

**UNIVERSITY OF CAPE COAST**

**EMPLOYEE TRAINING AND DEVELOPMENT PROGRAMME AT  
THE COCA-COLA BOTTLING COMPANY OF GHANA  
KUMASI**

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UNIVERSITY OF CAPE COAST

EMPLOYEE TRAINING AND DEVELOPMENT PROGRAMME AT  
THE COCA-COLA BOTTLING COMPANY OF GHANA  
KUMASI

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: .....

### **Supervisors' Declaration**

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

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

Name: .....

Co-Supervisor's Signature: ..... Date: .....

Name: .....

## **ABSTRACT**

The purpose of this study was to describe the nature of the employee training and development programmes that exist at the Coca-Cola Bottling Company of Ghana (Kumasi). It also ascertained the modes of conducting employee training programmes and identified the challenges of planning and implementation of the training programme in the company.

Descriptive survey method was used for the study. Census was the sampling method used on a population size of 230 employees of the company who were given questionnaire to respond to provide data for the study.

The findings indicated that, over 45 percent of the management were due for retirement at 60 years, whereas, close to 75% of the non-management staff were below 45 of age. It was found that the training and development programme of the company was industrial based to suit job requirements of the company rather than relying on external institutional based programmes for individual professional development.

It was concluded that, despite the attention given to staff development at the company, the definition of the company's employee training and development programme is not comprehensive enough to embrace all the characteristics and the two dimensions of staff development programmes which involves Corporate and individual needs. This implies that the mission and primary objectives of profit making organisation and human service organisation are not the same.

The researcher recommended that, the need to develop a more comprehensive needs assessment and content seem to be necessary and could be achieved; if individuals are encouraged to make inputs to the needs assessment. The needs assessment and the content could be broadened to embrace both company and personal needs of the employees. It was also recommended that, there is the need to train some of the youth to assume management positions as a majority of the current management would be retiring in five years time.

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## **DEDICATION**

I dedicate this work to the memories of my grand-uncle,

Mr. E. S. Osei and my mother, Ms. Faustina Baffo

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## **CHAPTER ONE**

### **Introduction**

The survival of any organisation depends, to great extent, on the amount of the requisite human resources that it possesses. Several scholars have argued that the human resources of companies are the potential source of sustainability as well as providing competitive edge for organisations (Becker and Gerhart, 1996; Ferris et al, 1999). Pfeffer (1998) observes that a vibrant human resource system helps to create a workforce whose contributions are valuable and unique, and such workforce becomes difficult for competitors to imitate. Personnel training and development at the workplace is a vital ingredient in making sure that both the employee and the employer stay in business in the midst of modern trends of intense competition among organisations and nations.

Increasingly, organisations are competing for the best professionals available (Porter, 2001). Globalisation, coupled with advantages that some companies in developed nations enjoy over developing nations, call for a shift in the mode in which disadvantaged organisations and nations conduct their businesses. According to Raymond (2005), training is not a luxury. It is a necessity if companies are to participate in the global and electronic marketplace.

Raymond further identifies the forces driving employee training to include technology, globalisation; and attracting and retaining talented skilled professionals. The call for employee training is not only characterised by the factors identified above. Equally important factors are marketing and advertisement; changes in consumer behaviour; and sources of raw materials. The rapidly changing occupational requirements call for changes in the structure of all forms of education (Barlow, 1965). The content and structure of modern education should be directed to suit the demands of employers. This calls for a review of the curricula of education to suit the conditions of the job market.

Most organisations have decided to invest in the development of their human resources by striving either to retain or train them. According to Accenture (2001), 68 percent of global business leaders believe that retaining talent is more important than acquiring 'new blood'. Some organisations, on the other hand, strive to be 'employer of choice' (EOC) by creating a positive environment and offering challenging assignment that foster continuing personal growth. An 'employer of choice' organisation is one that outperforms its competitors in attraction, development and retention of people with the required business aptitude. The employer of choice often develops the workforce through innovative and compelling human resource programmes that appeal to employees (Clarke 2001; Dessler 1999). Accenture (2001) further observed that 80 percent of global business leaders believe that 'people issue' is more important today than ever. Society has now become knowledge based such that, human capital is considered a key resource and indispensable to the survival of business.

The emergence of technology, in addition to sound educational policies that make room for TVET-industrial linkages, have led to improved human resources development and increased productivity of companies. The organisations that make use of technology and highly developed human resource personnel have comparative advantages in their area of operation and have increased their production and turn over.

The economic environment of the global market is too volatile. The formation of free trading blocs, such as the European Union and the North American Free Trade Accord, has created unfair trade between the developed and the developing nations. Again, the accelerated trends of moving production to less developed countries, with a highly skilled labour force that is willing to work more hours for less remuneration, constitute major challenges to national economies worldwide (Chinien, 2003). According to Koonce (2001), organisations in developing nations are faced with the problem of how to prepare themselves to meet the challenges of the day. There is therefore the need to train more people to provide the required human resource base for the emerging industries in the developing nations. One such organisation is the Coca-Cola Bottling Company of Ghana (Kumasi).

### **Background to the Study**

Kumasi Metropolis is strategically located in the central part of Ghana and it serves as the transit point between the southern and the northern parts of Ghana. Again, it is the second largest and populous city after the capital, Accra.

Kumasi is the capital city of Ashanti region and it is the seat of the throne of the Asante Kingdom. The geographical location and the commercial activities in the city attract a lot of people for the purpose of trading and business. Kumasi Metropolis, therefore, has become a tourist as well as a commercial centre in Ghana and the West African sub-region. Kumasi Metropolis, being the second largest city in Ghana, has many big, medium and small scale industries and businesses.

There are a number of corporate distilleries, breweries and bottling companies in the metropolis. The three major companies in the beverage industries are the Ghana Guinness Brewery Limited, (brewers of Star Larger beer; Guinness stout and Malta Guinness), the Coca-Cola Bottling Company of Ghana (Kumasi) (bottlers of Coca-Cola, Sprite, Fanta, Burn minerals and Bonaqua Mineral water) and Paramount Distilleries Limited. (distillers of Totapack Gin, Totapack Paradio, and Paramount Aromatic shnarps). There are other companies in the beverage industry but, these tend to be small companies in nature and are mainly involved in the production of Ghanaian local drinks such as akpeteshie, pito and palm wine.

The Coca-Cola Bottling Company of Ghana (Kumasi) has its parent plant at Accra. The company was formally known as the Ghana National Trading Company Bottling Department Unit, it was divested in 1982. It is sited at Ahensan industrial area, a suburb of Kumasi. The company serves the northern sector of Ghana, covering the Ashanti, Brong Ahafo, Northern, Upper East and Upper West regions of Ghana. It has depots or satellite units at Obuasi, Sunyani and Tamale.

These satellite units serve as whole sale points for retailers within the catchment area in which the satellite unit is situated.

### **Statement of the Problem**

According to Konoye (2001), the convergence of training and technology is having a revolutionary impact on both the nature of training and the skills that trainees will need to do their job in the next century. In spite of this assertion, much writing on human resource development and training in Ghana is on institution-based education and training with little attention to industry-based education and training. Thus, from the literature search, it seems not much research work has been done on the work place employee training and development in the industries.

Notwithstanding, the problem of concern is the nature of employee training in industry, covering both on-site and off-site training in the bottling industry. Therefore, the structure, content and delivery of the training programme are issues of concern. For instance, there seems to be a conflict between acquisition of academic theory and technical skills on one hand; and on the other hand, providing training in job specific skills and work ethics.

It is in the light of this conflict in training objective that this study seeks to find out the nature and characteristics of the employee training programmes that are being used by the Coca-Cola Bottling Company of Ghana (Kumasi) and to assess the effects on the employee's performance and the productivity of the company.

## **Purpose of the Study**

The purpose of the study was to examine the characteristics of the training programmes used by the Coca-Cola Bottling Company of Ghana (Kumasi) to develop its employees for enhanced performance and increased out-put. The specific objectives were to:

1. Describe the nature of the employee training programmes that exists at the Coca-Cola Bottling Company of Ghana (Kumasi).
2. Ascertain the modes of conducting employee training programmes at the company.
3. Identify the challenges confronting the company in the planning and implementation of its training programmes.
4. Examine the impact of the company's employee training programmes on the performance of the employees and the productivity of the company.

## **Research Questions**

The research questions that were used to focus the study were:

1. What types of employee training programmes exist at the Coca-Cola Bottling Company of Ghana (Kumasi)?
2. Which instructional modes are used to deliver training and development programmes in the company?
3. What are the challenges confronting the company in the planning and implementation of the employee training programmes?

4. To what extent do the employee training programmes of the company affect the performance of the employees and the productivity of the company?

### **Significance of the Study**

The study is expected to reveal the nature of employee training programmes existing at the Coca-Cola Bottling Company of Ghana (Kumasi). The results will provide knowledge and understanding that will confirm or otherwise with the nature of industrial training reported in the literature (Bolam 1982). It is also expected to provide knowledge on employee training and development programmes which relate specifically to the bottling industries in Ghana. Furthermore, it is to contribute knowledge to the literature on industry-based employee training in Ghana as well as knowledge to the literature on human resource development generally.

Even though the study was conducted at the Coca-Cola Bottling Company of Ghana (Kumasi), it was expected to yield data which might help to describe employee training and development programmes in similar organisations. The findings might also contribute to serve as guide to companies which would like to institute employee training and development programmes in their establishments.

Finally, the findings and recommendations of this study are expected to help improve implementation of the existing employee training and development programmes in the Coca-Cola Bottling Company of Ghana (Kumasi) and other similar organisations.

## **Delimitation**

The study examined the nature and characteristics of employee training programmes that exist at the Coca-Cola Bottling Company of Ghana (Kumasi). It was based on the responses to a questionnaire administered to all the personnel of the company and the responses from an interview with the Human Resource Manager of the company. All the employees of the company were used for the study including those in the satellite units of the company.

Whereas the study was directed at the beverage industry, it was limited to a bottling company and did not cover the other two types of beverage industry namely, brewery and distillery companies. Also, medium and small scale bottling enterprises were excluded from the study.

The study was thus limited to the Coca-Cola Bottling Company of Ghana (Kumasi), as a large scale bottling company. The study described the training and development programmes available in the company as perceived by the employees of the company. It covered both internal and external training programmes supported by the company.

## **Limitations**

The competition in the beverage industry is very keen and so companies try to guard against divulging specialised company information. This situation limited the data obtained for the study to the information that management and employees were willing to provide.



Normally, responses to questionnaire are subjective and so the employees might have provided responses that were acceptable to the company rather than their true opinions (Moore et al., 1987). Also due to the busy schedule of the Human Resource Manager, some interviews were either cut short or re-scheduled and these could have affected the validity of the data.

The responses from the personnel at the satellite units could possibly show a slight deviation from the responses obtained from the main plant because of the differences in the operational environments. However, all the responses were put together for the analysis without verification of such possibilities because the geographical locations of the satellite units created economic constraint to the researcher for visiting these units at Obuasi, Tamale and Sunyani.

Notwithstanding, the effects would have been negligible because the number of personnel in the satellite station was very few, less than one percent of the total population.

### **Definition of Terms**

**Brewery Industry** – An industry that adopts the method of fermentation in the preparation of the drinks, either or both alcoholic and non-alcoholic beverages. An example of such industry is the Guinness Ghana Breweries Limited.

**Bottling Company**- For this study, the term referred to a company or industry that produces drinks from fruits using mainly extraction methods to prepare a concentrate base and mix with water and carbon as preservative. Such company

may also process bottled water. An example of such bottling company is the Coca-Cola Bottling Company of Ghana (Kumasi).

**Distillery Industry** - A Company that extracts alcohol through the process of distillation. Normally they produce only alcoholic beverages. An example of this is the Paramount Distillery Company, Kumasi.

**Personnel Development** – Providing formal education, job experiences, and human relations skills to members of an organisation, as well as assessing personality and abilities of individuals for improvement that helps employees to prepare for future. Personnel development is the same as employee development.

**Personnel Training** – The process of learning a job by employees of an organisation or preparation of the employees for a particular role or function in the organisation. Personnel training can be in varied forms such as: technical training to impart specific job-related skills, managerial training to impart the ability to plan and schedule the work of others, and awareness training to create awareness of important ideas related to the work of the organisation (Jacobs, 2005). Training in the workplace is usually focused on developing employees' knowledge in order to perform their current work effort or to prepare for new work in a changing setting (Swanson and Holton, 2001).

**Perception** - A cognitive process that enables people to interpret and understand environment, concepts or behaviour (Kreitner and Kinicki, 2001).

### **Organisation of the Study**

The study has been divided into five chapters. Chapter one deals with the background of the study, statement of the problem, purpose and research

questions, significance of the study, delimitations, limitations and definition of terms. Chapter two of the study explore the literature on employee training and development programmes as well as human resource practices. Chapter three is about the methodology used for the study. The next chapter presents results and discussions of the data collected through the instruments. The final chapter of the study deals with the summary, major findings conclusions, recommendations and area for future research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter of the study provides a review of literature on employee training and development in industries and businesses. The review was done on the following sub-topics;

1. Concepts in human resource development.
2. Systems theory and human resource development
3. The need for employee training and development
4. Training and organisational performance
5. Training needs assessment
6. Nature of employee training and development programmes
7. Evaluation of training in human resource development
8. The conceptual framework of the study.

#### **Concepts in Human Resource Development**

According to Swanson and Holton (2001), learning how to improve performance has been an essential part of humanity. In today's society, developing knowledge has become a process with multifaceted implications. The

relationship between individual learning and organisational performance is becoming more important as the concept of globalization has intensified competition. The development of knowledge in an organisational context affects both individuals and organisations. The field of human resource development provides an interdisciplinary approach to understanding how we learn to improve performance within the organisational contexts of our society (Swanson and Holton, 2001).

Human resource development, as defined by Jacobs (2006, p. 21), is “the process of improving organisational performance and individual learning through the human accomplishments that result from employee, organisational, and career developments”. Employee development represents training and educational programmes that provide knowledge to meet work expectations (Jacobs, 2005). Training, therefore, is an integral aspect of employee development. Relevant to this study is the effects of training with specific emphasis on nature of the training; and how training is carried out in the industry.

### **Training**

According to Raymond (2005), training is an ideal way to learn a job. Management of individuals’ skills is an important aspect of doing business today, and so employee development will likely grow in the future. From the view of Benson (2002), the benefits of employee development extend beyond the actual skills gained and their contribution to an individual’s productivity. Training appears as one of a number of strategies for managing the human resource flow of

an enterprise which together with other human resource policies, produce the 'four C's' of human resource outcomes namely; commitment, competence, congruence and cost-effectiveness.

Swanson and Holton (2001) also asserted that training effort provides essential knowledge for the foundations of work expectations related to flexible work practices. Career development addresses organisational needs such as career management and employee interests. Jacobs (1990) was of the view that career development programmes include: tuition assistance, mentoring and coaching, and career counselling. These three facets of human resource development represent a comprehensive approach to developing human resources. Finally, organisational development programmes are designed to facilitate change through human and structural processes.

Jacobs (2003) observed further that, employee development, specifically training, serves an essential role in the development of knowledge. Training can be in varied forms such as: technical training to impart specific job-related skills, managerial training to impart the ability to plan and schedule the work of others and training to provide an awareness of important ideas. Training processes, according to Swanson and Holton (2001), can occur in many forms and as many functions. Training approaches include on-the-job or off-the-job, instructor led or self-directed, and formal or informal. According to Swanson and Holton, (2001), regardless of the approach, training in the workplace is focused on developing employees' knowledge in order to perform their current work or to prepare for new work in a dynamic setting.

## **Learning**

According to Rummler and Brache (1995), learning at the level of individual job performance has traditionally been defined as a change in behaviour. Marsick and Watkins (1993) stated that “learning, as we measure it, is a change in performance as a function in practice; and in most cases if not in all, this change has a direction which satisfies the current motivation conditions of the individual” (pp.3-4). They suggested that the outcome of learning process can be observed, but the internal process itself is not observable.

