PRESBYTERIAN UNIVERSITY COLLEGE

OKWAHU CAMPUS, ABETIFI

DEPARTMENT OF BUSINESS ADMINISTRATION

TOPIC

ACHIEVING BETTER PERFORMANCE THROUGH TRAINING AND DEVELOPMENT PROGRAMMES FOR EMPLOYEES.

A CASE STUDY OF NEW TIMES CORPORATION HEADQUARTERS, ACCRA

A REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE AWARD OF BSc. IN BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT OPTION)

BY

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DECLARATION

“I declare that I have wholly undertaken the study reported herein under supervision”, this work submitted as a project work to the Department of Business Administration Okwahu campus of the Presbyterian University College, Abetifi for the degree of BSc. Business Administration is the result of my own effort and that it has not been presented elsewhere for any other academic requirement; except other works consulted for which appropriate acknowledgement and referencing has been done.

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……………………………….                           ………………………………..

DATE                                                              DATE
DEDICATION

I dedicate this book to my lovely and wonderful parents Mr. Mac Wisdom Kofi Awuye and Madam Victoria Amevor who introduced me to benefits of schooling from an early age enabling me to reach this far for such a study to take place despite the hardships they went through in taking very good care of me. May God richly bless them.

I also dedicate this book to my siblings, Desire Emefa Awuye, Sterlling Sellassie Awuye and Jewell Dzifa Awuye. I would advice them to do their best to attain higher heights in life and make the best use of their time.
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Most blessed, most glorious, the ancients of days, almighty, victorious, thy great name we praise. My profound thanks goes to the Creator and Sustainer of the entire Universe. Father, May your Holy name be praised in the highest.

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ABSTRACT
Training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel (Arthur.W.Jnr, Bennet.W.Jnr, Edens.P.S. and Bel.S.T 2003). In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge and abilities.

There are two types of training namely, off-the-job training and on-the-job training. Off-the-job training has to do with training of employees outside the organisation, this means employees are sent out to learn and they come back to apply the knowledge acquired to their jobs. On the other hand, on-the-job training has to do with training employees within the organisation. Before training employees, a needs assessment has to be conducted to know which employees need training and the best training methods to be used in training them.

To achieve the study objectives, questionnaires were distributed to some employees of New Times Corporation to obtain data. The data analysed indicated that that the criteria which is regularly used in selecting employees for training was performance and as such most employees were selected for training to improve upon their performance, at the end of this exercise employees who were trained were motivated and satisfied with their jobs. They also exhibited excellent performance.

An organisations greatest asset is its Human Resources. To help these Human Resources achieve better performance, they have to be updated and upgraded through training and development programmes regularly.
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CHAPTER 1
INTRODUCTION

1.0 Introduction
This chapter presents the background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study and organization of the study.

1.1 Background
Today’s dynamic business world and globalization has brought constant changes for organizations. The impact of globalization and changing technologies has made organizations adopt innovative methods. This impacts directly on the continued needs for a tied connection between individual professional education and organizational development. Professional education can be traced to numerous demands, including maintaining competitively in the marketplace, increasing productivity and enhancing employee skills and knowledge. Training is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to new personnel (Arthur.W.Jnr, Bennet.W.Jnr, Edens.P.S. and Bel.S.T 2003).

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

Even though company training and development programmes may help your company, you might be wondering whether such programmes are worth it to you as an employer. Most
employers acknowledge the fact that their employees are the organisations valuable assets and as such see to it that, employees are given the necessary skills needed for their tasks. One of the first thing management is concerned with is productivity. Therefore the problem of organizations regarding employees is also a matter that concerns the production process. The management’s focused interest is on the improvement of employees’ productivity in the areas that are keys to the development of the company. One can assume safely that every organization wants to have the best return from their employees’ production output. The huge investment by employers in new work processes and technology expect workers to produce error-free output. Theoretically, the employer expects workers to try to produce maximum output with minimum level of input. Practically, there is more need for training and development in organisations than before even though competitive pressures put constrains on training budgets (Liu and Batt, 2005).

1.2 Problem statement

According to Raymond .A. Noe, John R. Hollenbeck, Barry Gerhart and Patrick .M. Wright (2006), training and development enables employees develop specific skills that help them to succeed in their current jobs and develop for the future. Many organisations in Ghana specifically, the government owned organisations practice training and development. In these organisations, there are departments in charge of this exercise. The New Times Corporation is one of these organisations. These days, most organisations are ignoring employee training and development programmes because they do not see its relevance in the field of work. As a matter of fact, when employees do not undergo proper training, there is poor performance, high reject, low productivity and high labour turnover. This research seeks to enlighten employers on the need to carry out training programmes for employees.

1.3 Objectives of the study

The study seeks to achieve the following objectives at New Times Corporation.
1. To determine when employees need training and development (Needs Assessment).
2. To identify the types/methods of training.
3. To examine the content of a training and development programme.
4. To assess the importance of training and development.

1.4 Research questions

- What is training and development?
- Who should be trained?
- How does training and development affect employee performance?
- What are some benefits of training and development to organisations and employees?
- How does training needs analysis help in training and development programmes?
- What methods of training should be used for trainees?

1.5 Significance of the Study

This research seeks to inform the management of New Times Corporation and other organisations that to achieve excellent performance, there is the need for a properly trained and well developed workforce. The study also hopes to explain to managers the importance of training and development and its effect on productivity as well as employee performance. Finally, the study seeks to enlighten managers on how to plan and design training programmes to avoid poor employee performance.

1.6 Research Hypothesis

Employees who go through training and development perform better because of well-designed training and development programmes.

1.7 Scope and Limitation of the Study

There are many organisations in the country (Ghana) which can be used for this study, but this study is focused on one organisation (Ghanaian Times Corporation). Again the scope of
this study is limited to the middle level management and the lower level management of the organisation. This is to make the study more understanding and to be able to carry the research through.

In this research, some limitations had to be done. It is generally known that getting information and data from certain organisations is not easy since individuals are not willing and ready to spend time with the researcher. It is also a well-known fact that employees are normally not generous about questions which are posed to them. Finally, getting access to information for the study was very difficult.

1.8 Organization of the Study
This study is organized into five chapters, with the summary organized below:

Chapter one focuses on the introductory aspect of the research topic. It gives a general introduction to the research. This chapter consists of introduction, background of the study, statement of the problem(s), objective(s) of the study, significance of the study, limitations and organization of the study.

Chapter two refers to Literature Review, which reviews the related literature on the topic, achieving better performance through training and development programmes for employees.

Chapter three deals with the research methods used and includes sample frame and size as well as the sources of data collected that is primary source and secondary source, the sampling and the method used for the research. This chapter also gives a profile of the study area (New Times Corporation).

Chapter four is concerned with the discussion of data, analysis of data and the interpretation of data collected. To achieve the objectives of the research, the researcher collected data and information using various sampling techniques as highlighted in chapter three (3).
Chapter five deals with findings, recommendations and conclusion of the study.
CHAPTER 2
LITERATURE REVIEW

2.0 Introduction

I have deepened my knowledge on previous written literatures regarding training and development, as well as more contemporary research into the study. Moreover, I have selected the ones that are suitable for this study and they are presented in this chapter as follows; why needs assessment, types and methods of training, content of a training and development programme, and the importance of training and development.

