

# **RESEARCH REPORT**

**ON**

## **TRAINING NEEDS ANALYSIS OF MDIs IN WEST AFRICA**

**CONDUCTED BY**

**WEST AFRICAN MANAGEMENT DEVELOPMENT  
INSTITUTES NETWORK (WAMDEVIN)**

**OCTOBER, 2017**

## **ACKNOWLEDGEMENT**

The West African Management Development Institutes Network (WAMDEVIN) would like to extend its sincere thanks and gratitude to all those who have contributed to the successful completion of this study on Training Needs Analysis of MDIs in West Africa. All your comments, contributions and suggestions have contributed to the overall success of the project.

Our sincere appreciation goes to all the Chief Executives (CEOs) and staff of all member institutions namely: the Administrative Staff College of Nigeria (ASCON), Topo – Badagry, Nigeria; the Nigerian College of Aviation (NCAT), Zaria, Nigeria; Institute of Public Administration and Management (IPAM), Sierra-Leone, Agricultural and Rural Management Training Institute (ARMTI); the Public Service Staff Development Centre (PSSDC), Magodo, Nigeria; Pan African Institute for Development (PAID-West Africa), Cameroon; Centre for Management Development (CMD), Nigeria; Liberia Institute of Public Administration (LIPA), Liberia; and the Management Development and Productivity Institute (MDPI), Ghana; who provided the human resource to carry out the research in their organisations. The commitment and expertise they displayed in data collection was immense and of great importance in ensuring the success of the entire work.

I would specifically like to acknowledge the dedication and expertise of Mr. Aduaka, E. C.; Mr. Etim Udoh; Mr. Daniel Padonu whose contributions and personal commitment were all invaluable. Furthermore, immense thanks also go to our colleagues in the Administrative Staff College of Nigeria (ASCON), who took their time to vet and critique the draft of the work before its final

completion. Such people include Mr. J. O. Dada; Mr. Audu Goodluck; Dr. Haruna Abdul; Mr. J. Y. Ayuba, all are Directors and Heads of Department in ASCON.

Finally, but certainly not the least, are the staff of WAMDEVIN Secretariat who contributed immensely and worked tirelessly on the report: Olaolu Adewunmi; Oduware Uwagboe; Sulaiman Mumuni; Timothy Osungbaro; Folake Babalola; Faith Salami; Solomon Opute; Sonayon Agosu and Semako Hunsa.

**Dr. Samuel Kolawole Olowe**  
Executive Secretary

## ABSTRACT

*This study investigated the problems associated with the skills gap prevalent amongst faculty staff of Management Development Institutes (MDIs) in the West African sub-region and the extent to which training and development programmes affect institutional development and productivity. The study employed a descriptive survey method. The data for this research work were gathered from both primary and secondary sources to elicit information from respondents. The primary data were collected through administration of a well structured questionnaire to one hundred and fifty six (156) respondents that cut across nine (9) MDIs in West African sub-region. The primary and secondary data were analysed using descriptive statistics.*

*The findings advanced from the study among others include uncoordinated training programmes, inadequate exposure to international training of faculty staff of MDIs; low capacity to maximize human potential through sound training and re-training, inadequate exposure to current issues in training and development. In order to address this concern, the study recommended that the MDIs should expose their faculty staff to both local and international training in the following areas of study among others: Case Writing and Publication; Research Methodology, Data Processing; Gender Mainstreaming; Government Debt Management; Project management; Human Resource Management; Public-Private Partnership; Training should be properly coordinated and treated as a continuous activity in the MDIs in order to entrench its positive impact; the need to seek the assistance of donor agencies such as, Commonwealth Secretariat, Overseas Development Agency (ODA), USAID, etc for the exposure of faculty staff to appropriate training outside their domain, carry out skills gap analysis of their staff in order to determine proper needs analysis of training identification, apply training intervention in specific need areas and exchange of expertise among themselves. It is hoped that these recommendations if upheld will go a long way to bring about improved performance and productivity of all faculty staff in the MDIs in West African sub-region.*

## TABLE OF CONTENT

Title page	...	...	...	...	...	...	...	...	...	...	...	i
Acknowledgement	...	...	...	...	...	...	...	...	...	...	...	ii
Abstract	...	...	...	...	...	...	...	...	...	...	...	iv
Table of Content	...	...	...	...	...	...	...	...	...	...	...	v
List of Tables	...	...	...	...	...	...	...	...	...	...	...	vii
List of Figures	...	...	...	...	...	...	...	...	...	...	...	viii
Acronyms	...	...	...	...	...	...	...	...	...	...	...	ix

### Chapter One

#### Introduction

1.1	Background information	...	...	...	...	...	...	...	...	...	...	1
1.2	Statement of the Problem	...	...	...	...	...	...	...	...	...	...	4
1.3	Research Questions	...	...	...	...	...	...	...	...	...	...	8
1.4	Objectives of the Study	...	...	...	...	...	...	...	...	...	..	9
1.5	Expected Outcome/Benefits	...	...	...	...	...	...	...	...	...	...	9
1.6	Limitations of study...	...	...	...	...	...	...	...	...	...	..	10

### Chapter Two

#### Review of Relevant Literature

2.1	Conceptual Framework	...	...	...	...	...	...	...	...	..	...	11
2.1.1	Training Needs Analysis	...	...	...	...	...	...	...	...	..	...	11
2.1.2	Concept of Training	...	...	...	...	...	...	...	...	..	...	12
2.1.3	Training Need Indicator	...	...	...	...	...	...	...	...	..	...	14
2.1.4	Training and Development	...	...	...	...	...	...	...	...	..	...	17
2.1.5	Rationale for Training Needs Analysis	...	...	...	...	...	...	...	...	..	...	18
2.2	Theoretical Framework	...	...	...	...	...	...	...	...	..	...	19
2.2.1	Stimulus – Response (SR) Theories of Learning...	...	...	...	...	...	...	...	...	..	...	19
2.2.2	Cognitive Theory of Learning	...	...	...	...	...	...	...	...	..	...	22
2.2.3	Adult Learning (Andragogy)	...	...	...	...	...	...	...	...	..	...	24
2.3	Empirical Studies	...	...	...	...	...	...	...	...	..	...	25
2.3.1	African Public Services in Perspective	...	...	...	...	...	...	...	...	..	...	25
2.3.2	Training and Human Resource Capacity Building	...	...	...	...	...	...	...	...	..	...	26
2.3.3	Capacity Building Needs of the Public Sector	...	...	...	...	...	...	...	...	...	...	27
2.3.4	Roles and Strategies of MDIs in Capacity Building	...	...	...	...	...	...	...	...	...	...	28

2.3.5	Requirements for Better Human Resources Capacity Building	...	...	...	...	...	...	...	29
2.4	Application of Training Needs Analysis in MDIs	...	...	...	...	...	...	...	31
2.4.1	Challenges of MDIs	...	...	...	...	...	...	...	35

### Chapter Three

#### Research Methodology and Procedures

3.1	Introduction	...	...	...	...	...	...	...	39
3.2	Research Design	...	...	...	...	...	...	...	39
3.3	Area of Study	...	...	...	...	...	...	...	39
3.4	Population	...	...	...	...	...	...	...	40
3.5	Samples and Sampling Techniques	...	...	...	...	...	...	...	40
3.5.1	Classification of Respondents by Organisation	...	...	...	...	...	...	...	40
3.6	Measuring Instrument	...	...	...	...	...	...	...	41
3.7	Administration of the Instruments	...	...	...	...	...	...	...	41
3.8	Scoring of Instruments	...	...	...	...	...	...	...	41
3.9	Method of Data Analysis	...	...	...	...	...	...	...	41

### Chapter Four

#### Data Presentation and Interpretation

4.1	Introduction	...	...	...	...	...	...	...	42
4.2	Analysis of Demographic Variables	...	...	...	...	...	...	...	42
4.3	Analysis of Substantive Research Questions	...	...	...	...	...	...	...	51

### Chapter Five

#### Findings

5.1	Identification of Training Needs	...	...	...	...	...	...	...	66
5.2	Number of Training Programmes Attended in the last three years by Respondents	...	...	...	...	...	...	...	66
5.3	Location of the Training Attended	...	...	...	...	...	...	...	67
5.4	Analysis of Substantive Research Questions	...	...	...	...	...	...	...	67

### Chapter Six

#### Recommendations and Conclusion

6.1	Introduction	...	...	...	...	...	...	...	73
6.2	Recommendations	...	...	...	...	...	...	...	73
6.3	Implementation Strategy	...	...	...	...	...	...	...	77
6.4	Conclusion	...	...	...	...	...	...	...	78

#### References

## LIST OF TABLES

Table 3.5.1	Classification of Respondents by Organisation	...	...	...	...	...	...	40
Table 4.1	Organisation of Respondents	...	...	...	...	...	...	42
Table 4.2	Sex of Participants	...	...	...	...	...	...	44
Table 4.3	Qualification of Respondents	...	...	...	...	...	...	45
Table 4.4	Work of Experience of Respondents	...	...	...	...	...	...	46
Table 4.5	No of Training Programme Attended in the last three (3) years by Respondents	...	...	...	...	...	...	47
Table 4.6	Identification of Training Needs	...	...	...	...	...	...	48
Table 4.7	Location of Training Attended	...	...	...	...	...	...	50
Table 4.8	Participant's Extent of Knowledge in Relevant Courses	...	...	...	...	...	...	52
Table 4.9	Respondents Suggestions on three most important courses	...	...	...	...	...	...	64
Table 4.10	Areas the respondents still need to acquire new skills/training	...	...	...	...	...	...	65

## LIST OF FIGURES

Figure 4.1	Organisation of Respondents	...	...	...	...	...	43
Figure 4.2	Sex of Participants	...	...	...	...	...	44
Figure 4.3	Qualification of Respondents	...	...	...	...	...	45
Figure 4.4	Work Experience of Respondent	...	...	...	...	...	46
Figure 4.5	Number of Training Programmes attended in the last three (3) years by Respondents	...	...	...	...	...	47
Figure 4.6	Identification of Training Need	...	...	...	...	...	48
Figure 4.7	Location of the Training attended	...	...	...	...	...	50
Figure 4.8.1	Management Consulting course (MCC)	...	...	...	...	...	53
Figure 4.8.2	Entrepreneurship Development Course (EDC)	...	...	...	...	...	54
Figure 4.8.3	Research Methodology Course (RMC)	...	...	...	...	...	54
Figure 4.8.4	Training of Trainers Course (TTC)	...	...	...	...	...	55
Figure 4.8.5	Gender Mainstreaming Course (GMC)	...	...	...	...	...	56
Figure 4.8.6	Gender Issues in Different Sectors (GIDS)	...	...	...	...	...	58
Figure 4.8.7	Research Proposal Writing Course (RPWC)	...	...	...	...	...	58
Figure 4.8.8	Data Processing and Analysis Using ICT Tools (DPAUIT)	...	...	...	...	...	59
Figure 4.8.9	Management of CBOs, FBA CSO, NGO, etc.	...	...	...	...	...	60
Figure 4.8.10	Public Sector Reform Course (PSRC)	...	...	...	...	...	61
Figure 4.8.11	Case Writing Development (CWD)	...	...	...	...	...	62
Figure 4.8.12	Public Private Partnership Management (PPPM)	...	...	...	...	...	63
Figure 4.8.13	Environment Management Course (EMC)	...	...	...	...	...	64

## ACRONYMS

APER	Annual Performance Evaluation Report
ARMTI	Agricultural Rural and Management Training Institute
ASCON	Administrative Staff College of Nigeria
CBO	Community Based Organisations
CMD	Centre for Management Development
CSO	Civil Society Organisation
IPAM	Institute of public Administration and Management
ITN	Identification of Training Needs
LIPA	Liberia Institute of Public Administration
LNA	Learning Needs Analysis
MDI	Management Development Institutes
MDPI	Management Development and Productivity Institutes
MIS	Management Information System
NCAT	Nigeria College of Aviation Technology
NGO	Non – Governmental Organisation
NOUN	National Open University of Nigeria
ODA	Overseas Donor Agencies
PAID – WA	Pan African Institutes for Development –West Africa
PSSDC	Public Service Staff Development Centre
ROI	Return on Investment
SDG	Sustainable Development Goals
SKAC	Skills, Knowledge, Abilities and Competencies
TNA	Training Needs Analysis
USAID	United States of America International Development
WAMDEVIN	West African Management Development Networks

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background Information

Management Development Institutes (MDIs) were established in West African countries with the primary responsibility of building and enhancing the short- and long-term management capacity of the Public Services and, in some cases, the private sector. Their mandate involves, essentially three core activities of Training, Research and Management Consultancy. In the area of training, the MDIs were expected to equip Top, Senior and Middle level Public Servants with the requisite skills, knowledge and attitudes for policy making, programme/project management and for efficient and effective service delivery.

In research, MDIs were expected to conduct studies into problems and challenges of public administration and management with a view to developing appropriate methods, processes and systems that fit the West African environment. They were also to use research methodologies to identify training needs of Public Servants and assess the impact of their interventions in order to continue to design and offer relevant and cost-effective training programmes to the Public Servants.

Lastly, the MDIs were to act as management consultants to their governments in order to improve work processes, initiate planned change and create the necessary environment that is conducive for the application of the acquired skills, knowledge and competences by Public Servants. Accordingly, the MDIs were expected to contribute significantly to their countries' reform processes and national development.

Over the years, it has been observed that most MDIs in West Africa devote a large proportion of their effort, time and resources to their training mandate with the result that very little attention is given to research, especially applied research - the type that tackles nagging problems - and management consulting. Quite a number of reasons have been advanced for this development. Some of these reasons include stiff competition from foreign consultancy firms which are favoured more by decision-makers in West Africa; lack of recognition of the importance of research and management consultancy by West African policy makers and bureaucrats; lack of funding for research projects; etc. While these reasons could have contributed to the neglect of research and management consultancy by most MDIs, our opinion is that most of the problem is attributable to the lack of requisite capacity for research and management consultancy in these MDIs. For instance, a number of MDIs have undoubtedly released highly regarded publications, among them text books, journals, technical reports, monographs and occasional papers. However, these publications for the most part are motivated by the need for career progression and do little to present analytic findings and recommendations on management of pressing socio-economic or public management challenges which are very much with us in West Africa. By extension, where research skills are lacking and very little applied research is carried out as a result, management consultancy will very most likely be on a wobbly feet. In the words of Kerenge (1990), as explained by Olowe (2003), MDIs could be considered as the “Centres of Excellence”, to create and produce competent development managers to work in a dynamic and complex African environment.

Experience has shown that any MDI that ignores research and management consultancy in its operations is not likely to make any substantial socio-economic impact in its country. Indeed, training, research and

management consultancy are very critical to the success of any MDI in the future as the world grapples with rapid changes arising from intensifying globalization, rapid advance in technology and increasing international competition. In this situation, MDIs and their respective countries can only rely on applied research and management consultancy to device appropriate strategies, systems, structures and skills for survival and economic progress.

Today's work environment requires employees to be skilled in performing complex tasks in an efficient, cost-effective, and safe manner. Training (a performance improvement tool) is needed when employees performing at sub-optimal level. The difference between actual level of job performance and the expected level of job performance indicates a gap and hence a need for training. The identification of training needs is the first step in a uniform method of instructional design.

For the MDIs, research and management consultancy enhance their reputation both locally and internationally. In this regard, the MDIs' desire for recognition as centres of excellence as well as for patronage will be fulfilled if they conduct policy-oriented research and proffer solutions to policy, institutional and management problems. Research and management consultancy also help facilitate staff and faculty development by providing them with new insights to problems and their solutions which they can use to enrich their delivery. Furthermore, research and management consultancy generate experiences and training materials to support management development programmes. A review of the literature on the role of research and management consultancy in MDIs indicates that they provide the following specific benefits:

- Identifying and analyzing management and other problems of the public service as well as the private sector; one sure way MDIs can support the growth of the private sector;

- Identifying the training needs of those managers trying to solve those problems;
- Improving management training practices and techniques;
- Preparing training materials and management cases that are relevant to the local environment;
- Carrying out immediate and long-term evaluation and follow-up of the impact of training programmes and other activities of the MDIs.

In view of the numerous benefits that can accrue to MDIs as enumerated above, it is an urgent imperative for all MDIs in West Africa to build the requisite capacity of their staff for training, applied research and management consultancy. The West African Management Development Network (WAMDEVIN) recognizes this imperative and has made concerted efforts to not only build its own training, research and consultancy capacity, but also to build the capacity of other institutions more especially the MDIs in West Africa to more effectively and efficiently conduct training, research and management consultancy.

## **1.2 Statement of the Problem**

The African continent presents a major paradox. It is a continent rich in human capital, mineral and other agricultural resources and yet its development history, poverty, debt and other social ills have once again become the focal agenda in the international arena.

Africa's growth opportunity will to a large extent be driven by the level of the development of its human capital. The Asian economies, Japan, Singapore and Hong Kong are driven by the focused strategic development of their human resource capital in line with the emerging 21<sup>st</sup> century development requirements.

African has a large reservoir of talent that remains largely untapped. If appropriately leveraged, this talent potential can become a global platform for Africa. However, that talent has to be educated trained and motivated.

