UNIVERSITY OF CAPE COAST

EFFECT OF TRAINING AND DEVELOPMENT ON ORGANISATIONAL
PERFORMANCE: A CASE OF COMPASSION INTERNATIONAL GHANA
ASSISTED PROJECTS IN THE VOLTA REGION.

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2016

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BY

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Dissertation submitted to the Department of Management of the School of Business,
University of Cape Coast, in partial fulfillment of the requirements for the award of
Master of Business Administration degree in General Management

AUGUST 2016

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is my original research and that no part of it have been presented for another degree in the university or elsewhere.

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

Name: Alex Mensah Adenyo

Supervisor's Declaration

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

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

Name: Dr. Abigail Opoku Mensah

ABSTRACT

The quality of Human Resource is an asset to any organization and as a result Training has become an issue that has to be faced by every organization. The amount, and quality of training carried out varies enormously from organization to organization due to factors such as the degree of external change, for instance, new markets or new processes, the adaptability of existing workforce and importantly the extent to which the organization supports the idea of internal career development. Most organizations meet their needs for training in an ad hoc and haphazard way whiles others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. This research therefore sought to find out the impact of training and development on organizational performance, with Compassion International Ghana assisted projects in the Volta Region as a case study. The research assessed the view of employees on training and development and the impact of training and development on the productivity of employees. A questionnaire was designed using structured questions to collect primary data from employees of the child development centers. Personal interviews were held with some management staff of the organization. The result of the training shows that training and development have a significant impact on organizational performance. The findings revealed that training and development affect the productivity of employees. Furthermore, it also instructive to note that even though majority of respondents find the outcome of trainings satisfactory, quite a significant number of them were not satisfied with the outcomes of the trainings they attended. It is recommended that training needs should be considered on the basis of overall organizational (project) objectives. The goals of the organization (project) should be able to determine what training programs are to be organized for staff. And finally, staff should be motivated to add value to themselves and to their lives at all times.

KEY WORDS

Appraisal

Development

Employee

Evaluation

Human resource

Job description

Learning

Motivation

Organisation

Performance

Policy

Succession planning

Training

ACKNOWLEDGEMENTS

DEDICATION

To my wife (Elizabeth) and son (Selasi)

TABLE OF CONTENT

CHAPTER THREE: RESEARCH METHODS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

This chapter provides a background to the study. It highlights the relevance of training and development in the ever-changing world of service delivery, be it in private or public institution and particularly its relevance for Compassion International Ghana assisted projects in the Volta region. The chapter also brings out the problem statement, objectives, the research questions, significance, scope, and the organization of the study.

Background of the Study

Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organisation. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently.

"The ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resources that actually make production happen", Asare-Bediako (2008). Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organisation through training and development. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions (Mullins, 2007). According to Heathfield (2012), the right employee training, development and

1

education at the right time, provides big payoffs for the organisation in increase productivity, knowledge, loyalty and contribution.

The effectiveness and success of an organisation therefore lies on the people who form and work within the organisation. It follows therefore that the employees in an organisation to be able to perform their duties and make meaningful contributions to the success of the organisational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, organisation like Compassion International Ghana, conducts training and development programmes for the different levels of their manpower.

Usually, before training or development programmes are organized efforts are being made through individuals and organisational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified. It is worthy of mention that organisation development follows the development of individual who form the organisation. It follows that no organisation becomes effective and efficient until the individual have and apply the required skills and knowledge.

Training has been observed as part of human development. Human development is a process of enlarging people's choices. In principle, these choices can be infinite and change over time. But at all levels of development, the three essential ones are for people to live a long and healthy life, to acquire knowledge through training, and to have access to resources needed for a decent standard of living. If these essential choices are not available many other opportunities remain inaccessible.

According to the concept of human development income is clearly only one option that people would like to have, albeit an important one. Development must therefore be more than just the expansion of income and wealth. The importance of incorporating training into organisational or institutional roles the staffing of these roles and the entire process of direction and leading people must be premises on knowledge and skills.

The need for improved productivity in organisation has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Thus, the role played by staff training and development can no longer be over-emphasized. However, the need for organisations to embark on staff development programme for employees has become obvious. Absence of these programme often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organisation growth, also Isyaku (2000) postulated that the process of training and development is a continuous one.

Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make staff development a necessity, to keep track with current event and methods. Oguntimehin (2001) have drawn the attention of the entire sundry to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Training is not coaxing or persuading people to

do what is wanted but rather a process of creating organisational conditions that will cause personnel to strive for better performance.

Among other schools of thought that highlighted the usefulness of training is Oguntimehin (2001). He identified the functions of training as follow: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise. Khawaja, J. and Nadeem, A.B. (2013) are of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks.

Cole (2002) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organisation growth. Also Neo, S.Y., Chua, T.S., Goh, H.K. and Xiao, Y. (2000) postulated that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organisations objectives of higher productivity, makes it absolutely compulsory.

Statement of the Problem

There is almost a general agreement in management theory that employees are a strategic resource of an organisation. Human Capital is the knowledge, skills and experience of an organisation's people. It is a key driver of organisational performance. Improving human capital is therefore essential to strategies for increasing productivity, innovation, competitiveness, and high performance within organisations (Panagiotakopoulos, 2011).

The challenge, however, is that many of Compassion International Ghana's assisted projects feel overwhelmed by the thought of having to provide training to their employees due to the following reasons: misconception of financial costs, time commitment, use of suitably trained staff, use of in formal training practices and small organisations wrongly comparing themselves with large organisations (Watt & Kitagawa, 2009). Another compelling factor dissuading many small organisations from engaging in training is the belief that it is more feasible to recruit suitably trained staff from the labor market (Torrington & Hall, 2000). Keep (2000) supports this by explaining that companies are fearful of investing in their employees for fear of poaching by competitors therefore it is better to recruit 'oven ready' employees than incur costs through externalities. Existing evidence appears to suggest that training interventions in small firms are considerably less sophisticated than those in larger organisations. Sadler- Smith Downs and Lean, (2000) explain that when it comes to providing training and learning activities, many small organisations wrongly compare themselves to bigger companies whose training and learning resources are much bigger. They therefore end up focusing more on the quantity of their learning investments, for

5

example, money, time and resources, rather than the quality of their learning and training activities for example, training practices (Watt & Kitagawa, 2009)

Vickerstaff, J. and Bourgion, P. (2009) revealed that there is a high degree of unplanned, reactive, and informal training activity in small firms, where there is typically unlikely to be a dedicated personnel manager or training officer. These contentions are also supported by several studies (Hill & Stewart 2000, Matlay 2002).

The preceding literature clearly highlights the need for researchers to explore the impact of training and development practices within small organisations like projects assisted by Compassion International Ghana.

There are thirteen (13) projects in the Volta region assisted by Compassion International, Ghana. These projects are all located in the South and Central Tongu districts. Each of these projects has four core staffs namely the Project Director, Project Accountant, Social Worker and a Health Worker. They also have fifteen to twenty volunteers (teachers and cooks) who assist the core staff in executing the project. These projects are seen as organisations on their own and have budgets they execute.

This study seeks to assess the impact of Training and Development on organisational performance.

Main Objective of the Study

The main objective of the study is to assess the impact of Training and Development on organisational performance.

Specific Objectives

The study seeks:

1. To find out the views of employees on training and development

2. To find out whether training has an impact on employees' performance.

3. To assess the effect of staff training and development on productivity

4. To find out the measures put in place to enhance staff training and development

Research Questions

From the objectives of the study, here are a few research questions that will guide the study:

1. What are the view of employees on training and development?

2. How does training and development impact on employees' performance?

3. What effect does training and development have on productivity?

4. What are the measures put in place to enhance staff training and development?

5. What ways can staff be encouraged and motivated to continually upgrade their knowledge and skills?

Scope of the Study

The study will be conducted in all thirteen communities in the South and Central Tongu Districts in the Volta region which have Compassion International, Ghana assisted projects. These communities are Dove, Devime, Vome, Volo,

Sogakope, Adidome, Mafi-Anfoe, Mafi-Zongo, Mafi-Kumase, Mafi-Gidikpoe, Kpoviadzi, Mafi-Asiekpe and New-Bakpa.

Issues covered include the views of employees on training and development and its impact on the performance of employees, the measures put in place to enhance training and development and recommend appropriate ways of encouraging and motivating staff to continually upgrade their knowledge and skills.

Significance of the Study

The outcome of the study will guide the various projects on how to effectively use Training and Development to improve the performance of staff and the organisation. The study will also come out with recommendations that will help improve how the various projects manage their training regimes. Finally, it will serve as a reference document to the academics and researchers and all those interested in the research of Compassion International assisted projects.

Delimitations

The study will be delimited to the study area due to resource constrains and time. Also, only staff who have received any form of additional training were selected for the study.

Limitations

Problems such as constraint of time of the researcher was a limitation to this study. Also the cost involved in the collection of data by the researcher served as a limitation to this study.

Organisation of the Study

The research study will be in five chapters. Chapter one is the introduction of the study and it includes the background description, problem definition, objectives of the study, scope of the study, significance of the study, limitations of the study and the organisation of the study.

Chapter two is the literature review of the study. Here, relevant literature of authors and other researchers related to the research topic are reviewed.

Chapter three deals with the research methodology which looks at methods adopted in capturing data and carrying out the study.

Chapter four will focus on data presentation and analysis while chapter five will present a summary of the study, findings and conclusions drawn from the findings and recommendations based on the conclusions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The main objective of this chapter is to review relevant literature that is already in existence and to indicate where this study fits into debates around the subject. It covers theoretical framework, conceptual framework and empirical review of literature.

Theoretical Framework

In order to explain the importance of training practices to organisational performance, the researcher reviewed three theories of the most referenced theories related to training and the learning process. These theories are reinforcement theory, cognitive theory, and social learning theory.

