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AN ANALYSIS OF THE TRAINING AND DEVELOPMENT METHODS AND TECHNIQUES: A CASE OF THE KENYA EDUCATION STAFF INSTITUTE (KESI) AND KENYA INSTITUTE OF ADMINISTRATION (KIA), NAIROBI

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An analysis of the training and



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DECLARATION BY THE CANDIDATE

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

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ABBREVIATIONS AND ACRONYMS

ADE	Assistant Director of Education
Adm off	Administrative officer
Adm secr	Administrative secretary
AIDS	Acquired Immune Deficiency Syndrome
B2B	Business –to –Business
B2C	Business-to-consumers
BOG	Board of Governors
CBT	Computer –Based Training
CD-ROM	Compact Disk Read Only Memory
DD/BDD	Deputy Director /Business Development Division
DPM	Directorate of Personnel Management
ECD	Early childhood Development
EIP	Enterprise Information Portal
EO	Education Officer
EPSS	Electronic Performance Support System
FA	Finance and Administration
G &C	Guidance and counselling
GBSN	Global Business School Network
GOK	Government of Kenya
HIV	Human Immuno –Deficiency Virus
HoD	Head of Department
ICT	Information Communication and Technology
IFC	International Finance Corporation
KESI	Kenya Education Staff Institute
KIA	Kenya Institute of Administration
KU	Kenyatta University
L	Lecturer
MBA	Master of Business Administration
PDE	Provincial Director Education
PEB/DEB	Provincial Education Board/ District Education Board
QASO	Quality Assurance and Standard Officer
SADE	Senior Assistant Director of Education
SEO	Senior Education officer
SL	Senior Lecturer
SMC	School Management Committee
SPL	Senior Principal Lecturer
TE	Teacher Education
TDLB	Training and Development Lead Body
TM	Transcendental Meditation
TOT	Training of Trainers
USIU	United States International University
VVOB	Vlaamse Vereniging voor Ontwikkeling en Technische

DEFINITION OF TERMS

Analyse

The term 'analysis' can be looked at from two perspectives: from a basic to a complex approach. Basically, to analyse is to dissect into parts, elements, and features and to examine them closely such as beginning, middle and end. In the complex sense, to analyse is to search for, distinguish kinds and their sources. It involves a set of observations and a critical approach that keeps one not only to notice just anything but leads one to construct an interpretation using textual evidence to support ones ideas

Training

This is a planned process to modify attitude, knowledge or skill behaviour through learning experiences to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization. It is a short-term process that utilizes a systematic and organized procedure in which non-managerial personnel learn technical knowledge and skills for a definite purpose.

Development

This is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose.

Method

This is a way of doing something, especially a systematic way; it implies an orderly logical arrangement (usually in steps).

Technique

This is a special method or art applied to some particular task. It is the skillfulness in the command of fundamentals deriving from practice and familiarity.

In this study, the terms training and development will be used to mean both planned and deliberate short and long term processes to modify attitudes, knowledge and behaviours of non-managerial and managerial personnel through practical, conceptual and theoretical learning experiences for definite and general organization purposes.

The analysis of the methods and techniques in the study means looking critically at the way in which the two organizations under study are performing their duties as training organizations in terms of objectives, planning, designing training programmes, selecting trainees, delivery of training and how the training and development programmes are evaluated.

ABSTRACT

The aim of the study was to compare and analyse the training and development methods and techniques practiced by the Kenya Education Staff Institute (KESI) and Kenya Institute of Administration (KIA) in the planning, curriculum designing, delivery techniques, selection of trainees and the evaluation of their training programmes. The motivation to carry out the research was as a result of the growing need and debate among stakeholders to audit the programmes offered by such management training institutions with a view to finding out the effectiveness of the programmes and if there was any justification for their existence and the enormous resources voted by the government of Kenya towards them.

Training and management development play a critical role in enhancing the capacity of management to deliver effective and efficient services to society. However, how effective and efficient a training programme can realise its objective, depends to a large extent on the methods and techniques adopted and systematically followed in line with contemporary thinking. This means that it is only if the right approaches, methods and techniques are followed in the planning, implementation and evaluation of the training programmes, can we say that the programmes can be effective in enhancing the capacity of the beneficiaries of the intervention.

The focus of the research was on the two institutions - KESI and KIA, both public institutions mandated to undertake training and capacity building of staff of both the Ministry of Education and the Office of the President of Kenya among others. Looking at the financial estimates of both Ministries, quite some substantial funding is given to the institutions and therefore the internal organisation and programmes offered by them was the subject of inquiry. Specifically, the study looked at the organisation charts, the planning processes, the funding levels for the last few years, overview of the training programmes and their design, the methods of selecting trainees and the methods of evaluation of the training programmes. It also looked at literature that had been done generally in the area of training and development and any empirical studies done to find out if there were any gaps that need to be filled. Signed questionnaires were used to

collect information relating to the case from the two categories of the scheduled research respondents - Directors of the two institutions and 41 (forty one) lecturers of the two institutions (Prospectus 2006).

The research then provided a summary of the findings, made conclusions and recommendations thereof.

The study was organised in five chapters, chapter one dealt with the introduction and background of the study while chapter two addressed the literature behind the study. Chapter three explained the research methodology highlighting the target group and data collection and analysis techniques. Chapter four presented the findings of the results, which were organised according to the objectives that guided the study. Suggestions, discussions, conclusions and recommendations for future research were outlined in chapter five. The findings showed no wide difference in the methods and techniques used in designing training programs at KESI and KIA.

Chapter 1

1.0 Introduction

1.1 Background of the Study

Training and capacity building is crucial in any successful organisation. Strauss and Sayles (1960) said that the efficiency of any organisation depends on the ability of its members to do their jobs- this is on their training. They further contend that newly hired employees almost always need some training before they can take up their work. Older employees too require training both to keep them alert to the demand of their present job and fit them for transfers and promotions.

In the journal, "sales force management," Meidan (1980), asserts that the purpose of training is to assist the organisation in developing and providing skills that the employer requires to provide a service complementary to the formal education system. He further says that it helps an individual to develop his innate abilities to the full extent of his increasing capability for absorbing and comprehending new knowledge.

In this highly competitive business world qualified managers of high calibre and quality can only be available with great consideration and planned action by organisations to spend enormous amount of resources in conducting different types of training programmes to its employees. . In the public service it plays a key role in improving the performance of the service to realise national goals and objectives. It is in view of the above that the Ministry of Education and the Office of the President established the Kenya Education Staff Institute (KESI) and KIA respectively and mandated them to provide management education and training and development to the staff of the two ministries in order that their managerial capacity can be enhanced. It is therefore important that training programs must be designed based on objectives of the organisation and the socio-economic environment in which the organisation finds itself for them to be effective and to be able to realise their objectives.

However the absence of comprehensive and systematic methods and techniques in the management and coordination of the training function and the failure to follow policy guidelines laid by the government has resulted to poor delivery of courses and inadequate enthusiasm on the part of trainees to take the courses with the seriousness they deserve. This study was therefore meant to explore and compare the methods and techniques currently in use at KESI and at KIA vis a vis the modern trends and thinking on managing the training function.

1.1.1 Briefs of the Organisations under Study

Kenya Education Staff Institute (KESI)

The Kenya Education Staff Institute is a Human Resource Development Centre for the Ministry of Education of the Republic of Kenya. Its mandate is to develop the management capacity of all personnel involved in education administration, management, and training. It was established under Legal Notice No. 565 of 1988.

The programs offered by the institute include;

- Education and Law, Examination and Certification
- School Safety and Health
- Financial Management, Result Based Management
- Time Management, Teacher Management
- Team Building, Motivation and Public Relations.
- Curriculum Management, Integrity in Education Management
- Effective Communication and Report and Speech Writing
- Project Planning, Management and Proposal Writing
- Disaster Preparedness and Management
- Drug and Substance Abuse
- Structure and Functions of the Ministry of Education

The governance structure can be seen as appendix E2

The Kenya Institute of Administration (KIA)

The Kenya Institute of Administration was incorporated as a state corporation through the KIA Act (No.2 of 1996). The Act was operationalised by the Kenya gazette notice No. 82

of November 1997 by the minister of state in charge of the Directorate of Personnel Management (DPM). The institute started to operate as a body corporate on 1st July 1997. It was established to prepare Kenyans to take over the running of the public service after the country became independent. The Act mandates KIA to promote national development through provision of Training, Research and Consultancy to the public, private sectors and the Non Governmental Organisations. The governance body of the institute is the KIA council comprising a non-executive chairman, the KIA director, representative members from the public service and the private sector. The daily running of the institute is carried out by the Director who is the Chief Executive assisted by a team of senior managers.

The institute offers the following programmes:

- Organisational Management, Administration, Governance
- Finance and Business Development
- Information and Communication Technology, Communication Management
- Training and Personal Development,
- Human Resource Development and Management
- Management of Projects, Environment Management
- Policy Analysis
- Democracy and Human Rights
- Conflict Resolution, Gender Issues and Development
- Poverty Reduction and Economic Recovery
- Performance Improvement and Strategic Management
- HIV/Aids Pandemic
- Public Service Reform Initiatives

The governance structure can be seen in appendix E1

1.2 Statement of the problem

KESI and KIA are institutes of the Ministry of Education and Office of the President, respectively charged with the responsibility of planning, conducting and delivering management training to managerial personnel of the two ministries with the aim of building their capacity to meet the demands of their responsibilities. However, the

methods and techniques used in planning and providing training programs had never been audited. Studies done in this area by Ghebrecriostos (1983) and Ayiro (2005) focused on private sector training programmes (the commercial bank of Africa) and the entrepreneurial assessment of KESI respectively. Ayiro's focus in his study was on whether KESI could adopt and inject entrepreneurial thinking in its programmes with a view to sustaining itself especially with the threat by government to reduce funding to public organisations. Further, considering the importance attached to training and development, it was important that an audit of training programs be undertaken. Also, most training programs seemed to have taken the traditional approach of trainee-trainer contact as opposed to modern technological approaches such as the use of e-learning. No research seemed to have been done on analysing the training and development methods and techniques in a public sector training organisation- whether the methods and techniques were effective or not. The overall problem was that factors influencing the effectiveness of training methods and techniques in a public sector training organisation were not well understood and as such the problem of viewing their programmes as not adding value to the management capacity of personnel in both the Ministry of Education and Office of the President would persist with adverse consequences. Hence the research adopted Brookes (1995) model for effective and systematic training and development.

I.3 Objectives of the study.

