Effective Training and Development as a Strategic Tool for Competitiveness: A Ghanaian Private University Experience

Tsedzah Victoria Adzoa
Methodist University College Ghana, P O Box DC 940, Dansoman - Accra. Ghana.
*Corresponding author email: victsedzah@yahoo.com

Abstract
Over the years, researchers in the area of human resource management have focused on more readily evident organizational problems like recruitment, selection, compensation and motivation without much attention on how to nurture the human resource base for competitiveness. The study examined the staff training and development practices of a private tertiary institution in Ghana. Data were collected using questionnaires administered to all respondents, and semi-structured interviews with some key management respondents. Both stratified and purposive sampling techniques were adopted in selecting the respondents. The results of the study reveal that there were challenges with the planning, implementation and evaluation of training and development practices of the institution. Again, planning and content of training programs were not hinged on the core values and strategic needs of the institution and therefore no unique strategies were adopted to ensure that the institution had a competitive advantage. Despite these challenges, most of the participants who benefitted from training programs organized by the university college acknowledged the positive effect on their performance. Recommendations are made on how training and development programs could be planned and organized to ensure that the institution's unique strategies enable it to have a competitive edge.
Keywords: Training, Development, Core Values, Competitive advantage, Private University College

1. Introduction and Statement of the Problem

Training and development have become increasingly vital to the success of modern organizations because in order to stay competitive, the workforce has to be equipped with the skills required for meeting contemporary work demands (Karim, Huda & Khan, 2012, Antonio, Antonio & Riccardo, 2009). Organizations often compete on competencies: the core set of knowledge and expertise that give them an edge over their competitors (Kwon, 2009; Lawler & Worley, 2006). Training and development play a central role in nurturing and strengthening these competencies, and in this way have become the backbone of strategy implementation. Strategic positioning of training and development directly promotes organizational business goals and objectives. Key business challenges require that companies thoughtfully evaluate their market position and determine the talents, skills and knowledge required to be successful and use these to form the basis for training. For an organization to use its human resources to achieve competitive advantage, the type of human resources it nurtures must be "rare, valuable, imperfectly imitable and not substitutable" (Kudonoo, Buame & Acheampong, 2012). This can only be achieved when the organization's core values form the basis upon which training programs are planned and delivered. According to Ofori and Sokro (2010) leading-edge organizations adhere to their core values which they integrate into their vision and mission statement, train organizational members to imbibe them as well as put in measures that ensure their behavior reflects these core values.

The purpose of this paper was to understand the training and development practices of a private university college in Ghana, that is, to analyze and determine whether the current training and development practices take into account the success factors of employee involvement and core values for competitiveness. On the basis of this, the key questions are; to what extent have employees been involved in the training and development decisions of the Methodist University College Ghana (MUCG)? To what extent have the training and development programs of the institution been linked to its core values? These two questions guided the analysis and discussions in this paper.

The 1999 reform of the tertiary education sector in Ghana has led to the emergence of several private universities (Manuh, Gariba & Budu, 2007) This has led to serious competition among the private universities towards getting the targeted number of students needed for their continuous existence (Baryeh, 2009; Utuka, 2013). The private universities have therefore adopted different strategies to ensure their survival. However, the development of any strategy without the commensurate training and development program that will equip staff with unique competencies is likely to affect the quality of service rendered to customers. When firms are competing within the same industry; the only means through which a firm can stand apart and have a competitive edge is through the kind of human resources it develops; because, it is the only resource that is inimitable.

The benefits to be derived from training and development cannot be achieved if there are challenges at any of the stages of the training process such as lack of employee involvement because employee involvement helps to ensure ownership and commitment.

Available literature shows that most organization's training programs lack proper needs identification, are poorly implemented and lack proper evaluation. Even for those organizations that evaluate training programs, they usually stop at the first level of evaluation - the reaction data (Asare-Bediako, 2002; Gomez-Mejia, *et al*., 2007; Jehanzeb & Bashir, 2013). It is in the light of the above general trends that this study analyzed the training and development practices of a private tertiary institution in Ghana.

2. Methodology

Methodist University College Ghana; a private tertiary institution, was used for the study. The institution had a staff strength of four hundred and thirty (430) employees at the time of the study (MUCG 2014, Principal's Annual Report). The Human Resource Development Policy (HRDP) of the MUCG served as the context for the analysis and discussion of the data gathered on the current training and development practices of the institution and also for determining the extent to which these practices have been adequate to ensure the university had a competitive advantage in the market in which it operates.

