

Employee Training and Development: What Trade-offs for the Public Sector in Ghana?

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1.0 Abstract

The purpose of the study is to explore, examine and analyze the factors that account for the inability of the trained employees of the MMDAs to apply the knowledge, skills and attitudes acquired from training and development programmes to their job and its effect on organizational performance and effectiveness. It also seeks to identify problems limiting professional development and to propose pragmatic systematic training and development models. To achieve this objective, a descriptive survey design was employed. A stratified and simple random sampling methods were employed to obtain a sample size (n) of 100 eligible respondents from a population (N) of 125 employees. The sample size was made up of 6 senior level employees, 26 middle level employees and 68 operational level employees. Self-administered questionnaires were used to gather primary data, while books, journals, and articles were used for the secondary data. A total of 95 responses, representing 95 percent of the sample were judged good enough and was used for the analysis. Descriptive statistics was used to analyze the questionnaire and the results were presented in percentages, tables and cross-tabulations. Selected independent variables such as identification of training needs, training content, facilitation process, skills acquired, utilization of skills and changes in employee performance were related to organizational performance and effectiveness, the dependent variable. This was based on the assumption that training and development of employees enhance organizational performance and effectiveness.

Keywords: Organisational performance, training and development, training needs Assessment, transfer of learning.

1.2 Introduction

Organizations all over the world are striving to achieve maximum performance and effectiveness. This is because every organization works towards the attainment of its mission or goals through the achievement of its strategic corporate objectives. And since organizational efficiency and effectiveness relates to the quality of its human resource, it is prudent for organizations to be concerned with issues that could enhance the capabilities and performance of its employees. Organizations have also become more concerned about the effective utilization of their employees' talents and have come to the realization that people working in an organization hold the ultimate key to improving productivity and enhancing organizational performance and effectiveness.

Current trends in the global environment underscore the need for organizations to adopt strategic ways of solving performance challenges. According to Jones and George (2008), Mullins (2007) and Armstrong (2006), problems relating to improper procedures for recruitment like selecting and placing suitable candidates on the job, effective utilization of employees potentials, lack of motivation to work and learn, inadequate resources and logistics, low salaries and conditions of service, obsolete equipment and lack of appropriate technology, lack of good interpersonal relationship between management and employees and leadership style have contributed to non-performance and ineffectiveness in many organizations.

According to Grobler et al (2006) and Werner and DeSimone (2006), other factors such as inconsistent performance evaluation standards, favoritism in assessing employee's performance, non-commitment on the part of employees to sacrifice for the success of the organization, and lack of systematic training and development of employees have adversely affected the performance of most organizations especially the public sector of which the district assemblies are no exception. Therefore, employee training and development could be a way of resolving the performance challenges.

It is acknowledged by Noe (2005) that to solve performance challenges and ensure organizational effectiveness, many organizations have adopted performance based training and development system that are linked to strategic goals of the organization and continuous learning. Today, training is being evaluated not on the basis of the number of training programmes offered and training activities in the organization but on how training addresses business needs which is related to learning, behavior change and performance improvement. In fact, training is becoming more performance-focused. That is training is being used to improve employee performance which will lead to improved business results.

Many public organizations like the Metropolitan, Municipal and District Assemblies (MMDAs) are strategically developing effective training and development policies to improve the competencies of their employees to meet the emerging challenges of globalization. Competencies are the underlying characteristics of a person which

facilitate performance. The underlying characteristics may be knowledge, skills, values and traits or personal attributes that employees must possess. Training and development activities and strategies are aimed at equipping employees with the competencies they require for the effective performance of their job functions.

The expectation is that training should invariably lead to improvements in job performance. But, often times very little effort is made to assess whether the knowledge, skills and attitudes acquired after training are effectively transferred onto the job to improve on performance. Research by Kirkpatrick (1994) and Carnevale and South (1990) have also proved that most organizations do not have any effective monitoring and evaluation systems to draw a distinction between the contribution made by training and development in improving performance and other non-training factors. Most organizations all over the globe are faced with the challenge of putting in place a training and development system that can help achieve training objectives and enhance organizational performance. It is acknowledged by Fricker (1994) and Buckled and Caple (1990) that organizations performance are effectively achieved when training and development is structured on activities that solve organizational problems.

Statement of the Problem

The MMDAs were established as public service organization with the primary aim of promoting good governance at the local level to promote transparency, accountability and probity in the administration, management and effective utilization of public funds at the local level. To achieve this strategic mission, these organisations need the human resource with the requisite knowledge, skills and abilities. The huge challenge now is how to develop the human resources of the MMDAs through systematic training and development. This indicates that performance and effectiveness at the assemblies as expected have not been met and that transfer of the knowledge, skills and attitudes to the job after training had not been effective. The situation demands a thorough and critical assessment of the training and development programmes for the district assembly employees and its linkage with organizational objectives, the strategies adopted for the delivery and the benefits made so far. This is because according to Cascio (1992) if training systems are not strictly adhered to in the training and development of employees, time and money spent on training will not advance the purpose of which it is being done to achieve the desired objective. The question then is: what factors account for the inability of the MMDAs' trained employee to transfer the knowledge, skills and attitudes acquired from the training and development programmes to the job to enhance or improve organizational performance and effectiveness?

Purpose of the Study

The purpose of the study was to explore, examine and analyze the factors that account for the inability of the trained employees of the MMDAs to apply the knowledge, skills and attitudes acquired from training and development programmes to the job and how it has enhanced organizational performance and effectiveness. It was also to identify problems limiting professional development of MMDAs' employees so as to find solutions to them and produce a systematic training and development model to strengthen the Employees Training and Human Resource Development programmes of the MMDAs.

Objectives of the Study

The specific objectives of the study are to:

- i. Examine the procedures used to identify the training needs of employees of MMDAs.
- ii. Appraise the design and facilitation methods employed for training sessions.
- iii. Identify any changes in the performance of the MMDAs employees' duties after training.
- iv. Find out the effectiveness of the utilization of skills by the organization after training
- v. Find out whether performance appraisals were carried out on the employees.

Research Questions

1. What are the procedures used to identify the training needs of MMDA employees?
2. What design and facilitation methods were employed for training programmes?
3. What changes were effected in the performance of the MMDA employees after training?
4. How effective was the utilization of skills by the organization after the training programme?
5. Were performance appraisals were carried out on the employees?

