

TRAINING AND DEVELOPMENT TECHNIQUES FOR IMPROVING ORGANIZATIONAL
PERFORMANCE FOR GHANAIAN FIRMS

By

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Abstract

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The purpose of this study was five fold. First, to describe selected successful models of training and development as they may apply to firms in Ghana. Second, to describe selected methods of needs assessment for training and development programs for employers and employees. Third, to identify selected managerial techniques that contribute to lost productivity and morale. Fourth, to selectively assess what business skills are most essential for career success. Fifth, the results of this study suggest recommendations for developing a comprehensive plan (model) for the creation of effective employee training and development program in Ghana. This study was conducted by engaging in comprehensive review and critique of the existing literature on training and development models.

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Chapter One

Introduction

Ghana (formerly Gold coast) is located on the west coast of Africa. It was a former British colony until 1957, when it achieved independence. Ghana has a total area of 238,500 square kilometers (92,090 square miles), which is approximately the size of the state of Oregon. The population of Ghana is about 20.5 million. Ghana is rich in agricultural resources, timber, gold, diamond, chrome ore, manganese, bauxite, and other valuable minerals. The country is also abundant with educated and skilled enterprising people. Ghana has long been seen as one of Africa's promising countries.

The main exports - cocoa, coffee, gold, diamonds, timber, manganese and bauxite - known as "traditional" items, are now increasingly supplemented by processed and semi-processed industrial and agricultural products. Tourism is the third largest foreign currency earner after cocoa and gold.

The economy of the country is based on two distinct sectors. One, a large traditional sector (principally agricultural and informal activities); and two, a relatively small, labor intensive industrial and service sector.

The economy has traditionally depended on exports of primary products, with about 60 percent of the labor force employed in agriculture. Agriculture contributes about 46

percent to the gross domestic product (GDP) and is characterized by small-scale operations, principally staple food crops and cocoa productions. The services sector is the second largest employer (about 25 percent of the labor force), accounting for over 40 percent of real GDP from trade and public sector services, while the industrial sector accounts for 14 percent of GDP and employment.

Over the years, a series of comprehensive macroeconomic and Structural Adjustment Program (SAP) aimed at reversing the economic decline were undertaken. The reform program included restructuring of institutions, diversifying the economy, balancing the national budget, liberalizing trade and currency and attracting direct private investments. In fact, Ghana has been hailed for its SAP success. At the moment, the economy can be described as fairly strong with a stable political climate and has seasoned determined executive cabinet. This is the time that Ghana can turn to Human Resource Training and Development Techniques.

Statement of the Problem

Most Ghanaian companies struggle to operate, manage and improve their organizations efficiently in order to consistently deliver quality products and services on time. Among the numerous challenges that mitigate against performance and growth of most businesses in Ghana include labor and management.

Labor

- The basic formal education system is too broad and does not focus on specific job skill training.
- There are no clearly defined limits or structures for accommodating traditions and cultural practices of Ghanaians in their western style work places.
- Workers need more sense of urgency in time management.
- Due to low compensations, most laborers are not motivated to work and possess weak attitudes towards work.
- Even though the official language is English, most workers communicate on the job with local languages, which are not put into writing at work places. Interpretation and translation of English documents in local dialect can be costly.

Management

- Most management lack adequate human relation skills. They tend to ignore the most significant elements of their businesses - the people.
- The employee package programs in work places are ineffective and need to be upgraded.
- Job process documentation and proper record keeping processes are not in existence.

- The Ghanaian firms do not adequately introduce training and development techniques in an institutionally supported and coherent manner.
- Most management do not use sufficient quantitative approaches in business making decisions
- Limited capital resources available to most leadership of corporations are mis-allocated and are not fully utilized.

These listed problems are a result of the fact that the formal economy of Ghana is based on the British system inherited from the colonial days, and lack capital resource and infrastructure to thrive on its own in the midst of poverty and multicultural shocks. Continuous advancement in education has shown improvement in the listed problems but other factors, such as weakness in the economy and political instability, have inhibited the pace of improvement in these areas.

However, it is very important to work on solving these problems because regardless of the type of industry, product or service provided by a company, the most significant resource in the input process should be the people. Staff development relates to bringing knowledge and expertise to the ground level in order to improve the efficiency and effectiveness of the human element in every direction within an organization. Personnel development leads to mastery as the measure of a person's integrity and self-control. It is characterized by such

qualities as competence, effectiveness, and a high degree of personal responsibility.