From a review of the literature by Leidner and Jarvenpaa (1995), they summarised that learning is best accomplished through active involvement. Other researchers suggest that our natural drive to learn thrives when we can direct our learning, share knowledge, emulate experts, and make mistakes (Marsick and Watkins, 1993; Schon, 1983).

## **Performance**

Gilbert (1978) defined performance as the accomplishments or the outcomes produced by the behaviour we value. Gilbert (1978), Rummler and Brache (1995), Stolovitch and Keeps (1992), and Swanson (1996) have all suggested that human resource development focuses on accomplishment as an independent variable or output. According to these scholars, the definition of desired accomplishment and determination of how the interventions influence performance are part of the functions of the human resource development professionals. Performance can be measured and analysed by human resource

development professionals to determine whether the organisational objectives are being met. Using a systems approach to performance analysis, Gilbert (1978) developed the “Behavioural Engineering Model (BEM)”.

The BEM is used to identify the variables that relate to knowledge and skills for performance, as against, those that relate to motivation and environmental variables that lead to performance. The BEM is an accomplishments-based and self-motivated system. According to Gilbert (1978), assessment and development systems in the BEM are used to analyse and influence individuals and organisational outcomes that benefit both individuals and the organisation. Other researchers in the field of human resource development and performance, including Rummler and Brache (1995) and Swanson (1994), adopted this model in their work to improve human resource training and development.

To Mager and Pipe (1970), once performance is measured and compared to standard, the identified gap requires an intervention of human resource development in the form of training, organisational development and career development to address the gap. They proposed that training is used as solution when lack of knowledge or skill is the reason for low performance in respect to meeting the training objectives. Burke (1992) also suggested that organisational development provides a variety of solutions to bring about learning and change in the work environment.



Gilley and Egglund (1989) argued that career development is used as a solution to assess capability as well as to motivate the individual to grow and develop skills that will benefit both the organisation and the individual. In this regard, the human resource development professionals use performance analysis approach in the determination of performance problem in order to propose either training, organisational development, career development or a combination of any of the three for the solution. According to Heneman, Heneman and Judge (1997), organisational career development includes compensation, encouragement, and self motivation to use knowledge or skills acquired to perform work on the job. They were also of the view that performance can be simplified into job performing knowledge, skills, and abilities together with motivation for achievement within a given job context at the individual level.

The above section dealt with concepts in human resource development such as, training, learning and performance and the role they play to meet organisational goals and objectives. The importance of this literature review to the study is to help explain how the training and development programmes at the Coca-Cola Bottling Company of Ghana (Kumasi) meet the requirements of human resource development.

### **Systems Theory and Human Resource Development**

Rummler and Brache (1995) observed that systems theory has been the underlying framework for human resource development research and practice. The theory has been used to develop models for analysing and solving

performance problems in organisations. It has also been used to explain training as an instructional system intervention.

Rummler and Brache (1995) also asserted that the systems theory helps to understand the complex relationship between variables of inputs, processes, output, feedback, and environmental variables. They concluded that systems theory assists human resource development professionals to formulate performance problems, analyse them in an organisational context, and implement training as interventions.

### **Training as a Sub-system**

Jacobs and Jones (1995) argued that training is applied when there is gap in knowledge and skills necessary for the performance of the job. Therefore, training can be viewed as an instructional sub-system within the organisational system. Training has been defined by Goldstein (1993) as “the systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in an environment” (p, 3). He suggested that training should be viewed as one sub-system that is interdependent on the larger complex system and its other parts. Goldstein further asserted that the organisation does not only need to identify training needs, but it must also understand its goals, the climate, the trainees and have the support of the management of the organisation in order to plan a relevant human resource development programme.

Kaufman (1994), on his part, identified a number of defining characteristics of systems approach that are directly related to training. These are

that: (1) it is outcomes or results oriented, (2) it is learner centred where the student or trainee is at the centre of all planning and management decisions, (3) it emphasises the learner's success and (4) it provides a statement of clear, explicit, and meaningful learning objectives as the driving force. Kaufman's focus was on the learner and placed him/her at the centre of all the activities.

According to Cyrs (1997), an instructional system specifies what a student should learn and do after each module or lesson period and at the completion of the course. By using instructional variables, the system will specify the means (modes, methods and media) available to the learner to master the learning and performance objectives, as well as, how the learner will be taught (Cyrs, 1997). Kaufman (1994), on the other hand, was of the view that a training system often goes beyond the classroom, because learners are expected to master learning and achieve performance objectives both within and outside the classroom. Therefore, training involves the evaluation to determine the level of impact that the training has had on the participants. Kaufman further asserted that the course objectives should be consistent with, and validly reflect the goals and objectives of the organisation, which are derived from the training assessment needs.

Finally, Cyrs and Lowenthal (1970) suggested that instructional system ought to incorporate all parts, including: the learners, teachers, content, instructional materials, objectives and strategies, physical environment, and evaluation of the instructional objectives.

In conclusion, systems theory has been the basic framework for linking human resource development research and practice together. Systems theory also underlies the performance analysis models used to determine the gap between the expected and actual outcomes in the workplace. Finally systems theory provides understanding to training as an instructional system intervention.

### **The Need for Employee Training and Development**

According to Koonce (2001), organisations in developing nations are faced with the problem of how to prepare themselves to meet the challenges of the day. Many industries and companies in the developing countries have adopted variety of strategies such as structuring team building; encouraging networking, promoting creative problem solving and developing analytical skills among their employees, to ensure workplace efficiency and increase in productivity.

Overman (1998) stated that another reason for the need for employee training and development in organisations relates to the change of employee's attitude. In today's business environment, employees appear to be less committed to their respective organisations. An employer cannot guarantee the stability and longevity of corporate career path or job security of his/her employees. Overman further observed that the old contract of employee loyalty in exchange for job security and fair work has broken down. For this reason, Handy (1995) contends that employees are now more interested in developing their 'career portfolio'. Beck (2001) believes that employees take the initiative in job resiliency by

developing skills and flexibilities needed to quickly respond to the changing job market.

According to Levine (1995), loyalty to one's professional growth has replaced organisational loyalty. From the perspective of Hays and Kearney (2001), employees recognise that the traditional psychological contract that existed between the employer and the employee is now dissolved. To Hays and Kearney, organisations are therefore compelled to train and develop their employees; as a way of creating some forms of security in order to retain them in the organisations. In effect, powerful and unstable market forces have had great impact on human resources development in the job market. For instance, employment instability is contributing to the growing inequality in income, status, and economic insecurity of employees.

From the view of Tom and Adrian (2001), technological advancement, especially in the information communication and technology, is compelling companies to emphasise growth, flexibility, and innovation in their business practices. The advancement in information communication and technology has moved knowledge towards computer application to the extent that, running of complex plants to interpersonal transactions between customers and organisational representatives are now automated. This development is urging companies to find themselves well trained employees to ensure efficiency in the companies, organisations and industries. Therefore, there are pressure from the industries on educational institutions to develop basic skills and competence of their trainees. Tom and Adrian (2001) argued that the absence of basic skills

among the labour force is currently one of the greatest problems experienced by employers, and not smart 'knowledge' workers.

Imel and Susan (1989) stated that the demand for skilled labour in industries and businesses is not static but keeps on changing with respect to the taste of consumers and production of the industries. The range of skills that employers expect workers to have in the 1980s has expanded in the 2000s. Imel and Susan (1989) were of the view that the need for a highly skilled and productive workforce is shaping economies all over the world. To them, this has resulted to the changing nature of workers' roles in the workplace due to changes in mode of production, taste and types of goods and services in the market. Therefore, skilled labour and the industry must be dynamic such that, they can change swiftly to suit the constant changing taste of consumers and technology. They concluded that changing demands of the labour market require imaginative and innovative responses for the organisation to be in business.

### **Contemporary Formal Education and Requirements of Training**

According to Patton, Marlow and Hannon (2000), it is an indispensable condition for a modern and democratic society to have the ability to face the future by providing relevant education to the younger generation. Furthermore, education decides the innovation and competition ability of the economy. Only those national economies which invest in the knowledge of individuals will be able to overcome the transition to the information and media society. It is

therefore not surprising that employee training and development, being education in nature, is given prominence in organisations (Patton, Marlow and Hannon, 2000).

Van Buren and Woodwell (2000) asserted that contemporary education programmes at the secondary and post-secondary levels, as well as at the technical institutes, are yet to meet the demands of the employers' requirements. Decision makers of businesses and industries are forced to hire from an ever-increasing pool of ill-prepared workers. This reveals the vital role employee training and development plays in the current and future successes of organisations, businesses and industries. However, Van Buren and Woodwell (2000) argued that managers of businesses and industries are faced with the challenge of deciding how to deliver training to their employees in the most effective and efficient manner. They further argued that even the most progressive trainers and leaders of businesses and industries are finding the answer to this question to be elusive.

Van Buren and Woodwell (2000) observed that, lastly but not least, there is situational mismatch between demand for and supply of skilled labour in the job market. The main features of the problem of mismatch in this sense are twofold. Firstly, there is lack of certain type(s) of skilled labour in critical areas in the job market and secondly, there is over production or surplus of skilled labour in other areas of the job market. The problem, therefore, is lack of specialised skilled labour needed by industry which the technical and vocational institutions fail to produce. This has compelled the industries to train their personnel to suit their job specifications or organisational requirements. Selection of the mode of

training for their staff has also tended to be costly in terms of time, money and resources. This has been a dilemma for the industries (Van- Buren and Woodwell, 2000).

### **Organisational Training and Development of Staff**

Raymond (2005), suggest that a well trained workforce boosts the firm's productivity twice as the cost of investment in machinery. Personnel development has become a strategy that businesses and industries have adopted to manage and control the economic constrains that they are facing in the era of contemporary competition. These economic constrains can threaten the survival of any organisation. Organisations ought to understand what causes people to commit themselves to being productive and loyal. Fostering commitment implies understanding that people need to have a stake in their work, and employees respond when employers pay attention to their needs and involve them in the day to day activities of the organisation (Dobbs 2001).

Porter (2001) asserted that a decline in employee performance will lead to poor quality of products and services, and low profit leading to high cost of production. The organisation will also fail to achieve its cooperate vision and mission. For instance, the current credit crunch has led to laying off workers and even closing down some of the companies (Myjoyonline, 2009). However, employees with high skills and professional capabilities are more often than not retained in the organisation. Notwithstanding the current job insecurity, employees with high skills and professional capabilities move from one



organisation to another to maximise their expertise in terms of earnings. Increasingly, organisations compete for their best talents (Porter 2001), and this is having impact on the nature of recruitment, training and development programmes of the organisations.

In this regard, Boyd and Salamin (2001) were of the view that a trained workforce can greatly increase the sustainability of an organisation. Davies (2001) also asserted that recognition and appreciation of the employees by the employer in the form of accomplishment, opportunities to participate or influence action and decision making, also help to improve job satisfaction of the employees. Increase productivity can also boost the confidence of the employees. In view of this, many corporate decision-makers are embarking on employee training and development with renewed interest and vigour. According to Van- Buren and Woodwell (2000), ‘globalization, rapid technological changes and taste of the consumer appear to be the main forces driving the need for employee training in the workplace’.

### **Training and Organisational Size**

Researchers, such as Knoke and Kalleberg (1994) have found out that the larger the organisation, the more likely it invests in formal training (Betcherman, 1993; Knoke and Kalleberg, 1994). They have also suggested that large organisations are more active providers of training than small and medium-sized enterprises (SMEs). However, this may not accurately reflect the small and medium-size enterprises’ decisions on investing in training.

While studies have focused primarily on formal and off-the-job training, Merriam and Caffarella (1999) identified informal learning, such as on-the-job training, as an important way for adults to acquire new knowledge. Bruce, Aring and Brand (1998) showed that informal learning accounts for as much as 70 percent of all workplace learning necessary to provide critical skills for employee and company productivity. Barron, Berger, and Black (1997) further found that surveys focusing solely on formal training may miss a majority of training. In fact, some studies have found out that small and medium-size enterprises are active providers of training when a notion broader than formal training is considered.

Fernald and Solomon (2000) showed that small business owners perceive training to be essential for the organisation's competitiveness. Schone (2006) showed that small and medium-size enterprises may train employees more effectively than large organisations. Schone used measures of formal training incidence (number of employees trained) and intensity (total organization costs) to assess training by organisational size. He discovered a negative relationship between organisational size and the proportion of workers trained. In other words, as the organisational size increased, fewer employees were trained. This evidence may be indicative of the ability of small and medium-size enterprises to train more employees than large firms.

Rowden's (2000) study of small and medium-size enterprises in the United States identified an extensive role of an incidental and informal learning at workplaces. Fernald and Solomon (2000) have observed that the most useful

training methods for small businesses were on-the-job approaches. Hill and Stewart (1999) used case study methodology to support that small and medium-size enterprises are engaged in human resource development activities including training. Johnson's (2002) results demonstrated that the learning gap between large and small organisations narrows when informal learning is considered. Specifically, smaller organisations' training activities increase more significantly than larger organisations when informal learning is considered. Westhead and Storey (1996) explained that the difference in training approaches between large, small, and medium-size enterprises organisations may be generated by differences in uncertainty.

Specifically, large organisations experience internal uncertainty while external uncertainty is more characteristic of small and medium-size enterprises. Internal uncertainty is represented by issues such as whether top management decisions are carried out throughout the organisation. Generally this is an issue of little concern in small and medium-size enterprises as the organisational structure is not complex. As the authors suggested, external uncertainty is most likely attributed to little market power and influence. This external uncertainty may result from short-term decisions, responsive behaviours, and less formal approaches to develop skills and abilities of employees. Hill and Stewart (1999) showed that training activities in small and medium-size enterprises are often informal, reactive, and short-term in focus.

Therefore, using formal training measures exclusively may not accurately show training activities across organisational size. The literature, so far, shows

that SMEs and large organizations differ in their approaches to training. As organisational size increases, organisations appear to rely on more formal training approaches. Therefore, small organisations should not be considered as scaled down versions of large organisations (Gray and Herr, 1998; Westhead and Storey, 1996).

### **Challenges of Organisational Training and Development**

According to Raymond (2005), in spite of the numerous advantages that organisations derive from personnel training and development, organisations are more often reluctant to give their employees training due to the choice of training mode, cost involved and the immediate inconveniences the training may cause in terms of production. In fact, employers are more interested in employee training programmes that do not take much of the working time of the organisations (Raymond 2005). Also they prefer training and development programmes that will bound the employee to the organisation.

Raymond (2005) further observed that, employees are interested in training that can ensure their economic mobility but not training and development programmes that will tie them to one organisation and will make them occupationally immobile and redundant when they move out of that organisation. According to Walker (2001), one of the major reasons why employees resign is 'better advancement opportunities elsewhere'. Withers (2001) asserts that, a 1999 Gallop Poll cited 'lack of opportunities to learn and grow' as a top reason for employee dissatisfaction. Kimko Incorporated in Australia took this information

serious and implemented an employee training programme which gave the employees training path and career direction. The turnover reduced from 75% to 50%. Organisations therefore develop human resource training and development programmes that genuinely reflect their beliefs and principles and the relationship between management and employees (Delery and Doty 1996).

### **Training and Organizational Performance**

According to Patton, Marlow and Hannon (2000), literature on small and medium-sized enterprises (SMEs) indicates that these organisations are informal, and reactive with their training. However, Patton et al (2000), further argue that few studies in recent years have identified a positive relationship between training and organisational performance. The three primary measures that have been used in the examination of the relationship between training and organisational performance in SMEs are productivity, organisational growth, and quality. LaPlagne and Bensted (1999) showed that investments in training and innovation have a positive relationship with productivity and growth in medium and large-sized organizations. Specifically, their results show a minimal benefit of only training, while the joint introduction of training and innovation provided appreciable improvements in productivity.

Moore, Blake, Phillips, and McConaughy (2003) identified a positive relationship between state sponsored training investments and organisational productivity. Huang (2001) carried out empirical assessment of Taiwanese SMEs and identified a positive relationship among sophisticated training systems, management support, and training effectiveness in business performance. Gray

(2004) found a link between management development in SMEs and growth of the firm. Jones (2004) also found a positive relationship between training and employment growth. Edelman, Brush, and Manolova (2002) found a positive relationship between developing employee skills and an organisation's quality performance.