2.1 Why Needs Assessment

( Arthur.W.Jnr Bennet.W.Jnr, Edens.P.S. and Bel.S.T 2003) stated that needs assessment diagnose current problems and future problems to be met through training and development. For instance, competitive pressure or a change in an organisation’s strategy may lead to downsizing and the restructuring that accompanies it. As a result, the remaining employees need to be broadly trained.

According to J.P.Wilson (2005), before considering the identification of needs, it is important to make the distinction between learning and training needs. The cabinet office (1984:4) defines a learning need as arising “when an individual or a group are required to do things differently or to do different things”.

A training need only arises when a learning need cannot be met within the normal day-to-day processes or when meeting a learning need in this way will take too long, involve too high a risk/cost, not result in the required standard of performance, and when training is the most cost effective way of meeting the need.
Boydell (1983) has identified three levels of training needs within an organisation; they are organisational, occupational and individual levels. A fourth area, needs at departmental level is also a useful consideration when analysing training needs in a larger organisation.

Some organizational and individual training needs are not as clearly defined as others. Even when training needs appear to be obvious, it is still necessary to choose appropriate methods that will meet them. Many training needs are not so obvious.

A training needs assessment is one of the most basic and common forms of assessment used by Human Resource Development professionals in the workplace (Gupta, 1999). Needs assessment helps determine when training is the answer – and when it is not. Assessment ensures that training programs have relevance to the people being trained.

Gupta, in his book A Practical Guide to Needs Assessment, gives the following overview of the training needs assessment:

A needs assessment provides the information that is usually necessary for designing training programs. The basic purpose of a training needs assessment is twofold:

• To identify the knowledge and skills that people must possess in order to perform effectively on the job, and

• To prescribe appropriate interventions that can close these gaps.

There are two main reasons to conduct a training needs assessment:

• It ensures that training programmes are developed based on identified needs; and

• It is relatively easy to implement (Gupta, 1999).

Some performance problems can be addressed by training whiles other problems cannot be fixed by training. Training is not the answer to a problem when it is used to cover up the
symptoms (Rosner, 1999). A needs assessment avoids misdiagnosing a non-training problem as a training problem.

A Review of Methods Commonly Used to Assess Training Needs

Data gathering is the cornerstone of any needs-assessment project (Gupta, 1999). The fundamental premise of needs assessment is that in order to make effective decisions about current or future training needs, data must first be gathered (Gupta, 1999).

There are many ways to collect data. Commonly used methods are interviews, focus groups, surveys and questionnaires and observation. Other methods include the nominal group technique, action research and Dacum (developing a curriculum). Most needs assessments employ one or several data-gathering techniques (Gupta, 1999).

Interviews are one of the easiest tools for gathering information. Interviews can be conducted face-to-face or over the phone. The biggest benefit of one-to-one interviews is the human interaction that occurs (Gupta, 1999). Phone interviews are more effective when small pieces of information must be gathered. One-to-one and phone interviews can be conducted in either a structured or unstructured manner. Another advantage is that the interviewer can clarify answers when necessary and ask whether interviewees have additional questions at the end. Vicki S. Kaman (Allen, 1990) agrees. She lists the 3 advantages of interviews as: (1) employees can be encouraged to share their ideas; (2) interviews provide process, as well as content information, and (3) interviews provide a two-way communication. Interviews also work quite well when the target group is small in number.

Focus groups implement a group-interview method. People with similar experiences are brought together and asked their opinions and/or ideas about a specific subject. To be effective, focus groups require good facilitators (Gupta, 1999).
Preparing and implementing surveys and questionnaires require several stages including preparing, designing, developing questions, writing instructions, writing cover letters and pilot testing, (Gupta, 1999).

Observation is also a method that can be used to collect data during needs assessments. A problem that occurs when using observation is that people often alter their behaviour when someone is watching. To overcome this, techniques that are not obtrusive must be used.

According to Gupta (1999), the main drawback to the training needs assessment approach is that it lacks the rigour of a strategic needs assessment, competency assessment, or job and task analysis.

2.2 Types and methods of training
According to G.A. Cole, in selecting training and development techniques, trade-offs exist. That is no single technique is always best, the best method depends on cost-effectiveness, desired programme content, learning principles, appropriateness of facilities and trainee preferences and capabilities. The importance of these five trade-offs depends on the situation. For example, cost-effectiveness may be a minor factor in training an airline pilot in emergency manoeuvres. But whatever method is selected, it has certain learning principles associated with it.

He went on to give a method of training, which is job instruction training. This method of training is received directly on the job, and so it is often called “on-the-job” training. It is used primarily to teach workers how to go about their current jobs. A trainer, supervisor or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles.

On-the-job training includes several steps. First the trainee receives an overview of the job, its purpose and desired outcomes, with an emphasis on the relevance of training. Then the
trainer demonstrates the job to give the employee a model to copy. Since the employee is shown the actions that the job requires, the training is transferable to the job. Next the employee is allowed to mimic the trainer’s example. This is done until the employee masters in the job. Finally, the employee performs the job without supervision, although the trainer may visit the employee to see if there are any lingering questions.

According to Leslie Rae (2003), there are two broad types of training available for organisations: on-the-job and off-the-job training techniques.

**On-the-job training** is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation, role playing and coaching.

**Off-the-job techniques** include lectures, special studies, films, television conferences or discussions, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although some may be too costly.

Individual circumstances and the "who," "what" and "why" of your training program determine which method to use. Under these two broad types of training, there are several methods which can be used and they are as follows;

**Orientations** are for new employees. The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit do so in the first ten days. Orientation training should emphasize the following topics:
• The company's history and mission.

• The key members in the organization.

• The key members in the department, and how the department helps fulfill the mission of the company.

• Personnel rules and regulations.

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understands his or her new place of employment.

**Lectures** present training materials verbally and are used when the goal is to present a great deal of material to many people. Lecturing is a one-way communication and as such may not be the most effective way to train. Also, it is hard to ensure that the entire audience understands a topic on the same level; by targeting the average attendee you may under train some and lose others.

**Role playing and simulation** are training techniques that attempt to bring realistic decision making situations to the trainee. Likely problems and alternative solutions are presented for discussion. Experienced employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

**Audiovisual methods** such as television, videotapes and films are the most effective means of providing real world conditions and situations in a short time. One advantage is that the presentation is the same no matter how many times it is played. The major flaw with the audiovisual method is that it does not allow for questions and interactions with the speaker, nor does it allow for changes in the presentation for different audiences.
**Job rotation** involves moving an employee through a series of jobs so he or she can get a good feel for the tasks that are associated with different jobs. It is usually used in training for supervisory positions. The employee learns a little about everything.

**Apprenticeships** develop employees who can do many different tasks. They usually involve several related groups of skills that allow the apprentice to practice a particular trade, and they take place over a long period of time in which the apprentice works for and with the senior skilled worker. Apprenticeships are especially appropriate for jobs requiring production skills.

**Internships and assistantships** are usually a combination of classroom and on-the-job training. They are often used to train prospective managers or marketing personnel.

**Programmed learning**, computer-aided instruction and interactive video all have one thing in common: they allow the trainee to learn at his or her own pace. Also, they allow material already learned to be bypassed in favour of material with which a trainee is having difficulty. After the introductory period, the instructor need not be present, and the trainee can learn as his or her time allows.