The researcher used questionnaires and interviews to elicit primary data from staff on their opinions/perceptions on current training and development practices of the institution. The population for the study consisted of all the staff of the Methodist University College Ghana (MUCG); made up of management, senior members, senior and junior staff with the exception of those in the sanitation and grounds department who the researcher believed could not provide the relevant data.

The researcher adopted both the stratified and purposive sampling techniques in selecting respondents from the different categories. Based on the total number of employees in each department a percentage ranging from 30-33% was sampled from the population of each of the departments to form the sample size. With regard to respondents in the management category, the participants were purposively selected because they were either principal officers, deans of faculties or heads of academic/administrative units who were directly involved in decision making regarding the training and development activities of the university college.

The sample size of 81 respondents comprised 17 management staff; made up of the principal officers, deans of faculties, and heads of academic and administrative units. The sample of the 64 general staff was made up of 35 senior members, 23 senior staff and 16 junior staff. The questionnaire comprised both close and open-ended questions. Two different types of questionnaires were designed; one for management staff respondents and the other for the general staff. Secondary data were gathered from manuals and reports that contained information on the universities training and development practices. Both descriptive and inferential techniques were used in analyzing the data gathered.

3. Conceptual issues

Many experts make a distinction between training and development. Training is a performance development process to foster the learning of new techniques and methods that enable employees to perform jobs with fullest efficiency and effectiveness (Karim, Huda, & Khan, 2012; Bramley, 2003). Bramley (2003) states that training is an instructor-led and content-based intervention leading to desired changes in behavior and which, unless it is on-the job training, involves time away from the workplace in a classroom or equivalent. Development on the other hand, is an effort to provide employees with the abilities the organization will need in the future. The focus of development tends to be primarily on an organisation's future manpower requirements and also on the growth needs of individuals in the workplace (Cole, 2003; Gomez-Mejia, Balkin, & Cardy, 2007). Development therefore prepares employees to look to the future and be comfortable with change. (Kudonoo, Buame & Acheampong, 2012). According to Garavan (1997) it is perhaps more appropriate to view training, and development as an integrated whole with the concept of learning as a glue which holds them together. This view is very much so because whether it is training or development learning takes place.

Training and development can be on-the-job or off-the-job and can take a variety of forms such as job rotation, delegation, special assignments, demonstrations, quality circles, coaching, mentoring, projects, or attachments/secondments. Each of these methods is appropriate under particular circumstances and each has its merits and demerits. When it is on-the-job training, it is normally handled by supervisors, colleagues, and managers, aimed at helping employees adjust to their work as well as acquire the appropriate job related skills through a variety of methods. According to Armstrong (2010), on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, manual, and administrative skills needed by the organization and it has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time. The effectiveness of on-the-job training is strongly influenced by the quality of the guidance and coaching provided on the job by managers. The nature of the work environment may also be a source of distraction thus, affecting the rate of learning. It is therefore important that trainers have the requisite training before they are asked to train subordinates on the job.

According to Ejiogu (2000) off-the-job training includes lectures, vestibule training, role playing, case study, discussion and simulation. Armstrong (2010) listed group exercises, team building, distance learning, and

workshops as part of off-the-job training. These authors further explain that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers. Line managers are encouraged to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution.

Several organizations have revealed that one of the characteristic that help to retain employees is to offer them opportunities for improving their learning. Earlier studies have also mentioned causation between training and effectiveness of the organization and have confirmed that, there is strong relationship between employee training and development, and employee retention (Blundell, Dearden, Meghir & Sianesi, 1999; Bartel, 2000; Rosenwald, 2000; Logan, 2000; Cole, 2002; Armstrong, 2010). According to the American Society for Training and Development (2003), 41% of employees at companies with inadequate training programs plan to leave within a year, versus 12% of employees at companies who provide excellent training and professional development programs. Bramley (2003) also identifies three categories where training can provide a measurable return on investment as revenue generation, productivity/performance improvement and cost-reduction. Effective and appropriate training produces employees who are innovative, calculated risk takers and entrepreneurial with high level of employee satisfaction and low employee turnover (Kudonoo, Buame & Acheampong, 2010; Wagner, 2000; Rosenwald, 2000). An organisation with a good training culture also attracts high quality employees because the prospective employees are sure to benefit from learning and development opportunities. An IBM White paper (2008) concluded that "…training which produced an average productivity improvement of only three minutes per day would save the company at least US $240,000 per year" (p. 5). Effective training therefore converts cost into profitable, sustainable and renewable investment for the business enterprises.