Significance of the Study

The findings of the study will be of great importance to the management, the Human Resource Development Directorate and the employees of the Ministry of Local Government and Rural Development in the planning, designing and developing of future training and development programmes. This is because the quality of service delivery to the general public is the greatest yardstick by which the public judges the work of the MMDAs in the country. It is hoped that this study will benefit the Ministry of Local Government and Rural Development not only in its training and development programmes but also to formulate appropriate policies to guide the generation of competency-based framework or model for training and development that is in tandem with its corporate mission and vision

Definition of Terms

For the purpose of this study, the following meanings are used for the following concepts:

Training: It refers to systematic programmes which are designed by the Ministry of Local Government and Rural Development to help the MMDAs employees to learn the competencies (knowledge, skills and attitudes) they acquired to better perform the tasks they are currently performing.

Development: This refers to activities the MMDAs have designed to help their employees learn the knowledge and skills needed to be able to assume future high positions in the Service.

Competencies: These are the knowledge, skills and attitudes needed by the MMDA employees to facilitate their efficiency and effectiveness on the job.

Training needs: The process by which the employees learning needs are identified, facilitated and related to the skills required for their performance.

Transfer of learning: The extent to which what the employees have learned during training programmes results in better performance on the job.

Training evaluation: Systematic collection of information or feedback from the employees necessary to determine the effectiveness of training when they go back to their jobs after training.

Learning: A relatively change of knowledge, skills, attitude or behavior of the employees as a result of attending training and development courses.

Performance management: A systematic process of improving employee performance by developing the performance of employees.

Organizational performance: A measure of how efficiently and effectively management and the employees use the available resources to achieve the strategic goals of the MMDAs.

2.0 Theoretical framework

The two theoretical underpinnings for the study include the goal maximization theory and the theory of organizational effectiveness.

2.1 Goal Maximization Theory

For training and development to enhance organizational performance and effectiveness, the Goal Maximization Theory by Mullins (2007) is important. All organizations both public and private have some functions to perform and some contributions to the environment they operate or of which they are part. According to Mullins (2007), goals provide a standard of performance and focus on the activities of the organization and the direction of the efforts of its members. Goals serve as a basis for planning and management control related to the activities of the organization. Goals provide guidelines for decision making and justification for action taken. Any successful execution of training and development programmes that will enhance organizational performance and effectiveness depends on management strategic decision on training and development. For instance, if management of the MMDAs will strategize in their decision making to involve the views of employees on strategic policy on training and development then the employees will give their support for their effective implementation. This is because the employees will see themselves as partners in the whole process and will play their role for its success. In this case it will reduce uncertainty in decision making and give a defense against possible criticism.

Also according to Etzioni (1964), the goal of an organization is the reason for its existence and the activities of the organization are directed to the attainment of its goal. A goal is a future expectation of an organization. It is something the organization is striving to accomplish. The extent to which the organization is successful in attaining its goal is a basis for the evaluation of its performance and effectiveness. The goal theory concentrates on the study of organizational goal and the measurement of success against the realization of the goal. Organizations are characterized by low effectiveness. This is because they rarely achieve their goal. In a case of business organization, profit making and increased productivity may be its goal and for public organization, the goal may be quality service delivery to the general public.

In applying Etzioni (1964) theory to MMDAs training and development programmes, it is important that its strategic goal(s) are made known to the trainees any time they attend training and development programmes. This will serve as a reminder to the fact that they have a responsibility to learn and apply the knowledge and skills they acquire from training unto the job when they go back to their workplaces. This is because the extent to which the MMDAs are successful in achieving their vision, mission or goals(s) will be the basis for the evaluation of their performance and effectiveness. Therefore, training programmes must be directed to the attainment of strategic vision, mission or goal(s).

When directors set goals for their subordinates, the latter must accept the goals and agree to work towards their achievement. This means that having subordinates participate in the setting of goals creates a collaborative environment for the achievement of set targets. Therefore, for training to impact on performance, directors in setting goals for training programmes for the MMDA employees they must involve them in the process.

2.2 Theory of Organizational Effectiveness

The theory of organizational effectiveness is based on the Total Quality Management (TQM) theory, propounded by Pentecost (1991) and Mullins (2007). TQM is expressed in terms of a way of life for an organization,

committed to customer satisfaction through a continuous process of improvement and involvement of people. TQM represent a total system that addresses the demand for high quality product and service to customers/clients. The customers or clients are seen as the king with every strategy, process and action directly related to satisfying their needs. Training and development programmes of the MMDAs should be designed to equip the employees to become competent, efficient and effective so that they can deal with the challenges of quality service delivery, client service satisfaction and meeting the expectations of the general public in their provision of services. Managers in all public sector organizations must be involved with the concept and application of TQM. It is also important that the Ministry of Local Government and Rural Development, regional/district directors are fully involved in the processes of training and developing of employees for total quality service delivery through the application of the knowledge and skills to the job.

TQM emphasized the importance of people as a key human resource in the management and development to give total quality. TQM require the creation of a corporate identify and supportive environment. The MMDAs should view training and development as a key human resource strategy to bring about quality service delivery to the general public through effective monitoring to ensure that the knowledge and skills acquired from training is applied to the job. It requires setting the highest standard for quality at lowest cost, integrating systems and technology with people and commitment of employees at all levels of the organization.

3.0 Review of related literature

Books, journals and articles were used to review the related literature in areas such as: meaning and scope of training; relationship between training and performance; competencies as outcome of training; meaning and scope of employee development; organization's strategic policy on training and development; benefits of training and development; identifying employee's training needs and design; helping employees to learn and transfer of learning; and performance appraisal.

3.1 Meaning and Scope of Training

Training refers to systematic programmes or events which are designed to help individuals to learn the competencies (knowledge, skills, attitudes) they require to better perform their duties or tasks they are currently performing. In other words it is a process of changing employees' behavior at work through an application of the principles of adult learning. Training is job oriented. When a manager undergoes a course on how to motivate and communicate effectively with his employees, that manager in effect has gone through training or learning programme specifically designed to help him/her acquire the necessary competencies to manage his subordinates effectively and efficiently (Asare-Bediako, 2008).

According to Noe (2005), Bernardin (2003), Harris (2000) and Pepper (1984), training is defined as a planned effort by an organization to facilitate employees learning of job related competencies, these include knowledge, skills or behavior that are critical for successful job performance. In the definitions by Wilson (2005) and Grobler et al (2006), training is also defined as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effectiveness in an activity or range of activities. Its purpose in the work situation is to develop the ability of the individual and to satisfy the current and future needs of the organization. Further, Werner and DeSimone (2006) and Torrington et al (2006) define training as providing employees with knowledge, skills and attitudes needed to do a particular task or job. In addition, Armstrong (2006) defines training as a planned and systematic modification of behavior through learning events, programmes and instruction which enable the individuals to achieve the level of knowledge, skills and competencies needed to carry out their work effectively.