Reinforcement Theory

In this theory, learning is said to have occurred when learners evidence the appropriate reinforcement of an association between a particular response and stimulus (Smith & Ragan, 2005). McKenna and Beech (2006) explained that, to improve trainees' performance there has to be reinforcement of what has been learnt. It affects the tendency to make specific responses again. This can be in the form of feedback where trainees are provided with responses about their progress and achievements during the training process. Nassazi (2013) supports this by explaining that, learning must be reinforced and that behavioral scientists have demonstrated that people learn best with immediate reinforcement of appropriate

behavior. Banaji (2011) explains that positive reinforcement theory suggests that for trainees to acquire knowledge, change behavior, and modify skills, the trainer needs to identify what outcomes the learner finds most positive and negative, then link those outcomes to the training practices. This theory suggests that trainees are likely to adopt a desired behavior, through training, if the changed behavior will be of benefit to them.

This theory therefore suggests that for training to lead to improved performance of employees and subsequently the organisation, appropriate feedback must be given to employees during the training process. This will help the employees acquire the appropriate knowledge to perform better on the job.

Cognitive Theory

In cognitive theory, learning is the acquisition or reorganisation of the cognitive structures through which human beings process and store information. Mclead (2012) found out that this theory describes the way in which people learn to recognize and define problems and experiment to provide solutions. The emphasis here is on the importance of experience, meaning, problem solving and the development of insights. This theory developed the concept that individuals have different needs and concerns at different times, and that they have subjective interpretations in different contexts.

ASTD (2012) found out that cognitive theory is a learning theory that analyses how thoughts, feelings, and social interactions shape the learning process. It focuses on the cognitive process that employees engage in when they are learning. Learning from others is referred to as vicarious learning. Someone

11

acquires behaviors or skills from someone else by watching their actions closely. The learner observes how the model acts and what the results of the model's actions are. Mclead (2012) found out that on-the- job training methods enables employees to develop a conceptual knowledge, skill and technique to be able to interpret information and solve problems.

This theory is relevant to this study because it tells you what goes on in the minds of employees as they go through the learning process. This will help the organisation to fashion out appropriate training regimes to improve the performance of employees and the organisation.

Social Learning Theory

This theory emphasizes the importance of observing the behaviors, attitudes, and emotional reactions of others. It means people learn by observing other people (Braton, 2007). Observation allows people see the consequences of other people's behavior, in that people can gain some idea of what might happen if they act in one way or another (Alkelabi, Jehanzaeb & Ahamad, 2012). Social learning theory is also influenced by a persons' self- efficacy. Self- efficacy is the ability of a person to learn knowledge and skills of a particular job. It is important to determine one's self- efficacy especially during needs assessment stage of the training process.

A trainee with high self- efficacy will put more effort to learn in a training program while in contrast, a person with low self- efficacy will have self-doubts about mastering the contents of the training program and is more likely to withdraw psychologically and or physically. This people believe that they are

unable to learn, regardless of their effort level (Mineka & Zinbarg, 2006). Chowdhury (2006) explains that social learning theory has four key processes that include Attention, retention, motor reproduction and motivational process. Attention suggests that people cannot learn by observation unless they are aware of the important aspects of the models performance. Attention is influenced by the characteristics of the model and learners must be aware of the skills and behaviors they are supposed to observe and learn.

Retention allows learners to be able to retain or absorb what they have learnt. Motor reproduction means trying out observed behavior to see whether they result in the same reinforcement the model received. The ability to reproduce the same behavior and skills depends on the extent to which the learner can recall the skills or behavior. Motivational process is where learners are more likely to adopt a modeled behavior if it results in positive outcomes. Social learning theory provides valuable information that is directly linked to training practices used in organisations. It encourages training practices to use training methods that allow trainees or employees to incorporate the knowledge, and skills acquired during training in their day-to-day work tasks.

Conceptual Framework

The conceptual framework of this study, training plans, training programs, and training methods are conceptualized as independent variables and key components of training practices. The dependent variable is performance. The variables are represented in figure 1 below. The pointing arrow indicates the direction of influence where the dependent variable is directly influenced by the

13

independent variables. Literature review explains the main variables of this study it therefore informed the choice of variables adopted for this study as shown in the conceptual framework below.

Independent Variable   **Dependent Variable**
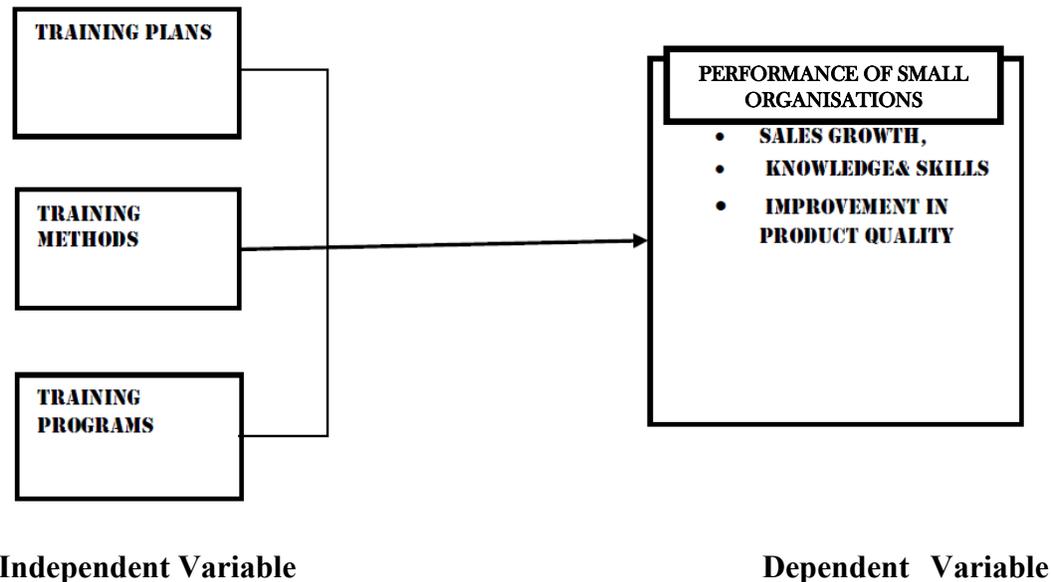
Figure 1: Conceptual Framework

Concepts and Definitions

Well trained employees are key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organisation's future.

According to Dessler (2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform

14

may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organisational orientation.

Cole (2004), postulates that human resources are the most dynamic of all the organisation's resources and therefore they need considerable attention from the organisation's management, if the it human resource are to realize their full potential in their work.

Training and development activities just as most other activities in an organisation depended on the policies and strategies of the organisation. An organisation with a well-organized training would refer to it as "systematic training" which is why job descriptions are inevitable during the recruitment and selection process.

Furthermore, in establishing what training and development needs an organisation has must start with a job description and later performance appraisal.

In part III (Protection of Employment) of the Labour Act 2003, Act 651 section 10 (Rights of a worker), it states that "the rights of a worker include the right to be trained and retrained for the development of his work and to receive information relevant to his work.

Meaning of training

DeCenzo and Robbins (2000), explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job". This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge,

attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

Training thus consists of planned programmes designed to improve performance at the individual, group or organisational levels, Cascio (1992).

With an improved performance on the part of the individual, group or organisation means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behaviors.

Monappa and Saiyadain (2008), define training as "the teaching or learning activities carried on for the primary purpose of helping members of an organisation to acquire and apply the knowledge, skills, abilities and attitudes needed by that organisation. It is the act of increasing the knowledge and skill of an employee for doing a particular job".

Training therefore needs to be seen by managements of every organisation as a long term investment in its human resource.

Dessler (2008), sees training further, as the means of giving new or current employees the skills they need to perform at their various jobs. Continuing, he sees training as the hall mark of good management and thus when managers ignore training, they are doing so to the great disadvantage of the organisations they are managing. This is because having high potential employees do not still guarantee they will perform on the job. This is why every employee must know what management wants him to do and how he must do it. Training therefore has had a fairly impressive record of influencing organisational effectiveness.

Cole (2004), argued that, human resources are the most dynamic resource of the all the resources at the disposal of the organisation and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development.

He further provided some definitions that are worth noting:

1. Education – usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based.

2. Training – implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development; it is job oriented than personal

3. Development – this usually suggests a much broader view of knowledge and skill acquisition than training; it is less job –oriented than career –oriented; it is concerned more with employee potential than immediate skill; it sees employee as adaptable resource.

4. Learning – this process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all of the above three terms.

5. Competence- this refers primarily to a person's ability to demonstrate to others that they can perform a task, process or function to a predetermined standard; it is all about putting learning into practice.

Finally, Ivancevich (2010), says "training is an attempt to improve current or future performance of an employee and it is important for both new and current employees" He quotes Clifton and Fink (2005), as follows: "training is a systematic process of altering the behavior of employees in a direction that will achieve organisation goals. Training is related to present job skills and abilities. It has a current orientation and helps employees master specific skills and abilities".

Some further definitions as used in this research are as follows:

Human resource practitioners provide three types of learning activities to employees of their organisations namely, education, training and development. Training, education and development programs all aim at promoting learning.

LEARNING: This is a relatively permanent change in behavior as a result of some experience. If, let's say a supervisor watches a film on employment counseling and as a result changes his counseling style, then learning is said to have occurred on the part of the supervisor. While it is difficult to precisely define learning, in this research it is "the complex process of acquiring knowledge, understanding, skill and values in order to be able to adapt to the environment in which we live". How learning is acquired depends on three factors:

• Innate qualities of the learner

• Skills of the teacher

• Conditions in which the learning takes place.

EDUCATION: A long term learning activity aimed at preparing individuals for a variety of roles in society as citizens, workers and members of family groups. The

focus of the "education" is primary on the individual and his or her needs and secondly on the community as a whole.

Asare-Bediak (2002) simplifies it thus "education aims at equipping individual with skills and knowledge to enable them to respond meaningfully to their environment and to pursue meaningful lives. Education, in effect generally prepares people for life.

TRAINING: Any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job / task; the acquisition or learning of specific competencies.