**Laboratory training** is conducted for groups by skilled trainers. It is usually conducted at a neutral site and is used by upper- and middle management trainees to develop a spirit of teamwork and an increased ability to deal with management and peers. It can be costly and is usually offered by larger and small businesses.

Another effective training technique which results in motivation is cross-training, when implemented horizontally, upward and downward. Department heads, assistants and
employees can cross-train in different departments or within the department itself. With background support, employees can have one day training in the role of department head ("King for the Day"). When a General Manager is away, department heads can take roles and this is a form of cross-training.

Cross-training should be carefully planned and presented as a learning opportunity. It should be incorporated in an organisation’s master yearly training plan, covering all positions and departments. It should begin with supervisory level and filter down to entry-level positions. Taking a hotel for an example, the cross training should be done in this manner; Housekeeping should cross-train in Front Office and vice-versa; Front Office in Marketing, Sales, Public Relations, Food & Beverage, Banquets, Security; Marketing & Sales in Front Office, Food & Beverage, Purchasing; Food & Beverage Service in the Culinary department and Human Resources Managers in different departments and vice versa.

This technique achieves the following objectives:

- Prevents stagnation
- Offers a learning and professional development opportunity
- Rejuvenates all departments
- Improves understanding of the different departments and the hotel as a whole
- Leads to better coordination and teamwork
- Erases differences, enmity and unhealthy competition
- Increases knowledge, know-how, skills and work performance
- Improves overall motivation
- Leads to the sharing of organizational goals and objectives.
Sending people to work in another department at a moment's notice is not what cross-training is about. This has to be an effective planned process. Employees must "buy" into the idea, be encouraged to give feedback and make suggestions for improvement. They become "partners". Departmental communications meetings can be used to share lessons learned. When employees think "the grass is greener on the other side of the lawn" they soon realize their mistake after exposure to other departments. They return to their job with a better attitude.

Cross-training can also be used to "shake up" supervisors or employees who have lapsed into poor performance. Upon being moved to a different position or department, albeit temporarily, they hear "warning bells", shape up and usually return to their positions as exemplary performers.

Depending on the budget at hand and the objectives to be achieved, the time for cross-training can vary from one day to a week or more. Details must be coordinated with the "receiving" department head. The trainee is incorporated within the department's activities for the duration of the cross-training (briefings, meetings, or obligations).

A more sophisticated form of cross-training is job rotation, which usually involves extended periods (from one month to six months). With job rotation, the employee's role is of a different nature. He is not considered as trainee, but is responsible over certain job functions, for which he has to prove himself.

Both cross-training and job rotation create a team of workers who are more knowledgeable, can easily replace each other when needed and who gain new confidence regarding their professional expertise. These two techniques lead to great motivation throughout the company.
Unionized properties face some difficulty in implementing such techniques due to the rigidity of Union policies and labour agreements. It is up to management to win over Unions on this concept and convince them of the benefits to employees' careers. Union representatives can be made to understand that company-wide cross-training involves substantial investment in time, effort and payroll. The benefits, however, are enjoyed by the three main stakeholders: employees, management and guests. Employees enjoy the rewards of added know-how, skills, career opportunities and future security due to business success. Cross-training must be carefully planned to help achieve organizational objectives, in harmony with the career objectives of the Supervisors and employees being cross-trained.

When effectively planned, with a custom-tailored system, it helps create the ideal learning organization. It involves serious preparatory work and should not be haphazardly planned or implemented by the inexperienced, new to the field of organizational development and training.

An effective cross-training program has to be created with the involvement of all members of the management team.

2.3 The content of a training and development programme.

In the early 1980s U.S. Steel (now USX) underwent massive downsizing and invested more than $1 billion to upgrade and computerize its production processes. Worker skills needed to be upgraded, for the new technology to pay off. But as part of its restructuring, the company had eliminated an apprenticeship program that provided in-depth training in a number of crafts. Now the company needed a training program that would cut across craft lines. USX found that an investment in physical resources often requires an investment in human resources (Gomez-Mejia, Balkin and Cardy, 1995).
The extent to which organizations will support employee training and development certainly varies, and that variability leads to an interesting question--why do some organizations value training more than others? Of course, organizational constraints can limit the amount of training regardless of how much the company values it.

**Historical Perspective**

When establishing a training program it is important to determine the content. However, because of organizational constraints, usable content tends to be less than the potential content. Constraints can include restrictions on time, personnel and spending; lack of training facilities, materials or equipment; and the attitude of senior management. The relationship between potential and usable training content can be expressed in the following equation (Finch, 1989, p. 161):

**The Training Content Decision-Making Equation**

\[
UC = PC - C
\]

Where: \(UC\) = usable content, \(PC\) = potential content, \(C\) = constraints

Therefore, any training program must balance the need to provide the proper level of training against organizational constraints. A tilt one way or the other could be detrimental. Any training model that does not reflect this delicate balance will be useless for human resources practitioners. A training model that captures the reality of organizational constraints is needed because, despite spending more than $50 billion per year on training, the effectiveness of American companies' training is questionable compared with many other countries (Hicks, 2000; Idhammar, 1997). Much of the training in the U.S. is the "follow Joe" type.

This means new employees are teamed with experienced employees and are expected to learn on the job. However, this method does not always ensure that all the necessary information is
passed along to the new employee. For instance, let us suppose that Joe, an experienced worker, is responsible for teaching Mike, who is new. First of all, Joe might only possess a certain percentage of the knowledge he should have. In addition, Joe might not teach Mike everything he knows, keeping some skills to himself because of pride or job security. However, even if Joe teaches Mike everything he knows, Mike might not be able to remember all of it (Idhammar, 1997).

To improve the effectiveness of the training function, a systematic process is needed that provides a framework for evaluating training goals and techniques subject to organizational constraints.

Another school of thought also has the belief that the following topics should be included in training programme content.

1. **Communications**: The increasing diversity of today's workforce brings a wide variety of languages and customs.

2. **Computer skills**: Computer skills are becoming a necessity for conducting administrative and office tasks.

3. **Customer service**: Increased competition in today's global marketplace makes it critical that employees understand and meet the needs of customers.

4. **Diversity**: Diversity training usually includes explanation about how people have different perspectives and views, and includes techniques to value diversity.

5. **Ethics**: Today's society has increasing expectations about corporate social responsibility. Also, today's diverse workforce brings a wide variety of values and morals to the workplace.

6. **Human relations**: The increased stresses of today's workplace can include misunderstandings and conflict. Training can people to get along in the workplace.
7. **Quality initiatives:** Initiatives such as Total Quality Management, Quality Circles, benchmarking, etc., require basic training about quality concepts, guidelines and standards for quality, etc.

8. **Safety:** Safety training is critical where working with heavy equipment, hazardous chemicals, repetitive activities, etc., but can also be useful with practical advice for avoiding assaults, etc.

9. **Sexual harassment:** Sexual harassment training usually includes careful description of the organization's policies about sexual harassment, especially about what are inappropriate behaviours.

A company’s training course can guide people to master various skills, acquire knowledge, and develop attitudes. When a class goes well, people gain confidence and apply these new behaviours long after training ends.