According to them, training attempts to improve employee's performance on a current held job and fix any deficit in employees' competencies. The goal of any organization's training is for employees to master the knowledge, skills and behaviors acquired through training and apply them on the job to enhance organizational performance and effectiveness. But Reynolds (2004) suggested that training has a complementary role to play in accelerating learning and for that matter it should be reserved for situations that justify a more directed and expert led approach rather than viewing it as a comprehensive and all-pervasive people development solution.

Today, training is being evaluated not only on the basis of the number of programmes offered and training activity in the organization, but also on how training addresses business needs that are related to learning, behavior change and performance improvement. In fact, training is becoming more performance focused. According to Bramley (1996) the idea of the training department as a passive provider of a menu of courses appears to be given way to the concept of training as a human resource management function which contributes to the growth and development of the organization. Training is seen as one of the several possible solutions to improving performance.

3.2 Relationship between Training and Performance

Organization's human resource development managers stand the risk of responding to all performance problems with training and development as an ultimate solution to performance problems. It is very necessary to note that not all performance problems are caused by knowledge and skills deficiencies. The issue is that training does not

solve all performance problems. It is therefore, important for human resource development practitioners to critically look at the performance model in order to be able to properly diagnose performance problems. Asare-Bediako (2008) and Strebler and Bevan (1996) designed the model as Performance = Ability + Motivation ($fP=A+M$), where P = Performance; A= Ability; M = Motivation; and f = function.

The above equation according to them suggests that performance is a function of ability and motivation. Ability is the “can” factor of performance. It addresses the question: can the employee perform the task? The ability for employees to perform a specific task is facilitated by factors such as competencies, resources and the physical environment, while motivation is the “want” factor of performance. It refers to the existent, to which an employee is willing or wants to invest his or her time, attention and effort in a task. It addresses the question: does the employee wants to perform the task? Motivation is determined by rewards and leadership style. Therefore, if an employee can carry out a task and at the same time wants to do it, then performance is guaranteed. Performance is however determined by the combined effects of ability and motivation. It is important to understand that performance is determined by a multiplicity of factors and if an organization wants to ensure high performance work systems in its employees, then the performance equation must strictly be adhered to. Building competencies and capacities in employees which training and development seek to offer is just one of the many factors that determine performance in the MMDAs.

It is therefore, very necessary for training managers to properly conduct a diagnostic assessment to help solve employee performance problems in the organization. In other words, it is critical to conduct a diagnosis of the situation to identify if the performance problem is due primarily to lack of requisite job related, managerial or behavioral competencies, information and communication technology (ICT) or non-training needs. If the assessment identifies that competencies are lacking, then training or learning is needed to solve the performance problem.

3.3 Competencies as Outcome of Training

Determining organizational performance and effectiveness depends to a large extent on the effective upgrading of employee’s competencies (knowledge, skills, and behavior). In today’s global and competitive business environment, many organizations are finding it difficult to determine whether employees have the capabilities needed for organizational performance and effectiveness. The capabilities may vary from one organization to another or across units or department. As a result, many organizations have started using competency frameworks to help them identify shortfalls in the knowledge, skills and behavior needed for successful performance on the job.

Without the requisite competencies in the employee, no amount of motivation will make that employee perform. Understanding of the concept of competencies is critical for job performance.

Employees’ competencies are achieved largely with training and development systems and strategies. Everyone needs to possess the requisite competencies in order to be able to effectively execute an assigned task. This indicates that when an individual possesses most or all of the competencies required for the effective execution of a particular assigned task, that individual employee is described as competent. Therefore, employee without the possession of the requisite competencies, no amount of motivation can encourage that employee to perform to the acceptable level.

3.4 Meaning of Competencies

According to Boyatzis (1982) competency is the capacity that exists in a person that leads to behavior and meets the job demand within the parameters of the organization’s environment and that in turn, brings about desired results. In addition, Noe (2005), Rankin (2002) and Mansfield (1999) refer to it as areas of personal capability that enable employees to successfully perform their job by achieving outcomes or accomplishing tasks. Asare-Bediako (2008) also defined competencies as underlying characteristics of a person which facilitate effective or superior performance. According to him the underlying characteristics may be knowledge, skills, motive, value, attitude, or personality trait which a person possesses. The definitions above reflect the inputs that help achieve successful performance at work. It means that the behavior, skills and knowledge possessed by the employee affect performance in a positive or negative way.

3.5 Behavioural /Managerial Competencies

In order to improve organizational performance and effectiveness, it is important that management addresses the issue of behavior modeling which is seen as key to organizational success. Boyatzis (1982) a key researcher on behavioural competency defined it as underlying characteristics of a person which results in effective and or superior job performance. Also, Asare-Bediako (2008) and Armstrong (2006) defined behavioural competency as the type of behavior required to deliver results under headings as team working, communication, leadership, decision making, motivation and controlling. Asare-Bediako (2008) and Boyatzis (1982) stressed that perceptions, attitudes, emotions, values, self-concept, traits which are related to individual personality or personality competencies though not causally related to superior job performance, can impact positively or negatively on the performance of employees. According to them these personality competencies cut across jobs unlike technical competencies that are job related.

Competency base systems are used to integrate and link an organization's main human resource process to its business strategy. As indicated by Asare-Bediako (2008) and Matthewman (1998) competencies must tie together all human resource process such as recruitment and selection, preparation of job descriptions, induction, performance management and appraisal, training and development, reward and career development and succession planning so that expectations and objectives could be achieved.

3.6 Meaning and Scope of Employee Development

Development also looks at activities design to help employees learn the competencies they need to be able to assume higher responsibilities in the future. Development is more concern with enabling individuals to grow in knowledge and skills in order to be of greater potential use to the organization in the future. Development is broader in scope than training and is career oriented rather than job oriented. It focuses on preparing people for higher responsibility or career progression in the future. This is because most effective organizations look at training and career development as an integral part of human resource development which is carefully aligned with corporate business objectives and strategies. Development is the growth or realization of a person's ability through conscious or unconscious learning.