Human beings are the subject and object of development. They are the creators of values and producers of the wealth of nations. It is for this reason that human beings are considered an asset. Yet, where human beings have become a liability on the progress and development of a society, in the words of Akerejola, 2014, they invariably become a liability.

It is a trite intellectual exercise to ponder over which comes first, human capital development, or overall societal development? What is significant is to understand the critical position and role of human development in the context of the society's dynamics.

Human capital as Akerejola, 2014 puts it is composed of a tangible (Brain) and intangible (Brain) component. Both have to be developed and combined in certain proportion, relative to the need of society for human capital and the returns on it to be wholesome. It is also necessary to note that human capital is potentially renewable: especially through birth. But it is equally relatively degradable; through obsolescence of stock knowledge and skills, old age and death.

African countries have been challenged to develop necessary expertise in key areas of human development to address skills shortage. This, it is said would go a long way in reducing poverty, gender inequality and improve equal access to education and healthcare by 2063. Participants at a capacity building conference organised by a Harare-based African Capacity Building Foundation, held in 2016 in Zimbabwe agreed that African socio-economic development continued to be hindered by lack of skills required to deal with problems such as non-inclusive growth, youth unemployment, climate change, worsening

security and excessive reliance on export of primary commodities. A statement issued at the end of the conference was to the effect that:

*“Capacity remains the missing link in dealing with the critical development challenges facing Africa, as well as implementation of the development priorities like Agenda 2063 – a development plan of the African Union; the Sustainable Development Goals, the development strategies of regional economic communities and the development plan of each country”*

(Source: Daily Times, May 17, 2016)

The need for skills development and training in Sub-Saharan Africa is increasing in an area where unstable economies and high unemployment create challenges on many levels. The region is facing numerous challenges in the development of skills and the ability to make use of the available human resources. It can be argued that the Sub-Saharan African region needs to increase the skilled labour pool and to develop communities. Perhaps most importantly, there is an urgent need for the region to face the impact of globalization on its own terms.

There is a global recognition that the creative requirements of global developments in the 21<sup>st</sup> century and the competitiveness of nations will be dictated by the quality of the human capital stock resident in each country and across different regions. It is the human capital that will create the conditions for technological and economic advancement, and countries with high investments in the institutions and processes that create human capital development will forge ahead in their competitiveness whilst those which fail to invest will remain uncompetitive.

The Africa Commission identified that the African human capital development base was very weak, adult literacy levels were very low, access to institutions of learning were limited by the inadequacy of available institutions

and support mechanisms for education. The status had a direct impact on human capacity development and the creation of a professionally qualified talent pool and that presently the total talent pool was very small, over stretched, under sourced and a porous target for talent migration.

The capacity of public sector institutions is essential to sustaining effective growth and responsive public sector services. To ensure that the public sector has the required capabilities governments from across the African continent have established a variety of training institutes. These institutes often with donor support have established and continue to establish programmes for the training of public sector officials. However, as government financial and donor agencies contributions to these institutes are minimal, many find it difficult to establish appropriate programmes and build their own capacities for the effective delivery of training.

With respect to MDI, performance at the regional level, Dada (2006) citing Balogun (1986) asserts:

*“... In line with their “technical” orientation, the training institutes has not taken a clear stand on contemporary management problems, notably those concerning the structure and organisation of the civil service, the management of parastatals and the status of local government and field administration. True, they respond to invitations to prepare consultancy proposals in these areas, but they seldom take the initiative to design, let us say, new management control and reporting systems for the civil service, profitably (or financial rescue) plans for ailing public enterprises, and service-delivery and productivity – monitoring models for local government. Their experts in operations management drive (or walk) past transportation and production bottlenecks everyday without a sense of professional challenges”*

Dada (2006) asserted further:

*“...If the intention was to establish the training institutions as agencies of administrative development, the general performance is below standard. There is no doubt that they have turned out an increasing number of participants in the areas of general and functional management. They have carried out consultancy services to argue their dwindling subventions. A few of them must also have sponsored an occasional research project. In general, they MDIs have failed to influence development policy, and public sector management practice. Above all, their contribution to the cross fertilization of ideas between the public and the private sector is minimal”.*

After years of this assertion, has the situation actually changed with the MDIs? Are MDIs now more sufficiently proactively responsive today to issues relating to their mandate? “In the rhetorical question asked by Dada (2006), if the management skills and managerial tendencies that MDIs espoused on their training programmes are sufficiently deployed on the strategic challenges and operational problems of the continent, how come there is so much under-development in the continent?” This study therefore sets out to investigate the training needs analysis of the MDIs in West Africa.

### **1.3 Research Questions**

- (i) To what extent will training affect the performance of the faculty staff of the MDIs?
- (ii) To what extent will identification of training needs have effect on staff training?
- (iii) To what extent does training intervention enhance the capacity of faculty staff of MDIs?
- (iv) To what extent will training optimize the potentials of faculty staff of the MDIs?

## 1.4 Objectives of the Study

The general objective of this study is to investigate the problems associated with the skills gaps prevalent amongst faculty staff of Management Development Institutes (MDIs) in the West African Sub-region.

The specific objectives of the study were amongst others to:

- ✚ identify the training needs of faculty staff in West African MDIs;
- ✚ assess existing training policy and strategies for building the capacity of their faculty staff;
- ✚ determine the appropriateness of the training policy and strategies to bridging identifying training needs; and
- ✚ make necessary recommendations that will help the MDIs towards building requisite capacities for their faculty staff.

## 1.5 Expected Outcome/Benefits

The study covers all the MDIs under the umbrella of WAMDEVIN in six countries of the sub-region. The following benefits were expected to accrue from the study:

- (a) there would be opportunity to identify training programmes that are beneficial and those not beneficial to the MDIs;
- (b) Investment on training so far in the institutions would be evaluated with a view to improving on it;
- (c) the capacity of training beneficiaries to focus on relevant programmes would be enhanced;
- (d) factors inhibiting effective training would be identified with a view to identifying strategies to address them;
- (e) the study would assist in eliminating wastages and provide objective guidance for funds allocation to staff training both within and for external assistance;

- (f) the study would equally assist in the development of a clear road map on staff training and development in the network;
- (g) furthermore, the study will afford the network the opportunity to pursue realistically the donor agencies for assistance in relevant areas of need of the MDIs.

## **1.6 Limitations of Study**

The study was beset by the following unavoidable challenges. First, a total of eighteen (18) MDIs were targeted for study, but only nine (9) of them responded positively.

In addition, there was delay in getting feedback from the respondents and infact, some MDIs did not return the questionnaires sent to them.

Due to the nature of the study, each MDI adopted random sampling technique for selection of the respondents.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 CONCEPTUAL FRAMEWORK**

##### **2.1.1 Training Needs Analysis**

The concept of 'Training Needs Analysis' (TNA) falls amongst some of the concepts that have been treated under different terminologies. Some practitioners referred to the concept as 'Identification of Training Needs' (ITN) while Thorne and Mackey (2007) referred to it as 'Learning Needs Analysis' (LNA). This differential nomenclature notwithstanding, practitioners agreed, that all the nomenclatures refer to the same and one activity of finding out what the individual trainee needs to know before putting him or her under learning situation. For the purpose of this study 'Training Needs Analysis' (TNA) and 'Identification of Training Needs (ITN) will be used interchangeably.

Managers agreed, that 'training' is a panacea for poor performance in organisations, but, their problem about the training activity, stems from how to select who and who should go for training. In this regard, five (5) approaches to training are identifiable (Boydel, 1976). These approaches are welfare approach; political and administrative. The most preferred out of all the approaches is "systematic approach". The other approaches have their merits and demerits, but overall, it is considered that the 'Systematic Approach' which involves "TNA" is preferred to the others.

Thorne and Mackey (2007) began their 'advance' towards TNA by asking the question: "what change does the client need in the skills, knowledge and/or attitudes of staff?" They came to the conclusion that "clear, precise identification of this need must be completed before any programme design is started". This they say, is the key to the training needs analysis (TNA). In the view of Burke, L and Hutchins, H. (2007), Training needs analysis is an effective first step in planning

training. Aligning training directly with performance gaps leads to the most efficient use of resource including staff time and training funds. The impression they give is that, training needs analysis is a review of the learning and development needs of an organisation. It considers the skills, knowledge and behaviour that people need, and how to develop them effectively.

According to Hodder and Stoughton, (2002), a training need is a shortage of skills or abilities, which could be reduced or eliminated by means of training and development. Training needs hinder employees in the fulfillment of their job responsibilities or prevent an organisation from achieving its objectives. Effective training needs analysis is particularly vital in today's changing workplace as new technologies and flexible working practices are becoming widespread, leading to corresponding changes in the skills and abilities needed.

Analysing the training needs is a vital prerequisite for any effective training programme or event. Simply throwing training at individual may miss priority needs, or even cover areas that are not essential. Effective TNA involves systematic planning, analysis and coordination, across the organisation, to ensure that organisational priorities are taken into account, that duplication of effort is avoided and economies of scale are achieved.

### **2.1.2 Concept of Training**

There are many definitions of training, training is the organized way in which organizations provide development and enhance quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization (Goldstein & Ford, 2002) in Khawaja & Nadeem (2013). Thus, it is the series of activities embarked upon by organization that leads to knowledge or skills acquisition for growing purposes, thereby, contributing to the well being and performance of human

capital, organization, as well as the society at large. According to Manju & Suresh (2011), training serves as an act of intervention to improve organization's goods and services quality in stiff competition by improvements in technical skills of employees.

Fanibuyan (2001) defines training as the systematic process of altering the behaviour and or attitudes of employees in a direction to increase organizational goals and development as programme generally aimed at educating supervisory employees above and beyond the immediate technical requirement of the job and have a main objective of the improvement of the effective performance of all managers. Training is the application of gained knowledge and experience (Punia and Saurabh, 2013). Training can be defined as organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill (Appiah et al, 2013).

Training is the crucial area of human resource management; it is the fastest growing segment of personnel activities. Training which is referred to as a course of diet and exercise for developing the employees' effective, cognitive and psychomotor skills assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Manpower training and development is one of the most important organizational dynamics. It constitutes the pivot in which organizational survival is run. The training process is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to personnel (Ekaterini, 2009).

Manpower is the basis of all resources and it is the indispensable means of converting other resources to man kind's use and benefits. So how well we develop and employ human resources skills is fundamental in deciding how

much we will accomplish as a nation. Manpower is the pivot of every human institution. Even in the developed and industrial nations of the world where the use of machines and technology is at an advanced stage, manpower is still very essential (Comma, 2008). Training therefore holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness (Devi and Shaik, 2012).

Training involves the acquisition of knowledge, skills and attitude required to perform a given job, duty or task and it is an inevitable tool for the development of staff competence. Landale, A (2006) sees training as the transfer of defined and measurable knowledge or skills. Roger Buckley and Jim Caple (2004) view training as a planned and systematic effort to modify or develop knowledge, skill and attitude through learning experience, to achieve effective performance in an activity or range of activities. Thorne, K. and Mackey, D. (2003) regard training as something that is work related-on-job-training, off-job-training or employment training schemes. In any cases it is perceived as being a formal process, i.e. with a trainer in a training room, often supported by materials such as a delegate guide. The underpinning principles of how people learn, learning styles, listening, questioning and giving feedback apply to training as well as teaching, lecturing, coaching and assessing.

### **2.1.3 Training Need Indicators**

Several authors Rae (1986); Peterson (1992); Maduabum (1992) all agreed that three indicators confirm the existence of training need in any job incumbent and these three indicators are:

- (i) that the performance of the job incumbent is below what is required for optimal output on that job;

- (ii) that the job incumbent does not have the competence or capability to perform on that job; and
- (iii) that the job incumbent cannot satisfy the requirements of that job.

Hence, when the above three or any of them becomes the case, we say that it is indicative of the need for training. In the view of Robinson (1988), the organisation is seen to have needs when it recognizes that it is not geared to meeting the objectives which it set itself. In other words, when setting its targets, it cannot make the assumption that the resources already available will be suitable or adequate. It therefore becomes compelled to examine any shortcomings and make suitable provision in its plans for eliminating them. This type of need indicators pertain to the macro performance of the organisation, as its impact at the micro level of the organisation is largely insignificant.

Turrell (1980) proffers six factors which may connote poor work methods, indicating the need for exposure to training activity and they are as follows:

- (i) **Manpower use:** Inability of the manager to use the techniques and approaches available for the effective planning, scheduling and controlling of work.
- (ii) **Machine use:** Effective machine use demands that work is scheduled onto machines in the correct sequence, at the right time in the correct quantity, so that the machine is used efficiently and production plans are met. Where this could not be sustained by the job incumbent, training need is established.
- (iii) **Disputes:** Where there is regular conflict, training can play a considerable part in reducing conflict by assisting each of the parties to understand the views and fears of the other.
- (iv) **Operation Times:** If people get fed up with their jobs or with their department, their job performance could suffer, that is, the time to

perform a given task or job may increase when the level of job satisfaction of the individual reduces. This calls for training intervention by Industrial Psychologists.

- (v) **Learning Times:** An increase in the period needed to learn a specific task may indicate that the training methods being used do not suit the trainee experiencing the extended lecture time. For example, it may be caused by a trainee having a different background, calling for a type of training, different from that for which the original training system was designed.
- (vi) **Material Control:** A lack of training in stock control techniques' and procedures for example, could lead to the organisation either holding too much or too little stock. These call for training intervention.

Bennett (1988) in an effort to help in diagnosing the training need, observed that traditionally, trainers have identified training needs by collecting relevant data, interpreting the data themselves and coming up with training solutions and recommendations. That very often, because the trainers have been operating largely on their own from the training framework and standpoint, the identification of training has resulted in training solutions that have not made an extensive intervention into the organisation's performance problems. Bennett (1988) is therefore of the view that if a more interventionist stance is taken, the skills required in this category are much more about enabling managers and staff to collect, consider and interpret valid data for themselves, and the trainer's skill is to help them to do this effectively. He said that trainers will add a specialist view and a special expertise and understanding of how learning happens, to enable the organisation to make a more comprehensive diagnosis of its problems.

#### **2.1.4 Training and Development**

Development involves preparing employees for higher responsibilities in future. Development according to Ezeuwa (2009) can be seen as the use of human resources to quantitatively change man's physical and biological environments to his benefits or ever seen as involving the introduction of new ideas into the social structure and causing alterations on the patterns of the organization and social structure. To develop staff, (Daniels, 2003) simply refers to it as to make them grow with the company so that they can be fitted for available higher positions within their capacity. Development deals with improving human relations and interpersonal (Iwuoha, 2009).

Training and development are complementary parts of the same process. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development is very crucial to the employees, the organization and their effectiveness (Devi & Shaik, 2012). Staff training and development can occur simultaneously or complementary, but the two do not necessarily have direct relations to each other (Comma, 2008). Training and development activities are important elements of the human resource management function of an organisation.

Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Federal and licensing organization guidelines. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (McGhee et al, 1996:55).

Training makes employees feel that they are part of the organization's family. Training creates the sense of belonging in all employees. It creates the

professional development and enhances the employee's skills. It also makes knowledgeable workforce with fewer mistakes (Adams, 2002). Increasing job satisfaction and employee morality, enhancing the employee motivation, improving the efficiencies in processes and financial gain, raising the ability to obtain new technologies, developing the innovation in strategies and products and reducing employee turnover are other important benefits of training (McNamara, 2010).

### **2.1.5 Rationale for Training Needs Analysis**

According to Reilly (1979), a high proportion of people in the Public Service and private organisations regard most training as a waste of time. Their arguments are that it is unnecessary, costly in terms of both money and time, is divorced from the practical realities of the work situation, usually done for the wrong reasons or in the wrong way; and far from having proved its worth. However, Reilly and Clarke (1990), in apparent agreement with Reilly (1979), observe that a tremendous amount of training resources are wasted when training needs are not properly assessed. In other words, any training not based on proper Training Needs Analysis could lead to wastages. This further indicates that 'Training Needs Analysis' is imperative if the training event would not be a wasted effort. The reasons adduced by Reilly and Clarke (1990) for making 'Training Needs Analysis' a sine qua non in Training effort are two first; that training may not be the appropriate response to a particular organisational problem. Second, that when training is the correct response, it is important to identify what kind of training. Thus, managers and trainers should try to find out where training might improve the performance of an organisation before they commit resources to training.

The above views of Reilly and Clarke (1990) indicate that managers should be asking: if training is likely to help solve the organisation's problems, or,

whether the solution lies elsewhere. If training is the answer, or at least a partial answer, what kind of training would seem appropriate? If there really is a need for training, what are the priorities? In the view of Goldstein (1989), 'Training Needs Assessment' provides information where training is needed, what the content of the training should be and who within the organisation needs training in certain kinds of skills and knowledge.

The authors discussed under this section have succeeded in confirming to us that assessing training needs is essential and that its importance has been well established and in theory understood.

## **2.2 THEORETICAL FRAMEWORK**

There are divergent views by scholars in Psychology on the theoretical bases of learning. However, few prominent schools of thoughts will be applied in this TNA work to discuss the multidimensional situation of learning.

There are many theories of learning in education. These theories can be categorized into three broad categories namely:

- (i) Stimulus – Response (S-R) theories of learning;
- (ii) Cognitive field theories; and
- (iii) Adult Learning (Andragogy) theories.