When a supervisor undergoes a course on how to handle employee grievance, this supervisor in effect has gone through "training" or "learning" program specifically designed to help her acquire competencies

PERFORMANCE: This is about employee effort. Employee performance is measured in terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

COMPETENCY: A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute or personality trait which a person possesses. There are three (3) types namely; (a) Technical competencies, (b) Personality competencies and (c) Managerial competencies.

(a) Technical competencies are job knowledge or job skills. They are knowledge or skills that relate to a particular job or profession. Because they are specific to a job or position, technical competencies differ from job to job.

(b) Personality competencies refer to knowledge, skill, traits or attributes that relate to an individual's personality. Personality competencies cut across jobs. A personality competency that may be required for success in one job may also be required for success in a whole lot of other jobs.

(c) Managerial competencies refer to knowledge or skills in the key functions of management. Management functions in this research refer to the following: Decision making, Organizing, Communication, motivating and controlling.

OUTCOME: Outcomes are the employee competencies that human resource seek to deliver to organisation through Training and Development. Without the requisite competencies no amount of motivation will make an employee to perform.

Each of the three (3) types of learning activity is concerned in varying degrees, with acquisition of knowledge, understanding, skills and attitudes.

STAFF / EMPLOYEE/WORKER: A person employed under a contract of employment whether on a continuous, part-time, temporary or casual basis. (Labour Act 2003, Act 651)

MANAGEMENT DEVELOPMENT: An attempt to improve managerial effectiveness through a planned and deliberate learning process (Mumford, 1987).

EFFICIENCY: The amount of resources used to achieve a goal. It is based on how much raw materials, money, est. are necessary for producing a volume of output. It is calculated as the amount of resources used to produce a product or service. It is concerned with 'doing things right'.

EFFECTIVENESS: The degree to which the employee achieves a stated goal. It means that the employee successes in accomplishing what he/she tries to do. It is concerned with 'doing things right' and relates to the output of the job and what the employee actually achieves.

POLICY: Policies are basic rules to govern the functioning of a department / unit so that in their implementation the desired objectives are met. It is a "guide" to decision making

EVALUATION: Any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information. (Cole, 2000)

SUCCESSION PLANNING: An executive inventory report indicating what individuals are ready to move into higher positions in the organisation (DeCenzo & Robbins, 2000). An indication of good corporate management is the management controls of events (proactive) rather than waiting for events to occur (reactive). This is the rationale behind succession planning and career development by an organisation to ensure that the organisation has the right people in the right quantity and quality at the time and place to meet business objectives and be on top of the competition.

21

DEVELOPMENT: Preparing individual through learning and education for the future needs of an organisation. Its focus is on learning and personal development.

Traditionally, lower – level employees were "trained" while higher – level employees were "developed". This distinction focuses on the learning of hands – on skills as against interpersonal and decision making skills.

Organisation's Need for Training (Performance)

Well trained and developed employees when fully utilized by the employing organisation benefits it as well the employees themselves. Therefore, for an organisation to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organisations to come up with systems and programmes that would bring out of them the needed efforts, attention, creativity and general innovations as individual employees and as groups or teams of network (Asare Bediako, 2008).

For this reason organisations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment. Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and

22

skills to implement it. This understanding, knowledge and skills would come from organizing seminars or training programmes that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation.

The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance. Performance of employees as said earlier, therefore, is about employee output which is in twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organisation.

Human resource training, education and development activities therefore aims at equipping employees with the necessary competencies that they require for their effective performance on their job. It is therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or in a totally acceptable manner.

Asare-Bediako, Ivancevich and Beardwell and Holden, all agree that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies. Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an organisation like Compassion International would be the way for it to be very competitive.

This does not, however, mean that training is the solution to all performance problems in an organisation. Thus Asare-Bediako (2008) provides a performance (mathematical) model that must be considered:

Performance = (ability) x (motivation)

From the above mathematical model, performance is the product of ability and motivation. While ability is the "can" factor in the equation, "motivation is the "want to" factor. Therefore if the employee has the ability (can factor) and at the same is provided the needed motivation (wan to factor), then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the employee, but the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) may bring about non-performance. In this instance, no amount of training would solve the problem.

However, training can have an impact on both of these variables (ability x motivation); it can heighten the skills and ability of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees' productivity and morale if properly used.

Thompson (2002), quotes from a survey carried out in the UK in 1996 which showed that the young employee of today values training and development opportunities over pay and perks. According to her the survey further showed that seventy three percent (73%) of those survey said they would stay with an organisation that invested time and energy in their development rather than move

to a rival organisation that paid more money but less investment in helping them to progress.

Furthermore since the mid – 1980s, it has been widely recognized that the training and development of staff should be a major item on any organisation's agenda. This means that every manager or supervisor must have responsibility for his own self development and then the development of the employees s/he manages.

Therefore, the manager must make efforts to identify, define and assess the competitiveness of individual employee's skills and make a way for these individuals to develop the skills required. However, for a supervisor to be able to assess the competitiveness of the competencies of employees and thus set objectives for the necessary improvement of these competencies through training and development, he must first set up some kind of an employee appraisal system. A manager has accountability for the performance of his employees and therefore a manager's success would be dependent on the abilities of the employees. A better or very well trained employee should increase efficiency and even productivity by reducing fatigue and wastage. Thompson (2002) goes on to state that each employee fell into one of three categories in relation to competence to perform current job.

These are:

1. Competent to perform current job

2. Not yet competent to perform current job

3. Better than competent at perform current job

Boxall and Purcell say that the opportunity to use training powerfully arises when organisations have invested more comprehensively in recruitment and has thus built a labour pool with greater long – run potential and consequently greater aspirations.

According to Robbins and Judge (2007), competent employees do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned.

They cite a report from the USA where corporations with 100 or more employees spent more than $51 billion dollar on formal training in one year.

Most training is directed at upgrading and improving an employee's technical skills. This form of training has become increasingly important for two (2) reasons:

1. Due to new technology and new organisation structure design

2. Jobs change as a result of new technologies and improved methods.

Technical training has become increasingly important because of changes in organisational design. For example, as organisations flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles, e. t. c.) of how their organisations should operate. Training in general terms is designed to improve employees' job skills, be it technical, managerial or personality. E. g. Employees may be trained to run machines, taught new skills or acquainted with personal growth and development methods.

Another need for training arises when, for instance, an organisation is implementing a management – by – objectives programme; training in establishing goals and renewing goal oriented performance system.

The need for training of employees further comes from both demographic and economic trends which has which meant radical changes in the composition of the labour force. Further factors affecting the numbers, types and requirements of available jobs include automation, worker displacement due to mergers and acquisitions, downsizing and business paradigm shift e. g. from manufacturing to service job (or vice versa); the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized employees and the training needs brought about by national and international competitions in the environment of many organisations.

From the view point of Dessler (2008), training and development could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic goals and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then training needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses.

This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the organisation (Asare Bediako, 2008).

According to Taylor (1998), for the successful creation of an organisational culture managements make sure that the employees have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and development of employees' right from new employees through orientation to current employees who from time to time need modification of attitude to remain in line with the culture of the organisation.

Aims and Objectives of Training and Development

Ivancevich (2010) contends that an organisation's effectiveness is dependent on its ability to accomplish the following objectives:

1. To achieve goals

2. To maintain itself internationally

3. To adapt to its environment

Further to this contention, Monappa & Saiyadain (2008) identified three other factors which could necessitate training activity:

1. To keep pace with advanced industrialization for the organisation's survival

2. To train and retrain from the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organisation structures and control mechanisms

3. Training inhuman relations has become necessary for tackling human problems for peaceful industrial relations.

These two writers give a very clear indication human resource development (HRD) personnel what the aims and objectives of training and development by organisations ought to be; that is to say for training and development by organisation not to be waste of resources by the organisations, it must seek to achieve the above mentioned five (5) objectives and probably some more depending on the environmental and business situation of the organisation concerned.

For these very reasons Compassion International Ghana assisted projects in the Volta Region needs a systematic and planned training and development programmes at all levels that are managed by a well thought out and written training and development policy especially now that the organisation is going through changes and applying a lot of technology in its work.

Training needs Identification and Analysis or Assessment

According to Monappa and Saiyadain (2008), many methods for training needs identification and analysis have been proposed. They quote a survey that was conducted by Sinha (1974) in which the under listed methods have been identified:

1. Views of the line manager

2. Performance appraisal

3. Organisation and developmental plans

4. Views of the training manager and

29

5. Analysis of job difficulties and job description

In the Thayer and McGhee model the above methods seem to have been summarized into only three broad areas for consideration:

1. Organisational analysis

2. Task analysis and

3. Man analysis.

With just slight change in the choice of words he says also that there are three levels of analysis for determining the need that training can fulfill for the organisation: Organisational, Operational (task in Thayer & McGhee Model) and Individual (man in Thayer & McGhee model) analyses. Cascio then explains as follows:

Organisational analysis: Here the focus is on identifying where within the organisation training is needed. These training needs are assessed against the organisation's objectives and strategies. This would help avoid wastage of resources in training and development where employees are trained in skills they already have or that are not transferable to the job situation. Again there is the need to analyze the external environment (environmental scanning in PEST analysis) and the internal climate (SWOT analysis) of the organisation.

This is the critical first step for HRD personnel in assessing and relating training needs to the achievement of organisational goals.

30

Operational analysis: This is the stage which assesses painstakingly the job to be performed after the employee had been trained. This stage's process is made up of (i) the systematic collection of information on exactly how the job is done (job analysis). (ii) from the above a performance standards for those jobs to be done are determined (iii) how tasks are to be performed to meet standards and (iv) the knowledge, skills, abilities and other characteristics necessary for effective task performance. The required information for this stage could come from various sources such as Job analysis, Performance appraisal and Job description. All of these would provide very important input into the analysis of training needs.

Individual analysis: At this final level / stage training needs could be defined in terms of:

(a) Difference between desired performance and actual performance e. g. from a performance appraisal report

(b) Performance standards identified in the operational analysis

(c) Individual performance data from performance appraisals

(d) Diagnostic ratings of employees by supervisors

(e) Records of performance kept by employees in a diary form and

(f) Attitude and interview survey by researchers and management

From the above processes the identification of a gap existing between actual performance and desired performance may be filled by training. (But

remember it has been mentioned earlier that training does not provide solution to all performance problems hence the use of the word "may" this last paragraph).

