UNIVERSITY OF CAPE COAST

CONTRIBUTION OF HUMAN RESOURCE DEVELOPMENT TO

ORGANISATIONS: A CASE STUDY OF ASUOGYAMAN DISTRICT

ASSEMBLY

GEORGE ASAMOAH

2011

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BY


GEORGE ASAMOAH


DISSERTATION SUBMITTED TO THE INSTITUTE FOR DEVELOPMENT

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AWARD OF MASTER OF ARTS DEGREE IN HUMAN RESOURCE

DEVELOPMENT


MAY 2011

# DECLARATION

**Candidate's Declaration**

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

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

Name: George Asamoah

**Supervisor's Declaration**

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

Supervisor's Signature:………………………      Date:……………………

Name: Mr. Frimpong Siaw

# ABSTRACT

Human resource development is being viewed today as an important strategic approach to to improved productivity, efficiency and profitability. The level of human resource development which is the central driving force in the achievement of organisational goals and economic development in Ghana is rather not encouraging and should be given the needed boost by building the knowledge, skills, working abilities and innate capacities of all the people in the society. The study therefore aimed at examining the contributions of human resource development to organisations in Ghana in order to make some suggestions that will ensure that the required human resource needs are provided. In attempt to do this,

Asuogyaman District Assembly was selected as a case study. Both primary and Secondary data were collected and analyzed. The study found out that majority of staff in the organisation was occasionally involved in a training programme. Most staff occasionally had their training needs assessed. Performance management/appraisal and human resource planning are promoted. Human resource development contributes to increased productivity and builds manpower abilities.Based on the findings, it is recommended among others things that; all organisations should establish a human resource development policy that will encourage systematic learning, performance and change as a means to increase productivity and improve performance.

# ACKNOWLEDGEMENTS

# DEDICATION

To my dear wife, Mrs. Agatha Asamoah and our lovely children, Sister, Naana and Akos.

# TABLE OF CONTENTS

Content                                                                 Page

# LIST OF TABLES

# CHAPTER ONE

# INTRODUCTION

**Background to the study**

The origins of human resources development (HRD) can be traced directly to early apprenticeship training programs in the 18<sup>th</sup> century. During this time, small shops operated by skilled artisans produced virtually all household goods such as furniture, clothing and shoes to meet a growing demand for their products.

It is often said that an organization is only as good as its people. Organizations of all types and sizes, including schools, retail stores, government agencies, restaurants and manufactures have at least one thing in common; that is, they must employ competent and motivated workers. This need has become even stronger as organizations grapple within the challenges presented by a fast paced, highly dynamic, increasingly global economy to compete and thrive, many on, training and development as an important and effective part of their strategy. For example, it has been estimated that education and training programmes accounted for as much as 26 percent of the increase in U. S production capacity between 1929 and 1982 Carnevale, Gainer and Villet (1991).

According to Acheampong (2006), human resource consists of the productive contribution of labour to the production process and active agent in the

whole arrangement. In order to improve the quality of labour to more productive, there is the need to undertake investment in human resources. This investment will encapsulate both the explicit and implicit cost involved in the acquisition of education and skills and experience, through training and development among other things. In such a process, human capital is developed and it enhances increased productivity.

As viewed by Kumar (1991) HRD in an organization is concerned with the development of human resources and helping them to acquire new capabilities required for the achievement of the corporate as well as the individual goals. Human Resource Development believes that individuals in an organization have unlimited potentials for growth and development and that their potentials can be developed and multiplied through appropriate and systematic efforts. Given the opportunities and by providing the right type of climate in the organization, individuals can be helped to give full expression of their potentials, contributing to the achievement of the goals of the organization and thereby ensuring optimization of human resources. Investments in human beings are another underlying concept of the human resources system. The organization accepts that the development of human resources involves investment of time and converts for growth. Human resource development in an organization is wider. Everyone in the organization will have to take self responsibility for growth and optimization of performance.

**Statement of the problem**

Organizational development is directed mostly at constructing new and creative solutions to performance problems and organizational in-efficiencies by enhancing congruencies among the organizations culture, structure, processes, mission, policies and procedures.  Also the ultimate goal of every organization is to develop its self-renewing capacity and enhance competitive readiness through the collaboration of its highly skilled human capital.

As noted by Harbison, (1976) human resources constitute the ultimate basis for the wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agents who accumulate, exploit natural resources, build social, economic and political organization and carry forward national development.

In effect, the level of HRD is the central driving force in the achievement of economic development.  Many economists believe that the key asset that propelled their self sustained economic growth and development is not their physical capital but the body of knowledge amassed by empirical science coupled with the ability to train and equip the population to use the knowledge effectively. These and others bring to the fore the need to further look into the numerous contributions HRD has made to organizations and the need for organisations to continue  to tap the benefits of HRD through training and development.

**Objective of the study**

The main objective of the study is to the overall contribution of human resource development towards the achievement of organisational goals.

The specific objectives however are to (determine);

- Describe the usefulness of training needs assessment in human resource development;

- Assess the contributions of Performance Management/Appraisal to organisations;

- Examine whether training and development will motivate staff to improve Performance;

- The essence of human resource planning in organisations;

**Research questions**

The study sought to find answers to the following questions:

- Will Human Resource development contribute to increased productivity?

- Will performance management/appraisal contribute to organisations growth?

- Is training needs assessment useful in human resource development?

- In instances of much skills training, will staff be more motivated to deliver?

- Is human resource planning important to organisations?

**Significance of the study**

The study is practically significant in the following ways:

The results will contribute to knowledge and the literature as far as the subject HRD is concern. The study will serve as a source of reference the studies by academics, researchers and students with interest in HRD.

The outcome will be relevant to HRD practitioners who are always looking for new ways of improving their professional practices. It will be useful for policy makers in both public and private sector organisations.

The study will contribute to economic growth and development through employment, enhanced productivity and the composition of a civil populace that is apt to promote social progress.

**Scope and limitation of the study**

The study was limited to five (5) key areas;

- Human Resource development concepts and implications.

- Human Resource planning.

- Organizational analysis.

- Performance management systems.

- Training needs assessment and designing training programmes.

The study concentrated on the level of HRD through training to public organizations/Institutions and the effects thereof. One District Assembly in the Eastern Region of Ghana was studied. The study was also limited to ten (10) years, from 1995 to 2005.

**Organisation of the study**

The study is organized into five chapters. Chapter one contains the background to the study, statement of the problem, purpose and significance of the study, objectives of the study, the research questions and the organization of the study. Chapter two consists of the review of related literature. This is done under the following topics; Human Resources development concepts and meanings, Human Resource planning, Organizational analysis, Performance management systems, Needs analysis/assessment and Training & Development. The third chapter is on the methodology of the study which includes the research design, population, sample and sampling procedures as well as the development of the research instrument and its administration .Chapter four presents the results and discussion of the data collected. Finally the summary conclusions and recommendations are captured in chapter five.

Conclusion

This chapter has provided a fairly good description of the background to the study, stating what constitute the problem, the method used for the research, which ways the study will be significant, scope/limitation as well as the composition of each chapter.

# CHAPTER TWO

# REVIEW OF LITERATURE

## Introduction

This chapter reviews the related literature on the area of research. It looks at the meaning and concepts of human resource development, human resource planning, organizational analysis, performance management systems, needs analysis/assessment and among others training and development in organizations.

## Meaning and concept of human resource development

Gilley and Maycunich (2000) define human resource development as the process of facilitating organizational learning, performance and change through organized interventions, initiatives and management actions for the purpose of enhancing an organisation's performance capacity, capability, competitive readiness and renewal. It is the introduction of organized as well as self –directed activities designed to increase knowledge, skills, and competencies and improve behavior. Simply stated, HRD refers to learning, performance, and change activities that bring about desired organizational effectiveness. Development of people refers to the advancement of knowledge, skills and abilities within an organisation.

This reflects a focus on the individual (individual development) as well as philosophical commitment to the professional advancement of people within the organisation (career development). Development of people within an organisation is directed at performance improvement for the benefit of the firm-greater organizational efficiency, more effective competitive practice and greater profitability (performance management). Finally, development refers to the continuous enhancement of organizational culture through interventions aimed at altering the organisation's mission, strategy, structure, policies and procedures, work climate, managerial practices and leadership (organizational development). This represents the four components of human resource development. From an individual perspective, development cannot occur unless people participate in activities (formal and informal) designed to provide new knowledge and skills that improve their performance behaviors. This, of course, can be accomplished through daily work experience which is a hit-or-miss approach that requires more time with no guarantee of results. It could even mean the development of inadequate or inappropriate knowledge, skills and behaviors.

According to Nadler and Wiggs (1986), the purpose of human resource development is to bring about changes that cause the organizational and performance improvements necessary to enhance the firm. They referred to this as "making a difference." In other words, learning activities, carrier development systems, performance interventions, and change initiatives bring about improved on- the-job performance, reducing costs, improving quality, and increasing the competitiveness of the organization. The mission of human resource development

is to provide individual development focused on performance improvement related to a current job, provide carrier development focused on performance improvement related to future job assignments, develop performance management systems used to enhance organizational performance capacity capability, and to provide organizational development that results in both optimal utilization of human potential and improved performance, which together enhance the culture of the organization and thus its effectiveness.

As noted by Kumar (1991), HRD in the organisational context, is a process by which employees of an organisation are continuously helped in a planned way to achieve the following;

- To acquire capabilities (knowledge, perspectives, attitudes, values, and skills) required to perform various tasks or functions associated with their present or future expected roles;

- To develop their general enabling capabilities as individuals so that they are able to discover and utilize their own inner potential for their own or organisational development purposes; and

- To develop an organizational culture where superior subordinate relationships, teamwork and collaboration among different subunits are strong and contribute to the organizational health, dynamism and pride of employees.