Purpose of the Study

There are five purposes of this study. First, to describe selected successful models of training and development as they may apply to firms in Ghana. Second, to describe selected methods of needs assessment for training and development programs for employers and employees. Third, to identify selected managerial techniques they contribute to lost productivity and morale. Fourth, to selectively assess what business skills are most essential for career success. Fifth, the results of this study will be used to formulate recommendations on developing a comprehensive plan (model) for the creation of effective employee training and development within firms in Ghana. This study will be conducted by engaging in comprehensive review and critique of the existing literature on training and development models.

Limitations of the Study

There are three limitations that are apparent in this research. These include:

1. Lack of firsthand knowledge
2. Lack of significant research and literature
3. Lack of an efficient way to evaluate the research

Assumptions of the Study

- This study assumes that the problems discussed are faced by most Ghanaian organizations and account for the majority of factors that affect performance and output of these organizations.
- Another assumption in this study is that the adopted theoretical models and methods can be modified to fit in the Ghanaian business culture.
- It is assumed also that leadership of Ghanaian organizations recognizes these problems, are also in agreement and would commit to support programs that this study will propose.

Chapter Two

Review of Literature

This literature review offers a comprehensive look at the history, development and effectiveness of training and development as they may apply to business firms in Ghana. Furthermore, it selects successful models of training and development, methods of needs assessment for training and development programs for employers and employees, managerial techniques that contribute to lost productivity and morale, and identifies business skills most essential for career success in the Ghanaian business culture. It will also provide a clear understanding of how to implement a successful training program in Ghana.

Successful Models of Training and Development

There are many models of training and development that have made greater progress into organizational settings, which have begun to have a greater impact on instructional design. Specifically, Instructional Systems Design (ISD), Human Performance Technology (HPT), Performance-Based Instructional Design (PBID), and Total Quality Management (TQM), all of which originate from research in the area of organizational development.

Instructional system design (ISD) was created by the United States military as an efficient and effective way to train

soldiers (Rothwell & Kanzanas, 1992). The goal of ISD is to improve human performance. It is based on the assumption that learning should not be developed in a random practice, but should be occurred in correspondence with organized processes, be organized to the target audience, and have outcomes that can be measured. There have been many different versions of the model published, but the common model has been the ADDIE model.

This study critically analyses the *ADDIE* model, which is a term practically synonymous with Instructional system development, which not only generates practical application of skill level improvement, but also is useful for training and development.

The origin of the *ADDIE* instructional development model is a concept that can be traced to the United States armed forces in the 1970s. In fact, the term *ADDIE* does not appear in many textbooks on instructional design, dictionaries or encyclopedias of education, or the several histories of instructional design written in the 1980s and 1990s. The name *ADDIE* seems to have been spread by word-of-mouth, beginning maybe in the 1980s. The *ADDIE* processes is the steps, illustrated in Exhibit 5.1 (Rothwell & Benkowski, 2002).