In the views of Asare-Bediako (2008), Werner and DeSimone (2006), Bernardin (2003) and Harrison (2000), development is learning experience of any kind whereby individuals and groups acquire enhanced knowledge, skills, values or behaviors. Its outcome unfolds through time rather than immediate and they tend to be long lasting. They explained that traditionally, development was focused on management, while line employees receive training design to improve a specific set of skills needed for their current job. But today's globalization, technological changes, greater use of team work and employees increasingly involvement in all aspects of business have paved the way for all employees to be developed. Development may be mandatory for employees who have been identified to have managerial potential. In this case, employee's development becomes a necessary component of an organization's effort to improve quality, retain key employees and meet the challenges of global competition and social change.

According to Tyson and York (1996) having made an effort to recruit, select and properly place the candidates, an organization like the MMDA should be interested in ensuring that these human resources are effectively developed and utilized, and not only seen as a mere factor of production to achieve performance and effectiveness, but also a reservoir of knowledge and skills. However, Oti-Boating (2006) remarked that developing human resources involved the employment of the right caliber of personnel and improving their knowledge and skills to enhance their competence to meet the emerging challenges and respond to the operational needs of the organization which is related to conscious process of education, training and utilization of the human capital for progress. It is an undeniable fact that employees' development in an organization is crucial for performance and effectiveness. It is, therefore, important and a corporate responsibility to plan and design effective training and development programmes that improve the knowledge, skills and behaviors of employees.

3.7 Organization's Strategic Policies on Training and Development

It is interesting to acknowledge that, many training and development consultants are advocating linking training and development outcomes to business strategy. It is indicated by Cosgrove and Speed (1995), Brinkerhoff and Gill (1994), Carr (1992) and Catalanello and Redding (1989) that organizations are increasingly realizing that strategically linking training and development is essential to their success as they are challenged by complex vision, mission and scarce resources.

The commitment of MMDAs top management to training and development is also very essential to organizational performance and effectiveness. It is reported by Brinkerhoff and Gill (1994) and Fricker (1994) that directors need to recognize the value of learning as the primary force to facilitate and achieve changes in their organizations. Directors must also ensure that line managers' show their commitment to learning and insist on quality in all aspect of training and development. This indicates that organizations whose top management view training as a strategic advantage to meeting organizational goals express commitment and take active part in the delivery of training by consistently maintaining financial commitment to it. Training in whatever forms it takes cost money and time, therefore training must be conducted in a cost effective manner.

It is interesting to note that most organizations treat training and development as an expensive venture and evidence is seen from the way these organizations chart its structure of training and development. Training function is usually far from the main operational functions of the organization and often seen as another personnel function where training manages are not at par with other functional managers. However, McGregor (1960) stressed that many organizations around the globe view training and development as a nice to have reward for a well behaved employees or as a punishment for bad behavior, instead of seeing it as a key component in the organizations ability to achieve its goals. But the training function is usually relegated to the background. And if training is relegated to the lowest level of the organizational hierarchy, resources for its implementation also become low.

3.8 Benefits of Training and Development

The benefits of training and development cannot be quantified in financial terms but effectively planned and executed training programmes in the MMDAs will achieve the desired results. It is maintained by Buckley and Caple (1990) and Johnston and McClelland (1994) that training and development properly designed improves individuals with knowledge, skills and attitudes they need to perform in an organizations. In order to benefit from training and development then, training must be discharged by a competent and committed person for trainees to understand that the whole process of training and development is about change in behavior, attitude and skill acquisition to the benefit of not only to the individual employee but also to the organization.

Training can also be used as a form of motivation to the employees of an organization like the MMDAs. This will be in the form of organizational commitment, customer relation, loyalty, higher salary, promotion, recognition, innovation, job enrichment and satisfaction and improvement in performance. Training and development programmes effectively planned in the MMDAs can be used to bring about change in the design and structure of the organization, deal with growth, knowledge management, policy integration, efficient use of resources, reduce waste, increase performance level, offer better quality goods and service delivery and sound labour relations to enhance organizational performance and effectiveness.

3.9 Identifying Training Needs of the Employees

The conduct of training needs assessment is one of the most important aspects of the training process. Since it is the basis and the foundation upon which the rest of the steps in training processes revolves. Therefore, a thorough and effective needs analysis brings out the gap between the actual and the required skills of an employee. However, Denyer (1980) disagreed with this notion and argued that though the primary objective of training is to develop an effective workforce at all levels to promote corporate objectives, it does not necessarily mean training will achieve the performance and effectiveness it desires. But Mullins (2005) also suggested that for training to impact on performance, design must be relevant to the needs of the organization, the task, and the individual employee who have to transfer the competencies acquired to the assigned job. A thorough needs assessment is critical in the development of content and objectives that meet the training needs of the MMDAs.

It is stipulated by Ostroff and Ford (1994) that assessing training needs provides critical information into the development and evaluation of training programmes. They indicated that determining needs involves step by step procedures for discovering the knowledge, skills and attitudes that an individual needs to help for the organization to achieve its goals. Asare-Bediako (2008) asserts that the return on investment in training for an organization will be minimal when training is not based on an effective needs identification and that learning need analysis seek to answer the question: who needs to learn what? He emphasized that there is a learning need when there is a gap between the competencies which are required for the effective performance of a job (i.e. required or expected competencies) and the competencies actually possessed by the job holder (i.e. actual competencies). Therefore a learning need exists when an individual lacks the knowledge or skills required for the execution of an assigned task satisfactorily.

It is also argued by Oakley and Richmond (1970) that training programmes that are haphazardly planned without appropriate conduct of needs assessment, well defined objectives, design, materials, methods and evaluation only increase the frustration of trainees. Boachie-Danquah (2000) also emphasized the importance of assessing needs as a means of establishing the felt needs of both the organization and the individual employee. Therefore, for training to meet the needs of the MMDAs it must be structured and the objectives clearly stated. It is also critical that in carrying out needs assessment, the needs analysts must have access to most accurate and relevant information to the organization, its present performance level, problems and future plans.

It is emphasized by Nadler (1982) that to improve organizational performance and effectiveness, it is very important to identify the needs of the organization well as specifying the job performance and the needs of the learner. Also, Armstrong (2006) and Asare-Bediako (2008) indicated that managers and human resource employees should stay alert to the kinds of training that are needed, where they are needed, who needs them and which methods will best deliver the needed knowledge, skills and abilities to employees. And if workers consistently fail to achieve productivity objectives, it might mean a signal that training is needed.

Needs analysis involves the organization, task and person. Organization analysis involves an examination of the MMDAs' environment, strategies and resources to determine where training emphasis should be placed. Task analysis also involves reviewing job and the knowledge, skills behaviors and abilities to perform the task. Person analysis determines which of the employees require training and equally important is avoiding the mistake of sending all the employees into training without a needs assessment. It also helps management to determine what prospective trainees are able to do when they enter training so that the programme can be designed to emphasize the areas they are deficient.