According to Soderquist *et al*. (2010) individuals are not static bearers of competence as proposed in the traditional task-based human capital view. Moreover, the competence that is actually required by a job is often difficult to identify, define, and match to the competence of the individual at all times and therefore the need for continuous training (Barnett, 2000; Brown et al., 2003; Sennett, 2006; Baker, 2009).

In designing and implementing human resource development programs, managers must ensure that they align with the company's overall strategies (Boxall & Purcell, 2008). Training needs to be strategic because there is a shift to a knowledge-based economy and intellectual capital has become a source of competitive advantage (Kwon, 2009; Morris & Calamai, 2009). To improve efficiency in training programs, organizations should give special attention to employee's participation in designing training methods. The quality of an organization's human resources is influenced by the nature and type of training and development programs they embark on and determines their true value in the market place (Budhur & Debrah 2004; Lawler III, & Worley, 2006; Lawler, Worley, & Creelman, 2011).

There are four major stages in the training cycle: identifying training needs, designing training, delivering training and evaluating training (Pilbeam & Corbridge, 2002; Asare-Bediako, 2002; Karim, Huda, & Khan, 2012). Effective needs analysis requires the involvement of the training and development manager, the individual or groups whose needs are being identified and their immediate supervisor. Thorough needs assessment ensures that appropriate goals are set and employees are committed to achieving the set goals (Asare-Bediako, 2002; Blanchard & Thacker, 2007). The inability of organizations to identify training needs is one of the major tragedies in organizations training practices (Obisi, 2011; Asare-Bediako, 2002). The next stage is to develop a training plan. In the plan, a variety of methods should be chosen so that employees will understand the reason for doing a task, how it should be done, and in what situation it should be done (Mathis & Jackson, 2004). After developing a training plan, the organization can then select, design and implement training. It also involves, setting instructional objectives, determining program training content and methods or techniques to be used and carrying out the actual training (Pilbeam and Corbridge, 2002; Asare-Bediako, 2002). Evaluation is the last stage but it is a very important part of the training process. It is a process of gathering information during and after the implementation of a training program for decision making. According to Bramley (2003) there are three main purposes of evaluation. First is to collect feedback on the effectiveness of the training activities secondly, to have control over the provision of training and lastly intervention into the organizational processes that affect training.

Kirkpartrick (1996) indicated that training programs can be evaluated at four levels; reaction, learning, behavior and results. Every level is very important and has an impact on the next level. Many organizations do not evaluate training programs and even when they do, they usually stop at the first level of evaluation; the reaction data because they think that if there is a positive reaction to the training, people will learn (Asare-Bediako, 2002; Karim, Huda, & Khan, 2012).

The aforementioned factors point to the fact that organizational practices regarding the planning, implementation and evaluation of training and development programs to a large extent affect the performance of an organization.

4. Analysis of data and discussion of findings

The researcher sampled and distributed 81 questionnaires. All the questionnaires were retrieved because the researcher and participants worked in the same institution used for the study and this made it easy for the researcher to follow up and collect all the questionnaires. The respondents included 17 staff from the management category and 64 general staff made up 35 senior members, 23 senior staff and 16 junior staff.

Data collected on the socio-demographic characteristics of respondents show that more than half (53.2%) of staff respondents had worked with the institution between 3-6 years, and 34.4% had worked for over six years. Only a few (12.5%) have been with the institution for below three years. To qualify for study leave, all employees were supposed to work for at least three years. This meant that almost all the staff qualified for study leave at the time of the study.

On the level of awareness of respondents about the institutions Human Resource Development Policy (HRDP), responses obtained from the 81 respondents show that majority (87.5%) of the respondents were aware of the provisions in the HRDP with only few (12.5%) respondents who were not aware. This could probably be those (12.5%) who had joined the organization not long ago.