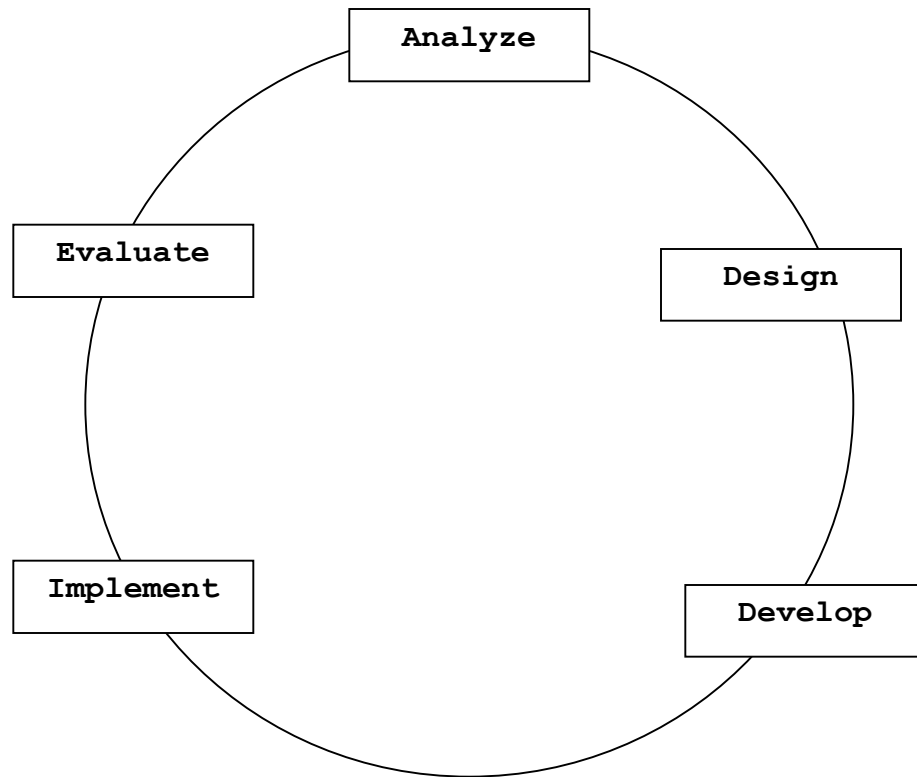


Figure 1. The ADDIE Model

"The word *ADDIE* is an acronym formed from the first letter of each key word" (Rothwell & Benkowski, 2002).

In the *Analysis stage* job needs are analyzed to identify the performance problem or the gap between the current and the desired performance. To better understand, the trainer begins by finding facts that are needed to make informed training and development decisions. To begin, this process reveals reliable information on effective and safe work practices. The results

are analyzed, organized, and structured to form the basis of the training program.

In the *Design stage* process is performed to determine the learning objectives, both in knowledge and performance. The objectives are determined by using the task requirements and performance information collected during analysis stage to specify the knowledge, skills, and attitudes that are provided in the training. It is important to identify how the employee will know if the objectives have been met and what measures will be used. The trainer provides written statements to define exactly when, what, and how well the employee must perform during training. The trainer will test employee to ensure that the competencies are reliably evaluated, and the design process will conclude when all the tools for development of a training program are defined.

During the *Development stage*, the trainer will organize the knowledge and performance objectives, instructional materials, course design, and model from the design stage are put together for employees to achieve learning objectives. During this stage, existing materials will be reviewed lesson plans will be selected and new ones will be produced. In the review process, critical input is essential to ensure that the training materials are clear, concise, and effective in addressing objectives. The objective will describe how the trainer and

employees will perform during training to achieve the learning objectives. The results of the training materials are reviewed for technical accuracy; it will be tested with a group of employees, and revised as necessary. The Development stage ends when the validation demonstrates that the instruction meets the performance standards specified by the objectives, and the employer accepts the final product.

The *Implementation stage* is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons-learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job. The outcome of this step defines the guidance and support needed to ensure successful training plan. Next, the availability of employees, facilities, and resources is confirmed and used to create the training program schedule. Training will be delivered as planned, and employees and trainers performance is evaluated. The evaluations will serve two purposes: first, should verify that employees have achieved the learning objectives; second, trainers' performance and method of presentation problems are identified and resolved. This stage ends when the company is prepared to carry out the

tasks required to provide and support the product and administer the materials independently.

The purpose of the *Evaluation stage* enables the trainer to determine if the training methods and material were effective and successful as well as accomplishing the goal and objective that were established. Following, project how and when to evaluate the effectiveness of the training program. To evaluate the program effectively, data will be gathered from participants and the results will be carefully analyzed to identify any unforeseen problems or changing conditions. It is also essential to monitor the return on investment in the training program where productivity issues are the driving factor.

Human Performance Technology (HPT)

HPT is a training and instructional system that many businesses use to enhance productivity and to achieve the business goals of the organization. "Combined with learning and instructional technology, HPT provides a strategy for focusing directly on performance improvement" (Rothwell, 1996, p. 5). HPT is drawn from many disciplines such as behavioral psychology, instructional systems design, organizational development, and human resources management. This allows organizations to identify the cause for the performance gap, offers a wide range of interventions to improve performance, guides the change management process, and evaluates the results. A description of

this performance improvement strategy emerges as clearly explained by (Stolovitch & Keeps, 1992).

Human: performers in organizational and work settings.

Performance: measurable outcomes, accomplishments, valued by the system done

Technology: a scientific study of practical matters (p.4).

"The total performance improvement system is actually a merger of systematic performance analysis with comprehensive human resource intervention" (Stolovitch & Keeps 1992, p. 6). These are governed by a set of underlying principles that serve to differentiate it from other disciplines and to guide practitioners in its use and explain the principles in depth (Stolovitch & Keeps, 1992).

Systematic: This process determines the deficiencies or performance gaps that are to be remedied. The outcome describes the current state, the projected future state, and the rationale or business case for action or non-action.