Armstrong (2006) suggested that interview, questionnaire, performance appraisal, performance test, group process analysis, job analysis, record and reports, and observing employees and their work are instruments for collecting data for individual and group training needs identification. The data collected must be analyzed and interpreted to solve organizational problems identified and once a need had been identified and agreed to those affected by it, the following alternatives must be considered before a decision is made to design a training

programme: reassignment, redesign of work, change of equipment, selection of different kinds and levels of talents, improve work relations, clarification and simplification of policies, structure and instruction. And if the decision is to train, then it is important to determine as accurately as possible whether that changes needed are knowledge, skills, attitude or behavior.

3.9 Helping Employee to Learn and Transfer of Learning

An understanding of how people learn is necessary if learning is to take place effectively in an organization. It is considered by Handy (1990, p.63) in Wilson (2005) that learning is being as nature response to coping with change and stated that “I am more and sure that those who are in love with learning are in love with life, for them change is never a problem, never a threat, just another exciting opportunity”. According to Armstrong (2006), Wilson (2005) and Reynolds et al (2002), learning is a relatively permanent change of knowledge, attitude or behavior occurring as a result of formal education, training and development or as a result of informal experience. But Nadler (1990) explained further that learning and possession knowledge is one thing but applying the learning is another since learning has limited value unless it is put into practice.

To get the employee to learn, the training design and the facilitation must satisfy certain principles. According to Asare-Bediako (2008), trainers must use the learning object as a strategy to get trainees interested to learn. Since adults are goal oriented, self-directed, conscientious, and persevering and they learn better when they know that the learning will benefit them. Adults are practical and receptive when the learning is related to their workplaces situation. The objective should be identified and communicated to the trainees before the training programme begins. When the employees of the MMDAs knows the course objective prior to the commencement of the training, it will not only help them to attend, but also avoid the situation where trainees develop expectations unrelated to the course.

The learning at the organization should be experiential in nature in that the training must recognize and acknowledge the experiences of the learner and also to maintain their self-esteem and egos. The trainer should treat the trainees as equals in experience and knowledge, give them the maximum opportunity to ask questions, share their opinions and experience freely, and agree and disagree on issues. In order to achieve this, the trainer should perceive himself learning as a disposition to learn, enhanced by solid experience and positive attitudes. This will lead to exceptional organizational performance and effectiveness.

3.10 Transfer of Learning

Most of the time, employees attend a training programme to acquire the knowledge and skills but do not apply them onto the job. When this situation arises, it means there has not been any transfer of learning to the job. In this case there is a lose situation between the organization and the employee. It is important that training practitioner take keen interest to the issue of helping the employee by creating the necessary atmosphere for learning, provide the necessary practice and feedback, set realistic goals and apply appropriate delivery method and content to help employees transfer the knowledge unto the job after training when they go back to their jobs. Transfer of training refers to the extent to which what is learned during a training programme results in better performance on the job. According to Gagne and Medsker (1996), because the goal of most training is to improve human performance in the work place, the transfer of the learning from the classroom to the job setting is of critical importance. Because today’s worker is called upon to solve performance problems and just follow routine procedure in the organization. Therefore, helping trainers to transfer learned skills to new situations is of growing concern.

In spite of the importance of transfer of learning to the job, many training and development practitioners complain about low transfer. It is reported by Brinkerhoff (1997) and Kelly (1982) that most learning through training does not transfer onto the job and that only 8-10 percent of what is learned in training are transferred to improve job performance. Many hindrances such as organizational climate inconsistent with what the training teaches to the job, equipment, finance and other motivational resources affect transfer of learning to the job.

To ensure transfer of learning for instance in the MMDAs, the training content must accurately reflect realistic job conditions, supportive work climate for transfer, give employees transfer strategies, resources, ensure self-directed learning, develop appropriate learning method, communicate to employees why they are learning, provide opportunities to practice, set learning goals and directions, reinforcement and feedback, keeping training session short, using employees’ managers and supervisors to deliver training and covering relevant and related topics and instituting monitoring and evaluation mechanism that enables management to monitor trainees’ on how they are faring on the job after training. The challenges the trainees faced and whether the knowledge acquired are being transferred on the job are also some issues to evaluate.

3.11 Performance Appraisal Methods

According to Veenu (2009), performance appraisal is a formal, structured system of measuring and evaluating an employee’s job related behaviors and outcomes to discover how and why the employee is presently performing on the job and how the employee can perform more effectively in the future so that the employee, organization and the society all benefit. According to him, one of the objectives of performance appraisal is to assess the training and development needs of employees.

Performance appraisal is done by the employee's supervisor who has had the opportunity to observe the employee for some time and is done regularly (biannual or annual) or as and when some post falls vacant. Most performance appraisal methods measuring the performance of an employee include some form of ratings. However, the method of rating may differ as a result of traits or qualities (job requirements, statistical requirements, personality and the opinions of the management) to be appraised. The rating scale is used to assist in making judgments on the performance of an employee and there are four kinds of standards used in both discrete and continuous types of rating scales. These are numerical or alphabetical, descriptive, man-to-man, and behavior sample.

The major appraisal methods used are; graphic rating scale, mixed standards scales, force choice method, essay method, and critical incident method, behavioural anchored rating scales, behavioural observation scales and 360-degree feedback method. This is used to tap individual employee creativity and innovation.

4.0 Methodology

4.1 Research Design

The research design adopted for the study was a descriptive survey method which, was used to gather data from the Zabzugu/Tatale District Assembly (ZTDA) employees on training and development and how it enhances performance and effectiveness. This method was adopted because it enabled the researcher to obtain data from all the employees who went through training and development and how it enhances their performance. The field survey also allowed the researcher to present results that vividly depicts pragmatic issues in the Zabzugu/Tatale District Assembly's training and development programmes and performance.

According to Kerlinger (1973) and Fraenkel and Wallen (2003), descriptive survey method is the most appropriate means of obtaining data on personal and social facts when studying large and small populations through selecting and studying samples chosen from the population to discover the relative distributions and interrelations of the variable. The data was built around key areas of identifying the training needs of the employees, training content as it relates to the needs of the MMDAs and the employees, appraise the design, management and facilitation processes employed at the training sessions, how the employees are helped to learn and transfer the learning onto the job, changes in the performance of duties of the employees after training, effectiveness of feedback mechanism for improving training and development programmes and the procedures of employees performance management and appraisal.

