

**TRAINING NEEDS ASSESSMENT: A STRATEGY FOR DEVELOPING AN
EFFECTIVE TRAINING MANUAL FOR MASTER CRAFT PERSONS IN THE VOLTA
REGION OF GHANA**

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Abstract

This study was informed by the growing demand for on-site needs assessment and gap analysis that reflect the actual needs of MCPs, rather than relying on the perceived skills gap approach. The study therefore analyses the training needs assessment as a strategy for developing an effective training manual for master craft persons (MCPs) in the Volta Region of Ghana. Qualitative and quantitative research methods were employed to conduct the needs assessment. Focus group discussions were initially held with selected MCPs between 25th and 28th March 2022 to identify their actual needs. This was followed by the designed and administration of a tailor-made questionnaire to gather further information on the training needs of selected MCPs. There were a number of findings from the needs assessment and gap analysis. First, MCPs identified lack of business management and leadership skills sets as their key training needs. Secondly, for lack of business management skills, MCPs emphasised gaps in: 1) General business planning, 2) Record keeping, 3) Financial management, 4) Customer relation, and 5) Marketing as vital for business success. Thirdly, for leadership skills, MCPs highlighted lack of skills in: 1) Leading change, 2) Choosing effective followers and delegation of responsibility, 3) Building and managing interpersonal relationships within the group, 4) Showing self-awareness and self-confidence, 5) Motivating people, 6) Gaining consensus of group members, 7) Participative decision making, and 8) Information dissemination and communication as key training gaps. In conclusion, the study corroborates the assertion that, on-site needs assessment is critical in designing effective training needs interventions that reflect the actual needs of MCPs and recommends that it should be prioritised as opposed the perceived skills gap approach.

Key words: Artisans, leadership, business management, training

1.0 Introduction

The capacity building interventions of most stakeholders in Ghana are perceived skills gap based hence in most cases, beneficiaries are not able to maximize gains from training programs in Ghana. Besides, the educational curriculum in Ghana is mostly structured in English language giving very little room for the local artisan to upgrade their skills. This is because most artisans in Ghana have little education and will therefore appreciate better if their capacity building programs are in their local dialects. In view of this, the Design & Technology Institute (DTI) in collaboration with the Ho Technical University launched a needs assessment program to ascertain the needs of fifty-six (56) participants out of a total of one thousand three hundred and thirty-eight (1,338) artisans trained in precision Quality (PQ) in the Volta Region of Ghana using the local language Ewe as the main medium for communication and training. The training included five (5) main modules namely: change to grow, process integration, people and team development, health and safety in the work places and managing quality and customer relations.

After the training sessions with the MCPs, PQ Research Team normally have an open discussion with them on the on issues affecting their businesses that need to be resolved. In almost all the training sessions, the MCPs express their gratitude for the PQ training and ask for a follow up training in leadership and business management skills. To authenticate these, on March 2022, the top management of DTI who are the owners of Precision Quality teaching program held a PQ review meeting with the PQ Research Team at HTU and a selected group of MCPs to deliberate on the impact of the precision quality training.

At the end of the discussions, it was unanimously concluded that MCPs find it difficult to mobilize their members for the various PQ training sessions and other related programs. This was as a result of the nonchalant attitude of some of the leaders of the associations which makes it difficult for them to carry the messages to their members. It was therefore evident that the leaders of the MCPs have challenges in managing their members which called for the need for leadership training. Moreover, MCPs due to the lack of business management skills, have not been able to manage their business properly, with regards to financial management such as paying self-salaries, savings, and Social Security and National Insurance Trust Payment (SSNIT), in addition to inability to innovate and initiate new or related businesses alongside their main stream businesses, or add value to their existing businesses. The MCPs also stated that they needed training on book keeping and record keeping as most of them find it very difficult to keep simple records on cash inflow and out flow, rather they spend at random and as a result find it very difficult to declare whether they make profit or loss at the end of each month.