For Dessler (2008), the whole process of training needs identification and analysis could be broken down onto two (2) stages only:

1. New employees: - the task here is to determine what the job involves and break it down into sub-tasks which are taught to the new employees and

2. Current employee:- training needs analysis for current employees is more complex since HRD department and supervisor have the added task of deciding whether training is the solution to the whatever performance gap exist. This again is important (as it has been emphasized) given the fact that not all problems could be solved through training and development.

Training needs analysis could also come from what Dessler called a "competency model". This model means knowledge, skills and behaviors that enable employees to effectively perform their jobs. This process begins with interviewing senior executives to understand the organisation's strategies and objectives. HRD experts would then conduct behavioral interviews with the jobs to performers (bench marking) as well as focus groups to identify the set of competencies that together would comprise the job's competency model.

Ivancevich (2010) adds that, interviews, surveys, reviews of records, observation and discussions with management and subject matter experts are methods used to conduct training needs identification or assessment. These methods of data and information gathering provide the basis for what type of training would be needed, who should be selected for training, when the training

must be done and finally whether training is the solution to the deficiency identified and therefore the solution.

In the light of the above it appears Compassion International assisted projects would need a human resource department that is staffed with retrained personnel to be able to carry out the detailed assessment methods outlined especially in terms of orientation and performance appraisal. It further appears that, the only time some form of performance appraisal are done are newly appointed employees are about to be confirmed at the end of the six month probationary period. Then after the confirmation performance appraisal seem to stop completely. The need for the above raised methods for training need analysis within the projects cannot be overemphasized.

Training and Training Transfer

A major problem of training programmes in some organisation is the transfer of employee learning back to the work place or the situation. It has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things; thus making nonsense of the time, effort and money that has been spent on the training programme. This could account for some the reasons why probably the management of the projects do not seem kin on the training of its employees.

In the view of Cole (2004), training and training transfer is the extent to which knowledge, skills and abilities and other characteristics learned during

33

training could be applied on the job. Training results thus could come in three fold:

1. Enhance job performance – Positive

2. Hamper job performance – Negative and

3. Has no effect – Neutral

It is important to note here that, training that result in negative or neutral transfer is cost to the organisation. This cost come to the organisation in two ways. That is cost of training the employee and cost of hampered performance. It is important therefore for Projects to ensure that the required training needs analysis are done thoroughly before training is undertaken as well as putting in place structures that would ensure the positive transfer of the learned knowledge and skills to the job.

Cascio cites the example of the organisation's approach to what they call system's learning, which suggest that transfer of training will be greatest when the following steps are taken:

(i) Defining the content in terms of the strategic needs of the organisation

(ii) Identifying and assigning individuals to training based on careful selection standards. This could be done through survey of trainee interest, input from supervisors, review of career development plans and performance appraisals. A good question to always ask here is "does this person (employee) really need the training?"

(iii) Ensuring that classroom content of training programme are directly relevant to the works / jobs settings in the organisation.

(iv) Ensuring the practical application of the training to the work / job setting by means of systematic follow-up.

Good training programmes therefore always close with a session on what the trainees would do differently when they go back to their jobs. These are written down by trainers for the necessary follow-up on trainees at a later date.

According to Asare-Bediako (2008), training and training transfer could be facilitated through the collaborative effort involving the trainer, trainee's manager / supervisor (e.g. head of department) and the trainee himself and that each of the three (3) parties need to take some from action before, during and after the training programme.

Training and Development Policy

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with (Armstrong & Stephens, 2005). Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organisational policies (human resource policies) are either formally expressed in manuals or informally as haven grown from customs and traditional practices over the years. However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers,

supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again there is the need for senior management to communicate policies if they have not been written. The confusion that comes with oral traditions could be avoided with a formally expressed policies in a manual. Again it is the position of the researcher that, since employees come and go, while management and leadership of unions / associations also changes, there would be the strong need for policies to be more formally expressed in manuals to avoid misinterpretation and to encourage consistency and fairness.

A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2007), lists the following as the essential components of a training and development policy.

1. The view that continuous training (and retraining of employees) is the norm

2. The assumption that training will be a life – long process (as long as employee remains in the employment of the organisation)

3. Recognition of the need to update existing skills, replace redundant skills and train for new skills and

4. The need for multi-skilling to cope with change. (In today's work labour market multi-skilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees.

While policy formulation is an exercise meant for the attainment of organisation's goals, it also serves concurrently as a statement of the organisation's corporate philosophy.

Monappa & Saiyadain (2008), define policy in three different contests:

1. Those policies are the basic rules to govern the functioning of a department or unit so that in the implementation of the policy the desired objectives are met. This means the policy is a guide to decision making. For instance, what to do when certain situations arise.

2. Those policies that are used as control mechanisms in order to restrain managers from undesirable actions or from mishandling situation

3. Policy guidelines can be used to rationalize decision making whenever standard decisions are involved. That is, those decisions that are repeated given the same situation.

It could be inferred from the above that, policies statements serve as guidelines to action and the establishment of equality or parity among employees of an organisation. This notion is also express by Asare-Bediako (2008) when he defined policy as a guide to actions and decisions of organisation members. Policies are thus directives that emanate from top management of the organisation and so provide the basis for the general of organisation members. They tell employees how they should act in certain specific situations or circumstances.

For these reasons every organisation, including Compassion International Ghana and its assisted projects, would as of necessity need a policy on its human

resource management. This would enable supervisors to know what to do in circumstances of the non-performance of their team members, whether to recommend them for training or otherwise.

Training policy in an organisation like Compassion International Ghana would indicate to employees management's commitment to training and development as it would be in the form of rules and procedures which govern and influence the scope of training and development.

Training policies of organisations further highlight the following to its members:

i. The organisation's approach to the training functions and provides guidance for the design and execution of training. It would further provide information to employees on training and development.

ii. The identification of priority areas in training and prioritize according to real felt needs since resources are scarce and

iii. It would communicate the organisation's intentions with respect to members' career development and give members the opportunity to enhance their career prospects through training.

Taking an opportunity of training programmes to enhance ones career prospects could be possible with the existence of training and development policy. This is why the seeming absence of training and development policy in the projects may not help in its growth and development.

Training Methods / Techniques

According to Dessler (2008), training and development must consist of five steps:

Step 1: Needs analysis -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

Step 2: Instruction design -: Here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.

Step 3: Validation -: (optional) this stage validates step 2 in which there is testing of the training programme on a small representative audience.

Step 4: Implementation -: This is where the training programme is actually put into action.

Step 5: Evaluation -: Here management assesses success or failure of the programme.

In looking at training methods, it is important to first consider and outline the basic principles of learning. As has already been defined and explained, learning is the process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all training and development programmes. To promote efficient learning, long term retention and the effective and efficient application of skills or factual information learned in

39

training back to the job situation, training programmes should incorporate various principles of learning that has been developed, tried and tested over the years.

This would be much easier with professional training and consulting institutions that might have been using method like experiential learning to various organisations employee.

However for any of such principle to be considered would depend on whether trainees are learning skills or factual material. For a training and development programme that strongly considers using learning principles to be most effective in skills learning, the under mentioned four essential ingredients must have to be present.

1. Goal setting. In order words what is to achieved at the end of the training programme

2. Behavior modeling: that is, the behaviors need to change with training programme

3. Practice: what activities must trainee go through during the training sessions and upon return to the job situation from training and

4. Feedback: mechanisms to find what changes have occurred in trainee's performance and behavior since returning from the training programme.

All of the above could be summarized into what is known in HRD as experiential learning or andragogy.

There are various training techniques for organisations to train its employees especially if the training is to be done by personnel internally (on-the-job training). Dessler (2008) lists the following types:

a. On-the-job

b. Off-the-job

c. Apprenticeship

d. Job rotation

e. Lectures

Job instruction training and orientation

While Cascio (2011) postulates that new training methods are appearing every year and that while some are well founded in learning theory or models of behavioral change, others result more from technological than theoretical development. This means that for Compassion Ghana assisted projects to takes its employees to training outside the organisation, not just off the job but external trainers, management must have to do a thorough investigation of the trainer's methods before accepting or signing any contract especially in the case of conferences. In case it is to be done internally, training officers would have to select the best of technique that would bring out clearly the desired effects. Cascio further classifies training methods into three:

1. Information presentation including lectures, conferences, motions methods, reading list, close circuit TV, behavior modeling and understudy assignments

2. Simulation methods include programmed group exercise, business games, case studies, role play

3. On-the-job training: these include orientation, apprenticeship, job rotation and understudy assignments.

Employee competency has already been mentioned comprise of three areas namely technical, managerial and personality and thus training to develop interpersonal skills would chose methods that would achieve the under mentioned objectives:

• Promote self-insight and environmental awareness; that is an understanding of how ones action affects others and how one is viewed by others.

This is a very important skill that employees of the various assisted projects must have as child development organisations that are seeking to develop the children in their projects to become responsible and fulfilled Christian adults.

• Improve the ability of employees to make decisions and to solve job related problems in a constructive fashion.

• Maximize the desire to perform.

It is instructive to note at this point that all the experts that have been surveyed including Ivancevich, Cascio, Beardwell & Holden, Dessler and Cole all agree on the various methods outline so far though with slight difference in chose of words and emphasis.

For training method to be useful it should meet the minimal condition for effective learning to take place. This means that training methods that are worth adapting for the purposes of training should

1. Motivate the trainee to improve his performance. (The motivational factor of the performance equation)

2. Clearly illustrate the desired skill to be acquired at the end of training programme

3. Provide for active participation by trainees (experiential learning technique)

4. Provide an opportunity for trainees to practice

5. Provide time feedback on trainee's performance

6. Be structured from simple to complex and

7. Encourage positive transfer from the training to the job

These points raised above have been put differently by Ivancevich (2010) as an outline of learning theories the have some relations to training being a form of education. The following from him are worth noting;

1. That trainee must be motivated to learn. The ability to learn is an important ingredient in the learning process and therefore certain attitudes and disposition is required for a person (employee) to be able to learn complex concepts. This could be achieve when Compassion International makes training an enjoyable adventure and conscientizes employees into valuing training and development as a very important part of their employment contract with the organisation.