"Performance is seen as the result of a number of influencing variables (selection, training, feedback, resources, management support, incentives, task interference) all of these must be analyzed before appropriate, cost-effective interventions are selected and deployed" (Stolovitch & Keeps, 1992, p. 7).

System value: Focusing on the results (outcome), this allows questioning, confirming, and reconfirming that people share the same vision and goals, that the job procedures support productivity, efficiency, and quality, "worthy performance" (Stolovitch & Keeps, 1992, p. 7) and that people have the knowledge, skills, and motivation they require" by both the performer and the organization in which she or he perform" (Stolovitch & Keeps, 1992, p. 7).

Scientifically: This step will determine what needs to be addressed in order to improve performance. The outcome is a statement of why performance is not happening or will not happen without some intervention. Job task analysis will identify the important tasks that employees must perform and the knowledge, skills, and abilities to perform those tasks. The outcome will be performance objectives, which will describe the desired performance, delineate the conditions under which the performance will be done, and will identify the criteria for successful performance.

By all means, methods, and media: This is "not limited by a set of resources to technologies that it must apply. Human performance technology is constantly searching for the most effective and efficient ways to

obtain results at the least cost" (Stolovitch & Keeps, 1992, p. 7).

According to Rothwell (1996), there are six causes of performance gaps:

- consequences, incentives, and rewards
- data, information, and feedback
- resources, tools, and environmental support
- individual capacity
- motives and expectations
- skills and knowledge (p.6)

Once the performance gap and the causes have been determined, the appropriate training program is then designed and developed. These may include measurement and feedback systems, new tools and equipment, compensation and reward systems, selection and placement of employees, and training and development. The program is then implemented and the desired outcome is achieved.

Performance-Based Instructional Design (PBID)

PBID is designed to help learners perform more effectively in the workplace. PBID was designed by David J. Pucel, a professor from the University of Minnesota. Dr. Pucel specializes in the development and evaluation of training and development. He has done extensive work with business and

industry on selecting, training, and evaluating personnel to enhance personal and job-related performance.

PBID is a system that has seven major components, and are as follows:

1. Program description
 2. Content analysis
 3. Content selection
 4. Content sequencing
 5. Lesson structuring
 6. Lesson delivery formatting
 7. Evaluation and feedback procedures development
- (Pucel, 1989, p.16)

The system's output is an integrated plan of the instruction, and each system component contributes to the output. "Because it is a system and each component is directly related to each other components, the relationships among the components must be understood for the system to be used effectively" (Pucel, 1989, p.16).

The design of the PBID starts with the program description. The purpose of the *program description* is to develop an instructional program that includes program intent and context "with a clear understanding of both the content area to be taught and its educational content" (Pucel, 1989, p.17).

The content includes:

1. Level of program (e.g., secondary, postsecondary, adults, or industry training)
2. Expected length of program (e.g., hours, days, or months)
3. Program focus (e.g., upgrading, initial preparation, remediation, retaining, or exploration)
4. Instructional setting (e.g., instructional format used such as a self-paced course; location; resource restrictions; and/or personal available)
5. Relationships to other programs (e.g., which courses will follow, or which are prerequisites)
6. Special learner characteristics (e.g., handicapped, disadvantaged, or employed) (Pucel, 1989, p.17) .

The *content analysis* determines the exact content of the program to be taught. Basically, content analysis concentrates on the psychomotor behavior and cognitive behaviors. This is accomplished in three stages and are as follows:

1. Function identification
2. Behavior analysis
3. Behavior detailing (process and knowledge-based identification) (Pucel, 1989, p.17).

This allows the learner to experience hands-on exercises which should be similar to the real job. This will help

recognize potential problems and verify specific causes of the problems.

The *Content Selection* determines what information is to be selected. It can be complex depending upon selecting the behavior to be taught, and identifying process and knowledge. These should include what the intended audience wants to know and the degree of detail that the intended audience requires.

Content Selection is accomplished using a five step procedure:

1. determine the important of each behavior
2. estimate the instructional time each required to teach each behavior.
3. determine the instructional time that can be devoted to the program.
4. prioritize the behaviors based on importance and time.
5. select high-priority behaviors that can be taught within the time available (Pucel, 1989, p.20).

In the *Content Sequencing*, learning strategy is important behaviors to be taught are incorporated in the order in which they will be taught (Pucel, 1989, p. 20).

