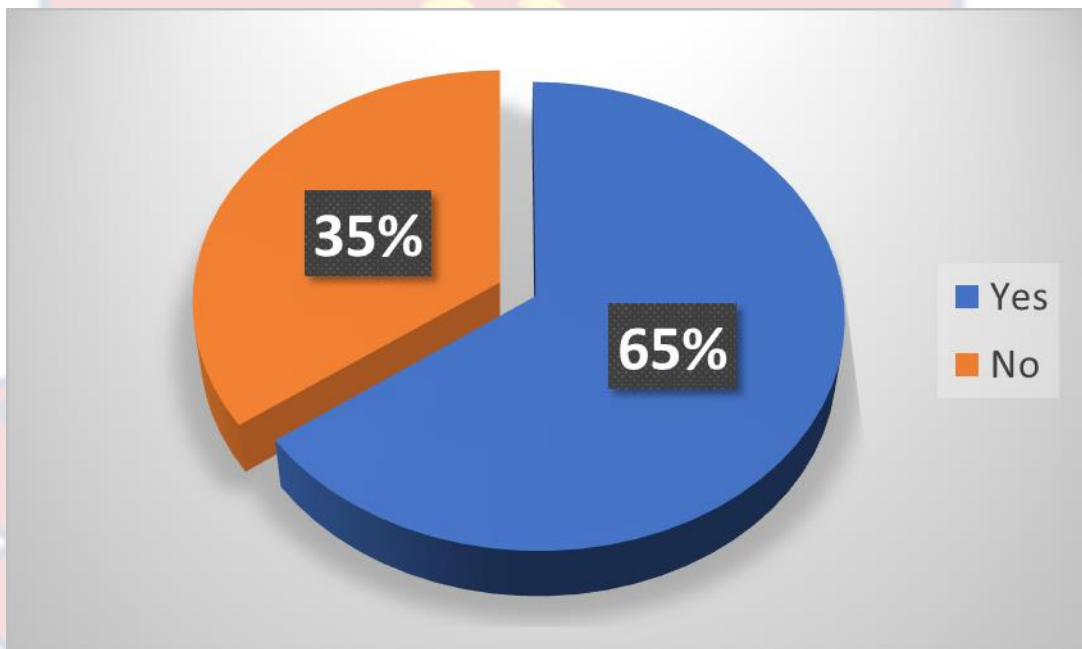
Figure 7: Showing whether the Institutions Support the Operational Managers in the Performance of Human Resource Functions

Source: Author's Field Survey (2023)

Benefits of Operational Manager's Integration in Human Resource Role

The study found that there are several benefits associated with operational managers' involvement in HR role as listed in column 4 of Appendix D. First, operational managers are closer to staff and thus they have greater influence the

45

results to team building in their department. Secondly, the study revealed that, operational managers can manage issues before they escalate as they know the exact needs of the employees they supervise and thus best placed to manage issues promptly consulting HR on policy issues.

Thirdly, operational managers take very short time to clear issues, thus promotes good working relationship between the departments which in turn increases productivity. Fourthly, the line manager learns more about the direction the institution is taking thus operational managers are able to give control in their area makes the staff understand the departmental and organizational needs. Lastly, it lessens the burden of HR as well as helping them with the right information required in policy making.

Barriers to the Operational Managers' Devolution

The respondents were asked to choose from Likert-type questions on their view of barriers to effective devolvement of HR functions. The findings were converted to 100 percent per literature guide on how to analyse Likert type questions and are summarized in table 10 below:

46

Table 10: Showing the Barriers to the Operational Managers' Involvement in Human Resource Function

Barriers	Strongly agree (%)	Undecided (%)	Strongly disagree (%)	Total (%)
Role Conflict	85	5	10	100
Heavy Workload	65	5	30	100
Limited HR competencies	63	5	32	100
Discomfort in coaching	40	8	52	100
Priority to short-term job pressures	75	5	20	100
Unwillingness to take up duties	50	0	50	100
Atmosphere of intimidation and suspicion	30	10	60	100
Human resource role responds insignificantly to the specialist nature of the discipline	33	7	60	100

Source: Author's Field Survey (2023)

The findings indicated that role conflict was considered to be a barrier to devolvement of HR functions to the operational managers as 85% of the respondents strongly agreed; 10% strongly disagreed and 5% undecided. Heavy workload was also reported as barrier to line manager's devolvement as 65% of the respondents strongly agreed; 30% strongly disagreed and 5% were undecided.