Despite this emerging evidence of positive relationship, Cosh et al. (2000) described the evidence on training and performance in SMEs as partial, indirect and inconclusive due to varying strength of the results. Bartel (2000) noted that data from both large samples at organisation level and case studies often lack the precision necessary for useful return on investment analysis. Patton, Marlow and Harmon (2000) wrote that these inconsistent outcomes may be related to the possibility that there is no causal relationship. Other factors may be methodological issues in measuring, isolating the impact of training on performance, and the complexity imposed by the wide heterogeneity of SMEs.

Several researchers, including Huang (2001), Cosh, Hughes, and Weeks (2000), Bartel (2000), and Patton, Marlow, and Hannon (2000), have suggested new approaches to assess empirically the impact of training on organisational performance. Recommendations made by LaPlagne and Bensted (1999) on new methodological approaches include, longitudinal assessments, measures of intensity and persistence combined with training incidence, as well as assessment of training systems using broader measures of training. Patton et al. (2000) further suggested that it is better to use approaches that identify organisational outcomes in the widest sense instead of using approaches that seek to identify specific

causal relationships. It can therefore be inferred that the relationship between training and organisational performance is not clear or at least not fully explained (Jacobs and Washington, 2003; Patton, Marlow and Hannon, 2000).

### **Training Needs Assessment**

This section is divided into three parts. The first part considers the concept of training needs assessment. The second part reviews research on ways of conducting training needs assessment and the last part reviews the roles of needs assessment for planning education and training.

#### **Concept of Training Needs Assessment**

It is widely believed that needs assessment is one of the key phases in the process of designing training programmes to achieve training effectiveness. Needs assessment assists in identifying the gap or discrepancy between an ideal level of performance and current level of performance, and to prioritise current resources to reduce the identified gaps or discrepancies (Altschuld, 2003).

According to Brown (2002), training needs assessment can be defined as an ongoing process to gather information to identify training needs so that training can be developed to assist organisations to meet their objectives. Thus, it ultimately helps in developing need-based training programmes either to meet organisational needs and/or individual needs for training. Therefore, Brown asserted that training needs assessment is essential to the success of training programmes. Sleezer (1993) also described training needs assessment as a process of managing interactive relationship between three components (organisational

characteristics, decision maker characteristics, and analyst characteristics). Training needs assessment is not a process of searching for the right answer to the organisational problems, but a dynamic process, that enables organisations to maximise limited resources.

### **Ways of Conducting Needs Assessment**

According to Brown (2002), while numerous studies exist with regard to the ways of carrying out needs assessment, not many studies can be found to test the impact of needs assessment on training outcome or the relationship between quality of needs assessment and training outcomes. In this section, relevant literature on training needs assessment will be reviewed.

To Goldstein (1993), one of the major topics discussed most frequently in needs assessment is data gathering techniques. The techniques include ‘observation, survey questionnaires, group discussion, tests, review of relevant documents, work samples and interviewing subject matter expertise’ and consultants. Witkin and Altschuld (1995) categorised data gathering methods for needs assessment into three types based on data sources such as archival data, non-interactive and interactive communication.

**Archival Data.** According to Witkin and Altschuld (1995), archival data that can be used to identify training needs include production records, defect records, social indicators, and other data related to the training area. The archival data are mainly quantitative which assist in determining the current status of a problem or training needs. It is relatively easy to gather this type of data, but in



many cases this method provides only limited information related to training needs.

**Non-interactive Methods.** McClelland (1994) was of the view that, survey methods are the most frequently used methods in training needs assessment. Surveys are relatively simple to administer to a large number of people. Surveys can collect a large amount of information from many people and can minimize some forms of bias. There are many statistical inference methods to analyse these data collected (McClelland, 1994). Since surveys are very structured, identified needs are uniformly collected but the data are mostly qualitative such as perceptions, opinions, judgment, or based on observations of the respondents (Witkin and Altschuld, 1995).

On the other hand, Gray, Hall, Miller, and Shasky (1997) were of the view that surveys also have some disadvantages. Surveys might take a longer period of time to collect the data, even though it may be administered through internet or email. Surveys may provide unclear, often subjective results, and it is difficult to ask participants follow-up questions (Gray et al., 1997). In addition, people can easily provide expected or socially acceptable answers rather than their true opinions (Moore et al., 1987).

**Interactive methods or interview** The methods include interviewing key consultants as well as those who understand the training needs for a group or organisation; individual interviews with persons who will participate in training sessions, and group interviews with individuals who are knowledgeable regarding

training needs (Miller and Hustedde, 1987). Interviews provide ample opportunities for respondents to express their opinions and feelings more completely than other methods (Witkin and Altschuld, 1995).

Eastmond (1994) asserted that focus group interviews allow the group to reach a certain level of consensus for potential solution generation. Focus group interviews and various other group technique procedures also uniquely allow follow-up discussion to inquire further, regarding the rationale for suggestions or the genesis of ideas in order to refine the expressions and opinions through discussion with others (Eastmond, 1994). Group techniques also play a role of informing people about what is taking place (Rossett, 1987). Since various group techniques are also able to gain unexpected results regarding training needs, and because they serve various purposes of training needs assessment, they are mostly used in gathering information on training needs (Jacobs, 2005). The disadvantages of individual interviews and focus group interviews include the amount of time required and the skills necessary as an interviewer or facilitator of the group (Goldstein, 1993).

### **Role of the Training Needs Assessment**

According to Kaufman, Rojas, and Mayer (1993), another fundamental research area on needs assessment is to identify the roles of the needs assessment. Obviously the first purpose of needs assessment is the analysis of a gap between desired performance and current measured performance to identify training needs (Kaufman et al., 1993). However, that is not the only purpose expected.

Gray et al., (1997) were of the view that many studies have identified variety of roles of training needs assessment that are beneficial. A study of public organisations by Gray et al. revealed that the top three roles of training needs assessment are: (1) to introduce new programmes, (2) to address performance and productivity problems, and (3) to link employee performance with organisational goals. Rossett (1987) described six main purposes of training needs assessment as follows:

- i. to seek optimal and actual status to determine detailed discrepancies,
- ii. to understand perceptions of real people and in the real world,
- iii. to look for causes of a problem,
- iv. to seek priorities,
- v. to involve significant parties in the environment, and
- vi. to train management in ways of looking at problems.

Brown (2002) also described four main roles of training needs assessment. The first role is to identify specific organisational problems which will guide training direction. Although individual departments recommend a specific training programme to the human resource development department in an organisation, no one really knows which kind of specific training programme would solve specific organisational problems unless training needs assessment is conducted first to identify specific problems in an organisation.

The second role, as described by Brown, is to obtain management support for the training programme. In general, it is not easy for managers to see the actual

impact of training programmes on their department or organisations. Training needs assessment can help managers see potential results of the training programme. The third role is to generate data for evaluation. Because training needs assessment sets specific goals of the training programmes, those goals can be the criteria when the results of training programmes are evaluated. Thus, training needs assessment also can serve as a basis for evaluating the effectiveness of the training programme.

According to Brown (2002), the fourth role of training needs assessment is to analyse the costs and benefits of training. Training needs assessment is able to identify potential benefits from specific training by discrepancy analysis in performance and potential costs to conduct training. The training costs and benefits analysis assist top management in making decisions to invest in training based on identified needs.

In conclusion, some studies were found to address the impact of needs assessment on training. Most existing studies on training needs assessment discuss the ways to conduct needs assessment, the level or areas to be assessed, and the role and purpose of needs assessment. The appropriate sources of data and selection of data gathering methods are important. But most of all, how carefully needs assessments are planned and implemented might be the most critical consideration to assess training impact in the organisation.

## **Nature of Employee Training Development Programmes**

This section of the literature review discusses the characteristics which determine the nature of the training programme. The discussion is examined from two perspectives: customisation to the organisation and customisation to job.

Grubb and Stern (1989) defined customised training as “relatively firm-specific skill training for individual firms; it is therefore a form of training which is more specifically responsive to a firm’s requirements than other general vocational programmes” (p.31). The boundaries of customisation are not clearly defined. The levels of customisation are believed to vary with training programmes; therefore there is no one definition of customisation or customised training among scholars. The Ohio State Council on Vocational Education (1987) described customised training as “enter into contractual arrangements with a particular business (or group of business) for specialised training services” (p.11). Contracts, both written and verbal, between community colleges and client organisations are types of customised training.

However, because Sole (1999) and other researchers use terms such as “customised” and “tailored” differently, it is difficult to find a universal definition of customised training. For the purpose of this study, all degrees of customised or tailored training programmes will be considered as “customised training programmes,” but will only be distinguished by the degree of revision and development.

## **Customisation to organisation**

According to Bragg and Jacobs (1993), the extent of customisation of training programme to the characteristics of the organisation is one of the determinants of the nature of the training programme. To Bragg and Jacobs (1993), in-house training programme developers usually customise some standard instructional programmes to fit the organisational needs. The origin of customisation began with outside training providers, especially higher educational institutions, who engaged in partnership training consultancy.

According to Prince (2002), researchers in the United Kingdom (UK) described three levels of customisation. At one extreme is almost a standard training programme — called a generic training programme — with a very small degree of customisation. The other extreme is the tailored training programme, which is newly developed and uniquely structured for the client's specific purpose of training (Brown, 1999; Prince, 2002). A customised training programme usually refers to the middle level of the two extremes of customisation. The customised programmes' elements include: contents, examples, sequence, and contexts with a standard programme.

Bragg and Jacobs (1993) observed that customisation is not limited to contents, but it also refers to delivery methods or course pace. Moore, Blake, Phillips, and McConaughy (2003) described three customisation methods in their training evaluation study. The first method of customisation is adjusting training pace and contents to the level of trainees. The second method is using examples,

tools, and/or materials pulled from the company's context. And the third is to align training with the company's culture.

Bragg and Jacobs (1993) further noted that higher education researchers agreed that community colleges provided a wide range of customised training programmes, from standard college credit-generating courses to highly specific non-credit technical and managerial training. However, their condition for customised training requires different components in relation to the demands of the organisation.

### **Customisation in Relationship to Job**

According to Ahlstrand (2003), there are two ways to describe the relationship of training programmes to jobs. The training programmes which are implemented at the company can be described as either job-specific or job-related. It is generally believed that job-specific training is more relevant to performance improvement since job-specific training is more practical and related to current tasks. On the other hand, job related may not necessarily be related directly to the current task. Ahlstrand (2003) again observed that it has been found that job specific training results in higher earnings to low-wage workers as against job related training which is not specific to the demand of a firm.

According to Jacobs (2001), the type of training is another way to describe the relationship of training programmes to jobs. The type of training is categorised as: (1) technical, (2) managerial, and (3) non-job related (or awareness) trainings. According to Spitzer (1984), technical training is of two categories: near transfer

of training programmes and far transfer of training programmes. Near transfer can be successful when training places importance on content that reflects the needs of the workplace. The effectiveness of such technical training is believed to be dependent on the extent of customisation (Baldwin and Ford, 1988). On the other hand, according to Spitzer (1984), far transfer would be the objective of long-term development and management development. Managerial training on the other hand is to impart the ability to plan and schedule the work of others. Thus, managerial training programmes might be more effective when they are implemented in far transfer of training design. Non-job related trainings, to Baldwin and Ford (1988), is to create awareness on issues concerning the work ethics, rights and privileges of the employees. Non-job related trainings are general and useful even outside the company

### **Advantages and Disadvantages of Customisation**

Whitener (2001) stated that several studies attempted to examine the advantages and disadvantages of customised training. An advantage of customised training is that it assists companies in training their employees according to their specific needs. According to Whitener, based on social learning theory, people can learn better from the familiar materials and can easily apply training when learning materials are similar to actual materials. Whitener (2001) conducted a case study of customised training using qualitative research methodology with a quantitative component. She examined classes in collaborative customised training between a small rural community college and a large business corporation. Her data collection had three phases: (1) reviewing written course



evaluations, (2) interviews with participants and the managers of the participants, and (3) interviews with client company's administrators and community college staff. From these three phases of evaluation, she concluded that the customised training was successful because a new partnership between the community college and the company was established for starting a new four-year degree programme. Some courses of this programme are now broadcast over interactive television, and as a result, many follow-up partnership activities have appeared after this customised training programme. Most of all, the evaluation indicated that the purpose of this customised training programme was to equip middle managers, without college degree, with more knowledge of the company's long-term missions and plans and to create confidence in them as leaders of other employees. As a bottom line, Whitener asserted that community colleges need to realise that training must be customised to meet both the company's and non-traditional learners' needs.

Brown (1999) conducted a survey of directors and managers in training and development and of human resources functions in the UK to investigate management development training programmes in terms of the level of customisation and level of measurement of learning. He gathered responses from 98 organisations, mostly large corporations. His survey results showed that a high level of customised training programmes with high level of measurement of learning (credit-based course) offered several advantages over non-credit, less customised programmes. The advantages were; (1) it induced higher participant energy and motivational level, (2) it encouraged more rigorous learning, (3) it

offered higher relevance, (4) it offered opportunities for team building and cultural change, (5) it provided more opportunities for the application of learning and better support for participants from the employers, and (6) it made it easy for employers to monitor the quality of training programmes and participant's performance.

Baldwin and Ford (1988) stated that it had also been reported that the relevance of instructional content as well as the relevance of instructional design are critical and necessary factors to support transfer of training. According to them, to increase the applicable tendencies of training programmes in the workplace, researchers assert that training programmes should increase similarity of training content to conditions at the workplace.

Hodson, Hooks, and Rieble (1992), mentioned some disadvantages. These are fewer opportunities to exchange ideas with managers from other companies and less open debates among learners because power relations from the workplace may be influential on learning environment. Hodson et al (1992) also expressed concern that prescribed answers or solutions by the client company's training developers might limit the expression of participants' ideas. That is, participants may not have the opportunity to express their varied responses on issues (Hodson, Hooks, and Rieble 1992).

### **Evaluation of Training in Human Resource Development**

Bragg and Jacobs (1993) asserted that the study of training programme evaluation is an issue of concern to both labour economists and human resource

development (HRD) scholars. According to Brinkerhoff and Gill (1994), from the HRD perspective, evaluation of training is to examine the training impact on organisational goals, strategies and individual performances. Human resource development is based on systems theory. Evaluation of training is therefore, considered as a tool for continuous improvement on the individual' performance and process, at organisational levels. Human resource development literature views evaluation of training as part of the organisation as a system. In the light of this, HRD scholars have developed evaluation models to represent systemic approaches that link with the organizational goals.

Kirkpatrick (1996) model is considered as one of the well known and most widely used frameworks for classifying evaluation in human resource development. It was originally proposed as steps in 1959 and described as levels in 1996. Kirkpatrick's four levels of evaluation are:

- **Level 1. Reaction:** what the participants thought of the programme, normally this is measured through reaction questionnaires.
- **Level 2. Learning:** the changes in knowledge, skills, or attitude with respect to the training objectives, normally it is assessed by the use of performance tests.
- **Level 3. Behaviour:** changes in job behaviour resulting from the training programme, to identify whether the content of the training programme is being applied. Assessment methods include observation and productivity data.
- **Level 4. Results:** the bottom-line contribution of the training programme. Methods for measuring results include measuring costs, quality and return on investment.

Alliger, Tannebaum, Bennett, Traver, and Shotland (1997) reported that the Kirkpatrick's model has the advantage of being simple and useful and it has a pragmatic way of helping practitioners to evaluate training programmes. It is easily comprehended and makes sense to organisations. Hence, it has become the most commonly adopted model for evaluation of training programmes. Although there have been criticisms of the Kirkpatrick model, Alliger et al (1997) were of the view that, numerous studies in training programme evaluation have been conducted based on this model.

Kirkpatrick model had seen several modifications by various researchers in an attempt to design a comprehensive evaluation model from the organisational perspective. For example, Phillips (1996) added a fifth level — Return on investment — that the assessment of the monetary benefits of the training is compared to the costs of the training.

