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**FACTORS AFFECTING WORKSHOPS AS TRAINING AND DEVELOPMENT
PROGRAMMES AT KENGEN**

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*Factors affecting
workshops as training*



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DECLARATION

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

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DEDICATION

To my dear children Mathews and Irene for their patience and sacrifice which enabled me to complete this project.

ACKNOWLEDGEMENT

Glory, honour and thanks to God, the source of all wisdom, knowledge and strength for enabling me to finish this work successfully. Profound gratitude to my supervisor Mr. Robert Nzulwa for his guidance and support in everything I did while working on this project.

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LIST OF ABBREVIATIONS

HR	-	Human Resource
HRM	-	Human Resource Management
TQM	-	Total Quality Management
SPSS	-	Statistical Package for Social Sciences
SME	-	Subject Matter Experts
KENGEN	-	Kenya Electricity Generating Company
ICT	-	Information Communication Technology

ABSTRACT

The world has become a global village. Competition among organizations producing similar products and services has highly escalated. Organisations have devised ways and means to stay competitive by ensuring that their staff are equipped with the rights skills. As a result, emphasis on training has taken centre stage. Today's organization views on training have greatly changed such that they place a lot of emphasis on employees with the right skills, knowledge and abilities. This is because employees at all levels of business play a very key role in implementing strategies directed towards sustaining competitive advantage. This however is an aspect that organizations enhance through human resource interventions such as workshops, seminars, conferences etc. The focus of this study was to investigate factors affecting workshops as a training and development programme. The study took a descriptive approach involving employees of Kenya Electricity Generating Company within the ICT department. This is because descriptive studies are more formalized and typically structured with clearly stated hypothesis or investigative questions. It also serves a variety of research objectives such as description of phenomenon or characteristics associated with a subject population. A total of 80 employees from the ICT department were randomly chosen and interviewed. The research instrument used was a structured questionnaire that was filled by employees. The study discovered that workshops as training and development programmes are affected by factors such as training needs assessment, the meaningfulness of training resources, trainees readiness to learn and opportunities for feedback after training. The study discovered that for trainees to benefit during workshops, proper needs assessment needs to be done as part of the organizations strategy to improve its levels of productivity. The study also discovered that the quality and meaningfulness of training materials affects the learning process during workshops. From the findings, the readiness of trainees to learn affects their ability to benefit from the workshop and their motivation to look forward to more training. From the results of the research, it also emerged that feedback is important after workshops because it helps the employees to decide on their performance standards.

OPERATIONAL DEFINITION OF TERMS

A need - is a deficiency that a person is experiencing at any point in time.

A job - is a specific position requiring the completion of tasks.

A task - is the employees work activity in a specific job.

Input – relates to instructions that tell employees what, how, when to perform.

Out put - refers to information that employees receive while they are performing

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

1.2 Statement of the Problem

1.3 Objectives

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CHAPTER ONE

INTRODUCTION

This chapter contains background information to the study, statement of the problem, study objectives, research questions, significance and limitations of the study.

1.1 Background of the Study

Workshops have been defined in various ways by different scholars. Gottesdiener (2002) defines a workshop as a structured meeting in which a carefully selected group of stakeholders and content experts work together to define, create, refine and reach closure on deliverables. Unlike classic meetings, workshops deliver specific, predefined products both tangible and intangible. These products include mutual learning, increased understanding, decision making, motivation and teamwork. These products are specifically planned ahead of time. Armstrong (2005) on the other hand defines a workshop as a training and development programme which brings together a group of people who have expert knowledge or experience of the job. While people may have natural talents and useful experience, training through workshops can reduce time taken for managers to help in employees' development and to reduce mistakes likely to be made. Workshops can provide a safe environment in which people can develop their skills (Rees, 1996).

Effective workshops call for significant attention to design and preparation to lay ground for success. For a workshop to be successful, training effectiveness ought to be emphasized. Training effectiveness refers to the benefits that the company and trainees

receive from the training (Gupta, 2007). This benefits as a result of workshops can be realized in terms of performance indicators such as profitability, productivity, customer care, sales volume and process quality (Thor, 2001). Research into training programmes have shown that the success of a training programme is greatly improved if organizations and individuals are proactive in preparing for the training event prior to implementation (Fritchie, 1986). To maximize the effectiveness of the training, organizers need to put in place various considerations.

Workshops begin with an analysis of core competences. Using competence areas as frameworks members of the group with the help of a facilitator develops examples of effective behaviour likely to produce desired results (Noe, 2002). The role of the facilitator in the workshop is to help the group to analyse its findings and assist generally in the production of a set of competences that can be illustrated by behaviour based examples. Training is a formal and systematic modification of behaviour through learning which occurs as a result of Education, instruction, development and planned experience. (Armstrong, 2008).

The purpose of workshops is to help the organization achieve its purpose by adding value to its key resource, its people. Development is the process of enhancing the effectiveness of an organization and the well being of its members through planned interventions (Werner, 2009). Training and development are at the heart of organization's growth. They are valuable tools because they are seen as investment to the organization helping to improve its profitability, reduce costs, increase the commitment and motivation of its

people and realize their potential. Training is a necessity if companies are to participate in the global and electronic market places by offering high quality products and services (Armstrong, 2009).

1.2 Statement of the problem

During the passed decade, there has been a proliferation of workshops associated with planning and decision making in many organizations. As a human resource function these workshops are aimed at reducing obsolescence, rate of accidents, increase productivity and the quality of goods and services (Armstrong ,2008).However, personal experiences of many workshop participants are that such workshops are only but ritualistic, often unfocused and producing results with little substance(Bourque and Johnson,2007). Arguments have also been developed that strategy workshops do not always have positive outcomes and that they are virtually meaningless. Hogkinson and Wright (2002).There is a clear evidence of training at Kenya Electricity Generating Company as supported by the presence of training programmes such as seminars and workshops(Newsletter 2010).Despite the emphasis on training at Kenya Electricity Generating Company ,not much have been done to identify factors affecting workshops organized by the company. This study therefore was to carry out an investigation into factors affecting workshops at Kenya Electricity Generating Company.

1.3 Objectives

1.3.1 General objective

To investigate factors affecting workshops as training and development programmes.

1.3.2 Specific Objectives

- 1 To establish the importance of training and needs assessment before workshops.
- 2 To find out if the readiness of employees influences learning during the workshops.
- 3 To determine if the meaningfulness of training resources affects the outcome of the workshops.
- 4 To find out the importance of feedback in enhancing the effectiveness of workshops.

1.4 Research Questions

- 1 Is training and development needs assessment important before workshops?
- 2 Does the level of employee's readiness influence learning during workshops?
- 3 Is the outcome of workshops determined by the meaningfulness of Training resources?
- 4 Is feedback to the employees important in enhancing the effectiveness of workshops?

1.5 Significance of the study

There is need to identify factors affecting workshops as training and development programmes in order to make them effective in helping to achieve the goals of the organization and therefore improve performance (productivity, profitability, competitive advance and quality of goods and services).

This study investigated factors affecting workshops as training and development programmes. The study was important to the stakeholders in the service industry in appreciating the importance of workshops in enhancing performance. The study will also help employees appreciate the importance of workshops and their contribution to personal growth.

The study also hoped to raise new knowledge on how workshops as a form of training and development can give organizations in the service industry a competitive edge.

1.6 Scope and Limitations of the study

The research focused only on Kenya Electricity Generating Company as an organization and not all service industries in Kenya. Moreover, data was collected from only those who participated in workshops. Due to their having participated in the workshops, the respondents may have had amore positive attitude towards the organization than those in other departments who may not have participated as much.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to the problem of the study. The chapter specifically documents previous studies on workshops as training and development programmes, needs assessment, trainees readiness to learn, meaningfulness of training resources and opportunities for employees to receive feedback after workshops.

2.1 Workshops as training and development programmes

A workshop is an organized meeting usually from one half to four days in length with a custom tailored set of objectives, tasks and outcomes, a blend of learning and a new tool or approach with applying it to a new task. Its a participatory orientation that engages trainees actively in both learning and application and a limitation on attendance to those with some direct link to the workshops objectives and tasks (Brinkerhoff, 1990). These features differentiates workshops from other meetings such as seminars where the emphasis is on more general instructions and learning with attendance open to anyone interested in the subject at hand; conferences whose orientation is similar to seminars but usually involves exchanges of experience in the subject area between invited speakers and attendees; or briefings where the focus is one way information transmitted to a recipient audience (Harries, 1984).

In the management context, workshops integrate the technical with the process side of managing. They serve as tools that help groups of people work more effectively together

on common tasks (Erkert and Kattering, 1984). Workshops serve as mechanisms for team building and decision making often as part of Organizational Development programmes intended to improve an organization's performance by helping it use its resources more effectively. These workshops usually combine external consultants who design and conduct them jointly with a team from the organization. The organization's staff members participate in the workshop and carry its outcomes and learning back into the workplace for application. Much of the organizational development literature deals with workshops for team and consensus building and performance building (Dyer 1987).

Organizational development started in the private sector but quickly spread to public agencies and to non-profit voluntary organizations as well. In the international development arena, workshops as a management tool evolved in the context of donor agency and developing countries concerns with project implementation and management. As a means to improve project implementation, the United States Agency for International Development (USAID) began to support the development of workshops methodologies that addressed implementation, planning and team building (Edwards & Pettit 1987).

After their original, international development application to project startup, workshops were integrated into institutional strengthening projects as a management technology that could be used at any phase of the project cycle, problem identification, design, implementation and or evaluation. The workshop methodology have since then been a cornerstone of management training efforts, (Jones Andrea, 1988. Workshops have proven

to be highly effective in establishing and supporting strategic management processes and in providing opportunities for participation in policy change by affected parties.

Recently attention has begun to centre on the role of strategy workshops in overt attempts to effect strategic change. A survey of 1300 United Kingdom managers established that strategy workshops were a common occurrence in modern organizational life (Hodgkinson et al 2006). The survey indicated that some 90% of such workshops last two days or less and that 73% take place away from the organizations premises. Seidl (2003) argued that it is this separation between workshop activity and the usual day to day activities that enable participants to step out of their established routines and mindsets in order to critically reflect on the organization's strategic orientations. This has fuelled interest in the nature of workshop experiences for the participants (Balogun et al 2007).