1.1 The aim and objectives of this study

The aim of this study was to ascertain the training needs MCPs in the Volta Region of Ghana. Specifically, the objectives were to:

1. investigate the business management skill (record keeping, financial management etc.) deficiency of MCPs,
2. investigate the leadership skill deficiency of MCPs in positions of responsibility,
3. collect base line data (qualitative and quantitative) on MCPs
4. design appropriate training packages to fit their needs,

1.2 The scope of the study

To be able to meet these aims and objectives, the study covered 10-12 MCPs drawn from each of these trade areas: welders, carpentry, sprayers, auto electricians, fashion designers, and beauticians for this special training program. The table in Appendix A, gives a summary of all 56 participants, their characteristic including their names, trade associations, age range, telephone numbers and their gender. Following the collection of baseline data from the MCPs, a training manual will be developed based on their needs.

1.3. Organization of the study

This paper is organized into five sections. This introduction is followed by section two which gives a brief theoretical and empirical review, and section three which outlines the methodology and data used. Section four presents the results and discussions and section five gives a summary of the study.

2.0 Brief theoretical and empirical review

The section is organized into four parts. The importance of MCPs in Ghana, gaps in skills training for MCPs, importance of training needs assessment, and the goal/purpose of this manuscript.

2.1 The importance of MCPs in Ghana

Artisans in developing countries are mostly school drop outs (Daley, 2010). However, the skills of artisans are patronized by all class of citizens (the elite and the underprivileged). But unfortunately, very little is done to upgrade the skills of these artisans. Moreover, artisans form over 30% of the working population in Ghana and most developing countries (Monney, Bismark, Isaac, & Kuffour, 2014; Pennell, Harkness, Levenstein, & Quaglia, 2010). There is therefore, the need to expand their knowledge base to enable them perform their duties to perfection and also be able to employ others; hence reducing the unemployment challenges in Ghana and beyond. This is because those who have quality education who are able to venture into this industry are more likely to excel. Again, the artisanal activities require a mix of skills to excel (Dzisi & Odoom, 2017).

2.2 Gaps in skills training for MCPs,

According to Offei-Nyako (2016), the artisanal sector is full of individuals with diverse know-how and educational backgrounds; consequently, it is important to develop critical techniques to collect data from this section of individuals without offending and intimidating members (Smith, Chen, & Liu, 2008). This is the reason why it is imperative to collect data using the language that is well understood by all participants. Therefore, in dealing with a group of people with little or no education, it is important to collect the data and centre all discussions in the local dialect (Gupta, 2011; Pennell, et. al., 2010). This will enable the prospective trainees to fully participate in focus group discussion and filling out the quantitative questionnaires. In fact, training needs assessment participants become adamant if they are not comfortable with the language being used for gathering information.

2.3 Importance of training needs assessment.

According to Iqbal and Khan (2011), most training consultants do not assess the needs of the beneficiaries or their trainees before developing training packages for them. The few who do conduct needs assessment rely on perceived skills gaps approach. This has led to most capacity training interventions not having the expected impact (Holton, Bates, & Naquin, 2000 and Tao, Yeh, & Sun, 2006). As a result, training institutions and consultants run the risk of overdoing training, doing too little training, or missing the point completely (Brown, 2002). Developing a training program requires knowing exactly the expectations of the trainees and the impact the training is expected to have. A training needs assessment answers the question of why training is needed and provides some certainty as to what resources are required to develop and conduct training. The need assessment will deliver the desired performance-based results (Cekada, 2010). Training need assessment has therefore become critical in the design of training manuals (Muma, Iravo, & Omondi, 2014). There are however some critical mythological issues that need to be considered to derive the needed information to design an effective need driven training package for trainees. Among these are the uses of several research methods to gather the requisite data or information, (Torkar & Švab, 2022). This technique gives information from various sources which leads to the development of effective and efficient training manual.

3 The goal and purpose of this manuscript

The purpose of this manuscript is to assess the training needs of MCPS who had already undergone PQ training, collect baseline data on the trainees and design appropriate training packages to meet the needs of these MCPs. More specifically, this paper seeks to conduct a needs assessment to identify the training needs of Master Craft Persons (MCPs) who have already been trained in precision quality in the Volta region of Ghana. Base line data on these MCPs then collected would be used to design appropriate training packages to address their needs. This is very critical because, training interventions not based on needs assessment and actual needs of the beneficiaries may not have the desired impact.