### **2.2.1 Stimulus – Response (S-R) Theories of learning**

The stimulus – Response (S-R) is also called associationism and behaviourism because it is based on the idea that learning occurs when people associate their behaviour with stimulus in the environment. The S-R theories viewed learning primarily as the association of stimuli and response. They emphasize the observable environmental and observable responses. The S-R theories among others include:

## Classical Conditioning Theory

(a) Pavlov (1848 – 1936): This theory was propounded by Ivan Pavlov (1848 – 1936). Pavlov's most famous experiment involved food, dog and bell. He illustrated.

- ❖ Before conditioning, ringing the bell caused no response from the dog. Placing food in front of dog initiated salvation.
- ❖ During conditioning, the bell was rung a few seconds before the dog was presented with food.
- ❖ After conditioning, the ringing of the bell alone produced salvation.

Other observation made by Pavlov includes:

- ❖ **Stimulus Generalization:** Once the dog has learned to salivate at the sound of the bell, it will salivate at other similar sounds.
- ❖ **Spontaneous Discovery:** Extinguished responses can be recovered after an elapsed time, but will soon extinguish again if the dog is not presented with food.
- ❖ **Discrimination:** The dog could learn to discriminate between similar bells (stimuli) and discern which bell would result in the presentation of food and which bell would not.
- ❖ **Higher order conditioning:** Once the dog has been conditioned to associate the bell with food, another unconditioned stimulus such as a light may be flashed at the same time that the bell is rung. Eventually, the dog will salivate at the flash of the light without the sound of the bell.

(b) Thorndike (1874 – 1949) described this theory as connectionism. It stated that learning was the formation of a connection between stimulus and response.

The “law of effect” stated that when a connection between a stimulus and response is positively rewarded. It will be strengthened and when it is negatively rewarded it will be weakened. Thorndike later revised this ‘law’ when he found the negative, (punishment) did not necessarily weaken bonds, and that some seemingly pleasurable consequences do not necessarily motivate performance.

The “Law of exercise” held that the more an S-R (stimulus response) bond is practiced the stronger it will become. As with the law of effect, the law of exercise also had to be updated when Thorndike found that practice without feedback does not necessarily enhance performance.

The laws of readiness because of the structure of the nervous system, certain condition units, in a given situation are more predisposed to conduct than others. Thorndike laws were based, on the stimulus response.

- (c) Watson (1878 – 1958) believed that humans are born with a few reflexes and the emotional reactions of love and rage. All other behaviour is established through stimulus response association through conditioning. With Watson’s Experiment, he demonstrated classical conditioning in an experiment involving a young child (Albert) and a white rat. Originally, Albert was unafraid of the rat, but Watson created a sudden loud noise when Albert touched the rat. The fear was generalized to other animals. Watson then ‘extinguish’ the fear by demonstrating the role of conditioning in the development of emotional response to certain stimuli. This may explain certain fears, phobias and prejudices that people develop.
- (d) Skinner (1904 – 1990) Skinner believed in the stimulus response pattern of conditioned behaviour, ignoring the possibility of any processes occurring in the mind. Skinner’s work differs from that of his predecessors (classical conditioning), in that he studied operant behaviour (voluntary behaviours used in operating on the environment).

### **2.2.2 Cognitive Theory of Learning**

The cognitive psychologists feel that learning can best be understood by looking at those processes that serves as mediator between the stimulus and responses. Unlike the behaviour theorists, cognitive psychologists lay greater emphasis on internal processes such as thinking, remembering, creating and solving problems. The cognitive theorists believe that learning is the result of our attempt to make sense of the world. It implies that the way we think about a situation, our knowledge, expectation and feelings influence how and what we learn. Learners are not merely receivers of stimuli and makers of response, they process what they receive and their responses are determined by the processing. Learning involves changes in the processing of information.

To cognitive psychologists, knowledge is learned and changed in knowledge makes change in behaviour possible. Consequently, the cognitive psychologists focus on changes in knowledge. They believed that learning is an internal mental activity that cannot be observed directly.

A good example of cognitive theory of learning is the theory of insightful learning. This theory emphasizes on the ability to tasks our brain effectively or engages our brain in productive thinking so as to produce solution to problems.

According to the theory, human brain has solution to problems. If it is tasked in solving problems, it will come to a time that our understanding changes suddenly and we develop new ideas concerning the problems. These mental activities will now produce possible solution to the problems. This sudden idea or new understanding that makes individual to provide solution to his problem is known as insight (Daodu 2004) some theories under this approach among others include.

- (i) **Gestalt Theory of Learning:** Gestalt is a German word which means “essence or shape of an entity’s complete form” Gestalism of the Berlin school is a theory of mind and brain position that the operational principle of the brain is holistic, parallel and analog, with self-organising tendencies. The Gestalt effect refers to the form – forming capability of our senses, particularly with respect to the visual recognition of figures and whole forms instead of just a collection of simple lines and curves.

The concept of Gestalt was first introduced in contemporary philosophy and psychology by Christian Von Goethe, Immanuel Kant, and Ernst Mach. Max Wertheimer (1880 – 1943) theory of productive thinking. Max Wertheimer’s unique contribution was to insist that the “Gestalt” is perceptually primary, defining the parts of which it was composed, rather than being a secondary quality, which emerges from those parts. This “Gestalt” or whole form approach sought to define principles of perception seemingly innate mental laws which determined the way in which objects were perceived. It is based on the here and now, and in the way one views things. It can be broken up into two figures or groups, at first glance to one see the figure in front of him or the background.

- (ii) **Kohler Theory of Insightful Learning:** Kohler theory of insightful learning (1887 – 1967), Kohler was one of the notable proponents of Gestalt insightful learning theory. His experiment is widely acceptable and useful than any other Gestalt theory. It illustrates how learning by insight takes place in an individual and animal.

According to Kohler, learning by insight occurs when an organism scans the situation after a period of activities, and suddenly produces the relevant response leading to a solution. The sudden idea or new

understanding that makes individual to provide solution to his problem is known as insight.

Kohler devised experiment called “Umweg” (in Germany) or detour experimental problems, which he used to test nine Chimpanzees. Kohler’s experiment illustrates the following salient points for teaching and learning:

- (a) Through productive thinking, we can provide solution to our problems; if an animal could gain insight to its problem human being could do better.
- (b) To gain an insight to a problem, different entities and disjointed parts should be brought together to form a whole or configuration.
- (c) Relationship among different parts or entity should be established and connected to each other.
- (d) Each element in a given problem should be re-organised, restricted and re-arranged to produce desired result just like what sultan did in all the experiments.
- (e) Most of the time, there is the need to engage in trial and error methods in solving problems.

### **2.2.3 Adult Learning (Andragogy)**

Malcom Knowles (1978, 1990) is the theorist who brought the concept of adult learning to the fore. He has argued that adulthood has arrived when people behave in adult ways and believe themselves to be adults, then they should be treated as adults. He opined that adult learning was special in a number of ways as:

- Adult learners bring a great deal of experience to the learning environment. Educators can use this as a resource.

- Adults expect to have a high degree of influence on what they are to be educated for, and how they are to be educated.
- Adults need to be able to see application for new learning.
- Adult learners expect to have a high degree of influence on how learning will be evaluated.

To him, by adulthood, people are self-directing. This is the concept that lies at the heart of andragogy ...andragogy is therefore student-centred, experience-based, problem-oriented and collaborative very much in the spirit of the humanist approach to learning and education...the whole education activity turns on the student.

## **2.3 EMPIRICAL STUDIES**

### **2.3.1 African Public Services in Perspective**

Most public services in Africa are “a product of colonialism, established as an instrument of the colonialist, from the late 19<sup>th</sup> century” (Inyang, 2008a). It is widely agreed that most African public services are not yet equipped with the skills they need for economic and employment growth as well as social development. Although the overall competitiveness has improved, most African countries still rank low when compared with what obtains in other continents of the world SADPSA (2000). The demands of a complex and changing economy—that are characterized by increasing use of information, complex technologies and a general rise in the skill requirements of jobs require higher levels of applied competence.

The public service as the largest employer in most African countries is faced with immense challenges to deliver services to the public while also undergoing transformation and reform. The challenges are immense. Central is the need to build a new cadre of public servant with the requisite competencies

to drive the twin challenges of the public service, i.e. reform and service delivery. The baseline research commissioned by the South African Department of Public Service and Administration (1999-2000) on the status of training in the Public Service shows that, seven years after the democratic elections, the public service education and training scenario has not changed much. Some of the problems, identified in the Training Reports of 1996/97, continue to exist today and they includes the fact that; training in the public service is ad hoc, fragmented and uncoordinated; opportunities are afforded to senior managers - and less to lower ranks, and that in many instances training is not been integrated with the business strategies of the departments. Some of the major weaknesses identified by SADPSA (2000) include the lack of policies and guidelines, inadequate HR structures to support training, non-supportive managers, inadequate IT capacity, lack of information management system, time and budget constraints, need for a national training strategy.

### **2.3.2 Training and Human Resource Capacity Building**

Any framework for reshaping attitudes of government officials must involve staff training and development. Traditionally, training programmes have had a skills-based focus, but recent trends in customer-oriented civil service require an attitudinal-focused training. This has led to the need for a pragmatic approach to training and development so as to develop the capacity of public servants for improved service delivery. The government has to invest in public servants in order to:

- Equip managers with the necessary skills to handle new responsibilities;
- Develop skills for customer oriented civil service;
- Improve the standards of service delivery; and
- Adapt to new technologies and new working techniques, methods and process.

### **2.3.3. Capacity Building Needs of the Public Sector**

The Public Service, despite its limitations and constraints, still remains the only acceptable instrument for the implementation of government policy, and is therefore critical for the realization of government goals and development objectives (Fourth Pan African Conference of Public Service Ministers, 2003). The public sector must create an appropriate and conducive environment for the efficient and effective performance of other sectors such as the private sector, NGOs and civil society. The public service plays a central role in enabling the achievement of development goals. Governments should therefore continuously seek new and better ways to build service institutions that have the capacity to champion and advance the course of development.

Efforts at capacity building involve investments in human capital, institution building and process improvement. The broad objectives of the various initiatives should be the development of human and material resources to analyze, plan, implement and monitor programmes, which have a positive impact on national development. These efforts should be initiated to create the framework for the identification and analysis of problems and the formulation and implementation of solutions to enhance sustainable human development.

The purpose of human resource capacity building efforts are to raise the level of performance of the public sector to cope with the rising and ever-changing demands of the economy and the population. It was reported at the Fourth Pan African Conference of Public Service Ministers in 2003, that specific provisions for training and personnel management have not only resulted in the enhancement of human resource capacity building - in terms of an increase in the number of public servants trained - but training has also changed the orientation of bureaucrats, apart from raising the level of awareness among civil servants for self-development. Other capacity-building efforts to enhance

human capital development in the public sector include induction courses for newly recruited officers, and seminars/workshops for the exchange of information and experience.

#### **2.3.4 Roles and Strategies of MDIs in Capacity building**

MDIs were established in most of the African countries at independence. Their role has been to provide training, consultancy and research services to government officials. Some MDIs have had an impact on public service reforms by filling in some of the capacity gaps and making a significant contribution towards providing the human resources required by the public service, particularly in those areas and disciplines in which skilled personnel have been historically lacking.

For example, the Ghana Institute of Management and Public Administration (GIMPA) has made significant contributions to public service reforms. GIMPA has organized training programmes to address the critical skills gap on the part of public servants and has also contributed to the 1983-1992 Public Administration Restructuring and Decentralization Implementation Committee (PARDIC), the 1987-1993 Civil Service Reform Programme (CSRP), the 1994 National Institutional Renewal Programme (NIRP) and the 1994 Civil Service Performance Improvement Programme (CSPIP). In Nigeria, the creation of specialized MDIs did not only prepare new entrants for the challenges of public service employment but also upgraded the skills and knowledge of existing civil servants, which has made a significant contribution towards raising the level of management and enhancing productivity.

In general terms, however, the standard of capacity building programmes in Africa has been compromised. Over the years, the MDIs have been excluded from the centre of advice to the periphery of government administration, and in many cases they are under-performing and/or are no longer consulted about

government policy decisions. In many cases, MDIs have been accorded low status, have insufficient human resources, suffer from high staff turnovers/brain-drain and receive inadequate funding. The deregulation of training in Africa has also led to the entry of unqualified trainers in the training field.

Programmes such as the Programme to Strengthen African Training Institutions (UNEDIL), sponsored by the African Development Bank (ADB), UNDP, and the World Bank, are attempting to address the underlying problems by, for example, expanding the role of MDIs to encompass consultancy and research as autonomy to MDIs, and improving the quality of leadership (UNDP, 1995). Other activities include:

- Establishing the legitimacy of MDIs with senior government officials;
- Changing the governance of MDIs to make them more representative of an expanded client base (public and private sector) and less susceptible to direct government control (through a board or governing body);
- Exposing MDIs to the market, allowing them to charge market rates; and
- Encouraging them to develop financial strategies to reduce reliance on government and donor agencies.

### **2.3.5 Requirements for Better Human Resources Capacity Building**

Given the limited success of the past human resource capacity building efforts in the public service, a number of requirements have been identified (Fourth Pan African Conference of Public Service Ministers of Public Service, 2003):

- **Adequate budgetary allocations to capacity building efforts:** Generally, in the public service, budgetary allocations for human resources development have not only been very low, but have been drastically reduced over the years. The general recommendation is to earmark 20

per cent of personnel costs for staff training. The Nigerian National Capacity Assessment Report (2000), for instance, indicates that all senior staff are expected to take a course at least once every two years.

- **Adequate funding of training/educational institutions:** Both public sector institutions of higher learning and MDIs should be funded adequately to meet the expectations of the public service. Adequate funding will enable them to maintain their facilities, and to acquire sufficient teaching and learning materials and equipment.
- **Institutional relations between public sector training institutions:** There should be a defined relationship and effective coordination between the agency responsible for implementing public service reforms and capacity building institutions. Measures for performance improvement of the public service should be factored into the training programmes of these institutions and adequately patronized. A strong formal institutional relationship between the reformed focal point and capacity building institutions is crucial in building the requisite and effective institutional capacity within the public service for formulation and implementation of appropriate strategies for public service reforms.
- **Public-Private Sector Partnership:** Forming partnerships between the private and public sector will foster the mobilization of capital, the promotion of management capabilities, and the sharing of skills between sectors for managing development projects.
- **Political will and support:** Political will and support is essential for the implementation of all the dimensions of the reforms.
- **Stakeholder consultations/Ownership:** The private sector, civil society and the donor community are three of the public sector's major development partners. They have an interest in ensuring that the public

service provides an enabling environment within which they themselves can operate. It is, therefore, important that the public sector provides all the stakeholders with relevant information about its activities and mobilizes them to improve public service efficiency. Involving stakeholders increases a sense of ownership of the reforms, which can help to increase the chances of successful implementation.

The need to improve public service management skills is widely recognized as an essential element of any public service reform programme. Training and capacity building is the essence of human resource development. It is the aspect of public management reform that has the potential to realize results more immediately than most other mechanisms. The logic of the centrality of training and capacity building is therefore inescapable. Government training and capacity building institutions need to be mainstreamed into the decision making process and then experts in the training institutions should be used as "think tanks" in the formulation, implementation and evaluation of national policies, strategies, programmes and projects.

#### **2.4 APPLICATION OF TRAINING NEEDS ANALYSIS IN MDIs**

The ILO (1998) views management development as a long term process of growth and development for a manager throughout all of his career stages: a continuous process where managers engaged in wide varieties of learning activities throughout their total careers not within one specific context.

Kubr (1985) posited that MDIs are institution providing training consultancy, advisory and research services to managers and helping to improve management in practice in both the public and private sectors. Dada (2001), citing Daodu (1998) defined MDIs as “establishment that provides skills-related and job-related training for managers and administrators in both public and

private sectors of the economy through training and re-training towards equipping them with development-oriented management skills". One can posit therefore, that the need to retrain and equip the strategic apex managers of the public and private sectors with development-oriented management skills and techniques in problem-solving and decision-making public policy, formulation and implementation has made MDIs a compelling necessity.

Management development schools and centers therefore, in the words of Dada (2006) constitute an appropriate institution base for teaching management and helping to improve it in practice. They are viewed as bodies able to generalize experience, develop new theory, transmit generalized experience to both would-be and practicing managers and help increase the learning and problem-solving capacity of organization. Indeed, the world-wide acceptance of the important role of MDIs has been demonstrated by the unprecedented growth of MDIs over the last century in developing and developed countries.

To be effective and to be seen to be effective by their environment is a fundamental aspiration of professional institutions including the MDIs. But what is an effective institution? Can we define common objective criteria that would help an institution to assess its effectiveness despite the great variety of environmental situations and requirements, programme, curricular, intervention methods and so on?

In principle, an institution that wants to be effective is guided by certain characteristics, which apply to its work. It aims at developing good theory from generalized experience, puts high emphasis on applying in practice what is taught in the classroom, seeks the definition of its purpose and achievement in the external world, i.e. in the community it serves, exercises self-discipline in its

own behaviour and endeavour to promote management as a profession whose constructive contribution to the development of society is duly recognized.

