PROJECT TITLE
AN ASSESSMENT OF THE FACTORS AFFECTING TRAINING WITHIN THE MOTOR INDUSTRY IN KENYA
(A Case of Motor firms in Nairobi)

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An assessment of the factors affecting
DECLARATION

Researcher’s Approval

This project is my original work and has not been presented in any other institution or for any other award.

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NAME

SIGNATURE

DATE
DEDICATION

I gratefully dedicate this project to my dear parents Dr. and Mrs. Ingari for their inspiration and encouragement that helped me accomplish this task within the shortest time possible.

I would also like to dedicate this work to my fiancée – Humphrey Osundwa for his encouragement through the difficult moments of learning and for his unfading love.

To all those who kept reminding me that I would make it, I dedicate this project to you too.
ACKNOWLEDGEMENT

I give thanks to the Almighty Father for having given me the strength, kept me alive and healthy throughout the entire MBA program. I praise Him for His provision, sustenance and guidance.

I pass my special gratitude to my supervisors – Dr. Maurice Khayota and Mr. Phares Ochola for their assistance and unlimited guidance. They were always patient and available when I needed their assistance, even those odd hours after work. Dr. Khayota and Mr. Ochola, you motivated me to finish the project. Keep up you good work and God bless you.

My sincere gratitude goes to all my classmates and lectures of Kenyatta University who made me feel comfortable and at home throughout the course.

Lots of thanks to all my respondents for promptly responding to my questionnaires within a short period. Your input has made the project a success.
ABSTRACT

Human resource training and development continues to take centre stage in search for higher performance and productivity by organizations. Keep (1989) says that one of the primary objectives of human resource management is the creation of conditions whereby the latent potential of employees will be realized and their commitment to the goals of the organization secured. This latent potential is taken to include, not merely the capacity to acquire and utilize new skills and knowledge, but also a hitherto untapped wealth of ideas about how the organizations operations might be better ordered.

This study was assessing the factors affecting training within the Motor Industry in Kenya. This was preempted by the Independent Journal for Professional Trainers (May 2000) which indicated that employee training and development is often seen as peripheral in the aims of the business and may be the first area to be cut back at the time of recession or downturn. The study will assess the following factors contributing to training within the motor industry: A clear and effectively communicated training policy, SMART training objectives, training needs assessment programmed, choice of training methods or programs, evaluation of training programs or methods and Training Budget.

The researcher focused on the employers and employees in the Sales and Marketing, Engineering and Human Resource departments in the three leading firms within the motor industry in terms of market share (General Motors East Africa Ltd., Toyota E.A. Ltd. and C. M. C. Motors Group Ltd.). Stratified random sampling was then used to get the sample population since the population contained different categories.
The study adopted a descriptive research as it involved investigations that focused on a target population by selecting representative samples through observation and analysis. Primary data was collected using questionnaires and interview methods from the sampled group while secondary data was obtained from the existing publications, Internet, consultants and existing literature.

Data in the returned questionnaires was organized, then edited, classified and tabulated. The classified data was transferred from the data gathering tools to tables, charts and graphs. Hand sorting and recording results on tabulation sheets was done in accurate mathematical terms by marking and counting frequency tallies for different items on which information was sort, then the results converted into percentage. Once the research data had been analyzed, the researcher interpreted the results under quantitative and qualitative sub-titles using qualitative and quantitative methods.

The researcher found out that the employers provide time off to employees to attend courses and seminars that help their job performance; employee training actually takes place in the motor industry and most of the employees are trained outside the premises (off-the-job training); there exists a training policy in the motor industry, which is communicated to the employees through the intranet and company handbooks, but it is not well implemented; the three mostly used training methods in the motor industry are seminars, workshops and apprenticeship; employees are selected to attend training by recommendation by higher authority; training needs assessment is carried out when appraising performance by supervisors; training evaluation does not take place in the motor industry and training in the motor industry is fully financed by the employers.
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<tr>
<td>SMART</td>
<td>Specific, Measurable, Attainable, Realistic and Time-based.</td>
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<td>TNA</td>
<td>Training Needs Analysis/Assessment</td>
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<td>GMEA</td>
<td>General Motors East Africa.</td>
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<td>S &amp; M</td>
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DEFINITION OF TERMS

1. Training - The transmission of relevant abilities in terms of knowledge, skills or attitudes which is organized to prepare people for productive activities or to change their working behaviour.

2. Development - Any learning activity, which is directed towards future needs rather than the present needs and which is concerned more with career growth than immediate performance.

3. Human Resource Management – It is a distinctive approach to employment management that seeks to obtain competitive advantage through the strategic deployment of a highly committed and skilled workforce using an array of cultural, structural and personnel techniques.

4. Training Needs – Any shortfalls or gaps in employee performance, which call for adequate training for improved performance.

5. Training Needs Assessment – A process employed to unveil gaps between adequate and inadequate job performance.

6. Evaluation of Training – Any attempt to obtain information (feedback) on the effects of training in the light of that information.

7. Performance – The ability to operate efficiently and achieving the desired results.

8. Effectiveness – The ability to meet objectives (intended results) within allocated time and cost.

9. Motivation – The need or desire within an individual that drives him or her towards goal oriented action. It is also the interaction of a person’s internalized needs and external influences that determines behaviour designed to achieve a goal. These needs may include promotion, higher pay or knowledge.

10. Organization/ Company/ Firm – An organized group of people or system established as a business or for social, educational religious etc. with a purpose.
11. **Organization’s Objectives** – Desired outcomes. What every organization wants to achieve.

They provide direction and direct management towards this end. They provide a standard which the organization can measure its performance and results.

12. **Task Analysis** – A detailed study of a job identify skills required so as to institute an appropriate training program.
CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND OF STUDY

According to Singh (1999) forty years ago an employee could plan to follow a single career from leaving school until retirement. This is no longer the case. During their workplace lifetime people may well have to follow several career paths as their previous skills become obsolete. This rapid acceleration of the rate of change started with the introduction of computers in the late forties and early fifties. Though the changes were slow at first, and only affected a few people, they have now accelerated and concern almost everyone. This places a tremendous demand on the training resources of individual organisations, and means that everyone has to be ready to learn new things and adapt to a different form of work. Some of the most noticeable changes have been brought about by computers and automated machines and are concerned with three main aspects of work. Firstly there are changes in the way people do things, secondly there are changes in the things people do and thirdly, there are the changes in the way people think about work. Now none of this would present too much of a problem if the changes were occurring slowly, but they are not. The speed of change is getting faster and it is unlikely that particular work skills will remain valid for much more than ten years. This means that plans have to be made for everyone's continual training and updating. If skills fail to keep pace with the changing environment, then the implications for employees, for organisations and for the economy will be significant.

Statistics available also have indicated generally low average per capital spending on training and development by various companies. A report prepared in 1995 by Coopers and Lybrand Associates on British companies attitudes towards training concluded that few employers think training is
sufficiently central to their business for it can be a main component in their corporate strategy, the
great majority was rarely seen as an investment but either as an overhead, which would be cut when
profits are under pressure or as something forced on the company as a reaction to other departments.

A study conducted by PricewaterhouseCoopers showed that 65 percent of growth company CEOs
surveyed cite the lack of skilled workers as the No. 1 deterrent of growth, compared with 30 percent
of the CEOs surveyed in 1993. A group of CEOs surveyed by Chief Executive Magazine in April
1999 also point out that employee training and development tend to increase satisfaction and reduce
turnover. And the National Center on Educational Quality of the Workforce reports that "a 10
percent increase in education has a more positive impact on productivity than a 10 percent increase
in work hours."

Kuria (July 2003) conducted a study on the “Evaluation of Professional Training in Henkel Business
Products Ltd.". He assessed the impact of professional training to productivity and performance of
the organization. His study revealed that Henkel Business Products Ltd. increased its production
through investment in training. It was also observed that the firm met its sales targets after training.
Kuria’s study concluded that for each organization the outcome is similar. Without the skills it needs
it will be unable to keep up to date and to compete effectively. The products and services produced
will become unattractive and sales will fall. The productivity of the workforce will stagnate and fall
behind that of competitors, thus increasing comparative costs. The effect will be for profits to fall,
for less money to be available to invest in people and capital and the organisation will find itself on
the slippery road to eventually demise. There really is no alternative than to make sure that the
human skills so vital to success are developed and maintained.
An Insider Article on “Effective Employee Training” (June 2003) advices organisations that no matter how selective their hiring process is, they will never get the perfect group of people. Even if somehow, they could find the ideal employees, they would probably have to pay huge salaries to keep them all at their company. And even the best workers are stronger in some areas than others. Fortunately, through employee training, they can close the gap between the employees they want and those they have. Maximize efficiency and increase output by helping all employees develop their business skills. In terms of dollars made per dollar spent, employee training may be one of the best way to invest their company’s money.

This study focused on the Motor Industry, as it is one of the fastest changing sectors in the world. It focused on the three leading Motor firms in Kenya - GMEA, CMC and Toyota East Africa. Let us briefly look at each of these motor firms. GMEA was officially inaugurated in 1977 as a joint venture between the Government of Kenya and General Motors Corporation of the United States. The company sources commercial vehicles from Isuzu Motors of Japan an affiliate of General Motors Corporation for assembly. The vehicle assembly operation ranges from light to heavy-duty commercial trucks and buses, which contribute significantly to the agricultural, industrial and transport sectors of Kenya’s economy.

In addition to the locally assembled vehicles, General Motors East Africa also imports Isuzu and Chevrolet vehicles from Korea and the German designed and engineered Opel passenger cars in the form of complete built up units. To suit local infrastructure and environmental conditions, the company re-engineers its products for additional protection and strength in critical areas – radiator, under-carriage, suspension, chassis and cab. As part of the General Motors Corporation, the company works on implementing best practices in all her areas of operation. In 1999 the company
attained ISO 9002 certification covering the quality system in vehicle production and service becoming the first and only assembler in East and Central Africa to attain this. In 2001, the company attained ISO 14001 certification on environmental management.

To support the marketing and distribution effort, General Motors East Africa has established eight automobile dealerships in Kenya with branches countrywide offering vehicle sales, parts and service back up. There are also over 30 spare parts dealers countrywide. The company ensures all its dealers have ample stock of spare parts sourced from its regional warehouse in Nairobi which stocks over 40,000 different parts. General Motors East Africa also provides basic training to parts representatives in the areas of product familiarization, inventory control and parts order forecasting.