4.0 Methodology and Data Collection

The study relied on a mix of qualitative and quantitative data collection techniques to: 1) conduct a needs assessment so as to identify the training needs of MCPs in the Volta region of Ghana, 2) collect base line data on these MCPs and, 3) design appropriate training packages to address their needs. The study adopts sampling approach employed during the baseline survey conducted in March 2022.

4.1 Qualitative data collection instrument

Focus group discussions were used to collect qualitative data on the actual needs of MCPs (Appendix A). The focus group discussions were successfully undertaken between 25th March and 28th March 2022. In all eight (8) different groups were in attendance over a period of four (4) days. In sum, 56 MCP's were interviewed and their views collated and analyzed. Every group underwent 2 to 3 hours intensive discussions.

4.2 Quantitative data collection instrument

Two quantitative research instruments were designed (Appendices B and C). The first one was a generic questionnaire to measure business management and leadership skills needs of the MCPs and test for their statistical significance. The second one was a tailor-made questionnaire to measure the issues raised from the focused group discussions with the selected MCPs. Using a likert scale questionnaire with a scale of 1-5, with 1= strongly agree, 2= agree, 3= neutral 4= disagree and 5= strongly disagree.

4.3 Demography and baseline data

Fifty-six (56) artisans were randomly sampled from a total of four hundred and fifty (450) artisans trained in the Ho municipality in PQ. The selection however covered all the five thematic artisanal areas thus, welding, carpentry, masonry/ building, mechanic repairs and even garment marking / sewing. The educational background of the sample ranged from junior secondary school certificate, through senior secondary school certificate to diploma with the majority being junior secondary school certificate holders. The age group of the sample varies from twenty-one (21) to sixty-four (64) years with the majority being in their forties. The sample was made up of forty-five (45) males and eleven (11) females. All 56 participants understood the local language so the local language Ewe was used as the medium for communication and training.

5.0 Testing for the reliability of the research instrument

Before the quantitative instruments were analysed, the reliability of the instruments was determine by computing the Cronbach's Alpha of business management which was 0.9702 and that for leadership skills which was 0.9879. The Cronbach's Alpha values of the other constructs are also indicated below. See table 4.1. According to Konting et. al. (2009), the following range gives the acceptable and the non-acceptable Cronbach's Alpha values (Box 4.1). In this study all values for

businesses management and leadership skills fall within the range of 0.707 to 0.987, which is an indication that the research instruments are statistically reliable.

Box 4.1: Interpretation of Cronbach’s alpha values

Cronbach’s Alpha values	Interpretation
0.91 - 1.00	Excellent
0.81 - 0.90	Good
0.71 - 0.80	Good and acceptable
0.61 - 0.70	Acceptable
0.01 - 0.60	Non acceptable

Table 4.1: Computing Cronbach’s Alpha to test for the reliability of our research instrument

No.	Construct	Cronbach Alpha
Phase 1: Business Management		0.9702
1	General business planning	0.8931
2	Record keeping	0.9505
3	Financial management	0.7074
4	Customer relation	0.7928
5	Marketing skills	0.8561
Phase 2: Leadership Skills		0.9879
6	Leading change	0.8653
7	Choosing effective followers and delegation of responsibility	0.8460
8	Building and managing interpersonal relationships within the group	0.8929
9	Showing self-awareness and self-confidence	0.9299
10	Motivating people	0.8874
11	Gaining consensus of group members	0.8830
12	Participative decision making	0.9412
13	Informing	0.9401

Source: Computed from a preliminary test of 56 MCP’s

6.0 Results and discussions

6.1 Identifying actual training needs of MCPs with qualitative (baseline) data collected

Findings from the focus group discussions were as follows:

1. Two (2) key skills gaps were identified namely: lack of business management and leadership skills sets (table 5.1).

2. For business management, five (5) themes emerged. They were lack of skills in: 1) General business planning, 2) Record keeping, 3) Financial management, 4) Customer relation, and 5) Marketing skills.
3. For leadership skills, eight (8) themes emerged. They were lack of skills in: 1) Leading change, 2) Choosing effective followers and delegation of responsibility, 3) Building and managing interpersonal relationships within the group, 4) Showing self-awareness and self-confidence, 5) Motivating people, 6) Gaining consensus of group members, 7) Participative decision making, and 8) Information dissemination and communication.