Whilst many researchers have dismissed workshops as formal practices and as "mere rituals" without any wider bearing, scholars have drawn attention to the significance of rituals as such. They have shown that "a ritualized event may be highly significant in itself" independently of whether they have any wider effect on the respective organization (Bourque and Johnson, 2007).

Workshops are not only significant as ritualized events per se but they can lead to significant changes in the organization. With their strategy workshops, organizations create a kind of "liminal space", from which the members of the organizations can see it

from outside. strategy workshops constitute a separate social context within the organization from which the organizational members can question it, identify and instigate change without dissolving the workshop itself as their basis for reflection and action (Author, 2005). In this sense, strategy workshops provide separate frames of reference to which the members of the organization can routinely turn during the course of the change process in order to discuss and make sense of their problems within the change process.

2.2 Importance of workshops as training and development programmes

Training refers to planned effort by a company to facilitate employees learning of job related competencies (Noe, 2002). These competencies include knowledge, skills or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill and behaviors emphasized in training programmes and to apply them to their day to day activities.

Training is a human resource management intervention that is undertaken to improve performance. It is planned and purposeful, and requires organizations and the; people in them to behave differently. To be effective training as a performance improvement intervention must be comprehensive and integrated into the organizations business strategy (Armstrong, 2008).

Training is a means to gaining competitive advantage. It should be viewed as away to create intellectual capital. Snell and Bohlander (2009) argue that human capital is

intangible and elusive and cannot be managed the way organizations manage jobs products and technologies. One of the reasons for this is that the employees not the organization own their own human capital. If not valued employees leave a company taking their human capital with them and therefore any investment the company has made in training and developing these people is lost.

Today's business environment can be characterized as changing due to globalization and new technology. Quality performance requires therefore that employees are capable, have clearly defined job roles, know what is expected of them, have right tools for their jobs, knowledge and skills to perform and to receive regular feedback on performance (Rainbird, 2000). Intangible assets such as culture, skill and competence, motivation and social interaction between people and teams and business units are increasingly seen as key sources of strength in those firms which can combine people and processes together.

While some organizations do not go in for training at all, others have tended to go in for training 'for training sake' (Armstrong, 2009). According to this analysis, training must be relevant in satisfying identified and appropriate needs. Training should be problem based and planned to fill the gaps. Development refers to learning opportunities designed to help employees grow. Such opportunities do not have to be limited to improving employees' performance on their current jobs (Bernardin, 1998).

Traditionally, training is focused on helping improve employees' performance in their current jobs. Development helps prepare employees for other position in the company

and increases their ability to move into jobs that may not yet exist (Noe, 2002). Employee development is a necessary component of a company efforts to improve quality, retain key employees, to meet challenges of globalization and social change and to incorporate technological advances and the changes in work design (Millimore et al, 2007). Increased globalization of product markets compels companies to help their employees understand cultures and customs that affects business practices for high involvement companies and work teams to be successful. Their employees need strong interpersonal skills. Although the large majority of development activities are targeted at managers, all level of employees may be involved in one or more development activity (Mondy 2010).

Employee development involves several methods which include formal education, assessment, job experiences and interpersonal relationships (John and Jeff, 2007). Regardless of the development approach used, employees need a development plan to identify the type of development needed, development goals, the best approach for development and a means to determine whether development goals have been reached. Its therefore the role of the managers in development planning to provide coaching, communicate information about development opportunities(job experiences, courses)and refer the employee to their people(human resources) and resources (assessment tools). Managers must also help employees set realistic development goals and measure their progress in attaining them (Snell and Bohlander, 2007).

Employee development is particularly seen in career planning and succession planning. A succession of persons to fill key positions overtime is essential for the survival and success of an organization (Noe, 2002). Through succession planning, an organization identifies and develops people to replace current incumbents in key positions and creation of new positions. Career development is essential for implementing career plans (Flippo, (1971). It consists of activities undertaken by the individual employees and the organization to meet career aspiration and job requirements.

The most important requirements of career development are that every employee must accept his or her responsibility for development. Top management must develop enthusiasm among executives for this purpose (Mondy 2010). An organization must have clear corporate goals for the next decade on the basis of its corporate plans. It should determine the type of changes required in its activities, technology, materials and procedures otherwise the enterprise cannot develop human resource development system that requires career planning. Proper selection, age balancing and fair promotion policies should be put in place. Unbalanced age structure for example causes promotion blocks which hampers career planning. There should be both continuity and renewal of personnel. (Armstrong, 2008). There should be an equitable policy for promoting employees. A career plan should be given wide publicity within the organization. The employees for whom the plan is designed should know the career paths they can follow, the training and development facilities available for career growth etc.

A developmental approach to appraisal recognizes that the purpose of the management is to improve job behavior after recognizing individual performance, identified training

needs and putting in place required training and developmental measures either on or off the job. Appraisal programmes provides the feedback essential for discussing strengths and weaknesses as well as improving performance (Snell and Bohlander, 2007).

Workshops are useful in advancing reform processes by being used at each step of strategic policy implementation (Crosby, 1990). This is through bringing together appropriate people who need to be involved/undertake the tasks required at each particular step of policy implementation. Given the nature of the tasks in the steps of the strategic management process, participation of a variety of groups increases the quality of the outputs and the likelihood that these outputs will be “owned” and supported by those involved.

Policy implementation crosscuts the nominal authority and statutory responsibility of any individual agency, management of the implementation process calls for mechanisms that bring together the relevant parties in ways that reduce the potential for conflict and increases effective co-ordination (Millimore, 2007). Workshops are non-hierarchical and participatory, they objectively target building consensus and agreement and their emphasis on practicability can assure that participants address concretely in terms of what is to be done and who is responsible for which actions (Silverman et al,1986).

The workshop process nurtures team communication, decision making and mutual understanding. They bridge communication gaps among project stakeholders. Workshops allows information to be clarified and be passed on time (Miles, 1981). Continuous learning is essential for the survival of any organization. According to

Prokesch (1997), Learning is at the heart of a company's ability to adapt to a rapidly changing environment. It's the key to being able to identify opportunities that others might not see and to exploit these opportunities rapidly and fully. In order to generate extra-ordinary value for stakeholders, a company has to learn better than its competitors and apply that knowledge throughout its business faster and more widely than the competitors hence organizations that do not learn will not survive in a competitive environment (Jones ,1988).

Managers are central figures on a stage watched by all and the creators of images that influences the organizations members feelings and behaviour .It is thus not surprising that management commitment and support have been found to be crucial for successful change programmes. British Petroleum's CEO Brown aptly summarized the importance of managers active and visible commitment to learning as follows: leaders have to demonstrate that they are active participants in the learning process. You cant say "Go do it" without participating (Prokesch ,1997).

2.3 Relationship between workshops as training and development programmes and performance

Training through workshops is critical to the satisfaction and performance of employees at all levels of the organization. According to Pershing(2007) ,performance outcomes can be understood in terms of internal outcomes such as employee relations indices, including labour turnover and absence, productivity and quality of goods and services. Training through workshops can have a motivation effect and it's essential to acquiring and providing skills necessary for optimal job satisfaction (Kerrigan et al 1987). Training

and development of employees can only have a positive effect on their performance if it gives them the required satisfaction.

Guest et al (2000) have confirmed the findings of a large number of studies and produced additional evidence from their own large-scale multi-sector survey for a positive relationship between HRM and performance. But on the basis of their research they also commented that 'senior executives are yet to be convinced, for reasons of skepticism, ignorance or prioritization', and that there is no agreement on a definitive set of "best" practices that will give improved performance'. There are a number of studies conducted in the United States and the United Kingdom aiming to establish the existence of a positive relationship between performance and training.

According to the research carried out by Huselid (1995) on the impact of human resource practices on 968 United States firms, high performance work practices leads to significant reductions in employee turnover and increases productivity. Findings also showed that productivity is determined by employee skills and motivation. Training and development as human resource practices have great impact on employees and their level of performance. Organizations identify the need for training by carrying out training and development needs assessment in performance appraisal.

According to Baron and Armstrong (2002), innovative human resource practices are likely to contribute to improved economic performance only when three conditions are met: when employees possess knowledge and skills that managers lack; when employees

are motivated to apply this skill and knowledge through discretionary means of which can only be achieved when employees contribute towards such discretionary effort.

Training opportunities are motivating factors and sources of intrinsic motivation as they make jobs interesting giving employees higher autonomy, more responsibility and feedback leading to improvement in the quality of goods and services produced (Herzberg, 1995). Training and development upgrades employees skills preparing them for new technologies, ability to operate in teams and interpersonal skills to operate the outcomes achieved on an individual basis.

Increased responsibility on the other hand, autonomy, recognition, development of work modules, provision of objective feedback, job rotation, enrichment, enlargement and upgrading skills through training and increased participation in decision making improves job satisfaction (Locke, 1975). This is supported by Maslow's theory of hierarchy of needs that human motivation is driven by unmet needs. Once the needs are met, one then progresses to the next level of needs. Performance goals can be achieved with the help of high performance work systems which takes into account the factors affecting individual performance and promotes flexibility. They also include vigorous recruitment and selection and recruitment procedures, incentive compensation systems, management development and training needs linked to the needs of the business (Armsrong, 2008).

2.4 Factors affecting workshops as training and developing programmes

Effective workshops call for significant attention to design and preparation to lay groundwork for success (Harris, 1984). Content details for individual workshops clearly

depends upon the particular session. However, workshops share common design and framework. As away of managing the transfer of training Broad and Newstrom (1992) identified three time periods that needs to be considered These are before, during and after training as key and strategic periods .The strategic periods suggested by these authors highlighted the importance of weaving the transfer of training as a process rather than an outcome.

Other authors have developed theoretical models that examine the impact of different training input variables such as trainee characteristics, training design variables, and work environment factors on the transfer process (Baldwin, 1992). Successful transfer of training to the workplace is not solely determined by any one factor as the employees level of motivation and ability to understand and benefit from their training can also be important determinants of the individuals learning outcomes. There are also organizational and contextual factors that are necessary requirements for the effective transfer of training.