4.2 The Population of the Study

The population for the study was a total employees of 125 of the Zabzugu/Tatale District Assembly in the northern region of Ghana. This comprised the senior level management, middle level management and operational or field officers.

4.3 Sampling Technique

Probability and non-probability sampling techniques were used to select a sample size of 100 respondents, representing 80 per cent of total employees of 125 of the District Assembly. A purposive sampling method, which is a non-probability sampling method, was first used to select Zabzugu/Tatale District Assembly due to its contextual suitability for such a study. These were stratified and simple random sampling methods. The stratified sampling method was used to stratify the District Assembly employees into various management levels notably: senior level, middle level and operational level. The simple random sampling method was used to select the final sample size from each stratum of the employees. A proportional allocation technique was used to select 80 percent sample size from each stratum. This was ideal because it distributes the sample in such a way that the sampling ratio of 80 percent was the same for all the strata. The 100 sample size represents 80 percent sample from each stratum as shown in table 1, which depicts the distribution of the strata for each of the levels.

Table 1: The Distribution of the Population and the Sample

Group	Frequency	Percentage
Senior	8	6.4
Middle	32	25.6
Operational	85	68.0
Total	125	100

Source: Field Survey, 2013

After the strata sizes had been identified as shown in the table 1, Simple random sampling technique was used to select the 100 respondents. The simple random sampling method was adopted in order to give every individual member in a stratum an equal chance of being selected without exerting any influence on subsequent members.

4.4 Instrument for data collection

The instrument used to collect the data from the field for the study was the questionnaire. This instrument was used because the targets for the study have a high level of literacy hence the reliability of the instrument to get the results needed for the study. It was divided into five (5) sections with twenty five (25) questions. Section A dealt with the employees job designations and training programmes attended, Section B elicited responses on

procedures or processes used to identify the training needs of the employees, Section C dealt with the design and facilitation of procedures employed at the training programmes, Section D also covered the effectiveness and changes of the training on the employees and Section E focused on changes in the performance of employees after the training and development. Both closed and open-ended questions were used for the construction of the questionnaire. It is indicated by Fraenkel and Wallen (2003) that surveys rely on closed-ended questions in order to measure opinions, attitudes and knowledge level of people for easy quantitative analysis. Open-ended questions gave the employees the opportunity to respond to the items without any restriction to their opinions. The questionnaire administered was the same for all the levels of respondents.

4.5 Data Analysis

The data was carefully examined to ensure that all the items in the questionnaire were answered appropriately. All the closed-ended questions were quantitatively coded into the computer and analyzed with the use of Statistical Package for Social Sciences (SPSS) version 16 computer software programme. In all, a total of 95 respondents representing 95 per cent of the sample responded and the data was used for analysis. Descriptive statistics was used to analyze the questionnaires and the results were presented in percentages, tables and cross-tabulations to display the results of the data analyzed. The selected independent variables such as identification of training needs, training content, facilitation process, skills acquired and changes in employee performance were related to organizational performance, the dependent variable. This was based on the assumption that training and development of employees enhance organizational performance.

5.0 Discussion findings and conclusion

The analysis of the data is provided by descriptive statistics. The results presented were grouped under six objectives and these are : examine the procedures used to identify the training needs of MMDA employees; appraise the design and facilitation methods employed for training sessions; examine the effectiveness and changes of the trained employees; identify any changes in the performance of the MMDA employees duties after training; find out the effectiveness of the utilization of skills by the organization after training; and find out whether performance appraisals were carried out on the employees.

5.1 Job Levels of Respondents

The respondents were stratified into three levels in relation to their job schedules as all of them constituted the human resource for the district assembly. The levels are senior, middle and operational and are shown in table 2 below.

Table 2: Job Levels of Respondents

Job level	Frequency	Percentage
Senior	8	8.4
Middle	24	25.3
Operational	63	66.3
Total	95	100

Source: Field Survey, 2013

5.2 Criteria for Selecting Employees for Training Programmes

Criteria like educational background, expression of interest by participants, newly recruited, experience of work, and directives from the head office were used for the selection. However, most of the respondents said they had shortfalls in communication skills, inadequate knowledge in IT, document filling, and team building skills and, therefore, were selected for the training

5.3 Training Needs Assessment of Employees

To ascertain whether participants' training needs were assessed before attending the training programme, 76 of them representing 80% were of the view that their training needs were not assessed, while 19 of them representing 20% indicated that their training needs were assessed. This indicates that the training needs assessment procedures were not applied systematically. However, to be certain that training is timely and focused on priority issues, managers should approach needs assessment systematically by utilizing organizational analysis, task analysis and person analysis. Needs assessment of respondents is presented in table 3 below.

Table 3: Needs Assessment of Respondents

Job Needs Assessment	Frequency	Percentage
Yes	19	20.0
No	76	80.0
Total	95	100

Source: Field Survey, 2013

According to Asare-Bediako (2008) and Noe (2005), in performing training needs analysis, instrument such as questionnaire, interview, observation, performance appraisal, reports and job analysis are conducted to properly

diagnose the learning needs on employees. Therefore, the study was to find out what assessment methods were used to assess the needs of the 20% who indicated that their needs were assessed. The result is shown in table 4 below.

Table 4: Training Needs Assessment Procedures

Group	Frequency	Percentage
Questionnaire	6	31.6
Interview	5	26.3
Observation	0	0
Appraisal	8	42.1
Total	19	100

Source: Field Survey, 2013

Table 4 shows that out of the 19 respondents representing (20%) who agreed that their learning needs were assessed, six of them representing (31.58%) went through the use of questionnaire; five (26.32%) through interview; and eight (42.1%) were through appraisal. This implies that all the basic methods of identifying the learning needs of employees were given prominence in order to effectively formulate the objectives to meet their learning needs.

5.4 Factors Influencing Management to Select Employees for Training

On factors that influenced management to select them for training programmes, all the respondents indicated that management selected them for the training because they lacked some basic skills to perform on their job and the introduction of information and communication technology (ICT).

5.5 Design and Facilitation Methods Employed for Training

After learning needs had been identified and there is clear indication for training, there is the need to design the facilitation of the training to help employees learn better. This is in terms of lesson plan, timing of training programme and methods of facilitation. According to Asare-Bediako (2008), adults learn by responding to lessons that are useful to them and not knowledge for its own sake and timing enhances faster learning and longer retention. Most of the respondents indicated that lesson plans were prepared for the training programmes and were timely in terms of needs and facilitation.