Table 5.1: Actual training needs of MCPs based on focus group discussions

Phase 1: Business Management	
1	General business planning
2	Record keeping
3	Financial management
4	Customer relation
5	Marketing skills
Phase 2: Leadership skills	
6	Leading change
7	Choosing effective followers and delegation of responsibility
8	Building and managing interpersonal relationships within the group
9	Showing self-awareness and self-confidence
10	Motivating people
11	Gaining consensus of group members
12	Participative decision making
13	Information dissemination and communication

6.3 Identifying how significant were the numbers/share of MCPs requesting for training with quantitative (baseline) data collected

Findings from this analysis were as follows:

For business management, skills deficiencies in four (4) out of five (5) themes were noticeable and statistically significant at 1 % (table 5.2). The four (4) themes were, general business planning, record keeping, financial management and customer relation. This is not to indicate that the deficiencies in marketing skills were not important. Specifically:

1. **General business planning:** Only 9(17%) out of 56 MCPs interviewed had some knowledge in general business planning with 47(83%) of them with no knowledge at all. Although almost all of these MCPs requested for training in general business planning, comparing those without training to those with some training is statistically significant at 1%.
2. **Record keeping:** Merely 11(20%) out of 56 MCPs interviewed had some knowledge in record keeping with 45(80%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is statistically significant at 1%.

3. **Financial management:** None (0%) out of 56 MCPs interviewed had some knowledge in financial management. This is statistically significant at 1%.
4. **Customer relation:** Just 16(29%) out of 56 MCPs interviewed had some knowledge in customer relations with 40(71%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is statistically significant at 1%.
5. **Marketing skills:** Quite better as 21(38%) out of 56 MCPs interviewed had some knowledge in marketing skills with 34(62%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is not statistically significant.

For leadership skills, deficiencies in three (3) out of eight (8) themes were noticeable and statistically significant at 1 % and 5% respectively (table 5.2). The three (3) themes were motivating people, gaining consensus of group members, and information dissemination and communication. Again, this is not indicative that the deficiencies in leading change, choosing effective followers and delegation of responsibility, building and managing interpersonal relationships within the group and participative decision making were not important. Specifically:

6. **Leading change:** Twenty-six 26(46%) out of 56 MCPs interviewed had some knowledge in leading change with 30(54%) of them with no knowledge at all. Although almost all of these MCPs requested for training in the area of leading change, comparing those without knowledge to those with some knowledge is not significant.
7. **Choosing effective followers and delegation of responsibility:** Twenty-three 23(41%) out of 56 MCPs interviewed had some knowledge in choosing effective followers and delegation of responsibility with 33(59%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is not statistically significant.
8. **Building and managing interpersonal relationships within the group:** Twenty-seven 27(48%) out of 56 MCPs interviewed had some knowledge in building and managing interpersonal relationships within the group with 29(52%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is not statistically significant
9. **Showing self-awareness and self-confidence:** Twenty-seven 27(48%) out of 56 MCPs interviewed had some knowledge in showing self-awareness and self-confidence with 29(52%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is not statistically significant
10. **Motivating people:** Seven 7(10%) out of 56 MCPs interviewed had some knowledge in motivating people with 49(90%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is statistically significant at 1%.
11. **Gaining consensus of group members:** Nineteen 19(34%) out of 56 MCPs interviewed had some knowledge in gaining consensus of group members with 37(66%) of them with no knowledge at all. Although almost all MCPs requested for training in gaining consensus of group members, comparing those without training to those with some training is statistically significant at 5%.

12. **Participative decision making:** Twenty-four 24(43%) out of 56 MCPs interviewed had some knowledge in participative decision making with 32(57%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is not statistically significant
13. **Information dissemination and communication:** Ten 10(18%) out of 56 MCPs interviewed had some knowledge in information dissemination and communication with 46(82%) of them with no knowledge at all. Comparing those without knowledge to those with some knowledge is statistically significant at 1%.