The main objective of this study was to compare and analyse the training and development methods and techniques used by the two institutions.

The specific objectives were:

- To find out the methodology and techniques used in designing and implementing the training programs
- To assess the strengths and weaknesses of the training methods and techniques
- To establish areas of likely linkages and collaboration amongst the two training institutions
- To find out the problems faced by the two institutions, their causes and make recommendations

1.4 Research questions

The main research question was whether the training methods and techniques practiced by KESI and KIA were effective in terms of design and delivery.

The following were the general questions the research subjected to inquiry:

- What are the methods and techniques used in the designing of training and development programs in the two training institutions?
- What are the strengths, weaknesses, threats, and opportunities do the two institutions have in terms of the methods and techniques used in the design of their programs?
- What problems do the two organisations face and what are the causes of the problems in terms of the methods and techniques used?
- In what areas can the two organisations collaborate amongst themselves and with others?

1.5 Importance of the study

It was expected that the study would:

- Serve as a source of guidelines for training managers and others involved in training effort to maximise manpower resources.
- Help those who must evaluate the contributions of training and development activities used in public sector organisation.
- Help those who plan for training and development programmes to be conducted in public sector organisations.
- Use modern framework to design training and development programmes.
- Serve as a source of guidelines and point of reference for further research in the area.
- Be of help to interested readers to acquire understanding of the field of training and development methods and techniques.

1.6 Limitations of the study

- The conduct of the study was limited in terms of access to case materials such as documents and reports from government offices which are highly personalised

matters and depends on whom you know. However, a research permit was accessed from the Office of the President.

- Also because of time constraints, only two organisations were compared as opposed to many.

1.7 Assumptions

The assumptions of the study were:

- That I would get sponsorship in terms of funds to carry out the study.
- That respondents would avail all case materials and honestly respond to the instrument.
- That the study would illustrate generalisations, which were established otherwise or would direct attention towards such generalisations.

Chapter 2

2.0 Literature Review

2.1 Nature of training in an organisation.

According to Armstrong (2003), training is concerned with identifying and satisfying development needs –fitting people to take on extra responsibilities, increasing all- round competence, equipping people to deal with new work demands, multi-skilling and preparing people to take on higher levels of responsibility in the future.

The function of training is to assist the organisation in developing and providing skills, which the employer requires to provide a service complementary to the formal education system. The secondary function of training according to Meidan (1980), is to enable an individual to develop his innate abilities to the full extent of his increasing capability for absorbing and comprehending new knowledge.

In this highly competitive business world, qualified managers of high calibre and quality can only be available with great consideration and planned action by organisations to spend enormous amount of resources in conducting different types of training programmes to its employees.

The government of Kenya in a bid to address training and capacity building adequately and systematically, has formulated a policy-Public Service Recruitment and Training Policy which provides direction on how to plan, manage and co-ordinate training in the public service. It identifies possible sources of funds to enable the Government provide adequate budgetary allocations for training, gives direction on how to build individual and institutional capacity for improved performance and provides general guidelines on aspects of training and capacity building which require special attention (GOK 2005).

It is stated in the policy that the Government will ensure continuous upgrading of public servants core competences; knowledge, skills and attitudes including their ability to assimilate technology to enable them create and seize opportunities for social advancement, economic growth and individual fulfilment. The policy is intended to streamline the procedures and processes to be applied in the following areas:

- Training Needs Assessment
- Training Projections
- Training Programmes
- Staff Development
- Selection of Trainees
- Induction Training
- Course Approval
- Parallel University Programmes
- Open Learning Programmes
- Bonding
- Completion of Training
- Management and Coordination of Training
- Standardisation and certification and
- Capacity Building

2.2 Training programs

Planning the overall training programs means prioritising training and development activities in the light of analysis of learning needs and deciding on the resources required bearing in mind the funds available in the training budget. Planning individual programs means selecting the right blend of training and development techniques and deciding on the extent to which the training is to be held on the job or off the job, in-house or externally. Decisions have to be made on who provides the training. Increasingly this is being outsourced to training providers while the training and development specialists within the organisation tend to be more involved in needs analysis, planning and evaluation. Finally, the effectiveness of training needs to be evaluated systematically and continually and follow-up is embraced (Armstrong 2003).

2.2.1 Basic factors to consider in designing training and development programmes.

Analysis of the organisation

This focuses on identifying where within the organisation training is needed. It involves analysing organisation-wide performances criteria such as accidents and injuries, absenteeism, turnover, productivity, quality, labour and operating costs, sexual harassments and so on.

Job analysis

It describes the process of obtaining information about jobs. Job analysis refers to breaking a job down into tasks performed by incumbents, obtaining data about tasks and studying those tasks and functions. The results of job analysis are job description and a job specification.

Job description is an overall written summary of the basic tasks, function and working condition of jobs. It describes what needs to be done by the incumbent. Job specification is an overall written summary of worker requirements. It describes the minimum qualifications, skills and experience the incumbent should have before he/she is appointed.

Task Analysis

Is a systematic analysis of the behaviour required to carry out a task with a view to identifying areas of difficulty and the appropriate training techniques and learning aids necessary for successful instruction. The tasks in a job are listed and each one is then analysed in order to evaluate its importance and the degree of difficulty that may be experienced. The means of dealing with the task in training terms are then identified.

Person analysis or participants

Individual analysis determines how well employees are performing the tasks that make up their job. The purpose of individual analysis is twofold. It is to find out the following: 1) who currently needs training and development 2) What skills, knowledge, abilities or attitudes need to be acquired or strengthened. This kind of analysis is important to ensure

that employees who need training are the ones who actually receive it and that programmes are designed to fill the gap between actual and desired performance.

Trainers

The Training and Development Lead Body (TDLB) occupational standards for trainers identify four major spheres of activity for trainers and developers:

Area A identify training and development needs

Area B design training and development strategies and plans

Area C provide learning opportunities, resources and support

Area D evaluate the effectiveness of training and development

Trainers need to be people with specific expert knowledge, who are competent deliverers of information, who can effectively assess participants' progress and are effective in using group work and facilitation techniques (Brookes1995).

Time and number of participants

If a training and development intervention leads to a locally or nationally recognised award, the length of the program is sometimes predetermined but this is not always the case. Some of the factors affecting your choice in this situation may be the cost, urgency with which the organisation needs to have the participants develop his knowledge or skills and also the knowledge or skills to be acquired.

Cost-benefits consideration

It is important to consider how a training programme will contribute to the profit of the organisation. The question of cost is a very particular one in any training and development programme. According to Ghebrecristos (1983), to adequately prepare for the expenses in any training and development programme, the cost to be incurred must be prepared to answer the following questions:

1. How much money in total will be needed for expenditure in long-range investment in the human capital during the coming period?

2. How should funds for investment in human capital be supplied? How should training and development expenses be rationed? –on business strategy and analysis.
3. How should training be handled?

Learning versus teaching

Learning is the process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction. The stages are experience, reflection, learning new behaviour and trying out the behaviour. Each of the stages is vital to successful learning. Without reflection we would simply continue to repeat our mistakes; without planning new behaviour we would be aware of our mistakes but not do anything about them; without putting the plan in to operation we would never know whether our ideas would work. The whole process of learning gives us a greater understanding of what we do, how and why we are doing it. It is because of this that effective learning events need to contain more than one strategy from the teacher or trainer. A trainer therefore has a responsibility to ensure that the learner travels through all the four stages of the learning cycle so that successful learning and teaching may take place (Robison1988).

Meaningfulness of content

Meaningfulness refers to the material that is within reach in association for the trainees and is therefore easily understood by them. To maximise the meaningfulness of material, the following should be taken into consideration: -

1. Provide trainees with an overview of material to be presented during the training. If the overall picture is clear it is easier to understand how each unit of the program fits together and how it contributes to the overall training objectives,
2. Present the material by using examples, terms and concepts that are familiar to the trainees
3. Teach the more simple concepts before complex ones. This is true regardless of the subject (Greenland 1983).

Participation

Participation is the mental and emotional involvement of a trainee in a group situation, which encourages him to contribute to group goals and share responsibility in them. Participation motivates a trainee to make his own contribution towards the objectives of the training and development functions and activities.

The whole versus the part

The learning process is greatly expedited if the entire job skill or knowledge is segmented or broken down into smaller parts. The rationale behind this is that the mental and physical powers of a trainee would soon be exhausted if an attempt is made to cause him to learn everything at once. This will greatly demoralise the trainee and cause further learning problems.

Practice and repetition

Whether a skill or factual knowledge is learned, the learner must have the opportunity to practice what he/she is learning. The following three aspects of practice should be taken into account:

1. Active practice- during the initial stages of learning, the trainer should be available to oversee the trainees practice directly. This way inappropriate or wrong behaviour can be corrected immediately before they become ingrained in the trainee's behaviour.
2. Over learning- when trainees are given opportunity to practice far beyond the point where they have performed a task correctly several times, the task becomes "second nature" and is said to be "over learned" (Cascio 1998:274).
3. Length of the practice session. (Cascio 1998:274), uses the example of an actor-if there is only one week to memorise the lines of a play and during that week only 12 hours are available to practice, will it be better to practice 2 hours a day for 6 days (distribute practice) or should the practice take place for 6 hours on the 2 days before the deadline (massed practice)?

Sequencing

It has been found that when the learning periods or sessions are distributed over time, the learning process is hastened. The employee learns the same thing or slight variations of it at different intervals. In this way the mental and physical abilities to do the particular job are entrenched.

Evaluation

Evaluation aims at answering the question: 'How beneficial has this training and development intervention been?' As the purpose of a training and development intervention is usually to benefit the organisation that is financing it, as well as the individuals participating, we need to be able to assess and evaluate the results obtained.

Follow up

Any training and development intervention must provide opportunity for follow up if the intervention is to be effective and prove useful. This is to ensure that learning has been transferred to the work. Broad and Newstrom (1992) defines transfer of learning as the effective and continuing application, by trainees to their jobs, of knowledge and skills gained in training-both on and off the job. There are a number of methods that can be used to follow up on transfer of learning. They include-action plans, learning contracts, individual projects, follow-up through guidance and counselling, training and personal development plans and review workshops.

2.2.2 Types of training and development methods and techniques, on- or-off the job.

On –the-Job Training and Development

Job rotation

This is a management training and development technique that involves moving a trainee from department to department to broaden his/ her experience of all parts of the business and identify his/ her strong and weak points. The trainee-often a recent college graduate-may spend several months in each department. The person may just be an observer in each department but more commonly gets fully involved in its operation. The trainee thus

learns the departments business by actually doing it while discovering what jobs he/she prefers. How fast the person is learning should determine the length of time the trainee stays in a job and the manager to whom the person reports needs training to assess and monitor the person in a competent way (Mugwere 2005).