Marchin (2000) presents an integrated model transfer of training that describes events before, during and after training that impacts on individual and unit or team learning outcomes and the way in which individual team outcomes subsequently become transformed into organizational outcomes. Some of the factors affecting workshops are; training needs assessment, trainees readiness to learn, the meaningfulness of training resources and employees need for feedback.

2.4.1 Training and development needs assessment

Needs assessment refers to the process used to determine if training is necessary . This is the first step in the instruction design process. If it is poorly conducted, it will not achieve the outcome or financial benefits the company expects. Analyzing training and development needs depends on whether the training is for new or current employees. The main tasks in analyzing new employees training needs to determine what the job entails and to break it down into subtasks, each of which are then taught to the new employees (Dessler, 2008).

Training needs analysis is also defined as a rational process by which an organization determines how to develop or acquire the human skills it needs in order to achieve its business objectives (Werner, 2009).It is therefore anticipatory in nature intending to meet long term organizational objectives. This as a demand led approach where top managers, chief executives and directors are committed to investing in training because they see its importance to the success of their business. The key to the approach is the business plan which establishes the context and mission of the organization.

The training needs analysis should be conducted by a team familiar with the current business and the current and future business needs to ensure that the proposed training corresponds to organizational strategy (Proctor, 1995). The needs assessment is the key stone to analyzing the training needs of the organization. Too often businesses fail to provide an adequate level of training programme to meet the organizations immediate needs. A training needs assessment implemented early in the process can help the

organization to identify the current business environment (Purcell, 1995). Training needs assessment helps to identify gaps in the existing training and procedural reference materials

2.4.1.1 Organizational analysis

Needs assessment typically involves organizational analysis, person analysis and task analysis. Since the goal of needs assessment is to determine, if training needs exists, its important to include managers, trainers and employees in the process (Noe, 2002). Traditionally, only trainers were concerned with needs assessment, however as training increasingly becomes useful in helping the company achieve its strategic goals, training needs assessment today involves upper level managers who include directors, chief executive officers and vice presidents who view the needs assessment process from the broader company perspective. They do not focus on specific jobs but instead identify the role of training in relation to other human resource practices in the organization. They also help to determine if business functions or units needs training (person analysis) and abilities in the workforce that are necessary to meet its strategy and be competitive in the market place.

Middle level managers are more concerned with how training may affect the attainment of financial goals for the units they supervise. There is no rule regarding how many employees should be represented in the group conducting the needs assessment. Its also important to get a sample of job incumbents involved in the process because they tend to be most knowledgeable about the job and they can be a great hindrance to the training

process if they do not feel they have had input into the needs assessment. (Bandura, 1977).

Several methods are used in the needs assessments process. They include observation of employees on the job, interviews surveys, reading technical manuals, working with subject matter experts (SMEs). Experts are able to complete questionnaires designed to identify tasks, knowledge, skills and abilities required to perform a task. Most needs assessment rely on multiple data collection methods. They include interviews, focus groups, surveys, observations and archival records. Others include nominal group techniques, action research and DACUM (Gupta, 2007).

For newly created jobs, trainees often do not have job incumbents to rely on for information. Technical diagrams, simulations and equipments, tasks and conditions under which the job is performed are used instead. No single method is sufficient in collecting information on need for training, multiple methods are usually used. The methods vary in terms of type information as well as the details of the information. These methods include questionnaires, face to face interviews and telephone interviews. With increasing emphasis on total quality management, many companies also use information about other companies training practices (benchmarking to improve their own training practices (Koib, 1984). This is because needs assessments are implemented in complex systems, a change in one level or element of the system can affect other levels and elements. For example a needs assessment within an organization can produce results that contribute to the larger shared society (Dyer, 2003).

According to McGehee (1961), training needs analysis requires more than ‘arm chair’ celebration and suggests analysis at three levels – the organization, the job and the person. Although the needs assessment will usually consist of three distinct investigations, they should have integrated so that they build on each other to produce a complete training needs assessment. Context analysis on the other hand focuses on the business needs or other higher level drivers requiring a need for training (Leggie, 1993). In some business needs team training is based on improved team functionality, effectiveness and communication as required. This approach focuses on the performance of team tasks as opposed to building individual skill sets in a group learning environment.

2.4.1.2 Task analysis

This involves reviewing the job description and specifications to identify the activities performed in a particular job and the knowledge, skills and abilities to perform them (Snell and Bohlander, 2007). The skills and knowledge trainees need can be determined by observing and questioning skilled job holders or reviewing job descriptions. The information is important in selecting program content and choosing the most effective training method. Task analysis involves selection of jobs to be analysed followed by a preliminary list of tasks performed on the job through interviewing and observing expert employees and their managers or others who have already performed task analysis (Mondy 2010).

Job analysis ought to involve validation of the preliminary tasks involving a group of subject matter experts. The person or committee conducting the needs assessment must

decide the level of ratings across dimensions that will determine that a task should be included in the training programme (Locke, 1990). Tasks that are important, frequently performed and of moderate to high level of difficulty should be trained for. Managers and trainers must determine whether or not tasks regardless of how frequently they are performed or their level of difficulty will be included in their training. Once the tasks are identified, its important to identify the knowledge, skills or abilities necessary to successfully perform each task. This information can be collected using interviews or questionnaires. (Lotham, 1988).

2.4.1.3 Person analysis

Person analysis as an aspect of Training needs assessment involves identifying if current performance or employees needs training as a result of changes in the job or use of new technology (Armstong, 2008). A major pressure point for training is poor or substandard performance that may be indicated by customer complaints, low performance ratings or on the job incidents such as accidents or unsafe behaviour. Individual performance is influenced by personal characteristics, input, output, consequences and feedback (Pershing, 2006).

Personal characteristics refer to employees knowledge, skill, ability and attitudes. Input on the other hand is related to instructions that tell employees what, how, and when to perform. Input also involves resources that employees are given to help them perform. They include equipment, time and finances. Output refers to the job's performance standards. Person analysis can be done through interviews or questionnaires. It is

focused on who will receive the training and the level of existing knowledge on the subject within the organization. This is relevant to ensure that training programmes help to meet the individual needs (Baron and Armstrong, 2008).

Task analysis is based on an analysis of the job and the requirements for performing the work. It includes the content analysis of the documents, laws, rules and procedures used on the job tasks. Job analysis provides an understanding of how to structure the training programme and format in order to meet individual needs.

2.4.2 Readiness of employees to learn

Baldwin,(1992) identified three types of individual level variables that could influence training and transfer of outcomes. These include the trainees level of ability, personality characteristics and motivation. An integrated model of transfer of training would include the trainees pre-training level of motivation (an individual level training input) as a determinant of the trainees level of learning (an individual level training outcome). Improving trainees motivation and readiness to benefit from training would be one of the main pre-training interventions aimed at the individual trainee. Examples of pre-training interventions that improve motivation and readiness include: goal setting, participation in decision making and providing feedback concerning the purpose and intended outcomes of training.

Goal setting – goal setting is a powerful technique that has been found to improve performance in many different areas (Locke and Lotham, 1990). Goal setting may assist

trainees to maximize their transfer of training by focusing on the steps required to achieve their longer term career outcomes. However, goals that emphasize higher levels of worker performance may in fact be detrimental to trainee motivation if participation in training is subsequently perceived as a sign that work performance is substandard and if the training programme initially involves publicly demonstrating power task performance and receiving negative feedback from others (Hasketh, 1997). The kind of goals that might improve trainee motivation would be goals relating to the trainees level of participation in training and goals related to the trainees acquisition of new skills.

Participation in decision making – where possible, trainees should be consulted about decisions regarding their attendance at training courses including whether they need to attend, when they need to attend and what mode of attendance would be most suitable for them. However, participation in decision making may not have a positive impact on trainees motivation unless the trainees input is reflected in the training that they receive. Baldwin,(1992), found that where the trainees input was not reflected in the training they received, the level of trainees pre-training motivation decreased as well as the trainees performance during training.

Provision of information about training – Trainees need to be given accurate information about the nature of the training programme to help them to develop realistic expectations regarding the training programme. Subsequent fulfillment of these expectations have been found to create higher levels motivation, self efficacy and organizational commitment (Pershing, 2006). Organizations should ensure that trainees receive positive

messages regarding the benefits of each training programme in a particular organizational setting as long as the expected benefits are relevant to the trainee and are likely to be realized and therefore enhance self efficacy. Self efficacy is a persons judgement of their capabilities to organize and execute courses of action required to attain a specified level of performance (Bandura, 1997).It plays a powerful role in determining the choices that people make, the effort they will expend, how long they will persevere in the face of the challenge and the degree of anxiety they experience. strong feelings of efficacy can motivate intensification of effort and persistence in the face of setbacks. Self efficacy is one of the determinants of whether an individual will benefit from training and transfer their training to the workplace.

The reinforcement theory based on the work of skinner (1974) emphasizes that people are motivated to perform or to avoid certain behaviours because of past outcomes that have resulted from those behaviours. From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, change behaviour, or modify skills, the trainer needs to identify what outcomes the learner finds most positive. people must therefore be supported with proper learning process in order for them to develop proper relevant skills, knowledge and abilities that leads to appropriate performance.

Social learning theory states that effective learning requires social interaction since we all participate in groups of people with shared expertise. Bandura (1977) views learning as a series of information processing steps set in training by social interactions. Social learning theory suggests that persons cannot learn by observation unless they are aware

of the important aspects of a models performance. Learners must remember the behaviours or skills they observe while managers ought to learn behaviours that allow employees to be more participative in performance appraisal.

This is supported by Maslow and Alderfers needs theories which helps to explain the value that a person places on certain outcomes. A need is a deficiency that a person is experiencing at any point in time. A need motivates a person to behave in a manner to satisfy the deficiency. According to this theory, trainers should identify trainee needs and communicate how training programme content related to fulfilling these needs. At the same time, if certain basic needs of trainees. e.g. physiological and safety needs are not met, trainees are unlikely to be motivated to learn. Another implication of the needs theory is related to providing employees with a choice of training programmes.

2.5 The meaningfulness of Training Resources

Depending on whether the program is purchased or designed by the organization, preparation of Training resources is necessary (Desmore,2009).If a training programme is purchased from an outside vendor, training materials such as books, handouts and videos will usually be part of the package. Programmes designed in house will require the preparation of materials if the programme is similar to past training programmes, those materials may simply need to be modified to fit into the current programme.