Table 5.2 Actual levels of Business Management and Leadership Skills Needs of MCPs

Indicator	N	MCPs with some knowledge	MCPs without any knowledge	Requesting for training (No/%) ⁺	P-value	Significance
Phase 1 : Business Management						
1 General business planning	56	9(17%)	47(83%)	47(83%)	< 0.0001	***
2 Record keeping	56	11(20%)	45(80%)	45(80%)	<0.0001	***
3 Financial management	56	0(0%)	56(100%)	56(100%)	<0.0001	***
+4 Customer relation	56	16(29%)	40(71%)	40(71%)	0.0021	***
5 Marketing skills	56	21(38%)	34(62%)	34(62%)	0.1056	
Phase 2 : Leadership Skills						
6 Leading change	56	26(46%)	30(54%)	30(54%)	0.6885	
7 Choosing effective followers and delegation of responsibility	56	23(41%)	33(59%)	56(100%)	0.2291	
8 Building and managing interpersonal relationships within the group	56	27(48%)	29(52%)	29(52%)	0.8937	
9 Showing self-awareness and self-confidence	56	27(48%)	29(52%)	29(52%)	0.8937	
10 Motivating people	56	7(10%)	49(90%)	49(90%)	<0.0001	***
11 Gaining consensus of group members	56	19(34%)	37(66%)	37(66%)	0.0231	**
12 Participative decision making	56	24(43%)	32(57%)	38(57%)	0.3496	
13 Information dissemination and communication	56	10(18%)	46(82%)	46(82%)	<0.0001	***

Source: Computed by Author using McNemar's test, + Please note that these figures represent the minimum number of those requesting for training as almost all of them said they needed it.

Box 5.2: Significance level as related to table 5.2

Significance Level		Specification
$p > 0.05$		not significant
$p \leq 0.05$	(5%)	significant
$p \leq 0.01$	(1%)	very significant
$p \leq 0.001$	(0.1%)	highly significant

7.0 Discussions

Based on the findings, the study established that, there were gaps in the knowledge level of MCPs in relation to the themes outlined above. Also, as a result of these gaps, MCPs' business management and leadership performance were greatly deficient. These deficiencies affected the performance of their businesses because; financial management is at the core of the success of each business enterprise. This was stressed by MCPs.

In view of the comments expressed by most MCP's, the team decided to recommend the inclusion of financial management issues in the capacity building and leadership training. Record keeping, job delivery, meeting management all featured prominently as areas that needed further training and support. As such the team suggested a blended presentation on record keeping, job delivery and meeting management.

For effective leadership, conflict management is vital for the effective running of groups and associations. As a result, the team recommended a practical presentation on how to resolve conflicts or defuse tensions. Effective leadership, motivating people, participative decision making and information dissemination and communication are also topics being proposed by the team to be taught at the capacity building training program. Using the focus group interview guide below, we were able to identify the main issues at stake; these were then summarized with in-depth questions as outline in the Appendices B and C.

8.0 Summary and conclusions

The key finding is that, it is critical to assess the training needs of the participants of all training interventions if you intend to have the maximum training impact. Furthermore, it is important to validate the quantitative research instrument to make sure your instrument is actually measuring the intended derivatives. The study corroborates the assertion that, on-site needs assessment is critical in designing effective training needs interventions that reflect the actual needs of MCPs as opposed the perceived skills gap approach. We therefore recommend that on-site needs assessment in designing training interventions should be prioritised as opposed the perceived skills gap approach.

APPENDIXES

APPENDIX A: *(Focus Group Discussion Guide)*

- What are your leadership challenges?*
- What are the strengths of your leaders?*
- What are the weaknesses of your leaders?*
- Which area do you need training for better performance*
- What are your business challenges?*
- Which area do you need capacity building and why?*
- What are your association challenges?*
- What have you done to solve these challenges?*
- Which areas do you need capacity building and why*

Appendix B: Quantitative baseline data collection instrument general issues

Personal profile	
Name of applicant	
Gender	
Age	
Contact Number	
Email address	
Residential address	
Company profile	
Name of business	
Business location/ address	
Year of establishment	
Business Registration	
Business products/ activities	
Business email address	
Number of apprentices	
Number of employers	
Affiliation to associations	
Main customers	