Table 5: Design and facilitation of Training

Design and facilitation	Frequency	Percentage
Yes	85	89.5
No	10	10.5
Total	95	100

Source: Field Survey, 2013

From table 5, it was observed that 85 of the respondents, representing 89.5% indicated the training lessons were well designed and timely in terms of needs and facilitation.

5.6 Methods Used for Facilitation

The respondents indicated that the methods used in facilitation of training programmes included power point presentation, lecturing and participatory.

Table 6: Preferred Method of Facilitation

Preferred method of facilitation	Frequency	Percentage
Power point	66	69.5
Lecture	6	6.3
Participatory	23	24.2
Total	95	100

Source: Field Survey, 2013

From Table 6, it can be observed that 66 of respondents representing 69.5% indicated that they preferred the power point presentation while 23 of them representing 24.2% indicated that they preferred participatory method. On the other hand, only six of them representing 6.3% indicated that they preferred lecture method.

5.7 Relevance of Training Programme

The effectiveness of training depends on the relevance of the training programme to the needs of the individual employee and the organization. The table below shows the relevance of the training to the employees and the District Assembly as an organization

Table 7: Relevance of Training

Relevance of Training	Frequency	Percentage
Very relevant	51	53.7
Relevant	40	42.1
Not sure	4	4.2
Total	95	100

Source: Field Survey, 2013

From Table 7, it can be observed that 53.7% of the respondents indicated that the training programmes attended were very relevant to their job while 40 of them representing 42.1% indicated that the training programmes were relevant to their work and the organization. On the other hand 4.2% indicated that they were not sure of the relevance of the training programme to their jobs. Hence, looking at the variables indicated, it is evident that the training programmes attended by the District Assembly employees have been relevant and beneficial to them and the organization as a whole.

On the application of the new knowledge and skill acquired on the job, the responses are as follows in table 8 below.

Table 8: Application of New Knowledge and Skills on the Job

	Frequency	Percentage
Yes	86	90.5
No	9	9.5
Total	95	100

Source: Field Survey, 2013

From Table 8, it can be observed that 86 of the respondents representing 90.5% indicated that yes they applied the new knowledge and skills they have acquired on their job while only nine of them representing 9.5% indicated that they did not.

5.8 Changes in the Performance of Employees after Training and Development

Training attempts to improve employee's performance on a current held job and fix any deficit in employees' competencies (Armstrong, 2006) and training is becoming more performance focused (Bramley, 1996). The respondents, therefore, indicated that they have observed changes in their current performance on the job after attending training and development programmes. Table 9 below shows the comparison between employees' current performance after training and development and the previous performance before the training.

Table 9: Performance of Employees after Training and Development

Performance of employees	Frequency	Percentage
Above average	72	75.8
Average	23	24.2
Total	95	100

Source: Field Survey, 2013

It can be observed from Table 9 that 72 of the respondents, representing 75.8% indicated that their performance after training and development was above average compared to their performance before the training. However, 23 of them representing 24.2% indicated that their performance was on the average. Hence, looking at the variables indicated above, it is evident that the training and development programmes attended by the District Assembly employees brought about changes in their performance and the organization as a whole.

5.9 Utilization of New Skills after Training and Development

Effective utilization of new skills acquired from training is the extent to which what is learned during a training programme results in better performance on the job (Gagne and Medsker, 1996). Because today's worker is called upon to solve performance problems and follow routine procedure in the organization there is, therefore, the need to transfer the new skills to new situations on the job.

Table 10: Utilization of New Skills after Training and Development

Utilization of Newly acquired skill	Frequency	Percentage
Effectively utilised	52	54.7
Utilised to some extent	38	40.0
Underutilized	5	5.3
Total	95	100

Source: Field Survey, 2013

From Table 10 above, it was observed that out of the 95 respondents who went through training and development programmes, 52 of them representing 54.7% indicated that the new skills they had acquired are effectively being utilized on their jobs while 38 of them representing 40.00% also indicated that their new skills were partially being utilized. It was also observed that 5 of the respondents representing 5.3% indicated that their

new skills were underutilized. They claimed their newly acquired skills required modern equipment to work with.

5.10 Non Training Factors to Improve Employees Performance on the Job

Even though training seemed to be a key factor in solving performance challenges, it is therefore important for management of the district assembly to critically look at the non-training factors before deciding to conduct training to acquire new skills for utilization. In this case, the study sought to find out from respondents what other non-training factors they want management to do to improve the utilization of the skills acquired on the job after training activities.

Table 11: Non Training Factors to Improve Employees Performance on the Job

Non-training Factors and performance	Frequency	Percentage
Provision of logistics	40	42.1
Knowledge sharing among employees	8	8.4
Improved salaries	32	33.7
Better conditions of service	15	15.8
Total	95	100

Source: Field Survey, 2013

From table 11, 40 of the respondents representing 42.1% indicated that non-training factor such as provision of logistics is paramount to them and served as the biggest motivational factor for their work. Also, 32 of them representing 33.7% indicated that improved salaries are important non training factor to improve on their work. On the other hand, 15 representing 15.8% were of the opinion that better conditions of service is important for their work while 8 of them, representing 8.4% indicated that knowledge sharing among the employees in an important non training factor to improve on their performance.

5.11 Performance Appraisal of Employees

According to Wilson (2005), 21st century organization is one in which people are the greatest asset and people management needs to go beyond acquiring competencies. Performance appraisal of employees is, therefore, important because it provides a formalized process to review the performance of employees. All the respondents indicated that performance appraisal was carried out on employees annually by the Local Government Service Secretariat and the rating scale used was man-to-man and behavioral observation. This is, as indicated earlier, to appraise their performance and assess training needs of employees at all levels if necessary.

5.12 Suggestions to Improve Future Training Programmes

The study sought to ascertain from respondents their suggestions to improving future training programmes. The respondents' responses are as follows in table 12

Table 12: Suggestions to Improve Future Training Programmes

Suggestions to Improve Future Training	Frequency	Percentage
Prior sensitization and communication	37	38.9
Training sessions should be planned to avoid interference with normal duties	28	29.5
Training should be organised intermittently	18	18.9
Promotion of employees who excel in training	12	12.7
Total	95	100

Source: Field Survey, 2013

From table 12, it is observed that 37 of the respondents representing 38.9% indicated that training should be indicated in advance for their readiness so it would not interfere with their jobs. It was also observed that 28 of them representing 29.5% indicated that training programmes should be structured not to interfere with their work while 18 of them representing 18.9% responded that training should be organized intermittently. On the other hand, 12 of them representing 12.7% indicated that management should promote employees who excelled at training programmes.