However in the national context, human resource development is a process by which the people in various groups (age groups, regional groups, socio-economic groups, community groups etc.) are helped to acquire new

competencies continuously so as to make them more and more self –reliant and simultaneously develop a sense of pride in their country. Such self reliance and sense of pride could be developed through a variety of interventions at national, regional and organizational levels. Human resource development could be initiated and facilitated by human resource departments, but achievement of its goals depends entirely on various implementing agencies. At the organizational level, these are line managers and at the national level, these are the various agencies and agents working for development. Basically, human resource development involves two issues: relationship of the person to (1) oneself, and (2) to the society. A person may be an asset or a liability to himself and the society depending upon the development of his skills and his abilities and his social attitudes and values. The first step in human resource development is, of course, the development of the abilities and the work competence of the person. Human resource development cannot be considered as only the development of the resources or abilities in the individual, but must be combined with one's social commitment.

According to Kumar (1991), human resource development, therefore should aim at the development of professional competence as well as pro-social attitudes. However, any definition of human resource development should cover inmates as well as acquired abilities and attitudes of the individual and it also cover the relationship between the self and society. Human resource development may be defined as the development of abilities and the attitudes of the individual leading to personal growth and self actualization which enables the individual to

contribute to societal well-being and development and in achieving personal satisfaction and happiness. Human resource development thus, is a process which starts with the self and extends. Since the possibilities and potentials of development are limitless, the process is also ongoing. As the individual occupies the role of a first line manager, this process apart from his efforts for self development, reflects in his concern for those working with him in his section / department also. However, three factors that form the basis of the concept of human resource developments (HRD) are:

- Its emphasis on emotional and psychological approach to the issues that relate to people;

- Its objective for continuous individual growth with a view for narrowing down the gap between the individual and organizational goals through a process of integration; and

- Its commitment to the philosophy of development for the achievement of this integration.

The concept of human resource development thus aims at a better understanding of people, their needs and hopes. It also seeks to generate awareness among them of their role as a resource to the organization for the attainment of its goals and objectives, thus, minimizing the areas of conflict between the two and promoting an integrated approach. The development of human resource is both a means and an end. Education, cultural expression and improved health are desirable in themselves. But they are also essential base for social and economic development.

According to Gilley, et al. (2002), human resource development seems to be a focus on training, improvement, development of individuals and organizations. Human resource development appears to be the systematic process of change within an organization. It is a specialized process that assists people to reach their potential and further strengthens the goals of an organization. Ortigas (1994), pointed out that if human resource development is about learning and that learning is something which occurs within an individual to cause development then, 'The East, with its grace and wisdom, calls this flux "a becoming" and "an unfolding"; the West, with its systems and structures, names it "human resource development".

In the view of Ezeala-Harrison (1996), Human resource development encapsulates issues that border on human capital formation, that is, education and training, on the job skills acquisition, health and lifestyles, and the general attitudes and human and inter human relations. In a nutshell, these issues revolve around employment, location and migration.

De-Simone and Harris (1998), also define human resource development as a set of systematic and planned activities designed by an organization to provide its members with the necessary skills to meet current and future job demands. Human Resource Development activities should begin when an employee joins an organization and continue throughout his or her career, regardless of whether the employee is executive or a semi-skilled line worker. Human resource programs should respond to job changes and integrate the long-term plans and strategies of the organization to ensure the efficient and effective use of resources.

The economic case for organisations realizing the potential that exists within their own staff is becoming a driving force behind the recent upsurge in interest about human resource development. In many companies there is not a meaningful tradition of valuing and developing staff, and there are real difficulties in embracing new ideas and practices that inevitably mean change, and challenge existing ways of thinking and acting. The situation, in which managers are working, is one in which old attitudes and practices have to be abandoned, which in itself is often difficult and at the same time more effective and appropriate ways of managing people and resources introduced. Thinking of human resource development has to precede any substantive action. There has to be an understanding of what should and can be done before managers begin to commit resources and introduce changes to people's responsibilities. This critically important diagnostic stage in the development of a new way of perceiving and managing human resource development needs to be as simple or complex as the situation demands. How long it takes, who is involved and the issue that have to be raised, must reflect the particular needs and circumstances of each individual organisation.

**Human resource planning**

Bulla and Scott (1994) define human resource planning as the process for ensuring that the human resource requirement of an organization are identified and plans are made for satisfying those requirements. Human resource planning is based on the belief that people are an organisation's most important strategic

resource. It is generally concerned with matching resources to business needs in the longer-term, although it will sometimes address shorter-term requirements. It addresses human resource needs both in quantitative and qualitative terms, which means answering two basic questions: first, how many people and second, what sort of people?

Human resource planning has been defined as "the systematic and continuing process of analyzing an organisation's human resource needs under changing conditions and developing personnel policies appropriate to the long-term effectiveness of the organization. It is an integral part of corporate planning and budgeting procedures since human resource costs and forecast both affect and are affected by longer-term corporate plans" Pinnington and Edwards (2000).

Another definition of human resource planning is "a strategy for the acquisition, utilization, improvement and retention of an enterprise's human resource Cole (2002). Again it is an effort to anticipate future business and environmental demands on an organization, and to provide the personnel to fulfill that business and satisfy those demands Cascio (1996).

The purpose of manpower planning is to provide continuity of efficient manning for the total business and optimum use of manpower resources, although that optimum utilization of people is heavily influenced by organization and corporate culture. Manpower planning resources include the intellectual property of the company and the possessors of its competencies; potentially the most easily lost or misused properties and the most in need of thoughtful planning. As manpower planning is concerned with manning in the business; it cannot be a

stand-alone activity but must exist as part of the Planning process for the business itself McBeath (2001).

Rothwell (1983) indicates human resource planning is usually seen as an essential feature of the ideal type model of human resource management, even if it does not appear to be given high priority in practice. It is a necessary condition of the 'business integration' and 'strategic' or forward-looking aspect of the model that appear to distinguish it from (traditional) adhoc industrial relations or personnel administration.

Vetter (1967) defined human resource planning as the process by which management determines how the organisation should move from its current manpower position to its desired position. Through planning, manpower strives to have the right number and the right kinds of people, at right places, at the right time, doing things which result in both the organisation and the individual receiving maximum long-run benefits. Contemporary human resource planning occurs within the broad context of organisational and strategic business planning. It involves forecasting the organisation's future human resource needs and planning for how those needs will be met. It includes establishing objectives and then developing and implementing programmes (staffing, appraising, compensating, and training) to ensure that people are available with the appropriate characteristics and skills when and where the organisation needs them.

It may also involve developing and implementing programmes to improve employee performance or to increase employee satisfaction and involvement in order to boost organisational productivity, quality, or innovation Mill (1985).

As indicated by DeLuca (1988), the key activities in succession planning are identifying high-potential employees, identifying needed competencies and providing learning experiences to develop these competencies. Well-developed programmes include a variety of components; selection procedures, development plans, mentorships, frequent and systematic performance reviews and career planning activities that involve employees in planning and monitoring their own development. Planning is used by organisations to buffer production or service delivery processes from sources of uncertainty.

Human Resource Programmes for the recruitment, selection, training and motivation of employees help reduce uncertainty by ensuring that a sufficient number of people with the required characteristics and skills are available at all levels in the organisation. When the planning horizon is short, there is little uncertainty about which skills and how many people will be needed, and it is relatively easy to predict supply. However, rapid and ongoing changes in today's business environment mean that the future cannot be easily anticipated by simply projecting past trends. As the focus of planning moves from short term to intermediate term, the question "what will be available?"

Consequently, human resource planning for the more distant future quickly raises the questions, "How can we determine what will be needed and what will be available?" In other words, more technical attention must be given to

the problem of forecasting. As in short-term human resource planning, the twin problems, of forecasting, demand and forecasting supply both must be addressed before objectives can be established and programmes developed. With increased uncertainty, interaction between the human resource planner and line managers is even more critical for making accurate demand and supply forecasts.

**Aims of human resource planning**

The aims of human resource planning in any organization will depend largely on its context but in general terms, the typical aims might be to:

- Attract and retain the number of people required with the appropriate skills, expertise and competencies;

- Anticipate the problems of potential surpluses or deficits of people;

- Develop a well trained and flexible workforce, thus contributing to the organization's ability to an uncertain and changing environment;

- Reduces dependence on external recruitment when key skills are in short supply by formulating retention as well as employee development strategies; and

- Improve the utilization of people by introducing more flexible systems of work.

**The process of human resource planning**

This, as Hendry (1995) suggested, may be circular rather than linear, with the process starting anywhere in a cycle. For example scenario planning may

impact on resourcing strategy which in turn may influence the business strategy. Alternatively, the starting point may be demand and supply forecasts which form the basis for the resourcing strategy. The analysis of labour turnover may feed into the supply forecasts; it could also lead directly to the development of retention plans. It cannot be assumed that, there will be a well articulated plan as a basis for the human resource plans. The business strategy may be an evolutionary rather than deliberate; it may be fragmented, intuitive and incremental. Resourcing decisions may be based on scenario riddled assumptions that may or may not be correct and cannot be tested. Resourcing strategy may be equally vague, or based on unproven beliefs about the future. It may contain statement about, for example, building the skills base, that are little more than rhetoric. There is much to be said for a systematic approach to developing resourcing strategy, scenario planning, demand and supply forecasting and labour turnover. The degree to which human resource planning can be carried out systematically will depend on the nature of the organization. If the future is fairly predictable then formal planning might be appropriate. If it is not then the program to human resource planning might have to rely on broad scenarios rather than precise forecasts.

Organizations undertake human resource planning by seeking to identify the demand for labour, the supply of labour and the consolidation of demand and supply of labour. These processes should be consistent with the organization's corporate strategy. In this regard, human resource planning is influenced by the demand for the organization's goods and services that it produces the supply of

people in the labour market and the time scale involved. This may range from 6 months to over 2 or more years. Acheampong (2006).

**Importance of human resource planning**

Dramatic shifts in the composition of labour force require that managers become involved in human resource planning, since such changes affect not only employee recruitment but also methods of employee selection, training, compensation and motivation. Although planning has always been an essential process of management, increased emphasis on human resource planning becomes important especially when organisations consider mergers, relocation of plants, downsizing or the closing of operating facilities. An organization can incur several intangible costs as a result of inadequate human resource planning, or for that matter the lack of human resource planning. For example inadequate human resource planning can cause vacancies to remain unfilled. The resulting loss in efficiency can be costly, particularly when lead time is required to train replacements. Situations also may occur when employees are aid off in one department while applicants are hired for similar jobs in another department. This may cause over hiring and result in the need to lay off those employees who were recently hired. Finally, lack of human resource planning makes it difficult for employees to make effective plans for career or personal development. As a result, some of the more competent and ambitious ones may seek employment where they feel they will have better career opportunities Bolander (2001).