1.	General Business Planning	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)
	You plan your business activities by documenting what you to.					
	You budget your purchases by buying					

	your stock in bulk (on whole sale basis)					
	You anticipate or foresee the possibility of theft in your business eg. loss of stock or cash.					
2.	Record Keeping					
	You have a book keeping system for recording your daily sales					
	You have a book keeping system for recording your receipts.					
	You have a book keeping system for keeping your credit records.					
	You have a book keeping system for keeping your purchasing records					
	You have a book keeping system for recording other expenses.					
	You take stock of your items in the shop					
3.	Financial Management					
	You pay yourself a fixed salary.					
	You believe that you will get finance from a Bank if you apply.					
	You calculate your profits.					
4.	Customer Relation					

	Keeping a good relationship with your customers is important					
	Listening to the concerns of your customers and using it to improve on your business is very important.					
	Understanding the needs of your customers and trying to meet them is important.					
	Knowing the perception of your clients gives you a better knowledge as to how to serve them better					
5.	Marketing skills					
	You set market shares and goals in your business					
	You set sales goals in your business					
	You set your profit goals					
	You operate in a particular market niche					
	You conduct market analysis to improve on your business strategy					
	You expand your business by opening other branches.					

APPENDIX C: Quantitative baseline data collection instrument – Leadership issues

Personal profile	
Name of applicant	
Gender	
Age	

Contact Number	
Email address	
Residential address	
Company profile	
Name of business	
Business location/ address	
Year of establishment	
Business Registration	
Business products/ activities	
Business email address	
Number of apprentices	
Number of employers	
Affiliation to associations	
Main customers	

1.	Leading Change	Strongly Disagree (1)	Disagree (2)	Indifferent (3)	Agree (4)	Strongly Agree (5)
	Our leaders can set a new direction for our association, if the one currently taken doesn't seem to be working for our good					
	Our leaders can change the attitude and behaviour of members of the association if they don't meet the objectives of the association					
	The executives can change things in a group even if they are not completely under their control					
2.	Choosing effective followers and delegation of responsibility					
	I am confident our leaders have the ability to choose group members in order to build up an effective and efficient team					

	I am confident our leaders can optimally share out the work between the members of a group to get the best results.					
	I am confident our leaders would be able to delegate the task of accomplishing specific goals to other group members					
	Our leaders usually are able to understand to whom, within a group, it is better to delegate specific tasks.					
3.	Building and managing interpersonal relationships within the group					
	Usually, our leaders can establish very good relationships with the people I work with					
	Our leaders can communicate with others, going straight to the heart of matters					
	Our leaders can successfully manage relationships with all the members of a group					
4.	Showing self-awareness and self-confidence					
	Our leaders can identify my strength and weakness					
	I am confident in our leaders' ability to get things done					
	Our leaders know how to get the best out of the situations we find ourselves in.					
	Our leaders help group members to reach the group's target					
	Our leaders are able to affirm members my beliefs and values					

	Our leaders possess the ability and qualities to be a leader					
5.	Motivating people					
	Our leaders are able to motivate the group members					
	Our leaders motivate group members and arouse their enthusiasm when they start a new project					
	Our leaders are able to motivate and give opportunities to any group member in the exercise of his/her task or function					
	Our leaders help others to work hard on a task					
	Our leaders help others feel good about what we are doing					
6.	Gaining consensus of group members					
	Our leaders usually make the people I work appreciate me					
	Our leaders gain the consensus of group members					
	Our leaders lead a group with the consensus of all members					
	Our leaders work well with others and lead them to solve problems effectively					
	Our leaders understand who is better at different task within a group before assigning responsibilities					
7.	Participative decision making					
	Our leaders encourage work group members to express ideas/ suggestions					
	Our leaders listen to my work group's ideas and suggestions					

	Our leaders use work group’s suggestions to make decisions that affect us					
	Our leaders give all work group members a chance to voice their opinions					
	Our leaders consider work group’s idea when we disagree with them					
	Our leaders make decisions that are based on only their own ideas					
8.	Informing					
	Our leaders explain the association decision to us					
	Our leaders explain association goals to us					
	Our leaders explain how groups must work in the association					
	Our leaders explain the purpose of the association ‘s policy to my work group					
	Our leaders explain the rules and expectations of my work group					
	Our leaders explain his/her decisions and actions to my work group					

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