Preparations begin with announcements to inform the target audience and to indicate the purpose of the programme, when and where it will be held and how the employee can

qualify to participate in the programme. Sufficient lead time should be given to employees so that they can adjust their schedules (Werner, 2007). Typically, announcements are mailed individually to employees or sent through supervisory channels, newsletters or organizations intranet (Noe,2001).Some organizations designate bulletin boards for announcing training opportunities or make use of electronic mail systems.

Programme announcements are followed by programme outlines which communicates content, goals and expectations for a programme. The programme outline can be used to establish behavioural expectations including punctuality, attendance, work habits, class participation and courtesy towards other trainees. Most trainers rely on a training manual or textbook for a basic instructional materials, readings, exercises and self tests (Armstrong, 2009). Some documents are organized into modules that make it easy to organize the training programme into sessions. Textbooks provide abroad treatment of the subject. Trainers who choose to use textbooks need to conduct publishers to identify whether individual modules can be purchased separately, how useful other trainers found the item and how easily the item can be customized to the needs of their organization.

Training manuals on the other hand can be readily produced by an organization with the help of desktop publishing softwares. Even so, unless there is a large demand for the manual, it is usually less expensive in the long run to purchase a commercially produced manual, if one is available. Many times, trainers do not have the luxury of choosing the perfect training site, rather they use their evaluation of training site to familiarize

themselves with the sites strength and weaknesses in order to adjust the training programme, and the physical arrangement of the site (McGehee, 1961).

Training through the use of technology has greatly impacted on the delivery of training programmes (Snell and Bohlander, 2008). This means that many training sites involves instructor and trainee controlled equipment. Presenters have access to a video cassette recorder, compact disc player, cassette decks and document cameras. Through the internet, employees in organizations can ask questions and access information. Laptops connect employees to web-based training designed to help them to gain prerequisites for training sessions as well as follow-up information after they attend training. Instead of presenting content, trainers major role becomes devoting time on coaching, providing feedback and monitoring progress of trainees (Sloman, 1994). Trainers can use the computer to ask questions about what trainees find difficult in a particular training session. These responses can then be shared with other trainees or used to guide the trainer.

Organization of the training site is important in ensuring effective training process. The arrangement ought to be based on an understanding of the desired type of trainee interaction and trainee trainer interaction. If training emphasizes total group discussion with limited presentation, and no small group interaction, a conference type arrangement may be most effective. On the other hand, if training involves knowledge acquisition, with lecture and audio-visual presentation being the primary training method used, traditional classroom type setting is appropriate (Vere and Butler, 2007). It allows for

trainee interaction with the trainer. The only shortcoming however is that it makes it difficult for trainees to work in teams especially if the seats are not movable to other locations.

The choice of the training site is equally important. The room design should be considered well in advance of the session in order to meet the training needs. The training site ought to be free from noise from either heating or air conditioning systems from adjacent rooms and buildings. The main source of lighting should be fluorescent lights. Incandescent lighting should be spread throughout the room. Meeting room chairs should have wheels, swivels and backs that support the lower lumbar region.

Mcgehee and Thayer (1961) identifies the following elements as being key in enhancing the meaningfulness of the training; the use of identical elements (making the training setting similar to the work setting), teaching of general principles (outlining a principle that can be applied across a range of problems/situations, provision of stimulus variability (using a variety of examples to illustrate a principle and the conditions for practice (how often the trainees practice the tasks and the kind of feedback provided.

Identical elements – many studies have demonstrated that transfer of learning occurs most often between highly similar situations, but that there is little positive evidence of transfer generalizing to different situations (Singley and Anderson, 1989). In order to maximize psychological fidelity, the equipment, materials and procedures used in training ought to be similar to those used in the work place.

Stimulus variability – The use of a variety of examples during training to illustrate a principle is a strategy that may assist trainees to develop an understanding of general rules that could be transferred to other situations. The trainees do this by learning to recognize the common features of the examples. Brown (1998) identified the need for trainees to differentiate between the structural and surface components of situations. Trainers may incorporate stimulus variability into training by providing different examples and highlighting important features of each example, letting them know what to do and what not to do and being aware that trainees may experience initial confusion but that this does not translate into poorer performance on the transfer task unless they fail to demonstrate mastery of the training content.

Spacing training over a number of sessions so that the number of training sessions are separated by other activities have been found to benefit the long term retention of learning. However, there is a strong tendency in many organizations for training sessions to be grouped, that is, conducted all within one time period with no other activities between sessions. While trainees receiving massed practice may appear to demonstrate satisfactory learning outcomes, this is usually only the case for when short term results are considered. (Druckman and Bjork, 1991).

General principles – The teaching of general principles or problem solving strategies can be applied across a range of problems or situations. It focuses on assisting learners to develop abstract schemas that can be applied across a number of different types of situations. It's a "high road approach to transfer". Hesketh (1997) suggested that in

order to enhance understanding of a principle, training should incorporate strategies designed to capture the trainees attention, provide feedback about the accuracy of the trainees knowledge structures and to direct the trainees attention to similar examples from their own experiences so that the trainee can make connections between strategies that have been effective across different situations.

Conditions of practice - According to Baldwin 1992), areas that were included under conditions of practice were issues such as the degree of over learning (how long the trainees continue to practice their tasks) the frequency and type of feedback, the distribution of practice (how often the trainees practice their tasks) and whole versus part learning (how complex tasks are simplified during training).

Over learning involves continuing practice well beyond the point at which trainees are able to successfully perform a task. This is related is to the likelihood that materials learned during training will be retained after training. While there is an initial positive effect on the transfer, of the benefits of over-learning appear to weaken with time. Trainees Also need to over-learn those task components that are consistent across a range of transfer conditions (Proctor and Dutta, 1995). Over-learning is therefore suggested as a strategy that is best used for tasks that are routine and where the structure of the tasks remains consistent after training such as with standard pieces of equipment.

2.6 Employees need feedback

Feedback is information about how well people are meeting the training objectives. To be effective, feedback should focus on specific behaviours and be provided as soon as possible after the trainees behaviour. Also positive trainee behaviour should be reinforced. The use of video tapes is a powerful tool for giving feedback. Trainers should view the video with trainees, provide specific information about how behaviours need to be modified and praise trainee behaviours that meet objectives, (Thor, 2001).

Performance problems can result when employees do not receive feedback regarding the extent to which they meet performance standards. Employees need to be given specific, detailed feedback of effective and ineffective performance (Armstrong, 2009). For employees to perform the standard, feedback needs to be given to employees frequently not just during yearly performance evaluation. Feedback provides control over the design and delivery of training activities. Feedback to the participants during the training will be an essential part of the learning process.

Timely feedback to the trainers about the effectiveness of particular methods and about the achievements of the objectives set for the programme help in the development of the programme currently being run and those planned for future occasions. Good communication of measured results allows leadership to be exercised at all levels of the organization. An organization cannot claim to be data driven if the data, information and knowledge that result cannot be understood and applied by responsible persons (Thor, 2001).

Feedback – is regarded as one of the most important strategies by which learning is improved. When feedback is gradually reduced during skill acquisition, the individual learner is encouraged to develop self regulatory skills that enhance their ability to generalize their learning beyond the original task. Klunger and Delvisi (1996) warned that if feedback focused the individual attention away from the task towards more general processes, it may promote a superficial level of understanding and have a negative effect on transfer. Hasketh (1997) noted that a distinguishing feature of experts is the accuracy of their own self assessments. Provision of feedback cues may therefore enhance learning and transfer if the feedback initially specifies how task performance may be improved and if the trainee learns to recognize their own performance.

Other factors affecting a training programme have also been identified. Several researchers have examined the relationship between work related attitudes and pre-training motivation. Noe, (2002) suggested that career and job related attitudes such as career exploration and job involvement were important influences on employees pre-training motivation. Organizational commitment may also have a positive link to pre-training motivation. This is the individuals sense of attachment to the organization and the actions they take as a result of the commitment. Individuals who are committed to the values and goals of the organization have higher levels of pre-training motivation. Kane (1996) found that organizational commitment was positively related to pre-training performance expectations and training desires. Therefore organizational commitment may be an indicator of trainees level of readiness to undertake and benefit from training.

Holding, (1991) also identified aspects of the work environment that may impact on transfer as including; situational constraints, support from ones supervisor and peers and opportunity to use ones knowledge and skills on the job. Goldstein ,(1992)developed a model of the transfer climate which was composed of situational cues (for example, goal, social, task and self control cues) and several types of consequences (for example, positive feed back, punishment and no feedback) situational cues serve to remind trainees of their training or provide them with opportunities to use their training. Where a more positive transfer climate exist, trainees demonstrate significantly more trained behaviours even after controlling for learning and unit performance.

Forgarty (2000) suggested that there are different strategies that trainers and supervisors would use to enhance the positive aspects of the climate for transfer and reduce the negative aspects of the climate. This includes: providing trainees with specific goal cues that target improved performance resulting from the transfer of training, providing trainees with social cues where supervisors and fellow workers are supportive of the trainees attempts to transfer their training, providing trainees with appropriate task (structural cues) such as access to equipment or resources that are essential to the transfer of the training, providing positive reinforcement such as recognition in a company letter to trainees who demonstrate better performance through the transfer of their training.