According to 63% of the respondents, limited HR competencies constitute barrier to line manager's involvement in HR function whereas significant 32% strongly disagreed and 5% were undecided. The findings also show that 52% of the respondents strongly disagreed with the claim that discomfort in coaching as HR function even though 40% strongly agreed and 8% undecided.

47

On the issue of whether priority to task pressures is a barrier to operational managers involvement in HR function, 75% of the respondents strongly agreed; 20% strongly disagreed and 5% were undecided.

The respondents were asked to express their opinion on whether they see "unwillingness to take up duties" as barrier to involving in HR function. A total of 50% of the respondents strongly agreed and interestingly, another 50% strongly disagreed.

The findings in table 4.9 above also showed that the climate of intimidation and suspicion driven by HR cannot be a barrier to involving in HR function as 60% of the respondents strongly disagreed with the statement; 30% strongly agreed and 10% were undecided. The last but not least statement on barrier that the respondents reacted to was whether the role of human resource demean the importance of HR. A total of 60% of the respondents strongly disagreed; 33% strongly agreed and 7% were undecided.

Discussion

HR Competencies Required for a line Manager in Successful Devolution of HR Functions

The study analysed five HR competencies that operational managers are required to exercise while performing HR functions. These included; personal credibility and proactiveness, ability to administer day to day work of managing people, ability to set goals and objectives and their response to external opportunities and threats, managing talents amongst employees, culture and change steward, ability to recognize business trends (strategic architect). The rating scale ranging from excellent, very good, good, fair and poor was used to enable the study measure the

degree of competence as perceived by the operational managers. In this case, the researcher combined the ratings of good, very good and excellent in attempt to produce the best outcome from the respondents to measure up with the expectations of the future employees. HR functions are sensitive, and institutions are dealing with employees who have high expectations on their employers (Hamadamin & Atan, 2019).

Combining the ratings of good, very good and excellent, the study found out that only 97% of the operational managers considered themselves to have personal credibility and proactiveness when dealing with employee issues and matters of the department. In the same combined rating, 80% affirmed their ability to administer day-to-day work of managing people within an organization. Another related variable the tested the competencies resulted in 82% of the operational managers affirming that they are able to set goals and objectives that respond to external opportunity and threats, understand both the business and external and industry factors that influence success. The operational managers ability to manage the talents amongst the employees was rated very, a cumulatively 87%. This finding refers to their ability to focus on competency requirements showing how individuals enter and move up/across and out of the organization. The fifth competence related to culture and change steward thus their ability to understand, respect and evolve the organization through improvements in HR systems and practices. A cumulative total of 75% of the operational managers rated themselves from good to excellent. The last variable that was measured under the competence objective was their ability to recognize business trends and their impact on business forecasting and obstacles to success. A cumulative total of 82% of the operational managers affirmed themselves in the positive.

49

These findings clearly show that operational managers in PUCs have insufficient competences to handle HR functions to the expectation of the employee. The researcher would be hesitant to conclude that operational managers possess all the required competencies because *"it is not just the knowledge, but the ability to use the knowledge"* (Ribeiro & Gomes, 2022). This would imply a more active role in applying that knowledge.

From the findings of the study, it can be deduced that HR competencies among the operational managers in PUCs are rather found wanting based on the analysis of HR competencies. By the nature of academic institutions and unlike other businesses, operational managers are expected to demonstrate excellent managerial and administrative skills to measure up with the managerial academic programmes taught in the institutions.

The technical expertise of operational managers to take responsibility for human resource functions arguably causes a major barrier to effective devolution. Scholars like Williamson, Colley and Foley (2020) have suggested that operational managers' skills and competence in HR practices may be limited and a lack of training in this area will undoubtedly affect a operational managers' overall effectiveness. Incapability and misunderstanding of HR practices on the part of operational managers will prevent the organization from developing a strong learning culture (Buil, Martinez & Matute, 2019). Along the same thinking, Bernarto et al. (2020) arguing that a lack of training may lead to inconsistencies in implementing organizational HR policies potentially exposing the organization to lawsuits and employment tribunals. These discussions are not out of sight as 93% of the operational managers reported that have received some form of HR training even though 50% found their training inadequate. The study therefore confirms that

operational managers in PUCs could be encouraging the individual or team to take responsibility for managing their own learning processes.