"It must be characterized as dependent or independent. Dependent behaviors are those that must be taught in a certain order because they build upon one another, or because they are usually performed together. For example, one must be able to "operate a microcomputer" before being

able to "maintain a database with A microcomputer."

Independent behaviors are those that can be taught at any time during the program because they are not the basis for learning other behaviors in the program, or because they are not performed together with other behavior" (Pucel, 1989, p. 20-21).

The *Lesson structuring* examines the design of the program content and how it will be presented to the learners, and how it will be evaluated. This "involves the tentative selection of the type of lesson delivery format that will be used to implement the lesson as well as the type of methods, media, evaluation tools, and feedback procedures that will be used" (Pucel, 1989).

The lesson must be structured, to be delivered through the format as follows:

1. develop the behavioral objective
2. develop the less flow
3. specify the content to be taught or evaluated at each lesson-flow stage
4. select the lesson delivery format
5. select instructional methods for each stage
6. select instructional media for each stage
7. select evaluation procedures
8. select feedback procedure (Pucel, 1989, p.22).

The *Lesson Delivery Formatting* is a step-by-step process for carrying out the lesson plan, how it is presented to learners and how it can be evaluated. The format includes the decision to develop, specific methods, media, evaluation tools, and feedback procedures that will be used to carry out the lesson.

The purpose of *Evaluation and Feedback Procedures Development* is to determine if the lesson has been structured, the delivery format selected, and resource materials are accomplishing the goals and objectives that were established.

“Assess learning progress as a basis for adjusting instruction and providing feedback to learners during the process of instruction. It takes place through self-checks, tutorial questioning, and tutorial observation. These are aimed at identifying learning difficulties during the learning process, and helping the learner correct those difficulties” (Pucel, 1989, p.25)

Total Quality Management (TQM)

Total Quality Management is a management style based a structured system for producing quality service for both internal and external customers, continuous improvement, and growth potential. These outcomes are a break-through with development, team driven, improving the quality of an

organization's customer service, products, services, and profits.

Total Quality Management was implemented by W. Edwards Deming, an American statistician and management theorist who helped the Japanese improve their war torn economy in the 1950s. Deming has been credited for being an important contributor to the Japanese quality improvement programs.

Deming has said that higher quality leads to higher productivity, which in turn leads to long-term competitive advantage. Based on this, Deming outlined 14 steps that managers in any type of organization can take to implement a total quality management program.

Deming's 14 Points for Management

1. Create constancy of purpose for improvement of product and service. Constancy of purpose requires innovation, investment in research and education, continuous improvement of product and service.
2. Adopt the new philosophy throughout the organization (everybody).
3. Cease dependence on mass inspection. Inspect products and services for process improvement and cost reduction.
4. End the practice of awarding business on price tag alone. The lowest priced goods are not always the highest quality;

choose a supplier based on its record of improvement and then make a long-term commitment to it.

5. Improve constantly and forever the system of production and service. Improvement is not a one-time effort.
6. Institute training and retraining. Workers need to know how to do their jobs correctly even if they need to learn new skills.
7. Teach and institute leadership. Managers have the responsibility to discover the barriers that prevent staff from taking pride in their work.
8. Drive out fear. Create trust. Managers need to create an environment where workers can express concerns with confidence; create a climate for innovation.
9. Break down barriers between staff areas. Managers should promote teamwork by helping staff in different areas/departments work together.
10. Eliminate slogans, exhortations, and targets for the workforce. Managers need to learn real ways of motivating people in their organizations.
11. Eliminate numerical quotas. Workers need the flexibility to give customers the level of service they need.
12. Remove barriers to pride of workmanship. Give workers respect and feedback about how they are doing their jobs.

13. Encourage education and self-improvement for everyone. With continuous improvement, this will result; employees need to be successful at new job responsibilities.

14. Take action to accomplish the transformation. Management must work as a team (cited by Mary Walton, 1990, p.17-18).

Methods of Needs Assessment

According to Lee and Roadman, a needs assessment is the systematic process of determining goals, identifying discrepancies between actual and desired conditions, and establishing priorities for action (cited by Lee & Owens, 2000, p. 5). DeSimon and Harris (1998) state that a "need can either be a current deficiency, such as a poor employee performance, or a new challenge that demands a change in the way the organization operates" (p.18). They also report that an assessment is a way to collect information that can be used to decide what type of development will be perceived as relevant and useful. This in turn enables a conversation to take place that questions the type of skills and knowledge required to be more effective. Organizational gaps will be identified and considered, if the problem can be solved by training. The assessment is part of a planning process focusing on identifying and solving performance problems.