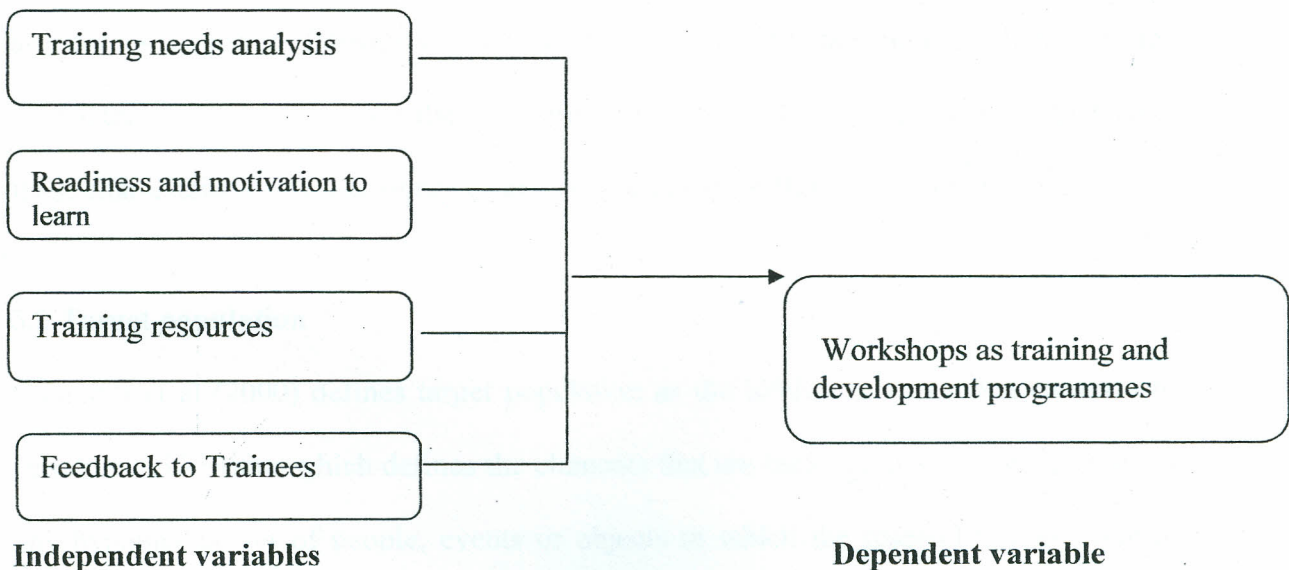
2.7 Conceptual framework

This is a model explaining the relationship between variables (dependent and independent variables). Mugenda (2003) defines an independent variable as one that a

researcher manipulates in order to determine its effects on another variable. Dependent variable on the other hand is one that varies as a function of the independent variable.

The independent variables in this case are the factors affecting workshops while dependent variables are workshops as training and development programmes. Workshops as training and development programmes can be effective if needs assessment programmes are in place, employees are motivated and ready to learn. At the same time, training resources are available and feedback is provided to employees after training ensuring effectiveness.

Fig 1:1 Factors affecting workshops as training and development programmes



Source: Author 2011

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section discusses the research design, target population, sample design, methods of data collection, analysis, presentation and the expected output.

3.1 Research design

This study adopted a descriptive approach involving a case of Kenya Electricity Generating Company. According to Schindler and Coopers (2003), descriptive studies are more formalized and typically structured with clearly stated hypothesis or investigative questions. A descriptive design therefore provides great depth of responses resulting in better and elaborate understanding of the phenomenon under investigation. It also serves a variety of objectives such as description of phenomenon or characteristics associated with a subject population, estimation of portions of a population that have these characteristics and discovery of association among different variables.

3.2 Target population

Churchill et al (2000) defines target population as the totality of cases that conform to certain specifications which defines the elements that are included in the target group. Its any hypothetical set of people, events or objects to which the researcher may wish to make generalization of the results of the study.

The target was the staff of Kenya Electricity Generating Company within the Information Communications. Technology department who were 200 in total. This was according to

the firms Human Resource records 2011. On the basis of the group that was to give information relevant to the study, the ICT department was chosen as the target group. According to the Human resource manager employees of the ICT department are trained frequently due to the changes in technology over time as compared to other departments within the organization.

3.3 Sampling design/procedure

A sample is a small portion of the target population. Sampling on the other hand is a process of selecting a given number of subjects from a defined population .Any statement made about the sample should also be true of the population (Schndler and coopers, 2004). Anvy et al (1972) recommends that a sample size of between 10-20% is acceptable in a descriptive research while Kothari, (1985) recommends that a sample size over 30 percent is a fair representation of the population. According to the Human resource records of KENGEN – 2010-2011 the ICT department has 200 employees. A sample size of 40% was randomly chosen for study. This sample size was chosen in order to increase the numbers and for the sample to be a fair representation of the population.

3.4 Methods of data collection

The research was carried out using both primary and secondary methods. Primary data was obtained from respondents through the use of structured questionnaires that were given to the respondents for filling. The questionnaires contained both open and closed questions. Secondary data was obtained from the company records such as manpower

planning manuals, recruitment records and the company's information management information systems.

3.5 Data analysis

According to Yin (1994), data analysis consists of examining, categorizing, tabulating or otherwise recombining the evidence to address the initial propositions of the study. Before processing the responses the researcher went through completed, questionnaires to ensure completeness and consistency. The data was then coded. This entailed reviewing of the transcripts and giving labels because coding turns qualitative data (texts) into quantitative data as recommended. Statistical Package for Social Sciences was used for data analysis. This is a comprehensive, intergrated collection of computer programmes for managing, analysing and displaying data. The request for data analysis was communicated using standard descriptive commands.

3.6 Data presentation

After the data was analyzed, it was interpreted and inferences made were presented descriptively using charts, frequency tables and percentages.

3.7 Expected output

The study explored the factors affecting workshops as training and development programmes in Kenya Electricity Generating Company. It was expected that the results of the research at KENGEN would help improve the way workshops are conducted to enhance their effectiveness.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESULTS

4.0 Introduction

This chapter presents an analysis of findings of the research. Several descriptive analyses were made to achieve the objective of the study which was; to carry out an investigation of factors affecting workshops as a training and development programme at Kenya Electricity Generating Company (Kengen). From the study and the population target of 80 respondents, they all answered to the questionnaire comprising of 100% response rate.

4.1 General information

Gender

Table 4.1; Gender of the respondents

		Frequency	Percent
Valid	Female	33	41.3
	Male	46	57.5
	Total	79	98.8
Missing	System	1	1.3
Total		80	100.0

(Source: Field data)

The above data shows the findings on the respondents gender in the organization. The researcher found out that majority of the respondents were males as indicated by 57.5%, while 41.3% were females. This shows that majority of employees in Kengen within the ICT department are males. The figure below can also be used to represent the information above.

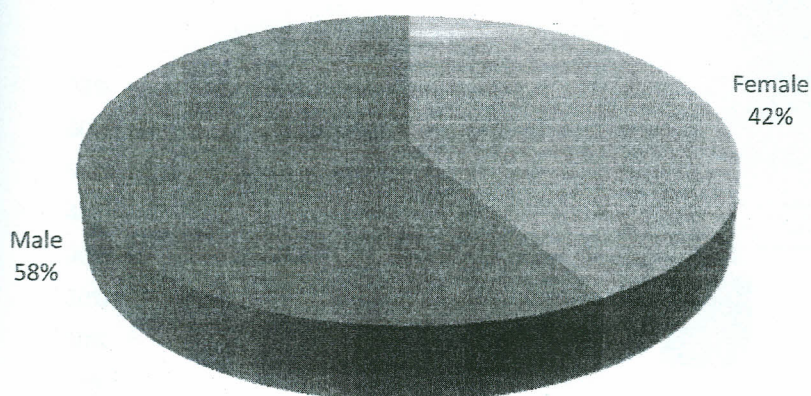


Figure 4.1: Gender (Source; Field data)

Age Bracket

Table 4.2: Age of the respondents

		Frequency	Percent
Valid	Between 30 - 35 years	17	21.3
	Between 35 - 40years	49	61.3
	Above forty	14	17.5
	Total	80	100.0

(Source: Field data)

The study also investigated on the age bracket of the respondents. From the findings in the above table, the researcher found out that majority of respondents were 35-40 years as indicated by 61.3%, 21.3% were aged between 30-35 years while 17.5% of the respondents were above 40 years.

This information shows that the employees of KENGEN comprised of elderly people who were above 35 years. The bar-graph below can be used to represent this information.

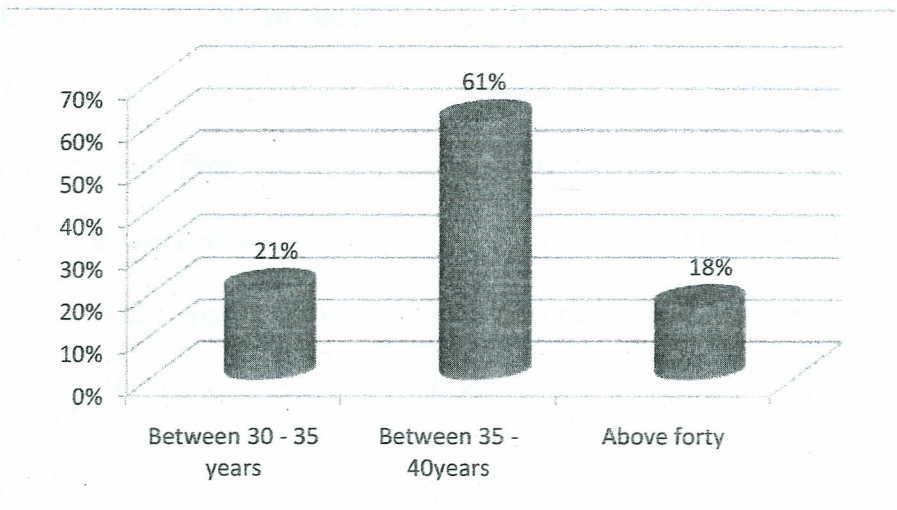


Figure 4.2: Age (Source: Field data)

Level of Education

Table 4.3: Respondents level of education

		Frequency	Percent
Valid	Diploma	6	7.5
	Post secondary	18	22.5
	Degree	46	57.5
	Masters	8	10.0
	Total	78	97.5
Missing	System	2	2.5
Total		80	100.0

(Source: Field data)

The above table shows the findings on the respondents level of Education. From the findings, the researcher found out that majority of respondents were degree holders as shown by 57.5%, 22.5% were post secondary, 10.0% were masters degree holders while 7.5% of the respondents said that they were Diploma holders from the research findings, no respondent indicated having attained the PhD level of education.

Duration of service in the organisation

The researcher also sought to investigate the duration the respondents had served the organisation. From the figure below, majority of respondents had served the organisation for 6-10 years as shown by 55.0%, 35% had served the organisation for 11-15 years, 7.5% for 2-5 years while a small percentage of employees represented by 2.5% had served the organisation for over 20 years.