2. Learning must be reinforced. This has been amply demonstrated by Skinner and other behavioral scientist that people learn best with immediate reinforcement of appropriate behavior e. g. promotion or more challenging job responsibility

3. Training must provide for practice; this is why the saying "I hear and I forget; I see and I remember; but I do and I understand" stands true. Practice and repetition is required for assimilation, acceptance and internalization of what has been learned to build confidence. For this reason trainers and supervisors must collaborate to create the enabling environment on the job for the return of the trainee to have the opportunity to put into practice new behaviors acquired during training.

4. Material taught must transfer to the job. This means that training whether in-house or out-house must be as close as possible to the reality of the job. It also requires that trainers must do a lot of homework before designing training and development programmes for employees to undertake since whatever training provided must translate to the job.

In spite of how beautiful these sound and look, an attempt to apply them in a vacuum would be an exercise in futility and therefore the human resource department of the Polytechnic itself as well as the various heads of department would seem to need some training to prepare them for sound training and development practice. It would also call for the provision of logistics for successful implementation.

Training Evaluation

The final step in the training and development process is the evaluation of the whole training programme. The evaluation process is very important because, the training had at it on set some objectives to achieve and thus the evaluation process at the end of the training programme. The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training programme. This is done by comparing the results of the training with the objective of the training and development programme that were set before the commencement of the programme. The criteria used to evaluate training and development programme depends on the objectives set. According to Ivancevich (2010), it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation. This would be true where the main purpose of the training programmed was to improve employee performance to increase productivity for example.

Dessler (2008), sets four basic categories of training programme outcomes:

1. Reactions of the trainees to the programme are evaluated; an example is whether they like the programme and that they think it was worth their time, energy and efforts.

2. In respect of learning, trainees are given some kind of a test to find out whether they learned the principles, skills and facts that they were supposed to learn.

3. Find out whether trainees behavior on the job has changed due to the training programme and finally

45

4. Find out whether the objectives set before the training has been achieved. This last category seems to be the most important. Though the previous three categories are important, yet the training programme must achieve measurable results to achieve its goals as stated in the objectives.

Additionally it is important for both organisation and trainers to set an enabling work environment for trainees to be able to put into practice new behaviors learned at training. This must vigorously be supported by trainees' supervisor to make sure the new behavior is entrenched and thus become the normal work life.

For this to be achieved, supervisors and managers must be involved in the training programme right to the end by visiting trainees during the training programme, but more importantly at the final planning session when trainees are made to show commitment on things they would do differently when they return to their jobs.

The caution however is that, since results may be poor due to the inability of training to solve the problem that led to the training in the first place, training must be evaluated through systematically documenting the outcomes of the training in terms of how trainees actually behaved back on their jobs and the relevance of this behaviors to the objectives of the organisation. Cascio (2008), says to thoroughly assess the utility or value of the training, answers must be sought to the following question:

1. Did change occur?

2. Was the change due to the training programme?

3. Was the change positively related to the achievement of the organisation's goals?

4. Would similar changes occur with new participants in the same programme?

These questions give a clue to issues that must be measured after a training programme.

Change due to training must be measured in terms of productivity, quality, improvement, and turnover or accident reduction. Cascio agreed with Dessler in the four areas / categories training programmes that must be evaluated (Reaction, Learning, Behavior and Results).

Asare –Bediako (2008), with a strong background in the Ghanaian context virtually agreed with the evaluation of a training programme. He argued that planning and organizing training programmes represent an investment by the organisation and therefore just as returns are expected on investments in other areas of business, training must also yield results to the organisation. He also suggested four ways (which are not different from what has been said already by the previous writers except the choice of words) as:

1. Trainee satisfaction

2. Evaluating learning

3. Evaluating learning application and

4. The impact of all three above on the organisation.

The most important amongst these evaluation mechanisms however are the learning application and the impact on the organisation. These would actually bring about the needed positive change and growth of the organisation.

Benefits of Training and Development

Mullins (2007), gives the purpose of training and development – to improve knowledge and skills and to change trainees' attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes:

i. Increase in the confidence and commitment of staff

ii. It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This more so in organisation where pay increases and promotion are based on the results of performance appraisals.

iii. With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities

iv. Training and development improves the availability, quality and skills of staff.

According to Cole (2004), benefits to organisations from systematic training and development include:

a. The provision of a pool of skilled personnel for the organisation; (same as Mullins fourth point)

b. Greater commitment of staff (first point of Mullins)

c. Improved service to customers e. g. Accra Polytechnic

d. Improvement in job performance with its resulting increase in productivity overall.

From all of the above, it becomes quite clear that training and development is a very key element in the improvement process of organisation's performance and increased level of individual performance and finally leading to organisational competence. Training therefore bridges the gap between what should happen and what is happening, that is, the desired goals or standards and the actual level of performance. An organisation which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organisation's business strategy. This however seem to be lacking in most of the projects assisted by Compassion International Ghana.

Other benefits that would accrue from training and development are:

• Reduction in the need to supervise employees or subordinates thus freeing supervisors to concentrate other responsibilities of the their departments

• Improvement in job satisfaction

• Reduction in employee turnover and scrap and wastage.

Though the benefits discussed above are no exhaustive, they gave an indication to the projects about the need to take training and development very seriously.

Conclusion

This chapter reviews literature on human resource management, training and career development. It establishes the point that human resource management is probably the single most important issue affecting the ability of Compassion International Ghana assisted projects to achieve its assigned objective effectively and efficiently. Without providing an exhaustive list of issues that would need to be looked into to assess the effect of training and development, there are few priority areas that could be investigated as starting points for more in –depth investigation. These are the skills mix of employees, recruitment and training of staff.

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CHAPTER THREE

RESEARCH METHODOLOGY

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Introduction

This chapter outlines the methodology that was used in this study. It spells out the research design, study population, sampling methods, survey instrument, data collection procedure and how the data was analyzed.

Research Design

The research design of this research is a survey. Gable (2002) defined survey approach as a group of methods such as questionnaires, interviews, and published statistics. Surveys are cost effective and have the ability to encompass a large population with relative ease. This study consists of a large and scattered population (Projects) covering the whole of Central Tongu and parts of South Tongu districts. Therefore, it was an advantage to use survey method, as it was significant to this study.

Study Population

A population is defined as a study of all subjects in an organisation e.g. managers and employees or study units such as organisations that are the focus of a study (Jennings, 2001). There are thirteen (13) projects assisted by Compassion International, Ghana as at December, 2015.

Sample and Sampling Methods

The main purpose of sampling is to achieve representation; the sample should be assembled in a way that it represents the population from which it is taken (Jennings, 2001). The researcher used stratified sampling method to select project staff. According to Saunders et al (1999), Stratified sampling is a type of probability sampling method. With stratified sampling, the researcher divides the population into separate groups, called strata. Then, a probability sample (often a simple random sample) is drawn from each group. This sampling method is the most appropriate for this research because it will allow for all the projects to be equally represented.

Each of the thirteen projects have four (4) staffs and each of the projects would be considered a strata out of which simple random sampling method would be used to select two staffs from each group. This is to ensure that all the projects are fairly represented in the sample size. A total of twenty-six (26) project staff would be sampled and one (1) Partnership Facilitator.

The researcher used the Purposive sampling method to select the Partnership Facilitator who is the representative of Compassion International Ghana in the area. According to Black (2010), purposive sampling is when a researcher chooses specific people within the population to use for a particular study or research project. Unlike random studies, which deliberately include a diverse cross section of ages, backgrounds and cultures, the idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research.

The sample size for this study is 27 respondents.

Survey Instruments

The survey instruments used to collect data ware questionnaire and interview. The questionnaire was structured. A structured questionnaire format is used to collect quantitative data which: include designs, techniques and measures that produce discrete numerical or quantifiable data (Saunders et al, 2012). The questionnaire which would be used by the researcher has two sections. Section A contains the basic demographic data of the respondent while section B contains information of training and employee performance.

Two scales of measurement were used in scoring the responses of the respondents. These are the Nominal scale and Ordinal scale. These scales of measurement were propounded by Stanley Smith Stevens, an American psychologist in 1946 in his article "On the Theory of Scales of Measurement".

According to Nicholson (2000) and Smelser and Baltes (2001), a nominal scale is a type of scale that differentiates between items or subjects based only on their names or categories and other qualitative classifications they belong to. Numbers may be used to represent the variables but the numbers do not have numerical value. Examples of these classifications may include gender, nationality, ethnicity, language, etc. Ordinal scale on the other hand allows for rank order by which data can be sorted but still does not allow for relative degree of difference between them. Examples include, on one hand, dichotomous data with dichotomized values such as Yes/No, Male/Female, Sick/Healthy, etc and on the other hand, non-dichotomous data consisting of a spectrum of values such as 'small, medium, large' and 'Strongly agree, agree, disagree, strongly disagree'.

Data collection procedure

Data used in this study was obtained from both primary and secondary sources. The secondary data was obtained from the work of other researchers on the subject matter and from available textbooks which have duly been referenced. Primary data would be gathered using questionnaires, which would be distributed by the researcher and given to management and staff from all thirteen projects in the Tongu Cluster.

Data was collected in the month of September, 2016 by the researcher. Each respondent's consent was sort before administering the questionnaire. It took a maximum of fifteen minutes for a respondent to complete a questionnaire.

Data Processing and Analysis

In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done with, data was analyzed quantitatively.

Quantitative data analysis was encoded into SPSS software. The technique for quantitative data analysis was the frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues. Tables, charts and graphs were also used to ensure easy understanding of the analyses.