Another expanded model of Kirkpatrick's original model (1959) is the organisational elements model developed by Kaufman and Keller (1994). They argued that the Kirkpatrick model was useful only for evaluating training programme, and that the model needed to be modified since organisations wanted to evaluate other types of development events. They thus added societal contribution level as an evaluation criterion.

### **Training Evaluation as Seen in Labour Economics**

Barron, Berger, and Black (1999) were of the view that economists have also studied training evaluation from a slightly different point of view. Although

both HRD scholars and labour economists applied the human capital theory to their research, the economists' approach is more empirical and focuses more on return on investment of human capital. According to Borjas (2000), the human capital approach assumes that workers choose post-school human capital investments, in the form of training or education. This maximises their lifetime earning so that workers pay the full cost of general training and earn the full return (Barron et al., 1999; Borjas (2000)). In fact, this observation made by Barron et al and Borjas is pertaining in Ghana and many other countries. However, workers sometimes choose formal post-school training as human capital investments, where workers have to obtain the necessary academic qualification before being employed.

One of the key distinguishing features in the labour economics' training evaluation is the concept of present value. The training cost is paid in current dollars while the training returns on investment are expected to be gained in the future. Therefore, the expected return is calculated at the present value, which is discounted by the long-term interest rate when considering opportunity cost (Becker, 1964; Borjas, 2000).

According to Borjas (2000), another key feature of the economists approach is that of, on-the-job training. On-the-job training in labour is less clearly defined than in the human resource development area. It is generally understood that all the training programmes that are related with training beneficiaries' current job are on-the-job training.

Acemoglu and Pischke (1999) reported that economists used experimental data to find out how on-the-job training works. According to them, there are many research questions related to the effect of training on earning, employment rate and duration. These research questions require empirical data to provide answers. Ham (1994) asserts that, even though there are concerns regarding the use of simple estimators to assess training returns, and limits of inability to assess non-feasible returns from training, it is widely used.

Barron, Berger, and Black (1999) studied the relationships among on-the-job training, starting wages, wage growth and productivity growth. However, the study's findings were different from the hypothesis which was based on human capital theory. The study found that workers who required less training are more likely to earn a higher starting wage but those who required more training than the normal worker, did not receive a lower starting wage. It means that companies bear the major portion of cost of training, not workers. From the point of view of Barron, Berger, and Black (1999), based on the human capital theory, firms are not to pay for the general training, but the survey they conducted showed that more than 60 percent of the training was general training, and only 8 percent of the training was totally firm specific.

According to Borjas (2000), general training is new knowledge and skills learned by employees and this training is useful outside the company while specific training is the new knowledge and skills that are more firm-specific and learned not to be used outside of the company.

The study found that wage growth was weakly correlated with training. However, productivity growth was highly correlated with training. Thus, according to Barron et al. (1999), the impact of training on productivity growth is much larger than the impact of training on wage growth. They concluded that the increase in the individual's income, as a result of training, is less proportionate than the increase in productivity as a result of training. This implies that, irrespective of the orientation of the training, either general or specific, the organisation stands to benefit more than the individual in terms of income and productivity.

### **Measurement of Organisational Performance**

According to Phillips (1990), most evaluation of the training programmes' impact tends to measure pre and post training interventions. Phillips asserted that self-reporting methodology has predominated over behavioural observations; and empirical studies of training impacts on organisational performance have also been rare. Therefore, human resource development researchers have measured training impact in terms of individual levels of learning and changed behaviour.

Kirkpatrick's evaluation model with four levels has been one of the most popular models in training evaluation. Hence, it has been used by researchers as the basis to develop measures to assess training outcomes (Alliger et al., 1997; Warr and Bunce, 1995).

Trainees' reaction, the level one in Kirkpatrick's model, was measured by trainee's enjoyment or satisfaction. Alliger et al (1997) asserted that enjoyment

and perceived usefulness should be differentiated and that both should be used to measure trainees' reaction. Warr and Bunce, (1995) who further developed measurement in the reaction level, found that differentiated measures are more closely related to learning outcomes than traditional measures. They used trainee's enjoyment, perceived usefulness, and perceived difficulties to measure trainees' reactions in determining training effectiveness. They additionally measured trainees' pre-motivation and confidence level. One other recent study added two more measurements as post-transfer utility reactions and transfer climate reactions to the above measures in assessing reaction level to evaluate training (Sekowski, 2002; Kraiger et al., 1993)).

Kraiger, Ford, and Salas (1993) asserted that to assess the second level of Kirkpatrick's model, the amount of acquisition of knowledge is generally used. The amount of learning from the training is measured usually immediately after the programme. More recent studies by Kraiger et al. (1993) asserted that trainees' perceived value toward equipment and instructors should be measured as well as the acquired knowledge. The argument is that, the level of knowledge to be acquired, depend on the equipment and methodologies used in the delivery of the training programme.

In addition to measuring the amount of learning, researchers have investigated into how an individual's self efficacy is associated with higher learning efficiency. Learning outcomes are separately measured based on types of learning such as cognitive learning, skill-based learning, and affective or attitudinal learning outcomes (Kraiger et al., 1993; Sekowski, 2002).



Behaviour change or transfer, the third level in the Kirkpatrick's model, usually is measured on the basis of the supervisor's observation or trainee's self-reporting at the pre and post training points of time. Level two and level three of the Kirkpatrick's model have been most frequently used to measure training outcomes by practitioners at numerous companies (Goldberg and Ramos, 2003).

Measures in all three levels are believed to measure training impacts consistently. Warr and Bunce (1995) studied two-day training courses attended by motor-vehicle technicians. All the participants completed tests and questionnaires of pre-training and post-training. The study found that the measures of the first level have statistically significant relationships with the measures in the second level and in the third level. For example, for those who enjoyed the course and perceived utility, exhibited higher learning efficiency and behaviour changes.

Whitfield (2000) also found that there are positive relationships among reactions, knowledge acquisition, and behaviour change. Whitfield asserted that those who had constructive reactions to training have some potential to learn materials, and those with higher level of knowledge retention were more likely to apply it in their work. The result of his study was that measuring level two is related to measuring level four. Thus, assessing knowledge transfer is the best indicator among Kirkpatrick's levels of evaluations for measuring organisational levels of outcomes.

According to Goldberg and Ramos (2003), the results of business impacts assessment have been considered to be very difficult to measure since no single

event affects impact, even though, the level four outcomes are considered most tangible. Warr and Bunce (1995) were of the view that researchers have made efforts to identify relatively reliable measurements such as sales, productivity, cost, quality, and turnover rate as indicators for the impact of training on the organisation. (Lupton et al., 1999)

### **Conceptual Framework**

The conceptual framework of this study was planned as a model to describe human resource development in industry. The model provided a basis for determination of programme rational and also for the identification description of the characteristics of training and development programmes for the employees of industries. The underlying assumptions were derived from the instruction system model which was developed by Dick and Carey (1990) for their study of instructional design.

Dick and Carey defined a system as a “set of interrelated parts, all of which working together towards a defined goal, and the parts of the system depend on each other for input and output, while the entire system uses a feedback to assess the achievement of the set goals” (pp.2-3).

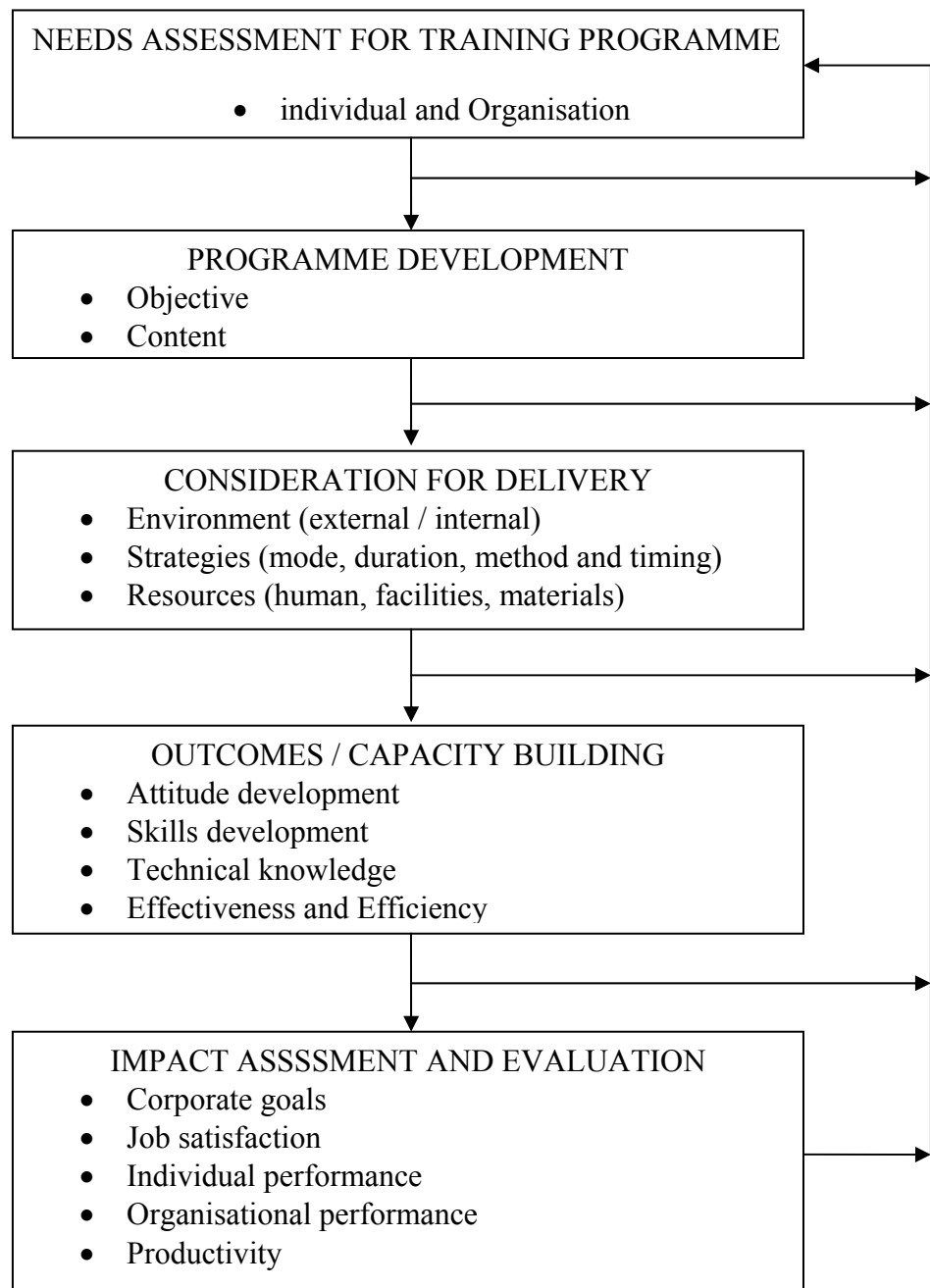
Ahlstrand, Bassi, and McMurrer (2003) observed that an important characteristic of an organisation as a system is its effectiveness, and to them training programme effectiveness refers to how the employees or members of the organisation (supervisors and staff) evaluate the programme. Thus, measurement

of effectiveness requires aggregate data from all employees (Brinkerhoff and Gill, 1994; Kirkpatrick, 1996).

Finch and Crunkilton (1993) argued that for training and development programme of an organisation to be perceived as effective, the evaluation must be based on the objectives upon which the training programme content was developed. Other important evaluation considerations relate to the environment in which the system operates and the availability of the requisite resources.

In the light of the above, the conceptual framework for the study is shown in fig. 2.1 as a model for describing human resource development in industry, it has considered the characteristics and variables discussed by Dick and Carey (1990) and Finch and Crunkilton (1993).

## CONCEPTUAL FRAMEWORK OF THE STUDY



**Fig.1** Model for Describing Human Resource Development in Industry Adapted from the Instructional System Model Developed by Dick and Carey (1990).

The model has five elements, each of which serves as a sub-system of the total system. Each system has its own input, throughput and output. The first element or sub-system is “need assessment”. It helps to determine the training needs which must reflect those of the individual employees and that of the organisation as a whole for achieving the corporate goals. Based on the assessed training needs, programme objectives and content are developed and this constitutes the second element or sub-system of the model.

The third element or sub-system is the delivery system which considers the operating environment (internal and external influence), delivery strategies (mode, duration, training and methodology) and resources (human, facilities and materials). The fourth element or sub-system of the model is concerned with capacity building and expected outcomes of the training. It deals with the development of attitude, technical knowledge, skills, effectiveness and efficiency.

The fifth and final element or sub-system is directed at impact assessment and evaluation of the training programmes. Issues of concern are corporate goals, job satisfaction, individual performance, organisational performance and productivity.

An important feature of the model is that, for each element as a sub-system, a feedback is built into the model to notify modification and/or continuation of the training programmes.

## **CHAPTER THREE**

### **METHODOLOGY**

The focus of this study is on the nature of employee training and development programmes at the Coca-Cola Bottling Company of Ghana (Kumasi). This chapter describes the procedure and techniques which were used in collecting data for the research. The chapter also outlines the design of the study, population, sample and sampling techniques, instrumentation design, procedures for data collection, and methods of data analysis.

#### **Design of the Study**

The study is a descriptive survey similar to the study of staff perception of staff development programme at the Northern Alberta Institute of Technology by Aidoo-Taylor (1986). The researcher cited above, came out with a perception scale which was adapted and modified to suit the Ghanaian industrial environment. The main purpose of using the descriptive research design for the study was to describe and explain the nature of training and development programmes at the Coca-Cola Bottling Company of Ghana (Kumasi) and to assess the impact on the organisation (Ary, Jacobs, and Razavieh, 2002). Fraenkel and Wallen (2000) argued that descriptive research focuses on gathering data from the

respondents to identify the characteristics of a specific event and which made it appropriate to use descriptive design for the study.

### **Population,**

Polit and Hungler (as cited in Akrono, 2001) defined population as the entire aggregation of cases that meet a designated set of criteria. The total employees of the Coca-Cola Bottling Company of Ghana (Kumasi), including those at its satellite units at Tamale, Obuasi and Sunyani, were used for the study.

### **Sample and Sampling Procedure**

The census sampling technique was used for the study and so the total population of 230 employees of the company formed the sample size for the study. The total employees work in eleven (11) different units under three main departments of the company as shown in Table 3.1. The departments are Technical, Sales and Marketing and Finance and Administration.

The table shows that the total number of employees of the company is two hundred and thirty (230) people. One hundred and nine (109) or 47% of the employees are in the technical department which has four units: quality assurance, maintenance, production and transport. Ninety-eight or 43% of the employees are in the sales and marketing department working in three units: warehousing, purchasing and sales units.

The third department is finance and administration, which has twenty-three (10%) employees of the total work force of the company. The finance and

administration department has the following four units: human resource, finance, administration and internal control units.

**Table 1**

**Population and sample by Departments and Units**

Department	Units	Total Number of Employees	% of Employees in the Company
1.0. Technical			
	1.1. Quality Assurance	10	4.30
	1.2. Maintenance	26	11.30
	1.3. Production	67	29.10
	1.4. Transport	6	2.60
Departmental Total		109	47.39
2.0. Sales and Marketing			
	2.1. Warehousing	31	13.47
	2.2. Purchasing	1	0.43
	2.3. Sales	66	28.69
Departmental Total		98	42.61



Table 1 continued.

3.0. Finance and Administration		
3.1. Administration	4	1.70
3.2 Human Resource	2	0.86
3.3 Internal Control	3	1.30
3.4 Finance	14	6.00
Departmental Total	23	10.00
Grand Total	230	100.00

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The Coca-Cola Bottling Company of Ghana (Kumasi) serves the northern part of the country while the Accra branch serves southern Ghana. The sales unit of the Sales and marketing department of the Kumasi branch has depots at Obuasi, Tamale, and Sunyani.

### **Instruments**

Questionnaire and an un-structured interview were used as the instruments for data collection from the employees in the study. These two instruments have the advantages of cost effectiveness, richness of data, simple to use, flexible in time constraints, high accessibility and less ethical issues as identified by Aidoo-Taylor (1986) and Lawler et al (1995).