Human resource planning is critical for the continued existence of every organization.

Organizations stand to gain tremendously from human resource planning. It ensures that the resources required for their production in the foreseeable are uptimalised and also to facilitate the identification of ways of making them more flexible. Some organizations need to critically acquire and grow skills, which of course take time to produce and develop. In this regard, if the organization is unable to identify this important business demand in order to find the numbers and the skills required to secure the appropriate supply to meet the requirement of the organization, then the organization will not be able to achieve its targets, objectives and goals and for that matter its mission employee motivation, job design, or a better communication of performance expectation).Training programs may have the wrong content, objectives or methods.

Without proper human resource planning, trainees may be sent to training programs for which they do not have the basic skills, prerequisite skills or the confidence needed to learn. Training will not deliver the expected learning, behaviour change or financial results that the company expects. Moneys that will be spent on training programs are not necessary because they are unrelated to the company's business strategy.

Needs assessment

The needs assessment process results in information related to who needs training and what trainees need to learn including the task in which they need to

be trained plus knowledge, skills, behaviour or other job requirements. Needs assessment helps to determine whether the company will purchase training from a vendor or a consultant or develops training using internal resources. Needs assessment also helps to provide information regarding the outcomes that should be collected to evaluate training effectiveness Noe (2005). A need assessment is a study that can be used to identify:

- An organization's goals and its effectiveness in reaching these goals.

- Discrepancies between current skills and the skills required to perform the job successfully in the future.

- The conditions under which the human resource development activity will occur.

- Discrepancies between employees' skills and the skills required for effective job performance. With this information, human resource development professionals learn where and what kind of programs are needed, who needs to be included in the programs, whether there are any roadblocks to the program's effectiveness and establish the criteria to guide program evaluation DeSimone and Harris (1998).

Elements of needs assessments

The elements of needs assessment are organizational analysis, person analysis and task analysis.

**Organisational analysis**

This involves identifying whether training supports the organization's strategic direction. That is whether managers, peers, and employees support training activity, and what training resources are available. The strategic role of training influences frequency and type of training and how the training function is organized in the company. In companies in which training is expected to the achievement of business strategies and goals, the amount of money allocated to training and the frequency of training will likely to be higher than in companies in which training is done haphazardly or with no strategic intent in mind.

The business strategy also influences the type of training. For example, companies that have adopted a disinvestment strategy are more likely to focus on out placement assistance and job search skills training than are with other strategic initiatives. A number of studies have found that peer and manager support for training is critical along with employee's enthusiasm and motivation to attend training. One way of identifying training resources is for organizations that have similar operations or departments located across the country or the world to share practices Noe (2005).

Kaufmann, Rojas and Mayer (1992) refer to organizational analysis as a microanalysis owing to its complexity and disruptive nature. In other words, an organizational analysis is a major event – one that all members of the organization are aware of, participate in, and are affected by.

De-Simone and Harris (1998) define organizational analysis as a process used to better understand the characteristics of the organization to determine

where training and human resource development efforts are needed and the conditions within which they will be conducted.

According to Goldstein (1986), an organizational analysis should identify:
Organisational Goals – Understanding the organisation's goals and strategy provides a starting point in identifying the effectiveness of the organisation. Areas where the organisation is meeting its goals probably don't require training efforts, but there should be monitored to ensure that opportunities for improvement and potential problems are identified early.

Effective areas may also be used as models and as source of ideas for how things can be done even more effectively in other areas. Area where goals are not being met should be examined further and targeted for human resource development or other appropriate human resource or management efforts Organisational Resources- An awareness of the organisation's resources is particularly useful in establishing human resource development needs. Obviously the amount of money is an important determinant of human resource development efforts.

In addition, knowledge of resources such as facilities, materials on hand and the expertise within the organisation also influence how human resource development is conducted. Resource availability can dictate some of the options to be considered when designing and implementing HRD programmes and can influence the priorities given to the HRD needs. For example if there are no classrooms or conference room facilities within the organisation, scheduling and location of an HRD programme that require such facilities can become more

difficult or expensive. In this case, it may be necessary to use an off-site location, such as conference center or hotel, or to schedule the programme in the company cafeteria after working hours.

Organisational Climate- The climate within the organisation is an important factor in human resource development success. If the climate is not conducive to HRD, designing and implementing a programme will be difficult. For example if manager and employees do not trust one another, employees may not participate fully and freely in a training programme. Similarly, if problems exist between senior and middle management, as has happened in many organisations during the recent wave of downsizing, middle managers may resist or not fully corporate in the training effort, seriously reducing training effectiveness. Research is beginning to show that an organisation's transfer of training climate will affect whether employees will use the skill they acquire in human resource development back on the job (Rouiller & Goldstein, 1993; Tracy, Tannenbaum and Kavanagh 1995).

Environmental Constraints- These include legal, social, political and economic issues faced by the organisation. Demand for certain types of human resource development programmes can be affected by these constraints. For example, in the late 1991, the charges of sexual harassment made by Anita Hill during the senate confirmation hearing for Supreme Court Clarence Thomas heightened the awareness of this volatile social issue. Many organisations responded by offering workshops to educate managers and employees on what sexual harassment is and how it should be addressed.

Knowledge of the legal issues can ensure that the human resource development effort is in compliance and will not itself be a source of problems. For example, equal employment opportunity goals should be considered when determining how people will be assigned to a training programme, especially if the programme is a prerequisite for entry into a particular job.

Similarly, economic issues such as increased competition can also have an impact on human resource development programmes. If an organisation decides to reduce staff as part of a cost-cutting programme, training may be necessary to ensure that the employees who remain will be able to perform the tasks that were performed by the laid-off workers. An Organisational analysis reveals where human resource development is needed and the organisational and environmental conditions that may affect the HRD effort.

Knowledge of these issues ensures that the HRD programmes are tied to the organisation's strategy and mission, which is crucial to its success. Communicating the link between HRD activities and the organisation's strategic plan to operating managers and employees make the importance of human resource development programme clear. This may also generate support for HRD efforts and increase the motivation of those being trained. One way to establish this connection is to link Organisational analysis with the strategic planning process, especially because much of the same information is obtained in both procedures. The strategic plan can be valuable information for the Organisational analysis, while human resource development efforts can become a major component of carrying out the strategic plan.

For example if an insurance company decides as part of its strategic plan to expand the services it offers to (for instance, pension management), it is likely that the current employees will require training in the new service area to ensure successful implementation of the plan. Carnivale, Gainer and Villet (1991)

Person analysis

This helps to identify employees who need training, that is whether current performance or expected performance indicates a need for training. The need for training may result from pressure points; including performance problems, changes in job or use of new technology. A major pressure point for training is poor or substandard performance. This is indicated by customer complaints, low performance ratings, or on the job incidence such as accidents and unsafe behavior. Another potential indicator of the need for training is if the job changes, such that current levels of performance need to be improved or employees must be able to complete new tasks. It also involves determining employee's readiness for training which refers to whether; employees have the personal characteristics (abilities, attitude, beliefs and motivation) necessary to learn program content and apply it on the job and whether the work environment will facilitate learning i.e. not interfere with performance. This process includes evaluating a person's characteristics, inputs, outputs, consequences and feedback. All these influence motivation to learn which trainees' desire to learn the content of such training programs. As pointed out, motivation to learn is related to knowledge gained behavior change or skills acquisition resulting from training. However besides

the factors of person characteristics, inputs, output consequences and feedback in determining whether training is the best solution to a performance problem, managers should also consider these factors prior to sending employees to a training   programmme. Noe (2005).

Person analysis is directed at determining the training needs of the individual employee. The focus is typically on how well each employee is performing key job tasks, but this process may identify a wide range of both common and unique human resource development needs. Person analysis is best performed by someone with the opportunity to observe the employees performance regularly. Traditionally, person analysis has involved an employee and employee's immediate supervisor. Depending on the nature of an individual's work, that employee's peers, customers and subordinates may also be in a position to provide information that can be used to identify person-level needs. Also, immediate supervisor's play a particularly important role in person analysis. De-Simone and Harris (1998).

McGehee and Thayer (1961) indicated that person analysis is made up of two components: summary person analysis and diagnostic person analysis.

Summary person analysis involves determining the overall success of individual employee performance. Diagnostic person analysis tries to discover the reasons for an   employees' performance. Effective performers may be the source for ideas on how to improve or guarantee employee performance. Analysis of ineffective performers can identify what interventions are needed to improve performance.

Task analysis

Task analysis results in a description of work activities, including task performed by the employee and the knowledge, skills and abilities required to complete the tasks. A task is the employee's work activity in a specified job. A job also is specific position requiring the completion of certain tasks. To complete tasks employees must have specific levels of knowledge, skill, ability and other considerations. Knowledge includes facts or procedures (e.g. the chemical properties of gold).

- Skills: includes competency in performing a task e.g. negotiation skills, a skill in getting another person to agree to take a certain course of action;

- Ability: includes the physical and mental capabilities to perform a task e.g. spatial ability, the ability to see the relationship between objects in physical space; and

- Other: refers to the condition under which tasks are performed. These conditions include identifying the equipment and environment that the employee works in e.g the need to wear an oxygen mask, work in extremely hot conditions, time constraint for a task (e.g. deadlines), safety consideration, or performance standards.

Task analysis should be undertaken only after the organizational analysis, has determined that the company wants to devote time and money for training. This is because, task analysis is time consuming, tedious process that involve a large time commitment to gather and summarize data from many different

28

persons in the organization / company including managers, job incumbents and trainers, De-Simone and Harris (1998).

Task analysis (sometimes called operations analysis) is a systematic collection of data about a specific job or group of jobs to determine what an employee should be taught to achieve optimum performance. Results of a task analysis typically include standards of performance, how tasks should be performed to meet these standards and the knowledge, skills, and abilities and other characteristics employees need to meet the standards. Moore and Dutton (1978)

**Training and development**

Training and development have been recognized as important components of strategic human resource management and as a way of minimizing uncertainty in the market place. The stark fact is that it is intended to help the organization to achieve its mission and business goals Pinnington and Edwards (2000).