The question was posed to the general staff on whether or not they have benefitted from any formal training program organized by the university college. Out of the 64 general staff respondents, 81.2% respondents had benefited from at least one formal training program organized by the institution and only 18.8% did not benefit from any formal training program. Majority of the 18.8% could probably still be the category of participants (12.5%) that joined the organization not long ago. The purpose of training is to improve knowledge and skills and to change attitudes leading to increased confidence, motivation and commitment of staff, provide recognition, enhanced responsibility and the possibility of increased pay and promotion. It also aims at giving a feeling of personal satisfaction and achievement and broad opportunities for career progression. This helps to improve the availability, quality and skills of staff and retention (Mullins, 1997; Aguinis & Kraiger, 2009). It was therefore encouraging to note that majority of the general staff respondents had benefited from at least one form of training.

Results from the study also show that almost all (87.5%) the respondents qualify for study leave and sponsorship. The question however is whether the institution could support such a number and whether the programs that were to be pursued by those who qualified to be sponsored were relevant to the achievement of the institutions strategic goals? There is therefore the need for proper assessment and planning in order to ensure that genuine and relevant employees' request for further studies are not turned down which could lead to discontent and the likelihood of staff turnover.

With regard to the 17 management respondents, only 35.3% indicated that they have participated in any formal training program organized by the university college. This suggests that the focus of training and development activities of the university college was in favor of the general staff. However, every member of an organization needs further training and development because of the dynamic nature of the world of work which requires constant updating of competencies to ensure efficiency and effectiveness. Individuals are not static bearers of competence and therefore the need for continuous training (Soderquist, (2010).

Responses from the questionnaires administered and responses from interviews showed that workshops and seminars were identified as the most common methods of training used in internal training programs respondents had benefitted from. Other methods identified included lectures, secondments, work-based projects, coaching, case studies, distance learning and job rotation. This shows that the institution used both on-the-job and off-the-job training methods. As noted earlier, each of these methods has its own advantages and disadvantages and so a combination when properly chosen is likely to ensure the full benefits of training.

When the general staff were asked how they were selected for training programs, out of the responses, personal request rated the highest (79%) followed by nomination by deans/heads of department/unit (23.5%). Very few (11.8%) respondents were nominated by the Principal. The various methods of nomination indicated by the respondents agree with the policy and procedures in the HRD manual of the institution. It is however important for management to ensure that whether it is a personal request or nomination by a superior, all such programs meet both organizational and personal needs.

There was a clearly stated procedure in the institutions HRDP manual on how eligible staff should be nominated for training. All the management staff indicated that they followed these procedures in nominating staff for training programs. Besides the nomination by superiors, results of the study show that a high number of the general staff respondents (40.6%) decided on their own training programs especially further studies without necessarily getting the approval of the Staff Training and Development Committee. This is likely to result in employees acquiring competencies not relevant to the strategic needs of the university college.

Table 1: Management responses on employee involvement in training needs assessment and evaluation

TABLE 4 : INVOLVEMENT IN TRAINING NEEDS ASSESSMENT AND EVALUATION					
Involvement in Training Needs Assessment			Involvement in Training Evaluation		
Responses	Frequency	Percentage	Responses	Frequency	Percentage
Yes	7	41.2	Yes	12	29.4
No	10	58.8	No	5	70.6
Total	**17**	**100**		**17**	**100**

Source: Field data, 2010

Management respondents were asked if their nominations of employees for training were based on needs assessment. Out of total of 17 respondents, more than half (58.8%) stated 'No' while 41.2% indicated 'Yes'. For those who carried out needs assessment, they indicated that they used the information on the employees' performance appraisal form, and other areas of non performance noted, as a basis for determining what training each subordinate needed. For the majority (58.8%) who responded 'No' they indicated that their nominations were based on request received from subordinates. This is contrary to Asare-Bediako (2002) assertion that needs assessment must be done in order to establish a context for training, how it connects with strategic goals, and how organizational resources can best be used. Without proper needs assessment the organization may not be able to plan training programs that meet the needs of the organization, the job requirements or the needs of the individual which invariably leads to waste of resources.

The staff respondents (64) were asked to assess the relevance of training programs to their current jobs. As many as 62% of those who benefitted from training programs organized by the university college indicated that the training programs were very relevant. It can be assumed that these respondents received task specific training and the rest who did not see the training programs as relevant could also be assumed to have participated in programs that did not meet their needs. As indicated by Becker (1961) it is important for organizations training programs to give task specific training as a way of ensuring that employees approach to service delivery meets customers' expectations. For the respondents who described the training programs as very relevant they indicated that it helped to improve their performance, increased their level of confidence and increased job satisfaction. This is very much expected to trigger productivity and reduce the level of supervision. As Bohlander (2001) indicated, modern organizations compete on competencies which are the backbone of strategy implementation.