In essence, institutional effectiveness is above all relevance to society and service to national development. This tallies with the concept of effectiveness as applied to other non-profit organizations, programmes, projects, etc., which are normally considered to be effective if they are achieving the basic purpose for which they were established, measured in terms of the social progress they have helped to bring about.

Efficiency is generally defined as the ability to maximize outputs while minimizing inputs. To achieve the same effects (improved management practices, increased performance of client enterprises and government agencies, etc.) institution A may need to expend a much smaller volume of staff time and finance than Institution B; it will therefore be more efficient than institution B, which may also be achieving its purpose but at a far greater price. At the other extreme, an institution may attach a great deal of importance to efficiency without really understanding what effectiveness means. It may be simply in the business of selling courses and its staff may be able to carry a high teaching load. Its financial results may be more than satisfactory. Yet sooner or later the relevance of its programme to societal needs and priorities are bound to be challenged and the period of its financial prosperity will be over.

Thus, if this concept of effectiveness is adopted, the numbers of participants or consulting assignments and the volume of training carried out may be good indicators of the institution's growing reputation and demand for its services, but do not permit conclusions to be drawn concerning its actual effectiveness. One must point out that in practice it is difficult to measure institutional effectiveness and efficiency by the means of meaningful and reliable quantitative indicators. As a rule, a qualitative assessment has to be

made, supported wherever possible by relevant quantitative data. The objective value of such qualitative assessments can be enhanced by evaluating the impact of the institution from several angles and by obtaining feedback from those who most accurately represent the institution's target population.

One can posit therefore, that, in truly professional institutions, there may be some conflict between effectiveness and efficiency. As effectiveness and efficiency are interlaced and influence each other, in the long run, a management institution has to aim at being both effective and efficient.

For an MDI to be seen as being effective, its purpose must be defined in relationship to the environment, in terms of socially desirable changes to be ultimately achieved. The mere description of activities, target groups or operational objectives is not sufficient to appreciate what a given institution finally achieves or what its contribution to society ultimately is. For example, many institutions are happy to state that their purpose is to provide training, consulting and other services for increasing managerial competence. Training, research etc. is clearly only an intermediate product, the numbers of persons trained or the research reports produced cannot indicate whether any ultimate purpose is being achieved. However, ever increased managerial competence may be another intermediate, higher-level product, or penultimate purpose. For increased competence has to be reflected in more substantive changes such as improved organizational performance, or in broader sectoral objectives, such as increased production of goods satisfying basic needs or the creation of new employment opportunities. This to my mind is the best criteria for measuring the effectiveness and efficiency in MDIs.

Most MDIs are saddled with three fold mandate of providing training, consultancy and research services to government, particularly the indigenous populations who had assumed senior positions in the State machinery. The

major beneficiaries of their services were the top level, senior and middle level managers within the bureaucracy. MDIs even today still pursue the aforementioned mandate, although the third leg, which is research now, has a sub-set in publication. Thus MDI's mandate involves training, consultancy, research and publications. However, most of the MDIs focus more on training for obvious reasons.

Far from the reductionist role of training ascribed to MDIs, their main concern could be identified in the following broad areas:

(i) **Managerial Development:**

The long term, future-oriented programmes and the progress a person makes in learning how to manage;

(ii) **Managerial Training:**

The programmes that facilitate the learning process and is mostly a short term activity to help managers to do their jobs better; and

(iii) **Organisation Development:**

A systematic, integrated, and planned approach at improving the effectiveness of groups of people, the whole organization, or major organizational unit or indeed an entire nation.

#### **2.4.1 Challenges of MDIs**

Dada (2006) enumerated some challenges facing the MDIs. According to Dada, most faculty staff of MDIs are not exposed to the requisite training, skills acquisition required for effectiveness. In other word, MDI faculty staff lack systemic training and exposure programme. Other challenges besetting MDIs include:

- (i) Lack of common understanding of capacity development: MDIs narrow perception of capacity development has led to equating capacity development to training which was grossly inadequate and

outdated. This has led MDIs to focus attention primarily on conventional skills development instead of designing programmes that would enhance economic recovery and development.

- (ii) Ineffective evaluation of MDIs performance. There has been no sufficient evidence to suggest that deliberate attempt has been made to evaluate the performance of MDIs in terms of input, process, output and impacts or any combination of these. There are no formal fora for performance assessment by relevant stakeholder.
- (iii) Ineffective Network: The existing MDIs NETWORKs are not effective enough as a center of linkages for the MDIs within their networks and beyond. This is due to a combination of factors.
- (iv) The Client's perception (belief) of MDIs programmes. There is a general belief that the bulk of training and education programmes being run by MDIs are not relevant to the African end-users.
- (v) The pressure of globalisation. This has led to the urge to always adopt whatever is called excellent by the developed nations. Thus programme designed is influenced greatly by what is happening outside and are not internally driven. Programmes design is therefore not customer-driven and sometimes not adapted to local peculiarities.
- (vi) Lack of political will within the system. Some people in government are not ready for change, especially if they feel it will affect their privileged status-quo. For example, in terms of organizational restructuring.
- (vii) Poor quality and irrelevance of research to local problems and situation. Research is not tailored towards policy problems in Africa. This has resulted in poor integration of MDIs with their public service.
- (viii) Non-collaboration (ineffective) collaboration with civil society organizations (CSOs) and the organized private sector (OPS) since they

are supposed to be the engine of growth, with peculiar needs, MDIs have not sufficiently establish its influence in these sectors in terms of human and institutional capacity development.

- (ix) Low staff job satisfaction due to relatively low and pay. This has been responsible for the inability of MDIs to retain highly skilled and committed management and training personnel.
- (x) Inadequate curricular on political leadership, good governance, conflict resolution, and poverty alleviation strategies.
- (xi) Short of infrastructures such as offices, classroom equipment and other facilities for trainers and trainees alike.
- (xii) Lack of systematic approach to HRD. For example, MDIs have not been able to integrate their programmes with the recruitments, promotion, career planning, human resource planning and performance management of the Public service. The long list of specific challenges highlighted above, can be summarized into five key challenges according to Dada (2006):
  - (a) *Leadership Transition Challenges:* Many MDIs have, in their short histories, confronted a high turnover amongst senior leadership. This trend often impact negatively in most cases on MDIs operation.
  - (b) *Financial Sustainability:* MDIs have often been subject to radical changes in their resource base and in their funding environment. This has driven most MDIs towards more market orientation programmes.
  - (c) *Reputation and Capabilities:* In the context of resource and capability turbulence, it has been difficult for many MDIs to

retain/or establish a reputation for excellence and as provider of choice.

- (d) *Institutional Sustainability and Staff Turnover:* Whilst seeking to adapt to a changing global context, many MDIs have found it very difficult to sustain growth of the institutions and change at the same time. In part, this difficulty is often noted in a high staff turnover and the constant collapse of any form of institutional memory.
- (e) *Competition and Marketisation:* Many MDIs are subject to increased competition from privately established MDIs and from foreign competitors. Whilst the process might contribute towards enhancing the efficiencies of MDIs, it forces many to move away from investments into public sector training.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND PROCEDURES**

#### **3.1 Introduction**

This chapter focuses on the methods used to conduct this study. The chapter concentrates on the following:

- (i) Research Design
- (ii) Areas of Study
- (iii) Population
- (iv) Sample and Sampling Techniques
- (v) Measuring Instruments
- (vi) The Administration of the Measuring Instruments
- (vii) Scoring of Instruments
- (viii) Method of Data Analysis

#### **3.2 Research Design**

This work is a descriptive survey research design. Descriptive research in the words of Ofo (1994) citing Cohen and Manion (1980) is concerned with “conditions that exist; practices that prevail; beliefs point of view, or attitudes that are developing. Ofo (1994) went further to assert that at times descriptive research is concerned with how and what is or what exists, is related to some preceding events that has influenced or affected a present condition or event. The study was designed to elicit information from respondents through survey.

#### **3.3 Area of Study**

The area of this study is all the Management Development Institutes (MDIs) in the six countries of the West African sub-region that the Network covers.

All the MDIs under study belong to the Public Sector in all the six countries namely, Ghana; Nigeria; Cameroon; Sierra Leone; The Gambia and Liberia.

### 3.4 Population

The population of the study consists of all the faculty staff of all the Management Development Institutes. The categories of the staff also spread across all levels of management viz top; middle and lower management of staff in the MDIs.

### 3.5 Samples and Sampling Techniques

All the MDIs were contacted for administration of questionnaire. However, nine (9) institutions out of seventeen (17) responded by completing the questionnaire. Due to the different numbers of staff in each of the institutions, the number of respondents varied from institutions to institutions.

From each institution, minimum of Ten (10) respondents were chosen using random sampling techniques except MDPI that has very little number of staff. A total number of one hundred and fifty-six (156) respondents spread over five (5) out of the six countries of the member were retrieved. A breakdown of the sample is as follows in this table.

#### 3.5.1 Classification of Respondents by Organisation

Organisation	No of Respondents	Percentage %
ASCON, Nigeria	22	14.1
NCAT, Nigeria	12	7.7
IPAM, Sierra Leone	10	6.4
ARMTI, Nigeria	38	24.4
PSSDC, Nigeria	13	8.3
PAID-WA, Cameroon	25	16.0
CMD, Nigeria	17	10.9
LIPA, Liberia	11	7.1
MDPI, Ghana	8	5.1
<b>Total</b>	<b>156</b>	<b>100%</b>

Source: Field Survey, 2017

### **3.6 Measuring Instruments**

The measuring instrument used was questionnaire designed by the researcher. The content validity (both face and sampling validity) of the questionnaire was measured by two external consultants who are subject experts in the area of training.

The questionnaire composed of two parts. The section A was on the bio data of the respondents as well as on Training Needs Analysis. Section B of the instrument contained substantive issue relating to the respondents assessment of training programmes attended.

### **3.7 Administration of the Instruments**

The instrument was sent by email to all the MDIs. The MDIs were requested to print at least ten (10) copies of the questionnaire and administer to all levels of their faculty staff. Completed questionnaire were sent back through email and postal system. Follow-up enquiries were made to enhance timely response by the MDIs.

### **3.8 Scoring of Instruments**

The section A has thirteen questions with answers provided for respondents to tick the most appropriate. For section B, the answers were graded into excellent, very good, good, fair and poor and respondents were expected to tick as applicable.

### **3.9 Method of Data Analysis**

The data collected was analysed using tables, bar chart and pie chart. Simple arithmetical percentages were used as a measure of proportion of responses. The use of pie chart was to provide pictorial view of the weight of responses.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter is devoted to the analysis and interpretation of data, derived from questionnaire administered on nine Management Development Institutes (MDIs), in the West African sub-region. The presentations are in two parts: Section 'A' would deal with 'Analysis of Demographic Variables'; while Section 'B' deals with 'Analysis of Substantive Research Questions'.

#### SECTION A

#### 4.2. Analysis of Demographic Variables

Table 4.1. Organisation of Respondents

ORGANISATION	No of Respondents	Percentage (%)
ASCON	22	14.1
NCAT	12	7.7
IPAM	10	6.4
ARMTI	38	24.4
PSSDC	13	8.3
PAID-WA	25	16
CMD	17	10.9
LIPA	11	7.1
MDPI Ghana	8	5.1
<b>TOTAL</b>	<b>156</b>	<b>100</b>

*Source:* Field Survey, 2017

**Figure 4.1 Organisation of Respondents**

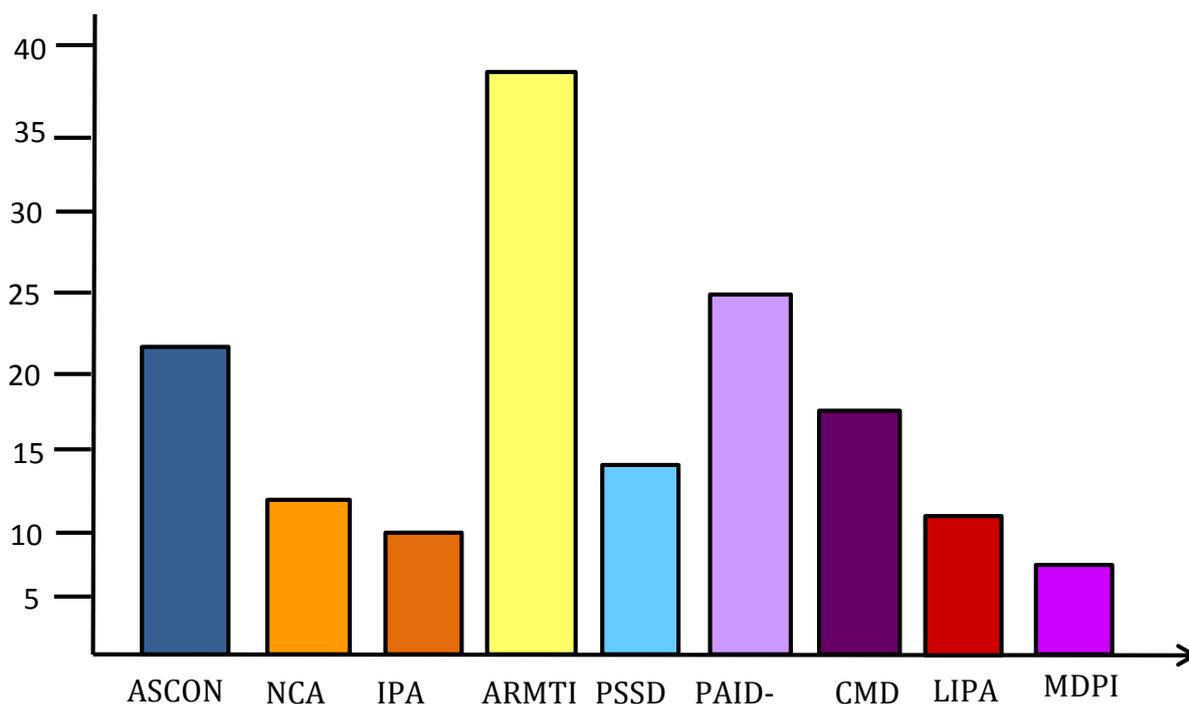


Table 4.1. above, shows that out of the nine (9) organisations that were studied, ARMTI had 38 respondents or 24.4 percent of the total; PAID-WA had 25 respondents or 16 percent of the total; ASCON had 22 respondents or 14 percent of the total; CMD had 17 respondents or 10.9 percent of the total; PSSDC had 13 respondents or 8.3 percent of the total; NCAT had 12 respondents or 7.7 percent of the total; LIPA had 11 respondents or 7.1 percent of the total; IPAM had 10 respondents or 6.4 percent of the total and MDPI had 8 respondents or 5.1 percent of the total. The table shows that while the highest number of respondents in a single organisation (ARMTI), was 38 or 24.4 percent of total population, the lowest number of respondents from one single organisation (MDPI), was 8 or 5.1 percent of the total population. The unequal number of respondents from the different MDIs is not likely to be far from the fact that the number of faculty staff varies from institution to institution. In addition, some institutions for instance MDPI had very limited number of faculty staff.

**Table 4.2. Sex of Participants**

<b>Sex of Respondents</b>	<b>No of Respondents</b>	<b>Percentage (%)</b>
Male	103	66
Female	53	34
<b>TOTAL</b>	<b>156</b>	<b>100</b>

*Source: Field Survey, 2017*

**Figure 4.2: Sex of Participants**

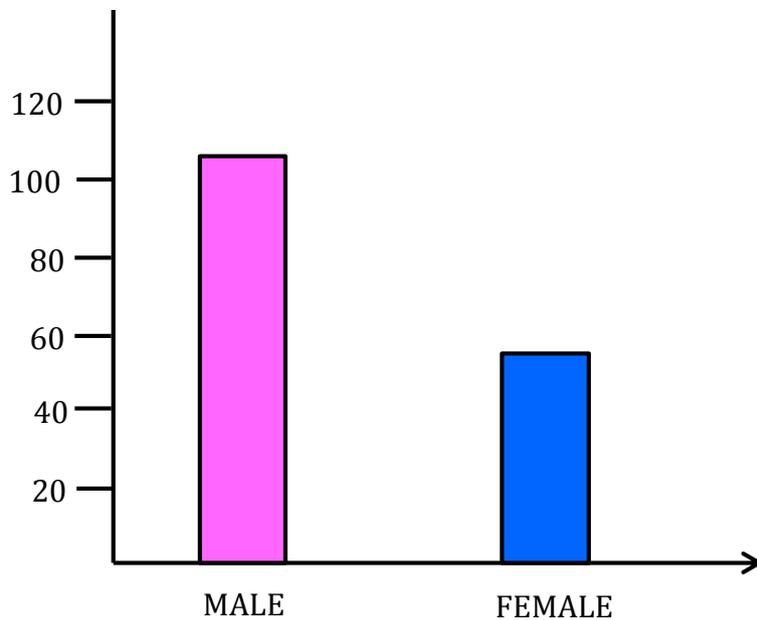


Table 4.2. above shows that out of 156 respondents, 103 or 66 percent were male; while 53 or 34 percent were female. From the above, the issue of inequality is well pronounced in the composition of the faculty staff. This reveals the thinking of the “think-tank” of the MDIs. This may also further explain the situation of MDIs in providing the desirable capacity building for women managers.