The product line-up for GMEA is Chevrolet Aveo and Optra, Opel - 1.6 Saloon and Caravan Opel Astra, Isuzu UBS Troopers (4x4), One-ton TF series (4x4) p/ups, half-ton Corsa p/ups, Isuzu warrior and Isuzu KB (4x4) p/ups- Delta Motors, N Series 1.5 - 5 ton light trucks, F Series 7 - 9 ton medium trucks, F and E series heavy trucks and MV 123 62 seater bus and chassis. The key markets for GMEA are Tanzania, Uganda, Zimbabwe, Malawi, and Mozambique and the Export Dealers in East African are: - Uganda (Akamba, Kampala Auto Centre), Tanzania (Dunhill) Rwanda(Rwanda Motor) Burundi (Tomoco) while in Southern Tier are:- Zambia (Action Auto), Malawi (Mike Appel), Zimbabwe (Gift Investments), Mozambique (Entreponto).

General Motors East Africa Ltd has approximately 350 employees distribution in the Human Resources, Security and Transport, the Engineering and Product Development and Material Management, Finance and Information Software and Systems, Customer relations, Direct sales,
After sales and marketing, and Service Departments. Each Department is headed by a manager who reports to the respective directors.

Cooper Motors Corporation (CMC) was incorporated as a private company in July 1948. In 1956 CMC was converted from private to a public company which provided service, spare parts, vehicles and administrative unit under one roof. In 1948, Mr. Allen and Mr. Cooper came to East Africa to sell Land rovers. By 1960, the company had in excess of 700 employees with branches in Mombasa, Nakuru, Dar-es-salaam, Tanga, Eldoret and Kampala with a chain of dealers throughout East Africa.

New franchises were added to the Rovers. These include Volkswagen, Nash, Heavy Commercial vehicles, Marine Crafts, Evinrude engines and Audies. The Volkswagen beetle proved itself a star particularly after winning the East Africa Safari Rally four times. In 1971 CMC Ltd changed its name to CMC Holdings Ltd the parent company of many subsidiaries. CMC’s interest in vehicle assembly came to fruition when 33% Shareholding was acquired in Leyland Kenya (which is now KVM) after lengthy negotiations in 1974. In 1981 CMC bought Mackenzie Dalgety’s Shareholding in Hughes Ltd. and took over Ford and Mazda Franchises. CMC is headed by a chairman who is also in the board of directors of the company. He has several people under him who have to go through the CEO of the company first. There is also a Managing Director who has several people under him who help in the running of the company. The departments are Sales & Marketing, Finance, Public Relations, Engineering and Human Resources.

The Toyota brand of motor vehicles is a world leader and a market leader in East Africa. This is because Toyota East Africa Limited has taken into consideration that vehicles in the African
continent require certain modifications such as body and chassis reinforcements, tropicalised air-
intake and cooling systems, good ground clearance, low fuel consumption to mention just a few.
Toyota understands that every vehicle needs to meet the tough demands of the African Continent
without compromising on comfort and space. Toyota also ensures that the purchases of any Toyota
vehicle and their parts is quick and hassle free. As a result, they stock a comprehensive range of
vehicles and genuine parts with the specifications and requirements of the United Nations, Non-
governmental Organisations, and Government Organisation. Should a customer need anything more
specific, in accessories, special build and so on, the assembly plant in Mombasa has the expertise to
meet their requirements.

To facilitate the purchasing of Toyota vehicles they have their own bond, storage facilities in Nairobi
which negate the necessity of the organisation incurring large storage, port fees while obtaining duty
exemption, clearance and so on. To add value to their purchase Toyota offers 2 year warranty period
for new units or 50,000 KM which ever comes first and have an extensive Toyota Delear Network to
ensure the customer has full after-market support including immediate parts availability and
professional vehicle servicing. The Nairobi-based Training Centre provides Toyota Technicians
from their dealers and their fleet customers with technical training in the superbly equipped Toyota
Motor Corporation Training Centre.

They maintain a comprehensive parts stock (for all popular Toyota and Yamaha models) of 18,000
line items worth Kshs. 130,000,000 (at cost). As a result they assure their customer the highest
availability in the market (approximately 90%). Toyota only stocks, sells and fits Toyota and
Yamaha approved genuine parts, all of which come with a manufacturers warranty of six months.
Their warehouse is supported by and replenished from a regional base in South Africa which holds
genuine parts from Japan, thereby, cutting down lead items for restocking to a maximum of only three weeks. They make daily deliveries to customers and overnight deliveries by courier to our branch in Mombasa and also to all up country service centers and stockists. For efficiency and accuracy they operate a fully integrated real time and online computer system. The Toyota cars are Avensis, Landcruiser, Prado, Corolla, Condor, Hilux, Hiance, Rav and Coaster while their dealers are distributed in Nairobi, Mombasa, Nakuru, Kericho, Kisumu, Nanyuki, Nyeri and Kitale.

Customers expect a company to be able to deliver the newest technology. But without skilled personnel that know how to handle that new technology, companies will not be able to do so. Therefore it is very important for a company to invest in effective training, which entails setting out what the organisation is prepared to do in terms of developing its employees. The company training should recognize that the primary focus of employee development is to enable individuals to fulfill their potential and therefore the investment of training and development contributes to the growth, development and profitability of the organization. This is reflected in better corporate performance and therefore gaining a competitive edge over the other motor companies. Therefore training should be taken as a survival technique for motor firms that aspire to have a huge market share.

1.2 STATEMENT OF PROBLEM
Frost (2003) recognizes that organizational performance depends on its employees' training and development especially in a business world that is increasingly becoming competitive. Various factors may be considered to affect the performance of an organization. Such factors are leadership and management, customer satisfaction, sales and marketing, effective communication, human resource training and development, human resource motivation, reward and compensation, profitability and investment and social responsibility.
Platt (May 2000) in the Independent Journal for Professional Trainers says employee training and development is often seen as peripheral in the aims of the business and may be the first area to be cut back at the time of recession or downturn. Understandably many small business owners hesitate to spend a lot of energy, time or money on training, feeling that the expense does not justify the end result. Training opportunities help to create a motivated and productive workforce. Once workers are trained they appreciate the chance to use their new skills. Training should be seen as an investment not an expense. The time and money a company spends training its employees to do their job better, could turn out to be its wisest investment.

Banfield (November 2003) in the Monthly Motor Magazine identified some of the issues that may force the motor industry to invest in training. These are the rapid change in technology, customer’s ever-changing needs and competitiveness. Since technology is evolving constantly, there is an ongoing need to improve product quality and increase productivity. Customers expect a company to be able to deliver the latest technology. As the technology changes the customer needs also change. As a result, the ever-changing customer needs have therefore increased the need for maintaining well trained, committed and qualified employees in the most cost effective manner. Competitiveness in the motor industry has also increased the need for investing in training programs.

Kibet (August 2003) in his findings indicated that several parastatals in Kenya do not achieve their goals because of inadequate funds for training, they have inadequate training programs, inadequate training policy and they do not undertake proper training needs assessment. It is upon these findings that this research is based. The challenge that most human resource departments face is to maintain talented employees with special skills or expertise that is sensitive to the rapid change in technology,
ever-changing customer needs and competitiveness in the Motor Industry. This study assessed the factors affecting training within the motor industry in Kenya.

1.3 OBJECTIVES

The Study’s Objective is

- To assess the factors affecting training within the motor industry in Kenya.

Specifically, the study aims to

1. Identify the factors affecting training within the motor industry.
2. Find out if there are well-documented and implemented training policies within the motor industry.
3. Establish how the training needs assessment is carried out.
4. Establish the training methods used within the motor industry.
5. Assess the nature of training programs evaluation within the motor industry.
6. To determine how employee training is financed within the motor industry.

1.4 RESEARCH QUESTIONS

1. What are the factors affecting training within the motor industry?
2. Are there well documented and implemented training polices in place within the motor industry?
3. How is the training needs assessment carried out?
4. Which training methods are used within the motor industry?
5. How are training programs evaluated within the motor industry?
6. How is employee training financed within the motor industry?
1.5 SIGNIFICANCE OF STUDY

The study will be of importance to:

- **To the company** - An evaluation of the impact of training policies on organizational performance will help motor firms to find out areas of weakness in training their employees and be able to come up with training policies that will ensure that every employee will be adequately trained in the basic tasks of his/her employment to enhance organizational performance. The study will also give insight on the different training methods or programs that can be used to give them a competitive edge over other companies.

- **To the Management** – The study will benefit management as it will outline why investing in development of employees’ skills is important. The results of the study will enable management to make rationale decisions when considering when, who to take for training and what type of training to use. As a result help the company to improve and invest in training effectively.

- **To the Human Resource Department/ Training Consultants** - It is hoped that this study will be an eye opener to Human Resources Managers within motor firms of the difficult task of training and development of employees that lies in their hands. The study will be able to details the different methods of training so that the Human Resources staff does not concentrate on only one training method. Factors affecting training will be highlighted which can help the parties improve their training.

- **To other students & researchers** – Since Human Resource issues are changing with time and new methods of training occurring every day, the study will benefit future researchers by providing background information on staff training and development. They will be better equipped with the knowledge on training and different training methods and its importance. They can use this information to come up with other research projects.
1.6 LIMITATIONS OF THE STUDY

- Assessment of factors affecting training was difficult to measure since it also had to do with attitudes, skills knowledge and behaviour. Any attempt to measure is subject to the mood of the correspondent at the time of study and more so, when the main focus is the trainer him/herself.
- There are many motor firms in Nairobi, the challenge that the researcher faced was getting the target population because the researcher did not know all the motor firms, therefore concentrated on familiar ones.
- Time and other resources available did not allow all departments of the sampled firms to be covered and so the researcher concentrated on the Engineering, Sales & Marketing and Human Resource Departments.
- Some employees did not co-operate due to fear of victimization once the management learns that they had participated in the research.
- Due to the nature of work, the researcher did not have enough time to reach all the respondents; this meant a smaller sample size.

1.7 SCOPE OF THE STUDY

Regarding the content, there are many aspects in training of employees, but in the study the researcher will look at the factors affecting training.

According to reports from Ministry of Trade and Industry Reports, there are approximately eight well-established motor vehicle firms in Nairobi which have a total number of two thousand employers and employees. The researcher focused on the three leading firms within the motor industry in terms of market share (GMEA, Toyota E.A. Ltd. and C. M. C. Motors Group Ltd.)
because of the wide experience in the motor industry and therefore the researcher was able to get explicit feedback. Each of the firms has employers and employees distributed in six departments.