Coaching/ understudy approach

This is a method, which involves the boss and subordinate in a regular dialogue about the departments work and so can reasonably be expected to have a favourable effect on both work performance and morale. Here, the trainee works directly with a senior manager or with the person he/she is to replace; the latter is responsible for the trainees' coaching. Normally, the understudy relieves the executive of certain responsibilities giving the trainee a chance to learn the job (Waweru 1994).

Induction Training

This is a method meant to integrate a new employee whether from outside the organisation or by transfer from another department, section or division into the business so that he begins to make a contribution at the earliest possible time. It involves not only training him in the specific skills of the job but also preparing him generally for his new responsibilities in the concern.

Brainstorming

Brainstorming training is a practical exercise to stimulate creativity in a group. It is based on the fact that it is possible to generate more ideas collectively than the sum of the ideas, which would be produced individually, enables the members to trigger off new ideas in another. Chain reactions are sometimes set up which ultimately turn an abstract idea into a practical one (Robison 1988).

Fishbowl

This is a useful technique to enabling teams to study group processes. It is usually carried out with two teams. Team A is assigned a topic, which it is required to discuss for, say, 30 minutes. The task is unstructured and the team can elect a chairman or leader

if it so wishes or alternately can cover the topic in a free discussion. Team B is seated around Team A and observes the process. Its members are not free to interrupt the discussion, but when it is finished, they are given about 15 minutes in which to criticize and comment on Team A's performance in process terms only. Team A does not have the right to reply or even to comment on any criticisms at this stage. The roles of the two teams are then reversed after which the two teams come together in a full group discussion and notes are exchanged on the processes that were observed in the two parts of the exercise. The areas covered may be, for example, the team's interpretation of the task, how its resources were shared, the decision making process used and the interpersonal relationships developed in the group (Mamoria et al 2001).

Workshop

Is a method of designing training and development activities around identified work problems in order to find solutions to them in the training room. The objective is to obtain contributions from all individuals who are affected and thus to optimize the resources available to solve the problem and agree future action.

Committee assignments

This is similar to the special project method. Here the trainee executive becomes members of special committees designed to solve specific problems. The executives as a whole study and discuss the problems assigned to it and submit the report containing various suggestions and recommendations. Though committee assignments solve different problems, they may not be effective in bringing rapid executive development.

Field Trips

This technique is of value to trainers because it has the effect of reinforcing information and providing atmosphere for trainees who would otherwise not get to know what another environment looks like (Mbamba1992).

Transcendental meditation (TM)

This technique influences the way in which an employee approaches his whole life and therefore his job. It merely requires about 20 minutes twice a day when the mind is allowed to settle down into a state of complete rest. One researcher claimed there was evidence of increased job, reduced employee turnover and better interpersonal relationships by use of this method and should therefore enable the full potential of employees to be exploited (Robison1988).

Off the- Job Training and Development

This means that training and development is not part of every day activity. They include methods and techniques like:-

Lectures

These are regarded as one of the simplest ways of imparting knowledge to the trainees, especially when facts, concepts or principles, attitudes, theories and problem solving abilities are to be taught. Lectures are formal organised talks by the training and development specialist, the formal supervisor or other individual on specific topics. The method can be used for very large groups which are to be trained within a short time, thus reducing the cost per trainee. They are usually enlivened with discussions, film shows, case studies, role-playing and demonstrations. Audio-visual aids enhance their value (Mugwere 2005).

The conference method

Here, the participating individuals “confer” to discuss points of common interest to each other. It is a formal meeting conducted in accordance with an organised plan, in which the leader seeks to develop knowledge and understanding by obtaining a considerable amount of oral participation of the trainees. It lays emphasis on small group discussions, on organised subject matter and on the active participation of the members involved. Building up on the ideas contributed by the conferees facilitates learning.

Seminar or team discussion

This method may be conducted in many ways: - it may be based on a paper prepared by one or more trainees on a subject selected in consultation with the person in charge of the seminar. It may be part of a study or related to theoretical studies or practical problems. The trainees' read their papers and this is followed by a critical discussion. The chairman of the seminar summarises the contents of the papers and the discussions, which follow their reading. It may be based on the statement made by the person in charge of the seminar or on a document prepared by an expert, who is invited to participate in the discussion. The person in charge of the seminar distributes in advance the material to be analysed in the form of required readings. The seminar compares the reactions of trainees, encourages discussion, defines the general trends and guides the participants to certain conclusions.

Case studies

The case study is based upon the belief that managerial competence can be attained through the study, contemplation and discussion of concrete ideas. A "case" is a set of data (real or artificial) written or oral miniature description and summary of such data that present issues and problem calling for solutions or action on the part of the trainee. When the trainees are given cases to analyse they are asked to identify the problem and recommend tentative solutions for it (Robinson1988). IFC's Global Business School Network (GBSN) helps bring together schools, firms, and international organisations to develop sustainable programs to enhance the institutional capacity of business schools in developing countries so that they can provide a stronger pool of management talent to local, regional and multinational firms and organisations through the use of case studies. The African programs overview for Kenya is in the development of local case studies. The objective is to make management-training problems more relevant to the needs of local businesses, organisations and entrepreneurs. In this regard the GBSN is helping the United States International University (USIU) build its capacity to develop business case studies that address actual problems faced by managers and entrepreneurs in the region.

Management games

Management games aim at assisting trainee managers get in practice with making decisions individually in a team. In essence, it involves acting out samples of real organisation behaviour. Several teams, each of which is given an organisation to operate for a number of periods are constituted. In each period, each team must make decisions on such organisational matters as what unit prices to set, how much to produce and how much to spend. A competitive situation is presumed and each organisation's decisions will affect the results of all the other organisations (Mamoria et al 1992).

Role-playing

Role-playing has been defined as a method of human interaction, which involves realistic behaviour in imaginary situations. The idea of role-playing involves action, doing and practice. In role-playing, trainees act out a given role as they would in a stage play. Two or more trainees are assigned parts before the rest of the class. These parts do not involve any memorisation of lines or any rehearsals. The role players are simply informed of a situation and of the respective roles they have to play. Sometimes after the preliminary planning, the situation is acted out by the role-players (Waweru 1994).

Programmed instruction

This method involves a sequence of steps, which are often set up through a central panel of an electronic computer and used as guides in the performance of a desired operation or series of operation. It incorporates a pre-arranged, proposed or desired course of proceedings pertaining to the learning or acquisition of some specific skills or general knowledge. It involves breaking information down into meaningful units and then arranging these in a proper way to form a logical and sequential learning programme or package. In this programme knowledge is imparted with the use of a textbook or teaching machine. The programme involves: presenting question, facts or problem to the trainee to utilise the information given and the trainee instantly receives feedback and sometimes rewards or penalties on the basis of the accuracy of his answers (Mbamba et al 1992).

Selective training

Some organisations maintain huge libraries involving a large collection of useful material on the subjects of interest to the enterprise. The executives go through the books, journals, articles, notes and magazine and assimilate knowledge. The executives; during their leisure hours try to exchange their views with others and in this process learn new ways of looking at things.

Laboratory training

This method is categorised into two:

- (i) Sensitivity training
- (ii) T-groups.

Sensitivity training is an experimental approach to training. It provides participants an opportunity to actually experience some concepts of management just as a manager would experience them in his own organisational situation. Sensitivity training is a group training method that uses extensive participation and gives immediate feedback for self-analysis and change. Its effectiveness depends upon ability of participant to apply concepts and awareness obtained in the laboratory group to his job. The transfer of knowledge to the organisation is possible if the organisation has an open culture, an atmosphere of open discussion, encourage conflict resolution and promote mutual trust (Waweru 1994).

In-tray exercise

This method provides trainees with a typical day's post, both internal and external which has to be processed to the out-tray. They are required to study all the documents, decide priorities, allocate time and carry out, or if this is impracticable simply indicate, whatever action is deemed necessary. To add to the realism of the in-tray exercise, other features of normal working, such as interruptions from telephone calls or from unexpected visitors are often built into the programme (Mbamba et al 1992).

2.2.3 Other training and development methods and techniques

Simulated Training

Occasionally called vestibule training, is a method in which trainees learn on the actual or simulated equipment they will use on the job but are actually trained off the job. It is a necessity when it is too costly or dangerous to train employees on the job. Putting new assembly-line workers right to work could slow production, for instance, and when safety is a concern- as with pilots-simulated training may be the only practical alternative. Simulated training may take place in a separate room with the same equipment the trainees will use on the job. However, it often involves the use of equipment simulators. In pilot training, for instance, airlines use flight equipment simulators for safety, learning efficiency, and cost savings, including savings on maintenance, pilot cost, fuel and the cost of not having an aircraft in regular service (Mugwere 2005).

Action Learning

This is a training technique by which the management trainees are allowed to work full time on a project analysing and solving problems in departments other than their own. The trainees meet periodically in four or five person project group to discuss their findings.

Related Programs

Many universities provide executive education and continuing education programs in leadership, supervision, and the like. These can range from 2- to 4-day programs to executive development programs lasting one to four months. An increasing number of these are offered online.

The Advanced Management Program of the Graduate School of Business Administration at Harvard University is one more traditional example. A class in this program consists of experience managers from around the world. It uses cases and lectures to provide top-level management talent with the latest management skills, and with practice analysing complex organizational problems.

Behaviour Modelling

This involved showing trainees the right (or model) way of doing something, letting trainees practice that way, and then giving feedback on the trainees' performance. Firms have used it, for instance, to train first-line supervisors to handle common supervisor-employee interactions like giving recognition, disciplining, introducing change and improving poor performance.

2. 2.4 Computer-Based Training

With computer-based training, the trainee uses computer-based and/or CD-ROM systems to interactively increase his or her knowledge or skills. For example, one organisation uses computer based training (CBT) to train interviewers to conduct correct and legally defensive interviews. Trainees start with a computer screen that shows the applicant completed employment application, as well as information about the nature of the job. The trainee then begin a simulated interview by typing in questions which a videotape model acting as the applicant answers, based on responses to a multitude of questions already in the computer. Some items require follow-up questions. As each question is answered the trainees records his or her evaluation of the applicant's answer and makes a decision about the person's suitability for the position. At the end of the session, the computer tells the trainee where he or she went wrong (perhaps in asking discriminatory questions, for instance) and offers further instruction to correct these mistakes (Robison 1998).