**Table 4.3. Qualifications of Respondents**

QUALIFICATIONS	No of Respondents	Percentage (%)
First degree	51	32.7
Postgraduate	105	67.3
<b>TOTAL</b>	<b>156</b>	<b>100</b>

Source: Field Survey, 2017

**Figure 4.3: Qualifications of Respondents**

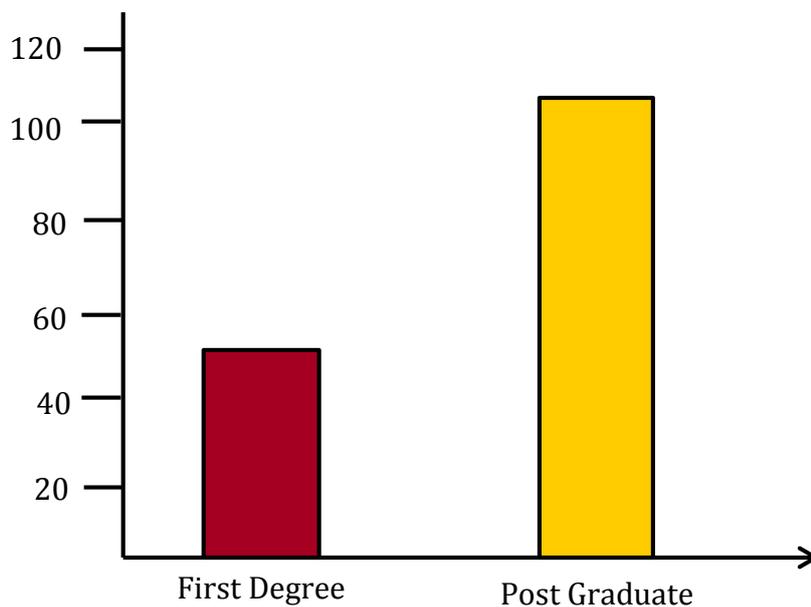


Table 4.3 above shows that out of 156 respondents, 51 of them, or, 32.7 percent had first degree; while 105 or 67.3 percent had postgraduate qualifications. The above composition is an indication that approximately two-thirds of the respondents were of higher knowledge, which is a good thing on the part of the MDIs. As the adage goes, the “pulpit must be higher than the pew”.

**Table 4.4. Work Experience of Respondents**

<b>WORK EXPERIENCE</b>	<b>No of Respondents</b>	<b>Percentage (%)</b>
1 – 5 years	44	28.2
6 – 10 years	39	25
More than 10 years	73	46.8
<b>TOTAL</b>	<b>156</b>	<b>100</b>

*Source:* Field Survey, 2017

**Figure 4.4: Work Experience of Respondents**

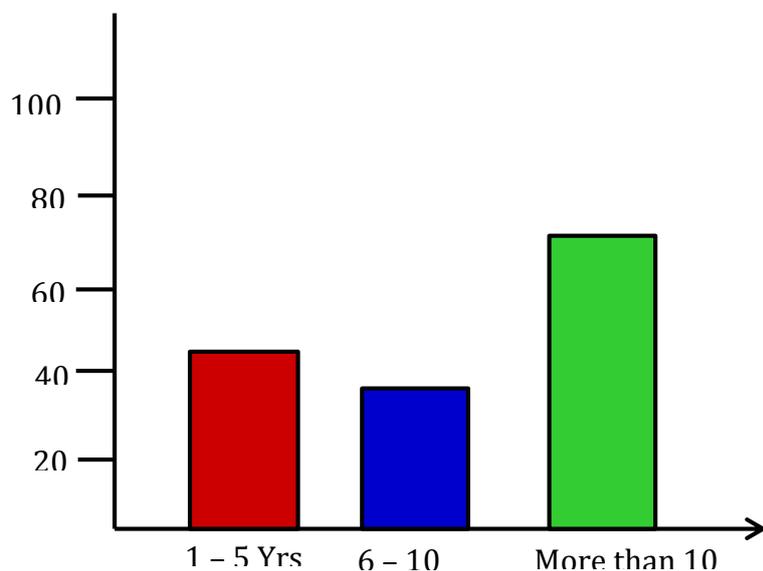


Table 4.4 above shows that out of 156 respondents, 44 or 28.2 percent of them had worked between 1 and 5 years; 39 or 25 percent had worked between 6 and 10 years; while 73 or 46.8 percent of them had worked for more than ten years. The table is an indication that as many as 112 or 71.8 percent of the respondents have worked for more than 5 years. This data shows that majority of the MDIs had staff with long years of experience indicating low staff turn-over in majority of the institutions.

**Table 4.5. Number of Training Programmes Attended in the Last 3 years by Respondents**

Number of Training attended	No of Respondents	Percentage (%)
1 Time	44	28.2
2-4 Times	53	34
5-6 Times	10	6.4
None	49	31.4
<b>TOTAL</b>	<b>156</b>	<b>100</b>

Source: Field Survey, 2017

**Figure 4.5: Number of Training Programmes Attended in the Last 3 years by Respondents**

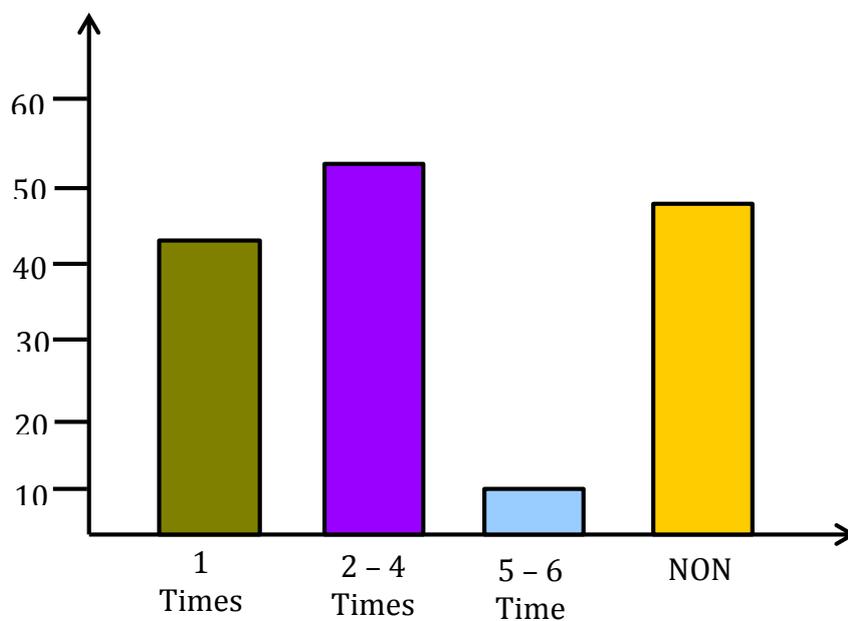


Table 4.5 above shows that out of 156 respondents, 44 persons or 28.2 percent of them had attended only 1 training programme; 53 or 34 percent of them had attended between 2 and 4 training programmes; 10 respondents or 6.4 percent had attended between 5 and 6 training programmes; while 49 respondents or 31.4 percent of the respondents had not attended any training programme in the last three years. The data revealed from this table clearly shows the inherent weakness in the capacity development of the staff of the MDIs. 44 respondents or 28.2% had training only once and 49 respondents or

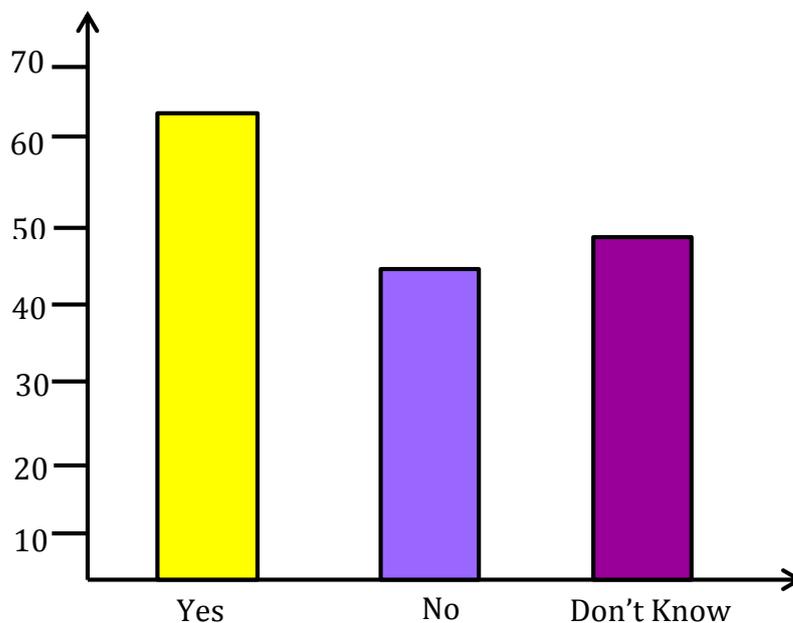
31.4% had none. This further reveals that 59.6% of the respondents with majority of them (about 71.8%) from table 4.4 that had put in between 6 years – and more than 10 years experience had not attended any substantial training within the ten years of their service. If this is the situation in a training institution, one may start to ask about the relevance and adequacy of the knowledge and skills of the respondents who are supposed to be trainers.

**Table 4.6. Identification of Training Need**

Was a training need carried out before you were sent on training?	No of Respondents	Percentage (%)
Yes	62	39.2
No	45	29.7
Don't know	49	31.1
<b>TOTAL</b>	<b>156</b>	<b>100</b>

Source: Field Survey, 2017

**Figure 4.6: Identification of Training Need**



In Table 4.6 above, out of 156 respondents, 62 or 39.7 percent of the respondents said that Training Need Assessment was carried out before they were sent on training; while 45 or 28.9 percent said that no Training Need

Assessment was carried out before they were sent on training. 49 or 31.4 percent of the respondents did not know whether Training Needs Assessment was carried out before they were sent on training.

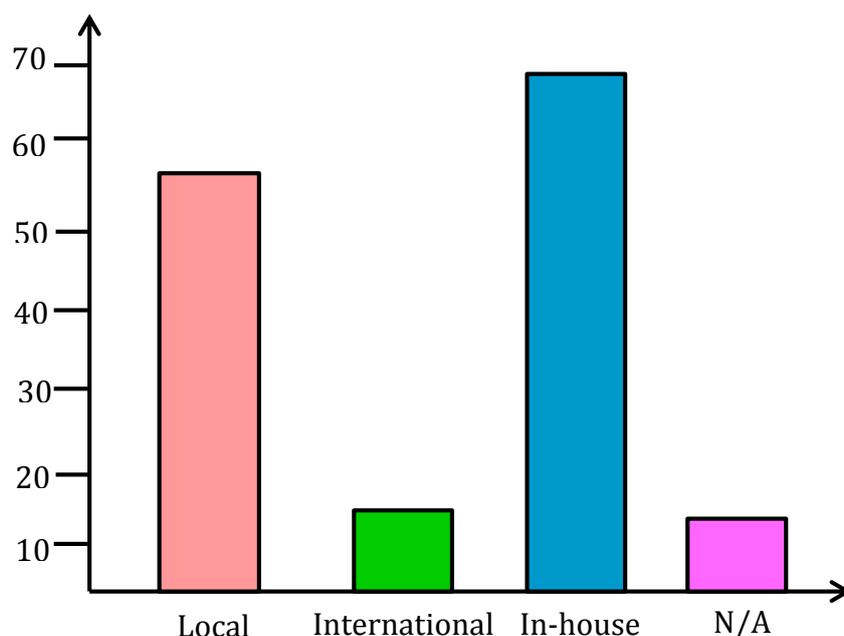
From the above, the table indicates that 'only' 39.7 percent of the respondents said that TNA was conducted before they were sent on training, but, from experience in the Public Service and membership of the Management Development Institute, the figure could be higher. This is because, while filling out the 'Annual Performance Evaluation Report' form (APER), individuals are usually asked to indicate the training that they think they need. These things are implemented, so long as funds are available. In many organisations, Heads of Departments are well familiar with training programmes that their departmental staff will need, and they give them exposure on such training programmes subject to availability of funds. In this regard, there would not be any Identification of Training Needs (ITN) exercise before one finds himself or herself nominated for a training programme. Even the 28.9 percent of the respondents who said "No" to the question, may not know how they were nominated. It could be from the assessment of their supervisors. However, it could be deduced that 94 of respondents that is 60.8% who said "No" and "Don't know" does not seem to see the relevance of the training attended to their schedule and thus there is no impact.

**Table 4.7. Location of the Training attended**

Where were most of these training courses you attended organized?	No of Respondents	Percentage (%)
Local	57	36.5
International	16	10.3
In-house	69	44.2
Not Applicable	14	9
<b>TOTAL</b>	<b>156</b>	<b>100</b>

Source: Field Survey, 2017

**Figure 4.7: Location of the Training attended**



In Table 4.7 above, out of 156 respondents, 57 or 36.5 percent of the respondents had their training organised locally, 16 or 10.3 percent had their training as international programmes while 69 or 44.2 percent of the respondents opined that the programmes were organised In-house. From the table, majority of the respondents that is 140 or 89.7% have not been opportuned to attend any international programme. When one bears in mind

the benefits that can be accrued from international exposure of participants of this level and the expectant role of the MDIs in developing the human capacity of the public servants of their respective countries, one can easily conclude that there is dearth of current knowledge in the land.

This table equally justify the need for the MDIs to urgently seek for ODA assistance in order to expose their staff to appropriate training. In addition, a situation where one has served for more than fifteen years in a training institution and yet has not been exposed to any training outside his/her domain poses a potent danger to the future of the system.

#### **4.3 Analysis of Substantive Research Questions**

Respondents were further made to assess the degree of their versatility in different training programmes considered relevant to their schedule using the different scales rating of excellent; very good; good; fair and poor for their measurement.

Table 4.8

## PARTICIPANTS' EXTENT OF KNOWLEDGE IN RELEVANT COURSES

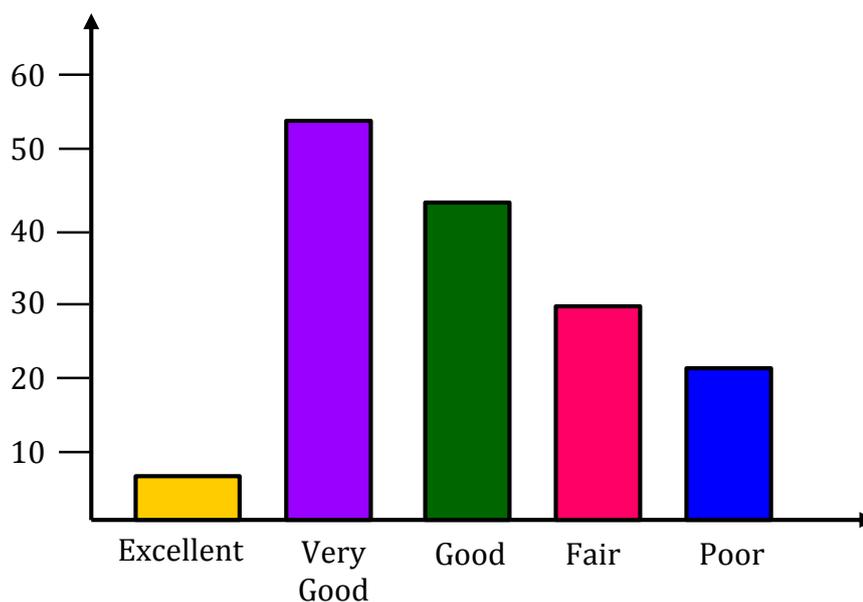
	Extent of Knowledge in Courses/Programmes	EXCELLENT		VERY GOOD		GOOD		FAIR		POOR		TOTAL	
		No of respondents	%	No of respondents	%								
(i)	Management Consulting	8	5.1	54	34.6	43	27.6	30	19.2	21	13.5	156	100
(ii)	Entrepreneurship Development	14	8.9	43	27.6	43	27.6	39	25	17	10.9	156	100
(iii)	Research Methodology	13	8.3	50	34.1	56	35.9	22	14.1	15	9.6	156	100
(iv)	Train Of Trainers (TOT)	29	18.6	55	35.3	36	23.1	22	14.1	14	8.9	156	100
(v)	Gender Mainstreaming	5	3.2	17	10.9	53	34	42	26.9	39	25	156	100
(vi)	Gender issues in Different Sector	5	3.2	16	10.3	39	25	53	33.9	43	27.6	156	100
(vii)	Research Proposal Writing	8	5.1	50	32.1	47	30.1	19	12.2	32	20.5	156	100
(viii)	Data Processing and Analysis using ICT tools	13	8.3	20	12.8	47	30.1	51	32.8	25	16	156	100
(ix)	Management of CBO's, FBA, CSO, NGO etc for Poverty Reduction	2	1.3	16	10.3	42	26.9	56	35.9	40	25.6	156	100
(x)	Public Sector Reform	5	3.2	21	13.5	52	33.3	38	24.4	40	25.6	156	100
(xi)	Case Writing Development	5	3.2	22	14.1	43	27.6	51	32.7	35	22.4	156	100
(xii)	Public Private Partnership Management	2	1.3	15	9.6	53	34	48	30.7	38	24.4	156	100
(xiii)	Environmental Management	1	0.6	26	16.7	41	26.3	48	30.8	40	25.6	156	100

Source: Field Survey, 2017

#### 4.8.1 Management Consulting Course (MCC)

Out of the 156 respondents that participated in the MCC, 8 or 5.1 percent rated their knowledge/skill in the programme as excellent; 54 respondents or 34.6 percent rated it as very good; 43 or 27.6 percent rated it as good; 30 or 19.2 percent rated it as fair; and 21 or 13.5 percent of the respondents rated it as poor. This outcome indicates that a total of 105 or 67.3 percent rated their knowledge in the course as below average. When one bears in mind that one of the cardinal areas of focus of most if not all the MDIs is consultancy, one can conclude that a lot still has to be done. This findings may have also justified the larger number of the respondents (39) who ranked the course as first on the priority list of training in Q15 that they suggested their different organisations will require.