Training is the formal teaching of skills and is often undertaken by an organization as a strategic activity aimed at improving the performance of the business by improving the performance of its employees. A training course or seminar or other type of training event is an experience designed to impart knowledge and/ skill Walmsley (2005).

Training refers to a planned effort by a company to facilitate employees' learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of

training is for employees to master the knowledge, skills and behaviours emphasized in training programmes and apply them to their day-to-day activities. Recently it has been acknowledged that to gain a competitive advantage, training has to involve more than just basic skills development. That is to use training to gain a competitive advantage, it should be viewed broadly as a way to create intellectual capital, which include basic skills, (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system and self motivated creativity.

Today, training is being evaluated not on the basis of the number of program offered and training activity in the company, but on how training addresses business needs related to learning, behaviour change and performance improvement Noe (2005).

Training consists of planned programs designed to improve performance at the individual, group, and/ or organizational level. Improved performance, in turn, implies that, there have been measurable changes in knowledge, skills, attitudes and / or social behavior (Cascio 1992).

Acheampong (2006) define training as the process of exposing junior employees to specific knowledge and skills in order to enable them to perform certain specific job tasks while development on the other hand, is the process of providing senior employees with conceptual skills for performing general duties. For instance employees may be trained on new techniques of production in a firm/enterprise. Senior employees may be given development courses on the

concepts of human resource development or how to interpret a balance sheet. Training therefore implies the provision of certain specific skills to the middle and lower cadres of workers and development implies the provision of general and conceptual skills to the upper cadres of workers.

All employees regardless of their previous training, education and experience must be given further training. This is because the competence will not last forever due to such factors as curriculum and technological changes, transfers and promotions. Training and Development should be carefully planned and their cost implications also considered and always the decision should be based on cost effectiveness. It is important for human resource managers to note that if no definite program or training is planned there will be higher training cost not only because employees would take too long to learn the required skills but also because of the likelihood that they would not learn the best methods necessary for their specific assignment.

Employee development is nothing more than the full range of strategies, tools, processes, procedures and structures that are employed in a given organization aimed at improving the capability of the organization's members to achieve the organization's goals. The focus here is on the individual and his or her knowledge and skills and not on another unit of analysis such as the work group, the department or the organization. Employee development is aimed at the inculcation of knowledge and skills not necessary at the delivery of formal programmes of education and training.

Employee development encompasses any activity undertaken by an employee designed to improve his or her usefulness as a productive member of the organization. This work may be directly related to the individuals' present job, general skills, and employee's overall effectiveness in the past or may have no immediately obvious employment relevance Nelarine (1999).

**Importance of training and development**

Training is an important investment in human resources since it increases employees' productivity. The acquisition of newer skills and knowledge help employees to   increase both quantity and quality of output in their work.

Training enhances job motivation and satisfaction. Dissatisfaction which leads to tardiness, absenteeism, and turnover and job restriction can be greatly reduced when employees are enabled through training to experience direct job satisfaction associated with a sense of achievement and the knowledge that they are developing their own inherent capabilities at work. Training reduces the problems which are associated with the supervision of employees. This is because a well designed training and development programmme enhances employees' abilities to learn new work/ technique and also helps them to adjust to changes in the context of their jobs.

Training and Development increase a workers value to an organization and this prepares him or her for promotion. Training and development increase the stability of an organization since it create a reservoir of qualified employees who easily replace those who either Training or Development reduce work related

accidents. This is because proper training in job skills and safety techniques enhances employee abilities to handle work related equipment carefully Acheampong (2006).

**Training methods**

There are a number of training methods available to organisations. Some of them are briefly discussed.

On-the-Job Training

In this type of job training a new employee learns various aspects of his or her job while at the same time actually performing these tasks. It is widely acknowledged that most training activity takes place on the job and tends to be the most effective method of training Rebore (1982).

Noe (2005) refers to it as new or inexperienced employees learning through observing peers or managers performing the job and trying to intimate their behaviour. It can be useful for training newly hired employees, upgrading experienced employee's skills when new technology is introduced cross training employees within a department or work unit and orienting transferred or promoted employees to their new jobs .On- the- Job Training involves conducting training at a trainee's regular work station (desk, machine, and so on). This is the most common form of training.

Virtually any type of one- on-one instruction between coworkers or between the employee and supervisor can be classified as On- the- Job Training. Jacobs and Jones (1995)

According to Warmsley (2005), on-the-job training covers all instructions that take place along side the trainee's normal duties and responsibilities. Whether the employee is new or has been with the company for many years, on-the-job training must be handled in the right way to ensure that objectives are met. One must develop a number of steps that you can follow in the correct order no matter what the topic is that is being communicated or who the person is who receiving instruction is. Set a training objective: what do you want the trainee to do at the end of the instruction?

What improvements in their job should be seen to measure? Start the instruction by describing the task: Mostly this will be done verbally by the instructor, but you may also consider written reinforcement helpful or even necessary. You might use machine manuals or computer software to help get the message across. Demonstrate: Watching someone who is proficient at a task can be helpful in learning how to do something.

However, it must not be assumed that someone who can do something well is necessarily the right person to show someone else. Anyone with responsibility for the demonstration part of on-the-job training must be able to interact with the trainee and also manage questions in a constructive way. They must be able to check that what they have said and demonstrated has been understood.

Apprenticeship

In apprenticeship a worker learns wide variety of skills under the guidance of an experienced worker. For this method to be successful, the senior employee

must be very skillful in the work methods Acheampong (2006). This is a work study training method with both on- the- job and classroom training.

Apprenticeship can be sponsored by individual companies or by group of companies cooperating with a union. The majority of these programs are in the skilled trades such as plumbing, carpentry, electrical works and brick laying Noe (2005).

Job rotation

As the term implies, job rotation involves a series of assignments to different positions or departments for a specified period of time. During this assignment the trainee is supervised by a department employee, usually a supervisor, who is responsible for orienting, training and evaluating the trainee De-Simone and Harris (1998). Job rotation involves the lateral transfer of employees to work on different job assignments. This helps in broadening the backgrounds of workers and helps them to see the interrelatedness among the various aspects of a firm or an organization Acheampong (2006).

Lecture method

A lecture method involves trainers communicating through spoken words what they want the trainees to learn. The communication of learned capabilities is primarily one way from the trainer to the audience. A lecture is one of the least expensive, least time consuming ways to present a large amount of information efficiently in an organized manner. It is easily employed with large groups of

people Noe (2005).The lecture method involves the oral presentation of information by a subject matter expert to a group of listeners. It is one of the popular training techniques De-Simone and Harris (1998).


Mentoring or coaching

This is a kind of apprenticeship for senior members. In this case a senior member of staff assumes responsibility for the career development of his or her subordinate. It is a close and a long-term relationship Acheampong (2006).

According to Warmsley (2005), mentors are partnered with a more junior colleague with whom they build a developmental relationship so that the junior employee can be helped to reach their potential. In order for the relationship to work effectively, it is essential that the mentor is not the direct superior of the mentee. Depending on the staff available, and the problems identified, a mentory programme could be developed in one of two ways; linking all junior managers with a senior manager or arranging mentors for only those junior managers who have judged to have exceptional developmental potential.

The relationship between the mentor and mentee is of prime importance and in view of the possible resistance to mentoring, good communication is essential. The person being mentored must understand that the aim of the programme is to increase their value to the company. A good mentoring relationship will also provide a 'sympathetic ear' for the junior manager's work related problems and could be quite a low key, informal relationship.

Audiovisual instruction

This includes overheads, slides, and video. Video is one of the most popular instructional methods. It has been used for improving communication skills, and customer services skills, interviewing skills and for illustrating how procedures should be followed. Video is usually used in conjunction with lectures to show trainees real-life experiences and examples. Trainers can review, slow down or speed-up the lesson this gives them flexibility in customizing the lesson Noe (2005).Kearsley (1984) categorizes audiovisual methods into three groups: static media, dynamic media and telecommunication.

Simulations

Simulations relate to imitating and acting of the real life situation. Role-play and case studies are examples of simulations. Vestibule training is a method whereby employees learn their job on the same equipment, which they will be using in their specific jobs. Attempts are made in vestibule training to duplicate the working conditions as much as possible Acheampong (2006). Noe (2005) defines simulation as a training method that represents a real life situation, with trainees' decisions resulting in outcomes that mirror what would happen if they were on the job.

**Performance management/appraisal**

Anderson (1992) defines performance appraisal as the systematic review of the performance of staff on a written basis at a regular time intervals and the

holding of performance interview at which staff have the opportunity to discuss performance issues, past, present and future on a one to one basis with their immediate line managers.

Invancevich (2001) defines performance appraisal as the human resource management activity that is used to determine the extent to which an employee is performing the job assigned to him effectively.

Cascio (1996) states that performance appraisal refers to the systematic description of the job-relevant strengths and weaknesses of an individual or a group, while performance is an employee's accomplishment. He delineates performance management from performance appraisal and notes that performance management is the total process of observing an employee's performance in relation to job requirements over a period of time, (that is clarifying expectations, setting goals, providing on the job coaching, sorting and recalling information about performance) and then making an appraisal of it.

Thus information gathered from the process may serve as a feedback into the appraisal interview to determine the relevance of individual or work group performance to organizational purposes to improve the effectiveness of the unit and improve work performance of employees Cascio (1996).Assessment is the process by which data is collected and reviewed about an individual employee's past and current work behaviour and performance. This allows appraisal,  which can be seen as an analysis of overall capabilities and potential allowing a decision to be made in line with a purpose.

In reality both assessment and appraisals are likely to be combined and this can mean that the two terms may be synonymous in many organizations Bratton and Gold (1999). Traditionally performance appraisal systems have provided a formalized process to review the performances of employees. They are typically designed on a central basis, usually by the human resource function and require each line manager to appraise the performance of their staff, usually on an annual basis. This process normally requires the manager and the employee to take part in a performance review management.