In the area of training evaluation, it was also found out that evaluation of programs was not given the needed attention. As many as 70.6% of the management respondents indicated that no evaluation was carried out during and after training programs the institution organized. Only a few (29.4%) indicated that they evaluated training programs. The responses from the general staff respondents (87.5%) also confirmed the responses from management that training programs were not evaluated. Training, like any other HRM function should be evaluated to determine its effectiveness (Kirkpatrick, 1996). Not evaluating training programs as indicated by majority of both management and general staff respondents confirms the assertion by that few organizations adequately evaluate their training programs. In many ways, this goes beyond poor management; it is poor business practice. Given the substantial monetary stake that organizations have in training, it is essential for managers to maximize the Return on Investment (Kirkpatrick, 1996). The few management respondents (29.4%) who indicated that they evaluated training programs stated that they used the feedback from the evaluation to determine the level of appropriateness of the training content, methods, venue, duration and relevance in addressing the challenges of both the organization and trainees. Even those management respondents (29.4%) who did not evaluate training programs indicated that training evaluation is important because it provides inputs for future training programs, serves as a check, and helps to determine the impact of training on performance. The responses suggest that all the management respondents were aware of the benefits of training evaluation even though majority did not evaluate the trainings employees benefitted from. As to when the evaluation was done, those who evaluated indicated that evaluation was done after respondents had returned from training to work. This suggests the likelihood of missing critical information needed from the other three levels - reaction, learning and behavior which could have been obtained if training was evaluated both during and after training. For the management staff (29.4%) who indicated that they evaluated training, the methods used included questionnaires, observation, records analysis and interviews.

The extent of transfer and application of skills respondents acquired during training to their jobs were also assessed. A large proportion (64.7%) stated that they practiced the skills acquired. This result suggests that the work environment was conducive for transfer of training. Transfer of training skills is measured via examination of the degree to which trained skills are demonstrated back on the job.

The benefits or impact of training and development programs to the institution was also assessed. Out of a total of 17 management respondents, majority (88.2%) expressed their satisfaction with the benefits the institution derived from the training programs organized. This suggests that management respondents believed the University College is getting value for money for the investments made on Staff Training and Development

programs.

On the issue of staff turnover after training, 82.4% of management respondents were satisfied with staff retention and 17.6% were not. This also is an indication that there is low staff turnover; which implies that the University College is not losing the money invested in staff training and development programs. Employees' decision to remain with the institution may be attributed to employees' appreciation of the investment made in them as well as other favorable working conditions. Management respondents cited several teaching assistants who were sponsored to pursue their Master of Philosophy programs in various public universities in Ghana that have returned and have been working with the institution for over five years now.

Responses were also elicited on the challenges facing the institution's staff training and development practices. From the perspective of management respondents, lack of adequate funding, lack of internal trainers, lack of cooperation from staff with regard to choice of training programs that were relevant to the needs of the organization were identified as the challenges of the university college regarding training and development. On the part of the other general staff respondents, the challenges identified were lack of involvement of employees in the making of training decisions, inadequate financial support from the university college for further studies and lack of formal mechanisms for giving and receiving feedback on training programs

The core values as captured in the institution's 2011 strategic plan were; *excellence, spirituality, morality and service. Excellence* means total quality management, brilliance, superiority, distinction. *Morality* means decency, goodness, honesty and integrity. *Spirituality* means holiness and *Service* means being of help to people and the community in which you live (https://www.google.com/search?). These are strong values which when shared and owned by organizational members can lead to employees being a source of competitive advantage. To create a shared and owned value system, training programs must be linked to these core values to ensure that services delivered by organizational members are unique and inimitable. It was acknowledged by management respondents interviewed that meetings such as academic board, management advisory, faculty/departmental and committee meetings, were opportunities where more senior people were expected to facilitate the understanding of less senior people about the core values of the institution. But what was evident from the interview results was that, there were not enough specific efforts made at such meetings to enable employees understand, share and own the core values. The responses to the question as to whether there were specific training and development programs on the core values of the institution were also negative. This suggests that although the institution had relevant core values that when shared and owned by organizational members could facilitate the development of staff with unique competencies for achieving competitive advantage, efforts made were not adequate.