**Figure 4.8.1: Management Consulting Course (MCC)**

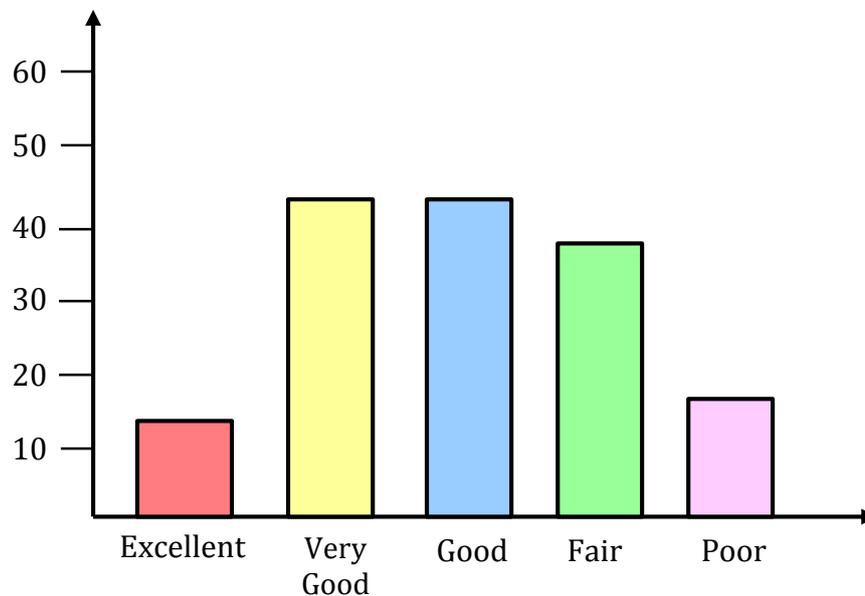


#### 4.8.2 Entrepreneurship Development Course (EDC)

Out of the 156 respondents 14 or 8.9 percent rated their knowledge/skill in Entrepreneurship Development as excellent; 43 or 27.6 percent rated it as very good; 43 or 27.6 percent rated it as good; while 39 or 25 percent rated it as fair; and 17 or 10.9 percent rated it as poor. When one bears in mind the critical

need for entrepreneurial education across the globe, one can easily conclude that majority of the MDIs are not yet fully prepared to proffer solutions to the “time-bomb” of our time which is unemployment especially among the youths across the region as global youth unemployment figures continue to mount.

**Figure 4.8.2: Entrepreneurship Development Course (EDC)**



#### 4.8.3 Research Methodology Course (RMC)

Out of the 156 respondents 13 or 8.3 percent rated the knowledge/skill they possess in the course as excellent; 50 or 34.1 percent rated it as very good; 56 or 35.9 percent rated it as good; while 22 or 14.1 percent rated it as fair; and 15 or 9.6 rated it as poor.

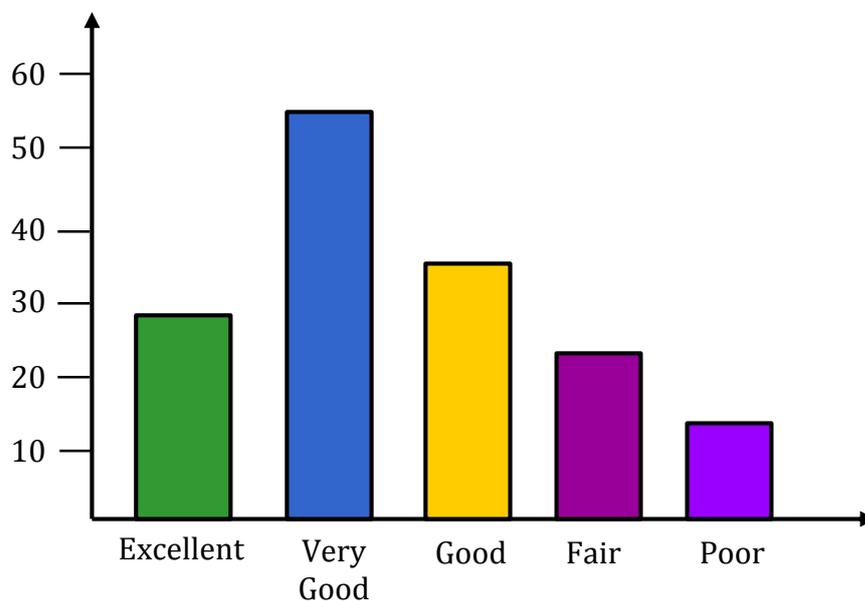
**Figure 4.8.3 Research Methodology Course (RMC)**



#### 4.8.4 Training of Trainers Course (TTC)

Under the TTC programme, out of the 156 respondents, 29 or 18.6 percent rated their knowledge in the course as excellent; 55 or 35.3 percent rated their knowledge/skill as very good; 36 or 23.1 percent rated it as good; 22 or 14.1 percent rated it as fair; while 14 or 8.9 percent rated it as poor. From the analysis, 84 or 53.9% of the respondents had proper understanding of one of the critical skills required by any faculty staff of any MDI. However, when you juxtapose this with work experience in table 4.4 where 73 or 46.8% of the respondents had put in more of than ten years of experience, the result may not be unexpected. However, when this same finding is pitched against table 4.5, that requested for number of training programmes attended in the last three years, it is obvious that majority of the respondents had exposure to the course on train-the-trainers very long time ago as the table 4.5 clearly shows.

**Figure 4.8.4: Training of Trainers Course (TTC)**

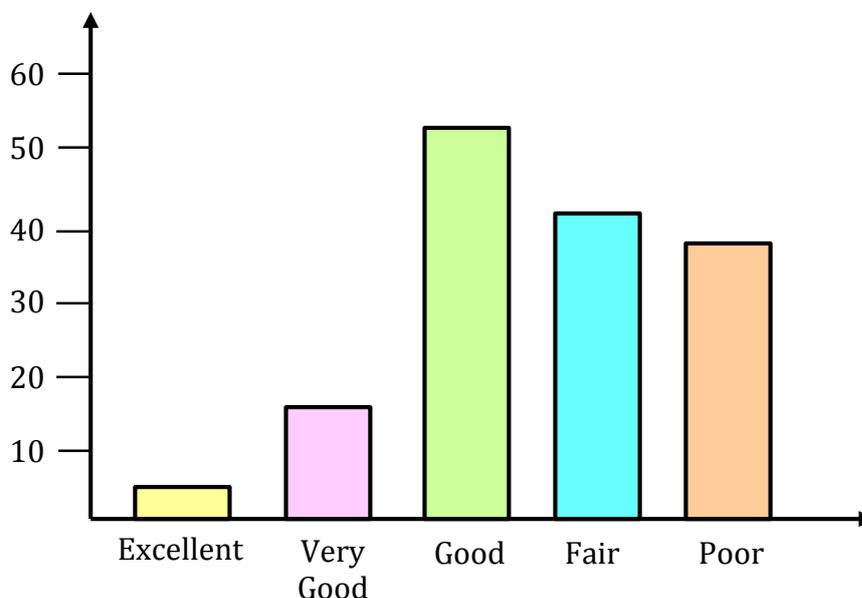


#### 4.8.5 Gender Mainstreaming Course (GMC)

Out of the 156 respondents 5 or 3.2 percent rated their knowledge/skill in this course as excellent; 17 or 10.9 rated it as very good; 53 or 34 percent rated it as good; 42 or 26.9 percent rated it as fair; and 39 or 25 percent rated it as poor. The general outcome of their ratings on their knowledge on gender mainstreaming indicates that an insignificant number, that is, 3.2 percent had excellent knowledge.

In another dimension, a total of 75 or 48.1 percent rated their knowledge as above average while 81 or 51.9 percent rated their knowledge as being below the 'good' mark. This should first not be a surprise, seeing that the respondents are male-dominated, and men do not often want to attend gender-related programmes voluntarily. This suggests that if Training Need Analysis were conducted before nomination to attend, many of those who did would not attend. In addition, bearing in mind the role of MDIs in the attainment of SDG's, several questions demand urgent attention. How will MDIs design and deliver programmes in this area if majority of their staff had poor knowledge of gender mainstreaming?

**Figure 4.8.5: Gender Mainstreaming Course (GMC)**

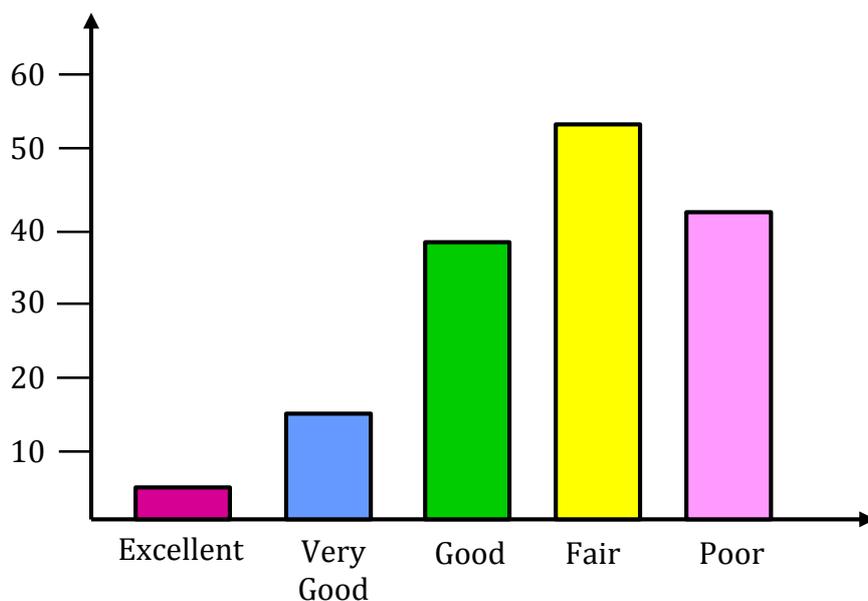


#### **4.8.6 Gender Issues in Different Sectors(GIDS)**

Under the GIDSC programme, out of 156 respondents, 5 or 3.2 percent rated their knowledge/skill as excellent; 16 or 10.3 percent rated it as very good; 39 or 25 percent rated it as good; while 53 or 33.9 percent rated it as fair; and 43 or 27.6 percent rated it as poor. The outcome of this rating of the GIDSC is that a total of 66 or 42.3 percent rated the programme as not less than 'good'; while a total of 96 or 61.5 percent rated their knowledge in the area as being below average.

In the last few years, there has been deliberate efforts to increase gender sensitivity in decisions affecting development policy. Gender issues form a cardinal issue in the SDGs. The role of MDIs to provide the much sought development oriented managerial talent in sub Saharan Africa as the name of the Institutions imply, is not only imperative but a priority function. In the words of Kerenge (1990) cited by Olowe (2003; 2013), MDIs could be considered as the "Centres of Excellence" to create and produce competent development managers to work in a dynamic and complex African environment. Most MDIs have few female Faculty Staff. The few ones that equally exist are not in decision – making level. The men in the faculty has no interest and knowledge in gender issues. The question then is "who will design and deliver the programmes in this specific area?" As observed by Morse 1985 quoted by Olowe (2003), "for it is crystal clear that the development administered largely by men on assumptions centered principally on man, is not only morally indefensible but economically unsound". This finding may have revealed the reasons why most of the MDIs have no gender experts in their institutions as well as robust programmes in gender areas in their respective institutions.

**Figure 4.8.6: Gender Issues in Different Sectors(GIDS)**



#### **4.8.7 Research Proposal Writing Course (RPWC)**

In RPWC, out of 156 respondents, 8 or 5.1 percent rated their knowledge/skill as excellent; 50 or 32.1 percent rated it as very good; 47 or 30.1 percent rated it as good; while 19 or 12.2 percent rated their knowledge as fair; and 32 or 20.5 percent rated it as poor. The general outcome of responses under RPWC indicates that 105 or 67.3 percent rated it as not below the 'good' grade; while 51 or 32.7 percent rated it as being below the average.

**Figure 4.8.7: Research Proposal Writing Course (RPWC)**



#### 4.8.8 Data Processing and Analysis Using ICT Tools (DPAUIT)

Out of 156 respondents, only 13 or 8.3 percent rated their knowledge in DPAUIT as excellent; 20 or 12.8 percent rated it as very good; 47 or 30.1 percent rated their knowledge as good; while 51 or 32.8 percent rated it as fair; and 25 or 16 percent of the participants rated it as poor. The general outcome on the knowledge in DPAUIT shows that a total of 80 or 51.2 percent rated their knowledge/skills as not less than 'good'; while 76 or 48.8 percent rated their knowledge as below average. When one consider the role of ICT tools in research, one may be tend to wonder how the MDIs can survive in carrying out their functions which centered on research.

**Figure 4.8.8: Data Processing and Analysis Using ICT Tools (DPAUIT)**



#### 4.8.9 Management of CBOs, FBA, CSO, NGO etc

Out of 156 respondents, 2 or 1.3 percent rated their knowledge/skills in the programme as excellent; 16 or 10.3 percent rated it as very good; 42 or 26.9 percent rated it as good; 56 or 35.9 rated it as fair; and 40 or 25.6 percent rated it as poor. The general rating on the knowledge/skill about the CBOs, NGO etc. programme indicates that a total of 60 or 38.5 percent of the respondents had fair knowledge; while 96 or 61.5 percent had poor knowledge. The findings here

clearly further reveals the scanty knowledge of our MDIs in diverse areas such as this area.

**Figure 4.8.9: Management of CBOs, FBA, CSO, NGO etc**

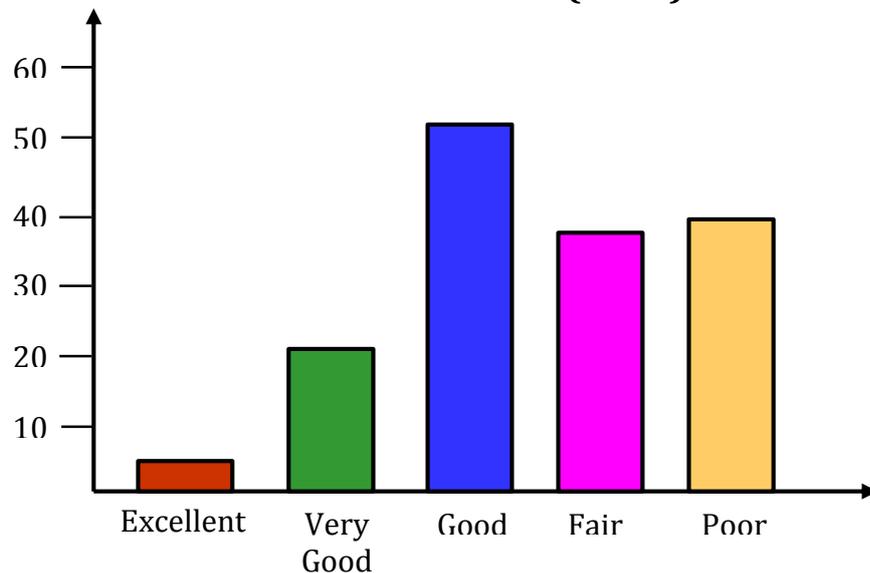


#### **4.8.10 Public Sector Reform Course (PSRC)**

In the PSRC programme, out of 156 respondents, only 5 or 3.2 percent rated their knowledge/skill as excellent; 21 or 13.5 percent as very good; 52 or 33.3 percent as good; while 38 or 24.4 percent rated it as fair; and 40 or 25.6 percent rated it as poor. The general outcome of the ratings on the PSRC, shows that a total of 78 or 50 percent rated their knowledge in this area as not below 'good' rating; while a total of 78 or 50 percent rated their knowledge as below average. This findings further reveals the weak nature of the human capacity of the MDIs who are majorly to serve the public sector. MDIs, as Human Resource Development Centres have a complex and dynamic role of producing competent development oriented managers to address changing values, beliefs, knowledge and skills or both men and women. In addition, they are to help in shaping the orientations of the public servants who are drivers of government machinery.

However, the question arises “what do the MDIs have to offer when they lack the knowledge” in public sector reforms.

**Figure 4.8.10: Public Sector Reform Course (PSRC)**



#### 4.8.11 Case Writing Development (CWD)

On the CWD programme, out of 156 respondents, 5 or 3.2 percent rated their knowledge as excellent; 22 or 14.1 percent rated their knowledge/skill as very good; 43 or 27.6 percent rated it as good; while 51 or 32.7 percent rated it as fair; and 35 or 22.4 percent rated it as poor. The general outcome of the responses, shows that a total of 70 or 44.9 percent rated their knowledge in CWD as ‘good’; while a total of 86 or 55.1 percent rated their knowledge as below the average. Case writing is a part of the requirements for faculty members in the MDIs, but recent events suggest that case study is being relegated, reducing the general enthusiasm on it. This may further reveal while quite often the content and mode of delivery in MDIs do not significantly differ much from regular academic delivery at Universities. The effect of this as Ocran (2017) puts it is that “public policy training in the MDIs fails to be a practitioner’s course.” This is particularly important to note because the increasing demand

by citizens for improved outcomes or impacts on their lives require a new approach.