Electronic Performance Support Systems (EPSS)

EPSS are today's job aids. They are sets of computerized tools and displays that automate training, documentation, and phone support, integrate this automation into applications, and provide support that's faster, cheaper, and more effective than the traditional methods.

For example, when you call a Dell service representative about a problem with your new computer, he or she is probably asking questions that are prompted by an EPSS; it takes you both, step by step, through an analytical sequence. Without the EPSS; Dell would

have to train its service representatives to memorize an unrealistically large number of solutions.

Distance and Internet-Based Training

Firms today use various forms of distance learning methods for training. Distance learning methods include traditional paper-and-pencil correspondence courses, as well as teletraining, videoconferencing and Internet-based classes.

1. Teletraining

With teletraining, a trainer in a central location teaches groups of employees at remote locations via television hook ups. For example, AMP Incorporated used satellites to train its engineers and technicians at 165 sites in the United States and 27 other countries.

Honda America Corp. began by using satellite technology to train engineers and now uses it for many other types of employee training. For example, its Ohio based subsidiary purchases seminars from the National Technological University, a provider of satellite education that uses courses from various universities and specialized teaching organizations. "It is much more cost effective to keep workers at home and not pay for them to travel", one of the firm's training managers says.

2. Videoconferencing

Firms use videoconferencing to train employees who are geographically separated from each other – or from the trainer. Videoconferencing allows people in one location to communicate live via a combination of audio and visual equipment with people in another city or country or with groups in several cities. Keypads allow audience interactivity. For instance, in a program at Texas Instruments, the keypad system lets instructors call on remote trainees and lets the latter respond.

3. Learning Portals

Many firms are using business portals today. Also called enterprise information portals (EIPs), they are, like Yahoo! Windows to the Internet but focused on the needs of a specific business. Through its business portal, categories of a firm's employees—secretaries, engineers, salespeople are able to access all the corporate applications they need, like industry news and competitive data, or tools to analyze data.

Some business people use their portal's to help Human Resource call centre counsellors answer benefits questions. Similarly, training is increasingly found and delivered

through training-oriented learning portals. Business-to-consumer (B2C) portals such as fat brain, learn.com, ScheduleEarth.com, and Smart Planet aggregate training content for “free agent learners” – individuals anywhere who want to upgrade their knowledge and skills on their own. Business-to-business (B2B) portals such as Digital think, think.com, headlight.com, and click2learn.com target the business community. They contract with employers to become their learning portals, and deliver training options-often Web-based to the firm’s employees.

Many firms are creating their own learning portals for their employees. They let the company contract with specific training content providers, which offer their training content to the firm’s employees via the portal.

4. E-learning/ Blackboard.

It is a technique that is gaining currency in modern day training and development where a trainer in a far off location can communicate and teach his/her student from wherever he/she is via the Internet. It entails posting of notes and instructions in the Internet and allowing the students to download them. The trainees can do exams, take instructions on how to perform tasks and post back via the same channel to the trainer for approval and advice. This is one of the emerging issues in training and development (Gongera 2003).

2.3 Evaluating training programs

Hamblin (1974) defines this process as any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that information. Evaluation is an integral feed line of training. It is the comparison of objectives (criterion behaviour) and the outcome (terminal behaviour) to answer the question how far the training has achieved its purpose.

2.3.1 Techniques for evaluation

1. Immediate versus long-range evaluation- that is, some training programmes show certain results immediately while in others, especially supervisor training and executive development-results may be fully appreciated after considerable time has passed and a false impression may be derived from short term evaluation. One way is to ask participants by means of questionnaire questions relating to the quality of the instruction,

the facilities, the parts of the program whether it is related to jobs or not. This information can help the trainer improve the training and development programme.

2. The second overall technique is to measure change in trainee learning that take place during the course, can be done on the basis of “before – after” measurement designs.

3. The third evaluation technique is to measure the change on the job behaviour. A series of questions can be prepared before and after the training to the trainees’ supervisor and subordinates or else performance evaluation forms before and after training may be used as an index to change (Ordiorne 1970).

2.4 Theoretical background

How is training organised?

Brookes (1995), portends that for training and development to be successful, it needs to be organised effectively. The training organisation needs to have and support a training department or someone with dedicated responsibility for training within personnel. It is essential to have a training policy and training plan to allocate a realistic budget to the training functions and for training and development to be presented and supported at top management or board level. He further says that training is usually identified or associated with performance problems, either existing or potential and therefore there needs to be a systematic framework to identify and support training intervention – any training and development activity.

The following steps or stages are required for effective and systematic training:

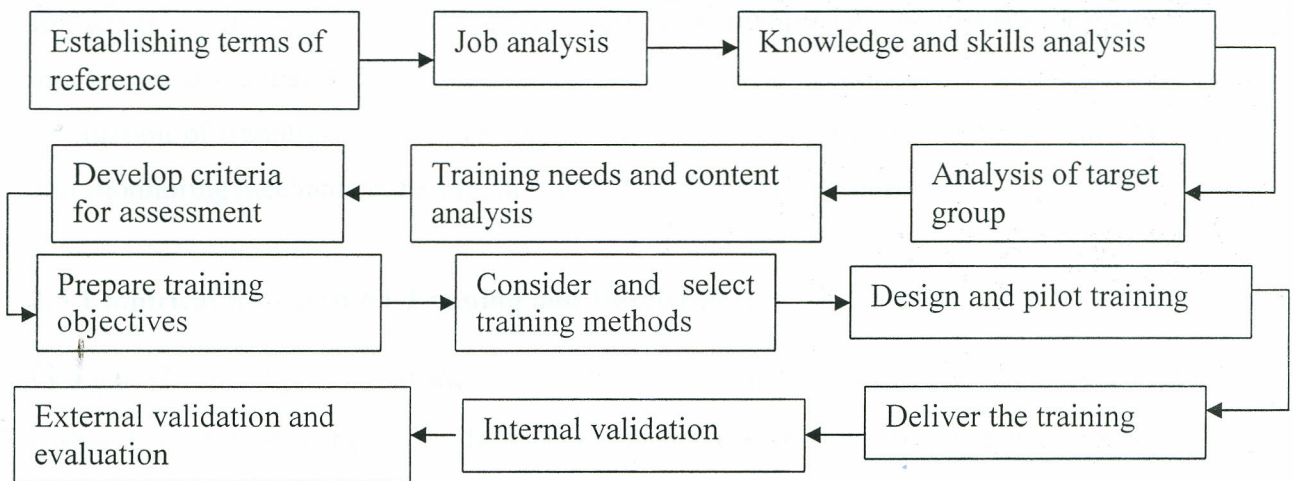


Figure 1. Adapted model

Source: Brookes 1995

The systems theory to training, which consists of various components or sub systems, must function together for it to work. If a subsystem fails, the whole system is put into jeopardy. The theoretical framework has the following issues as its cornerstone and must therefore be emphasised:

Performance issues- training exists to address a performance issue. The performance issues in question must inform any activity in the process.

Training needs assessment- a valid training need must be identified through a professional assessment. Organisations should periodically carry out a reliable self – examination of their operations and personnel in order to determine the need for training.

A need assessment report should document the results of the assessment and be used as the reference point for determining appropriate training interventions.

Planning and designing -This involves formulating a training policy that clearly states your training goals, aims and objectives. In addition, you develop a master plan that details what you want to do with training needs identified for all cadres/ officers in the organisation.

Further, using the master plan, you design specific subject plans addressing individual cadre needs.

Training plans- Seek approval from all stakeholders. This involves meeting other managers and also selling the plans to potential trainees.

Implementing training plans- active and whole heart involvement of trainees, organisers and facilitators is required.

Evaluation of training-Evaluation must be all encompassing i.e. put in place evaluation and monitoring mechanism, before, during and after planned training.

2.5 Empirical Research on Training and Development

Gongera(2003), explains that the major purpose of training is to be seen as a means of assessing and addressing skills deficiencies in the organization by equipping workers with knowledge and skills for work performance. He further sees training as a catalyst for change in that by using the various training methods, organisations seek to cultivate a fresh way of viewing themselves, their internal customers and the market in which they compete. Thirdly, training gives the organisation competitive edge, both through the content of activities and the way in which they are delivered. Indeed more and more organisations are using human resource strategy as a way of integrating their business planning processes with organisation-wide development and human resource activities from recruitment to succession planning. A fourth strategic purpose of training according to the researcher is that of encouraging a learning climate in the organisation- the focus being on the learning needs of the individual guided by organisational goals and under-girded by the belief that within each member of staff is a latent talent waiting to be tapped.

Ghebrecristos (1983), research on training methods and techniques focused on a private sector organization – the Commercial Bank of Africa and not a public sector entity, as this research would want to study. The researcher failed to take into account the modern methods of training such as simulated training; action learning and computer and Internet based training approaches.

2.5.1 The effectiveness and efficiency of management training and development

Efficiency deals with lowering the cost of good management training and consulting while effectiveness deals with the design of programmes that bring new skills to the work place. Regardless of its cost, the management development is worthless until the participants apply what they have learned. Roberts et al (1991), portend that effective management development programme ensure that the lessons learned are transferred back to the job. Further they note that barriers to effectiveness are many: lack of top management support, inadequate needs analysis, faulty participants' selection, internal resistance to change, irrelevant course materials etc.

The researchers agree that management development projects supported by donors should meet the following criteria: -

- Participants must come from organizations keen to solve urgent problems.
- Programmes must include arrangements to ensure the transfer on new knowledge and skills to the job.
- Programmes organizers must take care to garner top management support for the implementation of new ideas.
- The programmes must include follow-up activities and audits to augment and evaluate implementation.

Kirkpatrick (1976) said that most management development programmes fail because of lack of any but the simplest evaluation systems eg evaluated at the level of happiness indices carried out immediately after the programmes end. According to the researcher, such evaluation lack credibility or power to attempt evaluation levels such as actual learning changes, changes in behaviour on the job or in subsequent organizational performance.

Huijgen et al (1993), found little career development or organization renewal with respect to the public sector in Netherlands. The same can be said of Kenya. A major problem seems to be the fit between personnel practices undertaken on account of Management Development and the context of the particular public sector organization. Van de Loo et

al (1998) stress that Management Development should be more attuned to the strategy of the organization, that concrete Management Development activities should be evaluated and should have broader support in the organization.