Elaborate forms are often completed as a record of the process, but these are living documents. They are generally stored in the archives of the human resource department and the issue of performance is often neglected until the next round of performance review management. The nature of what is being reviewed varies from organizations and might cover personality, behaviour or job performance.

Torrington, Hall and Taylor (2005) and Coates (1994) argue that what is actually measured in performance appraisal is the extent to which the individual conforms to the organization. Some traditional appraisal was based on measures of personality traits that were felt to be important to the job. These included traits such as resourcefulness, enthusiasm, drive, application and intelligence. Mabey and Salaman (1995) provide a useful definition when they state that the essence of performance management is establishing a framework in which performance by individuals can be directed, monitored, motivated and rewarded, and whereby the links in cycle can be audited.

Nelarine (1999) pointed out that performance management provides a means of getting improved results from the organization, department, work teams and individuals by understanding and managing performance within an agreed overall framework. Performance management is a broader approach than staff appraisal in that it consists of a systematic approach to the achievement of organizational objectives by providing an interconnected set of goals which links at organizational, departmental, work team and individual levels. The performance management process normally encourages continuous and regular informal and formal feedback to individuals, work teams and departments. Moreover, the resulting organization-wide findings are an important source of management information.

Fuller and Farrington (1999) suggest that "human performance technology is systematic approach to identifying the barriers that prevents people from achieving top performances that contribute to the success of an organization. We then create solutions that quickly and effectively remove those barriers so that people can improve their performance and achieve their full potential." They further suggest that "human performance technology is a systematic approach to defining a business need or opportunity, identifying barriers to achieving the desired business result, implementing solutions to remove the barriers to performance and then measuring bottom-line results.

Stolovitch and Keeps (1992) maintains that "human performance technology" is a field of study that has evolved largely as a result of the experience, reflection and conceptualization of professional practitioners striving

to improve human performance in the workplace." Moreover, they suggest that, since the term "human" is included in the name, the focus of this field of application is on human performers in organisational and work settings. Thus, human performance technology is a field of endeavor that seeks to bring changes in a system, in such a way that the system is improved in terms of the achievements it values Rothwell (1996) describes human performance technology as a "systematic process that links business strategy and goals and workers' abilities to achieve them with a variety of intervention, including environment redesign, learning and training and incentive reconfiguration." He contends that the primary outcomes are individual and organizational performance improvements.

Thus, through causal analysis of performance problems or business opportunities, underlying causes are identified for which effective solutions can be generated for any given performance challenge. Human performance technology requires a systematic process of discovering and analyzing important human performance gaps, planning for future improvements in human performance, designing and developing cost-effective and ethically justifiable interventions to close performance gaps, implementing interventions, and evaluating the financial and non-financial results. When examining the term performance, one needs to focus on an accomplishment, execution, outcome or achievement.

Further, the term denotes a quantified results or a set of obtained results. Swanson (1999) defines performance as the outcomes of behavior where as

Stolovitch and Keeps (1992) argue that behavior is individual activity where as the outcomes of behavior are the ways in which the behaving individual's environment is somehow different as a result of his or her behavior.

Gilbert (1978) asserts that, performance is an "accomplishment" that has value when examined within an organizational context. An essential part of performance management is identifying, analyzing, and evaluating systems within an organisation. This requires the ability to asses which elements of a system is related to one another and determines which inputs, processes and outputs from one elements of a system interacts with other elements of that system (Fuller and Farrington, 1999).

Moreover, Rossett, (1999) suggests performance-oriented human resource development (HRD) practitioners need to be able to predict which parts of a system are likely to be affected when another part of a system changes. Thus performance management is grounded in general system theory as it applies to organisations and relies on behavioral psychology and knowledge management as other essential components. Spitzer (1999) maintains, "human performance technologists are in the business of improving performance in organisations". Like other consultants who have no direct authority over organizational change, human performance technologists rely on indirect influence in the form of interventions Block (1999). Examples include any type of organizational change, from a relatively small modification of a tool to training program to a completely new organizational system or structure. Consequently, the human performance practitioner for identifying and analyzing factors within the organizational system

that may affect performance and the consequences of employee performance (rewards and punishments) to uncover root causes of inadequacies so that a performance solution can be constructed to address them Gilley and Maycunich (2000).

"There is", says Dulewicz (1989), "a basic human tendency to make judgements about those one is working with, as well as about oneself." Appraisal, it seems, is both inevitable and universal. In the absence of a carefully structured system of appraisal, people will tend to judge the work performance of others, including subordinates, naturally, informally and arbitrarily. The human inclination to judge can create serious motivational, ethical and legal problems in the workplace.

Without a structured appraisal system, there is little chance of ensuring that the judgements made will be lawful, fair, defensible and accurate. Performance appraisal systems began as simple methods of income justification. That is appraisal was used to decide whether or not the salary or wage of an individual employee was justified. The process was firmly linked to material outcomes. If an employee's performance was found to be less than ideal, a cut in pay would follow. On the other hand, if their performance was better than the supervisor expected, a pay rise was in order. Little consideration, if any, was given to the developmental possibilities of appraisal. It was felt that a cut in pay, or a rise, should provide the required impetus for an employee to either improve or continue to perform well. Performance appraisal may be defined as a structured formal interaction between a subordinate and superior, that usually takes the form

of a periodic interview (annual or semi-annual), the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development. In many organisations, appraisal results are used, either directly or indirectly, to help determine reward outcomes.

That is the appraisal results are used to identify the better performing employees who should get the majority of available merit pay increases, bonuses and promotions. By the same token, appraisal results are used to identify the poorer performers who may require some form of counseling, or in extreme cases, demotion, dismissal or decreases in pay. However, whether this is an appropriate use of performance appraisal, the assignment and justification of rewards and penalties is a very uncertain and contentious matter.

**Functions of performance appraisal**

Performance appraisal helps to:

- Determine the strengths and weaknesses of individual workers so that remedial  measures can be taken to improve productivity;

- Determine training and development needs of workers as individuals or as groups;

- Improve the performance of workers;

- Serve as basis for promotion, transfers, retention/termination or dismissal;

- Increase job satisfaction of workers by developing their potentials through better feedback mechanisms;

- Help organisation to update its selection techniques and procedures;

- Enhance human resource planning in an organization;

- Give feedback on the effectiveness of selection and training; and

- Carry out research in the most critical areas in order to provide solutions to organisational problems Acheampong (2006).

**Performance appraisal process**

Performance appraisal process constitutes the methodology or the way and manner the performance of an employee is evaluated. It is the procedure that an organization has outlined to be followed or used by managers or superiors to ascertain the level of performance of their employees. Acheampong (2006) suggests that performance appraisal requires four interrelated activities: appraisal (review of the past), performance appraisal interview (pre-appraisal preparation and handling the interview), performance planning (performance gaps, development plan), future action (monitor and review, develop and motivate).Any systematic approach to performance appraisal should therefore commence with the completion of an appropriate appraisal form. The form should be designed in such a way that it will elicit appropriate performance responses from an employee. The completion of the form is the preparatory stage of the process.

This stage is then followed by an interview between the supervisor (appraiser) and the subordinate (appraisee). The interview is usually a discussion on both the strengths and weaknesses of the appraisee. The main purpose of the interview is to assist the appraisee to improve upon his/her performance through

an action plan mutually agreed upon between the supervisor and the subordinate. The outcome of the interview culminates in an agreed action either by the appraiser and the appraisee together or the appraisee alone. The action generally culminates in terms of job improvement plan, promotion to another job, or to salary increase etc. The appraisal process therefore makes the superior and subordinates aware of the direction of which the performance of an employee should allow the means for correcting performance defects. When the process is clearly defined and laid out, and objectively followed by the superior, it makes the subordinate confident in the appraisal system. This brings about healthy organizational climate and promotes good and cordial superior/subordinate relationship. Performance appraisal can be done once in a year or twice in a year or quarterly. This should be related to the nature of the organization, the purpose and objectives of the scheme and the characteristics of the staff employed.

**Benefits of appraisal**

Almost universally, where performance appraisal is conducted properly, both supervisors and subordinates have reported the experience as beneficial and positive.

Appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and encourage better future performance. Thus the performance of the whole organisation is enhanced. Performance appraisal can have a profound effect on levels of employee

motivation and satisfaction- for better as well as for worse. Performance appraisal provides employees with recognition for their work efforts.

The power of social recognition as an incentive has been long noted. In fact, there is evidence that human beings will even prefer negative recognition in preference to no recognition at all. If nothing else, the existence of an appraisal programme indicates to an employee that the organisation is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth, commitment and belonging. The strength and prevalence of this natural human desire for individual recognition should not be overlooked. Absenteeism and turnover rates in some organisations might be greatly reduced if more attention were paid to it. Regular performance appraisal, at least is a good start. Performance appraisal offers an excellent opportunity – perhaps the best that will ever occur- for a supervisor and subordinate to recognize and agree upon individual training and development needs.   During the discussion of an employee's work performance, the presence or absence of work skills can become very obvious – even to those who habitually reject the idea of training for them.

Performance appraisal can make the need for training more pressing and relevant by linking it clearly to performance outcomes and future career aspirations. From the point of view of the organisation as a whole, consolidated appraisal data can form a picture of the overall demand for training. This data may be analyzed by variables such as sex, departments, etc. In this respect, performance appraisal can provide a regular and efficient training needs audit for

the entire organisation. Appraisal data can be used to monitor the success of the organisation's recruitment and induction practices. For example, how well are the employees performing who were hired in the past two years? Appraisal data can also be used to monitor the effectiveness of changes in recruitment strategies. By following the yearly data related to new hires (and given sufficient numbers on which to base the analysis) it is possible to assess whether the general quality of the workforce is improving, staying steady, or declining. Dulewicz (1989).

The main aim of the evaluation system is to identify the performance gap (if any). This gap is the shortfall that occurs when performance does not meet the standard set by the organisation as acceptable. The main aim of the feedback system is to inform the employee about the quality of his or her performance. (However, the information flow is not exclusively one way, the appraisers receives feedback from the employee about problems, etc.) Bannister and Balkin (1990)

Conclusion

This chapter has actually given information about some of the related literature necessary to guide the research process. It looked at the concepts and meanings of human resource development, constituents, processes and importance of needs assessment, training and development, performance management/appraisal and human resource planning.