**Figure 4.8.11: Case Writing Development (CWD)**

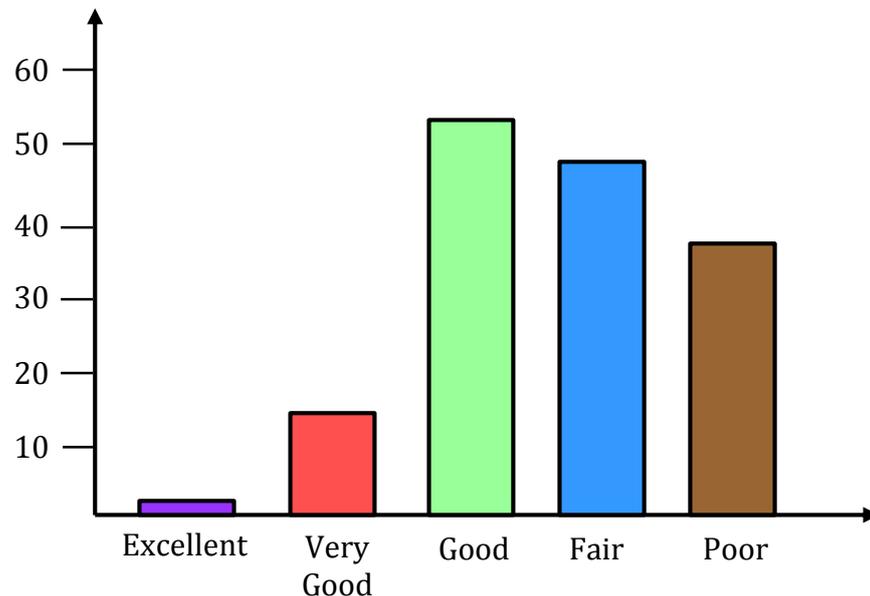


#### **4.8.12 Public Private Partnership Management (PPPM)**

Out of the 156 respondents, 2 or 1.3 percent of the respondents indicated their knowledge/skill in the PPPM as excellent; while 15 or 9.6 percent rated it as very good. 53 or 34 percent rated it as good; while 48 or 30.7 percent rated it as fair; while 38 or 24.4 percent rated it as poor. The general outcome of the ratings, was that PPPM got one of the least ratings as excellent on the table. The total scores on ratings above average was 70 or 44.9 percent; while the rating below the average was 86 or 55.1 percent. Coincidentally, both the CWD programme and the PPPM programmes had the same general rating, an indication that both of them have the same low rating. The findings here clearly further reveals the “shallow” knowledge of our MDIs in areas not considered as “traditional courses”. In this era of high unemployment across the globe, dwindling economy, every government is looking forward to partnership. The question then is “who will train” the civil servants who are engine of the

government in this area when they themselves have little or no knowledge in this area.

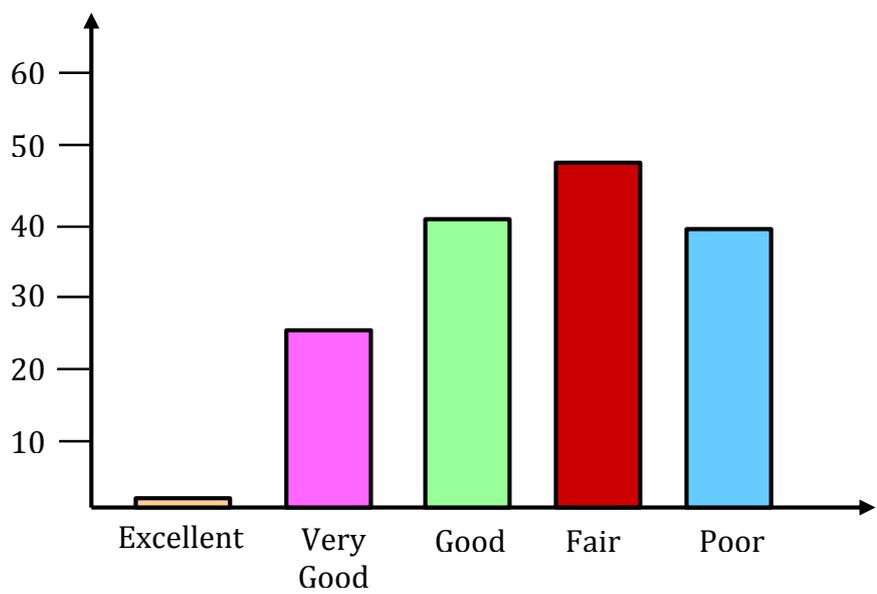
**Figure 4.8.12: Public Private Partnership Management (PPPM)**



#### **4.8.13 Environmental Management Course (EMC)**

Out of 156 respondents, 1 or 0.6 percent rated their knowledge/skill in Environmental Management Course as excellent; 26 or 16.7 percent rated it as very good; 41 or 26.3 percent rated it as good; while 48 or 30.8 percent rated it as fair; and 40 or 25.6 percent rated it as poor. The general rating on the EMC knowledge scale shows that 68 or 43.6 percent rated it as not below the average mark; while 88 or 56.4 percent rated their knowledge as below the average mark. The outstanding feature of the EMC is that only 0.6 percent respondents, that is, 1 person, rated it as excellent. This promises to be one of the programmes that would have had very low demand given a good Training Needs Analysis. The knowledge rating of the respondents in this area further reveals that most of our MDIs does not possess the relevant knowledge to help their governments attain the SDG goals as this forms one of the seventeen goals of the Sustainable Development Goals.

**Figure 4.8.13: Environmental Management Course (EMC)**



A summary of the respondents suggestions on three (3) most important trainings they think their organisation will require are as follows. These are in order of priority.

**4.9 Table 4.9: Respondents Suggestions on three most important courses**

S/N	Training/Courses	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
1.	Management Consulting	39	12	13
2.	Research Methodology	24	31	7
3.	Data Processing	15	13	21
4.	Entrepreneurship Development	6	15	13
5.	Train the Trainers	14	11	10
6.	Gender Mainstreaming	3	5	3
7.	Research Proposal Writing	17	14	12
8.	Environmental Management	3	5	18
9.	Public Sector Reforms	6	6	7
10.	Case Writing Development	4	11	7
11.	Public Private Partnership	3	6	11
12.	Management of CBOs	5	8	7
13.	Gender Issues	-	3	1

Source: Field Survey, 2017

From the above table, thirty nine (39) of the respondents suggested Management Consulting as most important training they think their organisation will require. This was closely followed by thirty-one (31) suggesting a Research Methodology as second and only twenty-one (21) suggesting Data Processing.

Areas the respondents still need to acquire new skills/training are as follows in order of priority.

**4.10 Table 4.10**

<b>S/N</b>	<b>Training</b>	<b>No of Respondents</b>
1.	Case Writing and Publication	17
2.	Research Methodology	17
3.	Data Processing	15
4.	Gender Mainstreaming	14
5.	Public Sector Reforms	13
6.	Entrepreneurship Development	12
7.	Government Debt Management	12
8.	Project Management	11
9.	Human Resource Management	11
10.	Private Public Partnership	9
11.	Research Proposal Writing	9
12.	Train-of-Trainers	9
13.	Advanced Data Analysis	9
14.	Management Consulting	8
15.	Management of CBO, CSO and FBA	8
16.	Local Government Management and Administration	6
17.	Environmental Management	6
18.	Safety Management	4

*Source:* Field Survey, 2017

## CHAPTER FIVE

### FINDINGS

Based on the analysis of data collected through the questionnaires presented in chapter four, a number of findings have been articulated. These findings have been discussed under these broad themes as follows:

#### **5.1 Identification of Training Needs (TNA)**

From the analysis, it was found that 39.7 per cent of the respondents said Training Needs Analysis (TNA) was usually carried out before they were selected for any training while 28.9 per cent said there was no TNA carried out before being sent on training. However, 31.4 per cent of the respondents said they were not aware whether TNA was conducted before they selected for training.

It would appear that a significant number of the respondents do not seem to appreciate the relevance of TNA in the whole training process.

#### **5.2 Number of Training Programmes Attended in the Last Three Years by Respondents**

It was found that staff training was inadequate. For instance, in the analysis of questionnaires shown in Table 4.5, about 31.4 per cent of respondents indicated that they had not attended any training programme in the last three years.

It was further observed that about 59.6 per cent of the respondents with majority of them (about 71.8 per cent) from Table 4.4 that had put in between six (6) years and more than ten (10) years of experience had attended any substantial training within the ten (10) years of their service. The picture painted above shows clearly the inherent weakness in the capacity development of staff of the MDIs.

While the extent of inadequacies or otherwise could not be ascertained, it is note-worthy that shortages in training could have adverse effect on the quality performance of faculty staff.

### **5.3 Location of the Training Attended**

The analysis of the location of training attended by the respondents revealed the following findings:

- ✓ Majority of the faculty staff had their training both in-house (locally) and strictly within their respective country;
- ✓ A significant percentage (about 89.7 per cent) did not have any form of international exposure;
- ✓ Only about 10.3 per cent of the faculty staff had their training outside their respective country.
- ✓ Lack of overseas training for the faculty staff of the MDIs has negative impact on their performance in developing the human capacity of the public servants in their respective countries.

### **5.4 Analysis of Substantive Research Questions**

The analysis of Substantive Research Questions revealed the following findings:

#### *5.4.1 Management Consulting Course (MCC)*

- ✓ A greater number of respondents (about 67.3 per cent) rated their knowledge in the MCC as below average;
- ✓ However, they indicated that the course was one of the cardinal areas of focus by most if not all the MDIs.

#### *5.4.2 Entrepreneurship Development Course (EDC)*

- ✓ A significant percentage (about 64.1 per cent) of the respondents rated their knowledge/skill in entrepreneurship development as good;

- ✓ It was noted that entrepreneurship education was of critical need across the MDIs;
- ✓ It was also clear from the analysis that majority of the MDIs were not yet fully prepared to embrace this very important study area despite the high unemployment rate across the sub-region.

#### 5.4.3 *Research Methodology Course (RMC)*

- ✓ Results obtained from the analysis indicated that about 78.3 per cent of the respondents rated knowledge/skill they possess in the course as good. This may not be unconnected with preference of trainees (or participants) to enrol for the programme in most of the MDIs surveyed.
- ✓ However, 37 respondents representing about 23.7 per cent rated the study area as poor.

#### 5.4.4 *Training of Trainers Course (TTC)*

- ✓ From the analysis of data obtained, about 53.9 per cent representing the majority of respondents said they have proper understanding of one of the critical skills required by any faculty staff of an MDI;
- ✓ It was also clear from the analysis that most of the respondents did their TTC many years ago with the possibility of not being in tune with the current trend in the industry.

#### 5.4.5 *Gender Mainstreaming Course (GMC)*

- ✓ Majority of the respondents (about 51.9 per cent) rated their knowledge/skill of the course as being poor;
- ✓ The analysis further showed that males were often reluctant to attend gender-related programmes voluntarily;
- ✓ There was need for the MDIs to make deliberate/conscious effort towards designing and delivering programmes on gender-related issues against

the background that majority of the MDIs staff have limited or poor knowledge/skill in gender mainstreaming.

#### *5.4.6 Gender Issues in Different Sectors (GIDS)*

- ✓ Majority (about 61.5 per cent) rated their knowledge/skill in this area as being below average;
- ✓ The analysis further revealed why most MDIs have no gender experts in their faculty as well as robust programmes of study in gender in their respective MDI;
- ✓ Respondents showed that most MDIs had few female faculty staff, and the few that existed were not in decision-making levels;
- ✓ It was discovered that the males in the faculty had no interest and knowledge in gender-related issues.

#### *5.4.7 Research Proposal Writing Course (RPWC)*

- ✓ The general outcome of responses under Research Proposal Writing Course (RPWC) indicates that the majority representing about 67.3 per cent of the respondents rated their knowledge/skill as good, while about 32.7 per cent rated it as being below average. This suggests that the course is well received and taken seriously by the faculty of the MDIs.

#### *5.4.8 Data Processing and Analysis Using ICT Tools (DPAUIT)*

Responses revealed the following:

- ✓ About 51.2 per cent of the respondents rated their knowledge/skill in DPAUIT as good;
- ✓ While about 48.8 per cent rated it as poor;
- ✓ In view of the high number of respondents with poor knowledge/skill in DPAUIT, against the background of the role of ICT tools in research, it would be suicidal for the MDIs not to make deliberate effort towards

increasing the knowledge base of their faculty in this very critical and indispensable area.

#### *5.4.9 Management of CBOs, FBAs, CSOs, NGOs, etc.*

- ✓ The general rating on the knowledge/skill about the CBOs, FBAs, CSOs, NGOs, etc., programme indicates that about 61.5 per cent rated it as poor;
- ✓ This further explains the scanty knowledge of the MDIs in diverse areas such as this.

#### *5.4.10 Public Sector Reform Course (PSRC)*

The analysis of the data obtained revealed the following findings:

- ✓ About 50 per cent of the respondents rated their knowledge/skill in this area as good, while another 50 per cent rated it as poor;
- ✓ The weak nature of the human capacity of the MDIs whose responsibility is to serve the public sector in their respective country;
- ✓ It was also clear from the analysis that the MDIs were established primarily as human resources development centres with complex and dynamic role of producing competent development-oriented managers to address changing values, beliefs, knowledge and skills for employees;
- ✓ To help in shaping the orientations of the public servants who are drivers of government machinery;
- ✓ Result-oriented and responsive governments all over the world, today recognize that in order to institutionalize good governance and achieve sustainable development, their public service must develop certain capabilities of public goods and services;
- ✓ Accountable, effective and efficient public sector institutions are at the core of what is considered good governance and are essential for the achievement of sustainable development and the goals and objectives of

the Sustainable Development Goals (SDGs). The MDIs are therefore not in any way excluded in this case.

#### *5.4.11 Case Writing Development (CWD)*

- ✓ Majority or about 55.1 per cent of the respondents rated their knowledge/skill in CWD as average;
- ✓ It was discovered that Case Writing was a part of the requirements for faculty staff in the MDIs;
- ✓ Unfortunately, this area is relegated to the background;
- ✓ This, however, explains why the content and mode of delivery in MDIs do not significantly differ much from regular academic delivery in the Universities.

#### *5.4.12 Public Private Partnership Management (PPPM)*

The analysis of the Public Private Partnership Management (PPPM) revealed the following findings:

- ✓ Majority or about 55.1 per cent of the respondents indicated their knowledge/skill in PPPM as poor;
- ✓ The general low rating came as a result of the consideration by a cross section of respondents of PPPM as a 'non -traditional' course in the MDIs;
- ✓ However, in this era of high unemployment across the globe, dwindling economy, every government is looking forward to partnership;
- ✓ This situation is made manifestly worse by the fact that faculty staff of MDIs who are expected to transfer relevant knowledge/skills to the civil servants as the engine of their governments are themselves ill-equipped or lacking the requisite knowledge in this area.

#### *5.4.13 Environmental Management Course (EMC)*

- ✓ It was found that only about 43.6 per cent of the respondents rated their knowledge/skill in EMC as good, while about 56.4 per cent rated their knowledge as below average;
- ✓ The knowledge rating of the respondents in this area reveals that most of the MDIs do not possess the relevant knowledge to assist their governments attain the Sustainable Development Goals (SDGs).

# CHAPTER SIX

## RECOMMENDATIONS AND CONCLUSION

### 6.1 Introduction

Employees are said to be the most valuable asset in an organisation (Ferdinand, 1988). Therefore, employees' talent need to be continuously developed and nurtured in achieving the highest performance of the organisation. To train employees effectively is not an easy task. The organization requires some steps to manage the training process. The steps start with identification regarding training need, designing and also developing suitable training solution, implementing this training and evaluating the training programmes' effectiveness whether the original needs have been achieved. These steps are popularly known as the "training cycle" and many training researchers agreed that these steps are necessary to ensure training effectiveness (Leat and Lovell, 1997). Among the steps in the training cycle is the identification of training needs. Training Need Analysis (TNA) can be considered the most important steps in ensuring the effectiveness of the overall training process.

### 6.2 Recommendations

Arising from the findings in chapter five of this report, the following recommendations are made, to address the issue of skills gaps prevalent amongst faculty staff of Management Development Institutes (MDIs) in the West African sub-region. The recommendations are however organized under the key thematic areas of the survey in the same manner as were the findings in the previous chapter.

### **6.2.1 Development of Training Policy**

Organizations should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills [skills needed to perform one's job], advanced skills [such as how to use technology to share information with other employees]. To this end, there should be a training policy by each organisation in order to guide in systematic approach to training programmes.

### **6.2.2 Needs Analysis and Identification**

There is the need for the MDIs to properly conduct gap analysis of the KSA in their respective organisations. When this is properly conducted, it will assist the development of potential hands in the institutions and areas calling for training intervention.