Conclusion

The survey research method which is a widely used by social researchers was adopted for the study. The instruments used in collecting the primary data from the sample were questionnaire and interview. A high response rate of 100% was achieved. And considering the fact that the coverage areas were wide, the findings can be generalized for the entire Compassion International assisted projects in Ghana.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter thoroughly examines and analyses the data gathered on the sampled respondents in understudying the impact of training and development on organisational performance for the Tongu cluster of projects assisted by Compassion International, Ghana.

As have been stated earlier in the previous chapters, Human Resource is a very important part of organisation, without which all investments in business would come to nothing. The necessity of Human Resource is permanent and cannot be over emphasized. Over the years, organisations train and develop their existing employees from time to time to enable them adapt to changing trends

There is the need for proper human resource training and development for every organisation, be it small or large, to determine the views of the importance of training and development on employee.

The study is based on the employees of Compassion International, Ghana assisted projects. The focus of our study is on the Tongu cluster of the Volta region.

Analysis and Interpretation

A sample size of twenty-seven (27) employees made up of two employees drawn from each of the thirteen (13) projects in the cluster and the Partnership Facilitator who is the representative of Compassion International coordinating the activities of all the projects assisted in the cluster was used for this work.

Age distribution

Table 1 below represents the age distribution of respondents

Table 1

Age distribution of respondents

Age group (Years)	Number of respondents	Percentage (%)
18-25	0	0
26-35	20	74.1
36-45	4	14.8
46-55	3	11.1
Total	27	100

Source: Field survey, Adenyo (2016)

According to the illustration above, no respondent is between the ages of eighteen to twenty-five (18-25) representing zero percent (0%) of the total respondents. Twenty (20) of the respondents are between the ages of twenty-six to thirty-five (26-35) representing 74.1%. Four (4) of the respondents representing 14.8% are within the ages of thirty-six to forty-five (36-45) while three (3) of the respondents representing 11.1% are within the ages of forty-six to fifty-five (46-55).

Gender Distribution

Table 2

Gender distribution of respondents

Gender	Number of respondents	Percentage (%)
Male	18	66.7
Female	9	33.3
Total	27	100

Source: Field survey, Adenyo (2016)

From table 2 above, eighteen (18) of the respondents are males representing 66.7% of the respondents whiles nine (9) of the respondents are females representing 33.3% of total respondents.

Educational background

Table 3 below illustrates the educational background of the respondents. None of the respondents is a senior high school graduate which represents zero percent (0%) of total respondents. Fourteen (14) of the respondents representing 51.9% of total respondents are Higher National Diploma (HND) holders. Eleven (11) of them are first degree holders representing 40.7% of total respondents whiles two (2) of the respondents representing 7.4% are masters degree holders.

Table 3

Educational Background of respondents

Qualification	Number of respondents	Percentage (%)
Senior High School	0	0
Higher National Diploma	14	51.9
First degree	11	40.7
Master's degree	2	7.4
Total	27	100

Source: Field survey, Adenyo (2016)

58

Religious affiliation of respondents

Table 4

Religious affiliation of respondents

Denomination	Number of respondents	Percentage (%)
Orthodox	4	14.8
Pentecostal	15	55.6
Charismatic	8	29.6
Total	27	100

Source: Field survey, Adenyo (2016)

From table 4 above, respondents are affiliated to three main religious denominations. Four (4) of the respondents worship with orthodox churches representing 14.8% of respondents, fifteen (15) of them are Pentecostal representing 55.6% whiles eight (8) of them are Charismatic representing 29.6%.

Religious affiliation of organisation

Table 5

Religious affiliation of organisation (Project)

Denomination	Number of Projects	Percentage (%)
Orthodox	4	30.8
Pentecostal	8	61.5
Charismatic	1	7.7
Total	13	100

Source: Field survey, Adenyo (2016)

Table 5 above illustrates which religious denomination the thirteen (13) projects partnered by Compassion International, Ghana in the Tongu cluster. Out of the

59

thirteen (13) projects, four (4) of them representing 30.8% are orthodox, eight (8) of them representing 61.5% are Pentecostal and one (1) of them representing 7.7% are Charismatic.

Positions of respondents

Table 6

Positions occupied by respondents at their project

Positions	Number of respondents	Percentage (%)
Project Director	10	37.0
Account clerk	9	33.3
Social worker	5	18.6
Health worker	3	11.1
Total	27	100

Source: Field survey, Adenyo (2016)

Table 6 above illustrates the various positions occupied by respondents in their various projects. Ten (10) of the respondents are Project Directors representing 37% of total respondents. There are also nine (9) Account clerks representing 33.3% of respondents. Furthermore, there are five (5) Social workers representing 18.6% of respondents whiles there were three (3) Health worker forming 11.1% of total respondents.

Duration of staff in Organisation

Table 7

Number of years spent at the organisation

Duration	Number of respondents	Percentage (%)
0-11 months	1	3.7
1-2years	7	26
2-3years	9	33.3
3-4years	10	37
Total	27	100

Source: Field survey, Adenyo (2016)

Table 7 shows the length of time the respondents have worked in their various organisations. One (1) respondent has worked less than a year with seven (7) working between 1-2 years, nine (9) of them has worked between 2-3 years and ten (10) of them between 3-4 years representing 3.7%, 26%, 33.3% and 37% respectively.

Information on training and employee performance

Table 8 shows whether respondents are aware of any training programmes organized by Compassion International. Twenty-seven (27) of the respondents, that is, 100% of them said they are aware of training programmes organized by Compassion International, Ghana.

Table 8

Awareness of training programmes by Compassion Ghana.

Awareness	Number of respondents	Percentage (%)
Yes	27	100
No	0	0
Total	27	100

Source: Field survey, Adenyo (2016)

Participation in training

Table 9

Participation in training by Compassion Ghana

Participation	Number of respondents	Percentage (%)
Yes	27	100
No	0	0
Total	27	100

Source: Field survey, Adenyo (2016)

Data from table 9 above shows whether respondents have participated in any form of training since joining their organisation. All twenty-seven (27) respondents, representing 100% of respondents, said they have participated in trainings since they joined their organisation.

Number of trainings
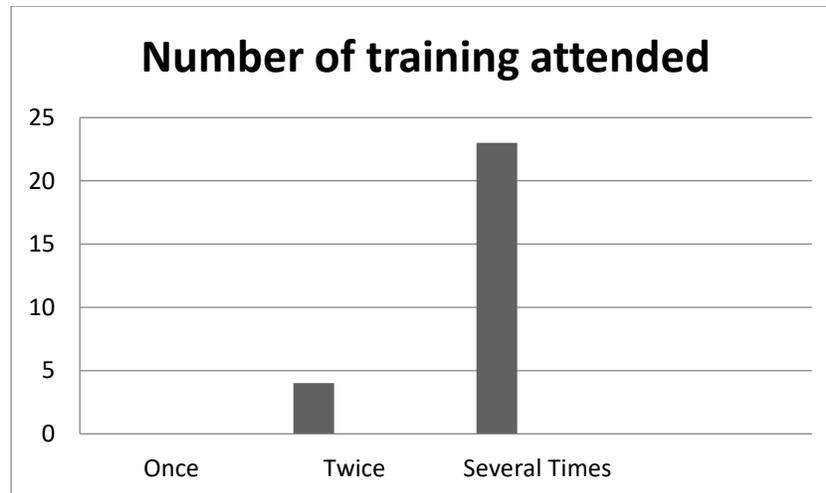
Source: Field survey, Adenyo (2016)
Figure 2: Number of times respondents attended trainings.

Data in figure 2 illustrates the number of times respondents attended training programmes since joining their organisation. From the data, four (4) out of twenty-seven (27) respondents have attended training twice whiles

twenty-three (23) of them have attended training several times since joining their organisations.

Training objectives

Training Objective

11 respondents

16 respondents

KEY
■ To improve performance
■ To acquire new skills
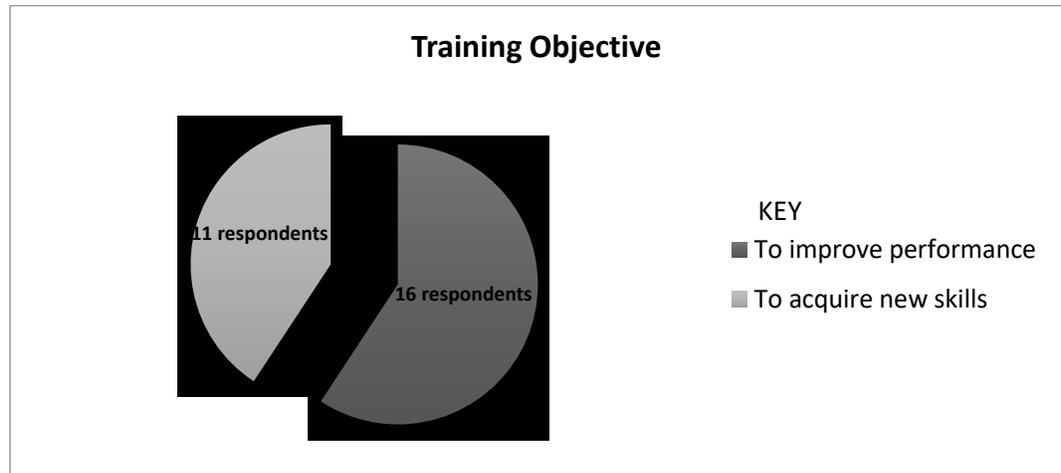
Source: Field survey, Adenyo (2016)
Figure 3: Training objectives.

Figure 3 demonstrates data on the objectives of trainings attended by respondents since joining their organisations. Out of the twenty-seven (27) respondents, eleven (11) attended trainings to acquire new skills whiles sixteen (16) attended trainings geared towards improving their performance.