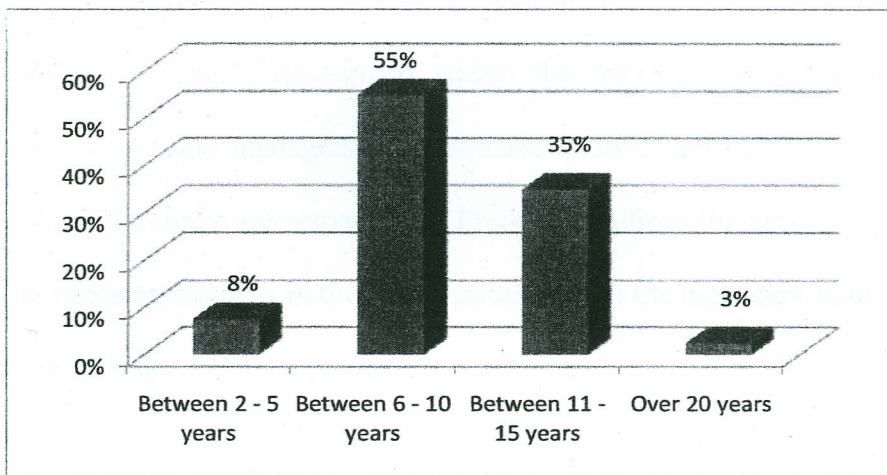


Figure 4.3; Duration in the organisation (Source: Field data)

4.2 Training a development needs assessment

Table 4.4: Why the organization carries out training needs assessment

		Frequency	Percent
Valid	To identify problems	23	28.8
	New technology	18	22.5
	Organization strategy for continuous improvement	39	48.8
	Total	80	100.0

In the above table, the researcher requested the respondents to indicate reasons why the organization carries out training needs assessment. From the findings in the above table the researcher found out that the key reason why the organization carries out needs

assessment is because it is its strategy for continuous improvement. This is indicated by majority of respondents as shown by 48.8%, 28.8% said that it is done to identify performance problems while 22.5% said its due to new technology. From the findings above, its clear that the organisation carries out training and development needs assessment mostly as its strategy for continuous improvement among other reasons.

Who is responsible for carrying out needs assessment

In the figure below, the researcher asked the respondents to identify people in charge of carrying out needs assessment within the organisation. From the findings, 48% of respondents said managers are responsible, 30% said employees are responsible While 20% said trainers are responsible. From the findings the bigger responsibility of carrying out needs assessment in the organisation lies on the managers however, this work is done even by trainers and employees.

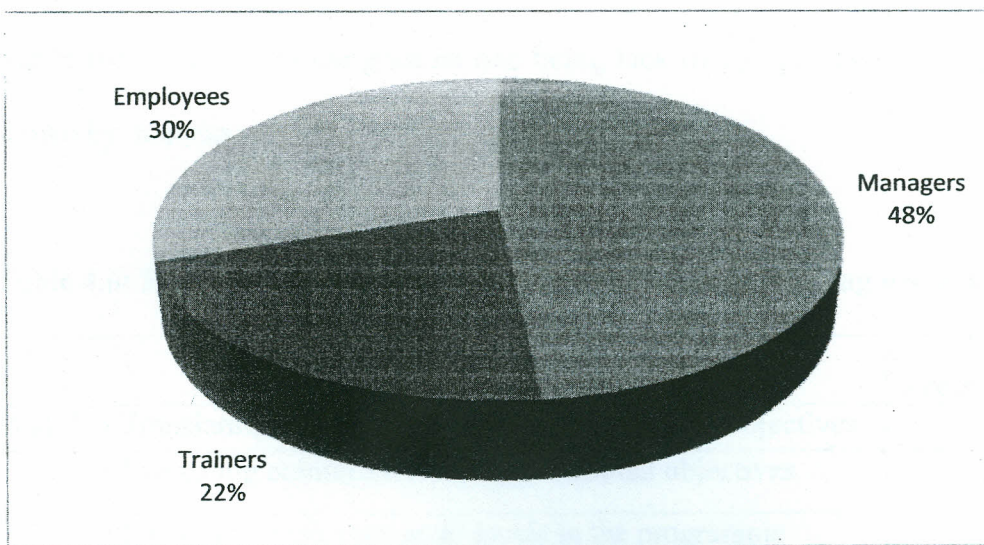


Figure 4.4: Who is responsible for carrying out needs assessment

Table 4.5: Challenges to effective training

		Frequency	Percent
Valid	None	1	1.3
	Lack of co-operation among managers	31	38.8
	Lack of funds	29	36.3
	Lack of co-operation among employees	18	22.5
	Lack of enough time	1	1.3
	Total	80	100.0

In the above table, the researcher requested the respondents to indicate some of the challenges to effective training needs assessment. From the findings in the above table, 38.8% said that the challenge is lack of co-operation among managers, 36.3% said that its lack of funds, 22.5% said its lack of co-operation among employees, 1.3% of respondents said the challenge is lack of enough time while a small percentage of respondents as shown by 1.3% said there is no challenge to effective needs assessment. From the research findings above, its clear that there are challenges to effective needs assessment within the organization the greatest one being lack of co-operation among managers as shown by majority of responses represented by 38.8%.

Table 4.6: How the organizations can enhance effective training needs assessment

		Frequency	Percent
Valid	Translating all organizational goals to training objectives	19	23.8
	Enhancing commitment to organizational objectives	31	38.8
	Involving employees at all levels in the programme	30	37.5
	Total	80	100.0

Source: Field data

In the above table, the researcher requested the respondents to identify ways in which the organisation could enhance effective training needs assessment.

From the findings above, majority of respondents said that effective needs assessment can be enhanced through enhancing commitment to organisational objectives as shown by 38.8%, 37.5% said it can be enhanced by involving employees at all levels in the programme while 23.8% said effective needs assessment can be enhanced by translating all organisational goals to training objectives.

From the findings above, effective training needs assessment can be enhanced in different ways one of them being enhancing commitment to organisational objectives as indicated by majority of responses represented by 38.8%.

4.3 Trainees Readiness to Learn

Table 4.7: Whether the organisation prepares employees for training

		Frequency	Percent
Valid	No	15	18.8
	Yes	63	78.8
Missing	System	2	2.5
Total		80	100.0

In the above table, the researcher requested the respondents to indicate whether the organisation prepares them for training. From the findings above, 78.8% of respondents said that the organisation prepares them for training while 18.8% said that the organization does not prepare them for training.

How the organisation communicates about training programmes

In the figure below, the researcher sought to find out how the organisation communicates to the employees about training programmes from the findings, majority of respondents represented by 45.5% said that the organisation communicates through individual mails to employees, 37.5% said through the organisation’s intranet, 12.5% company newsletters, 3.6% through bulletin boards while a small percentage represented by 0.9% did not respond to this item. Its clear the organization communicates about workshops through different methods but mainly through mails to individual employees.

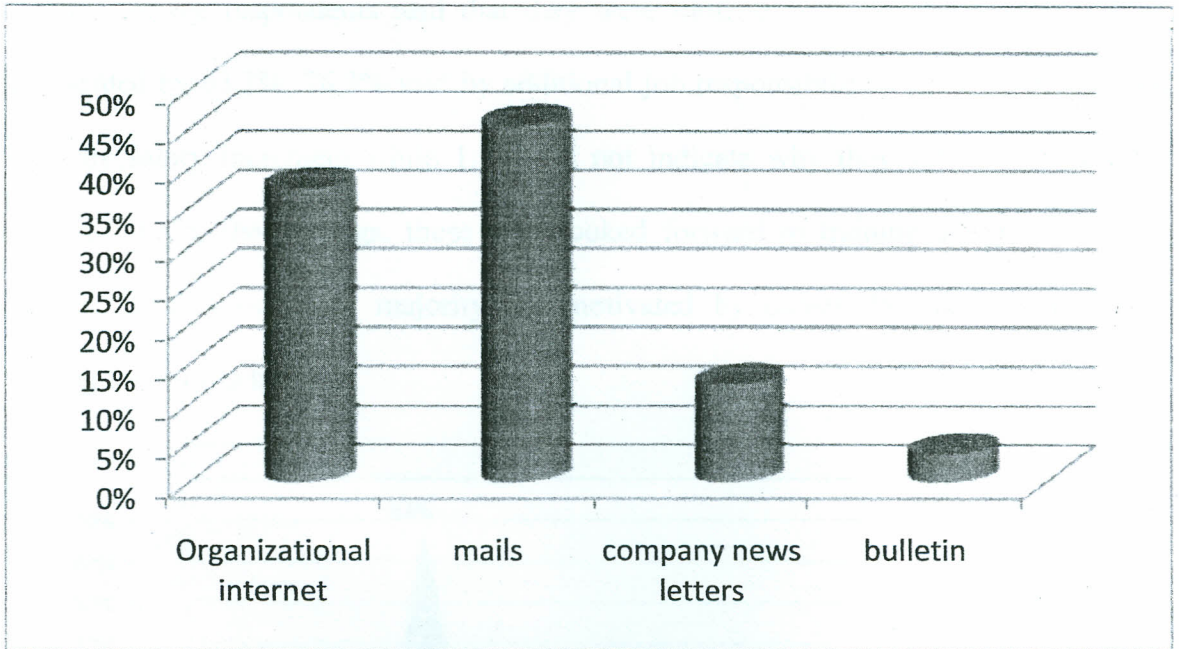


Figure 4.5: How the organisation communicates about training programmes

Table 4.8: Looking forward to training

		Frequency	Percent
Valid	No	1	1.3
	Yes	79	98.8
	Total	80	100.0

In the above table, the researcher sought to find out whether respondents looked forward for training.

From the findings, majority of respondents as shown by 98.8% looked forward for training, while 1.3% of the respondents said that they did not look forward for training.

Motivation to look forward to training

The respondents who said that they looked forward for training were requested by the researcher to identify the reason why they were motivated to look forward to training. Majority of the respondents said that they were motivated by career development as represented by 63.2%, 26.3% said by additional job responsibilities 6.3% by promotion, 3.2% by salary increment while 1.1% did not indicate why they looked forward for training. From the findings, those who looked forward to training are motivated by different factors however, majority are motivated by career development therefore looking forward to training.