Bhawani (2006), suggests that for training to be effective training organizations should take cognizance of the following:

1. Provide only job-related and need-based training. Similarly job after training must be training related.
2. Avoid bias in staff selection for training to ensure the right person is chosen for the right training.
3. Work out a well-defined human resource development policy and transparent plans to make staff training effective.
4. Require employees to improve performance after training. Create a supportive workplace environment in the organization.
5. Discourage the tendency to take training as a means of financial gain or relief from work.
6. Design and deliver training that is practical and responsive to real workplace problems.
7. Do not over use training as the solution to all kinds of workplace problems.
8. Conduct post-training follow-up to help increase training effectiveness.
9. Use training as a means to facilitate better job performance in the context of the organizational or job changes.

2.6 Conceptual Framework

The research is to compare and analyze the training and development methods and techniques used by KESI and KIA to determine their effectiveness. The dependent variable is the degree of effectiveness of the methods and techniques while the independent variables are:

- Organization analysis
- Job analysis
- Task analysis
- Participants analysis
- Trainers
- Time and number of participants

- Cost benefit consideration
- Learning versus teaching
- Meaningfulness of content
- Participation
- The whole versus the part
- Practice and repetition
- Over learning
- Sequencing
- Evaluation
- Follow up

The functional relationship of the dependent and independent variables can be summed up thus:

$$\text{Eff}_{\text{TMT}} = f(\text{Oga, Joa, Taa, Paa, T, t, Cba, L, C, P, W, Pr, O, S, E, F})$$

Where Eff_{TMT}	is Effectiveness of training methods and techniques
Oga	is Organisation analysis
Joa	is Job analysis
Taa	is Task analysis
Paa	is Participant analysis
T	is Trainers
t	is time and number of participants
Cba	is cost-benefit considerations
L	is Learning versus teaching
C	is Meaningfulness of content
P	is Participation
W	is The whole versus the part
Pr	is practice and repetition
O	is Overlearning
S	is Sequencing
E	is Evaluation
F	is Follow up

Diagrammatically, this can be shown as below:

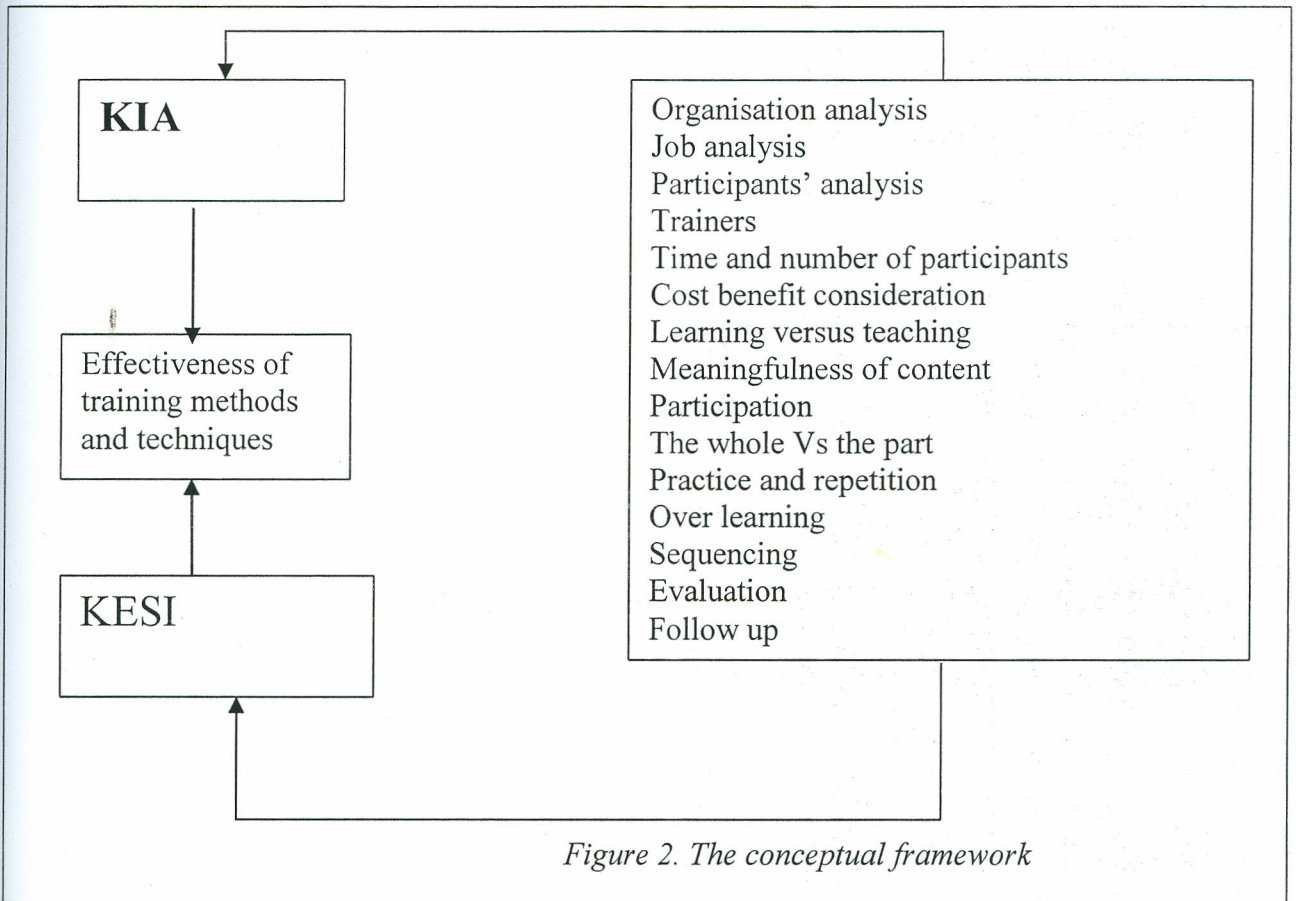


Figure 2. The conceptual framework

Source: Author

The explanation of the above diagram is based on the premise that effectiveness of the training methods used by KESI and KIA depends on the factors listed on the right hand side of the diagram. The interplay of all the factors will determine the effectiveness of the institutions in the delivery of training and development interventions.

In essence, during the planning of a training and development program, the design will evolve as new learning needs emerge or when feedback indicates that changes are required. It is essential to consider carefully the objectives of the training programs, which should be based on “criterion behaviour”- the standards of performance to be achieved if training is to be regarded as successful. This should be a definition of what

Chapter 3

3.0 Research Methodology

3.1 Introduction

The sampling frame of this study consisted of the directors of the two institutions- KESI and KIA and the lecturers. These respondents were expected to honestly fill in questionnaires designed based on the specific areas of duties they performed.

The method of analysis was qualitative based on the information to be gathered from both the questionnaires and the secondary sources. The analysis was able to identify gaps that to be filled for effective delivery of training and development programs. Also possible recommendations were made.

3.2 Area of study

The research area was KESI and KIA, which were conveniently selected for this study because they were public sector training organizations that had not been subjected to analysis of their training and development methods and techniques to determine their effectiveness. They also attracted some substantial funding from the state coffers. The two institutions were the only major ones mandated by law to train and develop education managers and civil servants respectively while they are in the service of government.

3.3 Research design

This was the blueprint for the collection, measurement and analysis of data for the research.

The study compared and analyzed the training and development methods and techniques adopted by Kenya Education Staff Institute and the Kenya Institute of Administration both owned by the government of Kenya in delivery of training and development programs to different segments of the Kenyan civil service. It was a case study and thus described the way things were, to find out whether the approaches taken by the two organisations were different or not and whether they were in tandem with modern trends and systematic training and development approaches. The study sought to obtain answers to the questions asked in the research question section and to test the effectiveness of the methods and techniques used to train different levels of managers. This was realised through a comprehensive review of literature on the area of the study and analysis of

documents. It also sought response from middle and top management of the two organisations through the administration of questionnaires.

3.4 Variables measured

The dependent variable in this study was the effectiveness of the training and development methods and techniques adopted by the two training institutions – KESI and KIA. The independent variable included organization analysis, job analysis, task analysis, participants' analysis, trainers, time and number of participants, cost-benefit consideration, learning theory, meaningfulness of content, participation, the whole versus the part, over learning, sequencing, evaluation and follow up. The research sought to compare and analyse whether the two institutions took into consideration the independent variables in order to achieve dependent variable – effectiveness of the training methods and techniques.

3.4.1 Operational definition of variables

The dependent variable of this study was effectiveness. Effectiveness of a training program refers to that situation where the program has followed all the necessary steps (Brookes 1995) and considered the factors as outlined in the diagram on the conceptual framework. In essence, if a program does not consider the factors then, its effectiveness will be put to question. The independent variables were organisation analysis, job analysis, participant analysis, trainers, time and number of participants, cost, learning principles, content, participation, the whole versus the part, practice and repetition, overlearning, sequencing, evaluation and follow up.

3.4.2 Measurement of Variables

The variables were measured by finding out if there was a fit between what was considered as being factors that determine effectiveness, in this case, the independent variables mentioned above and in the conceptual framework and their observation or

3.5 Population and sample

As mentioned earlier in chapter one, the objective of the study was to compare and analyse the training and development methods and techniques of KESI and KIA and whether these training programs met the independent variables under study as the measure of effectiveness. The population was a census-based, which allowed the researcher to use respondents that had the required information with respect to the

objectives of the study. Considering that the two institutions had each a director, it meant the research would target them to the research instrument specifically designed to capture data from them. Also, all the lecturers from the two institutions numbering 41 (forty one) formed the respondents on the questionnaire designed for them to provide data. The sample therefore was not any different from the population and therefore a high level of reliability and validity of the data to be collected was realised.

3.6 Data collection procedures

The researcher conducted the study. The study used questionnaires and discussion with the respondents. One questionnaire was for top-level management (directors) and the other for the middle level management (the lecturers). Each director and lecturer was subjected to the respective research instrument. Opportunities for open discussion with the respondents were explored for the sake of enhancing validity and reliability of the information they provide. Data was also collected from documents analysed.

Kothari (1985) said the questionnaire was the most popular instrument in case studies. It is an instrument used to obtain information about certain conditions. Despite questionnaire limitations, the questionnaire was preferred as the most convenient. Careful emphasis was put on the design of the questionnaires which were adapted from the studies of Ghebrecristos(1983) and Bhawani(2006). The individual questionnaire was carefully designed, laid out clearly, and the purpose of the questionnaire lucidly explained. This was to ensure that it did not affect the response rate and the reliability and validity of the data collected.

3.7 Pre-testing of instruments

A pre-test was carried with 4 middle management and one top level management to determine the validity and reliability of the instruments being used. During the design of the survey and the survey pre-test, an effort was made to check for consistency in the interpretation of questions and to eliminate ambiguous items.