The un-structured interview was used to gather information from the Human Resource Manager and the General Manager of the company. The un-structured interview was basically about the problems encountered by the

management in the implementation of the training and development programmes in the company. The managers were interviewed separately at their own convenient times since they had tight duty schedules. The purpose of the interview was to obtain information that might not be available to the employees who answered the questionnaire. An example of such information is the company's budget for the staff training and development programmes.

**The Questionnaire:** The questionnaire was responded to by all the 230 employees of the company (non-management and management including the General Manager and the Human Resource Manager). The advantages derived from the use of questionnaire for the study included the following; respondents were given ample time to respond to the items at their own free time and pace to enrich the data; all the employees responded to the questionnaires at a relatively shorter period; and all the questionnaires were retrieved to have all the respondents' opinion.

### **Design of the Questionnaire**

The questionnaire which was used for data collection was adapted from the study by Aidoo-Taylor (1986) and modified for this study. The questionnaire had five main parts. The first part, which consisted of 14 items, dealt with biographical information of the respondents. Some of the information included age, staff position, educational background and work experience. The main objective for collecting the biographical was to explore possible relations between

staff characteristics and staff participation in training and development programmes.

The second part of the questionnaire, consisted of 15 items, dealt with the first research question. It examined the variables which described the characteristics of the type of employee training and development programmes existing at the company such as the programmes orientation as perceived by the employees. The items considered were; content, duration and structure. The objective was to find out: (1) the aims and goals of the programmes; (2) the need assessment methods; and (3) how the training and development programmes are funded.

The third part of the questionnaire, which had 20 items, was to find out how employee training and development programmes are carried out in the company. The parameters used to elicit responses from the respondents were; the role of the instructors or teachers who conduct the training programmes, the role of the employee participants; their qualification; the mode in which the programmes are conducted, the pedagogy used and where and when the programmes are conducted. The objectives were to seek information on: (1) the relevance and appropriateness of the training programmes, (2) the frequency and emphasis on delivery of the training and development programmes, and (3) the availability of human and material resources for the training.

The fourth part of the questionnaire had 20 items on challenges of planning and implementation of employee training and development programmes

at the company. The items were designed to elicit responses on issues such as; cost involved, source of funding, mode of funding, willingness of the participants to attend the training and the organisational conditions of the company under which the programmes are carried out. The objective was to consider the implementation strategies.

The final Part V of the questionnaire, consisting of 19 items, was used to address the description of the effect of the training and development programmes. The variables used in the instrument included; the level of acquisition of knowledge, skills and attitude, improved performance, team work, understanding of company's policies and improved services. The objectives were to find out the level of: (1) efficient and effective performance; (2) commitment to goal; (3) job satisfaction (4) fostering of team building; and (5) increased productivity.

### **Pre-testing the Instrument**

The researcher conducted a pre-testing of the instrument at Paramount Distilleries Company at Tanoso in the Kumasi Metropolis. Stratified sampling method was adopted using twenty people from the different units and departments of the company. The Company was chosen for the pre-testing of the questionnaire because it is in the beverage industry and has varied professionals working in the company similar to the actual population for the study. Again, Paramount Distilleries Company is situated in Kumasi Metropolis and therefore; operates in similar economic environments as pertains at the Coca-Cola Bottling Company of Ghana (Kumasi).

The purpose of the pre-testing was to test for the reliability of the items in the questionnaire. After the pre-testing of the questionnaire and analysis of the data, it was observed that some aspects were not adequately covered in the questionnaire, while some of the items too were not clear to the respondents. This led to modifications of some of the items found to be repetitive and irrelevant. The use of stratified sampling for the pilot testing of the questionnaire helped to address the issues of completeness and representativeness. The pre-testing exercise also gave the researcher insight onto the study.

### **Validation of the Questionnaire**

The initial modified questionnaire was given to colleagues for their comments. They were to comment on ambiguity, redundancy and overlaps in the items. The comments received and subsequent discussions led to the preparation of the first draft of the questionnaires.

Copies of the first draft were given to the supervisors of this study and the Human Resource Manager of the Coca-Cola Company of Ghana (Kumasi) for their study and comments. There were discussions of the questionnaires with the two supervisors of the study. Some changes were made to the questionnaire as a result of the discussions. A second draft of the questionnaire was made and was pre-tested at Paramount Distilleries Company at Tanoso in the Kumasi Metropolis before it was used as shown in Appendix. A.

Tuckman (1972) argues that item analyses are not as critical for the refinement of questionnaire as they are for the refinement of test and that questionnaire's items are usually reviewed for clarity and distribution of responses without necessarily running an item analysis. The instrument used in the study was presumed to be reliable for it was developed from a questionnaire that has been used in a similar study conducted by Aidoo-Taylor (1986).

### **Data Collection Procedure**

The human resource manager of the Coca-Cola Bottling Company of Ghana (Kumasi) assisted the researcher in the distribution and collection of the questionnaires. The questionnaires were distributed and collected through the heads of department by the Human Resource Manager. The Human Resource Manager had to clarify all issues concerning the questionnaire from the respondents since the company regulations do not permit interactions of the employees with any outsider on matters concerning the company at the company's premises during working hours. This approach was found to be convenient since the heads of departments were much closer to the respondents and at the same time closer to the Human Resource Manager.

### **Data Analysis**

The purpose of this study was to describe the employee training and development programmes in the Coca-Cola Bottling Company of Ghana (Kumasi). In view of this, the data collected were organised to address the following; (1) to provide data for describing features of the programmes at the

company, (2) to describe the programmes' delivery as perceived by the employees of the various departments, (3) to describe the challenges facing planning and implementation of the training programmes and (4) to describe how the programmes affect the employees and the company's productivity as perceived by both management and non-management staff of the company.

Back from the field, the data were coded and transferred to a database and analysed by using the Software Package for Service Solution (SPSS).

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

The purpose of this study was to describe the employee training and development programmes existing at the Coca-Cola Bottling Company of Ghana (Kumasi) as perceived by the management and non-management. The chapter presents data analysis and discussions of findings. The first part of the chapter examined the rate of responses to the questionnaire. The second part of the analysis dealt with the demographic data of the personnel of the company. The subsequent sections dealt with the descriptions of the nature and characteristics of the training and development programmes of the company, the challenges facing implementation of the programmes, and finally, the effects of the training and development programmes on the employees and productivity of the company.

#### **Response Rate by Department and units**

Questionnaires were distributed to the total population of 230 employees of the Coca-Cola Bottling Company of Ghana (Kumasi) using the census sampling. Out of the 230 questionnaires sent out, 164 were responded to and returned, representing a returning rate of 71.30 percent as shown in Table 4.1.



Table 2

**Frequency Distribution of Responses to the Questionnaire by Departments and Units (N – 164)**

<b>Departments / Units</b>	<b>Total Questionnaire Sent Out</b>	<b>Total Questionnaire Returned</b>	<b>% of Questionnaire Returned</b>
1.0. Technical			
1.1. Quality Control	10	7	70.00
1.2. Maintenance	26	20	76.90
1.3. Production	67	47	70.10
1.4. Transport	6	3	50.00
Departmental Total	109 (47.39%)	77 (46.95%)	70.64
2.0. Sales and Marketing			
2.1. Warehousing	31	24	77.40
2.2. Purchasing	1	1	100.00
2.3. Sales	66	47	71.20
Departmental Total	98 (42.61%)	72 (43.90%)	73.47

Table 2 continued.

3.0. Finance and

Administration

3.1. Administration	4	2	50.00
3.2. Human Resource	2	1	50.00
3.3. Internal Control	3	2	66.60
3.4. Finance	14	10	71.40
Departmental Total	23 (10.00%)	15 (9.15%)	65.21
Grand Total	230 (100%)	164 (100%)	71.30

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Source: Field data April, 2009.

The return rate of the questionnaire for the study as a whole was 71.3 percent. The three units which recorded 50 percent returns of the questionnaires were transport, administration and human resources. It is observed that these units are among the five with few staff in the company. The department of sales and marketing recorded the highest return rate of 73.47% out of the 98 questionnaire sent to the department, followed by the technical department with 70.64% out of the 109 questionnaires. The finance and administration department recorded the lowest response return rate of 65.21% out of 23 questionnaires. However, the rate of return was not the same for the departments and units. The unit with the highest return rate is the purchasing (100%) and the lowest returning rate was 50% by transport, administration and human resources units.

The differences in the percentage of return rate by the units might be attributed to the variations in the number of staff in the different units even though; there is no consistency to support this from the data.

### **Demographic Information**

The demographic factors considered were gender, age, educational qualification, position and years of service in the company of the respondents.

#### **Gender of Respondents**

The data in Table 3 show the number and percentage of the gender of the respondents by departments and units.

The table shows that 132, representing 80.50% of the respondents, were male while 32, representing 19.50%, were female. Out of the 32 females who responded, 20 (62.50%) were in the sales and marketing department, eight (25%) in technical department and four (12.50%) in the finance and administration department. The concentration of female in the sales and marketing department may be explained that the technical department is perceived to be male dominated area of operation. On the other hand, it might be that Ghanaian women are more interested in trading than the men.

Table 3

**Gender of Respondents (N – 164)**

	<b>Male</b>	<b>%</b>	<b>Female</b>	<b>%</b>	<b>Total</b>	<b>%</b>
<b>1.0. Technical</b>						
1.1. Quality Assurance	6	3.66	1	0.61	7	4.26
1.2. Maintenance	20	12.19	0	0.00	20	12.19
1.3. Production	40	24.39	7	4.26	47	28.65
1.4. Transport	3	1.83	0	0.00	3	1.83
Departmental Total	69	42.07	8	4.88	77	46.95
<b>2.0. Sales and Marketing</b>						
2.1. Warehousing	15	9.14	9	5.49	24	14.63
2.2. Purchasing	1	0.61	0	0.00	1	0.61
2.3. Sales	36	21.95	11	6.70	47	28.65
Departmental Total	52	31.70	20	12.18	72	43.90
<b>3.0. Finance and Administration</b>						
3.1. Human resource	0	0.00	1	0.60	1	0.61
3.2. Finance	8	4.87	2	1.22	10	6.10
3.3. Administration	2	1.22	0	0.00	2	1.22
3.4. Internal control	1	0.61	1	0.61	2	1.22

Table 3 continued.

Departmental Total	11	6.70	4	2.44	15	9.15
Grand Total	132	80.48	32	19.51	164	100.0

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Source: Field data April, 2009.

### **Age Category of Respondents**

The age categories of the respondents by management and non-management staff are shown in Table 4. From Table 4, 20 (12.20%) of the responding employees of the company were 30 years and below in age. Another 52 (31.90%) of the respondents were in the age category of 30 - 35 years, and 23 (14.10%) were in the 36 - 40 years age category. Thus, a total of 95 (58.30%) of the respondents were below 40 years and they were all non-management staff.

The age distribution of the respondents indicates that the majority of them 122 (74.80%), were below the age of 45 years, while 42 (25.20%) were 45 years and above. The result shows that, of the 36 management staff, 16 or 47.22% were above 55 years; with the remaining 20 or 52.78% aged between 46 and 54 years. Comparatively, only twelve (9.40%) of the 128 non-management staff, were 46 years and above.

The result suggests that, about half the number of the management staff was above 55 years and therefore was getting closer to their retirement. On the other hand, majority (86.50%) of the total employees, especially the non-management staff, were below the age of 54. The findings may suggest that the company has a policy to employ young people and then groom them to

management positions. It could also be that, the nature of the job performed in the company, and the conditions of service in the company are more attractive to the youth.

Table 4

**Age Categories of the Respondents (N – 164)**

Age Category	Management		Non-Management		Total Employees	
	N	%	N	%	N	%
under 30	0	0.00	20	15.60	20	12.20
30-35	0	0.00	52	40.60	52	31.90
36-40	0	0.00	23	18.00	23	14.10
41-45	6	16.67	21	16.40	27	16.60
46-54	14	36.11	6	4.70	19	11.70
55 and above	16	47.22	6	4.70	23	13.50
Total	36	100.00	128	100.00	164	100.00

Source: Field data April, 2009.

**Educational Qualifications of the Respondents**

Table 5 shows the educational qualifications of the personnel in the various departments of the company.

Table 5

**Education Qualification of the Respondents by Departments (N – 164)**

Qualification	No. of Staff in the Departments			Total	
	Finance	Technical	Sales	N	%
Below WASSCE Cert.	0	6	0	6	3.65
WASSCE Certificate	0	9	22	31	18.90
HND	5	38	37	80	48.78
First degree	9	20	11	40	24.40
Second degree	1	4	2	7	4.27
Total	15	77	72	164	100

Source: Field data April, 2009.

From Table 5, only six respondents or 3.65% of the employees had educational qualifications below the West African Senior Secondary Certificate Examination (WASSCE) certificate and they were all in the technical department. A total of 31 persons (18.90%) had WASSCE, and of these, nine were in the technical department while 22 were in the sales and marketing department. Eighty (48.78%) of the respondents were Higher National Diploma (HND) holders. Another 40 (24.40%) of the respondents were first degree holders and seven (4.27%) were second degree holders. The technical department had the highest number of respondents (62) with tertiary educational qualification.

It can be deduced that the Coca-Cola Bottling Company of Ghana (Kumasi) places emphasis on higher qualifications when employing personnel since over 77% of the total respondents had tertiary educational qualifications. The data also suggest that the work carried out in the company is more technical as 77 (or 47%) of the 164 respondents were in the technical department.

### **The Nature of Training and Development Programmes of the Company**

For the purpose of this study, the mean of the responses to the items was called Descriptive Mean Scores (DMS) and were used to describe the nature and type of the training and development programmes being used in the company. This addresses the research question one ‘what types of employee training and development programmes exist at the Coca-Cola Bottling Company of Ghana (Kumasi)?’ The statistics used were means and standard deviations.

In the determination of the degree to which the items were perceived to describe the training and development programmes, numerical scale values were assigned to the responses as follows: 1 = never applies; 2 = seldom applies; 3 = generally applies and 4 = always applies. The Descriptive Mean Score (DMS) of the responses were used as indicators to describe the characteristics of the training and development programmes. DMS value below 2.50 for an item was considered as not describing the nature of the training and development programmes at the company. On the other hand, DMS value of 2.50 and above for an item was considered as providing a description of the nature of the training programmes.



Standard deviation was used to determine the variance of opinion within each of the two groups.

In addition to the mean and standard deviation the t- test was used to determine whether there were significant differences between management and non-management staff in their perceptions of the programme characteristics.

### **Employees Pursuing Further Educational Programme**

Table 6 shows the distribution of the employees pursuing further education programmes by departments.

Table 6

#### **Employees Enrolled in Further Education by Departments (N – 164)**

<b>Department</b>	<b>No. in Further Education</b>	<b>% of Responses</b>
Finance and Administration	5	50.00
Technical	4	40.00
Sales and Marketing	1	10.00
Total	10	100.00

Source: Field data April, 2009.

Ten or 6% of the 164 employees who responded to the questionnaire were enrolled in further educational programmes. Five of the ten staff were in the finance and administration department, four in the technical department, and only

one person was in the sales and marketing department. The low number of employees pursuing further education might be due to the reason that the company does not demand further educational qualification for promotion and progression of the employees in their profession after they have been employed in the company.

### **Employees Who Desire for Higher Qualification**

Table 7 shows the distribution of the employees who indicated desire for Higher Qualification.

Table 7

#### **Employees Who Indicated Desire for Higher Qualification (N – 164)**

<b>Type of Present qualification</b>	<b>Staff with the Qualification</b>	<b>Staff Willing for Higher Qualification</b>	<b>Staff Enrolled in Higher Education Programme</b>
1. Below WASSCE	6	0	0
2. WASSCE	31	1	3
3. HND	80	33	2
4. First Degree	40	8	5
5. Second Degree	7	3	0
Total	164	45	10

Source: Field data April, 2009.