The researcher concentrated on the Sales and Marketing, Engineering and Human Resource Department. The three departments in these firms have a population of 245 employees. The three firms have a total of 55 employers. Therefore the target population was 300.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

Training is a prime investment in Human Resource Management that plays a vital role in securing a company’s goal. Companies that for whatever reason are inclined to treat their employees simply as a cost or commodity and who hence fail to invest in Training and Development actively, cannot meaningfully be said to be practicing Human Resource Management. Training and Development of employees has therefore become a major preoccupation of management in firms. This effort entails more than the expenditure of money, it requires radical changes in our systems of values in the way we assess the training needs, set the training budget, formulate the training policy, evaluate the training programs and employees in their working environment regardless of the type of organization and in the way we view the management function. Because of the importance of effective training in achieving organization’s goals and objectives, researchers have addressed different aspects of the training through past studies and from different perspectives.

Harris (1999) in his article “Effective Training Methods” shares his personal perspective on effective training methods. He identifies three specific areas of training that will help one become a better grappler. Technical knowledge begins with the student learning a series of physical movements called *techniques*. Once these movements have been learned, the student should practice them until he/she can do them in their sleep. Next, a student must learn how to put the basic techniques together into a series of movements called *combinations*. These combinations will teach the student how to flow from one technique to another when they encounter resistance. Resistance will guide them into the next area of training, the development of physical and mental attributes. Once technical knowledge has been combined with the development of physical and mental
attributes, the person can begin to focus on the use of *strategy*. A strategy is the choosing of specific set of tactics that will enable the person to accomplish their desired goal in an efficient and effective manner. The strategy they choose will depend upon the unique set of circumstances that have presented themselves and the amount of technical information the person, as well as which attributes the person and his opponent posses. In closing he says “Everything of value will come through great efforts on the person’s part”.

Foy (August 1998) in his paper “Empowering People at work” defines training as the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized activity designed to create a change in the thinking and behaviour of people and to enable them to do their jobs in a more efficient manner. In the industry, it implies imparting technical knowledge, manipulative skills, problem solving ability and positive attitudes. The purpose of training is to enable the employees to get acquainted with their present or prospective jobs and also increase their knowledge and skills. Training makes new employees more productive and efficient. It makes the old employees familiar with new machines and techniques by refreshing their knowledge. The training job is never finished so long as an organisation remains in business. Thus, training is not a “one stop process” but it is an on going or continuous process. Training should be effectively executed. Training methods must be appropriate to the level of employees, the nature of tasks and the purpose of training. The effectiveness of a training programme should be evaluated so that necessary improvements may be made in it from time to time.

2.2 MAIN REVIEW

2.2.1 The Training Process

According to Armstrong (1998), for training to be effective it must be systematic. Systematic training is training which is specially designed to meet defined needs. This way the training ensures
that employees acquire the necessary skills and knowledge to be able to take on new tasks as the company grows, diversifies, develops new products, markets and operational systems and introduces new technology.

Armstrong (1998) indicates that systematic training can be based on nine-stage model; the establishment of a training policy which provides guidelines on the amount of training that should be given, the proportion of turnover that should be allocated to training, the scope and aims of training responsibility of training; the identification of the training needs which is partly concerned with defining the gaps between what’s happening and what should happen; defining learning requirements which involves defining what skills and knowledge have to be learnt, what competencies need to be developed and what attitudes need to be changed; setting objectives which help in defining what learners must be able to do after the training; planning for training programmes where terminal behaviour outcome after the training, the length and place of training should be taken into account; the determination of trainers which involves determining whether the training will be done within or outside the organisation and who will be providing the training; the implementation of the training where the actual implementation of training is done; the evaluation of the effectiveness of the training in achieving the stated learning objectives and finally, amendment and extension of training which involves improving the training programmes and providing any residual learning required as indicated by the final evaluation.

2.2.2 Need For Training

According to Saleemi (1997) the need for training arises due to Non-availability of trained personnel, suitability of enterprise needs and proficiency in latest methods. It is difficult to find properly trained workers for various categories of jobs in an enterprise. This sometimes makes it
necessary to select workers with little or no training for the kind of work to be handled by them. In countries with inadequate facilities for vocational education or technical training, employees themselves are required to make arrangement to impart training to untrained workers. Even where a worker is otherwise well trained for the job to be assigned to him he needs to be given some special training consistent with specialized job requirements of the enterprise.

The independent journal for professional trainers (July 2000) indicates that the type of training imparted in a vocational school is of a general nature. It needs to be supplemented with a special training peculiar to each job. Rapid scientific and technological developments have made it necessary to provide continuous training facilities in the enterprise itself. This is because, even while a worker has been trained in one set of work methods, he finds that what he has learnt at considerable expense of time and effort has already become outdated due to invention of newer methods. In the absence of proper training facilities in the latest methods, workers of the enterprise might face the danger of getting out of touch with the latest methods. In the matter of learning new methods, one has to keep running even to remain at the same level of proficiency.

2.2.3 Training Needs Assessment/Analysis

Ensuring that training and development meets the needs of the organisation is a must in today's work environment. Bailey (2000) in her article “Learning Needs Analysis” says that if training and development is to contribute effectively to the business by improving its people and its overall competencies, such provision must be grounded through a real understanding of what the business is, what it has, where it is going and how its people contribute to all of that. One of the major issues facing the training professional at present is the need to make (and prove) a contribution to the organisation. Correctly undertaken, a TNA is a process of comprehensive analysis and
identification that produces valuable information on which to make decisions about where training and development can help the organisation.

According to Beardwell and Holden (1997), the following three-step approach may be adopted to identify the training needs of employees of any organisation: The first step is Organisation analysis, which consists of identifying the areas where training of employees is called for. Employee training needs will depend on the objectives, organisation structure, existing personnel and future plans of the enterprise. In case there is any deficiency in the skill levels in any department, suitable steps could be taken such as realignment of the organisation structure, greater decentralization, recruitment of trained personnel etc. The second step is Task analysis, which calls for detailed examination of each job, the activities to be performed to accomplish and the working conditions under which it is to be performed. This will indicated what kinds of jobs are performed and what types of employees will be able to perform them. Lastly is worker analysis. The spotlight in this analysis is on each employee, his abilities and skills and what kind of training and development facilities are required to enable him to perform better. The ideal way to identify such needs is to observe the employees at work, interview with individual employees, their superiors and peers, and past records relating to their performance, etc.

2.2.4 Training Methods

When Cole (1997) talks about training methods, he is essentially discussing the means by which we intend to communicate information, ideas, skills, attitudes and feelings to learners. Thus methods are a crucial element in the trainer’s success. It is common to find methods categorized according to whether they are employed in on the job or in off the job situation. However, this approach does not make it easy to distinguish the appropriateness of methods for communicating knowledge,
rather than developing skills or attitudes, for example. The location and hence the context or training is, of course, important.

Bailey (2000) argues that for the purposes of passing on knowledge, in the sense of factual information, then lectures or talks, given off the job and supported as necessary by handouts will usually be satisfactory. Essentially the objective is to enable the learner to recall facts they have been given. Taking things a stage further from factual recall to demonstrating understanding of new knowledge, then lecturing on its own will be insufficient. Some opportunity for questioning and discussion will be necessary, for example by means of discussion group, exercises or case studies. This opportunity is usually available with on-the-job methods such as job instruction and coaching, where close collaboration between trainers and learners is an essential feature of the method. They are divided into On-the-job and Off-the-job training methods.

2.2.5 Types of Training Programmes

A training programme will obviously have to correspond to the broad outlines of the organizational structure and the goals of the company. Singh (1999) identifies induction training as one kind of training programmes. Induction is a process by which a new employee is fully rehabilitated in the new environment. In this kind of training programme the trainee is introduced to the practices, policies and purposes of the organisation. Induction training can, however, be more elaborate, especially if the training programme is meant for supervisory or managerial employees. The training programme could be through movies or documentaries showing the company’s activities or through lecture demonstrations. When the skill for which training programme is being conducted, is of a technical nature, the employee is put in direct contact with equipment/technique under the
supervision of a trainer. Thus, through first hand experience, the trainer’s skills are developed. Such training can vary in duration from that of one day or week to a month.

Promotional training is another kind of training program identified by Harris (1999) in his article “Effective Training Methods”. It facilitates promotion of employees to higher ranks of the organizations ladder. Such training raises the competence of employees for higher and responsible positions. This is true for employees who join high positions from outside, as well as for promotees to higher posts. However, for an in-house professional who has been promoted to a new and higher grade, the duration of training need not be as large as for an outside candidate because the in-house man is already familiar with the work culture, ethics, schedules and expectations from the job.

Refresher training identified by Armstrong (1998) is a program designed to avoid personnel obsolescence. Rapid scientific and technological changes can make even the most qualified workers look obsolete in the course of time. This is because with changes in technology and work methods, job requirements also change. As a result even those who are otherwise adequately qualified have to undergo training in the use of new methods and techniques. While refresher training helps the workers in learning new methods and skills, it also enables them to refresh their memory of things, which they had learnt a long time ago. This is not all. Due to changes in demand for goods and services, many new jobs have to be created and to master these, refresher training becomes necessary.

Saleemi (1997) identifies Apprenticeship Training as one of the oldest forms of training. Under it, a worker is appointed as an apprentice. He is placed under the charge of a qualified senior worker. The apprentice learns the methods of work by observing and assisting his senior. In skilled trades,
apprenticeship training is the most common. Electricians, machine-men and plumbers usually learn
their jobs through such training. The period of apprenticeship may be deferent from job to job. It
may be anything between two and five years. During apprenticeship, a worker is paid less than a
qualified worker. Of late, the Government has also initiated several steps to safeguard the interests
of apprentices, regulating their wages and hours of work.

Bentley (1991) identifies delegation as a process whereby the superior assigns certain responsibility
to his subordinate and also delegates to him authority in equal measure. It makes the subordinate
feel important in the sense that he is given a task to complete, and also proportionate authority over
physical and human resources to complete it. It forces the subordinate to make his own decisions
without looking up to his superiors every now and then, and also display qualities of leadership vis-
à-vis his subordinates. Delegation as a form of training has several advantages. It enables the
superiors to train their subordinates in specific jobs by making them take their own decisions and
also feel a sense of accomplishment when a given task is successfully performed. However, for
various reasons, delegation as a form of training is not very popular. The superiors have their own
reasons for not sharing authority with their subordinates and the subordinates on their part are also
not very keen to accept responsibilities which essentially are not their own.