3.8 Data analysis

The method of data analysis was qualitative based on the information to be gathered from both the questionnaires and the secondary sources. The choice of this method was based on the premise that the area under study might not require quantifiable data. The aim of

the study in question was to compare and analyse information in a systematic way in order to come up with some useful conclusions and recommendations.

The measure of effectiveness was simply therefore a test of whether the two organisations consider the variables and use them as benchmarks when designing their training and development programmes.

However, it was important to recognise that there might have been uncontrolled factors beyond the organisations ability that might impact negatively on the effectiveness of these institutions. These were the policies on recruitment of staff, actions of the exchequer, legal hiccups, corruption and so on. Where these existed, appropriate recommendations and suggestions were made.

3.9 Ethical Considerations

Research permit was obtained from the Ministry of Education, Office of the President and Kenyatta University. An informed consent was also obtained from the directors and lecturers, after the study and methodology had been read to them.

CHAPTER 4

RESULTS

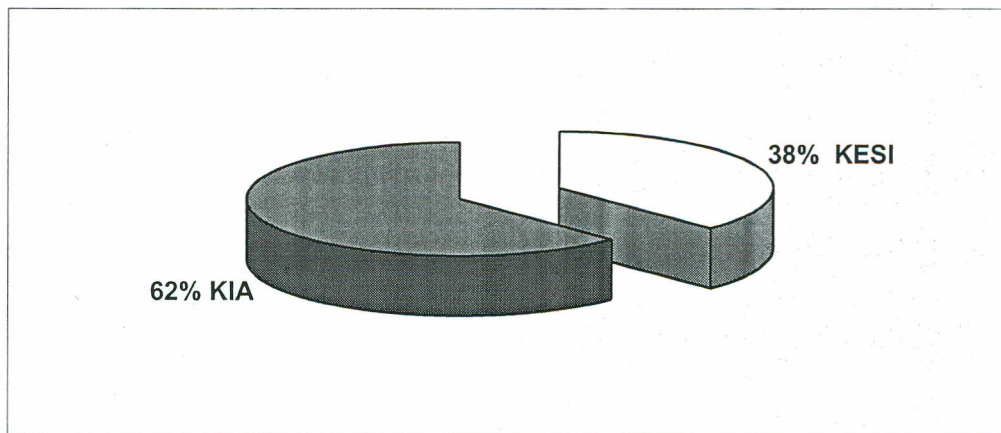
4.0 Introduction

This chapter entails the research findings of this study, which have been organized as per the objectives and research questions that were used to guide the study.

4.1 Description of the participants (n=32)

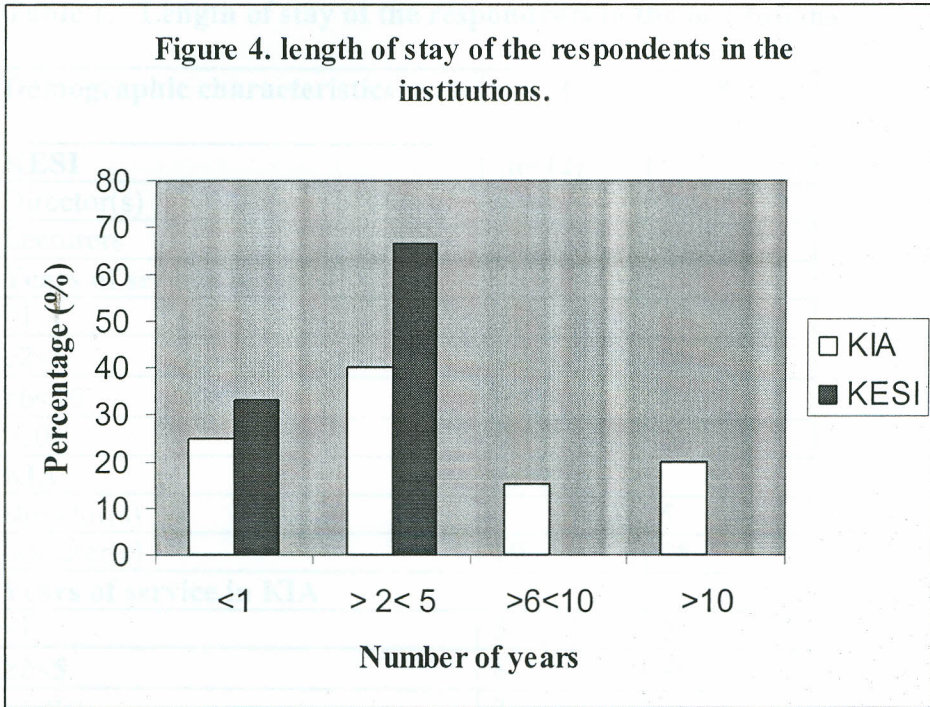
The description of the participants is graphically represented in figure 1 below. Out of the 43 questionnaires, only 32 were received back giving a response rate of 74.4%. A total of 38% responses were from KESI and 62% from KIA with each institution having only one director and the rest being lecturers.

Figure 3. Proportion of respondents



Asked about how long they had served in the institutions, it became evident that majority of the respondents had at most five years length of stay as table 1 shows. Overall, there was clear disparity between the numbers of respondents per organization. KIA had 20 respondents while KESI had 12. None of the respondents in KESI had stayed in the institution for a period of more than six years. This means that there is either a very high

rate of staff turnover at KESI or employee satisfaction is low. With this scenario there will thus be inadequate institutional memory.



The table below shows the situation of the length of stay of the respondents at the two institutions:

Table 1. Length of stay of the respondents in the institutions.

Demographic characteristics	f	%
KESI	(n=12)	
Director(s)	1	8.3
Lecturers	11	91.7
Years of service in KESI		
<1	4	33.3
≥2<5	8	66.7
≥6<10	0	0
>10	0	0
KIA	(n=20)	
Director(s)	1	5
Lecturer(s)	19	95
Years of service in KIA		
<1	5	25
≥2<5	8	40
≥6<10	3	15
>10	4	20

4.2 Methods and Techniques used by KESI and KIA

To find out the training and development methods and techniques used in designing and implementing the training programs, the respondents were given a series of questions to answer and their responses recorded in tables and graphs as below. Two questionnaires were designed, one for the lectures and the other for the directors. These questions were adapted from Ghebrecristos (1983) study, in which a number of variables were considered.

4.2.1 Training policy

To test this variable the participants were asked to record the number of times they have come across a training policy in their organization. 63.6 % of the respondents in KESI compared to 63.2% of KIA respondents reported not ever coming across a training policy in their institutions as shown in table 2. When asked to state the reason why they have never seen a training policy, majority of the respondents KESI (81.8 %) and KIA (94.7 %) reported there is no official documentation to guide as a training policy within their institutions. The rest of the respondents didn't have a reason.

Table 2. Number of times the respondents have come across a training policy in their institution.

Question	Respondents			
	KESI (n=11)		KIA (n=19)	
	f	%	f	%
Number of times you have come across training policy in the organization.				
Once	-	-	-	-
Few times	4	36.4	4	36.8
Many times	-	-	-	-
Nil times	7	63.6	12	63.2
Reason for nil times if any				
Lack of documentation on training policy	9	81.8	18	94.7
Don't know	2	8.2	1	5.3

4.2.2 Training Programs.

A variety of specific measures of this variable were used in this research. Responses were obtained from a series of questions on the training programs.

The participants were asked to explain the steps they follow in designing training and development programs. 54.5% of KESI and 57.8 % of KIA respondents outlined similar steps namely: carrying out TNA, development of curriculum, development of training and learning materials, delivery of training and finally evaluation.

Table 3. Steps taken in designing training and development programs

Question	Respondents	
	KESI (n=11)	KIA (n=19)
Steps used in designing training programs	n=54.5 % Carrying TNA Development of curriculum Development of training and learning materials Delivery of training Evaluation	n=57.8 % Carrying TNA Development of curriculum Development of training and learning materials Delivery of training Evaluation
No responses	n=45.5 %	n=42.2 %

When asked to cite the critical factors used in designing training and development programs, KESI respondents reported a number of factors. The length of the program, time, availability of trainers in the specific field, relevance of the training to the institution were some of the considerations. Others were number of participants, cost of conducting the training, facilities needed and delivery methods. At KIA the considerations made were the same as those of KESI. In addition, programs at KIA are designed based on the needs of the public service. The training manager reported that ministries and private sector clients consult the training department about their needs before programs are designed. Other market driven courses are advertised for potential consumers.

Table 4. Factors considered in designing training and development programs.

Question	Lecturers	
	KESI (n=9)	KIA (n=10)
Factors considered in designing training programs	Length of the program	Length of the program
	Time	Time
	Availability of trainers	Availability of trainers
	Relevance of the training to the institution	Relevance of the training to the institution
	Number of participants	Number of participants
	Cost of conducting the training	Cost of conducting the training
	Facilities needed	Facilities needed
	Delivery methods	Delivery methods
		Needs of the public service

4.2.3 Training plans

Asked whether there exist prior plans for methods of training to be used for conducting courses in the organization, each institution gave a 100% assertion that prior plans are normally made. However, 41.7% of KESI respondents reported that the plans are normally done in a hurry because of pressure from the ministry headquarters leading to their constant revision. Both institutions cited the plans made are normally based on number of participants, who is to participate in the program, when, the coordinators of the training and funds allocated.

Table 5. Existence of training plans

Question	Respondents			
	KESI (n=11)		KIA (n=19)	
	f	%	f	%
Existence of prior plans for methods of training to be used for conducting courses in the organization				
Yes	11	100	19	100
No	-		-	

4.2.4 Trainee selection.

Respondents at KESI cited a variety of methods used in trainee selection ranging from advertisements in the press, through field agents like the Provincial Directors of Education (PDEs) who are contacted to identify suitable trainees and through response to applications at KIA the situation was not very different except that trainees are also selected from the directorate of personnel management (DPM).

4.2.5 Training officer

A significantly larger proportion of respondents in KESI (90.9%) reported not having a training officer in their institution whilst 94.7% of KIA reported having one training officer in their institution. Majority of the KESI respondents (90.9%) didn't have a reason as to why they don't have a training officer in their institution.