# CHAPTER THREE

# METHODOLOGY

## Introduction

This chapter sets out the methodology used and describes the research design, the population as well as the sample and sampling procedure used in the study. Additionally, it describes the research instrument employed in the data collection, the procedure for the collection of data, limitation of the study and the method used in analyzing the data.

## Research design

The design basically aimed at gathering information on contributions of human resource development to organisations. It therefore involved collecting data through the administration of questionnaires. The study employed the descriptive survey method and for that matter, answers to the questions were grouped and described to present a vivid picture of the findings. For the achievement of the objectives, the study analyses the usefulness of training needs assessment, the essence of human resource planning in organizations, training as a motivating tool to staff and the contributions of performance management/appraisal to organizations.

**Population of the study**

In this study, the researcher had a target population of 400 staff from organisations in the Asuogyaman district. These were the management staff, senior staff and junior staff bearing in mind the spread of 5%, 60% and 35% respectively in order to get a balanced report.

**Sample and sampling procedure**

In view of the fact that the target population size was to large a sample size of 10 percent of the total population was selected from the district assembly. Purposive sampling technique was adopted so as to select respondents of all categories of staff. This was due to the fact that the questionnaires were given to specific staff who could respond to the items the researcher was interested in.

**Research instrument**

The instruments used in collecting data were questionnaires for the management, senior and junior staff. Each questionnaire was in two parts, the first part of the questionnaire collected demographic data such as sex, age, level of education and length of service of staff. The second part consists of questions to elicit information from staff as to whether training and development are key motivating tools, ways in which training needs assessments are useful in human resource development, how human resource planning is important in organisations, whether performance management/appraisal is essential in human

resource development and their constraints as well as whether human resource development will contribute to increased productivity.

**Data collection**

The human resource manager of the district assembly was visited earlier and dates for the researcher to meet the different staff groups were fixed. On arrival, the human resource manager introduced the researcher to the heads of the units. The heads of the departments arranged meetings between their staff and the researcher aimed at establishing the required rapport and to solicit the co-operation of the staff for the completion of the questionnaires. The questionnaires were hand delivered to the selected staff and were given ample time to study and answer the questions.

In all situations, the researcher explained all the items of the instrument to them and stressed the need to respond to all the items if possible. Again the respondents were assured of the anonymity of the instrument in order to gain their co-operation for the study. In two weeks time, the researcher visited the district assembly to collect the questionnaires. In all forty (40) questionnaires were completed and returned,

representing 100 percent retrieval rate.

**Data analysis**

Data cleaning preceded the analysis. This involved the sorting out of questionnaires and checking whether they have adequately been completed and

the incomplete ones rejected. Both qualitative and quantitative methods of analysis were used in the data analysis. In addition, the coding and inputting of the data was done with the aid of the statistical product for social science (SPSS). After the input was run, various outputs were generated and tables depicting the data and simple percentages were employed in the data analysis and presentation of the results.

**Limitations**

The study was limited to organisations in the Asuogyaman District in Ghana, with particular reference to the Asuogyaman District Assembly. Though it was based on a small segment of the entire staff, nonetheless it is anticipated that, the findings will provide much useful insight into the problem. The major contributing factors to this were time constraints and inadequate financial resources.

Conclusion

This chapter has provided a description of the methods, processes and instruments used in the data collection, limitations to the study and the method that are employed to analyze the data collected.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## Introduction

This chapter presents and discusses data that were gathered from the field in respect of the subject of interest, which is the contribution of human resource development (HRD) to Asuogyaman District Assembly.

In line with the objectives of the present study, issues discussed were whether human resource development will contribute to increased productivity in organizations, assessment of the contributions of performance management/appraisal to organizations. In addition it also discusses whether staff will be more motivated to deliver on their promise with training and development. It also looks at the usefulness of training needs assessment in human resource development, the essence of human resource planning in organizations and lastly whether human resource development will lead to economic development.

## Socio-demographic characteristics of respondents

Sex of respondents

Table 1 shows the sex of the respondents. It can be seen that males formed the majority (75%) whilst the rest were females. This shows the dominance of the males in this organization. This is invariably the situation in most formal public organisations where males tend to dominate.

**Table 1: Sex of respondents**

| Sex | Frequency | Percent |
|---|---|---|
| Male | 30 | 75.0 |
| Female | 10 | 25.0 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Level of education of respondents

Table 2 shows the level of education of respondents. It is observed that the educational background of respondents ranged from Elementary/Basic (15%), Secondary/Commercial/Technical (27.5%), to Tertiary (57.5%). This suggests that the educational background of the respondents were okay as nearly 50 percent of the respondents had higher education.

**Table 2: Level of education of respondents**

| Level of education | Frequency | Percent |
|---|---|---|
| Elementary/Basic | 6 | 15.0 |
| Secondary/Commercial/Technical | 11 | 27.5 |
| Tertiary | 23 | 57.5 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Age of respondents

As has been illustrated in Table 3, many of the respondents or half of them to be precise were in the 20-30 age category. The rest fell between 41-50 age

category. Only 2.5 percent were found in the 51-60 age group. This means half of

the total staff form the active working population and are capable of contributing

meaningfully to productivity when properly exposed to training and development.

**Table 3: Age of respondents**

| Age | Frequency | Percent |
| --- | --- | --- |
| 20-30 | 20 | 50.0 |
| 31-40 | 7 | 17.5 |
| 41-50 | 12 | 30.0 |
| 51-60 | 1 | 2.5 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Length of service

The present study was also interested in finding out the length of years

staff have spent with the organization. Table 4 indicates that many of the

respondents have spent 1-5 years (67.5%). Others have spent 16-20 years

(22.5%), 11-15 years (7.5%) and lastly 36-40 years formed 2.5% all of total

number of staff that were sampled for the study.

**Table 4: Length of service**

| Responses | Frequency | Percent |
| --- | --- | --- |
| 1-5 | 27 | 67.5 |
| 11-15 | 3 | 7.5 |
| 16.20 | 9 | 22.5 |
| 36.40 | 1 | 2.5 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Respondents' positions in the organisation

As is indicated in Table 5, the levels or positions of the respondents in the organization varied. It can be seen that levels identified were three and these include Senior Staff (60%), Management Level Staff (32.5%) and Junior Staff (7.5%).

**Table 5: Level or positions in the organisation**

| Responses | Frequency | Percent |
| --- | --- | --- |
| Senior staff | 24 | 60.0 |
| Management staff | 13 | 32.5 |
| Junior staff | 3 | 7.5 |
| Total | 40 | 100. |

Source: Field work, 2009

Training and development respondents' participation in training programmes

One of the observations was to discover how employees take part in training programmes. Table 6 below shows that results which covered a ten year period. The results is an indication that majority had participated in the training programme, that is 97.5 percent whilst the remaining 2.5percent said that they have not taken part in any training programme over the past 10 years.

**Table 6: Respondents participation in any training programme in the past 10 years**

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| Yes | 39 | 97.5 |
| No | 1 | 2.5 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Type of training

The study was also interested in knowing the type of training undertaking for the staff in the District. Table 7 shows the type of training that respondents had received during or in the past 10 years. It can be observed that short courses were the area much pointed out (47.5%). On the job training constituted 32.percent and 17.5percent also reported undertaking further studies.

**Table 7: Type of training**

| Responses | Frequency | Percent |
|---|---|---|
| Indifferent | 1 | 2.5 |
| On the job training | 13 | 32.5 |
| Short course | 19 | 47.5 |
| Further studies | 7 | 17.5 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Periodicity the organisation engages staff in training

As has been presented in Table 8, the research attempted to find out how often respondents are involved or engaged in the training process. It is observed that many of the respondents (72.5%) said they are occasionally involved in the training process. Those who are never engaged in the training programme formed 15 percent whilst the remaining 12.5 percent indicated that they are all the time involved. This suggest that majority of the staff have not been engaged in training all the time which is likely to negatively affect both employee and business performance. Yet Walmsley (2005), see training as the formal teaching of skills which is often undertaken by organisations as a strategic activity aimed at improving the performance of the business by improving the performance of its employees.

**Table 8: Periodicity the organisation engages staff in training**

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| All the time | 5 | 12.5 |
| Occasionally | 29 | 72.5 |
| Never | 6 | 15.0 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Respondents feelings after the training

      In response to how the respondents feel after undergoing the training programmes, the responses tabulated is presented in Table 9. Many of the respondents were motivated (42.5%), ready to work (25%), confident (20.0%), very happy (12.5%). This in effect shows the positive impact of the training on workers and it appears all the responses here are in the best interest of the workers and the organization and as it were goes a long way to support the claim by Nelarine (1991) that it improves employee effectiveness as a productive member of the organisation.

**Table 9: Respondents feelings after the training**

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| Motivated | 17 | 42.5 |
| Confident | 8 | 20.0 |
| Very happy | 5 | 12.5 |
| Ready to work | 10 | 25.0 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Reasons why training should be part of all organisations

Following up to the question as to why there is the need to make training part of all organizations there was the need to establish the reasons why training should be made part of all organizations. The results presented in Table 10 shows that many of the respondents (57.5%) think training provides new insight and ideas, contribute to increases in productivity (27.5%), increases the confidence level of the worker (10.0%), and lastly the fact that training serves as a source of motivation (5%). This goes a long way to demonstrate and affirm Pinnington and Edwards (2000) view that training is an important ingredient that is intended to help organisations to achieve their mission and business goals.

**Table 10: Reasons why training should be part of all organisations**

| Responses | Frequency | Percent |
|---|---|---|
| Serves as a source of motivation | 2 | 5.0 |
| Increase productivity | 11 | 27.5 |
| Provides new insight and ideas | 23 | 57.5 |
| Increase the confidence | 4 | 10.0 |
| Total | 40 | 100.0 |

Source: Field work, 2009

How often training should be conducted in organisation

Table 13 below shows how often training should be conducted in organizations. It can be seen that 40 percent of the respondents believe twice a year should be enough. Others opined training should be carried out that it as

60

many times as possible (32.5%), once a year (17.5%) and lastly three times a year (10%).