A training course can teach any or all of the following topics:

- Soft Skills—How to interact with people
- Technology Training—How to use something
- Process and Procedure—How to apply a concept or policy

**Define Training Course Objectives**

People who normally prepare training and development courses often ask the following questions:

- After training, what should employees be able to do?
- Where will they apply this training?
- How will you measure their success?
If you are creating a new training course, then these questions may initially be difficult to answer. A training needs analysis will help you identify what your audience needs to learn. During the instructional design process, the training course designers will aid you in finding the very best answers and create clear learning objectives.

**Shape the Course to Achieve Results**

Your training course’s structure should reflect its learning objectives. A solution that works for leadership training may not work for a technical certification class.

Here are a few examples of different types of training course content:

**Soft Skills**

The acquisition of soft skills enables trainees to develop how to interact with people or customers. It deals with the following:

- Customer service training
- Leadership training
- Train the trainer

**Technology Training**

The technology training enables trainees to use new technologies in the course of their duties.

- Off the shelf software
- Proprietary software

**Process and Procedure**
This helps trained employees to be able to apply concepts and policies in their activities.

- Compliance
- Certification

A training course can teach any or all of the topics listed above. Some classes may focus on just one of these topics, while other classes may cover all three. For example, a retail store might offer a three-day leadership training class to its district managers. However, newly hired sales associates might attend an orientation program that teaches customer service, pricing scanner techniques, and point-of-sale policies.

According to Gupta (1999), programme content is shaped by the needs assessment and the learning objectives. The objectives here may be to teach specific skills, provide needed knowledge or try to influence attitudes. Whatever its content, the programme must meet the needs of the organisation and the participants. If the company’s resources are not furthered, resources are wasted. Participants must view the content as relevant to their needs or their motivation to learn may be low.

2.4 The importance of training and development

The significance and value of training has long been recognized. Consider the popular and often repeated quotation, “Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime.” This simple but profound saying is attributed to the wisdom of Confucius who lived in the 5th century BC. Given today’s business climate and the exponential growth in technology with its effect on the economy and society at large, the need for training is more pronounced than ever.
Training, in the most simplistic definition, is an activity that changes people’s behaviour. Increased productivity is often said to be the most important reason for training. But it is only one of the benefits. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). McNamara (n.d.) lists the following as general benefits from employee training:

- increased job satisfaction and morale
- increased motivation
- increased efficiencies in processes, resulting in financial gain
- increased capacity to adopt new technologies and methods
- increased innovation in strategies and products
- Reduced employee turnover

This is only a partial listing of the many benefits that result from training. Training that is appropriate to the needs of an organization can add great value. So, why would an organization not welcome and seek out the value-added benefits resulting from training? Training is not always the answer to performance problems. Brandt Sakakeeny, training industry analyst for Solomon Smith Barney believes that training can be a great investment and training can be a waste of money (Rosner, 1999). Training is indeed a waste of money when the desired behaviour does not occur. Gupta acknowledges that not all performance problems can be addressed by training. In many cases, non-training interventions are necessary (Gupta 1999). The key is to identify what problems can be attributed to training deficiencies and, once that is accomplished, to insure that the right training is implemented. Bartram and Gibson, in their Training Needs Analysis Toolkit agree. Without the right
training, employees can be your [the organization’s] biggest liability. Trained effectively, however, they can become your biggest asset (Bartram and Gibson, 2000). Rosner (1999) adds another ingredient for success – support after training. He states, “The most effective programmes train workers in new behaviours and then train managers to support employees as they apply learning daily (Rosner, 1999, p.43). Support and endorsement from management can greatly enhance training results. One can conclude that training is not always the answer, and when it is the answer, it has to be the right training.

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Training is big business. In 1998, American companies spent $60 billion on training (Rosner, 1999). So, how does an organization train effectively so that the investment results in growth and success? To make training count, it must be matched directly to the needs of the organization and people in it. One tool that is used to accomplish this is the Training Needs Assessment.

Another school of thought believes that, modern technology does a lot of good things for businesses. It can be used to speed up production, improve the quality of products and services, and tremendously decrease delivery times to customers. These capabilities of modern technology, however, are useless unless employees are familiar with them. In inexpert hands, it can disrupt the smooth flow of work instead of making it efficient. At no time in the stages of production development has employee training become more crucial than it is today, although training has long been recognized as one of the essential tools for effective management.

The concept, scope, and methodologies of employee training have undergone many changes to respond to the need for efficiency or change in the workplace. Aside from the obvious need of new employees to get familiar with the usual policies and work system of the company that hired them, they also have to get acquainted with the technology being employed. Thus, many companies have found it useful for new employees to undergo familiarization training before letting them formally assume assigned positions.

Training is not limited to the knowledge and mastery of technology-based production processes and allowing employees, new and old, to keep pace with the constantly changing work environment. It is also used as a strategy to retain employees by preparing career paths for them. This prevents a high employee turnover rate and ensures that the business maintains high calibre employees manning sensitive positions. Another important benefit of training is
that its helps businesses to develop and institutionalize a management system which can bring stability and growth. Training, after all, is not limited to the rank and file; many hours are also devoted to training middle and top level managers, to help them become efficient in the new trends, thereby having more effective ways of organizational and human resource management.

Training is the most important tool of a business to develop commitment and loyalty and to create a culture of cooperation among employees. Although monetary compensation plays a crucial role in this, a culture that develops a sense of belonging among employees not only motivates them to do their best, but also makes them hesitate to leave the company, even with more lucrative job offers.

Training and education of employees is a major investment among businesses, especially now that technology is constantly discovering new methods of doing things. According to research, various companies invest more than 100 billion dollars on employee training and education annually. New employees are getting much benefit from these intensified employee development programs. These programmes are focused on providing them more than adequate knowledge and skills about the jobs they will soon assume and the company that hired them. All that money is well spent, it seems, as the same research studies reveal that these companies enjoy considerable increases in productivity.

A few decades ago, training and education was considered a necessary expense and training sessions are mostly focused on management courses for executive level employees. Today, it is unthinkable for training to have such a narrow focus. It is intended to provide the means for all employees, managers, and rank and file alike, to perform well at their jobs, and means for the business to adjust to a shifting business environment.
Employee training and development activities are intended to improve performance. Unfortunately, most training and development activities fail in this respect because they are thrown at problems that are ill-defined and improperly identified. Since the point of both training and development is to improve performance, it makes sense to use them together, so that the performance management process ends up telling you what kinds of training and development will be most effective in any given situation.

Training has a direct relationship with the employees’ performance. Basically training is a formal and systematic modification of behaviour through learning which occurs as result of education, instruction, development and planned experience (Michael Armstrong, 2000). Because of the practical implications of training, it is important to have training that is effective. Studies have proven that more costly but effective training can save money that is wasted on cheap but inefficient training (Ginsberg, 1997).

According to the American society for Training and Development, employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

**Knowledge**

Training programs increase an employee’s job knowledge. An increase in job knowledge means that the employee will feel more comfortable doing his job and will perform at a high level.

**Satisfaction**
Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels.

**Innovation**

Training employees about the organization, where each employee fits in the organization and how the organization fits into its overall industry creates innovation. In other words, employees who have a knowledge framework delivered through training are creative in solving problems, both in the short and long term.

**Career Orientation**

When training programs are offered as a method to progress in one’s career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers.

**Goal Orientation**

Effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an employee aware of her goals and how she will reach them.