An assessment is conducted as a survey and questions are developed for individual interviews or focus groups (Rossett,

1998). Lee and Owens (2000), have activities that can be used to determine the present conditions of the organization.

Step one: Identify the knowledge and skill needed to perform the task(s)

Step two: Identify the job-specific knowledge and skill areas used to select people for the task(s)

Step three: This depends on whether there is a match between the results of steps one and two. If there isn't, then identify the skills that are missing and review for possible training or performance support applications, and consider revision of employee-selection criteria.

Step four: If there is a match between steps one and two, then look for environmental causes of the problem. Visit the work environment and compare average performance with exemplary or ideal performance. Identify gaps in performance, and continue with step five.

Step five: Document task performance that is acted by such environmental factors as:

- o Noise
- o Equipment
- o Tools
- o Temperature

- o Work space

Step six: Review all results and identify areas of need

Step seven: Gather data from employee about:

- o Management support
- o Existing training
- o Teamwork and empowerment
- o Workflow and processes
- o Safety

Step eight: Review all results and identify areas of need (Lee & Owens, 2000, p. 7&8).

These areas can be explored through the use of personal observations and additional assessments may include on-site observation and testing. On-site observations should be conducted by individuals who are experienced and knowledgeable with regard to performing a task analysis of the work processes, procedures, methods, and practices that are being observed.

The *organizational analysis* takes a current overview of the entire organization's operational and structural framework. It locates and defines problem areas. Information should be gathered from management and employees as well as plans and strategies which exist in financial planning, administration, and personnel management. According to Goldstein (1986) (cited

by DeSimone & Harris, 1998) organizational analysis should identify:

1. organizational goals
2. organizational resources
3. organizational climate
4. environmental constraints

Managerial Techniques

The term high performance management (HPM) became popular in the 1990s. It has been used to incorporate what Wood and Albanese (1995) and Wood and de Menezes (1998) described as high-commitment management, or what Huselid, (1995) described as high-performance work practices. It has also been described as high-involvement management, transformed workplaces, and flexible production systems (Wood, 1999a). These terms have been used to describe "the organizational form frequently held to be most appropriate for modern competitive conditions" in contrast to the Tayloristic form of organizations (Wood, 1999a, p. 391). There has been no accord across the field as to what complements a high-performance management system, but there is agreement that 'HRM practices can improve company performance by:

- increasing employee skills and abilities
- promoting positive attitudes and increasing motivation

- providing employees with expanded responsibilities so that they can make full use of their skills and abilities (Patterson et al, 1997, p.13)

The above three points from HRM to performance provide a basis for determining 'good' or 'high performance' HRM practices (Patterson et al, 1997). These justifications are informed by observational studies.

These studies were drawn upon data gathered from an intensive ongoing ten-year study of over a hundred small and medium sized manufacturing companies, Patterson et al (1997) argues that "HRM practices can influence employee skills through the use of the valid selection methods to hire appropriately skilled employees and through comprehensive training to develop current employees" (p. 13). The study focused on measuring the relationship over time between people management and other managerial practices which have traditionally been brought to influence company performance such as: business strategy, emphasis on quality, and use of advanced technology. These findings shows that people management practices have a strong impact on performance. Whether performance is measured in terms of productivity - which might be expected to have a stronger link with the way in which companies manage their employees - or profitability, in both cases the effect is significant.

Similarly, Mahoney and Watson (1993) argue that the employee involvement model of workplace influence has the most potential impact on performance, although it may not be appropriate for all organizations given the high cost of establishing and maintaining employee involvement. By decentralizing decision making and promoting a relaxed work environment can lead to increased performance, and if all employees take part in the decision making this will increase their morale and it will result in loyalty and commitment. Many writers such as Huselid (1995), MacDuffie, (1995), and Hoque, (1999) have argued that it makes sense to assess systems of HRM practices rather than focus on individual practices. What this is basically saying is that the company's performance will be high minded by a system of practices that support each other and have partnership reinforcing effects from employee contributions to company performance. For instance, the effectiveness of a comprehensive training program may be increased when combined with appraisals to assess employee performance and target development needs.