5. Conclusions

Majority of the respondents had worked with the institution for over three years; an indication that most employees will remain with the institution over a long period so long as working conditions are favorable. The institution had a policy on staff training and development and almost all the respondents were aware of the existence of the policy. Employees were proactive in terms of embarking on career development programs thus, access to most of the training and development activities were mostly at the initiative of the employees. This led to employees attending to training programs that were not linked to the strategic needs of the university college. This can lead to employees acquiring higher qualifications without the corresponding vacancy and job content within the organization which is likely to lead to lack of job satisfaction and lack of commitment.

The training programs of the institution were not particularly hinged on the core values of the institution therefore did not lead to any unique strategies for gaining competitive advantage. Training programs were most often not evaluated. There was also low level of involvement of employees in the planning, monitoring and evaluation of training programs organized by the institution specifically at the needs identification and evaluation stages. Despite these challenges, it was found out that the training and development programs had helped to improve upon the performance of the respondents who benefitted from training and development programs.

6. The way forward and implications for practice

Based on the findings and conclusions drawn, the following are suggested:

To be able to survive in a dynamic and competitive environment, planning and content of training programs should be hinged on the core values and strategic needs of the institution for the development of unique strategies required for growth and sustenance. To improve efficiency in training programs, the institution should give special attention to employees' participation throughout the stages of training. This is because participatory training design motivates the workforce to learn objectively leading to incremental performance development and accelerated professional commitment. To ensure effectiveness of participative training programs, post training evaluation is suggested in order to correct and improve existing and future training programs. The use of formal and informal feedback mechanisms is suggested for the institution to gather data

from line managers as well as MUCG's customers on how employees are performing and the level of satisfaction of customers to enable it adopt best practices. It is also suggested that, staff on study leave should be properly monitored by supervisors. For instance, well designed mechanisms are required for staff on study leave to submit progress reports to management on periodic basis. Line managers also need to be closely involved in training programs to ensure effective transfer of learning. The Human Resource Management Section of the institution requires adequate resourcing to build the capacity of its staff to enable the unit to effectively play their planning, monitoring and evaluation roles. Being an academic institution, the institution needs to develop the capacity to train its own staff, since this will reduce the cost of training as well as ensure that training is frequently organized.

REFERENCES

Aguinis, H. & Kraiger, K. (2009). Benefits of training for individuals and teams, organizations, and society. *Annual Review of Psychology. 60,* 451–74

American Society for Training and Development (2003)

Antonio, G., Antonio, S. & Riccardo, P. (2009). Trainees' reaction to training: An analysis of the factors affecting overall satisfaction with training. *The International Journal of Human Resource Management, 20 (1),* pp 96-111.

Armstrong, A. (2008), *A handbook of personnel management practices*. (8th ed.). London: Kogan Page.

Asare Bediako K. (2002), *Professional skills in human resource management*. (2nd ed.). Kasbed Ltd, 277 Windy Hills.

Baker, D.P. (2009), "The educational transformation of work: towards a new synthesis", *Journal of Education and Work, 22*(3), pp. 163-91.

Barnett, R. (2000), "Super complexity and the curriculum", *Studies in Higher Education, 25*(3), pp. 255-265.

Bartel, A.P. (2000), "Measuring the employer's Return on Investment in Training: Evidence from the literature". *Industrial Relations,* 39 (3), 502–524.

Baryeh, J. O. B. (2009), Higher education quality assurance: How NAB is coping with the balance between improvement and accountability. Unpublished Master of Philosophy thesis submitted to the Institute of Educational Research. Faculty of Education. University of Oslo.

Becker, G.S. (1964), *Human capital: A theoretical analysis with special reference to education,* New York, NY: Columbia University Press.

Blanchard, P. N. & Thacker, J. W. (2007). *Effective training: Systems, Strategies and Practices.* Upper Saddle River, NJ: Pearson Prentice Hall. 3rd edition.

Blundell, R., Dearden, L., Meghir, C., & Sianesi, B. (1999), "Human capital investment: The returns from education and training to the individual, the firm and the economy". *Journal of Applied Public Economics. 20*(1). 1-23.

Boxall, P. & Purcell, J. (2008), *Strategy and human resource management*, Palgrave Macmillan, Bramley, P. (2003), *Evaluating training* (2nd ed.). CIPD UK.