The Role of Leadership in Success Devolution of HR Functions to Operational Managers.

The study revealed that it is the line manager's job to exercise leadership skills while taking responsibility for certain activities as they are closer to the reality. Operational managers have endeavoured to treat everyone fairly and with dignity and respect (78.5%). In addition, operational managers create, develop and maintain good morale (71.4%). This supports Buil, Martinez and Matute (2019) who hold the view that "*...leadership is the moral and intellectual ability to visualize and work for what is better for the company and its employees...*" It can be deduced that operational managers in PUCs have a sense of equity and values employees which ultimately serves as the platform for the line manager to influence the decisions of the team. The study further found out that the operational managers exercise the ability to inspire others with a shared vision for success (60%). In addition, the study further recognizes the operational managers' ability to build successful working relationship (65%). This is most vital for the operational managers as leaders to create team spirit around him and near him, in realistic terms of mature and responsible employees.

In the view of the researcher, good leadership precedes devolvement. Operational managers need to influence people to work as a team for high performance. This was evident from the research as 95.2% of the respondents stated that they use communication skills when delegating work, chairing meetings, writing reports, training, team building and planning in their departments. The respondents cited the use of teamwork skills for mobilization of staff when performing tasks, creating group cohesion, planning and implementing projects as well as corporate

approach to department issues. Operational managers have therefore to build leadership character, since without maintaining integrity and trustworthiness, the capability to influence will disappear. On the other hand, the respondents said that they have creative problem-solving skills and use them in time of crisis, to solve conflict, and provide guidance in the job. Interpersonal skills were used while dealing with different staff, for collaborative learning all aimed at improving employer-employee relationship.

Building relationships skills were used to create team spirit while the respondents used self-direction for self-development. Flexibility skills were necessary to allow contribution on the followers and when handling emergency issues. Respondents cited professionalism as necessary to maintain quality and encourage specialization for high productivity. Financial management skills appeared unfamiliar to many respondents, however, some stated that necessary for budgeting control as well as encouraging accountability and integrity. Coaching and training skills were cited as necessary for mentorship opportunities, employee development and staff induction. Finally visionary skills were cited as being used for talent management and carrying out organization goals and objective.

In researcher's view, there could be a deficiency in leadership competencies among the operational managers in PUCs. This is based on the fact that operational managers seem to have taken leadership as a position and not an action. The impact of the line manager in employee development only featured in the area of coaching and mentorship. Moreover, from the study, line manager did not come out clearly in strategy formulation especially on matter touching on employee. In addition, communication process appeared to be one way, that is, from the line manager to employees while giving instructions and chairing meetings. Finally, the operational

managers' personal proficiency in devolving HR functions was silent among all the respondents. In researchers view, the operational managers need to exercise autonomy and practice clear thinking and not bound by the policies.

Factors that Impact Success of Integration of Operational Managers in Implementation of Human Resource Functions

The study discovered that the operational managers are aware of human resource policies as supported by 85% of the respondents. This finding shows that the respondents were informed of the policies, procedures and practices governing the institutions. This statement supports literature according to Alzahrani (2020) who states that the deans and departmental heads of educational institutions are quite familiar with policies governing recruitment, training, promotion and discipline. Operational managers' awareness of HR policies could be associated with the nature of academic institution since their core business is to transmit knowledge, operational managers are expected to fall suit. Operational managers need HR policies to guide then on HR procedures and practices. Therefore, such awareness would greatly contribute to success of devolvement.