There are many factors that influence a company's performance and the labor strategy that a company expands to achieve its performance target. These include external factors such as the product and labor market, market share and market environment, as well as internal company factors such as

organizational culture, management styles and human resource management practice. According to Tyson (1997), "management ideology at the organizational level is a reinterpretation of the political ideology expressed in government policies and laws; and the impact of bargaining history is a function of the organization's decision making. Labor-market effects have an impact on virtually all aspects of the HRM role" (p. 284-5). Subject to this context, a performance level is not always achieved by means of the best practices promoted in the human resource management theory. This is certainly the case for most Ghanaian firms.

Training is used as a management tool to develop skills and knowledge as a means of increasing an employee's and ultimately an organization's performance in terms of efficiency, effectiveness and productivity. Employee development is another management tool. This tool is used to enhance the skills and ability, which the employees need to be able to move along with the organization to pursue a career in line with its advancing needs.

Not only is management's commitment to the training and development of its employees an attempt to improve product quality and service delivery, but also a way to make the employees feel valued and as part of the organization. It can raise the employee's morale and encourage their commitment to

the organization. A well-trained workforce can produce better jobs, be creative, and have higher motivation, which in the long term enhance the organization's productivity. According to Rothwell (1984) and Majchrzak (1988) training is one of the common problems in the introduction of technological change in an organization. Organizations underestimate the importance of skills needed for new technology. Decision making concerning investing in new technology are often made on assumption that the skills needed for the new equipment are available or will be easy to obtain. Although training and other human resource issues may arise during the innovation, they are often not conducted in commitment.

Skills for Successful Business

Training and development is essential to organizations which seek to gain a competitive advantage through a highly skilled and flexible workforce, and are seen as a major element to high productivity and quality performance. A skilled workforce can increase productivity by producing a higher level of work with greater value. A skilled workforce can improve a firm's operative flexibility as they will be easier to retrain due to their broad knowledge base of multi-skills. This allows management to be confident in using new technology and provide employers with progressive adjustment to change in production methods, produce requirement and technology. In today's

competitive climate, "efficient production even of technically unsophisticated products benefits from technically advanced machinery operated by a workforce with a high level of skills" which in turn "a pre-condition for successful selective of appropriate machinery and its efficient utilization" (Steedman & Wagner, 1989, p. 133).

The *job satisfaction*, employee commitment and motivation are highly regarded as important to the training and development measurement of organizational performance. Employees should be treated as valued assets, a source of competitive advantage through their commitment, adaptability and quality of skills and performance (Guest, 1997). Many organizations assume that employees are satisfied simply because they have a job. As a result, employers do not attempt to involve employees with decision making or motivating them; but, the emphasis should therefore be on generating commitment through "communication, motivation and leadership" (Storey, 1987, p. 6), "employees' commitment will yield better economic performance" (Storey, 1995, p. 35).

Implementation of *customer service training* programs can improve employee's behavior and enhance their performance. Customer service training will allow employees to become "familiarized" with the company's "history, it's growth and expansion, and the company's expectations regarding customer

service and the firm's work ethics" (Dessler, 1999, p. 270).

This program can help employees build value and integrity into the relationships with internal and external customers.

According to Dessler (1999) "teamwork doesn't just happen, instead employees must be trained to be good team members" (p. 271). Under this context, the training will be highly relevant to the job and will be effective through enjoyable practical exercises, which will add value to all employees. Teamwork is an excellent way of enhancing effective communication, problem solving, and innovative thinking.

Empowerment will give managers the opportunity to move away from telling employees exactly how to solve a problem, and rather provide employees with guidance necessary for long-term growth and performance improvement. Managers will learn how to expand the organization's "human assets" by assigning projects that stretch the skills of employees and allow them to confront and overcome areas of weakness.

The *Competitive strategy* builds a sustainable competitive advantage over the organization's rivals. This defines the fundamental decisions that guide the organization's marketing, financial management and operating strategies.

The *competitive advantage* lies within the ability to provide very personalized service while producing results that exceed traditional marketing methods. This guides the

organization to achieve advantage in innovation, quality enhancement, and cost reduction. Using personalized approach to conducting business positions employees as an extension of the organization and allows team work, builds trust, allows collaboration, builds communications and ultimately, organizational success. In addition, strong commitment to quality and operational intensity that allows the company to develop programs successfully.

Summary

The methods discussed in this chapter are world-class standards and qualify to be the foundations for formulating solutions to training and development in Ghana. These selected models have been applied successfully to problems in other contexts that are similar to firms in Ghana. Even though Ghanaian firms are faced with complex cultural settings widely different from places where these models have been used, there are high expectations in the success rate of these models because they seek to resolve more of the human factor than the business processes and environmental constraints.