63

Method of training facilitation

Method of training facilitation
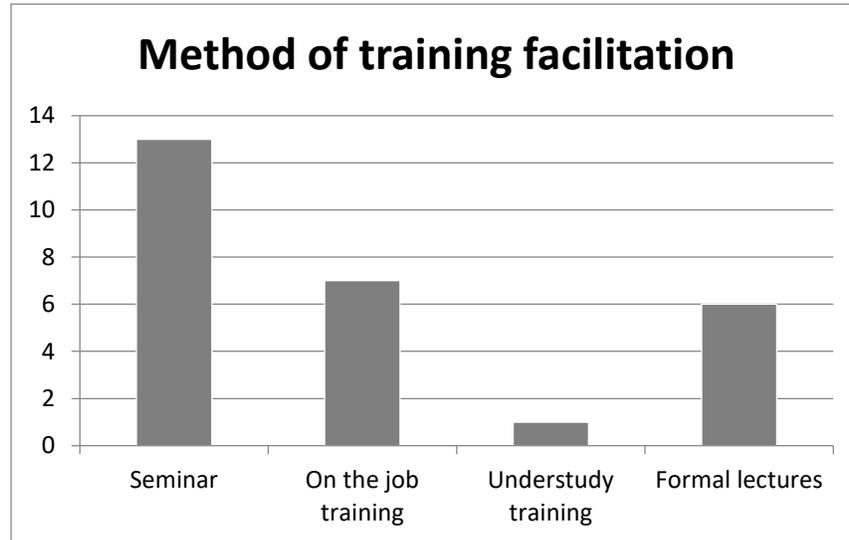
Source: Field survey, Adenyo (2016)

Figure 4: Methods used in facilitating trainings.

Figure 4 illustrates the graphical representation of modes of facilitation of trainings respondents participated in. Out of twenty-seven (27) respondents, thirteen (13) said the method of training was facilitated in the form of a seminar. Seven (7) said theirs was through on-the-job training while one (1) person said it was through understudy training. Also, six (6) of the respondents said their training was facilitated through formal lectures.

In an interview with the Trainings Manager on Compassion International Ghana, she explained that they mostly use the seminar method of training because it provides the opportunity to interact better with the participants through facilitation and this helps to better understand the needs of the employees.

Evaluation of training

Table 10

Evaluation of training

Evaluation	Respondents	Percentage (%)
Questionnaire	25	92.6
Interview	2	7.4
Observation	0	0
Total	27	100

Source: Field survey, Adenyo (2016)

Table 10 illustrates the methods that were used in evaluating the trainings attended by respondents. Out of the total of twenty-seven (27) respondents, twenty-five (25) representing 92.6% said the training they attended was evaluated with a questionnaire. Two of them representing 7.4% said their training was evaluated through interview. None of the respondents representing 0% was evaluated through observation.

The trainings Manager explained that is the most effective way of assessing and evaluating trainings since it allows the participants the independence to do a true assessment of the impact of the training. She indicated that the interview method of evaluation is mostly used when a particular training is outsourced to an outside organisation.

Usefulness of trainings

Source: Field survey, Adenyo (2016)

Figure 5: Usefulness of trainings to respondents.

Figure 5 is a graphical representation of how useful respondents see trainings given them by Compassion International, Ghana. Twenty-five (25) out of the twenty-seven (27) respondents see the trainings given them as useful. Two (2) however think the trainings they attended have not been useful to them.

Motivation of training programmes

Source: Field survey, Adenyo (2016)

66

Figure 6: Motivation of Compassion Ghana trainings.

Figure 6 is a graph depicting whether respondents are motivated by the training programme of Compassion International, Ghana. Twenty-two (22) out of the twenty-seven (27) respondents says they are motivated by the training programme of Compassion International, Ghana whiles the rest five (5) says they are not motivated with the training programmes.

Satisfaction of outcome of trainings

Source: Field survey, Adenyo (2016)

Figure 7: Satisfaction of outcome of training programmes of Compassion Ghana.

The chart in figure 7 illustrates the level of satisfaction of respondents to the outcome of training programmes of Compassion International, Ghana. Twenty (20) of the respondents expressed satisfaction of the training programmes whiles seven (7) does not think that the outcomes of the training programmes are satisfactory

67

Training and its impact on performance
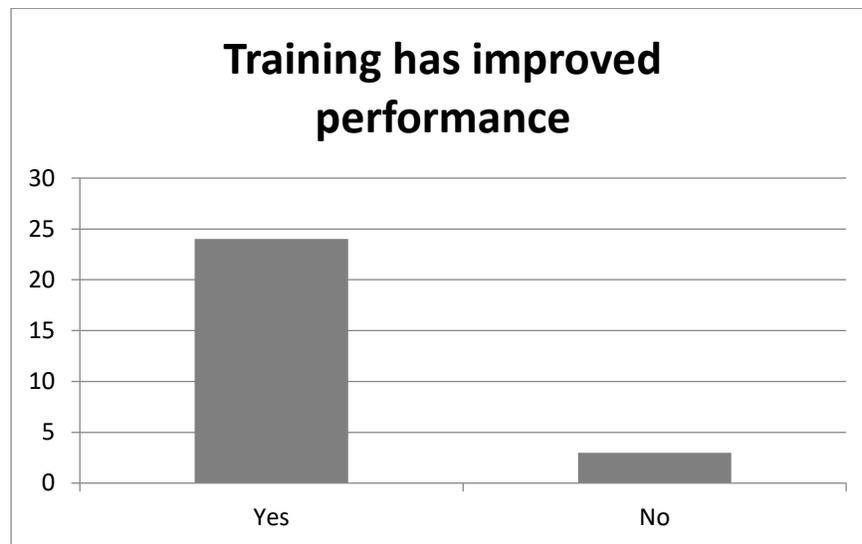
Source: Field survey, Adenyo (2016)

Figure 8: Training has improved employee's performance

Figure 8 illustrates the assessment of whether training has improved the performance of respondents since they joined their organisation. Majority of respondents numbering twenty-four (24) believe that training has helped improve their performance since they joined their organisation. Three (3) however do not believe that training has helped improve their performance since joining their organisation.

The Senior Human Resource Specialist at Compassion Ghana, when interviewed, indicated that employees who undergo training programmes significantly improve performance. This he says shows in the results of performance appraisals conducted.

Training and employee development

Training Identifies potential for Development
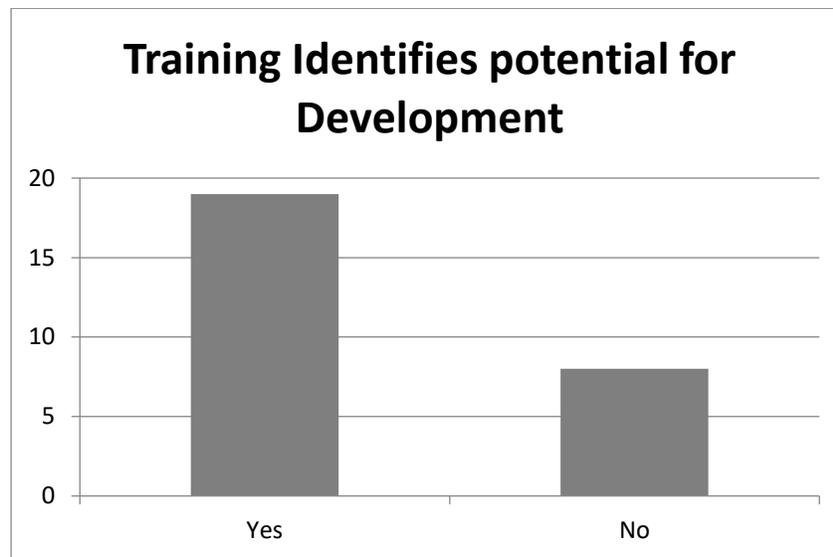
Source: Field survey, Adenyo (2016)

Figure 9: Training identified potential for further development

Figure 9 illustrates the response of respondents on whether trainings have offered them the opportunity to identify hidden potentials in them for further development. Nineteen (19) of the respondents agreed that the trainings have offered them the opportunity to identify some potentials in them which they intend to develop further. Eight (8) of them however said they have not identified any potential for further development as a result of the training they have had since joining their organisation.

The Partnership Facilitator responsible for the Tongu Cluster also indicated when interviewed that through trainings, child development workers who had other potentials were identified and given the opportunity to pursue other courses to develop such potential for the benefit of the organisation.

Training and development and increase in productivity
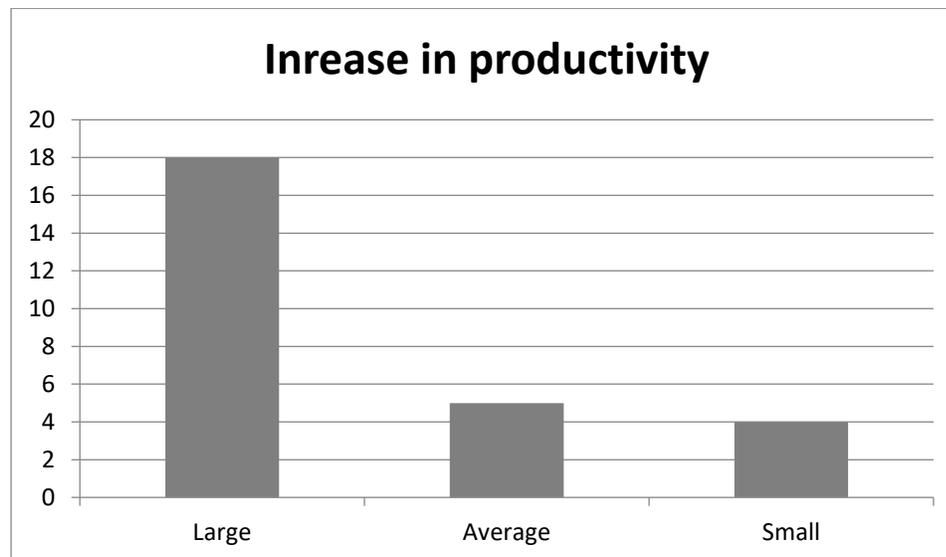
Source: Field survey, Adenyo (2016)

Figure 10: Increase in productivity

The graph in figure 10 illustrates the extent to which training and development has led to an increase in productivity in the organisations of the respondents. Eighteen (18) out of the twenty-seven (27) respondents believe that training and development, to a large extent, has increased productivity in their organisations. Five (5) of them believe it has led to an average increase in productivity while four (4) of them think there have only been a small increase in productivity as a result of training and development.