From the analysis in this study, it's evident that PUCs support devolvement of HR activities to the operational managers. Figure 4.5 shows that 65% of the respondents affirmed their institutions commitment to devolvement of HR activities to the operational managers. These findings agree with the literature as described by Blayney, Cornier-McBurnie and Young (2019) indicate five "overlapping reasons" why operational managers involvement in HRM has come to the fore in recent years: the development of cost-centre or profit-centre based approaches; a need for a comprehensive approach to people management; the growing influence of the service industries with decisions having to be made in front of the customer; that decisions

are increasingly made in real time; and changes in philosophy and organizational structure an alternative to outsourcing the HR function. On the other hand, discussion with the HRMs in universities under study revealed that, devolution of HR role has not been institutionalized into organization policies. This support of devolvement could therefore be challenged by literature according to Williamson, Coley and Foley (2020) who argue that if organizations are committed to having operational managers involved in HR practices, this role should be formally institutionalized and reinforced through the organizations' policies. Indeed, 75% of the operational managers indicated that HR activities are not a burden to them. This shows commitment on the side of operational managers, an aspect that institutions and HRD should take an advantage of and create awareness on emerging HR issues as well as provide the key connection between HRM and business strategy. The study also found the influence of operational managers as key persons in identifying training needs, undertaking direct training, coaching and mentorship activities as evident in table 4.6, thus confirming that devolvement of HR role has an implication on the development of employee careers.

The success of devolving HR work to operational managers has not been without implications on their careers. The study established that at HR devolvement has led to operational managers acquiring middle management functions and becoming "mini-general managers" accompanied by the loss of supervisory functions downwards to work teams. This signifies growth in managerial skills which is a key factor in succession planning. From the foregone discussion, it can be concluded that to gain operational managers' commitment to people management requires support from strong organizational values that emphasize the fundamentals of people management and leadership.

Factors that Hinder Devolution of Human Resource Functions to Operational Managers.

Despite the established benefits of operational managers participating in HR initiatives, the study identified a number of concerns regarding greater devolvement of HR functions to the operational managers. It was revealed that role conflict is the highest barrier to devolvement of HR functions to the operational managers with a combination of 85% of respondents strongly agreeing as indicated in table 4.7. This implies that there could be conflict of interest between the line manager's profession and the additional responsibility of managing employees. Some cited the fact that they would rather give priority to their core business that is the basis for their performance evaluation.

The study further revealed that priority to short-term job pressures among the operational managers was barrier to devolvement with a 75% of the respondents strongly agreeing. This is in agreement with the literature by Yu and Wei (2023) where short-term work pressures, work overload and lack of specialist expertise have been identified as inhibiting line manager HR involvement. Therefore, where operational managers are under pressure to meet their deadlines, management of the most vital asset, the employee in likely to be compromised.

The study also found out that limited HR competencies constitutes a barrier to devolvement of HR functions to the operational managers where 63% of the respondents in agreed to the statement. As earlier discussed, the experience and ability of operational managers to take responsibility for HR issues may present a major barrier to devolvement. This is in support to Tyskbo (2020) who suggests that operational managers' skills and competence in HR practices may be limited and a lack of training in this area will undoubtedly affect operational managers' overall

55

effectiveness. Indeed, incapability and misunderstanding of HR practices on the part of operational managers will prevent the organization from developing a strong learning culture (Azeem, Ahmed, Haider & Sajjad, 2021). On the other hand, lack of training may lead to inconsistencies in implementing organizational HR policies potentially exposing the organization to employment legal disputes.

The study further identified heavy workload (65%) as barriers as revealed in both agree and strongly agree respondents. In the researcher view, excess workload leads to feelings of incompetence among operational managers and a reluctant to take responsibility for devolved human resource activities.

Chapter Summary

This chapter has presented the findings of the study per the objectives of the study and obtained through analysis of the open ended and close ended questionnaires. The next chapter will discuss the main findings of the study per the study objectives, provide a general conclusion.