Platt (May 2002) defines vestibule training as a means training organized in a school within an
industrial plant to train new workers in specific skills so as to prepare them to handle jobs on the
shop floor. Vestibule training is similar to on-the-job training. The only difference is that while on-
the-job training is provided by the line supervisor on the shop floor itself, vestibule training is
provided by special instructors, away from the shop floor. Vestibule training is introduced when the
number of workers are to be trained is large, the volume of training is enormous and the line
supervisor, because of heavy responsibilities of his office, is not in a position to spare time to attend to training.

According to the Foy (August 1998) vestibule training offers several advantages and drawbacks. First, it can be imparted to a large number of workers without affecting the work on the shop floor. Secondly, the instructors are specialists in their jobs because they devote their full time and attention to training and are not obliged to attend to shop floor duties. Thirdly, trainees can also concentrate better on learning because they are away from the noise and work-pressure on the shop floor. Lastly, the line supervisor, relieved of the responsibility to train, can attend to his main work more efficiently. But vestibule training also suffers from certain drawbacks. First, it is imparted at a place away from the shop floor so that trainers do not experience the problems arising from actual work situations. Secondly, in the case of deficient performance by a worker, the line supervisor may blame the instructors for inadequate training and the instructors may blame the line supervisor for ineffective supervision. Finally, it is costly because machines and equipment for the training have to be bought separately.

Flippo (1980) identifies Job rotation as an on-the-job training programme. The objective of job rotation is employee development through provision of diversified training. However, it is necessary that the persons to be trained are carefully selected and the posts for which they are to be trained are determined in advance. Job rotation may take different forms. First, the employee selected for training may be assigned jobs, one after the other in different departments for a specified period. The purpose of such shifting assignments is to train the employee in the work-procedures of different departments. Secondly, the selected employee to observe the work of different departmental heads. Here, the employee himself does not do anything in the departments
to which he is sent. He just observes how the various departmental heads perform their functions. Thirdly is the creation in the organization of certain managerial positions which are meant to be occupied by trainers only. The objective here is to provide actual managerial experience to the trainees and Lastly is the posting of trainees as assistant managers in different departments. The objective of this is to enable the trainee to acquire actual managerial experience in each department of the enterprise. In this task, he is helped by his superior who assigns the trainee duties according to his abilities and skills and is always available to offer advice and guidance.

2.2.6 SMART Objectives

Platt (August 2002) says that most of the managers, know what the acronym SMART means in relation to setting objectives, but equally very few of them can write good objectives that comply with the criteria. SMART stands for Specific, Measurable, Achievable, Relevant and Time Based. Specific in the context of developing objectives means that an observable action, behaviour or achievement is described that is also linked to rate, number, percentage or frequency. Measurable is very simple, a system, method or procedure has to exist that allows the tracking and recording of the behaviour or action upon which the objective is focused. Achievable; the objectives being sent need to be such that people are capable of achieving them. If this is the case however “achievable” does not necessarily mean easy or simple. The objectives need to stretch those seeking to achieve them and be agreed by the parties involved, Relevant means two things; First the goal or target being set with individuals is something they can actually impact upon or change and secondly it is important to the organisation. Lastly, Time based is probably the simplest part of SMART to define. Somewhere in the objective there has to be a date (day/month/year) for when the task has to be stated (if it’s on-going) and/or completed (if it’s short-term or project related). Therefore by
adopting the approach described above to writing SMART training objectives one is more likely to achieve an effective training outcome.

2.2.7 Evaluation in Training

Hamblin (1970) contributed a well-known definition of evaluation, in a training context as follow “Any attempt to obtain information (feedback) on the effects of training programmes and to assess the value of the training in the light of that information”. Given the enormous amount of training carried out each year and consequently, the enormous amount of money spent on it; it is surprising to find out how little evaluation is carried out. Kondola (2000) highlights the place of evaluation activities diagrammatically as demonstrated below:

Figure 2.1 Evaluation in Training

From the diagram, the program aims, content and learning methods represent inputs, the program implementation represents the process and the programme results represents the outputs. Following
evaluation the program is either dropped or improved. Improvements are feedback into program aims/objectives and program content.

2.2.8 Training Policy

Brandt (2001) in his paper “Writing a Library Training Policy” states that a training policy sets out in writing the purpose, scope and composition of training program. It is useful to have a document that describes the training program from several perspectives. Administrators may want to set limits on how the training program is undertaken. Staff member who implement it need to know what their boundaries and expectations encompass. Staff members who participate in the program may want to know what they can expect from it. In many settings, the program may actually be a section of another unit, such as personnel, human resources or staff development. In other cases, it may sit off by itself and include multiple reporting lines (solid and dotted).

According to Cole (1997) a training policy of an organization will usually be included in a range of policies dealing with human resources. The policy statement sets out what the organization is prepared to do in terms of developing its employees. For some organisations, a policy statement is a brief sentence such as “The Company will provide the means to ensure that every employee will be adequately trained in the basic tasks of his or her employment.” For others the policy statement may be quite lengthy. The implication of the first, short example given above is that training will focus on immediate learning needs related to current tasks and duties. The implication of the lengthy one is that training and development will be closely linked to short, medium and long-term business plans and will be seen as a vital element in the organization’s ability to prove itself with its customers.
In addition Brandt (2001) says that the fulfillment of an organization’s policy can be achieved in a number of different ways. Some organisations have a long tradition of growing their own managers and specialists and provide a substantial internal training organisation to sustain all their needs. Thus, most of the training and development is provided in an in-company basis with little reliance on outsiders. Other organizations believe in contracting out the training to external providers such as colleges, consultants and private training organizations. Yet other organisations adopt a midway position, providing induction training and job training internally but contracting out management and supervisory training. Whatever option is chosen, it will require funding and thus justifying in the inevitable competition between managers for a share of the organization’s financial and material resources.

2.3 CRITICAL REVIEW OF MAJOR ISSUES

According to Armstrong (1998) the process of Human Resource Development starts from the strategic plans of the enterprise which define where the business is going and, broadly, the resources required to get there. These strategies are translated by human resource planning into more specific definitions of how many and what sort of people will be needed in future. Human Resource development takes these plans and the raw material provided by recruitment and basic training and transforms them by means of development programmes to meet the present and future requirements of the organisation. The motor industry being an ever-changing industry, if skills fail to keep pace with the changing workplace, then the implications for employees, for organisations and for the economy will be significant.

Employees: It is important that those responsible for human resource development should fully recognize that it is knowledge, skills and attitudes and behaviour of individuals that lead directly to corporate success. Employees need to be encouraged to seek the kind of opportunities that they want
and encouraged to take every opportunity to develop and grow in the way they want, consisted with improving their own performance and contribution. There is no doubt in my mind, that both the private and public sectors should be providing growth and development that is right for them. Nor do I doubt that given suitable financial support the demand would be overwhelming.

Organizations: For each organization the outcome is similar. Without the skills it needs it will be unable to keep up to date and to compete effectively. The products and services produced will become unattractive and sales will fall. The productivity of the workforce will stagnate and fall behind that of competitors, thus increasing comparative costs. The effect will be for profits to fall, for less money to be available to invest in people and capital and the organisation will find itself on the slippery road to eventually demise. There really is no alternative than to make sure that the human skills so vital to success are developed and maintained.

The economy: For the economy of a country the net results will be an increase in the deficit on the balance of trade. If a country cannot develop a workforce with the required skills than it will need to buy those skills from abroad or buy the products and services produced by those skills and thus increase imports. At the same time because they lack the necessary skills home-produced products and services will not meet overseas customers’ needs and export will fall. Unemployment will grow, and inflation will rise as interest increase to protect the currency. The effect will be to reduce the standard of living of its people, both to innovate and produce the products and services it needs.

2.4 SUMMARY AND GAPS TO BE FILLED BY THE STUDY

Cole (1999) agrees that the role of training in the organization is therefore primarily determined by the overall purpose of the organisation. This provides those responsible for implementing training and development with the best possible raison d’etre - a direct contribution to corporate goals. Thus in a fast moving consumer goods company, training will be geared strongly to sales achievements
against the competition. In a high technology manufacturing company training will be geared to product quality and innovation. In a district general hospital training will be geared to the provision of a high and reliable standard of patient care.

An article in the Insider on “Effective Employee Training” (June 2003) advises human resources personnel that not all employee training will be equally helpful. It is important to find a good business coach that really knows how to maximize employee potential. Many people subscribe to all sorts of ideas about how to instill employees with better business practices, but only some training companies can actually help (though all will be happy to take their money). So use business coaching resources like websites to find great employee training services. As the personnel search they should keep in mind that the best trainers back up their ideas with precise coaching tools such as diagnostic tests.

Among the factors affecting training discussed in the study are training policy, training objectives, training needs assessment programs, choice of training methods, evaluation of training programs and training budget. The findings of the study will fill any gaps in training. They will help the management to be able to undertake effective training of their employees using the above-mentioned factors. The recommendations will be able to help the motor firms within the motor industry to improve on training.

2.5 CONCEPTUAL FRAMEWORK

This section provides an exploratory framework concerning variables interrelationships that explain the problem. Human Resource Training and Development is among the factors that affect organizational performance. Therefore to effectively train and develop employees, a proper training
ystem should be in place Among the factors affecting training that will be looked at in the study are outlined the model below:

Figure 2.2 Variable to effective training

<table>
<thead>
<tr>
<th>Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A clear and effectively communicated training policy</td>
<td>Leads</td>
</tr>
<tr>
<td>SMART Training Objectives</td>
<td>to Organizational</td>
</tr>
<tr>
<td>Availability of training needs assessment programs</td>
<td>performance in terms of huge market share.</td>
</tr>
<tr>
<td>Choice of training methods or programs</td>
<td></td>
</tr>
<tr>
<td>Evaluation of training programs or methods</td>
<td></td>
</tr>
<tr>
<td>Training budget</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2004)

A clear training policy recognizes the importance of the employee's role, acknowledges influences from outside the company, ensures that legal obligations are met and solidifies a good relationship with employees. On the other hand, organizations with a proper and well communicated training policy are able to understand that they live in a world where competitive edge is achieved by having higher quality people than other firms employ and that his need will not be satisfied unless they invest in training and developing the skills and competencies of their employees. The training policy should be clarified to all new employees as part of the induction process, itself essential to training. A simple statement of the training policy should be included in the company handbook as well as verbally communicated to the employee.
Having Specific, Measurable, Achievable, Realistic and Time-bound (SMART) training and learning objectives contributes to effective training. Training and Learning objectives describe who is impacted (audience), specific activities involved (behaviours), the circumstances under which the activities take place (conditions) and the criteria for measuring success. If the objectives are not well stated then the mission and vision of the organization will not be achieved as a result of low profitability.