**Table 11: How often training should be conducted in organisation**

| Responses | Frequency | Percent |
|-----------|-----------|---------|
| One a year | 17 | 17.5 |
| Twice a year | 16 | 40.0 |
| As many times | 13 | 32.5 |
| Thrice a year | 4 | 10.0 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Constraints to training

The study was also interested in exploring the challenges the organisation faces in pursuing training .Some of the constraints to training were pointed out by the respondents. These are summarized in Table 12. They include, lack of finance to undertake training for all (30.0%), employee turnover (27.5%), tight schedule to be released for training (22.5%) and finally lack of training personnel (20.0%). This is important to the present study as there is the need to identify what the problems are and find ways and means to address them.

**Table 12: Some of the constraints to training**

| Responses | Frequency | Percent |
|---|---|---|
| Lack of finance | 12 | 30.0 |
| Employee turnover | 11 | 27.5 |
| Tight schedule to be released for training | 9 | 22.5 |
| Lack of training personnel | 8 | 20.0 |
| Total | 40 | 100.0 |

Source: Field work, 2009

Training and development as a key motivating tool to staff

Reasons why training is a key motivating factor or tool can be seen in Table 16.The results suggests that, training keeps the worker up to date (25.0%), makes the worker more effective (22.5%), makes workers understand how useful they are (20.0%), they are intrinsic motivators (17.5%) and lastly it leads to the acquisition of more knowledge (15.0%). This findings tend to support Acheampong (2006) view that training is an important investment in human resource since it increases employee productivity, promotes the acquisition of newer skills and knowledge that help employees to increase both quantity and quality of output in their work and enhances job motivation and satisfaction.

**Table 13: Training and development as a key motivating tool to staff**

| Responses | Frequency | Percent |
|---|---|---|
| They are intrinsic motivators | 7 | 17.5 |
| Leads to the acquisition of more knowledge | 6 | 15.0 |
| Keeps the worker up to date | 10 | 25.0 |
| Makes the worker understand how useful they are | 8 | 20.0 |
| Makes the worker more effective | 9 | 22.5 |
| Total | 40 | 100.0 |

Source: Field work, 2009

**Needs assessment**

**Relevance of needs assessment before training**

On the issue of whether needs assessment is important before pursuing training, all the respondents (100%) were of the view that needs assessment is important before organizing any training programme. The reasons given were that, it is necessary so that one can identify areas where training should be focused on (52.5%), serve as the first step in any training programmme(30%), gives feedback on the impact of training (12.5%) and lastly without needs assessment no training will be done (5.0%) This is in line with the claim of Brinkerhoff (1986) that, needs assessment is the starting point of the human resource development and training process.

How often training needs assessment is done in the organisation

It can be seen in Table 21 that training needs assessment are occasionally done in the organization (75.0%), the rest of the respondents agreed that training needs have never been done in the organizations. This suggests that, on the whole, the organisation has not been consistent in assessing staff needs so as to identify areas of training.

**Table 14: How often training needs assessment is done in the organisation**

| Responses | Frequency | Percent |
|---|---|---|
| Occasionally | 30 | 75.0 |
| Never | 10 | 25.0 |
| Total | 40 | 100.0 |

Source: Field work, 2009

**Usefulness of needs assessment to human resource development**

The study identified the usefulness of needs assessment to human resource development as it helps to allocate resources (47.5%), identifies areas that need improvement (27.5%), whilst 12.5% suggested that it helps build the human resource capacity and also identifies the performance of the workers. This affirms the view of DeSimone and Harris (1998) that needs assessment can be used to identify discrepancies between current skills and the skills required to perform the job successfully in the future as well as determining an organisation goals and its effectiveness in reaching these goals.

64

**Constraints to assessing staff training needs**

     Some of the constraints to assessing staff training needs mentioned by the respondents include the fact that management fails to see the importance of this (32.5%), lack of funds (25.0%), its time consuming (20.0%), some staff do not turn up for the training (12.5%) and the lack of personnel (10.0%). This means better results can be achieved if these bottlenecks are in the needs assessment process removed.

**Importance of human resource planning**

     On the importance of human resource planning, all the respondents (100.0%) overwhelmingly answered on the affirmative with the reasons being that planning helps to prepare for the future (35.0%), increases productivity (25.0%), planning is important in any management work (17.5%), helps the organisation employ the right calibre of staff (12.5%) and finally it helps the organisation to achieve its objectives (10.0%). This supports Bolander (2001) arguments that the purpose of human resource planning is to deploy human resources as effectively as possible, where and when they are needed in order to accomplish the organisation's goals.

Constraints to human resource planning

     Some of the constraints to the human resource planning process that were identified during the study is presented in Table 15.

These include budgetary constraints (37.5%), social pressure to provide the right environment (20.0%), lack of learning materials (12.5%) and Technological constraints (5.0%).

**Table 15: Constraints to human resource planning**

| Responses | Frequency | Percent |
|---|---|---|
| Indifferent | 10 | 25.0 |
| Technological constraints | 2 | 5.0 |
| Budgetary constraints | 15 | 37.5 |
| Social pressure to provide the right environment | 8 | 20.0 |
| Lack of learning materials | 5 | 12.5 |
| Total | 40 | 100.0 |

Source: Field work, 2009

**Importance of performance management/appraisal in human resource development**

Another critical objective was on the issue of whether performance management/appraisal is important to human resource development. The results as presented indicate that majority of the respondents (90.0%) were of the view that it was important whilst the rest (10.0%) said no it was not so.

Reasons were given to buttress why performance appraisal is important. These include the claim that it can be used as a basis for promotion (55.0%), is an indicator of how employees are performing (20.0%), non performing workers will

be motivated to work harder (12.5%). 10% did not assign any reasons. The implication here is that it will be impossible to rule out performance management in human resource development as emphasized by Ivancerich (2001) that performance appraisal is a human resource management activity that is used to determine the extent to which an employee is performing the job assigned to him effectively.

**Constraints to performance management/ appraisal**

Many of the respondents were of the view that there are constraints to performance management/ appraisal (77.5%), with some identified to be officers unwillingness to do it (30%), element of subjectivity (17.5%), time constraint (12.5%), it is cumbersome (12.5%), and lastly inadequate appraisal materials (2.5%). This suggests that performance management/appraisal could be improved if these barriers are removed.

**Respondents view about HRD and efficiency on the job**

All the respondents (100%) were of the view that HRD will lead to efficiency on the job giving reasons that, it will lead to staff efficiency (32.5%), increase productivity (30.0%), allows the worker to perform creditably (12.5%), employees will develop new skills (12.5%), decreases employee turnover (7.5%) and lastly builds good public relation (5.0%). Organisations should therefore see the need to develop their human resource base at all times to promote efficiency on the job. This is in support of the view of Nadler and Wiggs (1986) that HRD

brings about changes that cause the organisational and performance improvements necessary to enhance the firm.

**Respondents view about HRD and increased productivity**

Of interest to the study was the need to examine whether HRD can contribute to increased productivity. All the respondents (100.0%) agreed to this, pointing out that it leads to higher performance and productivity (50.0%) fosters career development (32.5%) and also caters for individual career planning (17.5%). This leaves no doubts that human resource development helps organisations to achieve their ultimate aim of higher productivity. This finding is supported by Acheampong (2006) that training is an important investment in human resources since it increases employee's productivity

**Ways to improve HRD in organisations**

The respondents were asked to indicate in their view, how HRD in organisations can be improved. These include there should be series of training (25.0%), there should be enough financial resources (22.5%), all staff should be given the chance to train (15.0%), staff should be well motivated (12.5%), hard working workers should be rewarded (12.5%), there should be equal training to all staff (7.5%) and finally there should be enough physical resources (5.0%). These support Nelarine (1999) argument that training and development should be carefully planned and their cost implications also considered with decisions based on cost effectiveness.

Conclusion

The analysis of the data has revealed that needs assessment in human resource development is very important before training. Again, training is a key motivating tool to staff and should be part of all organisations. The need for performance management/appraisal cannot be over emphasized in human resource development as it serves as a basis for promotion and assessing the performance of employees. Human resource planning is very essential in HRD, as it helps organisations to achieve their objectives. Lastly, human resource development contributes to increased productivity through staff efficiency. However, it is worth dealing with such constraints as lack of funds, resource persons, management attention, provision of the right learning environment, avoidance of bias, inadequate materials and time, in order to achieve the benefit of human resource development.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMENDATIONS**

**Introduction**

This chapter summarizes the findings and discussions of the study. It follows with the conclusions arising out of the summary and ends with the recommendations drawn from the conclusion that will be useful for practitioners and policy makers and help to overcome the challenges that have been identified by the research.

**Summary**

The study aimed at examining the contributions of human resource development to organisations in Ghana in order to make some suggestions that will ensure that the required human resource needs are provided. In attempt to do this, Asuogyaman District Assembly was selected as a case study. However, both primary and secondary data were collected and analyzed. The main findings are presented below.

Gender wise, 75% of the staff were males as against 25% female staff. This shows the dominance of males in this organisation.

It was again noted that 50 percent of the staff fell between ages 20-30 years. The implication here is that majority of the staff fall within the active

working population and would be capable of contributing more to the organisation when given much training.