56
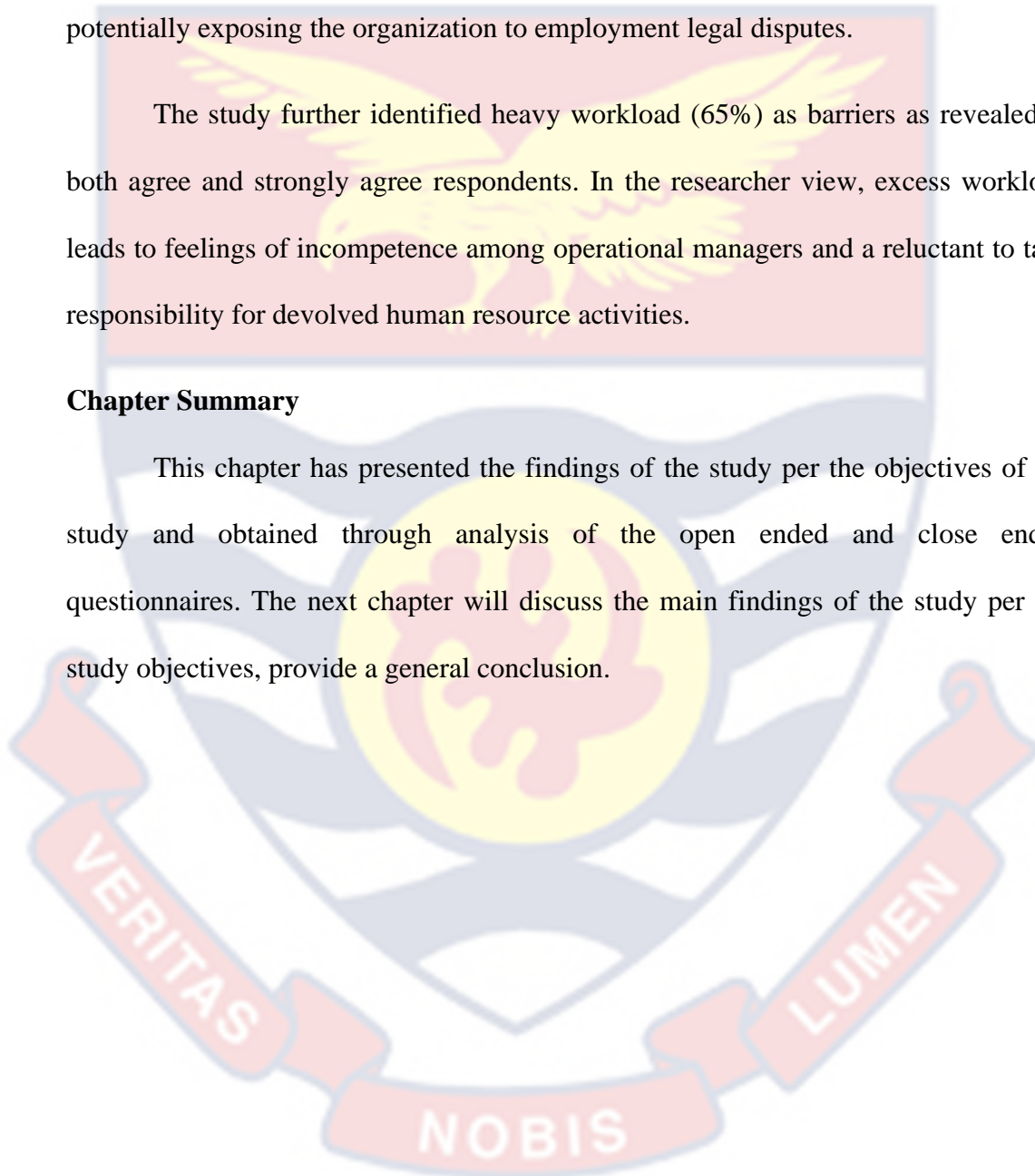
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of Key findings

This study examined the role of leadership in the devolution of human resource functions to operational managers in selected PUCs in Ashanti Region of Ghana. To achieve this purpose, the study was purposed around the following objectives:

1. To identify HR competencies required for a line manager in successful devolution of HR functions in PUCs in Ashanti Region.

2. To find out the role of leadership in success devolution of HR functions to operational managers.

3. To identify factors that impact success of integration of operational managers in implementation of HR functions.

4. To identify factors that hinder devolution of HR functions to the operational managers.

In view of this, the key findings of the study have been summaries per the objectives as follows:

Objective 1: To Identify HR Competencies Required for a Line Manager in Successful Devolution of HR Functions

The study found that:

1. 97% of the operational managers considered themselves to have personal credibility and proactiveness when dealing with employee issues and matters of the department.

2. 80% affirmed their ability to administer day-to-day work of managing people within an organization.

3. 82% of the operational managers affirmed that they are able to set goals and objectives that respond to external opportunity and threats, understand both the business and external and industry factors that influence success.

4. 87% of the operational managers were able to manage the talents amongst the employees.

5. 75% of the operational managers rated themselves from good to excellent.