6.0 Summary, conclusion and recommendations

6.1 Summary of the Major Findings

6.1.1 Training Needs Assessment of Employees

The study revealed that majority (80%) of the employees had their learning needs not identified before attending the training programmes. This indicates that the systematic procedures to be adopted in identifying the learning needs of its employees were ignored in selecting the trainees for the training and development programmes.

6.1.2 Design and facilitation methods appraisal

The study established that to the majority (89.5%) of the employees, lesson plans were prepared for the training programmes and were timely in terms of needs and facilitation and that power point and participatory learning were the preferred methods for training delivery. Most (95.8%) of the employees who participated in the training

programme indicated that the training had been relevant to their jobs.

The study also revealed that the senior level personnel acquired new knowledge and skills from the training in the areas of communication, human resource management, economic development, quantitative analysis, mentorship and ICT. The middle level personnel also acquired new skills in filling and retrieving information, typing, communication, customer care and ICT while those in the operational level acquired new skills in revenue mobilization, enforcement of by-laws, impromptu checks on junior revenue collectors, etc. Also majority (90.5%) of them said they applied the new knowledge and skills they have acquired on their job.

6.1.3 Indication of job specific improvements.

The study revealed that majority (75.8%) of the employees said they observed improvements in their current performance on the job after attending the training and development programmes and that their performance after training and development was above average compared to their performance before the training.

6.1.4 Transfer of knowledge and skills to specific jobs.

A good proportion of the employees (54.7%) indicated that the new skills they acquired had boosted employee on-the-job skills and thus improving overall performance. However, they indicated that non-training factors like provision of logistics, improved salaries and better conditions of service should be improved to ensure a holistic effective utilization of skills by the district assembly Performance management issues.

The study revealed that performance appraisal was carried out at all levels of employees annually by the Local Government Service Secretariat.

6.2 Conclusions

Based on the summarized findings, it is evident that transfer of knowledge, skills and attitudes acquired from the training and development programmes to the job have not been effective to enhance the performance of the district assembly.

It is important to train employees to update their knowledge and skills but the criteria for selecting the employees determines the extent to which knowledge, skills and attitudes gained after training will be transferred to the job to promote productivity. Though training and development is important for every employee the procedure and processes of identifying the learner's needs were not adhered to by the assembly. This is because in the absence of properly conducted learning needs assessment, training is likely not to produce the needed results since it is upon the needs assessment that training objectives and content are determined.

One other area that has contributed to employees learning better was the design and facilitation of the training programmes of the district assembly which, were timely in terms of needs and facilitation. The employees also preferred the power point and participatory methods of lesson delivery.

An organization is rated effective based upon the extent to which knowledge and skills acquired from the training are transferred unto the job and their basic needs were adequately taken care of. When employees go back to their work places to ensure the realization of the organizational goals management do not follow-up to their work places after training to ascertain how they are faring on the job, the challenges they faced in relation to the transfer of the knowledge and skills acquired from the training programmes to the job. This has affected their current performance and utilization of the knowledge and skills to the job as the results indicate that there has not been any improvement in their current performance and the previous after training.

The commitment and support by management to the monitoring and evaluation of training transfer is of concern to the employees since Management encouragement could serve as a motivation and incentive for participation in training programmes and transfer of the learning. Although this need seemed unnoticed, it could boost the morale, confidence, job satisfaction and self-development of the worker for him to understand that management cares. The senior level management and the middle level management preferred the discussion method such as case studies, role playing, scenarios and behavior modeling with PowerPoint as an addition. The lecture and the PowerPoint method were found to be more preferable by the field officers. In all, PowerPoint is ranked the most preferred teaching method for training and development.

The result of the study also indicated that inadequate logistics and resources to work, lack of motivation to work, lack of reward after excelling in training, lack of promotion, recognition and appreciation of work done, lack of good working environment and lack of modern technology to work affected transfer of knowledge and skills to the job to enhance organizational performance and effectiveness.

The results of the study also indicated that there were changes in the current performance on the job of the district assembly employees after attending training and development programmes and the new skills acquired were effectively utilized. However, non-training factors like inadequate provision of logistics, inadequate facilities for knowledge sharing and poor conditions of service in the assembly hinder the effective utilization of the new skills acquired

6.3 Recommendations

Based on the findings of the study and the conclusions, the following recommendations were made

6.3.1 Human Resource Development

There is the need for the Human Resource Development department of the district assemblies to strictly adhere to the systematic training and development systems. This involves conducting needs assessment to identify the learning needs of the employees through organizational analysis, task analysis and person analysis to identify their learning needs. There, the practice of selecting employees based on discretion by head of departments for training should be reviewed for a properly conducted needs assessment before selecting trainees for training and development programmes.

The Local Government Service must ensure that policies pertaining to district assembly employees training and development are strategically structured to include the trainees in the planning, designing, implementing and evaluating their training and development programmes. Training needs assessment should be conducted by the branch and department heads in collaboration with the Employee Training and Human Resource Development department of the Local Government Service.

6.3.2 Facilitation of Training Programmes

Flexible working hours for employees who wish to combine working and studying should be well scheduled and duration of training programmes should be such that loss of man hours at the work place of the employees would be minimized. Timing of training must be short so as to encourage the employees that are busy on the field and, therefore, would feel reluctant to stay too long to learn thereby sustaining their interest in the training programme. Since the employees are interested in power point and participatory methods of facilitation, human resource managers must ensure that lessons are designed in an experiential manner. Trainers and facilitators as much as possible should treat trainees equal in experience and knowledge as colleagues and give them the maximum opportunity to ask question, share their opinions and experiences freely in order to maintain their self-esteem and egos.

6.3.3 Transfer of Learning onto the Job

Financing training and development programmes for the adult in an organization is a big challenge as it cost a lot of money and time. Therefore, training must be conducted in a cost effective manner. However, it is recommended that the employers show commitment, support for the planning, designing, delivery and monitoring and evaluation of training and development by consistently maintaining financial commitment to it. In order for the MMDAs to be sure that employees transfer the knowledge and skills acquired from the training to the job, it is recommended that management put in place an effective evaluation and feedback mechanism to monitor employees performance during training sessions and follow-up to their workplaces to ascertain how they are faring, the challenges they are facing in relation to the transfer of the learning to the job, thereby helping them with the appropriate strategies to ensure transfer of knowledge and skills on the job. Training and development programmes must be continuous, encouraged and promoted and that every employees must be motivated to participate if they are to perform efficiently and effectively on the job to enhance performance in the assemblies.

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