Training and Development

How often staffs are engaged in training

It was observed that 72 percent of the staff was occasionally involved in a training process with 15 percent of the staff never engaged in any training programme. Only 12 percent was all the time engaged in training process. This suggests the need to involve employees in training and development process to enhance staff efficiency on the job, which is backed by the view of Cascio (1992) that training is designed to improve performance at the individual, group and organisational level;

Whether training should be part of all organisations

All the respondents (100%) answered in the affirmative, with the reasons that they serve as a source of motivation, increases productivity, provides new insight and ideas and increases the confidence of workers. This is supported by the view of Acheampong (2006) that, training increases employees' productivity and enhances job motivation and satisfaction;

Training and Development as Key motivating Tools

Ninety five percent (95%) of the respondents overwhelmingly answered in the affirmative with reasons that, they are intrinsic motivators, they lead to the

acquisition of more knowledge, keep workers up to date, more effective and make them understand how useful they are;

Constraints to training and development

Majority of the respondents (77.5%) agreed these include lack of finance, employee turnover and lack of training personnel. There is therefore the need to deal with constraints so as to expand training activities;

Needs assessment

All the respondents (100%) opined that needs assessment is to be done before training with the reasons being that without needs assessment no training can take place. Also, it is the first step in the training programme as pointed out by Brinkerhoff et al (2001). Again it identifies where training should be focused and gives feedback on the impact of training;

Frequency of training needs assessment

About 75 percent of the respondents agreed that occasionally it is done whiles 25% were of the opinion that training needs assessment has never been done in the organisation;

Constraints to needs assessment

The study recorded lack of funds, time constraint and non- availability of staff as the main constraints to needs assessment;

Human resource planning and performance management/appraisal

It was noted that planning is important in any management work. It helps to prepare for the future and assists the organisation to achieve its objectives. Also it helps organisations to employ the right calibre of staff and increases productivity. This in effect correlates to the view of Bulla and Scott (1994) who indicate human resource planning as the process for ensuring that the human resource requirement of an organisation are identified and plans made to satisfy those requirements;

Reasons to performance management/appraisal in human resource development

The research revealed that, it is an indicator of how employees are performing. This is supported by the view of Acheampong (2006) that performance appraisal determines the strengths and weaknesses of individual workers so that remedial measures can be taken to improve productivity. Again, 55% of the respondents agreed that, it can be used as a basis for promotion. Also, it allows non-performing workers to be motivated to work hard;

Constraints to performance appraisal

This was revealed by the study as, there could be bias, inadequate appraisal materials, elements of subjectivity, time consuming and cumbersome process;

Human resource development (HRD)

Whether human resource development will lead to efficiency on the job

The study found all the respondents (100%) answering in the affirmative with their reasons being that; it builds good public relation, increases productivity, decreases employee turnover allows the worker to perform creditably and helps employees to develop new skills;

HRD viewed to enhance organisational ability to compete with others

All the respondents (100%) agreed to this view giving reasons that those who go through human resource development set high standards for themselves. It also builds manpower skills and equips staff with the needed knowledge to make the desired impact. Again, it makes well trained staff more competitive. This supports Nadler and Wiggs (1986) view that human resource development leads to improving quality and increasing the competitiveness of the organisation;

Whether HRD can contribute to increased productivity

All the respondents (100%) agreed because it caters for individual career planning and fosters career development which leads to higher performance and productivity. This emphasizes the view of Nadler and Wiggs (1986) that, the mission of human resource development is to provide individual development focused on performance improvement related to a current job;

With regard to ways to improve HRD in organizations, the following were suggested:

- All staff should be given the opportunity to train;

- Hardworking workers should be rewarded;

- Staff should be well motivated;

- There should be series of training for staff;

**Conclusions**

Based on the findings, it can be concluded that;

- Seventy five percent of them occasionally had their training needs assessed with 25 percent who never received any form of needs assessment before training. However, the importance of needs assessment as indicated by all the respondents cannot be over emphasized as a first step in any training programme. It identifies areas where training should be focused and helps to allocate resources to areas where human resource capacity should be built. As a resent the majority of staff in the Asuogyaman District Assembly were occasionally involved in a training programme, with some never engaged in any form of training: This is in respect of all the respondents (100%) view that training serves as a source of motivation and increases productivity. Training needs assessment was this useful to the assesses

- Appraisal offers a valuable opportunity to focus on work activities and goals, to identify and correct existing problems, and to encourage better

future performance. This in effect serves as a data base which can be used to monitor the success of the organisation's recruitment, induction and training practice thereby linking them to performance outcomes and future aspirations. The appraisal system was the quite beneficial.

- The study found all the staff (100%) agreeing to the fact that human resource development leads to efficiency on the job, decreases employee turnover and promotes increased productivity. It makes well trained staff competitive and equips them with the needed knowledge and skills to make the desired impact. In other words it promotes the development of new knowledge, skills, and improved behaviours that results in performance enhancement and improvement related to one's current job and identifying performance breakdowns within an organisational system and adopting appropriate interventions useful in achieving the desired performance results. Training and development this nature water staff to improve performance.

- That human resource planning is important in any management work and helps organisations to achieve their objectives. Moreover, organisations are able to employ the right calibre of staff and promote planning for the future. Additionally, it ensures that the resources required for their production in the foreseeable future are uptimalised and also to facilitate the identification of ways of making them more flexible as well as improvement and retention of staff. All respondent sum creed to view.

**Recommendations**

The findings and conclusions drawn from the study have some implications for individual career development, organizational development, human resource planning and management procedures that will help organisations and policy makers to make informed decisions about the overall contributions of human resource development to organisations. The following recommendations are therefore submitted:

Since 95 percent of the staff claimed that training keep workers up to date and make them understand how useful and effective they are, management should give further training to all employees to enhance their efficiency on the job. In this way, training and development of employees will increase the stability of the organisation since it will create a reservoir of qualified employees, who easily replace those who transfer, retire or exit from the organisation for various reasons.

The importance of human resource planning cannot be over emphasized and must be carried out by all organisations. It must be undertaken by management to promote other activities of the organisation such as budgeting, recruitment, selection, transfer, training and development.

As indicated by 90 percent of the respondents, performance management/appraisal is useful and must be carried out transparently. It should be periodically done by management to provide information or feedback that will enable the individual to improve his or her performance and develop his/her potential for the benefit of the organisation.

That is, revealing the employee's strengths and weaknesses for appropriate remedial actions. Also, if nothing else, the existence of an appraisal programme will indicate to an employee that the organisation is genuinely interested in their individual performance and development. This alone can have a positive influence on the individual's sense of worth, commitment and belonging.

All organisations should have human resource development policy that will encourage the utilization of learning, performance and change as a means to increase productivity and improve performance .Again, all human resource development activities should be carefully planned with their cost implications also considered and the decisions based on cost effectiveness.

The needs of employees as well as the needs of the organisation must be assessed by management as reflected in employees' performance management/appraisal in human resource planning to determine the appropriate training activities for the workers and as well identify areas of demand for performance improvement and change interventions.

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# APPENDIX A

## QUESTIONNAIRE/INTERVIEW

This questionnaire is intended to find out the contributions of Human Resource Development to organizations. Any information given by you will be treated as confidential. Please tick where applicable.

**Background Information**

1. Sex:    Male ( )      Female ( )

2. Age:   20-30yrs    31-40yrs   41-50yrs   51-60yrs    60yrs and above

3. Level of Education:  Elementary/Basic ( )    Secondary/Commercial/Technical ( )

Tertiary ( )      Other (specify)………………………

4. Length of service:  1-5yrs    6-10yrs   11-15yrs   16-20yrs   21-25yrs   26-30yrs   31-35yrs   36-40yrs   40yrs and above

5. Which level do you belong in your organization?

   Senior staff (   )   Middle level staff (   )   Junior staff (   )

   Other (Specify)…………………………………………….....................

**Training and development**

6. Have you ever participated in any training programme for the past 10yrs. in your  Organization?

Yes ( )       No ( )

7. If Yes, what type of Training?

   Orientation ( )  On-the-job ( ) Short course ( )   Further studies ( ) Other

   (Specify)……………………………………………………………….

8. How often does your organization engage you in Training?

   All the time ( ) Occasionally ( )   Never ( )

9. If Never, please give reasons……………………………………………

10. If All the time or occasionally, how do you feel after such Training?

    Motivated ( )  Confident ( ) Very happy ( ) Ready to work ( ) Bad ( )

11. Should Training be part of all organizations?

    Yes ( )     No ( )

12. If yes, what are your reasons...................................................................?

13. How often should Training be conducted in your organization?

   Once a yr ( ) Twice a yr ( ) Thrice a yr ( ) As many times ( ) Other

(Specify)…………………………………………………………………….

14. Are there any constraints to staff training?

    Yes ( )            No ( )

15. If Yes, list some of the

constraints……………………………………………………………………..

 16. Do you believe Training and Development are key motivating tools to staff?

    Yes ( )      No ( )

 17. If yes please give reasons to your answer………………………………

18. What is likely to happen if there is no training and development

    ……………………………………………………………………………

85

**Needs Assessment**

19. Do you consider needs assessment important before training?

    Yes (  )        No (  )

Please explain your answer……………………………………………………

20. Have you ever been engaged in assessing your training needs?

    Yes (  )    No (  )

21. How often is training needs assessment conducted in your organization?

    Always (  )   Occasionally (  )  Never (  )  Other (Specify)………………

22. If Never, Please give reasons……………………………………………………

23. In what ways are training needs assessment useful in Human Resource

Development?.................................................................................................................

24. Are there any constraints to assessing staff training needs?

    Yes (  )     No (  )

25. If yes, please mention some of the constraints………………………………

**Human Resource Planning**

Human resource planning is the process of ensuring that the human resource

requirements an organisation are identified and making plans to satisfy those

requirements.

26. Do you consider human resource planning important in an organisation?

    Yes (  )   No (  )

27. Please give reasons to your answer…………………………………………

28. Are there any constraints to human resource planning?  Yes (   )     No (   )

   Give some of them if any…………………………........................

**Performance Management/Appraisal**

   Performance management/Appraisal is the systematic review of staff performance     on regular intervals and rewarding them accordingly.

29. In your view is performance management/Appraisal important in human resource   management?  Yes (   )     No (   )

30. Please give reasons to your answer……………………………………

31. Are there any constraints to performance management/Appraisal?

         Yes (   )        No (   )

32. Please list some if yes…………………………………………

**Human Resource Development**

33. Staff Efficiency is expected in every organization.  True (  )   False (  )

34. Do you think Human Resource Development will lead to efficiency on the job?  Yes (   )     No (   )

35. Please give reasons to your answer……………………………………………

36. Human Resource Development is viewed to enhance organizations ability to compete with others.     True (  )    False (  )

37. If true, indicate the very ways…………………………………………………

38. Resources are scarce in every organization.   True (  )    False (  )

39. Giving training in Human Capital, will it likely lead to the judicious use of

resources?  Yes (   )            No (   )

40. If Yes, in what ways.............................................................................

41. In your view can human resource development contribute to increased

productivity?    Yes (   )        No (   )

42. Please give reasons to your answer……………………………………

43. Suggest ways to improve human resource development in your organization.

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