6. 82% of the operational managers affirmed that they were able to recognize business trends and their impact on business forecasting and obstacles to success.

Objective 2: To Find out the Role of Leadership in Success Devolution of HR Functions to Operational Managers.

The study found that,

1. 78.5% of the operational managers exercise leadership skills while taking responsibility for certain activities as they are closer to the reality. Operational managers have endeavoured to treat everyone fairly and with dignity and respect (78.5%).

2. 71.4% of the operational managers create, develop and maintain good morale.

3. 60% of the operational managers exercise the ability to inspire others with a shared vision for success.

4. 65% of the operational managers are able to build successful working relationships.

58

5. 95.2% of the operational managers use communication skills when delegating work, chairing meetings, writing reports, training, team building and planning in their departments.

Objective 3: To Identify Factors that Impact Success of Integration of Operational Managers in Implementation of HR Functions.

To identify the factors that impact success of integration of operational managers in devolution, the study found that,

1. 85% of the operational managers are aware of HR policies, procedures and practices governing the institutions.

2. 65% of the operational managers affirm their institutions' commitment to devolvement of HR activities to the operational managers.

3. 75% of the operational managers do not see HR activities are not a burden to them.

4. proper leadership in moving HR responsibilities closer to employees through devolvement to operational managers may lead to speedier resolution of conflicts and greater levels of employee retention.

Objective 4: To Identify Factors that Hinder Devolution of HR Functions to the Operational Managers.

To identify actors that hinder devolution of HR functions to the operational managers, the study found that,

1. It was revealed that role conflict is the highest barrier to devolvement of HR functions to the operational managers with a combination of 85% of respondents strongly agreeing.

2. 75% of the operational managers gave priority to short-term job pressures among the operational managers as barrier to devolution process.

3. The study also found out that limited HR competencies constitutes a barrier to devolvement of HR functions to the operational managers (63%)

4. 65% of the operational managers see heavy workload as a barrier to devolution.

Conclusion

As stated in this research, the study found that strong organisational values that place an emphasis on the foundations of people management and leadership are necessary to win operational managers' commitment to people management. A substantial shift of management development in organisations may be seen in the increased management involvement in HR Devolution. To ensure that operational managers and HR Devolution experts are capable of performing their new tasks, significant investments in capacity development of the operational managers and HR Devolution specialists as well as other stakeholders are required before traditional HR Devolution development mechanisms and roles are replaced. Operational managers are expected to exercise control by establishing objectives, upholding order, and assessing performance.

Recommendations

Having undertaken the research and analysed the data on the role of leadership in devolvement of HR activities to the operational managers in PUCs, this study makes the following recommendations:

1. There is need for high-quality people management training programmes for operational managers to ensure that they feel confident in discharging their

new HR responsibilities. This recommendation is in line with the findings of Blayney et. al. (2019) who maintain that greater attention needs to focus on the recruitment and training of operational managers as currently; there are significant shortcomings in HRM competencies amongst operational managers.

2. There is the need to institutionalize the process of devolvement of HR activities in order to ensure continuous support from the institutional management. Such could be done by introducing policies and guidelines that promote involvement of operational managers in HR related activities.

3. To facilitate devolvement of HR activities, PUCs are encouraged to dismantle centralized control of HR to withdraw the present image of HR as a neutral "referee". However, while making operational managers more responsible for HR may bring about a speedier resolution to workplace conflicts, clear structures need to be implemented to allow operational managers seek guidance and advice, but also allow employees to repeal decisions made. In this regard, HRD will need to proactively engage with operational managers and bring about partnership HR approaches to managing employees.

4. To ensure consistency of the operational managers in dealing with employee's issues, operational managers they should be periodically screened with respect to their performance and their learning needs, both in the area of their specialty and in the area of HR development. Thus, it is important to increase their skills and knowledge in HRD and therefore it is necessary to consider incorporating HRD skills training in all training packages for managers.

Capacities of HRD specialists to provide advice and consultancy services to the line should be also developed.

5. Operational managers should be given more ownership of HRD strategies by allowing them more involvement indecision making at the policy formulation level and developing a more strategic partnership between HRD specialists and senior managers. In this way, they would develop a better understanding of the broader perspective.