Professor Lakshmir, an Indian professor also made it clear in his presentation that, modern technology does a lot of good things for businesses. It can be used to speed up production, improve the quality of products and services, and tremendously decrease delivery times to customers. These capabilities of modern technology, however, are useless unless employees are familiar with them. In inexpert hands, it can disrupt the smooth flow of work instead of making it efficient. At no time in the stages of production development has employee training become more crucial than it is today, although training has long been recognized as one of the essential tools for effective management.
The concept, scope and methodologies of employee training have undergone many changes to respond to the need for efficiency or change in the workplace. Aside from the obvious need of new employees to get familiar with the usual policies and work system of the company that hired them, they also have to get acquainted with the technology being employed. Thus, many companies have found it useful for new employees to undergo familiarisation training before letting them formally assume assigned positions.

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Menchedella, a corporate trainer stated in her article that, employees who are trained properly not only make fewer mistakes, but they can also spot the reasons for errors. Training can change the approach from pointing fingers to identifying the steps needed to improve a situation.
CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The methodology chapter entails the procedures and methods used in gathering both primary and secondary sources of data in order to achieve the objectives of the study and the profile of the study area (New Times Corporation). Highlights are given on the sources of data and specific tools used. This chapter also contains identification of the population, sampling techniques used in data collection and measurement methods as well as the analysis of data which will help the researcher draw a conclusion. The problems encountered in the field and how these were overcome is also discussed.

COMPANY PROFILE OF STUDY AREA (NEW TIMES CORPORATION)

SHORT HISTORY OF THE NEW TIMES CORPORATION

The New Times Corporation is situated in West Industrial Area, Feo Oyeo, Kaneshie. The organisation was established in in 1957 and named ‘Guinea Press Limited.’ By a Legislative Instrument of Incorporation 1971 the Guinea Press was turned into a Corporation and renamed the New Times Corporation.

The first publication in the early part of 1958 were “Ghana Star”, “Ghanaian Times” and “Evening News”.

Through its wide circulation the press is able to feed the urban and rural population with information on the country’s economic, social, political and development programme.
The Commercial Printing Department is also alive with different types of colour jobs like posters, handbills, brochures, magazines and exercise books.

MISSION STATEMENT

The mission statement of New Times Corporation (NTC) is to become one of the best and most profitable publishers and printers with a major impact on the socio-economic development of Ghana employing experienced, motivated and dedicated workforce; optimising the use of available technology and always ensuring customer satisfaction and growth. Thus the corporation will remain dedicated to informing and educating of the Ghanaian public in a manner that is worthy of responsible journalism while ensuring that government policies and programmes are effectively communicated to Ghanaian citizens to facilitate national development.

OBJECTIVES

Act 361 of 1971 authorised the corporation to among others carry out businesses as;

- News paper proprietors, newspaper and general printers and publishers.
- Advertisers, advertising agents and contractors.
- Other businesses that may be conveniently or profitably carried out therewith or as may enhance the value of the corporation’s property.
- To manufacture and deal in all kinds of articles and things required for the purpose of any such business.
- It was also to collect and disseminate news and information, employ correspondents, authors, writers and to pay for news however obtained.

COMPANY STRATEGY
In the direction of the above, the NTC will seek to diversify and expand products and content of its publication through application of literary and graphic creativity in its writings and products presentation styles so as to meet the changing tastes and preferences of Ghanaians.

Management shall consciously introduce and enforce prudent and generally acceptable standards and operational procedures through organisational restructuring, the recruitment and retention of well qualified and experienced personnel as well as prospecting and pursuing new opportunities.

MANAGEMENT OF CORPORATION

Currently the corporation is governed by a 9 member Board of Directors (BoD’s) who are appointed by the National Media Commission in consultation with the President of the Republic of Ghana. The day-to-day administration of the corporation is however in the hands of management team made up of the heads of the 6 main departments. These 6 departments are as follows; administration, audit, editorial, marketing, accounts and the technical services and publications departments.

3.1 Study Type

This research is non-experimental and purely a descriptive cross-sectional study and considers data from both primary and secondary sources.

3.2 Population and Sample Size

Shindler (2001) defines population as the total collection of elements about which one wishes to make some influences. This study concentrates on employees and management of New Times Corporation.
The total number of employees in New Times Corporation is 294 and the company has 13 departments in all. Since the population is large, the researcher decided to deal with a sample size of 30 respondents.

3.3 Sampling Techniques and Sample Size

The primary purpose of this research is to determine if training and development really helps in achieving better performance. As a result the whole population would be impracticable or impossible to analyse and presented as findings. The sample size chosen was thirty respondents. The sampling technique used was the random sampling without replacement. In this method, each employee in the population has the same probability of being selected as part of the sample as any other employee. Random sampling without replacement means, an employee is not returned to the population after he or she is selected and thus can only occur once in the sample.

3.4 Sources of Data.

Data collection is the means by which data is obtained and recorded about a selected sample for research purposes. There are various methods available for obtaining data. In this research, both primary and secondary source of data was used to obtain the data

Primary Data: The research made use of primary data by collecting information through interviews with respondents and questionnaires. It is designed to make it easier for respondents to answer all the questions with ease.

The idea to distribute and collect some of the questionnaires at a later date was seen as a good approach to allow respondents time to read through the questionnaire thoroughly, understand what is expected before answering them.

Secondary Data: The researcher used secondary data such as books, journals, official records, interviews, published information, and relevant research for the writing of the literature
review. The books, journals, official records, interviews and recent research which are acknowledged at the end of the research acted as a source of knowledge and reference point to avoid inaccuracies and wrong pronouncements by the researcher.

3.5 Data Collection Instruments

Primary data were collected for the study through the use of the questionnaire approach and informal personal interview.

3.5.1 Questionnaire

It was typically a self-administered questionnaire. A questionnaire is a technique of data collection in which each person is asked to respond to the same set of questions in a predetermined order (de Vaus 1991). It is often used as part of the survey strategy to collect both descriptive and explanatory data about attitudes, beliefs, behaviours and attributes (Mason et al., 1999). The questionnaires included the pre-coded type of questions, which are provided with answers as well as the open ended types which had no answers, the respondents were required to provide answers to the open ended questions.

3.5.2 Personal interview

In addition to the questionnaire, the research also employed personal interview. It is a data collection technique in which respondents are verbally questioned by a researcher in order for the former to express his views on a given matter under investigation (Mason et al., 1999).

3.6 Method of Data Analysis

The data collected from the field was first edited and subsequently analysed. The editing included the categorization of responses into like forms. The editing helped in correcting certain responses. The study applied the use of multivariate analysis which involved tables and diagrams in order to graphically display characteristics of variables being analyzed. The Microsoft Office Excel was used to analyze the data and the results were interpreted. In this
way, trends were identified and analyzed to make inferences. Descriptive statistics was employed to generate the variables of interest.

3.7 Problems Expected in the Field/ Dissertation Constraints

One problem to be expected is non-sampling error caused by inappropriate or ineffective method of analysis or error in the application of analytical techniques and evaluation of data.

Another problem envisaged in this study like in any other study is some level of bias. These could emanate from the respondents or the researcher. Questionnaire bias such as suggesting answers to closed questions that did not exist in the entities but had to be answered may cloud the validity of the findings.