Brown, M., Boyle, B. & Boyle T. (2002), "Professional development and management training needs for heads of department in UK secondary schools". *Journal of Education Administration.* 40(1)

Budhur, P. & Debrah, Y. (2004), *HRM in developing countries*, London: Routledge

Cole, G. A. (2003), *Personnel and human resource management*. (5th ed.) New York, N.Y: Continuum.

Ejiogu, A. (2000), *Human resource management towards greater productivity,* Generation Press Ltd Lagos.

Garavan, T. N. (1997), "Training, development, Education and Learning: different or the same?" *Journal of European Industrial Training, 21*(2), 39-50.

Gomez-Mejia, R. L., Balkin, D.B., & Cardy, R. L. (2007), *Managing human resources.* (5th ed.). New Jersey, N.J: Prentice Education Inc.

IBM Training White Paper (2008), Retrieved from http://www-304.ibm.com/jct03001c/services/learning/za/pdfs/ibm_white_paper-value_of_training.pdf

Jehanzeb, K. & Bashir, N. A. (2013), "Training and development programs and its benefits to the employee". *European Journal of Business and Management 5*(2) 243-253.

Karim, M. R., Huda, N. K., Khan, S. R. (2012)," Significance of Training and Post Training Evaluation for Employees". *International Journal of Business and Management, 7*(18), 141- 148.

Kirkpatrick, D. (1996), *Techniques for evaluating training programs, training and development.* Retrieved from http://www.astd.org/astd/Resources/eval_roi_community/techniques.htm

Kudonoo, E. Buame, C. K. & Acheampong, G. (2012). "Managing human resources for competitive entrepreneurial advantage in Ghana: a resource-based view". *School of Doctoral Studies European Union Journal,* 71-82

Kwon, D. (2009), Human capital and its measurement. A paper presented at The 3rd OECD World Forum on "Statistics, Knowledge and Policy" *Charting Progress, Building Visions, Improving Life. OECD*

Publications, Korea. Retrieved from http://www.oecdworldforum2009.org.

Lawler, E. D. III, Worley, C. G., & Creelman, D. (2011). *Management reset: Organizing for sustained effectiveness.* New York: John Wiley & Sons.

Lawler E. D. III, & Worley, C. G. (2006), *Built to change – How to achieve sustained organizational effectiveness.* John Willey & Sons Inc. San Francisco, CA.

Logan, J. K. (2000), "Retention tangibles and intangibles: More meaning in work is essential, but good chair massages won't hurt". *Training and Development*, *54*(4), 48-50.

Manuh, T., Gariba, S., & Budu, J. (2007). *Change & transformation in Ghana's publicly funded universities.* Oxford: James Currey Ltd.

Mathis, R. L. & Jackson, J. H. (2004). *Human resource management (10th Ed.).* Singapore; Thomson South-Western.

Methodist University College Ghana. (2014), Principal's report and basic statistics. MUCG Publication Unit.

Methodist University College Ghana, Human Resource Development Policy Procedure (2006)

Morris, S. S. & Calami, R. (2009), "Dynamic HR; Global applications from IBM". *Human Resource Management, 48*(4). 641-648.

Mullins, L. (1996), *Management and organisational behaviour*. (4th ed.) Pitman Publishing.

Obisi, C. (2011), "Employee Training and Development in Nigerian Organisaitons: Some observations and agenda for research". *Australian Journal of Business and Management Research 1*(9). 82-91.

Ofori, D. F. & Sokro, E. (2010), Examining the Impact of Organisational Values on Corporate Performance in Selected Ghanaian Firms. Retrieved from http://hdl.handle.net/123456789/1514 Pilbeam, S. & Corbridge M. (2002), *People Resourcing: HRM in practice* (2nd ed.). UK: Financial Times. Prentice Hall.

Rosenwald, M. (2000), *Working class: More companies are creating corporate universities to help employees sharpen skills and learn new ones*. Boston Globe, H1.

Sennet, R. (2006), The Culture of the New Capitalism, Yale University Press. New Haven, CT.

Soderquist, et al., (2010), "From task-based to competency-based: A typology and process supporting a critical HRM transition." *Personnel Review, 39*(3). pp 325-346.

Utuka, G. (2014). Quality assurance in higher education: Comprehensive analysis of the provisions and practices in Ghana and New Zealand. Unpublished Thesis for Doctor of Philosophy in Education. Victoria University of Wellington. Accessed from researcharchive.vuw.ac.nz/x,lui.bitstream/handle/10063/theis.pdf