Future Research

This study looked at the role of leadership in devolvement of HR activities from the line manager's point of view. One of the objectives was to identify leadership competencies among the operational managers that contribute to effective devolvement. This study concentrated on the leadership and HR competences for the operational managers to effectively carry out HR activities. Further research should be carried out to access the leadership capabilities for the HR specialists to properly devolve HR functions to the operational managers.

62

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APPENDIX

QUESTIONNAIRE

Dear respondent,

My name is Florence Achia Pokumensah, a final year student of Christian Service University College pursuing Master of Science in Corporate Planning and Governance. I am pursuing a study titled: ***DEVOLUTION OF HUMAN RESOURCE MANAGEMENT FUNCTIONS TO OPERATIONAL MANAGERS: A FOCUS ON CHALLENGES AND LESSONS FOR PUCS IN GHANA, as*** part of the requirements for the award of the degree.

This study will examine the role of leadership in the devolution of typical human resource functions to operational managers in selected PUCs in Ghana. In view of this, I kindly ask you to respond to the attached questions to facilitate the research.

I wish to assure you that all your responses will be treated confidentially and the questionnaires will be destroyed immediately the data is analysed, presented and accepted for assessment by the Graduate Research Board.

You may contact me on 02444424247 or fpokumensah@csuc.edu.gh.

Thank you.

SECTION A: BACKGROUND INFORMATION
1. Please indicate your gender   Male [ ]   Female [ ]
2. What is your position in the university?
   HOD [ ] Unit Head [ ] Team leader [ ] Dean of Faculty / School [ ]
3. How long have you held the current position in this institution?
   Less than 5 years [ ] 5-10 years [ ] 11 –15 years [ ] Above 15 years [ ]
4. Please tick the highest level of education and training attained?
   Diploma [ ] Undergraduate degree [ ] Postgraduate degree [ ] Any other _____
5. Have you had any training in HR functions / people management training?
   Yes [ ]   No [ ]   Not sure [ ]
6. If yes, please tick the mode of training:
   Formal training [ ] On the job [ ] Seminars/workshops [ ] Any other (please specify)_____

SECTION B
7. Please list any HR related training that you have attended
   i.   _____
   ii.   _____
   iii. _____
   iv.   _____
   v.   _____
8. Would you regard the training acquired above as adequate for you to effectively carry out HR activities? Yes [ ]   No [ ]   Not applicable [ ]
9. If no, please indicate the measures you would recommend the institution/ Human Resource Department to take to facilitate your work

   _____
   _____

10. Are you aware of the HR policies and procedure manual in the institution?

      Yes [   ]   No [   ]   No written policies available [   ]

11. Do you have any employee reporting to you directly?

      Yes [   ]   No [   ]

12. If yes, please tick the following statements that describe your view on the value for employees in HR aspects. *Key: Strongly Disagree (SD)-1; Disagree (D)-2; Undecided (U)-3; Agree(A)-4; Strongly Agree (SA) - 5*

S/N	Statement	SD 1	D 2	U 3	A 4	SA 5
	I have personal responsibility for my unit members					
ii	I support the employee in my unit.					
iii	I value HR activities in the achievement of business objective in my unit.					
iv	My employee value HR initiative of devolving HR responsibilities to the operational managers.					
	HR responsibilities are unnecessarily burden to me and should be left to the HR department to deal with employee issues.					
vi	Training and development of employees is an explicit part of the university growth for competitive advantage					
vii	There is a strategic approach to training and development in my department.					

13. On a scale of 1-5, how do you rate yourself in the following competencies required for HR role played by operational managers? *Key: 1 = Poor; 2 = Fair; 3 = Good; 4 = Very Good; 5 = Excellent*

S/N	HR competencies	1	2	3	4	5
	Personal credibility and proactive – (respected, admired, being listened to, offers a point of view, takes a position, challenges assumptions)					
ii	Operational executor - (Effectively and efficiently administer the day-to-day work of managing people inside an organization)					
iii	Business Ally- (Setting goals and objectives that respond to external opportunity and threats, understand both the business and external and industry factors that influence success)					
iv	Talent Manager- (focus on competency requirements showing how individual enter& moves up/ across and out of organization; effective developers of both individual employees and the teams and organizations they support.)					
	Culture and change steward: (Understand, respect and evolve the organization through improvements in HR systems and practices)					
vi	Strategy architect- (recognizes business trends and their impact on business forecasting and obstacles to success)					