The study could also suffer from sampling error arising from selecting and testing samples from population rather than testing all elements. To curtail significantly this error, random sampling techniques were used.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter deals with the presentation and analysis of data collected from the questionnaires administered to some employees in New Times Corporation. The research topic is; Achieving better Performance Through Training and Development Programmes for Employees.

4.1 Background of employees

In all thirty (30) questionnaires were administered and all the questionnaires were returned representing 100% of the total sample size.

Table 1. Age Distribution of Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>2</td>
<td>6.6666666</td>
</tr>
<tr>
<td>26-35</td>
<td>4</td>
<td>13.333333</td>
</tr>
<tr>
<td>36-45</td>
<td>5</td>
<td>16.666667</td>
</tr>
<tr>
<td>46-55</td>
<td>13</td>
<td>43.333333</td>
</tr>
<tr>
<td>56-59</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011

The above table (1) shows that most of the respondents were found between the ages of 46-55 representing 43.33% as their frequency was two thirteen (13) out of the total number of 30. Also 2 respondents representing 6.66% out of the thirty (30) were found between the ages of
18-25. According to the table, 4 out of the total number of respondents were found between the ages of 26-35, indicating 13.33% out of the whole. The table further showed that 5 out of the total number of respondents were found in the category of 36-45, showing 16.66%. 6 respondents representing 20% were between the ages of 56-59.

This result clearly shows that majority of the respondents are between the ages of 46-55.

*The pie chart below indicates the age distribution of the respondents*

![Pie chart showing age distribution](image)

*Table 2.*

**Gender Analysis of Respondents**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>53.333333</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>46.666667</td>
</tr>
</tbody>
</table>
Table (2) above shows the gender distribution of the respondents. From the table, approximately 53 representing 16 out of the 30 respondents were found to be males.

Further, 14 out of the total number of respondent were females representing 47% approximately.

*The chart below shows the level of proportion for the male and female respondents.*

*Figure 2*

<table>
<thead>
<tr>
<th>Gender</th>
<th>30</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Field survey, 2011

*Table 3*

*Current Educational Level of Respondents*
<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.H.S</td>
<td>2</td>
<td>6.6666667</td>
</tr>
<tr>
<td>O’ LEVEL</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>A’ LEVEL</td>
<td>4</td>
<td>13.333333</td>
</tr>
<tr>
<td>H.N.D</td>
<td>7</td>
<td>23.333333</td>
</tr>
<tr>
<td>First Degree</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Masters Level</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Middle School</td>
<td>2</td>
<td>6.6666667</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*

The table above illustrates the current educational level of respondents. Out of the 30 respondents, 2 representing 6.66% of the total population are Senior High School graduates, 6 representing 20% have O’ Level Certificates and 4 respondents representing 13.33 have A’ Level Certificates.

On the other hand, 7 respondents had HND Certificates, 6 of them had First Degree Certificates representing 23.33% and 20% respectively.

Finally, 3 respondents had a Masters Degree and 2 respondents also had Middle School Leaving Certificates representing 10% and 6.66% of the total no of respondents.

*The bar chart below shows the educational level of respondents.*

*Figure 3*
Table 4 Years of Service

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>4</td>
<td>13.333333</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
<td>3.333333</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>16-20</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>21-25</td>
<td>10</td>
<td>33.333333</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Field survey, 2011

Table 4 above, presents the number of years respondents have spent in New Times Corporation (NTC). 4 respondents representing 13.33% have served the company between 1-5 years. Only 1 employee representing 3.33% has served the company between 6-10 years.

Further, 3 respondents representing 10% as well as 12 respondents representing 40% have been with the corporation between 11-15 years and 16-20 years respectively. Finally, 10
respondents representing 33.33% of the sample size with the corporation for the past 21-25 years. This clearly indicates that, employees who have been with the corporation for the past 16-20 years have the highest frequency.

The bar chart below shows the number of years respondents have been working with the corporation.

![Bar Chart](image)

**Figure 4**

4.2 Employee knowledge on training and development

**Table 5. Employee Idea of Training and Development programme in New Times Corporation**

<table>
<thead>
<tr>
<th>Idea of Training &amp; Development</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>96.666667</td>
<td>3.3333333</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*

In the diagram above, respondents have been asked if they have any idea of training and development programmes in the corporation, 29 out of the 30 respondents representing approximately 97%, attested to the fact that, they were aware of training programmes in the corporation, whiles 1 respondent representing approximately 3% was unaware of any training and development programmes in the organisation.

*The pie chart below shows the percentage of employees who are aware and unaware of training programmes in the corporation.*

*Figure 5*
Table 6 depicts respondents who have been trained and those who have not been trained. Out of the total number of 30 respondents, 22 representing 73.33% have gone through training whiles 8 respondents representing 26.67% have not received any form of training.

It has been clearly indicated most of the employees in the corporation have been trained.

<table>
<thead>
<tr>
<th>Trained?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>73.333333</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>26.666667</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*
Figure 6. The chart below shows the number of respondents who have been trained and those who have not been trained.

Table 7

How long ago respondents received training.

Table 7 represents how long ago respondents were trained. From the table, 10 respondents representing 45.45% received their last training about 6-12 months ago.

Also, 12 respondents representing 54.55% of the sample size received their last training about 2-3 years ago.

<table>
<thead>
<tr>
<th>Last Training</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12 Months</td>
<td>10</td>
<td>45.4555</td>
</tr>
<tr>
<td>2-3 Years</td>
<td>12</td>
<td>54.54545</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011
The pie chart below illustrates the percentage of employees who were trained about 6-12 months ago and 2-3 years ago.

Table 8

Frequency of training

<table>
<thead>
<tr>
<th>Training frequency</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Often</td>
<td>6</td>
<td>27.27273</td>
</tr>
<tr>
<td>Often</td>
<td>9</td>
<td>40.90909</td>
</tr>
<tr>
<td>Rarely</td>
<td>7</td>
<td>31.81818</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011

Table 8 above, represents how often respondents are trained. out of the total number of 22 trained respondents, 6 of them representing 27.27% indicated that they are trained very often,
9 respondents representing 40.91% also indicated that they are trained often. On the other hand, 7 respondents representing 31.82% respondents indicated that they were trained rarely.

*Figure 8 below, presents a percentage of how often employees are trained.*

![Frequency of Training](image)

### 4.3 Needs Assessment

*Table 9*

*How employees were selected.*

<table>
<thead>
<tr>
<th>Selection criteria</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>13</td>
<td>59.0909</td>
</tr>
<tr>
<td>Qualification</td>
<td>9</td>
<td>40.9091</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*
Table 9 above reveals the selection criteria which were put in place for training and development. Respondents had to indicate if they were selected as a result of their performance or qualifications. 13 respondents representing 59.09% were selected due to their qualifications whiles 9 respondents representing 40.91% were selected as a result of their performance.

Figure 9 below represents the percentages of employees who were selected as a result of their performance and those who were selected as a result of their qualification.

Table 10

Reasons why respondents were selected for training.

<table>
<thead>
<tr>
<th>Reason for selection</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve performance</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>To Learn New Things</td>
<td>3</td>
<td>13.636</td>
</tr>
<tr>
<td>To Acquire More Skills</td>
<td>8</td>
<td>36.364</td>
</tr>
</tbody>
</table>
The researcher also wanted to know why the respondents were selected for training. In the table above, 11 respondents representing 50% of the sample size indicated that, they were selected for training due to the fact that their performances had to be improved, 3 other respondents representing 13.636% were selected because they needed to learn new things.