The methods or programs are crucial elements for effective training and the trainer’s success. It is common to find methods categorized according to whether they are employed in on the job or in off the job situation. However, this approach does not make it easy to distinguish the appropriateness of methods for communicating knowledge, rather than developing skills or attitudes, for example, the location and hence the context or training is, of course important.

Identification of training needs is important for an organisation as the needs chosen should be job related so as they ensure that the training can contribute to meeting the organizational mission and vision. Needs can be identified at the recruitment stage, during the employee’s induction, at appraisal stage, at the time of an employee being promoted or given responsibility and personal development.

Evaluation of the training methods or programs is a variable of effective training as it enables the organisation to ensure that the training objectives and methods being used are meeting both the organization and trainees’ objectives and they are getting value for money.

The training budget should be allocated at the beginning of each financial year in accordance with training needs identified in conjunction with appraisals and the organization’s objectives for the forthcoming year. The corporate training plan should be reviewed annually and the budget allocated accordingly.
CHAPTER THREE

RESEARCH METHODOLOGY

1. RESEARCH DESIGN

This study adopted a Descriptive Research. Flippo (1980) found that Descriptive Research involves investigations that focus on a target population by selecting representative samples through observation and analysis. Robson ibid goes on to define descriptive research as a process of collecting data in order to test hypothesis or to answer research questions concerning the current status of the subjects in the study.

2. POPULATION

2.1 Total Population

According to reports from Ministry of Trade and Industry Reports, there are approximately eight well-established motor vehicle firms in Nairobi which have a total number of two thousand employees and employees as shown below. The researcher focused on the three leading firms within the motor industry in terms of market share (General Motors East Africa Ltd., Toyota E.A. Ltd. and M. C. Motors Group Ltd.) because of the wide experience in the motor industry and therefore the searcher was able to get explicit feedback.
### Table 3.1: Total Population

<table>
<thead>
<tr>
<th>Department</th>
<th>Market Share (%)</th>
<th>Employers (Management)</th>
<th>Employees</th>
<th>Total Population</th>
<th>Percentage (A/2000)x100</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Motors East Africa Ltd.</td>
<td>25</td>
<td>20</td>
<td>330</td>
<td>350</td>
<td>18</td>
</tr>
<tr>
<td>Toyota East Africa Ltd.</td>
<td>22</td>
<td>17</td>
<td>273</td>
<td>290</td>
<td>15</td>
</tr>
<tr>
<td>CMC Motors Group Ltd</td>
<td>16</td>
<td>18</td>
<td>302</td>
<td>320</td>
<td>16</td>
</tr>
<tr>
<td>D. T. Dobie</td>
<td>10</td>
<td>14</td>
<td>236</td>
<td>250</td>
<td>13</td>
</tr>
<tr>
<td>Marshalls E. A. Ltd.</td>
<td>10</td>
<td>10</td>
<td>170</td>
<td>180</td>
<td>9</td>
</tr>
<tr>
<td>Amazon Motors</td>
<td>7</td>
<td>11</td>
<td>179</td>
<td>190</td>
<td>10</td>
</tr>
<tr>
<td>Car &amp; General</td>
<td>6</td>
<td>11</td>
<td>189</td>
<td>200</td>
<td>10</td>
</tr>
<tr>
<td>Simba Colt</td>
<td>4</td>
<td>13</td>
<td>207</td>
<td>220</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>114</strong></td>
<td><strong>1886</strong></td>
<td><strong>2,000</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Trade and Industry Reports

#### 3.2.2 Target Population

Each of the firms has employers and employees distributed in six departments. The researcher concentrated on the Sales and Marketing, Engineering and Human Resource Department. The researcher used the Sales and Marketing and Engineering Department because they directly influence the market and profitability and the Human Resource Department because it is the department in charge of training in the organisation. The three departments in these firms have a population of 245 employees. The three firms have a total of 55 employers. The target population of the study is shown below:
Table 3.2: Target Population of Employers and Employees

<table>
<thead>
<tr>
<th>Company name</th>
<th>Employers (Management)</th>
<th>Employees</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S &amp; M</td>
<td>Engineering</td>
</tr>
<tr>
<td>SMEA</td>
<td>20</td>
<td>32</td>
<td>44</td>
</tr>
<tr>
<td>TOYOTA</td>
<td>17</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td>CMC</td>
<td>18</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>82</strong></td>
<td><strong>116</strong></td>
</tr>
</tbody>
</table>

Source: Author (2004)

3.3 SAMPLING STRATEGY

To obtain acceptable levels of confidence and accuracy, the researcher needed an actual sample size of approximately 150 employees. The researcher found the stratified random sampling method most appropriate for this study since the population contained different categories (departments). Using stratified random sampling, the researcher first worked out the sampling fraction $150/300 = \frac{1}{2}$.

The sampling fraction of $\frac{1}{2}$ means that the researcher selected $\frac{1}{2}$ or 50/100 from each of the four categories – Sales & Marketing, Engineering and Human Resource Employees and Employers as follows:
Table 3.3: Sample Size

<table>
<thead>
<tr>
<th>Company name</th>
<th>Employers (Management)</th>
<th>Employees</th>
<th>Total</th>
<th>% of target population</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;M Engineering</td>
<td>10 S &amp; M 16 Engineering 22 HR 11</td>
<td>59</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>TOYOTA</td>
<td>8 S &amp; M 13 Engineering 20 HR 8</td>
<td>49</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>CMC</td>
<td>9 S &amp; M 12 Engineering 16 HR 5</td>
<td>42</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>27 S &amp; M 41 Engineering 58 HR 24</td>
<td>150</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2004)

4 DATA COLLECTION

The researcher started by developing questionnaires that were pre-tested to determine validity and reliability before they were used in the real study. The questionnaire had both open-ended and closed questions. After pre-testing the questionnaires, the researcher adjusted them accordingly and distribute them to the population within the sample population.

The respondents were given a week to complete the questionnaire and return them to the researcher. Questionnaires can often be used for descriptive research, as they enable the researcher to identify and describe the variability in different phenomena. To ensure that all questionnaires were received, the researcher will followed up the respondents by telephone or visits to their station after the one-week.
Apart from the self-completion questionnaires; interviews were carried out in a face-to-face situation to confirm some responses and to give weight to the importance of the research to the organisation. To acquire more information, the researcher attended training programs organized in the motor industry, talked to different training consultants on effective training and also attended different departmental meetings. Secondary data like books, previous research projects, official reports, training budgets and so forth were also used. Without doubt questionnaires and interviews are suitable for this study because for the validity, reliability, updatedness and adequacy although costly.

3.5 DATA ANALYSIS

Data in the returned questionnaires was organized, then edited, classified and tabulated. Editing involved checking the raw material gathered for accuracy, usefulness and completeness, faulty questionnaires were ignored for they served no useful purpose. Classification entailed dividing the data into different headings. To do this, the researcher was guided by the themes of the questions on the questionnaires. Tabulation means recording the classified data in quantified terms that facilitates their manipulation and also to increase the precision with which to be analyzed. The classified data was then be transferred from the data gathering tools to tables, charts, graphs and so on.

Hand-sorting and tabulation was also used. It involved hand sorting and recording results on tabulation sheets in accurate mathematical terms by marking and counting frequency tallies for different items on which information is being sort, then the results converted into percentage. Once
the research data had been analyzed; the researcher interpreted the results under quantitative and qualitative methods. The process is essentially that of stating what the results showed, their meanings and significance and the answers to the research questions and the original problem. This called for a careful, logical and critical examination of the results obtained after the analysis, keeping in mind the limitation of the sample chosen, the tools selected and use in the study.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter analyses the data collected from the data collection tools, that is, questionnaire presented. It interprets the data in relation to the research objectives and questions or hypotheses. The findings or results are analyzed using different types of data analysis methods. The purpose and scope of the analysis was to assess the factors affecting training in the motor industry in Kenya. The analysis and interpretation concentrated on both primary and secondary data.

4.1 RESPONSE RATE

A target population of 300 was picked from 2,000 but a sample size of 150 (27 employers and 123 employees) was chosen from three departments (Sales & Marketing, Engineering and Human Resources). The questionnaires given out were 150 but only 105 employees returned the questionnaires fully completed as shown below:

Table 4.1 : Response Rate

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Employers Management</th>
<th>Employees S &amp; M</th>
<th>Employees Engineering</th>
<th>Employees HR</th>
<th>Actual Respondents</th>
<th>Planned Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMEA</td>
<td>7</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>41</td>
<td>59</td>
<td>68%</td>
</tr>
<tr>
<td>TOYOTA</td>
<td>6</td>
<td>9</td>
<td>14</td>
<td>6</td>
<td>35</td>
<td>49</td>
<td>71%</td>
</tr>
<tr>
<td>CMC</td>
<td>6</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>29</td>
<td>42</td>
<td>69%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19</td>
<td>28</td>
<td>40</td>
<td>18</td>
<td>105</td>
<td>150</td>
<td>70%</td>
</tr>
</tbody>
</table>

Source: Author (2004)
As shown in the table above an average response rate of 70% indicates that the data is reliable since it represents an adequate sample size. It also shows that the highest number of respondents (59 respondents) were from GMEA while the highest response rate was from Toyota (71%). Among the respondents 40% were female while 60% were male. This is because the motor industry in Kenya is male dominated due to the stereotype that engineering is a job for men just like teaching is a job for women.

4.2 QUANTITATIVE ANALYSIS

This section mainly deals with the analysis of closed-ended questions from the questionnaires. The respondents characteristics formed continuous and discrete variables and were analyzed. To be able to interpret the years worked by most respondents measures of central tendency (mean, median and mode) were used as follows.

The mean

Table 4.2 : Analysis of Grouped data

<table>
<thead>
<tr>
<th>Classes (Years Worked)</th>
<th>Frequency (f)</th>
<th>Mid point (x)</th>
<th>fx</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>25</td>
<td>1.5</td>
<td>37.5</td>
</tr>
<tr>
<td>3 - 5</td>
<td>55</td>
<td>4.0</td>
<td>220.0</td>
</tr>
<tr>
<td>6 - 10</td>
<td>15</td>
<td>8.0</td>
<td>23.0</td>
</tr>
<tr>
<td>10 - 15</td>
<td>5</td>
<td>12.5</td>
<td>62.5</td>
</tr>
<tr>
<td>15 - 25</td>
<td>5</td>
<td>20.5</td>
<td>102.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>105</strong></td>
<td><strong>445.5</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author (2004)

The mean of the grouped data is \[ \frac{\sum fx}{N} = \frac{445.5}{105} = 4.24 \]
The Median

The median is the middle value of a data set and for grouped data, we can find the class that the
median resides in relatively easily. Using table 4.2 the calculation of the median of grouped data
can be done using the following formula

\[ \text{Median} = L + \frac{n - CF}{f} \cdot i \] (i)

Let's look at it in detail.