The data in Table 7 show that no employee with qualification below WASSCE certificate was studying for a higher qualification and neither did any one of them express the desire to do so. For the 31 employees with WASSCE, only four expressed the desire and three were studying for higher qualifications. This might be normal because, in the Ghana education system, good grades in WASSCE are usually required for admission into any tertiary programme.

Thirty-three of the 80 HND holders expressed the desire for higher qualifications and two were enrolled in further education. Eight out of the 40 respondents with first degree expressed the desired for higher qualification while five were enrolled in higher education. Among the seven employees with second degree, three expressed the desire for higher qualification but none of them was enrolled for higher qualification.

It is therefore evident that employees with qualifications above WASSCE will want to pursue further education for they might have the needed entry requirements. Furthermore, people with tertiary education realise the need for furthering their education and therefore have the desire to acquire further educational qualification.

### **Types of Further Education Being Pursued by Employees**

Table 8 shows the types and duration of further educational programmes being pursued by the respondents.

Table 8

**Types and Duration of Programmes Being Pursued by Employees (N – 164)**

<b>Programmes of Study</b>	<b>Duration of Programmes</b>		<b>Total</b>
	<b>1-2 year</b>	<b>Above 2</b>	
ACCA	0	2	2
Business Administration	1	2	3
Degree in I. T.	0	5	5
<b>Total</b>	<b>1</b>	<b>9</b>	<b>10</b>

Source: Field data April, 2009.

The ten employees enrolled in further education were in three programme areas. The programmes are Association of Chartered Certified Accountants (ACCA) with two staff, business administration with three and first degree in information technology with five staff. Out of the 10 employees pursuing further education only one person was in a programme of not more than two years duration, the remaining nine were in programmes of more than two years duration.

**Characteristics of the Company’s Training and Development Programmes**

Four items were used in the questionnaire to find out how needs for training and development programmes are determined in the company. Table 4.8 presents the responses of the respondents for the items.

Table 9

**Determination of Training Needs in the Company (N – 164)**

<b>Strategy for Needs Assessment</b>	<b>Mean and Standard Deviation of Responses</b>			
	<b>Management (N=36)</b>		<b>Non-Management (N=128)</b>	
	<b>DMS</b>	<b>SD</b>	<b>DMS</b>	<b>SD</b>
1. Training needs are determined by management.	2.61	.688	2.61	.816
2. Training needs are determined by employees.	2.14	.593	2.17	.733
3. Company policy changes determine training needs.	2.47	.686	2.48	.664
4. Changes on market determine training needs.	2.69	.577	2.78	.501

Source: Field data April, 2009.

From Table 9, both the management and the non-management staff of the company agreed (DMS = 2.61) that training and development needs are determined by the management. Also, both management and non-management staff of the company agreed (DMS of 2.69 and 2.78, respectively) that changes on the market are considered in the determination of the training needs of the company.

On the other hand, both management and non-management staff indicated that training needs are not determined by the employees, and that changes in the company policy do not affect training needs determination (DMS less than 2.50).

The result of the training needs assessment reported above indicates that it is the management who determines the training and development needs of the employees and these needs are based on changes in the market conditions. Brown (2002) asserted that training needs assessment is essential to the success of training programmes. Therefore, to ensure that the training and development programmes of the company are successful in meeting the skills requirement of the company, management had to determine the training needs of the company in line with the company goals. However, it would be better for the non-management staff to make contribution to the training need assessment since they are the beneficiary of the training programme and also forms the majority of the employees of the company.

### **Factors for Determining Content of Training Programmes**

Table 10 shows the responses on how the content of the training and development programmes of the company are determined.

Table 10

#### **Factors the Company Considers in Determination of the Training Programmes' Content (N – 164)**

<b>Factors to Determine Content of Training</b>	<b>DMS</b>	<b>SD</b>	<b>Rank</b>
Change on the market determines training content.	2.76	.518	1
Management determines training content.	2.61	.787	2
Company policy change determines training content.	2.48	.669	3
Employees determine training content.	2.16	.703	4

Source: Field data April, 2009.

The data in Table 10 show that ‘change on the market determines training content’ was the highly ranked factor that determines the content of the training programmes in the company. ‘Management determines the content of the training and development programmes’ was ranked second (MDS 2.61) among the four factors whiles ‘employees’ inputs in the determination of the content of the training programmes’ was ranked fourth (with DMS of 2.16).

The indication of the findings is that, the company is market oriented and, therefore, the company shows much concern about their performance on the market. It is the company's good performance on the market that increases profit. Again, it is obvious that management determines the content of the training since policy formulation and ensuring proper implementation of the policies form part of their responsibilities. Change in the policy direction as well as the involvement of employees of the company are the least factors that affect the determination of content of the training programmes in the company. This does not make the employees feel that they are part of the determination of their training and development programme content.

In conclusion the results show that changes in the market conditions is the main factor considered in determining the content of the training and development programmes of the company.

### **Venue and Duration of the Training Programmes of the Company**

Table 11 shows the responses of the employees on the venue and duration of the training and development programmes. The table shows that the management and the non-management staff of the company agreed that "all in-service training programmes take place at the company premises" (with DMS 3.28 and 3.23, respectively). Also, both the management and non-management staff agreed that "all external training programmes are carried on outside the company premises" (with DMS of 3.56 and 3.46, respectively).



Table 11 further shows that in-service training programmes normally last between 2 to 4 weeks. This is indicated with DMS of 3.31 for the management and 2.93 for the non-management staff. On the other hand, both the management and the non-management disagreed (with DMS 2.47 and 2.46, respectively) on the item “external training programmes takes less than 6 months in man hours”.

Table 11

**Venue and Duration of Training Programmes (N – 164)**

Items on Venue and Duration	Mean and Standard Deviation of Responses			
	Management (N=36)		Non-Management (N=128)	
	DMS	SD	DMS	SD
1. In-service training takes place at company premises	3.28	.513	3.23	.478
2. External training takes place out-side company premises	3.56	.607	3.46	.663
3. External training programmes normally takes less than 6 months	2.47	.736	2.46	.709
4. In-service training are between 2-4 weeks in man hours.	3.31	.467	2.93	.505

Table 11 continued.

5. No in-service training lasts above 1 year in man-hours	2.58	.615	2.70	.680
6. Training programmes have at least two sessions daily	2.42	.604	2.44	.750
7. Duration of every training session is at least two hours	2.51	.668	2.52	.547
8. Training programmes are in the form of workshops and seminars.	2.81	.467	2.91	.699

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Source: Field data April, 2009.

Again, both the management and non-management disagreed (with DMS of 2.42 and 2.44 respectively) that “in-service training programmes have at least two sessions daily”. On the other hand, both management and non-management staff were of the same opinion that no in-service training programme in the company lasted more than one year (with DMS of 2.58 and 2.70, respectively).

The last item in Table 11, states that training programmes are in the form of workshops and seminars recorded DMS of 2.81 and 2.91 for the responses of the management and the non-management, respectively.

The data on the venue and duration of the training programmes suggest that both the management and the non-management staff have the same perception that all in-service training programmes are carried out in the company premises. The in-service training programmes also take the form of workshops

and seminars. The external training programmes, on the other hand, are carried out outside the company and of longer duration. The explanation might be that the company finds it convenient and cheaper to have their internal training and development programmes in the company premises, but they are not responsible for the external training programmes.

While the in-service training programmes are of shorter duration, the external trainings are longer in duration. The internal training sessions are of long periods since they last for at least two hours per session of two sessions per day.

### **Types of Training and Development Programmes at the Company**

Eleven items in the Part II of the questionnaire were used to describe the nature of the training and development programmes provided in the company as perceived by the employees Table 12 shows the results of the responses for the description of the nature of the training and development programmes in the company.

From Table 12, both the management and non-management agreed (DMS  $\geq 2.86$ ) on three statements as describing the nature of the training programmes of the company. The statements were;

- Attending internal training are considered as part of normal duties,
- Different programmes are organised for the different departments and
- General programmes are sometimes organised for all the departments.

On the other hand, both management and non-management disagreed (DMS  $\leq 2.28$ ) on four other statements. These statements were as follows;

- Training is normally off-the-job in nature,
- Training is informal in coca-cola,
- Staff are paid when attending external training programmes and
- It is compulsory for staff to attend training periodically

From Table 12, the management and the non-management staff had divergent opinion on four of the statements. The management dis-agreed with the remaining four issues (DMS  $\leq 2.47$ ), while the non-management agreed with the same issues (DMS  $\geq 2.62$ ) as describing the nature of the training and development programmes in the company.

The data presented in Table 12 suggest that the non-management staff of the company perceived the nature of the training and development programmes as on-the-job training. However, the management did not share the same opinion. The differences in the perception might be attributed to how each group perceived the training programmes in relation to their positions. Possibly the non-management staff were interested only in the internally organised in-service training programmes. On the other hand, the management might have considered both the internal and external training programmes.

The findings further suggest that since the training programmes in the company are on-the-job in nature, the training given at the company might be directly related to the task the employees are performing (customised training).

The responses also indicate that training programmes are perceived to be formally organised in the company. This might have resulted from the fact that the company, being affiliated to Coca-Cola International, has the tradition of doing things in a well structured and organised manner.

The management staff does not perceive the training programmes organised in the company to be instructor led in nature. The non-management staff, on the other hand, perceived the training to be instructor led. These divergent views might be explained by the differences between the levels of educational understanding of the two groups.

Table 12

**Nature of Training and Development Programmes as Perceived by Employees (N – 164)**

Items on Needs Assessment	Mean and Standard Deviation of Responses			
	Management (N=36)		Non-Management (N=128)	
	DMS	SD	DMS	SD
1. Training programme are normally on the job in nature	2.28	.566	2.62	.948

Table 12 continued.

2. Training programme are normally off-the-job in nature	2.25	.604	2.28	.720
3. Training are formal in coca-cola	2.47	.609	2.62	.722
4. Training programme are informal in coca-cola	2.06	.475	2.28	.731
5. Training programmes are instructor led	2.17	.747	2.90	.802
6. Staff are paid when attending external training programmes	1.03	.167	1.02	.125
7. Attending internal training are considered as part of normal duties	2.86	.487	3.01	.634
8. It is compulsory for staff to attend training periodically	1.22	.485	1.10	.373
9. It is not compulsory for staff to attend training periodically	1.10	.467	2.68	.601
10. Different programmes are organised for the different departments	3.19	.624	2.87	.607
11. General programmes are sometimes organised for all departments	3.06	.754	2.98	.581

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Source: Field data April, 2009.

Attending external training programmes are not popular among the employees of the company. This might be the policy of the company not to

motivate employees to attend training and development programmes outside the company. Probably, the company might have observed that the cost of external programmes, in terms of time and money, were expensive for the company. Therefore, the employees attending external training programmes do so at their own cost and convenience. This policy might be based on the assertion made by Jacobs (1990) that, training may not be the only solution for every performance problem. In other words, external training and development programmes alone will not help develop the employees to meet the goals of the company.

As a profit making organisation, internal trainings of on-the job in nature, were encouraged and made formal as well as part of the normal duties of the employees in order to improve company productivity. This is supported by Rummler and Brache's (1995) view that, 'Systems theory assists human resource development professionals to formulate performance problems, analyse it in an organisational context, and implement training as interventions'. The company organises training programmes for the employees based on the company's training needs assessment.

## **Research Question Two**

### **Mode of Delivery of Employee Training and Development Programmes**

Another objective of the study was to ascertain the mode of delivery of the employee training and development programmes at the company. The mode of delivery of training and development programmes was considered in terms of

human resources (quality of instructors), material resources, and methodology used by the instructors.

Descriptive mean score (DMS) was adopted to summarise the perception of the employees on the various variables describing the mode of delivery of the programmes.

### **Quality of Instructors for the Programmes**

Seven statements were used to describe the mode of delivery of the training and development programmes at the company. The responses for these statements are presented in Table 13.

Out of the seven statements both the management and the non-management agreed (DMS  $\geq$  2.50) on five as describing the mode of delivery of the training programmes. These were:

- Instructors for in-service training are from the company
- Instructors place emphasis on work ethics and skills
- Instructors give equal attention to work ethics and skills as well as methodology
- In-service instructors academic qualification are of no importance than expertise in area of operation
- Instructors lay equal emphasis on methodology, work ethics and skills.



Table 13

**Quality of Instructors for the Training and Development Programmes in the Company (N – 164)**

<b>Instructors</b>	<b>Mean and Standard Deviation of Responses</b>			
	<b>Management (N=36)</b>		<b>Non-Management (N=128)</b>	
	<b>DMS</b>	<b>SD</b>	<b>DMS</b>	<b>SD</b>
1. Instructors for in-service training are from the company.	3.36	.487	3.48	.532
2. Instructors for in-service training are from outside the company.	2.31	.525	2.66	.747
3. Instructors place emphasis on work ethics and skills	2.94	.333	3.06	.392
4. Instructors give equal attention to work ethics and skills as well as methodology.	2.78	.422	2.71	.535

Table 13 continued.

5. In-service instructors' academic qualification is of no importance than expertise in area of operation.	2.86	351	2.84	.431
6. Instructors are experienced in methodology than work ethics and skills.	2.44	.504	2.55	.497
7. Instructors lay equal emphasis on methodology, work ethics and skills.	2.55	.507	2.57	.497

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Source: Field data April, 2009.

There were divergent views on the remaining two statements on the mode of delivery of the training programmes. The management disagreed ( $DMS \leq 2.44$ ) to the statements while the non-management agreed ( $DMS \geq 2.55$ ) to the statements. These were;

- Instructors for in-service training are from outside the company
- Instructors are experienced in methodology than work ethics and skills

The results of the data in Table 13 suggest that both management and non-management agreed that instructors give equal attention to work ethics and skills as well as methodology of teaching. This could be explained that, the company might want its employees to understand the content of the training and

development programmes and at the same time be efficient in their areas of operations. This will ensure the achievement of the set objectives of the training and development programmes.

However, there were disagreement between management and non-management on the quality of instructors for the programme. The differences might be that, it is the non-management staff that probably attend the training programmes and therefore, are in a better position to describe the performance of the instructors. On the other hand, it might be that the non-management staff is more interested in acquiring competency in ethics and skills of operation at the expense of theory, which the management do not share that opinion. Again, the management might have used some instructors from their parent plant at Accra of which the employees still perceive them as external instructors.

### **Resources for Implementation of In-service Training Programmes**

Table 14 shows data on the provision of resources for implementation of training and development programmes in the company.

Out of the five statements used to describe how resources are provided for the training programmes, both management and non-management agreed (DMS > 2.50) on four statements as describing what happens at the company's training programmes. These statements were:

- Company provides adequate materials for the training programmes
- Allowances are given to employee for attending internal training programmes
- The venues for the training are well resourced to promote effective running of the trainings

- Training budget compares favourably with other areas of activity.

The only statement which both management and non-management disagreed with as describing what happens at the company's training programme was; "Participants are sometimes required to provide some of the training materials"

It is evident from the results that the views of the two groups are the same on the provision of resources for training and development programmes of the company. The results imply that the company attaches importance to the in-service training and development of the employees. The policy of encouraging in-service training in the company may be explained by Pfeffer' (1998) observation that a vibrant human resource system helps to create a workforce whose contributions are valuable and unique, which makes it difficult for competitors to imitate.

The policy of developing in-service training programmes could be explained that the company believed in investing in human resources development. In this connection, the company tends to go with the assertion by Raymond (2005) that a well trained workforce boosts the firm's productivity twice as the cost of investment in machinery. It might also be that the company believes it is cost effective to organise in-service training for personnel development than to fund employees attending training and development programmes outside.

Table 14

**Resources for Implementation of Training Programmes (N – 164)**

<b>Statements on Resources for Training</b>	<b>Mean and Standard Deviation of Responses</b>			
	<b>Management (N=36)</b>		<b>Non-Management (N=128)</b>	
	<b>DMS</b>	<b>SD</b>	<b>DMS</b>	<b>SD</b>
1. Company provides adequate materials for the training programmes.	2.86	.351	2.76	.430
2. Participants are sometimes required to provide some of the training materials.	2.44	.504	2.27	.595
3. Allowances are given to employee for attending internal training programmes.	2.78	.485	2.77	.568
4. The venue for training is well resourced to promote effective running of the trainings.	2.67	.535	2.60	.580
5. Training budget compares favourably with other areas of activity.	2.75	.500	2.83	.653

Source: Field data April, 2009.