Furthermore, the remaining 8 employees representing 36.364% were selected because they had to acquire more skills.

*Figure 10*

*Figure 10 below illustrates the number of employees who were selected to improve performance, to learn new things and to acquire more skills respectively.*

**Reason for selection**

<table>
<thead>
<tr>
<th>Reason for Selection</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>To improve performance</td>
<td>12</td>
</tr>
<tr>
<td>To Learn New Things</td>
<td>3</td>
</tr>
<tr>
<td>To Acquire More Skills</td>
<td>8</td>
</tr>
</tbody>
</table>

4.4 Types and Methods of Training

*Table 11 On-the-job training*
The table below indicates that 21 out of 22 respondents representing 95.45% went through on-the-job training while 1 respondent representing 4.55% has not been through on-the-job training type.

<table>
<thead>
<tr>
<th>On-The-Job Training?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>95.45</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>4.55</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*

*Figure 11*

*The chart below depicts the information on table 11.*
Table 12 On-the-job training type

In the questionnaires, respondents were asked to indicate the method of on-the-job training which was used. Out of 21 respondents, 2 of them representing 9.52% and 4 of them representing 19.05% were trained through coaching and job instruction respectively.

On the other hand, 13 respondents representing 61.90% indicated that they were trained through job rotation and the other 2 respondents representing 9.52% were trained through internship and assistantships.

<table>
<thead>
<tr>
<th>Method Of On-The-Job Training</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>2</td>
<td>9.52</td>
</tr>
<tr>
<td>Job Instruction</td>
<td>4</td>
<td>19.05</td>
</tr>
<tr>
<td>Job Rotation</td>
<td>13</td>
<td>61.90</td>
</tr>
<tr>
<td>Internship &amp; Assistantship</td>
<td>2</td>
<td>9.52</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011

Figure 12 below illustrates the information in table 12 above.
Table 13 Off-the-Job Training

The table below represents respondents who have been through off-the-job training and those respondents who have not been through this type of training. 22 respondents representing 100% of the have all undergone off-the-job of training.

<table>
<thead>
<tr>
<th>Off the Job Training?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011

The figure below explains the information presented in table 12 above.
Table 13 Type of off-the-job training

In table 13 below, data collected indicates that 10 respondents representing 45.45% were trained through lectures and 7 respondents representing 31.82% were also trained through workshops which were organised.

On the other hand, the remaining 5 respondents representing 22.73% indicated that they attended seminars as a method of off-the-job training.

<table>
<thead>
<tr>
<th>Type Of Off-Job-Training</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>10</td>
<td>45.45455</td>
</tr>
<tr>
<td>Workshop</td>
<td>7</td>
<td>31.81818</td>
</tr>
<tr>
<td>Seminar</td>
<td>5</td>
<td>22.72727</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*
The figure above shows the number of respondents who were trained through the attendance of lectures, workshops and seminars respectively.

4.4 Importance of Training

Table 14

Level of motivation about training method.

Table 14 below clearly shows that, 12 out of the 22 respondents representing 45.45% indicated that they were excellently motivated about the method of training used.

On the other hand, 10 respondents representing 54.55 also indicated that the motivation about the methods of training was good.
Motivation about Method used | Frequency | Percentage (%) |
--- | --- | --- |
Excellent | 12 | 45.45455 |
Good | 10 | 54.54545 |
Fair | 0 | 0 |
Poor | 0 | 0 |
**Total** | **22** | **100** |

*Source: Field survey, 2011*

**Figure 14**

*Figure 14 above explains the information in table 14 above.*

**Table 15 Appropriateness of training method for learning.**

The researcher wanted to know if the type and method of training used was appropriate for learning. 7 respondents representing 31.82% stated that the methods was always appropriate
whiles 15 respondents representing 68.18% also indicated that the training method was often appropriate.

<table>
<thead>
<tr>
<th>Appropriate training?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>7</td>
<td>31.81818</td>
</tr>
<tr>
<td>Often</td>
<td>15</td>
<td>68.18182</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not at All</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*
Figure 15 above throws more light on table 15.

Table 16 Application of Knowledge

All the 22 respondents representing 100% agreed that the knowledge they acquired from training was applicable to their duties.

<table>
<thead>
<tr>
<th>Knowledge acquired applicable?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011

Figure 16 below indicates the number of employees who indicated that the knowledge acquired was applicable to their duties as well as those who did not agree.

Figure 16
Table 17

Room for more training

From the table below, respondents were asked if there was room for more training, 6 respondents representing 27.27% indicated that there was room for more training.

Further, 16 respondents representing 72.73% approximately, indicated that there was no room for more training.

<table>
<thead>
<tr>
<th>Room for more training?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>27.27273</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td>72.72727</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011
Figure 17 illustrates the information presented in table 17 above.

Figure 17

Table 18. Relevant training programme content.

The table below indicates that all the 22 respondents representing 100% agreed that the training content was relevant and thus met the objectives of the programme.

<table>
<thead>
<tr>
<th>Relevant content?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011
Figure 18 below explains the information presented in Table 18.

Table 19. Training improves performance.

<table>
<thead>
<tr>
<th>Has training Improved Performance?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011
The table above shows the response of the respondents who have gone through training when they were asked whether training has improved their performance. All the 22 respondents said that training has improved their performance representing 100%. The diagram below illustrates their responses.

![Has training improved performance?](image)

Figure 19

Table 20.

The table below depicts the response on the potential for better development. All 22 respondents, representing 100% said they have identified potentials for better development.

<table>
<thead>
<tr>
<th>Potential for better developments</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*
Figure 20 represents the information in table 20 above.

Table 21. Employee satisfaction through training.

The respondents were to indicate if they were satisfied through training and development. The table below clearly indicates that all 22 respondents representing 100% were satisfied through training.

<table>
<thead>
<tr>
<th>Improved Job Satisfaction through training?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Field survey, 2011
Figure 20 above represents the number of employees who were satisfied through training.

Table 21.

The table below depicts how respondents are coping with new technologies and procedures after they have been trained. 16 respondents representing 27.27% indicated that they were coping with new technologies and procedures in a very good manner.

Furthermore, the remaining 6 respondents representing 72.73% also cope with new technologies and procedures in a good manner.

<table>
<thead>
<tr>
<th>Coping with new technology and procedures</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>16</td>
<td>72.72727</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>27.27273</td>
</tr>
<tr>
<td>Fair</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The table below represents the number of respondents who are able to reach their goals and corresponding percentages. 12 respondents representing approximately 55% indicated that they have always been able reach their goals after they were trained. Furthermore, 10 respondents representing approximately 45% also indicated that since they were trained, they often reach their goals.

<table>
<thead>
<tr>
<th>Have goals been reachable after training?</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>12</td>
<td>54.54545</td>
</tr>
<tr>
<td>Often</td>
<td>10</td>
<td>45.45455</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
<tr>
<td>-------</td>
<td>----</td>
<td>-----</td>
</tr>
</tbody>
</table>

*Source: Field survey, 2011*

*Figure 22.*

*Figure 22 explains the data presented in table 22.*
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter consists of summary of the findings, conclusions and recommendations. The prime motive for this research was to inform the management of New Times Corporation that a well trained and developed workforce leads to better performance.