14. In your view, which of the following leadership competencies do operational managers require whilst carrying out HR activities? Kindly state on what occasion or activity that requires the leadership competence you have identified.
    - i. Communication   [   ] _____
    - ii. Teamwork   [   ] _____
    - iii. Creative problem solving [   ] _____
    - iv. Interpersonal skills   [   ] _____
    - v. Building and managing relationships [   ] _____
    - vi. Self-direction   [   ] _____
    - vii. Flexibility   [   ] _____
    - viii. Professionalism   [   ] _____
    - ix. Financial management   [   ] _____
    - x. Coaching and training   [   ] _____
    - xi. Visionary   [   ] _____

15. On a scale of 1-3, please indicate the extent to which you exercise leadership to enhance your involvement in HR functions? Please tick what is applicable to you.
    Key; 1 being the lowest and 3 being the highest

S/N	STATEMENT	1	2	3
	Inspires others in the department with a shared vision for success			
ii	Translates strategy into meaningful goals			
iii	Initiates and creatively shapes the direction for others, ensuring collaboration with appropriate stakeholders, internally and external			
iv	Builds successful working relationships across the University			
	Leads by example in treating everyone fairly and with dignity and respect			
vi	Creates, develops and maintains good team morale, inclusive culture which values and develops the diversity of teams			
vii	Seeks and utilises feedback for self-development from all levels			
viii	Drives forward the improvement in performance and expertise needed in own area in the department			
ix	Promotes opportunities for self and others to broaden their business experience			
	Links the value of effective team work to university success			

16. Please state whether you agree or disagree with the following statements that describe your role in staff training and development?
    Key: Strongly Agree (SA)-4; Agree (A)-3; Neutral (N)-2; Strongly disagree (SA)-1

S/N	STATEMENT	SD-1	N-2	A-3	SA – 4
	Identification of training needs				
ii	Involved in the coaching & counselling				
iii	Fully aware of training & development policy				
iv	At times have disagreement with HR department on area of authority to train				
	Support career development activities of my team				

17. In your view, who is responsible for staff training and development activities? Please tick **(√)** where appropriate.

S/N	Training and Development	HRM	Training Consultant	Line Manager
	Identifying training needs			
ii	Translation of training policy into plans			
iii	Selection of training method to be used			
iv	Deciding who in the organization is to be trained			
	Undertaking direct training			
vi	Evaluation of training and development activities			
vii	Succession planning			
viii	Coaching and mentorship			

18. Who has the PRIMARY RESPONSIBILITY in decision making that regard the following areas? Please tick **(√)** where appropriate.

S/N	Primary Responsibility	Management	HR in liaison with Management	Line manager in liaison with HR	Solely line manager
	Goal setting for employees				
ii	Recruitment and selection				
iii	Pay and benefit				
iv	Industrial relations				
	Staff motivation				
vi	Performance appraisal				
vii	Health and safety				
viii	Workforce expansion and reduction				
ix	Discipline and work ethics				
	Absenteeism				
xi	Leave roster				
xii	Promotion				
xiii	Job enrichment				

19. Does your institution encourage/ support line manager's involvement in HR functions?

Yes [ ]   No [ ]   Not aware [   ]

20. If yes, what are the benefits of line manager's involvement in HR functions

_____
_____
_____

71

21. The following have been major barriers to line manager's involvement in HR role. Please tick what is applicable:

Key: **Strongly Disagree (SD) -1; Disagree (D)-2; Agree (A)- 3; Strongly Agree (SA) – 4**

S/N	Barriers	SD	D	A	SA
	Role conflict				
ii	Heavy workload				
iii	Limited HR Competencies				
iv	Discomfort in coaching				
	Priority to short-term job pressures				
vi	Unwillingness to take up duties				
vii	Climate of fear and mistrust driven by HR				
viii	Conception that devolvement of HR role devalues the importance of HR and takes insufficient account of the specialist nature of the discipline				

22. Please suggest other barriers that hinder devolvement of HR functions to the line manager.

_____

_____

23. In your view, what can the institution do to improve the quality of operational managers as people managers?

(a)_____

(b)_____

Thank you for your cooperation!