The Partnership Facilitator, in his response to this question when interviewed, indicated that as a result of the various training programmes, Project Directors and Account Clerks now present quality, timely and accurate programme reports and financial reports respectively.

70

Training and development and future work challenges.

Table 11

Training outcomes to meet future challenges

Methods enough	Respondents	Percentage (%)
Yes	21	77.8
No	6	22.2
total	27	100

Source: Field survey, Adenyo (2016)

Table 11 illustrates whether current training and development outcomes are enough to meet future challenges of the work of employees. Twenty-one (21) of respondents representing 77.8% agree that current training and development outcomes are enough to meet the future challenges of their work. Six (6) of the respondents representing 22.2% however think that the current training and development outcomes are not enough to meet future challenges of their work.

Summary of key findings

As represented in table 9, all respondents have received multiple trainings since they joined their organisations. This supports the fact that organisations recognize the importance of training their staff.

Training objectives were also clearly spelt out. As can be seen in figure 3, eleven respondents attended trainings that were intended to help them acquire new skills. The rest sixteen attended trainings intended to help improve their performance as employees.

71

One key issue of importance to organisations in planning training and development programmes for their employees is to find out whether the staffs see those training programmes useful to them. As illustrated in figure 5, an overwhelming majority of respondents, that is, twenty-five of them find the training programmes of Compassion International, Ghana useful. This agrees with the assertion of Beyazen (2010) that in order to make every training session as effective as possible you need to analyze the participants of a training session. The trainer must gather information about group members participating in a training process. The purpose is to gather information on problems perceived by the individuals involved

Furthermore, it also instructive to note that even though majority of respondents find the outcome of trainings satisfactory, quite a significant number of them were not satisfied with the outcomes of the trainings they attended. This is illustrated in figure 7. This was as a result of the fact that the employees were not fully aware of the training programmes and the outcomes expected. Nassazi (2013) defines training programmes as a set of known programmes where the contents, durations and all the details about training are clear to both the organisation and the employees to be trained. Ambardar (2013) explains further that training programmes foster a better learning process, improves employees' competence, which leads to high organisation performance.

Also, it is important to note that all respondents agree that training has helped increased their level of productivity in their organisation. The difference, however, is the extent to which they believe training has contributed to their productivity on the job. This is illustrated in figure 10.

Finally, figure 11 also gave the indication that current techniques or methods used in training are enough to meet the future challenges of the work of employees. This supports the view of Appiah (2010) that to have a good training programme, the organisation must go through the training process which includes choosing an appropriate training technique for training delivery in order to achieve desired results.

73

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this research was to evaluate the impact of Training and Development on Organisational performance within the Tongu cluster of projects in the Volta region partnered and assisted by Compassion International, Ghana.

The research seeks to find out the views of employees on training and development and how it influences their performance. It also seeks to outline ways staff can be encouraged and motivated to continually upgrade their knowledge and skills.

Summary

One of the objectives of this study is to find out the views of employees on training and development. Twenty-five (25) out of twenty-seven (27) respondents see the training programmes as useful. This is illustrated in figure 5.

On whether the outcomes of training and development are satisfactory to them, nearly half of the respondents, that is, eleven (11) of them said they do not see the outcomes of trainings they have attended as satisfactory. This is represented figure 7.

In figure 8, it was also established that majority of the employees agree that training and development has helped improve their performance.

When asked the extent to which training has helped them increase their productivity, eighteen (18) of the respondents said trainings have to a large extent increased their productivity in their organisations. Five (5) of them said it has

74

averagely increased their productivity while four (4) of them said it has increased their productivity only to a small extent.

Conclusion

Staff training and development has been identified by various scholars to be very crucial to an organisation and its effectiveness. In the light of the above, organisations are therefore encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness.

As training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organisation and this has the tendency of enhancing effectiveness among workers within the organisation.

The following conclusions were obtained from the research findings.

- The study concluded that, the impact of Training and Development in Compassion International, Ghana were mainly concerned with offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the organisation.

- Also, it can be concluded from the research that, appropriate Training and Development of project staff can result in efficient performance of their job functions; therefore, inappropriate Training and Development of project staff can lead to underperformance of their job functions.

- Furthermore, the study concluded that the outcomes of training are not exactly what a significant number of employees are expecting.

75

- Finally, the research findings concluded that, Training and Development would enable management of Compassion International Ghana to better appreciate the challenges associated with staff performance.

Recommendations

For any organisation to succeed, training and development of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory. Accordingly, when organisations adopt this learning culture, they create a variety of training opportunities for all employees and develop performance expectations that instill in all employees the need for and value of training and development on a continual basis.

The following recommendations are outlined for future reference:

Systematic Training

Identification of training needs should be done more professionally in conjunction with the partnership facilitator as well as the individuals involved together with the training department. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.

The needs identified should emanate from Compassion International, Ghana's strategic plan, which also cover departmental and individual plans. Compassion International, Ghana should see learning, training and development as well as training's objectives plan, implementation and evaluation as a continuous process for organisational development and survival.

76

Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved performance.

Provide Specific Information to employees

Performance appraisal information system which is used yearly at the projects to assess employees' performance should provide specific information to employees about their performance problems and ways they can improved their performance.

This assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.

Create more Opportunities for training

Training needs should be considered on the basis of overall organisational (project) objectives. The goals of the organisation (project) should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.

Career Planning and Development

Organisational career planning involves matching an individual's career aspirations with the opportunities available in the organisation. Career pathing is

the sequencing of the specific jobs that are associated with these opportunities. For career management to be successful in the projects, both the Compassion International, Ghana and employees must assume equal share the responsibility for it.

Employees must identify their aspirations and abilities, and through counseling recognize what training and development are required for a particular career information and training to its employees. Development and succession planning will also play a great role. Career progression plans and training and development projections should be made available to each employee.

Motivation and Morale

Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. It is for this reason that the researcher wish to recommend that in instituting proper training and development programs, Compassion Internal, Ghana should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation on important matters.

Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organisation where there is low morale and lack of motivation because motivation and morale leads to job satisfaction, which in turn leads to development.

Suggestion for further research

It is realized from the study that the employees see training and development as useful but nearly half of them were not satisfied with the outcomes of the trainings they attended. Other researchers may want to probe further to find out under which circumstances can trainings be useful but the outcomes may not be satisfactory to employees.

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APPENDIX

UNIVERSITY OF CAPE COAST

QUESTIONNAIRE

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher ALEX MENSAH ADENYO, a final year student of the School of Business, University of Cape Coast to complete his dissertation on the topic: THE EFFECT OF TRAINING AND DEVELOPMENT ON ORGANISATIONAL PERFORMANCE: A CASE OF COMPASSION INTERNATIONAL, GHANA ASSISTED PROJECTS IN THE VOLTA REGION, in pursuance of Master of Business Administration (General Management) degree.

NB: All information given would be treated with utmost confidentiality. Thank you.

SECTION A

BASIC DEMOGRAPHIP DATA (PLEASE TICK [√] WHERE APPROPRIATE)

1. How old are you? a) 18-25[ ] b)26-35[ ] c)36-45   [ ] d)46-55[ ]   e)56-59[ ]

2. Gender   a)Male[ ]   b)Female [ ]

3. Educational Background

   a) Senior High School   [ ]
   b) Higher National Diploma   [ ]
   c) First Degree   [ ]
   d) Masters Degree   [ ]
   e) Other (Please specify) ……………….

4. What is your religious affiliation?
   a) Orthodox   [ ]
   b) Pentecostal   [ ]
   c) Charismatic   [ ]
   d) Other (Please specify) ………………………..

5. What is your organisation's religious affiliation?
   a) Orthodox   [ ]

85

b) Pentecostal   [ ]
c) Charismatic   [ ]
d) Other (Please specify) …………………………………

6. What is your current position?
   a) Director   [ ]   b) Account clerk   [ ]   c) Social worker   [ ]
          d)Health worker [ ]
   e) Partnership Facilitator [ ]

7. How long have you been working with this organisation?
   a) 0-11 months [ ] b)1-2 years [ ] c) 2-3years[ ] d) 3-4years [ ]

SECTION B

INFORMATION ON TRAINING AND EMPLOYEE PERFORMANCE

8. Are you aware of any training programmes organized by Compassion Ghana?
   a) Yes   [ ]   b) No   [ ]

9. Have you had any form of training since you joined the Compassion Ghana assisted project?
   a) Yes   [ ]   b) No   [ ]

10. How many times have you had any form of training since you joined this organisation?
    a) Once   [ ]
    b) Twice   [ ]
    c) Several times   [ ]
    d) Never   [ ]

11. What was the objective of the training?
    a) To help improve performance   [ ]
    b) To acquire new skills   [ ]
    c) Other   (Please   specify)
       ……………………………………………………………………….

12. What method was used for the facilitation?
    a) Seminar   [ ]
    b) On-the-job training [ ]
    c) Understudy training [ ]
    d) Formal lectures   [ ]

13. How was the training evaluated? (Please specify)
    a) Questionnaire   [ ]
    b) Interview   [ ]

c) Observation   [ ]

14. In your opinion, do you think Compassion Ghana organized trainings are useful?

    a) Yes   [ ]   b) No   [ ]

15. Are you motivated by the outcome of the training programme of Compassion Ghana?

    b) Yes   [ ]   b) No   [ ]

16. Are you satisfied with the training programme of Compassion Ghana?

    a) Yes   [ ]   b) No   [ ]

17. In your opinion, do you think training has helped improve your performance since you joined your project?

    b) Yes   [ ]   b) No   [ ]

18. Has training offered you the opportunity to identify any potential you have for further development?   a) Yes [ ]   b) No [ ]

19. To what extent has training and development increased productivity at your project?

    a) Large   [ ]   b) Average   [ ]   c) Small   [ ]

In your view, are current training and development outcomes enough to meet

future challenges of your