5.1 Summary of Findings

The way employees are trained goes a long way to affect how well they perform and the success of the organisation. To achieve the objectives of this study, questionnaires were administered to employees of New Times Corporation. The data obtained from the survey were organized and analysed using frequency tables and charts. The analysis was conducted according to the study objectives, and these findings were realised.

The survey conducted showed that most employees are aware of training and development programmes in the corporation and only a few of them (8) have not been through any form of training.

The results obtained clearly indicated that majority of the respondents received their current training about 2-3 years ago and approximately 41% of them are trained often.

It was also realised that the criteria which is regularly used in selecting employees for training was performance and as such most employees were selected for training to improve upon their performance.
The research also brought to light that, all trained respondents but one have been through both on-the-job training and off-the-job training. Further, it was indicated that job rotation is the most common method of on-the-job training whiles lectures was the most common method of off-the-job training.

Form the data analysis, all the respondents who were trained were motivated about training methods, they went on to admit that methods of training were appropriate for learning and the knowledge acquired from training was applicable to their duties.

All trained respondents claimed that the content of the training programme was very relevant, indicating that the content met the objectives of the training programme. The study went on to reveal that training helped employees to improve their performance and there is the chance for the employees to develop their skills.

According to the data analysed, all trained employees were satisfied with their jobs as a result of training and development. 72% of the trained employees are able to cope with new technologies and procedures very well. More than half of the respondents are always able to reach their goals after training.

5.2 Conclusion
An organisation's greatest asset is its Human Resources. To help these Human Resources achieve better performance, they have to be updated and upgraded through training and development programmes. New Times Corporation has given employees the opportunity to be trained and this act has really gone a long way to help the corporation because most employees learn to improve upon their performance which is an advantage for the organisation. Surprisingly, not all the employees in the organisation have gone through training. Employees in NTC are also selected for training considering their performance.
levels and their current qualification. Management also made sure that training content were in line with the objectives which were set out for the training programme.

Finally, the methods of training which the management of New Times corporation used in training its employees has resulted in employee job satisfaction. Once an employee is satisfied with the job he or she performs, that employee wholly dedicates himself to his work and this helps the organisation to be a successful organisation.

5.3 Recommendations

It is highly recommended that all employers endeavour to train all employees, not necessarily fully sponsoring the employees. Employees are also encouraged to train themselves individually. Employees should be trained frequently so that the rate at which they learn new things will be improved.

Secondly, employees should be given the chance to undergo training regardless of their qualification or performance.

Information gathered indicated that some respondents had more room for training. All employers must see to it that they retrain all employees who still need training for the good of the organisation.

Training methods should always meet learning needs of employees. There should be no time that training will not be able to meet learning needs of workers.

Finally, I would recommend that managers try to use a combination of on-the-job training methods and off-the-job training methods, since they all come with various advantages.
REFERENCES


APPENDIX 1
PRESBYTERIAN UNIVERSITY COLLEGE- ABETIFI

Questionnaire for Employees in New Times Corporation.

QUESTIONNAIRE

This questionnaire has been designed to seek information for purely academic purposes to enable the researcher AWUYE LIBERTY ASEYE a final year student of the Presbyterian University College-GH, Abetifi-Kwahu, complete her thesis on the topic; ACHIEVING BETTER PERFORMANCE THROUGH TRAINING AND DEVELOPMENT PROGRAMMES FOR EMPLOYEES: A CASE STUDY OF NEW TIMES CORPORATION.

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

SECTION A

PERSONAL INFORMATION (PLEASE TICK WHERE APPROPRIATE)

1. Age (years)
   a) 18 – 25 [ ] b) 26 – 35 [ ] c) 36 – 45 [ ] d) 46 – 55 [ ] e) 56 – 59 [ ]

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

3. Educational Background;
   a) Senior High School [ ]  b) Ordinary Level [ ]  c) Advance Level [ ]  d) First Degree [ ]
   e) Higher National Diploma [ ]  f) Masters Degree [ ]
   g) Other (please specify)..................................................................................................................................................................................................................................................
4. What is your position in New Times Corporation?

(Please specify) ........................................................................................................................................................................

5. What are some of your duties? Please list at least two.

a) ................................................................................................................................................................................................

b) ................................................................................................................................................................................................

c) ................................................................................................................................................................................................

6. How long have you been working with New Times Corporation?

a) 1-5 years [ ] b) 6-10 years[ ] c)11-15 years[ ] d) 16-20 years[ ] e) 21-25 years[ ]

SECTION B

EMPLOYEES KNOWLEDGE ON TRAINING AND DEVELOPMENT

7. Do you have any idea of training and development programmes in New Times Corporation? a) Yes [ ] b) No [ ]

8. Have you gone through any form of training?

a) Yes [ ] b) No [ ]

If no, please discontinue answering the questionnaire.

9. If yes to question 8, how long ago has it been?

a) 6-12 months ago[ ] b) 2-3 years ago [ ]

10. How often are you trained? a) Very often [ ] b) Often [ ] c) Rarely [ ]

SECTION C

NEEDS ASSESSMENT

11. What criteria were used in selecting you for training and development?

a) Performance [ ]........................................................................................................................................................................

b) Qualification [ ]........................................................................................................................................................................
12. Why were you selected to be trained?

a) To improve performance [ ] b) To learn new things [ ] c) To acquire more skills [ ]

d) Others (please specify) .................................................................................................................................

SECTION D

TYPES/METHODS OF TRAINING

13. Have you ever received On-the-job training a) Yes [ ] b) No [ ]

14. If yes, which method(s) a) Job rotation [ ] b) Coaching [ ] c) Job instruction [ ] d) Internships and assistantships [ ]

e) Others (please specify) .................................................................................................................................

15. Have you ever received Off-the-job training? a) Yes [ ] b) No [ ]

16. If yes, which method(s) a) Lectures [ ] b) Workshops [ ] c) Seminars [ ]

d) Others (please specify) .................................................................................................................................

17. Were you motivated by the method which was used?

a) Excellent [ ] b) Good [ ] c) Fair [ ] d) Poor [ ]

18. Was the method of training appropriate for learning?

a) Always [ ] b) Often [ ] c) Rarely [ ] d) Not at all [ ]

SECTION E

CONTENT OF TRAINING PROGRAMME

19. Was the knowledge acquired applicable to your duty? a) Yes [ ] b) No [ ]

20. Are there areas where you feel are necessary but you have not received training on them?

a) Yes [ ] b) No [ ]
21. Did the content of the programme meet the objectives which were set out for the training? a) Yes [ ] b) No [ ]

SECTION F

IMPORTANCE OF TRAINING

22. Has training improved your performance? a) Yes [ ] b) No [ ]

23. Has training offered you the opportunity to identify any potential you have for better developments? a) Yes [ ] b) No [ ]

24. Has training increased your job satisfaction? a) Yes [ ] b) No [ ]

25. How are you coping with new technologies and procedure/methods after training? a) Very good [ ] b) Good [ ] c) Fair [ ]

26. Are you able to reach your goals after you were trained? a) Always [ ] b) Often [ ] c) Rarely [ ]