Table 6. Existence of training officer

Question	Respondents			
	KESI (n=11)		KIA (n=19)	
	f	%	f	%
Existence of a training officer in their institution				
Yes	0	0	18	94.7
No	10	90.9	0	0
No response	1	9.1	1	5.3
Reasons for lack of a training officer				
Don't know	10	90.9	-	-
No response	1	9.1	-	-

4.2.6 Training of Trainers

Respondents from both institutions KESI (90.9%) and KIA (89.5 %) reported being involved in outsourcing of duties to outsiders and also giving instructions to selected trainers before conducting any training program. There were no significant differences in

the type of instructions given to the selected trainers. The instructions included; methods of delivery and aids to be used in the delivery, duration and time of the course, remuneration, venue, duration of each course, size of handout needed and the target group.

Table 7. Training of trainers

Question	Respondents			
	KESI (n=11)		KIA (n=19)	
	f	%	f	%
Does your organization outsource training duties				
Yes	10	90.9	17	89.5
No	-	-	-	-
No responses	1	9.1	2	10.5

4.2.7 Evaluation of training programs

A significantly larger proportion of KIA (73.7%) and KESI (72.7%) respondents reported evaluating their programs. However, there were slight differences in how each institution evaluates its programs as shown in table 9. From the table it is evident that KESI does not carry out a customer satisfaction evaluation.

Table 8. Evaluation of training programs

Question	Respondents			
	KESI (n=11)		KIA (n=19)	
	f	%	f	%
Do you evaluate your training programs				
Yes	8	72.7	14	73.7
No	-	-	-	-
No response	3	27.3	5	26.3

Table 9. Responses on the methods used in evaluation of training programs

KESI	KIA
<p>The institution designs a session evaluation form for participants to give feedback about the session.</p> <p>The trainer evaluates training program from the results of group works given to the participants at the end of every course.</p> <p>End of course evaluation where participants feel in a questionnaire eliciting information on the course administration, relevance and accommodation facilities.</p>	<ul style="list-style-type: none"> • The training department asks reports from participants with action plan on how they plan to change as a result of the course; a copy of this report goes to the participants supervisors. • Use of periodic customer satisfaction. • Use of summative evaluation forms.

4.2.8 Training activities.

In order to be able to judge what training activities were conducted in the organization, participants were asked to fill a table on, the type of programs they conduct, type of participants and number, place where it was conducted and state whether the program was an on job or off job for the last three years. Data for 2004 was not complete owing to problems in retrieval.

Table 10. KESI-training activities for the last three years.

Year	Number of participants	Position	Duration	Place	Method of training	On /off the job
2004	141	QASO	2 weeks	Nakuru	Lecture/ discussion and exercises	Off job
	38	BOG/SMC	3 days	Embu	Lecture/group work	Off job
2005	534	HoD's	1 week	Various	Lecture/ groupware	Off job
	436	Deputy principals	2 weeks	Various	Lecture/ group work	Off job
	189	Principals	2 weeks	Various	Lecture/group work	Off job
	130	EO's	2 weeks	Kisumu	Lecture/group work	Off job
	320	PDE's, DEO's District TOT's	1 week	Various	Lecture/group work	Off job
2006	829	BoG's/ SMC's	3 days	Various	Lecture/group work	Off job
	68	ToT's	5 days	Various	Lecture/group work	Off job
	55	QASO	2 weeks	Kisumu	Lecture/group work	Off job
	151	PEB/DEB	3 days	Various	Lecture/group work	Off job
	58	PDE/DEO/SADE	1 week	Nairobi	Lecture/group work	Off job
	86	HoD's	1 week	Nakuru	Lecture/group work	Off job

Table11. KIA training activities for the last one year.

Year	Number of participants	Position	Duration	Place	Method of training	On /off the job
2005	500	Middle and senior management	1 week to 1 month	KIA Cooperativ e college KSMS studies	Case methods Lecture Team teaching Discussions Exercise	Off the job

It is evident from table 10 and 11 that both institutions get involved in off job type of training program mostly. Lectures and group work are the most commonly used delivery methods at KESI, while at KIA uses a variety of methods to different groups.

4.2.9 Training expenses

A research was made on the area whether the organizations provide funds on training expenses or not. The respondents were asked to indicate their institutions annual expenditures on training for the last three years. Responses to the question from KIA were not reported citing confidentiality. However, according to the training manager there has been an increased turnover in terms of funds generated from their programs: broken-even. KESI financial expenditure report was as follows:

Table 12. Annual expenditures for training at KESI

Year	Annual expenditure
2003	16 million
2004	23 million
2005	27 million

From the table it is evident that there is increased allocation of funds for training over the last three years at KESI. In 2003 16 million was allocated while in 2005 Kshs 27 million was allocated recording an increase of 69%.

4.2.10 Training problems

When asked to state the problems they have faced in relation to the development and implementation of training programs, the problems cited by the respondents were as follows in the table 13 below;

Table 13. Problems faced in training and development of programs

KESI	KIA
<ul style="list-style-type: none"> • Participants multi roles and their unwillingness to attend training sessions • Bureaucratic procurements procedures • Lack of permanent training facilities for the institute leading to conflict in scheduling of target groups and trainers • Failure of facilitators to turn up for the training sessions • Packed programs which are not core functions • Large class size • Lack of participants allowances • Participant of different educational backgrounds and levels in one class. • Getting approval to conduct training from the headquarters. • Lack of clear training policy and curriculum. 	<ul style="list-style-type: none"> • Limited facilities for training • Lack of allowances for the participants and trainers • Training on credit • Lack of state of the art training delivery systems and technology • Changing customer needs • Unclear training objectives of clients • Trainees forced in to training. • Lack of expertise on emerging issues.

4.2.11 Knowledge transfer

The directors of the two institutions were asked to record how often they transfer knowledge to the institution using the following methods workshops, memos, meetings, letter and Internet. There responses were recoded on a likert scale ranging from 1 = never and 5= very much often.

Table 14. Methods of knowledge transfer

Knowledge transfer	KIA	KESI
Work shops	Much often	Often
Memos	Much often	Much often
Meetings	Much often	Much often
Letters	Often	Often
Internet	Much often	Less often

From the table it became evident that memos and meeting are quiet often used in both institutions to transfer knowledge. When asked to state if there are any other methods, KIA, reported through report from task forces and conference papers presentations. KESI cited officers interact with one another at various levels to transfer knowledge to each other.

4.2.12 Acquisition and use of knowledge

The respondents were asked to state how they are systematically acquiring and using outside knowledge in to their organizations. KIA reported they acquire knowledge through training, letters, meetings and workshops. The knowledge is got from ministries customers, parastatals, training institutions and used for decision making as well as imparting to participants. At KESI knowledge is acquired through courses, seminars, workshops and networking with other institutions. The staffs are also encouraged to read from the library and Internet. A response on how the knowledge is used was not given.

When asked whether the institutions embrace technology to acquire, disseminate and transfer knowledge, a positive response was recorded that everyone (senior or junior), at any time, everywhere is encouraged to have access to the Internet. Computers are

available in the institutions and a computer lab for further training. KESI and KIA directors also encourage knowledge sharing.

4.2.13 Knowledge investment

Asked how they invest in knowledge, KESI reported by paying for officers to go for workshops, seminars and procuring relevant and contemporary books and publications in to the institutions library. Members are also encouraged to go for further studies to develop their careers. There was no significant difference in how KIA invests in the knowledge. Similarly both institutions cited that investments normally appear in the institutions financials. It is budgeted and reflected as a budget item.

4.2.14 Vision

Asked about their personal vision for their institutions, the two directors had different almost similar view. The vision of KESI's director was to see the institution grow into a regional training center for education and training managers. He reported that this could be realized by being proactive, visionary, planning in time, meeting deadlines and teamwork, by encouraging colleagues to read and be outgoing and by getting the Ministry to give KESI its autonomy. The KIA director's vision of the institute was to be a model of excellence in management development and capacity building in the public sector.

CHAPTER 5

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter contains the summary of the findings, discussions, conclusions and recommendations of the findings with references to the literature review, the theoretical and conceptual framework in chapter two.

5.1 Summary

The purpose of this research was to compare and analyze the training and development methods and techniques practiced by KESI and KIA in the planning, curriculum design, delivery techniques, selection of trainees and their evaluation techniques. The specific objective was to find out the factors that influence the effectiveness of the training methods and techniques especially in public sector training organizations. A conceptual model was developed to provide a basis for analyzing the effectiveness. Based on this model, the study was geared towards realizing the three objectives of the study as follows:

- To find out the methodology and techniques used in designing and implementing the training and development programs
- To assess the strengths and weaknesses of the training and development methods and techniques
- To establish areas of likely linkages and collaboration amongst the two training institutions
- To find out the problems faced by the two institutions, their causes and make recommendations

It was a case study type of research that compared two training institutions- KESI and KIA. Two sets of questionnaires adapted from Ghebrecristos (1983) study and modified

were used as instruments of measurement and administered to 43 respondents (41 lecturers and 2 directors). Part A of the questionnaire collected the biodata. Part B consisted of questions aimed at producing data on the methods and techniques used in designing and implementing the training programs. For this research, respondents were given a series of questions on training policy, training plans, trainee selection, training of trainers, evaluation of training, training activities, training expenses and problems faced in carrying out training and development programs.

Part B of the director's questionnaire produced data on knowledge sharing, knowledge transfer, acquisition, investment, use of technology and their vision and challenges they face in their day to day performance of their duties

A total of 32 respondents, 12 from KESI and 20 from KIA females, were used as participants in this research. The results showed no wide difference on how KESI and KIA conduct their training programs as government institutions.

5.2 Discussions

The study showed that the length of period stayed by personnel at KESI was significantly different than that by KIA with KESI showing high turn over. This implies that there is lack of institutional memory and can be evidenced from the information on training activities before 2004 were difficult to trace.

The government of Kenya in a bid to address training and capacity building adequately and systematically, has formulated a policy-Public Service Recruitment and Training

Policy which provides direction on how to plan, manage and co-ordinate training in the public service. It identifies possible sources of funds to enable the Government provide adequate budgetary allocations for training, gives direction on how to build individual and institutional capacity for improved performance and provides general guidelines on aspects of training and capacity building which require special attention (GOK 2005).

Though the government has formulated a training policy for institutions like KESI and KIA this seems not to have been operationalised in both institutions as evidenced by the fact that KESI (63.6%) and KIA (63.3%) reported never ever having seen a training policy in their organizations.

Training programs at both KESI and KIA are designed on the basis of carrying out TNA, development of curriculum, development of training and learning material, delivery of training, and finally evaluation. For training to be effective Brookes (1995) developed a model which outlines the steps to be followed in designing an effective training program which in addition to those followed by KESI and KIA include establishing terms of reference, job analysis, knowledge and skills analysis, analysis of target group, developing criteria for assessment, design and pilot training, internal and external validation, and a follow up after evaluation. This means that the methods adopted by the two organizations could be lacking certain vital considerations that can impact negatively on their effectiveness.