\( L \) = the lower limit of the class containing the median
\( n \) = the total number of frequencies
\( f \) = the frequency of the median class
\( CF \) = the cumulative number of frequencies in the classes preceding the class containing the median
\( i \) = the width of the class containing the median

Putting the numbers from table 4.2 into the formula now, we see that the median value is 4.0:

\[ \frac{105 - 25}{55} \]
\[ \text{Median} = 3 + \frac{2}{2} (2) = 3 + 27.5 (2) = 3 + 1 = 4 \]

The Mode

The mode is, very simply, the mid point of the class containing the largest number of class
frequencies. Using table 4.2 again, the class containing the largest number of class frequencies is 3
- 5. The mid point of the modal class is 4.0 so the mode of these data is 4.0.

Interpretation

From the three measures of central tendency calculated above the mean is 4.24, Medium is 4.0 and
the mode is 4.0. Therefore, it can be deduced that most respondents have worked for 3 – 5 years.
Location and Type of Training

All respondents have been trained since they joined their respective companies:

Chart 4.1: Type of training used in the motor industry

<table>
<thead>
<tr>
<th>Inside the premises (on-the-job)</th>
<th>Outside the premises (off-the-job)</th>
</tr>
</thead>
<tbody>
<tr>
<td>57%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Source: Author (2004)

The chart above shows that 43% have been trained inside the premises (on-the-job training) while 57% have been trained outside the premises (off-the-job training) since they joined the company.

Chart 4.2: Which is more beneficial (on-the-job or off-the-job training)?

<table>
<thead>
<tr>
<th>On-the-job</th>
<th>Off-the-job</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>35%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Source: Author (2003)

From the chart, it can be seen that 52% believe that on-the-job training is more beneficial, 13% said that both work hand in hand while 35% said that off-the-job training is more beneficial.
Training Policy

Chart 4.3: Existence of a training policy

![Pie chart showing 95% existed and 5% did not exist.]

Source: Author (2004)

From the chart, 95% stated that their organisation has a training policy while 5% stated that they do not have a training policy. On interviewing the 5%, it was noted that the training policies exist but they are not implemented, therefore the 5% considered them to be non-existent.

Graph 4.1: Communication of Training policy to employees

![Bar chart showing communication methods.]

Source: Author (2004)

14% indicated that training policy is communicated during induction, 38% said it is communicated through the intranet, 43% through company handbooks and 5% had no policy.
Training Methods

Chart 4.4: Mostly used training methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation</td>
<td>10%</td>
</tr>
<tr>
<td>Seminars</td>
<td>27%</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>22%</td>
</tr>
<tr>
<td>Short Courses</td>
<td>14%</td>
</tr>
<tr>
<td>Job rotation</td>
<td>6%</td>
</tr>
<tr>
<td>Conferences</td>
<td>6%</td>
</tr>
<tr>
<td>Workshops</td>
<td>16%</td>
</tr>
</tbody>
</table>

Source: Author (2004)

According to the chart above training methods are used as follow: Delegation - 10%, Seminars - 27%, Apprenticeship - 22%, Short courses - 14%, Job rotation - 6%, Conferences - 6% and Workshops - 16%. The three mostly used training methods are Seminars, Workshops and Short courses.

Table 4.3: Criteria for selection of who to go for training

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories</td>
<td></td>
<td>Percentage (A/105) x 100</td>
</tr>
<tr>
<td>Recommendation by higher authority</td>
<td>60</td>
<td>57%</td>
</tr>
<tr>
<td>From the appraisal recommendations</td>
<td>35</td>
<td>33%</td>
</tr>
<tr>
<td>Approached by top management</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Sheer Luck</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Author (2004)

From the table majority of the respondents said that they were selected through recommendation by higher authority 57%, 33% said from the appraisal recommendations, 5% approached by top management and 5% said that it was by sheer luck.
Training Needs Assessment

Table 4.4: How Training Needs Assessment is carried out.

<table>
<thead>
<tr>
<th>Categories</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Questionnaires</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Interviews</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Performance Appraisal</td>
<td>40</td>
<td>38%</td>
</tr>
<tr>
<td>Supervisors</td>
<td>55</td>
<td>52%</td>
</tr>
<tr>
<td>All the above</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>105</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Author (2004)

The table above portrays that Training Needs Assessment is conducted through questionnaires – 5%, performance appraisal – 38% and Supervisors 52%. 5% indicated that it is conducted using all the above while interviews are not used to carry out training needs assessment.

Chart 4.5: Who conducts training needs assessment?

Source: Author (2004)

The chart above depicts that 29% of respondents indicated that training needs assessment is conducted by the Human Resources Department, 24% by department heads, 36% by supervisors and 10% by all the above stated. Employees do not conduct training needs assessment in the motor industry.
Training Evaluation

Graph 4.2: Training Evaluation

Source: Author (2004)

The graph illustrates that 19% say that training is done after every 6 months, 33% say it is done annually and 48% say that it is not done at all, none of the respondents said that training evaluation is done after every 4 months.

Training Budget

Graph 4.3: Training Budget

Source: Author (2004)

According to the graph, 90% stated that the company pays in full while 10% said that the company pays half and employees pay half.
Commitment to training in the motor industry

Graph 4.4: Extent to which company is committed to training

Source: Author (2004)

The chart above depicts that 53% of respondents felt that their company is committed to a very high extent to training employees, 42% felt that it is committed to some extent while 5% felt that it is committed to a little extent.

Chart 4.6: Employees given time to attend courses and seminars

Source: Author (2004)

According to the chart 88% of respondents are provided time off while 12% do not get time off to attend courses and seminars that will help your job performance.
4.3 AN ANALYSIS OF DIFFERENT PERSPECTIVES ON EFFECTIVE TRAINING

Table 4.5: Different perspectives on Training

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Results (%) Agree or Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Effective training will contribute to high performance of the employees and the company at large.</td>
<td>53</td>
<td>52</td>
<td>0</td>
<td>0</td>
<td>Agree 100%</td>
</tr>
<tr>
<td>6</td>
<td>Training objectives do not necessarily have to support both the individuals and organization's objectives.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>35</td>
<td>Disagree 95%</td>
</tr>
<tr>
<td>7a</td>
<td>On-the-job training is more expensive than off-the-job training.</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>45</td>
<td>Disagree 95%</td>
</tr>
<tr>
<td>7b</td>
<td>Proper choice of training methods is a contributing factor to effective training</td>
<td>75</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>Agree 100%</td>
</tr>
<tr>
<td>8</td>
<td>Evaluation of training programs is not important for an organization</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>35</td>
<td>Disagree 95%</td>
</tr>
<tr>
<td>9</td>
<td>A training budget should be in accordance with the training needs identified in conjunction with appraisals and the organization's objectives.</td>
<td>70</td>
<td>30</td>
<td>5</td>
<td>0</td>
<td>Agree 95%</td>
</tr>
<tr>
<td>10</td>
<td>There is need for continuous and strategic analysis of corporate, team, occupational and individual needs to acquire new skills or knowledge or to improve the existing competencies.</td>
<td>40</td>
<td>65</td>
<td>0</td>
<td>0</td>
<td>Agree 100%</td>
</tr>
</tbody>
</table>

Source: Author (2004)

For question 5 - 10 in the questionnaire (Categorical data) the most important aspect was the proportion of people agreeing or disagreeing with the statement. 100% agreed that effective training will contribute to high performance of the employees and the company at large. 90% disagreed that training objectives do not necessarily have to support both the individuals and organization’s objectives while 10% neither agreed or disagreed, they were neutral. 100% disagreed that on-the-job training is more expensive than off-the-job training. 100% disagreed that evaluation of training programs is not important for an organisation. 95% agreed that a training budget should be in accordance with training needs identified in conjunction with appraisals and the organization’s objectives while 5% were neutral. 100% disagreed that proper choice of training programs is not important for an organization. 95% disagreed that training needs assessment should be the last thing to consider when organizing training programs for employees.
4.4 QUALITATIVE ANALYSIS

This section mainly deals with the analysis of open-ended questions from the questionnaires. Some of the factors affecting training in the motor industry that were identified by the respondents are:

- Time allocation and limitation meaning that some courses are too short for their content, people are so busy to go for training as they do not consider it a priority and timing of training clashes with official working hours therefore staff working in essential services are not available to attend the training programs;
- Financial constraints, that is, lack of adequate provision of resources and finances by the company for training programs;
- Lack of training evaluation and effective TNA programs;
- Poor training preparations;
- Lack of implementation of written down training policy;
- Choice of training methods, location and who to go for training.

Generally majority of the respondents had the following to say about the relationship between training and organizational performance. Training directly affects organizational performance. The success of the organisation depends on how frequent the employees are trained; the more effective the training, the more efficient the performance; when staff are trained their performance improves and this means they become more productive and efficient; training benefits both the organisation and the individual as he acquires skills that help him to perform better hence better productivity and performance; without staff training, the organization will not have a competitive edge as it will not be able to handle the new technology in the fast changing economic world, training enables individuals to fulfill their potential and therefore contributing to the growth, development and profitability of the organisation; training maximizes efficiency and increases output by helping all employees develop their business skills.
When asked to state why on-the-job or off-the-job training is more beneficial the respondents had
the following to say. Majority found on-the-job training to be more beneficial give the following
reasons: Training content is directly attributable to the actual work environment therefore the
trainee will be able to understand his work better; on-the-job training is more practical than
theoretical; it is easier to follow-up than off-the-job training as it is hands-on; it is more productive
as the employee is working and learning at the same time; managers or supervisors can assess
improvement and progress over a period of time and this makes it easier to identify a problem,
intervene and resolve problems quickly; I find that I have more confidence if I am supervised and
guided as I feel I am doing the job right; on-the-job training is less descriptive to the business, that
is, employees are not away from work; it can help employees gain direct experience to a standard
approved by the employers.