## Methodology and Duration of Training Programmes

Table 15 shows data on perception of employees on methodology used for delivery of the training and development programmes in the company.

Table 15

### Methodology and Duration of Training (N – 164)

Items on Methodology and Duration	Mean and Standard Deviation of Responses			
	Management (N=36)		Non-Management (N=128)	
	DMS	SD	DMS	SD
1. Methods used allow participants understand clearly the contents of the training programmes.	2.61	.688	2.98	.608
2. Methodology allows participants to learn at their own pace.	2.72	.513	2.64	.684
3. Training programme takes place during working hours.	2.58	.554	2.66	.715
4. Duration of every training session is at least two hours.	2.31	.668	2.66	.715

Table 15 continued.

5. Training programmes have at least three sessions daily.	2.42	.604	2.44	.750
6. Evaluation of employees is part of the training programme.	2.75	.439	2.81	.498

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Source: Field data April, 2009.

Out of the six statements used to describe the methodology for the training programmes in the company, both management and non-management agreed (DMS  $\geq$  2.58) on four of them. These four were:

- Methods used allow participants understand clearly the contents of the training programmes
- Methodology allows participants to learn at their own pace
- Training programme takes place during working hours
- Evaluation of employee are part of the training programme

The results of the responses on methodology and duration of the training programmes suggest that the methodology used during training programmes at the company is perceived by the employees to be appropriate and allows the participants to assimilate the content at their own pace. The content of the training programmes is balanced with work ethics and skills appropriate for the job requirements of the company. Again, the company attaches importance to the

evaluation of the training programmes organised in the company and thus evaluates the employees after each training programme.

In summary, it was observed that the company places much importance on the human resource development of the personnel of the company. The instructors of the training and development programmes are mainly from the company but sometimes, instructors are invited from outside to handle certain technical issues. The instructors for the training, both from within and outside of the company, are academically qualified and they do place emphasis on work ethics and skills as well as methodology of delivery of the content of the training and development programmes.

It was found that external training programmes are not popular among the employees of the company. Adequate provisions were made in terms of resources for the internally organised training and development programmes. Appropriate methodologies were used to ensure that participants understood the content of the programmes. The number of sessions as well as the duration of the training programmes varied according to the nature and demands of the content of the training as well as the department and units for which the training was organised.

### **Research Question Three**

#### **Challenges in the Planning and Implementation of Employee Training and Development Programmes of the Company**

The findings and discussions of the challenges in the planning and implementation of the company's training programmes were considered from two



perspectives: (1) balanced orientation of the programmes (Coperate as against personal needs) and (2) resources (the nature of resources provided by the company for in-service as against external training programmes).

### **Balanced Orientation of the Training and Development Programmes**

Ten items were used to determine the orientation of the training and development programmes at the company.

Table 16 shows the Descriptive Mean Scores of the responses of the management and the non-management staff for the ten items used to describe the orientation of the training and development programmes at the company.

The results show that both management and non-management staff perceive six of the statements on orientation and balance of the programmes as posing challenges whereas four of them were not perceived as challenges.

The six statements perceived as challenges affecting the provision of staff training programmes were:

- Who determines the objectives of the in-service training programme is a challenge
- It is difficult to determine the objectives of the training programme
- Stating the objectives to suit both individual and corporate needs is a challenge
- It is difficult to determine the content of training programme to reflect goals and objectives of the company

- Initiative by individuals to identify content of training programme is discouraged by management
- It is a challenge to obtain qualified instructors of the training programmes

Table 16

**Balanced Orientations of Programmes (N – 164)**

Items on Orientation of the Programmes	Mean and Standard Deviation of Responses			
	Management (N=36)		Non-Management (N=128)	
	DMS	SD	DMS	SD
1. Who determines the objectives of the in-service training programme is a challenge.	2.53	.506	2.71	.455
2. It is difficult to determine the objectives of the training programme.	2.72	.615	2.62	.616
3. Stating the objectives to suit both individual and corporate needs is a challenge	2.53	.654	2.58	.556
4. It is difficult to determine the content of training programme to reflect goals and objectives of the company.	2.81	.467	2.70	.555

Table 16 continued.

5. Determination of programme content to suit employee and corporate needs is a challenge.	2.25	.604	2.13	.615
6. Determination of content of training programme by management is a challenge.	2.17	.655	2.23	.667
7. Determination of mode of delivery of the training programme by management is a challenge.	2.36	.683	2.29	.629
8. Initiative by individuals to identify content of training programme is discouraged by management.	2.81	.668	2.68	.546
9. It is a challenge to obtain qualified instructors of the training programmes.	2.81	.525	2.78	.485
10. How to evaluate the training programme is a challenge.	2.19	.786	2.46	.614

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Source: Field data April, 2009.

On the other hand, those which were perceived as not constituting challenges were:

- Determination of programme content to suit employee and corporate needs is a challenge.
- Determination of content of training programme by management is a challenge

- Determination of mode of delivery of the training programme by management is a challenge.
- How to evaluate the training programme is a challenge.

The results of the responses suggest that the management faces challenges in deciding on the appropriate objectives and content for training programmes. The difficulty may be due to ineffective communication between the management and non-management members of the company. Or, it might be that the employees of the company are engrossed in meeting their personal developmental needs at the expense of the company's needs.

Also, the responses indicate that, the management and the non-management perceived that determining and identifying, as well as getting appropriate qualified instructors for the training and development programmes were challenges. This may be due to the fact that few personnel may possess both work ethics and skills required by the company in their area of operations and again have the needed skills in methodology to deliver the subject matter.

Finally, both groups had the perception that evaluation of the training programmes is not a challenge to the implementation of the training programmes.

### **The Resources for the Training and Development programmes**

Table 17 shows the responses of the employees on the challenges of the provision of resources for the training and development programmes in the company.

Table 17

**Challenges on Resources for Training Programmes (N – 164)**

Statement of Challenges on Resources	Mean and Standard Deviation of Responses			
	Management (N=36)		Non-Management (N=128)	
	DMS	SD	DMS	SD
1. The company and employee to agree on cost sharing of training programme is not a challenge.	2.06	.539	2.07	.701
2. It is a challenge for the company to fund the training programme	2.06	.539	1.98	.554
3. It is a challenge to pay the instructors of the training programmes.	2.31	.624	2.68	.627
4. Who to provide material resource for the training programme is a challenge.	2.03	.736	2.33	.550
5. The management readily allows employees to attend external training programmes with study leave with pay.	2.19	.822	2.24	.740

Table 17 continued.

6. It is a challenge to get allowances for attending internal training programmes.	2.08	.874	2.45	.792
7. It is not a challenge for the company to sponsor for external training.	2.31	.786	2.41	.768

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Source: Field data April, 2009.

Out of the seven statements of challenges on resources for the training and development programme in the company both management and non-management staff perceived four as not challenges, two as challenges and had different opinion on the remaining one.

Those perceived as not challenges for the programme were:

- It is a challenge for the company to found the training programme
- Who to provide material resource for the training programme is a challenge
- The management readily allows employees to attend external training programmes with study leave with pay
- It is a challenge to get allowances for attending internal training programmes

The two statements which both management and non-management perceived as challenges were:

- The company and employee to agree on cost sharing of training programme is not a challenge
- It is not a challenge for the company to sponsor for external training

The management disagreed that it is a challenge to pay the instructors of the training programmes whereas the non-management perceived it differently.

The results suggest that:

- (i) cost sharing on training programmes is a problem in the company;
- (ii) staff are not sponsored or even given leave with or without pay to attend external training programmes;
- (iii) the company readily provides all the resources needed for the internally organised training programmes; and
- (iv) allowances are paid for attending internal training programme.

### **Research Question Five**

#### **The Effects of Training and Development Programmes on Employees and the Company**

In describing the effects of training and development programmes at the Coca-Cola Bottling Company of Ghana (Kumasi) on the employees and the company's productivity, as perceived by both management and non-management staff, the following areas were examined: (1) the employees personal development as a result of the training programmes, (2) efficient and effective performance of the employees and (3) improved organisational climate as a result of the training

and development programmes which together with other factors may lead to increase in productivity of the company.

Mean scores were calculated from the responses to the individual items. A numerical descriptive mean score (DSM) value of 2.50 or greater on four point scale was considered to indicate that the respondents agree that the item is a true description of the effect of the training programme. Whiles a mean below 2.50 was considered not to indicate a description of the effect of the training and development programme.

### **Effects on Employee Personal Development**

The perceptions of management and non-management staff on how the training programme has affected the personal development of the employees of the company are shown in Table 18.

The calculated DMS for all the seven items in the table were greater than 2.50. This indicated that both management and non-management agreed that the company's training programmes had contributed to the personal development of the employees.

In summary, the results show that:

- i. the employees are the direct beneficiaries of the competencies acquired as a result of the training programmes in the company,
- ii. the training and development programmes have brought appreciable improvement in the personal and professional development of the employees,



iii. the training has created awareness among the employees about their rights and privileges.

Table 18

**Effects of Training Programme on Employee Personal Development  
(N – 164)**

<b>Effects of Programme on Personal Development</b>	<b>Mean and Standard Deviation of Responses</b>			
	<b>Management (N=36)</b>		<b>Non-Management (N=128)</b>	
	<b>DMS</b>	<b>SD</b>	<b>DMS</b>	<b>SD</b>
1. Training has improved competency level of employees.	2.83	.697	2.98	.608
2. Employee understands company policies better as a result of training programmes.	3.03	.446	3.64	.320
3. The professional status of the employee had improved as a result of training programmes.	2.78	.681	2.86	.585
4. Individuals have been well prepared for future higher responsibilities and positions.	3.08	.604	3.25	.532

Table 18 continued.

5. Employees have been more aware of their social and economic responsibilities.	2.97	.506	2.98	.813
6. Employees have been more aware of their rights and privileges in the company.	2.78	.760	2.55	.600
7. There had been increased in demand for rights and privileges among employees as a result of the training.	2.67	.717	2.68	.687

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Source: Field data April, 2009.

### **Perceived Effects of Training on Productivity**

The DMS of the responses of the employees to the items describing the perception of effects of training and development on productivity in the company are shown in Table 19

Both the management and the non-management staff agreed that the company's training programmes had contributed to the productivity of the company as the calculated DMS for both groups are greater than 2.50.

The findings show that, the problem of staff retention in the company has reduced as a result of the training programmes and there have been improvements in time management and productivity.

Table 19

**Effect of Training and Development on Productivity (N – 164)**

<b>Effects of Training on Productivity</b>	<b>Mean and Standard Deviation of Responses</b>			
	<b>Management (N=36)</b>		<b>Non-Management (N=128)</b>	
	<b>DMS</b>	<b>SD</b>	<b>DMS</b>	<b>SD</b>
1. Retention level of the employee had improved in the company.	2.83	.561	2.81	.661
2. Time management had improved in the company.	2.83	.845	2.98	.687
3. Productivity level of the company had increased.	2.81	.749	3.01	.704
4. Job satisfaction among employees had improved.	2.69	.786	2.75	.763

Source: Field data April, 2009.

The findings also suggest that, as a result of the training and development programmes, the employees are now satisfied with their work since they can present their grievances to the appropriate quarters for redress.

## **Effects of Training on Improving Organisational Climate**

The efficiency and effectiveness of employees of any organisation are factors to increase productivity of the organisation. The responses of the respondents on the effects of the training and development programmes on productivity in terms of efficiency and effectiveness of the employees of The Coca-Cola Bottling Company of Ghana (Kumasi) are shown in Table 20

Items 1, 4, 5 and 6 in Table 20 deal with communication and consensus building between the management and the non-management staff of the company. The MDS of the responses of the management and non-management for each of these items was greater than 2.50, indicating that training had improved communication and consensus building in the company.

The responses indicate that, as a result of training and development programmes in the company, communications, interactions, consensus building and understanding between non-management and management have all improved. This conducive atmosphere in the company is important in contributing to improving efficiency and effectiveness of performance in the organisation.

Table 20

**Effects of Training on Improving Organisational Climate (N – 164)**

<b>Effects of Training on Improved Communication</b>	<b>Mean and Standard Deviation of Responses</b>			
	<b>Management (N=36)</b>		<b>Non-Management (N=128)</b>	
	<b>DMS</b>	<b>SD</b>	<b>DMS</b>	<b>SD</b>
1. There had been improvement in the level of interactions between management and employees.	2.92	.649	3.14	.513
2. Management now understand employee better.	3.08	.500	2.92	.463
3. The image of the company had improved as a result of the training.	2.86	.639	3.15	.534
5. Training has improved consensus building.	2.94	.532	2.86	.729
5. Training has improved communication in the company.	2.89	.708	2.94	.821

Table 20 continued.

6. Training has improved team building in the company.	2.92	.500	2.82	.553
7. Training has improved competency level of employees.	2.83	.697	2.98	.608

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Source: Field data April, 2009.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter is the summary of the study. The first section provides the purpose of the study and an overview of the methodology used for the study and the second presents the important findings. The conclusions are presented in the third section while the fourth section assesses the implications of the study and offers some suggestions for further studies.

#### **Purpose, Conceptual Framework and Methodology of the Study**

**Purpose:** The main purpose of this study was to describe the nature and characteristics of the industrial based training and development programmes at the Coca-Cola Bottling Company of Ghana (Kumasi).

**Conceptual Framework:** The conceptual framework used for the study was derived from the instructional system model proposed by Dick and Carey (1990). The model provided the framework for selecting variables to describe the training and development programmes at the company.

**Methodology:** The study was a descriptive survey and questionnaire was used for the data collection. The total 230 employees of the company formed the

population and all were use for the study. The employees comprised 40 (17.39%) management and 190 (82.61%) non-management personnel. The human resource manager of the company was interviewed for clarifications on certain issues.

### **Major Findings from the Study**

In the context of the objectives of the study, the main findings are summarised below.

#### **Characteristics of the Respondents**

The respondents comprised 47.0 percent from the technical department, 43.0% from the sales and purchasing department and the remaining 10 % from finance and administration department.

The gender distribution was 80.5% male and 19.5% female. Sixty-two percent of the female were in the sales and purchasing department with 25% in the technical department and 13% in the finance and administration department.

The respondents were in four age categories: 12.30 % were below 30 years; 45.60 % were between 30 – 40 years; 28.30 % were 41 – 54 years and 13.50 % were above 54 years. Out of the total employees of the company, 21.95% forms the management staff of this, 54.29 % was between the ages of 41 – 54 years whiles 45.71% was above 55 years of age.



The academic qualifications of the respondents were in three categories: 22% had up to ordinary level, 49 % had HND and 29 % with first and second degrees.

### **Description of the Type of the Training Programmes**

The perception of the respondents on the nature of the training and development programmes in the company is summarised below.

The programmes' content did not address adequately the personal developmental needs of the employees as expected, because of the emphasis on internal training that addresses the corporate needs. Thus, the content of the training programmes was determined by management based on market conditions of which, the non-management personnel had no input.

Of the total 230 employees, only ten (10) were enrolled in further education programmes. Of this number, five were working in finance and administration department; four were in the technical department, and one in the sale and purchasing department. Five of the employees enrolled in further education had 1<sup>st</sup> degree, two of them had HND and three were W.A.S.S.C.E. holders.

The in-service training programmes took place at the company premises and were in the form of on-the job. These training programmes were considered to be part of the normal duties of the employees and, therefore, everybody was expected to attend. Attending external training programmes was not encouraged in

the company. Hence, employees were never given leave with or without pay and, therefore, have to attend on part-time basis.

### **Mode of Conducting the Training Programmes**

The instructors of the training and development programmes were mainly from the company but sometimes, instructors were invited from outside to handle certain technical issues. The instructors for the training, both from within and outside the company, were academically qualified. They placed emphasis on work ethics and skills as well as on the methodology of delivery of the content of the training and development programmes. Most of the training programmes were instructor led but some of the programmes were employee centred in nature depending on the department.