While the methods of selecting trainees at KIA and KESI follows the general principles, additional analysis in determining what prospective trainees can and cannot do need to be considered. Researchers have cited that participants need to come from organizations

keen to solve urgent problems (Roberts et al 1991, Kirkpatrick 1976, Huijgen et al 1993). Bhawani (2006) suggests that for training to be effective the right person should be chosen for the right training, that the job after training must be training related. Trainees selected for training must be required to improve performance after the training.

It is evident that KESI does not have a designated training officer unlike KIA, who sits in top management decision-making meetings. This is likely to impact negatively on their effectiveness. Roberts et al (1991) noted that a key barrier to effective training and management development program was due to lack of top management support.

Considering that no training organization can be self-sufficient in the specialization among its staff, it is important to note that both institutions outsource some of their training duties to outsiders and selected trainers. They view the success of training programs to largely depend upon the competence and teaching skills of the trainer. Thus, the trainers normally receive instructions on the methods of delivery and the target group background before conducting training.

KIA and KESI evaluate training in the same way as any operational activity. Besides, evaluation is not left for the institutions only where programs are designed, but participants are involved. However, it is evident that no follow up is done to see whether the trainees have transferred knowledge to their work places. Researchers agree that management development programs must include follow-up activities and audits to augment and evaluate implementation.

There is a large significant difference in the methods of training used by KESI and KIA. Whilst KESI uses lectures and group works only KIA employs a variety of methods in addition to those of KESI, namely case studies, team teaching, exercises and discussions to different groups. Being training institutions both KESI and KIA use only off job type.

Training organizations need to generate own funds through their demand-driven courses if they are to survive. KIA has done very well in this area. KESI can do even better by designing demand driven programmes owing to its wider clientele.

The common problems faced by the two organizations are lack of permanent training facilities and lack of allowances for the participants and trainers. However, there are unique problems faced by each organization such as training on credit, lack of state-of-the-art training delivery systems and technology, changing customer needs and so on for KIA. KESI suffers from problems of bureaucratic procurement procedures, problems of getting approval to conduct training from the headquarters among others.

Acquisition, use, transfer, sharing and investment of knowledge both within and without are hallmarks of learning organizations. These attributes are to be found in both institutions as reported by respondents from both organizations. Knowledge is acquired, transferred and shared through training, meetings, letters, workshops and networking. KESI and KIA invest in knowledge by sponsoring their trainers to go for workshops, procuring relevant and contemporary books and publications and encouraging and supporting staff development.

The KESI and KIA directors' vision of their institutes was to see them grow and develop into regional centres of excellence for education and training managers and management development and capacity building in the public sector respectively.

It is important to note that the director KIA delegated the answering of the questionnaire to his deputy director in charge of business development.

He could have given more information in his personal vision of the institute were he to respond to the questionnaire personally.

Suggestions and recommendations

Based on the results and discussions in chapter 4 the following suggestions and recommendation are made from this research.

1. That for the purposes of maintaining institutional memory a policy needs to be put in place where officers must be required to stay for a stipulated period of time at any one training organization. Measures therefore need to be put in place to retain staff and to reduce the high rate of turnover.
2. The government training policy and any internal policies within the organization need to be embraced and operationalised in the organizations.
3. In designing training programmes, the organizations need to take cognizance of the need to consider establishing terms of reference for their programmes, doing a job analysis, knowledge and skills analysis of trainees, develop criteria for assessment of programmes, conduct both internal and external validation to make them effective.
4. Selection of trainees need to be based on the placing employees to jobs that they had trained in so that they can improve performance after the training.
5. There is need to designate a top level management person to be in charge or coordinate training. This must be one who is required to sit in top level management decision making meetings in the organization.
6. Effective training programmes are evaluated to see whether trainees have transferred knowledge to their work places. Both the organization need to make follow up of their trainees to gauge the effectiveness of their training interventions.
7. In this era of computers and ICT and to reach out to a wider clientele in remote parts of the country and beyond, there is need for the organization to embrace and

adopt computer based training approaches as opposed to the traditional face to face (contact) training approach currently used.

8. It is recommended that further research be conducted on the use of ICT and computer technology to deliver training in such training and development organizations.

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Week \ Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Defence of proposal	■	■																			
Submitting proposal for approval			■	■	■																
Pre-testing of instrument					■	■	■														
Collection of data							■	■	■	■	■										
Data analysis											■	■	■	■							
Report writing														■	■	■	■	■			
Compiling and presentation																			■	■	■

APPENDIX B

BUDGET

Item	Name	Quantity	Unit cost	Total (Kshs)
Equipment & supplies	Photocopy papers	4no. reams	500	2000
	Pens	10 no. bic	10	100
	Clip boards	1	30	30
	Diskettes	1 pack	250	250
	Printer cartridge	2 packs	3000	6000
Subtotal				8380
Personnel	Typing & printing	600 pages	15	9000
	Researcher travel	50 days	200	10000
	Lunches	100 days	300	30000
	Consultant costs (Computer analyst)		15000	15000
Subtotal				64000
Other charges	Photocopying			
	• Questionnaires	300 pages	2	600
	• Proposal	50 pages	2	100
	• Report	200 pages	2	400
	Binding			
	• Proposal	15 copies	30	450
• Report	15 copies	300	4500	
Postage	43 No.	26	1118	
Subtotal				7168
Total				85,480
15%Contingencies				12,822
Grand total				98,302

APPENDIX C REQUEST LETTER TO PREPARE IN RESEARCH

Garise B. Omara
School of Business
Kenyatta University
P. O. Box 43844
NAIROBI

Tel. 0722810744

Date.....

Dear Sir/Madam

**RE: REQUEST TO PARTICIPATE IN RESEARCH ON TRAINING
AND DEVELOPMENT METHODS AND TECHNIQUES**

I am a final year student of K. U. pursuing studies for the degree of Master of Business Administration (MBA).

As part of the requirements of this degree, I am required to carry out research in an approved topic such as the above and present my findings to faculty board for approval. I enclose a questionnaire for your kind attention and will appreciate your views on the proposed research.

The research will be useful to the staff and management of training organizations because it will provide suggestions on the management of the training function. Your views will also be treated with utmost confidentiality and views of individual respondents will not be mentioned without their written consent.

Once you complete the questionnaire, please return to me using the address above (a self-addressed stamped envelope is enclosed for ease of return) or simply call me on the telephone number enclosed in this letter.

Thanking you in advance for your kind views.

GARISE B. OMARA

Appendix D1 Research Questionnaire (Lecturers)

Part A

- Training organization.....
- Name of officer.....
- Position of officer.....
- Length of stay in current station.....

Part B

1. How many times have you come across a formal training policy in your organisation? Once () Few times () Many times () Nil times ()
2. What critical factors do you consider in developing your training policy?
3. If your answer to question 1 is Nil times, state why you have not seen a training policy.
4. Explain the steps on how training and development programs are designed in your organization.
5. What factors do you consider in designing your training and development programmes?
6. Give reasons why you do not have a method of designing training and development programmes.
7. Do you have prior plans for the methods of training to be used for conducting courses in your organization? Yes () No()
8. If yes, describe the plans in the space provided below

9. If your answer to question 7 is No, state reasons for not having the plans
10. How do you select your trainees? Please specify
11. Does the organization have a training officer(s)? Yes () No ()
12. If yes, please specify the number
13. If no, please state the reasons
14. If your answer to 11 is yes, does your organization outsource some of the training and development duties to outsiders? Yes () No ()
15. If your answer to question 14 is yes, does your organisation give instructions to those trainers before any training programmes are conducted? Yes () No ()
16. If answer to no. 14 is Yes, please describe what type of instruction is given.
17. If your answer to no.15 is No, state the reasons in the space below
18. Do you evaluate your training programmes? Yes () No ()
19. If your answer to no. 18 is yes, please specify the methods you employ in evaluating training programs.

20. If your answer to no. 18 is No, please state the reasons for not having methods of evaluation

21. Would you specify your training program activities for the last three years?

Number of participants	Position	Duration	Place	Method of training	On /off the job

22. Would you please specify the following annual expenditures for training facilities?

Year	Annual expenditure
2003	
2004	
2005	

23. Please list the problems you face in carrying out training and development programmes

24. In what ways is training and development linked to organizational strategy?

Thank you

Appendix D2 Research Questionnaire (Directors)

Part A

Training organization.....
 Name of officer.....
 Position of officer.....
 Length of stay in current station.....

Part B

1. Do you know what specialisations you have in your institution? YES () NO ()
2. If your answer to question 1 is yes, who has what specialisation?
3. If your answer to question 1 is No, how do you get the knowledge you require in the institution?

4. The statements below show how knowledge can be transferred within an institution. On a scale of 5 to 1, with 5 indicating very much often and 1 never, indicate by ticking how you are systematically transferring knowledge inside your own institution

5. Very much often
4. Much often
3. Often
2. Less often
1. Never

Knowledge transfer	1	2	3	4	5
Work shop					
Memos					
Meetings					
Letters					
Through the internet					

5. Are there any other methods apart from the above? Yes () No ()
6. If the answer to no. 5 is yes, indicate which ones you use and explain how you use them to transfer knowledge.
7. Are you systematically acquiring outside knowledge into the institution? YES() NO()
8. If your answer to no.7 is yes, how are you and from whom are you acquiring that knowledge?
9. How is the knowledge being acquired from outside being used?
10. Do you consider knowledge as a product to be leveraged? YES() NO()
11. If your answer to no. 10 is yes, how do you leverage knowledge in your institution?
12. If your answer to 10 is no, please state the reasons
13. Are you investing in knowledge? YES() NO()
14. If your answer to no. 13 is yes, where does the investment appear in the institutions financials?
15. Do you embrace technology to acquire, disseminate and transfer knowledge? YES() NO()

16. If your answer to no.15 is yes, do you do it to everyone, everywhere, any time?

Please explain.

17. If your answer to no. 15 is no, state reasons why you do not embrace technology.

18. Do you encourage knowledge- sharing in your institution? I do() I don't()

19. If your answer to no.18 is I do, are people sharing? YES() NO()

20. If your answer to no.18 is No, why do you think they do not share knowledge?

21. What is your personal vision of your institution?

22. How best do you think you can realise your vision of the institution?

23. What challenges do you face in your job as Director of this institution?

Thank you.