Those who felt that off-the-job training is more beneficial gave the following reasons; the external
persons involved in off-the-job training have a wide knowledge as opposed to internal trainers; most
trainers are professionals; change of scene motivates employees as they get to learn and get more
information on the areas of the business world apart from what they are training on or their
specialty; the environment is less stressing and hence they concentrated more on the content of the
training; in this training, you get to interact with other people who have different ideas and
experience and therefore learn from them. Others said both on-the-job and off-the-job training have
been beneficial as they were structured to meet unique objectives and on-the-job training imparts
practical skills required to the job while the latter compliments gains made through the former
therefore they go hand in hand.
CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 INTRODUCTION

In this chapter, the researcher summarizes the study undertaken, concludes and makes recommendations based on the study findings.

5.1 SUMMARY OF FINDINGS

This research study came up with the following findings:

- Effective training will contribute to high performance of the employees and company at large. All respondents have been trained since they joined their respective companies and employers provide time off to employees to attend courses and seminars that help their job performance. Most respondents feel that their company is to a very high extend committed to training its employees to be able to keep pace with the ever-changing customer demands.

- Training objectives have to support the individual and organization objectives.

- On-the-job training is cheaper than off-the-job training. Most training is done outside the premises and on-the-job training is more beneficial to majority.

- Proper choice of training methods is a contributing factor to effective training. The training methods mostly used in the motor industry are seminars, apprenticeship and workshops.

- Evaluation of training programs is very important for the organisation, but does not take place in the motor industry.

- A training budget should be in accordance with the training needs identified in conjunction with appraisals and the organization’s objectives. Most training in the motor industry is fully paid by the employers.
There is need for continuous and strategic analysis of corporate, team, occupational and individual needs to acquire new skills or knowledge to improve the existing competence.

There exists a training policy in the motor industry, which is communicated to employees through the intranet and company handbooks.

Most employees are selected to attend training when recommended by higher authority.

Most TNA is carried out by the supervisors when appraising performance.

Factors affecting training in the motor industry are lack of training evaluation, lack of proper planning, time limitation, financial constraints, lack of effective training needs assessment programs, improper choice of training programs, location, who is to go for the training and lack of implementation of the written down training policy.

Training directly affects performance of an organisation. The more effective the training, the more efficient the performance.

5.2 DISCUSSIONS / ANSWERS TO RESEARCH QUESTIONS

What are the factors affecting training within the motor industry?

As we have seen earlier, training has a direct relationship to organizational performance. When employees are trained effectively their performance improves and this means they become more productive and hence high productivity and performance. Therefore effective training should be a priority in any organisation, which wants to succeeded. From the findings, the respondents identified diverse factors affecting the motor industry. 48% of respondents stated that training evaluation is not done within the motor industry meaning that training programs are hardly evaluated; on interviewing some employees, it was noted that the training policies in place are not implemented. A training policy that is not clear and just theoretical cannot help the organisation and can affect the quality of training that the employees get. The type of training used can also affect effective
The three mostly used training methods are seminars – 27%, apprenticeship – 22% and workshops – 16%, this means that off the job training is frequently used. The criteria of selecting who is to go for training is also another factor identified in the motor industry. Most employees are selected by higher authority which is not the right criteria. TNA is done mostly by supervisors and therefore there can be a lot of bias. There is also time limitation. 20% of respondents indicated that the courses are too short for the content involved.

Are there well-documented and implemented training policies within the motor industry?

A training policy enables the organisation to recognise that its most important resource is its employees. The organisation should be committed to the training and development of its entire workforce so that they will gain the necessary skills to reach their full potential. This will assist in enabling the organisation to achieve its aims and objectives that are to provide specialised, high quality care and rehabilitation to vulnerable people through a well trained and supported working team. By increasing the skills and knowledge of its staff the organisation will produce confident, highly qualified staff working as an effective and efficient team.

From the findings 95% stated that their exists a training policy while 5% stated that their organisation does not have a training policy. Due to these conflicting statements, the researcher interviewed the 5%, they accepted that the training policy exists, but just on paper. It is not implemented therefore they considered it non-existent. It is also evident that the training policy is mostly communicated through the intranet and the company handbook. Therefore can deduce that they are well documented but not implemented.
How is the training needs assessment carried out in the motor industry?

The primary purpose of the training needs assessment - analysis process is to ensure that there is a need for training and to identify the nature of the content of the training program. Conducting an assessment is a way to collect information that can be used to decide what type of development will be perceived as relevant and useful. An assessment enables a conversation to take place that questions what skills and knowledge is required to be more effective. It is important that we view training or performance improvement efforts as a "system" not a "silos. Our efforts to improve one part of the organizational system will affect other jobs in the workplace environment. The needs assessment process is an important first step in the development of a training program or performance improvement initiatives.

From the findings TNA is conducted through questionnaires – 5%, performance appraisal – 38% and supervisors – 52% and all the above 5%. Therefore we can deduce that TNA in the motor industry is carried out through performance appraisals. We also saw that TNA is conducted mostly by supervisors – 37% and not employees - 0%. In TNA, training objectives have to be set. They have to support both the individual and the organization’s objectives.

Which training methods are used within the motor industry?

Here are two broad types of training available to businesses: on-the-job and off-the-job techniques. Individual circumstances and the "who," "what" and "why" of your training program determine which method to use.

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

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

According to the findings 57% of respondents have been trained outside the premises (off-the-job training) while 43% have been trained inside the premises (on-the-job training) since they joined their respective companies. Majority of the respondents said that on-the-job training is more beneficial to them. Training methods in the motor industry are used as follows: seminars 27%, workshops 16% and apprenticeship 22%, delegation 10%, short courses 16%, job rotation 6% and conferences 6%. Therefore from the findings we can conclude that the training methods used in the motor industry are seminars, workshops and apprenticeship.

**How are training programs evaluated in the motor industry?**

Given the amount of training carried out each year and consequently, the enormous amount of money spent on it, it is surprising to find out how little evaluation is carried out. Majority of the respondents (48%) said that training programs are not evaluated and for the few that are evaluated they are evaluated annually. 95% of them disagreed with the perspective that evaluation of training programs is not important for an organization. Therefore implying that training evaluation is an important factor in effective training.
There have been several 'surveys' on the use of evaluation in training and development. Results initially appear heartening; many trainers/organizations responding about the extensive approaches they use. However when more specific and penetrating questions are asked, many professional trainers and training departments are found to use only 'reactionaries' (general vague feedback forms), including the invidious 'Happy Sheet' where, for example, questions such as 'How good did you feel the trainer was?' and 'How enjoyable was the training course?' are used. Even well produced reactionaries do not constitute validation or evaluation.

Organizations commonly fail to perform these evaluation processes, especially where:

- The HR department and trainers, do not have sufficient time to do so, and/or
- The HR department does not have sufficient resources - people and money - to do so.

The fact remains that good methodical evaluation produces a good reliable data; conversely, where little evaluation is performed, little is ever known about the effectiveness of the training.

**How is employee training financed within the motor industry?**

5% of respondents agreed that a training budget should be in accordance with the training needs identified in conjunction with appraisal and organization’s objectives. Most of the employers in the motor industry pay in full for training employees undertake, but for some courses the employee pays half and the employer pays half.

Most respondents identified financial constraints as a factor affecting training in their companies. Most organization a training budget is incorporated in the master budget and the Human
Resources Department controls it. The respondents explained that very little money is allocated to training compared to other areas of Human Resource Management.

5.3 CONCLUSION

From the research findings it is evident that:

- The employers provide time off to employees to attend courses and seminars that help their job performance.
- Employee training actually takes place in the motor industry and most of the employees are trained outside the premises (off-the-job training).
- There exists a training policy in the motor industry, which is communicated to the employees through the intranet and company handbooks, but it is not well implemented.
- The three mostly used training methods in the motor industry are seminars, workshops and apprenticeship.
- Employees are selected to attend training by recommendation by higher authority.
- Training needs assessment is carried out when appraising performance by supervisors.
- Training evaluation does not take place in the motor industry.
- Training in the motor industry is fully financed by the employers.
- Training directly affects performance of an organisation. The more effective the training, the more efficient the performance.

6.4 RECOMMENDATIONS

The organizations needs to put in place a proper and clear training policy to enlighten its staff on the procedures used in the selection and the organisation expectation from the staff
trainee upon completion of course. It is useful to have a document that describes the training program from several perspectives. Administrators may want to set limits on how much the training program undertakes. Staff members who implement it need to know what their boundaries and expectations encompass. Staff members who participate in the program may want to know what they can expect from it.

Before any training program or method is initiated the management should determine what training is required. They should assess the current training needs. This is complex since they have to decide whether training is the solution or not. Training methods are the means by which we intend to communicate information, ideas, skills, attitudes and feeling to learners, thus are a crucial element in the trainer's success. It is common to find method categorized according to whether they are employed in on-the-job or in off-the-job situation. The location and hence the context of the training is of course important.

The management should come up with a clear method of assessing the feedback of training programmes implemented. For effective training and learning evaluation, the principal significant questions should be: to what extent were the identified training needs objectives achieved by the programme; to what extent were the learners' objectives achieved; What specifically did the learners learn or be usefully reminded of; what commitment have the learners made about the learning they are going to implement on their return to work. And back at work: How successful were the trainees in implementing their action plans; To what extent were they supported in this by their line managers; To what extent has the action listed above achieved a ROI for the organization, either in terms of identified objectives satisfaction or, where possible, a monetary assessment.
• All internal training provided by the organisation should be of no cost to the employees. External courses and professional qualifications may be fully or partly funded by the organisation depending on the nature of the training. Employees should be responsible for their own development and as such many inform the organisation of their development need and take part in prescribed development activities.

• Job-related training needs should be identified at a number of stages: At recruitment stage – any immediate training needs will be identified and discussed by the Line Manager and Personnel & Training Officer and will be organized during the first three months of employment wherever possible; During the employee’s induction when Line Manager and employee are setting initial targets and objectives; At appraisal when training needs will be identified with the following year’s objectives and will tie in with the corporate plan and/or any anticipated corporate change or projects to ensure competency and skill levels; At the time of an employee being promoted or given additional responsibility either on a temporary or permanent basis, or being given responsibility for a particular project.

5.5 ROOM FOR FURTHER STUDY

In this particular study, the researcher has only focused on the factors affecting training in the motor industry. From the research it has been noted that very little evaluation takes place in the motor industry. Therefore, further studies could be done by evaluating a particular training program against the results. That is, the value being added into the business or organization as a result of the training undergone.