Chapter Three

Summary, Conclusion, and Recommendations

Introduction

This final chapter contains recommendations of the successful training programs as they may apply to firms in Ghana. This chapter also summarizes the purpose of the research. The conclusions review the various techniques of development and training. Finally the chapter concludes with suggested recommendations for future research.

Summary

The objective of this paper was to seek structured and appropriate methodologies for successfully implementing Training and Development models in Ghanaian organizations. To this end, five major purposes of concern were carefully analyzed and discussed in detail. They include:

1. Training and development models
2. Needs assessment
3. Managerial techniques
4. Essential business skills

To achieve these purposes four successful proven training and development have been selected and discussed. The selected models include ADDIE model, Human Performance Technology,

Performance-Based Instructional Design, and Total Quality Management.

ADDIE model is a step-by-step process of the training. This model allows the learners to master a skill, knowledge, or attitude. The model focuses on the job by having the learner achieve standards necessary for the proper job performance.

Human Performance Technology (HPT), and other-hand, is systematic way of improving HPT and making work more productive. This model has improved human competence and productivity beyond traditional concepts of training and human resource development. Additionally, HPT analyzes elements of a system, and directly generates significant economic impact on organization.

Performance-Based Training Design teaches employees job performance that enables them to go back to work and **do** the job, not just know how to do the job. The design includes hands-on exercises to replicate the actual function of what is being taught.

Total Quality Management (TQM) is management approach to long-term success through customer satisfaction. It is based on the participation of all employees of the organization in the improvement of processes, products, services and the organizational culture. Top management has been fully committed for employees to show commitment.

Another purpose of this research was to describe needs assessment for conducting training and development programs in Ghana. The researcher found that needs assessment is a systematic exploration of the way an organization should function. For Ghanaian firms to establish a successful training and development program, the following must be taken into account:

1. Determine what training is relevant to the employees' job
2. Determine what training will improve performance
3. Determine if training will make a difference
4. Differentiate training needs from organization problem
5. Improve job performance with organizational goal and bottom-line.

Managerial techniques are yet another purpose used to identify techniques that contribute to lost productivity and morale in Ghanaian firms. The techniques include:

1. creating climates for openness
2. distributing and sharing information
3. building the team
4. leading and developing teams

The study also assessed the most essential business skills for career success in Ghanaian. The skills indicated:

1. strategic planning
2. goal setting
3. examining and understanding organizations' values

In summary, this paper used the results of the study to formulate recommendation for developing a comprehensive plan (model) for the creation of effective employee training and development within Ghanaian firms. The study utilized existing literature on training and development models for this purpose.

Conclusion

The research has examined the applicability of Total Quality Management. TQM is a way of achieving and maintaining excellence used in establishment of organization. Many organizations in the United States, such as IBM and Ford Motor Company; in Great Britain such as the Department of Trade and Industry and South Bank University; and also in Japan such as Toyota Motor Co. Ltd. and Fuji Photo Optical Co. Ltd. all successfully adopted TQM. Research has shown that through TQM methods, the organizations have shown improvement in communication, employee morale, productivity, process efficiency, and have also reduced cost and waste. By and large the effects of TQM in organizations have shown positive results. As a result, it makes economic sense for all Ghanaian firms to adopt TQM.

Why TQM May Not Work

1. Ghanaian firms may face some obstacles such as distrust between management and staff or departments.
2. "Customers are always right"
3. Management must show total commitment
4. Top managers need to ensure that quality initiatives are understood at all key levels of the organization
5. Inadequate compensation package will destroy morale
6. Government interference

Recommendations

- Train people and help them in recognizing suggestion opportunities, and making suggestions.
- Act as a team leader in the directing subordinates.
- Practice delegation through participation and involvement.
- Reinforce the benefits of company's customer service training program and ensure that specific programs respond to identified customer needs.
- Employees should appreciate diverse cultures that may be contrary to their own.
- Promote use of work incentives - profit sharing, recognition programs and competitive benefit package.
- Creative and innovative - provide employees with opportunities to use their skills.

- Develop skills and increase the knowledge of employees, thereby enhancing awareness. By assessing and developing attitudes and behaviors, this will ensure that all people develop ways to achieve their full potential and secure organizational and personal success.
- Cross-functional teams work on improvements that promote efficiency and respond to customer requirements.
- Do things right the first time by planning carefully.
- Refine the criteria for approval of training classes to ensure consistency and fairness for all employees.

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