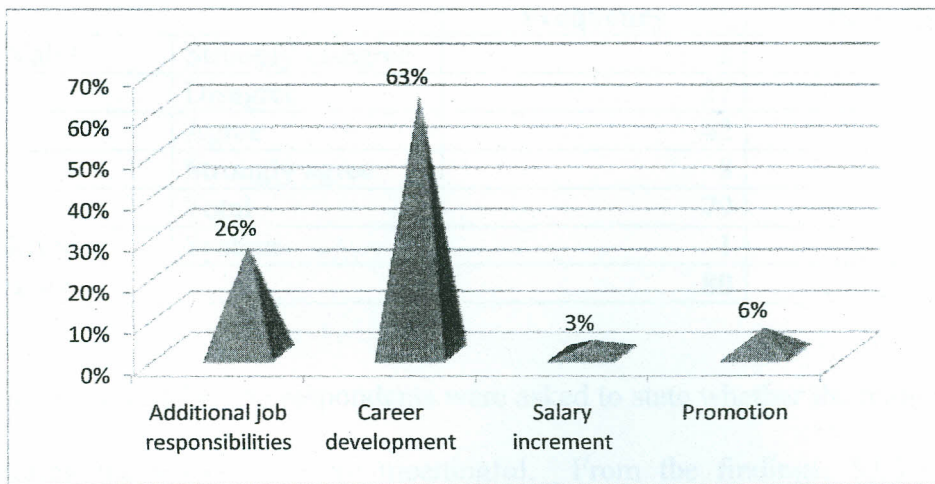


Figure 4.6: Motivation to look forward to training

Table 4.9: Needed more knowledge and skills from workshops

		Frequency	Percent
Valid	Strongly disagree	7	8.8
	Disagree	32	40.0
	Agree	39	48.8
	Strongly agree	2	2.5
	Total	80	100.0

In the table above respondents were requested to state whether they needed more knowledge and skills from the workshops.

From the findings, 48.8% of the respondents agreed that they needed more knowledge and skills, 40.0% disagreed, 8.8% disagreed while 2.5% of respondents strongly disagreed with the fact that they needed to acquire more knowledge from the workshop.

Table 4.10: Whether the materials received during the workshop were useful.

		Frequency	Percent
Valid	Strongly disagree	2	2.5
	Disagree	27	33.8
	Agree	42	52.5
	Strongly agree	8	10.0
	Total	79	98.8
Missing	System	1	1.3
	Total	80	100.0

In the above table, the respondents were asked to state whether the materials they received during the workshop were meaningful. From the findings, 52.5% agreed that the materials given were meaningful, 33.8% disagreed, 10.0% disagreed while 2.5% of respondents strongly disagreed with the meaningfulness of the training materials.

Table 4.11: Whether trainees clearly understood workshop objectives

		Frequency	Percent
Valid	Strongly disagree	2	2.5
	Disagree	22	27.5
	Agree	43	53.8
	Strongly agree	12	15.0
	Total	79	98.8
Missing	System	1	1.3
Total		80	100.0

In the above table, respondents were also requested to state whether they understood workshops objectives. From the findings, majority of respondents represented by 52.8% agreed that they understood workshop objectives, 27.5% disagreed, 15.0% strongly agreed while 2.5% strongly disagreed while 1.3% of the respondents did not respond to this item.

Table 4.12: Whether trainees were motivated and ready to learn during the workshop

		Frequency	Percent
Valid	Strongly disagree	3	3.8
	Disagree	14	17.5
	Agree	46	57.5
	Strongly agree	16	20.0
	Total	79	98.8
Missing	System	1	1.3
Total		80	100.0

The respondents were further asked whether they were motivated and ready to learn during the workshops. From the findings, 57.5% of respondents agreed that they were

motivated and ready to learn 20% strongly agreed, 17.5% disagreed, and 3.8% strongly disagreed while 1.3% did not respond to this item.

4.4 Training Resources

Table 4.13: How organisation obtain its training resources

		Frequency	Percent
Valid	Purchasing training materials	59	73.8
	Designing/in-house training resources	21	26.3
	Total	80	100.0

The study also sought to find out how the organisation obtains its training resources. From the findings, majority of responses indicated that the organisation obtains its resources through purchasing, this is shown by 73.8% while 26.3% of responses indicates that the organization uses in house training resources

Some of the training resources commonly used during workshops

The researcher sought to find out some of the training resources commonly used during training . From the results of the research, 42.1% of respondents said they used books and handouts during workshops, 19.0% said videos, 19.0% said charts, 16.7% said slides while 3.2% did not respond to this item.

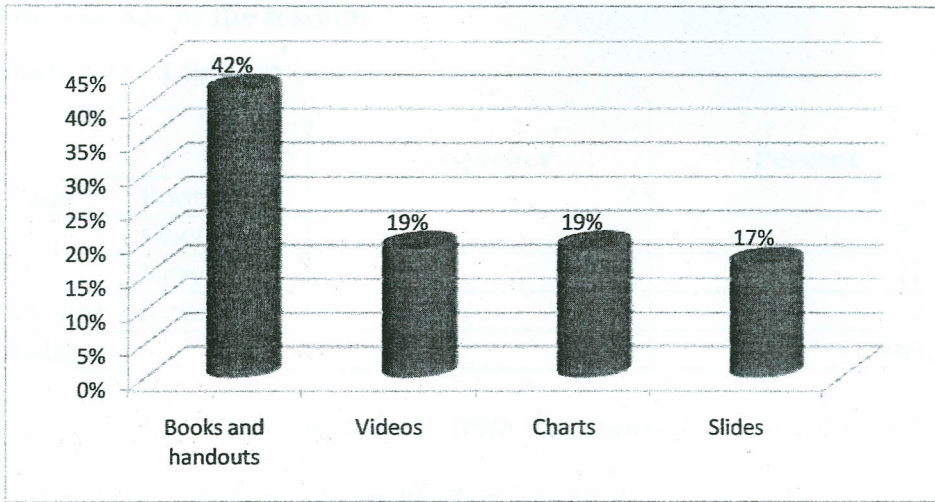


Figure 4.7: Some of the training resources commonly used during workshops

Trainee activities during the workshops

The researcher requested the respondents to identify trainee activities during workshop sessions. From the findings, 39.9% of respondents said the main activities included practical sessions using key behaviours, 23.9% said discussions, 19.6% said listening, 16.7% observation.

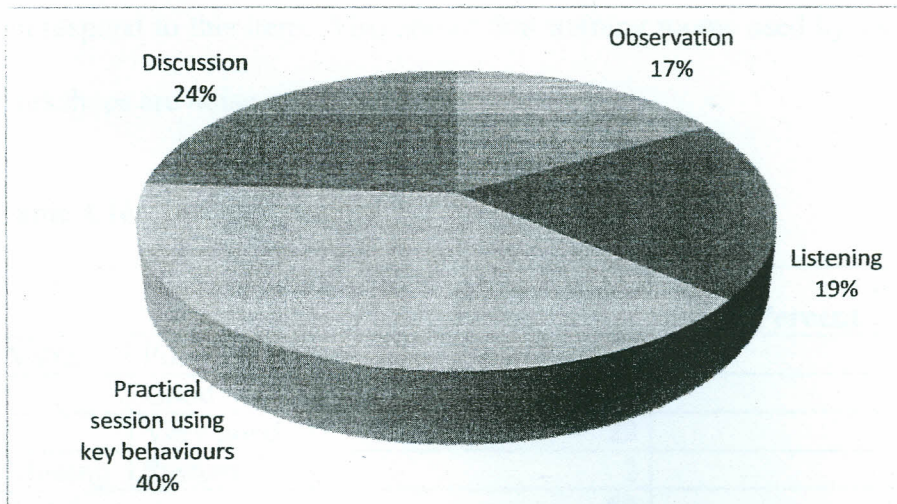


Figure 4.8: Trainee activities during the workshops

Conveniency of the training site

Table 4.14: Lighting

		Frequency	Percent
Valid	Poor	2	2.5
	Good	58	72.5
	Very good	18	22.5
Missing	System	2	2.5
Total		80	100.0

The researcher sought to find out from the respondents the conveniency of the training sites during workshops. From the findings 72.5% said that the lighting was good, 22.5% said very good, 2.5% said poor while 2.5 of the respondents did not respond to this item.

Table 4.15: Noise

		Frequency	Percent
Valid	Poor	4	5.0
	Good	52	65.0
	Very good	22	27.5
Missing	System	2	2.5
Total		80	100.0

The researcher also sought to establish whether the training rooms were noise proof. From the findings, 65.0% said it was good, 27.5% very good, 5.0% poor while 2.5% did not respond to this item. This shows that training rooms used by the organisation during workshops are noise proof.

Table 4.16: Room structure

		Frequency	Percent
Valid	Poor	2	2.5
	Good	54	67.5
	Very good	22	27.5
Missing	System	2	2.5
Total		80	100.0

The researcher sought to establish the structure of the rooms used for workshops. From the findings, 67.5% said that the room structure was good, 27.5 very good, 2.5% poor while 2.5% did not respond.

Table 4.17: Meeting room chairs

		Frequency	Percent
Valid	Poor	3	3.8
	Good	50	62.5
	Very good	25	31.3
Missing	System	2	2.5
Total		80	100.0

The researcher also sought to establish the conveniency of the meeting room chairs. From the findings, 62.5% said the chairs were good, 31.3% very good, 3.8% poor while 2% did not respond.

Table 4.18: Wall and flour covering

		Frequency	Percent
Valid	Good	55	68.8
	Very good	23	28.8
Missing	System	2	2.5
Total		80	100.0

The respondents were requested to identify the condition of the walls and the floor covering of the rooms used for training. From the findings, 68.8% said good, 28.8% said very good while 2.5% did not respond to this item.

Table 4.19: Electrical outlets

		Frequency	Percent
Valid	Poor	1	1.3
	Good	52	65.0
	Very good	25	31.3
Missing	System	2	2.5
Total		80	100.0

Similarly, respondents were requested to identify the condition of electrical outlets in the training rooms. From the findings 65.0% said good, 31.3% very good, 1.3% said poor while 2.5% did not respond to this item.