Further studies could also look at how training needs assessment is carried out in the motor industry or in different organisations.
CHAPTER SIX

BIBLIOGRAPHY


### APPENDIX I - WORK PLAN

<table>
<thead>
<tr>
<th>No.</th>
<th>ACTIVITIES</th>
<th>TIME ESTIMATES</th>
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<td>JULY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W</td>
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<tr>
<td></td>
<td></td>
<td>K</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Proposal Preparation</td>
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<tr>
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<td>Proposal Presentation</td>
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</tr>
<tr>
<td>3</td>
<td>Piloting &amp; Revision of Instrument</td>
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<td>Data Collection &amp; Organization</td>
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<tr>
<td>5</td>
<td>Data Analysis</td>
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<td>6</td>
<td>Draft Report Preparation</td>
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<td>7</td>
<td>Final Report &amp; Submission</td>
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## APPENDIX II – BUDGET

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<td>6</td>
<td>Miscellaneous Costs</td>
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<td>~</td>
<td>2,000.00</td>
</tr>
</tbody>
</table>

**TOTAL COST**  
13,150.00
QUESTIONNAIRE

Questionnaire assessing the factors affecting training within the motor industry in Kenya.

(A case of Nairobi)

To the respondents

1. Kindly answer the questions to the best of your knowledge being as objective as possible to facilitate true findings of the study.

2. Please note that the information given will be treated with confidence and will be used by the research only for academic purposes, that is, the completion of the research project.

Instructions

1. Answer all the questions in the questionnaire.

2. Put a tick where appropriate and give explanations where required.

3. Return the completed questionnaire to the researcher as soon as possible.

Regards,

Linda Susan Ingari
Researcher
SECTION A: GENERAL INFORMATION

1) Name of Organization: ____________________________

2) Department:  Engineering ( )  Sales & Marketing ( )  Human Resource ( )

3) Sex:  Female ( )  Male ( )

4) What is your job category?  Salaried ( )  Hourly ( )

5) How long have you worked for the company?

  1 - 2 years ( )  6 - 10 years ( )  Over 15 years ( )
  3 - 5 years ( )  10 - 15 years ( )

SECTION B: DIFFERENT PERSPECTIVES

Different people have different perspectives regarding training. All these perspectives are important and contribute to the effectiveness of employee training. Items 5 to 10 are statements that highlight the different perspectives. Please tick on one response that most closely reflect the extent to which you agree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective training will contribute to high performance of the employees and the company at large.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Training objectives do not necessarily have to support both the individuals and organization’s objectives.</td>
<td></td>
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<tr>
<td>On-the-job training is more expensive than off-the-job training.</td>
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<td>Evaluation of training programs is not important for an organization</td>
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<tr>
<td>A training budget should be in accordance with the training needs identified in conjunction with appraisals and the organization’s objectives.</td>
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<td>There is need for continuous and strategic analysis of corporate, team, occupational and individual needs to acquire new skills or knowledge or to improve the existing competencies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

SECTION C: GENERAL INFORMATION

11) Have you ever been trained since you joined the company? Yes ( ) No ( )

If yes where did the training take place

  Inside the premises (on-the-job) ( )  Outside the premises (off-the-job) ( )
  Others (please specify) ____________________________

12) From your experience which has been of more beneficial to you?

  On-job training ( )  Off-the-job training ( )

State why ____________________________________________

- 63 - Please Turn Over
13) Does your organisation have a training policy?
Yes ( ) No ( ) I do not know ( )

14) How is the training policy communicated to employees?
During Induction ( ) Company Handbook ( )
On the Intranet ( ) Others (Please Specify)

15) Which training methods are used mostly in your company. Tick three
Delegation ( ) Job Rotation ( )
Seminars ( ) Conferences ( )
Apprenticeship ( ) Workshops ( )
Short Courses ( ) Others(Specify)

16) Referring to question 11, what criterion was used to select you to attend the training?
Recommended by Higher Authority ( ) Approached by Top Management ( )
From the Appraisal Recommendations ( ) Sheer Luck ( )

17) How is the training needs assessment carried out in your organisation?
Through questionnaires ( ) Performance Appraisals ( )
Interviews ( ) Supervisors ( )
All the above ( ) Others Specify

18) Who conducts the training need assessment?
H R Department ( ) Employees ( )
Departmental Heads ( ) Supervisors ( )
All the above ( )

19) How frequent is the training evaluation done?
After every 4 months ( ) Annually ( )
After every 6 months ( ) Not at all ( )

20) Who pays for the training that your employees go for?
Company pays half, they pay half ( ) Employee pays in full ( )
Company pays in full ( )

21) To what extent do you feel that your company is committed to training its employees to be able to keep pace with the ever-changing customer demands.
To a very high extent ( ) To little extent ( )
To some extent ( ) Not at all ( )

22) What factors do you think affect training within your company?

23) What do you think is the relationship between training and organizational performance?

Thank you for taking time to fill this questionnaire!
13) Does your organisation have a training policy?
   Yes ( ) No ( ) I do not know ( )

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21) Do your supervisors provide you time off to attend courses and seminars that will help your job performance?  Yes ( ) No ( )

24) What factors do you think affect training within your company?

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2. Please note that the information given will be treated with confidence and will be used by the research only for academic purposes, that is, the completion of the research project.

Instructions

1. Answer all the questions in the questionnaire.

2. Put a tick where appropriate and give explanations where required.

3. Return the completed questionnaire to the researcher as soon as possible.

Regards,

[Signature]

Linda Susan Ingari
MBA Researcher
Kenyatta University

Please return by 30th September 2004 (Thursday)
SECTION A: GENERAL INFORMATION

1) Name of Organization: General Motors

2) Department: Engineering (✓) Sales & Marketing ( ) Human Resource ( )

3) Sex: Female (✓) Male ( )

4) How long have you worked for the company?
   - 1 – 2 years (✓)
   - 3 – 5 years ( )
   - 6 – 10 years ( )
   - 10 – 15 years ( )
   - Over 15 years ( )

SECTION B: DIFFERENT PERSPECTIVES

Different people have different perspectives regarding training policies. All these perspectives are important and contribute to the effectiveness of a training policy. Items 5 to 10 are statements that highlight the different perspectives. Please tick on one response that most closely reflect the extent to which you agree with each statement.

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<td>5</td>
<td>Effective training will contribute to high performance of the employees and the company at large.</td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>6</td>
<td>Training objectives do not necessarily have to support both the individuals and organization's objectives.</td>
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<td></td>
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<td></td>
<td>✓</td>
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<tr>
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<td></td>
<td>✓</td>
<td></td>
</tr>
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</table>

SECTION C: GENERAL INFORMATION

11) Have you ever been trained since you joined GMEA? Yes (✓) No ( )

   If yes where did the training take place
   - Inside the premises (on-the-job) (✓)
   - Outside the premises (off-the-job) ( )
   - Others (please specify) ____________________________

12) From your experience which has been of more beneficial to you?

   On-job training ( )
   State why
   Off-job training (✓)
   State why
13) Does your organisation have a training policy?
Yes (✓) No ( ) I do not know ( )

14) How is the training policy communicated to employees?
During Induction Company Handbook
On the Intranet Others (Please Specify)

15) Which training methods are used mostly in your company. Tick three
Delegation (✓) Job Rotation (✓)
Seminars ( ) Conferences ( )
Apprenticeship ( ) Workshops ( )
Short Courses (✓) Others (Please Specify)

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From the Appraisal recommendations ( ) Sheer Luck ( )

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Interviews ( ) Supervisors (✓)
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Departmental Heads (✓) Supervisors ( )
All the above ( )

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After every 4 months ( ) Annually (✓)
After every 6 months ( ) Not at all ( )

20) Who pays for the training that you go for?
Company pays half, I pay half ( ) Employee pays in full ( )
Company pays in full (✓) Others (Please Specify)

21) Do your supervisors provide you time off to attend courses and seminars that will help your job performance?
Yes (✓) No ( )

1) What factors do you think affect training within your company?
The factors that affect training within my company is the financial factor and the willingness of the staff to go for the training.

2) What do you think is the relationship between training and organizational performance?
When staffs are trained, their performance is good and this means they become more productive and efficient.

Thank you for taking time to fill this questionnaire!
SECTION A: GENERAL INFORMATION

1) Name of Organization: 

2) Department: Engineering (✓) Sales & Marketing ( ) Human Resource ( )

3) Sex: Female ( ) Male (✓)

4) How long have you worked for the company?
   1 – 2 years ( ) 6 – 10 years ( ) Over 15 years ( )
   3 – 5 years (✓) 10 – 15 years ( )

SECTION B: DIFFERENT PERSPECTIVES

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<th>Disagree</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Training objectives do not necessarily have to support both the individuals and organization's objectives.</td>
<td></td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>Proper choice of training methods is a contributing factor to effective training.</td>
<td>✓</td>
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</tr>
<tr>
<td>8</td>
<td>Evaluation of training programs is not important for an organization</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>A training budget should be in accordance with the training needs identified in conjunction with appraisals and the organization's objectives.</td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td>Training Needs Assessment should be the last thing to consider when organizing training programs for employees.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION C: GENERAL INFORMATION

11) Have you ever been trained since you joined GMEA? Yes (✓) No ( )

   If yes where did the training take place
   Inside the premises (on-the-job) (✓) Outside the premises (off-the-job) ( )
   Others (please specify) ________________________________

12) From your experience which has been of more beneficial to you?
    On-job training (✓) Off-the-job training ( )
    State why: Managed by supervisors can assess improvement and progress over a period of time and thus makes it easier to identify a problem intervene and resolve problems quickly.}

Please Turn Over
13) Does your organisation have a policy on training and development of employees?
   Yes (✓) No ( )

14) How is the training policy communicated to employees?
   During Induction ( ) Company Handbook (✓)
   On the Intranet ( ) Others (Please Specify) ( )

15) Which training methods are used mostly in your company. Tick three
   Delegation ( ) Job Rotation ( )
   Seminars (✓) Conferences (✓)
   Apprenticeship (✓) Workshops ( )
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17) How is the training needs assessment carried out in your organisation?
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   All the above ( ) Others (Specify) ( )

18) Who conducts the training need assessment?
   HR Department ( ) Employees ( )
   Departmental Heads ( ) Supervisors (✓)
   All the above ( )

19) How frequent is the training evaluation done?
   After every 4 months ( ) Annually ( )
   After every 6 months ( ) Not at all (✓)

20) Who pays for the training that your employees go for?
   Company pays half, they pay half ( ) Employee pays in full ( )
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21) To what extend do you feel that your company is committed to training its employees to be able to keep pace with the ever-changing customer demands.
   To a very high extend (✓) To little extend ( )
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22) What factors do you think affect training within your company?

23) What do you think is the relationship between training and organizational performance?
   The more effective the training, the higher the performance.

Thank you for taking time to fill this questionnaire!