The policy of the company on training programmes showed that the company was responsible for the organisation of in-service training and development programmes in the company. Therefore, funding for internal training and development programmes was not a problem for the employees.

### **Effects of Training Programmes on Employees and Productivity**

The training and development programmes had brought appreciable improvement in the personal and professional development of the employees. The training and development programmes had created awareness among the employees of their responsibilities and privileges in the company and had also made them to understand company policies.

As a result of the training and development programmes, the employees were now satisfied with their work, and so retention level in the company had improved. Again, there had been improvement in time management and productivity of the company.

Finally, as a result of the training and development programmes in the company, communications and interactions had improved between the management and the non-management staff.

### **Conclusions**

Based on the findings of this study, the following conclusions were reached on the employee training and development programmes at the Coca-Cola Bottling Company of Ghana (Kumasi)

1. The company had youthful crop of employees. However, the management is aging as majority of the current management would retire in five years time.
2. The response rate to the questionnaire suggests the awareness and concern of the employees to the training and development programmes in the company.
3. The training needs assessment of the programmes is focused mainly on the company's needs, more than it is for employee needs, therefore the content of the training and development programmes is market oriented.
4. The training is on-the job which suits the corporate needs. The variation of programmes for the different departments ensures development of specialisations and makes it a balanced programme.

5. The company provides resources for the internal training programmes; however, it does not encourage employees to enrol in external training programmes.
6. Qualified instructors and right methodologies are used for the delivery of the training programmes; however, there is room for improvement to suit the educational as well as individual differences since there were some few reservations expressed by the respondents.
7. Cost sharing on external training programmes is a problem between the employees and the company as the company is inclined to specific job training and therefore not ready to pay for external training. The employees on the other hand, prefer professional development and want the company to support them in external training.
8. Even though there have been improvement in the personal and professional development as a result of the training programmes, it has not met the level of expectation of the employees and there is the need to improve on it.
9. The efficiency and effectiveness as well as the productivity of the company have improved as a result of the training and development programmes.

### **Recommendations**

It is evident in this study that employee training and development programme is receiving attention by both management and non-management personnel of the Coca-Cola Bottling Company of Ghana (Kumasi). Because employee training is a complex phenomenon, a study of institutional training

programmes is likely to reveal some concerns that can assist management and the human resource department of the company.

The following implications are suggestions for consideration to the management of Coca-Cola Bottling Company of Ghana (Kumasi)'s.

1. There is the need to train some of the youth to assume management positions as a majority of the current management would be retiring in five years time.
2. Efforts to develop a more comprehensive needs assessment and content seem to be necessary and could be achieved; if individuals are encouraged to make inputs to the needs assessment. The needs assessment and the content could be broadened to embrace both company and personal needs of the employees.
3. A pragmatic way, such as setting priority programmes, could be adopted to resolve the issue of cost sharing on external training in the company.

### **Suggestions for Future Research**

This study examined the training and development programmes in the Coca-Cola Bottling Company of Ghana (Kumasi) as perceived by both management and non-management personnel of the company. The model of the study was used as the basis for selection of variables for the study. In order to improve on the model, the following areas must be considered for further studies.

1. Another study at the Coca-Cola Bottling Company of Ghana (Kumasi) with the same model and similar assessment indicators at later date, would contribute to the development and usefulness of the model.

2. A similar study in another bottling company would be useful to test the generalisation of some of the findings of the study and might also show the differences in staff development approach between different companies.
3. A study of the assessment of the effectiveness of the employee training and development programmes at the Coca-Cola Bottling Company of Ghana (Kumasi) would contribute knowledge to the literature in the area of industry-based training programmes.

### **Concluding Statement**

The prime objective of industrial training and development programmes is to improve productivity. Accordingly, employee development becomes a continuous process since situation and individuals require improvement to enhance productivity. Therefore, management must redefine regularly its approaches to employee development to reflect the changing needs of the individual employee and the needs of the company. This study suggests two approaches that can be useful in addressing this concept of continuity in employee development. One approach is to initiate a definition of employee development that is comprehensive enough to embrace all the characteristics and dimensions of the phenomenon. Such a definition should address the perspectives of the company requirements and individual competence. The other is to conduct periodic assessment of the programme to ensure that it meets the needs of current and future realities to make the training programme relevant.

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**APPENDICES**

**Appendix A**

Covering Letter for Questionnaire

Department of VOTEC  
Faculty of Education  
University of Cape Coast  
Cape Coast  
03 – 04 -2009

To the Management and Non-Management Staff

COMPLETION OF THE ATTACHED QUESTIONNAIRE

I have attached a copy of the “Coca-Cola Staff Training and Development Programme Questionnaire” and I am requesting you to answer the questionnaire.

The purpose of the questionnaire is to collect information from both management and non-management staff of The Coca-Cola Bottling Company of Ghana (Kumasi) about the perception of the nature, mode of delivery, challenges of planning and implementation and effects of the training and development programmes on the employees and the company. Your completion of this questionnaire is important to the success of this study since all the employees of the company are being used for the study.

The responses will be analysed and reported only in the form of group statistics so anonymity and confidentiality of your individual responses will be protected. The result of the study should provide valuable information for improvement in the training programmes at Coca-Cola as well as data for my thesis at the University of Cape Coast. This project has been approved by the management of the company and your cooperation would be greatly appreciated.

Therefore I am requesting you to complete the attached questionnaire by 23<sup>rd</sup> of April 2009. Should you have any question regarding the study of the questionnaire, please call William Kyei on 05124381

Your time and co-operation to participate in this study is greatly appreciated.

Yours faithfully,

.....

Charles K. Osei



## Appendix B

### Questionnaire

QUESTIONNAIRE FOR THE STUDY OF  
EMPLOYEE TRAINING AND DEVELOPMENT PROGRAMME  
AT THE COCA-COLA BOTTLING COMPANY OF GHANA (KUMASI)

#### PART I: BIOGRAPHICAL INFORMATION

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The purpose of this part of the questionnaire is to collect relevant information on both employee and management of Coca-Cola as relates to the study of employee training and development programme in the company.

Please indicate your response by checking ( ).

1. What is your gender?                      a. ( ) Male              b. ( ) Female
  
2. How many years have you worked in this company?  
( ) a. Less than 1 year  
( ) b. 1 – 3 years  
( ) c. 3 – 6 years  
( ) d. 6 years and above.
  
3. What is your present position at coca-Cola Bottling Company?  
a. ( ) Management member  
  
b. ( ) Non-management member  
  
c. ( ) Departmental head  
  
d. ( ) Unit head
  
4. What is your department?  
a. ( ) Finance and administration  
b. ( ) Technical department

c. ( ) Sales department

5. In what unit are you?

a. ( ) Quality control

d. ( ) Transport unit

b. ( ) Maintenance unit

e. ( ) Human resources

c. ( ) Production unit

f. ( ) Finance

g. ( ) Warehousing

h. ( ) Purchasing unit

i. ( ) Administration

j. ( ) Sales units

k. ( ) Internal control

6. What is your age category?

a. ( ) Under 30 years

e. ( ) 46 – 50 years

b. ( ) 30 – 35 years

f. ( ) 50 – 55 years

c. ( ) 36 – 40 years

g. ( ) 55 and above

d. ( ) 41 – 45 years

7. What is your academic qualification?

a. ( ) Below 'O' level

d. ( ) Up to H.N.D.

b. ( ) Below BECE

e. ( ) Up to first degree

c. ( ) Up to 'O' level

f. ( ) Second degree and above

8. How many years have you been at this position in the company?

( ) a. Less than 6 months

( ) d. 2 – 4 years

( ) b. 6 – 12 month

9. Are you currently pursuing formal education?

a. ( ) Yes

b. ( ) No

10. If yes, write down the programme.

.....



PART II

TYPE OF TRAINING AND EMPLOYMENT PROGRAMME

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The statements listed below describe the employee training and development programme at Coca-Cola Company Kumasi. **Draw** a circle around the appropriate number to show the extent to which you agree to the statements used to describe the employee training and development programme.

**RESPONSE KEY:**

**1 = NEVER APPLIES**

**2 = SELDOM APPLIES**

**3 = GENERALLY APPLIES**

**4 = ALWAYS APPLIES**

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1.The employee training needs are determined by management	1	2	3	4
2.The employee training needs are determined by employees	1	2	3	4
3.Policy changes in the company determine training needs	1	2	3	4
4.Changes on market determine employee training needs	1	2	3	4
5.The programme normally takes place at the company premises	1	2	3	4
6.The training normally takes place outside the company premises	1	2	3	4
7.The duration of the programme is normally less than 6 months	1	2	3	4
8.The duration of in-service training programmes are usually between 6 – 12 months	1	2	3	4
9.The duration of in-service programme is normally above 1 year	1	2	3	4
10.When staff attend external training they are given leave with pay	1	2	3	4
11.When staff attends internal training they are given leave	1	2	3	4
12.It is compulsory for every staff to attend training periodically	1	2	3	4
13.It is not compulsory to attend training programme	1	2	3	4
14.Training programme is in the form of workshop and seminar	1	2	3	4
15.Change on the market determines training programmes' content	1	2	3	4

PART III

MODE OF DELIVERY OF TRAINING PROGRAMME AT COCA-COLA

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The statements listed below describe the mode of delivery of employee training and development programme at Coca-Cola Company Kumasi. **Draw** a circle around the appropriate number to show the extent to which you agree to the statements used to describe the employee training and development programme.

**RESPONSE KEY:**

**1 = NEVER APPLIES**

**2 = SELDOM APPLIES**

**3 = GENERALLY APPLIES**

**4 = ALWAYS APPLIES**

---

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Instructors for the in-service training are from the company   | 1 | 2 | 3 | 4 |
| 2. The instructors of the training programme are from outside   | 1 | 2 | 3 | 4 |
| 3. The instructors lay much emphasis on work ethics and practices   | 1 | 2 | 3 | 4 |
| 4. The instructors are more experienced in methods of the delivery than that of work ethics and practices                               | 1 | 2 | 3 | 4 |
| 5. The instructors give equal attention to work ethics and practices as well as methodology of delivery                                 | 1 | 2 | 3 | 4 |
| 6. The academic qualification of the instructors of the in-service training are of less importance than expertise in area of operation. | 1 | 2 | 3 | 4 |
| 7. The venue for the training are well resourced to promote effective running of the programmes   | 1 | 2 | 3 | 4 |
| 8. Participants are sometimes required to provide some of the training materials  | 1 | 2 | 3 | 4 |
| 9. The methodology allows participants to learn at their own pace   | 1 | 2 | 3 | 4 |
| 10. Participants understand clearly the content of the training   | 1 | 2 | 3 | 4 |

11. The training normally takes place during working hours 1 2 3 4
12. On the average every training programme has two sessions daily 1 2 3 4
13. The duration of every session is at least three hours 1 2 3 4
14. Allowances are provided to participants for attending in-service training programme. 1 2 3 4
15. Human and material resources are provided for the success of the in-service training programmes 1 2 3 4
16. The training budget compares favourably with that of other areas 1 2 3 4
17. The in-service training programmes are instructor led in nature 1 2 3 4
18. the training programme contribute to the evaluation of the performance of the employees. 1 2 3 4
19. Different programmes are organised for the different departments 1 2 3 4
20. General programmes are usually organised for all the departments 1 2 3 4

PART IV

CHALLENGES OF FORMULATION AND IMPLEMENTATION  
OF TRAINING PROGRAMMES

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The statements listed below describe the challenges of formulation and implementation of employee training and development programme at Coca-Cola Company Kumasi. **Draw** a circle around the appropriate number to show the extent to which you agree to how each statement affect employee training and development programme in the company.

**RESPONSE KEY:**

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**1 = STRONGLY DISAGREE**

**2 = DISAGREE**

**3 = GENERALLY APPLIES**

**4 = ALWAYS APPLIES**

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- |   |   |   |   |   |
|---|---|---|---|---|
| 1. The decision of who to determine the objectives of the in-       | 1 | 2 | 3 | 4 |
| service training programme is a challenge                           |   |   |   |   |
| 2.It is difficult to determine the objectives of the training by    | 1 | 2 | 3 | 4 |
| management  |   |   |   |   |
| 4.Stating the content of the programme to reflect the aspiration of | 1 | 2 | 3 | 4 |
| the employees is a challenge  |   |   |   |   |
| 5. Stating the content of the programme to balance the needs of     | 1 | 2 | 3 | 4 |
| both management and employees is a challenge                        |   |   |   |   |
| 6. It is a challenge for the company to fund the training           | 1 | 2 | 3 | 4 |
| programme   |   |   |   |   |
| 7. It is not a challenge for the company and the employee to agree  | 1 | 2 | 3 | 4 |
| on cost sharing on training programmes                              |   |   |   |   |
| 8.Determination of the content of the programme by management       | 1 | 2 | 3 | 4 |
| is a challenge  |   |   |   |   |
| 9.Determination of the mode of delivery of the programme by         | 1 | 2 | 3 | 4 |

- management is a challenge
10. The frequency of organising training programmes for each of the departments and units is an issue. 1 2 3 4
11. Initiatives by individuals to identify the content of the training programme is discouraged by management 1 2 3 4
12. It is an issue to determine the competency level of the instructors of the programme in terms of methodology and competency in skills and work ethics 1 2 3 4
13. It is a challenge to pay instructors of the internal training 1 2 3 4
14. The question of who is to provide material resources for the programme is an issue. 1 2 3 4
15. Where the training is to take place is an issue 1 2 3 4
16. It is a challenge to decide when the training is to take place 1 2 3 4
17. How to use the evaluation of training programme is an issue 1 2 3 4
18. The management readily allows the employees to attend external training programmes 1 2 3 4
19. It is a challenge to get allowances after internal training 1 2 3 4
20. It is not a challenge for the company to sponsor external training 1 2 3 4



## PART V

### EFFECTS ON EMPLOYEE AND PRODUCTIVITY

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The statements listed below are the perceived effects of training programme on employee and productivity by both management and employee at Coca-Cola Company Kumasi. **Draw** a circle around the appropriate number to show the extent to which you agree to their affects on the personnel and the company.

#### **RESPONSE KEY:**

**1= STRONGLY DISAGREE**

**2 = DISAGREE**

**3= AGREE**

**4 = STRONGLY AGREE**

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- |  |   |   |   |   |
|--|---|---|---|---|
| 1.The training had improved the competency level of the employees                                    | 1 | 2 | 3 | 4 |
| 2.Employees understand company policies better than before   | 1 | 2 | 3 | 4 |
| 3.Team building had improved in the company  | 1 | 2 | 3 | 4 |
| 4.Retention level of employee had increased as a result of the training                              | 1 | 2 | 3 | 4 |
| 5.Time management had improved in the company  | 1 | 2 | 3 | 4 |
| 6.There had been increased dissatisfaction among employees   | 1 | 2 | 3 | 4 |
| 7. Employees are now more aware of their responsibilities and privileges in the company than before. | 1 | 2 | 3 | 4 |
| 8.Productivity level had increased as a result of the training                                       | 1 | 2 | 3 | 4 |
| 9.Job satisfaction among employees had improved  | 1 | 2 | 3 | 4 |
| 10.Communication had improved in the company   | 1 | 2 | 3 | 4 |
| 11.Consensus building had improved as a result of the training                                       | 1 | 2 | 3 | 4 |
| 12.The professional status of employees had improved   | 1 | 2 | 3 | 4 |

13. The individuals had been well prepared for higher responsibilities and positions in future. 1 2 3 4
14. The image of the company had improved as a result of the training 1 2 3 4  
1 2 3 4
15. Management now understand employee better than before
16. Training has improved the level of interactions between management and employees. 1 2 3 4
17. There had been increased in the demand for rights and privileges among employees as a result of the training 1 2 3 4
18. Employees are aware of their economic and social responsibilities in the company 1 2 3 4
19. employees can now seek redress 1 2 3 4

GENERAL COMMENTS

Please list three comments or suggestions that you consider important regarding the type, forms of delivery, challenges and effects of employee training and development at Coca-cola.

1.....

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2.....

.....

.....

3.....

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