### **6.2.3 Training Intervention in Specific Need Areas**

On the basis of needs analysis, specific areas in which intervention should be provided can be identified. These should relate with areas in which needs have been identified such as Case Writing and Publication; Research Methodology; Data Processing; Gender Mainstreaming; Public Sector Reforms and Entrepreneurship Development. Skills will equally be required in the areas of management of CBOs; FBA and NGOs; Environmental Management and Safety Management.

### **6.2.4 Sharing of Training Facilities**

Due to uneven development in physical capital, especially in MDIs, the training facilities are unequally and unevenly distributed in the region. However, in a globalizing environment, there is need for all countries in West Africa to move along the path of development at the same time and at the same rate.

Consequently, it becomes imperative that training facilities which enhance the development of intellectual capital, are shared. Sharing the training

facilities will go a long way in easing the cost of training and providing the required skilled personnel for the region. This sharing could be done within the context of the West African Management Development Institutes Network (WAMDEVIN) and similar bilateral/multilateral arrangements.

#### **6.2.5 Exchange of Expertise**

As with training facilities, there is the need for exchange of expertise in manpower training and management development. MDIs that have expertise in specific fields should help deploy such expertise to MDIs that are deficient and in dire need for such expertise for a specific period of time. For instance, some of the MDIs lack experts in areas such as Gender Issues, Performance Contracts and this can be made available by those who have experts in such areas.

#### **6.2.6 Network Working Arrangements**

With the dwindling assistance from international donor agencies and funding of programmes by the international agencies, two or three MDIs can come together to collaborate and partner in running programmes that will be of benefit to them. WAMDEVIN is ever ready to serve as the platform for this kind of arrangement as this will help especially the young MDIs.

#### **6.2.7 Attendance of Training Programmes**

Training should be properly coordinated and treated as a continuous activity in the MDIs in order to entrench its positive impact. Over the years, training has been treated as a one-off, ad-hoc event which is provided to satisfy the demands of employees. This approach to training could be both unproductive and counter-productive. When people are exposed to training only once in a while, first, they tend to see training as 'service' or 'welfare', provided by the organization from which they don't necessarily have to bring anything back to the organization.

In order to improve the effectiveness and impact of training on organizational performance, there is need for MDIs to treat it as a continuous activity and evolve cost-effective strategies to achieve this.

#### **6.2.8 Location of the Training**

Lack of exposure to international training of faculty staff of MDIs poses potent danger to the future of the systems. Efforts should not be spared by the MDIs to expose their faculty staff to international programmes because of the immense benefits accruable from such exposure to both the participants and respective organization. There is urgent need to seek the assistance of donor agencies such as, Commonwealth Secretariat, Overseas Development Agency (ODA), USAID, etc. for the exposure of faculty staff to appropriate training outside their domain.

#### **6.2.9 Focus of Training**

The importance of capacity to maximize human potential through sound training and re-training with a view to enhancing service delivery cannot be overemphasized. There is clear evidence of limited capacity in the MDIs surveyed which needs to be addressed. In order to address this concern, the respective MDI should expose their faculty staff to both local and international training in the following areas of study:

- (i) Case Writing and Publication;
- (ii) Research Methodology;
- (iii) Data Processing;
- (iv) Gender Mainstreaming;
- (v) Public Sector Reforms;
- (vi) Entrepreneurship Development;
- (vii) Government Debt Management;
- (viii) Project Management;
- (ix) Human Resource Management;

- (x) Private Public Partnership;
- (xi) Research Proposal Writing;
- (xii) Training-of-Trainers;
- (xiii) Advanced Data Analysis;
- (xiv) Management Consulting;
- (xv) Management of CBO, CSO, FBA, NGO;
- (xvi) Local Government and Administration;
- (xvii) Environmental Management; and
- (xviii) Safety Management.

### 6.3 IMPLEMENTATION STRATEGY

As a guide to implementation strategy on some of the recommendations, the table below indicates the strategy otherwise called the action plan. The table shows for each recommendation, how to do it, who should do it and when it should be done.

S/N	Recommendations	Who to do it	How to do it	When to do it
1.	Development of Training Policy	The HRM/ Training Unit	A committee to be set up by each MDI to develop this especially where such policy does not exist before.	By January, 2018
2.	Needs Analysis and Identification	The HRM/ Training Unit	Questionnaire can be designed to elicit this information from the staff	At the beginning of 2018 (Jan.-March)
3.	Training Intervention in Specific Need Areas	The HRM/ Training Unit	Based on the above, both internal and external courses can be attended by staff.	January – March, 2018
4.	Sharing of Training Facilities	The CEO	This can be done by the MDIs either within the same country or across countries.	From March, 2018
5.	Exchange of Expertise	The HRM	Through Sabbatical leave; staff exchange programme among the MDIs	By April, 2018
6.	Network Working Arrangements	The CEO	(i) Joint research on papers can be carried out. (ii) Conferences can be arranged jointly by the MDIs.	From April, 2018
7.	Attendance of Training Programmes	The HRM/ Training Unit	(i) Training Policy to be designed. (ii) Staff to be nominated for programmes.	From April, 2018

8.	Location of the Training	The CEO	(i) Seek for more donor assistance. A unit in each of the organisations can be set up to specifically be saddled with this responsibility. (ii) Patronize each other by sending staff to attend programmes organised by each other.	From March, 2018
9.	Focus of Training	The HRM/ Training Unit	To focus training on identified needs	From March, 2018

#### 6.4 CONCLUSION

It is an undisputed fact that effective training is an investment in the human resources of an organization, with both immediate and long-range returns. However mere investment is not enough; organizations need to manage training programs more effectively so that they can get the highest returns from their investment. The ultimate aim of every training and development program is to add value to human resource. Any training and development program that would not add value should be abandoned. The issue of staff training and development is treated with levity and neglect and there is this misconception of the aim of staff training, because its been seen as a tool or means for staff promotion rather than seeing it from a holistic angle as a tool for staff development, maintenance for greater performance and retention.

## REFERENCES

- 3<sup>rd</sup> Pan-African Capacity Development Meeting in Harare, Zimbabwe 2<sup>nd</sup> – 6<sup>th</sup> May, 2016.
- Adams, P.E. (2002), *Benefits of Employee Training Program; Employee Training Plan, Business Plan Builder*. [Online].
- Agagu, A. A. (2008), “Re-inventing the Nigerian Public Service in an era of Reforms”, *Pakistan Journal of Social Science*, 5(3) pp 244-252.
- Akerejola, O. (2014) “Human Capital Development: Challenges for African Initiatives and Network Possibilities” A paper presented at International Federation of Training and Development Organisations Conference, Lagos 6 – 10 November.
- Akerele, A., (1990) in Ogunrin F.O and Erhijakpor, A. E. O (2009), “Services Policy Intervention; Improving Service Quality in Nigerian Public Sector”, *Global Journal of Social Sciences* 8(1), pp 51-60.
- Appiah, K.O., Boamah, G.K., Baryeh, D. O., Browne, N., Ferkah, A. T. and Marku-Ablerdu, T. (2013), *Views of Employees on Training and Development; A Case*
- Bahal, R., Swanson, B. E. and Farmer, B. J. (1992), “Human Resources in Agricultural Extension; A worldwide Analysis”, *Indian Journal of Extension Education*, 28 (3, 4), pp 1-9.
- Beardwell, N. and Holden, B. (1993), *Managing for Success*, 2nd ed. England: Prentice Hall Publisher.
- Bennett, Roger ed. (1988) *Improving Trainer Effectiveness*. Aldershot: Gower Pub. Co.
- Boydell, T. H. (1976) *A Guide to the Identification of Training Needs*. London: BACIE
- Cascio-Wayne F. (1989), “The Impact of Training and Development on Worker Performance and Productivity in Public Sector Organizations”, *A Case Study of Ghana Ports and Harbours Authority*. A Thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science & Technology, in partial fulfillment of the requirements for the degree of COMMONWEALTH EXECUTIVE MASTERS OF BUSINESS ADMINISTRATION Institute of Distance Learning-KNUST.
- Chapter 1 *Introduction to Employee Training and Development* (Online) available at [ighered.mcgrawhill.com/sites/dl/free/0070984549/567212/samplech01.pdf](http://ighered.mcgrawhill.com/sites/dl/free/0070984549/567212/samplech01.pdf) (Assessed on September 18, 2013).
- Dada, J. O. (2006), “Appraising Management Development Institutes (MDIs) Mandate for Effective Human Capacity Building Towards Improved Public Service Delivery” A paper delivered at the 28<sup>th</sup> AAPAM Annual Roundtable Conference, Arusha, Tanzania, 4<sup>th</sup> – 8<sup>th</sup> December.

- Daniels, S. (2003), "Employee Training; A Strategic Approach to better Return on Investment", *Journal of Business Strategy*, 24(4)pp 39-42.
- Demetra S. N., Lauren E., John, T., Carolyn, O'Brien, and Kate, C.(2008), "Implementation Analysis of High Growth Job Training Initiative (HGJTI) Programs", *Center on Labor, Human Services, and Population* (Online) available at [http://wdr.doleta.gov/research/FullText\\_Documents/200810%20HGJTI%20Implementation%20Report%20FINAL.pdf](http://wdr.doleta.gov/research/FullText_Documents/200810%20HGJTI%20Implementation%20Report%20FINAL.pdf) (Assessed on September 14, 2013).
- Devi, V. R. and Shaik, N. (2012), "Training and Development – A Jump Starter for Employee Performance and Organizational Effectiveness" *International Journal of Social Science and Inter disciplinary Research* ,1 (7) July, pp2277-3630.
- Ezeani, N.E. and Oladele, R. (2013), "Implications of Training and Development Programmes on Accountants Productivity in Selected Business Organizations in Onitsha, Anambra State, Nigeria", *International Journal of Asian Social Science*, 3(1) pp 266-281.
- Ezeuwa, L. (2009), "Effective Management of Teacher Education: A Panacea for National Development", *Journal of Business and Management Technology*, 1(1) pp 101-110.
- Fanibuyan, (2001), in Olusanya, S. O., Awotungase, S. A. and Ohadebere, E. C. (2012), "Training and Development, A Vital Tool for Organizational Effectiveness", *Journal of Business and Management*, 6(2) Nov-Dec, pp 48-57.
- Frank M. Horwits et all, *The International Journal of Human Resource Management*, 18 February, 2011.
- Goldstein, Irwin L. (1989) *Training and Development in Organisations*. San Francisco: Jossey-Bais.
- Gordon, McBealh. (1992), *The Handbook on Manpower Planning*, 1st edition, UK: Blackwell Publishers.
- Government of Ireland (2000), *Training and Development in the Civil Service*. Office of the Comptroller and Auditor General (Online) available at [www.irlgov.ie/audgen](http://www.irlgov.ie/audgen)
- Hutchings, K., Zhu-Cherrie J., Brain, K., Cooper, Y. Z. and Sijun, S. (2009), "Perceptions of the Effectiveness of Training and Development of Grey-Collar" Workers in the Peoples Republic of China", *Human Resource Development International*, 12 (3), pp 279-296.
- Irene, F. L. (2009), "The Impact of Training and Development on Worker Performance and Productivity in Public Sector Organizations", *A Case Study of Ghana Ports and Harbours Authority*. A Thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science & Technology, in partial fulfillment of the requirements for the degree of COMMONWEALTH EXECUTIVE MASTERS OF BUSINESS ADMINISTRATION Institute of Distance Learning-KNUST.

- Isyaku, I. A. (2000), "Training and retraining of Teachers through Distance Education", A paper presented at the National Workshop on Distance Education Held at Abuja Nigeria, pp 27-29.
- Iwuoha, C.C.(2009), "Impact of Training and Development Programmes on Secretaries' Productivity in selected Business Organizations in Owerri, Imo state, Nigeria", *Journal of School of Business and Management and Technology*, 1(1)pp 106-110.
- Leard, G. (2010), *Benefits of Training for both the Organization and Employees*, Helium (Online) available at <http://www.helium.com/items/1774143-training-and-its-benefits-why-train-workers-is-training-necessary>
- Leedy, P. D. (1989), *Practical Research; Planning and Design*, 4th edition, New York: Macmillan.
- Maduabum, Chuks (1992) "Identification of Training Needs", in Yahaya, A. D. and Caleb I. Akinyele, eds. *New Trends in Personnel Management: A Book of Readings*. Topo – Badagry: Administrative Staff College of Nigeria.
- McGhee, et al.(1996), *Nature of Learning*, 1st edition. Boston: McGraw-Hill Book Company.
- McNamara, C. (2010), *Employee Training and Development: Reasons and Benefits*. Free Management Library. (Online) available at [http://managementhelp.org/trng\\_dev/basics/reasons.htm](http://managementhelp.org/trng_dev/basics/reasons.htm) (Assessed on September 2, 2013).
- Mehrabani, S. E and Mohammad, N. A. (2011), "The Role of 'Training Activities' and 'Knowledge Sharing' in the Relationship between Leadership Development and Organizational Effectiveness", *International Conference on Sociality and Economics Development*, IPEDR, 10.
- National Open University of Nigeria (2013), PSM 809 (Principles of Personnel Management) Lecture Material ISBN: 978-058-172-3 (Online) available at [http://www.nou.edu.ng/noun/NOUN\\_OCL/pdf/SMS/PSM%20809%20PRINCIPLES%20OF%20PERSONNEL%20MANAGEMENT.pdf](http://www.nou.edu.ng/noun/NOUN_OCL/pdf/SMS/PSM%20809%20PRINCIPLES%20OF%20PERSONNEL%20MANAGEMENT.pdf) (Assessed on September 2, 2013).
- Nishtha, L. and Amit, M. (2010), "How Training Jump-Starts Employee Performance", *Indian Management*, 49 (6), pp14-18.
- Nkhwa Taboka (2005), "Building Africa's Human Capital Opportunities and Challenges" A paper presented at the 27<sup>th</sup> AAPAM Roundtable Conference. Livingstone, Zambia; 5-9 December.
- Noe, R. (2002), *Employee Training and Development*, New York: McGraw-Hill Irwin.
- Obasanjo, O. (2003). On SERVICOM (Online) available at <http://www.servenigeria.com> (Assessed on September 17, 2013).
- Odiaka, B. I., (1991) in Ogunrin F.O. and Erhijakpor A. E. O. (2009), "Services Policy Intervention; Improving Service Quality in Nigerian Public Sector", *Global Journal of Social Sciences*, 8(1), pp 51-60.
- Okristine Sydhasan and Peter Cunningham (2007), Human Resource Development in sub-

Saharan African in Human Resource Development: International Journal Vol. 10, 2007, Issue 2.

Olowe, S. K. (2003): Redefining Women Academic Token in Management Development Institutions (MDIs). Nigerian Education Review Journal Vol 8, No. 1 April pp. 118-126.

Olusanya, S. O., Awotungase, S. A. and Ohadebere, E. C. (2012), "Training and Development, A Vital Tool for Organizational Effectiveness", *Journal of Business and Management* 2278-487X.Vol 6(2)Nov-Dec. PP 48-57

Oribabor, P. E. (2000), "Human Resources Management, a Strategic Approval", *Human Resources Management* ,9 (4), pp 21 – 24.

Osborne, David (1996) *Staff Training and Assessment*. London: Cassell.

Peterson, R. J. (1992) *Training Needs Analysis in the Workplace*. London: Kogan Page.

Pheesey (1971), in Irene, F. L. (2009), "The Impact of Training and Development on Worker Performance and Productivity in Public Sector Organizations", *A Case Study of Ghana Ports and Harbours Authority*. A Thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology, in partial fulfillment of the requirements for the degree of Commonwealth Executive Masters of Business Administration Institute of Distance Learning-KNUST.

pmg-assets.s3-website-ev-wet-1amazonus.com/docs/2005/020320/skillsdev.htm.

Punia, B. K. and Saurabh, K. (2013), "A Review of Factors Affecting Training Effectiveness Vis-A-Vis Managerial Implications and Future Research Directions", *International Journal of Advanced Research in Management and Social Sciences*, ISSN, 2278-6236.

Rae, Leslie (1986) *How to Measure Training Effectiveness*. Aidershot: Gower.

Reilly, Wyn and Clarke, Ron (1990) *Training for Public Management: A Handbook for Management Development*. London: Commonwealth Secretariat.

Schmidt, S. W. (2009), "Employee Demographics and Job Training Satisfaction; the Relationship between Dimensions of Diversity and Satisfaction with Job Training", *Human Resource Development International*, 12 (3), pp 297-312.

Schmuck, R. A. and Runkel, P. J. (1994)*The Handbook of Organization Development in Schools and Colleges* 4th edition, Illinois: Waveland Press.

Scribd (2013), *Human Resources Management Training and Development* (Online) available at <http://www.scribd.com/doc/10041934/HRM-Training-Development> (Assessed on September 4, 2013).

The Institute of Legal Secretaries and Pas (2010),*Employee Training and Development; Reasons and Benefits* (online) available at [http://www.legalsecretaryjournal.com/?q=employee\\_training\\_and\\_development](http://www.legalsecretaryjournal.com/?q=employee_training_and_development) (Assessed on September 7, 2013).

Thorne, K. and Mackey, D. (2007) *Everything You Ever Needed to Know About Training*. 4<sup>th</sup> ed. London: Kogan Page.