Table 4.20: Whether the instructor wanted trainees to learn

		Frequency	Percent
Valid	Strongly disagree	3	3.8
	Disagree	10	12.5
	Agree	31	38.8
	Strongly agree	34	42.5
Missing	System	2	2.5
Total		80	100.0

Respondents were requested to state whether in their opinion, they felt the instructor wanted them to learn. From the findings, 42.5% strongly agreed to the question, 38.8% agreed, 12.5% disagreed, 3.8% strongly agreed while 2.5% did not respond.

Table 4.21: Whether trainees were comfortable asking questions

		Frequency	Percent
Valid	Strongly disagree	9	11.3
	Disagree	14	17.5
	Agree	29	36.3
	Strongly agree	26	32.5
Missing	System	2	2.5
Total		80	100.0

The researcher sought to find out whether respondents were comfortable asking questions. From the findings 36.3% agreed to the question, 32.5% strongly agreed, 17.5% disagreed. 11.3% strongly disagreed while 2.5% did not respond.

Table 4.22: Whether the instructor was prepared

		Frequency	Percent
Valid	Strongly disagree	5	6.3
	Disagree	10	12.5
	Agree	37	46.3
	Strongly agree	26	32.5
Missing	System	2	2.5
Total		80	100.0

The researcher also requested the respondents to state in their opinion whether the instructor was prepared. From the findings 46.3% agreed that the instructor was prepared, 32.5% strongly agreed, 12.5% disagreed, 6.3% strongly disagreed while 2.5% did not respond.

Table 4.23: Whether what was learnt was useful to the trainees' job

		Frequency	Percent
Valid	Strongly disagree	4	5.0
	Disagree	6	7.5
	Agree	43	53.8
	Strongly agree	25	31.3
Missing	System	2	2.5
Total		80	100.0

In the above table respondents were asked to state whether what was learnt was learnt in workshops was useful for their jobs. From the findings 53.8% agreed that what they learnt was useful for their job, 31.3% strongly agreed, 7.5% disagreed, 5.0% strongly disagree while 2.5% did not respond.

Table 4.24: Whether facilities and equipment made it easy to learn

		Frequency	Percent
Valid	Strongly disagree	8	10.0
	Disagree	9	11.3
	Agree	30	37.5
	Strongly agree	30	37.5
Missing	System	3	3.8
Total		80	100.0

The researcher sought to establish whether the facilities and equipment used during workshops make it easy to learn. From the findings 37.5% of respondents agreed that the facilities and equipment made it easy for them to learn, 37.5% strongly agreed, 11.3% disagreed, 10.0% strongly disagreed while 3% did not respond.

Table 4.25: Organisation's quality of services

		Frequency	Percent
Valid	Low	1	1.3
	Average	2	2.5
	High	64	80.0
	very high	13	16.3
	Total	80	100.0

In the above table, the researcher requested the respondents to rate the organizations quality of services in relation to other firms. 80% of the respondents said that the quality of services is high, 16.3% said very high, 2.5% average while 1.3% said poor.

Table 4.26: Whether they attributed the quality of services to the workshops

		Frequency	Percent
Valid	No	2	2.5
	Yes	78	97.5
	Total	80	100.0

The respondents were further asked whether they attributed the quality of the organisations services to workshops attended. From the findings, 97.5% of respondents attributed the quality of the services to the workshops attended while 2.5% of respondents did not.

Table 4.27: Rating the firm in terms of employee training

		Frequency	Percent
Valid	Poorer	1	1.3
	Same	11	13.8
	Better	64	80.0
	Best	4	5.0
	Total	80	100.0

In the table above, respondents were asked to rate the organization against competing firm in terms of employee training and development programmes. From the findings, 80% said that the organization services are better, 13.5% said they are the same, 5.0% said they are the best while 1.3% said they are poorer.

4.5 Opportunities for Feedback

Table 4.28: Importance of opportunities for feedback after training

		Frequency	Percent
Valid	To enhance performance standards	17	21.3
	As a means of evaluation	34	42.5
	To help employees decide on their performance standards	24	30.0
	To identify corrective measures	4	5.0
Missing	System	1	1.3
Total		80	100.0

In the table above, the respondents were requested to state the importance of feedback after training. From the findings, 42.5% said feedback is important as a means of evaluation, 30.0% said it helps employees to decide on their performance standards, 21.3% said it enhances performance standards, 5.0% aid its important in identifying corrective measures while 1% of respondents did not respond to this item.

Table 4.29: Who is responsible for performance feedback

		Frequency	Percent
Valid	The job itself	9	11.3
	Trainers	31	38.8
	Managers	40	50.0
	Total	80	100.0

In the table above, respondents were asked to identify the sources of feedback in the organization. From the findings, 50% said that managers are responsible for performance feedback, 38.8% said trainers are responsible while 11.3% said that the job itself is responsible for performance feedback.

CHAPTER FIVE
SUMMARY OF RESEARCH FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study findings, conclusion and recommendations for further research. This study sought to carry out an investigation into factors affecting workshops as training and development programmes in organizations. The investigation was carried out in KENGEN.

5.1 Summary of findings

The study aimed at establishing factors affecting workshops as training and development programmes at KENGEN. Key factors identified were as follows: Training and development needs assessment, trainees readiness to learn, meaningfulness of training resources and opportunities for employees to receive feedback. The researcher used a questionnaire to achieve its objectives.

The first objective was to establish the importance of training and development needs assessment before implementing workshops. From the findings, its clear that KENGEN carries out training development needs assessment as part of its strategy for continuous improvement. This is done by managers. This process is however hampered by lack of co-operation among managers. The organization can however enhance effective needs assessment through focusing on its commitment to organizations objectives. The second objective was to find out if the readiness of employees influences learning during

workshops. From the findings, KENGEN prepares its employees for workshops. Communication about training programmes is done in many ways but mostly through letters to individual employees. Majority of the employees look forward for training motivated by career development however, some employees do not look forward to training.

The third objective was to determine if the meaningfulness of training resources affects the outcome of workshops. From the findings Kengen mostly purchases its training resources which are used during workshops. Some of the materials used include books and handouts. Attempts are made to ensure that resources and facilities are meaningful to enhance learning. This has improved the organizations quality of services comparison in to the other competing firms.

The fourth objective was to find out the importance of feedback in improving performance after workshops from the findings, feedback is provided to employees after training by managers as a means of evaluation.

5.2 Conclusions

Workshops as training and development programmes are affected by a number of factors. From the findings, the researcher can conclude that effective workshops call for significant attention to design and preparation before, during and after training. From the findings, training needs assessment, trainees readiness to learn, the meaningfulness of

training resources and opportunities for feedback affect workshops as training and development programmes.

5.3 Recommendations

This study investigated a few factors affecting workshops. Further studies should therefore be carried out on other factors that can affect workshops as training and development programmes.

This study was carried out in a service industry. Similar studies should be done in other industries to establish factors affecting workshops.

Similar studies may also be carried out in private institutions.

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SECTION B. TRAINING AND DEVELOPMENT NEEDS ASSESSMENT

6. Why does the organization carry out training needs assessment before implementing workshops?

- A To identify performance problems []
- B New technology []
- C Organization strategy for continuous improvement []
- D New legislation []
- E Others (specify) _____

7. Who is responsible for carrying out needs assessment?

- A Managers []
- B Trainers []
- C Employees []
- D All the above []
- E Others (specify) _____

8. In your opinion what are the challenges to effective training needs analysis?

- A Lack of co-operation among managers []
- B Lack of funds []
- C Lack of co-operation among employees []
- D None of the above []
- E Others (specify) _____

9. How can the organization enhance effective training needs assessment process?

- A Translating all organizational goals into training objectives []
- B Enhancing commitment to organizational objectives []
- C Involving employees at all levels in the programme []
- D Others (kindly specify) _____

SECTION C: TRAINEES READNESS TO LEARN

10. Does the organization prepare employees for training?

- Yes [] No []

11. How does the organization communicate about training programmes?

- A Organizations intranet
- B Mails to individual employees
- C Company newsletters
- D Bulletin boards
- E Others (specify)

12. Do you look forward to workshop training?

- Yes No

13. If Yes, what motivates you?

- a) Additional job responsibilities
- b) Career development
- c) Salary increment
- d) Promotion
- e) Others (specify) _____

14. Indicate the extent to which you agree or disagree with each statement using the scale

Below:

Strongly Disagree (1) Disagree (2) Agree (3) Strongly Agree (4)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) I needed to acquire more knowledge and skills from the workshop.				
b) The materials received during the course were useful				
c) I clearly understood the course objectives				
d) I was motivated and ready to learn				

SECTION D. TRAINING RESOURCES

15. How does the organization obtain its training resources?

- A Purchasing training materials
- B Designing/ in-house training resources

16. What are the some of the training resources commonly used?

- A Books and handouts []
- B Videos []
- C Charts []
- D Slides []
- E Others (specify) _____

17. What are the trainee activities during the workshop training?

- A Observation []
- B Listening []
- C Practical session using key behaviours []
- D Discussions []
- E Others (specify) _____

18. How do you rate the conveniency of the training site using the scale below?

Very Poor (1) Poor (2) Good (3) Very Good (4)

	Very Poor	Poor	Good	Very Good
A Lighting				
B Noise prove				
C Room structure				
D Meeting room chairs				
E Wall and floor covering				
F Electrical outlets				

19. Indicate the extent to which you agree or disagree with each statement using the scale below

Strongly Disagree (1) Disagree (2) Agree (3) Strongly agree (4)

- A I felt the instructor wanted us to learn []
- B I was comfortable asking the instructor questions []
- C The instructor was prepared []
- D What I learnt in the course is useful for my job []
- E The facilities and equipment made it easy to learn []

20. How do you rate the organizations quality of services?

- A Very high []
- B High []
- C Average []
- D Low []
- E Very low []

21. Do you attribute the quality of services to the workshops attended?

- Yes [] No []

22. Relative to competing firms, how do you rate the firm in terms of its employee training and development programmes?

- A Best []
- B Better []
- C Same []
- D Poorer []
- E I don't know []

SECTION E: OPPORTUNITIES FOR FEEDBACK

23. How important are opportunities for feedback after training?

- A To enhance performance standards []
- B As a means of evaluation []
- C To help employees decide on their performance standards []
- D To identify corrective measures []

24. Who is responsible for performance feedback?

- A The job itself []
- B Trainers []
- C Managers []
- D Peers []