TRAINING AND DEVELOPMENT AT
KENYA POWER AND LIGHTING COMPANY

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STUDENT’S DECLARATION

I, the undersigned, declare this is my original work and has not been submitted to any other College, Institution or University other than the USIU in Nairobi for academic credit.

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This project has been presented for examination with my approval as the appointed supervisor

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ABSTRACT

Effective training and development is the key to the success of any organisation. It is therefore necessary that organisations have clear policies to attain success. A key component in ensuring a successful shift in rapidly changing environments is a training and development policy that is aligned to proactive response in order to ensure the organisations long term survival, profitability and growth.

In 1996, KPLC embarked on a re-engineering process to adapt to liberalisation and globalisation of the power sector. Training and development was identified as playing a key role in its success. Although the volume of training and development increased in the years since, a study has not been conducted to analyse the training and development trends in relation to overall corporate direction.

The study found that numerous valuable programmes were conducted between 1996 and 1998. However, structured training needs analysis, career development planning and succession planning were not carried out.

Without a structured needs analysis tool impact evaluation is difficult as there are no specific predetermined parameters against which to evaluate. Although the training has had a positive impact, it is not easy to determine the quantitative or qualitative correlation between training carried out and organisational objectives.
CHAPTER I
INTRODUCTION

1.1 Background

Kenya Power and Lighting Company is a limited liability company responsible for the transmission and distribution of electricity throughout Kenya. Prior to October 1997, it owned some small hydro power stations, some standby thermal plants, transmission lines and the entire distribution system. KPLC was also responsible for the generation of electricity through Kenya Power Company (KPC) although the power stations belonged to various development bodies.

Following statutory changes enacted in 1997, power generation function of Tana River Development Corporation (TRDC), Tana and Athi Rivers Development Authority (TARDA) and Kerio Valley Development Authority (KVDA) was transferred to KPC. Kenya Power Company was later renamed Kenya Electricity Generating Company (KenGen). In addition, Electricity Regulatory Board (ERB) was established. This marked the first phase of the liberalisation of the electric utilities sector.

In line with the changes and in anticipation of further liberalisation the company redefined its vision and mission. The vision of KPLC is "to achieve world class status as a quality service business enterprise so as to be the first choice supplier of electrical energy in a competitive environment." The mission statement is "to efficiently transmit and distribute high quality electricity throughout Kenya at cost effective tariffs; to achieve the highest standards of customer service; and to ensure the company's long term technical and financial viability."
As a result, the management of KPLC embarked on a programme to build a new image of an efficient and highly responsive organisation, especially with regards to customer care. This was based on the premise that the success and public image of KPLC will depend largely on the quality of service delivered to both internal and external customers. One of the primary tools or mechanisms identified as key to the change process was training and development. 1996 therefore marked the beginning of an increase in training.

1.2 Theoretical Framework

Of all organisational resources, human resource has the biggest impact on the success of any organisation as it manages all other resources towards achieving corporate objectives. In this regard, staff training and development is vital for the success of organisations including gaining competitive advantage. Ideally, appropriate training and development provides a vehicle for imparting new values, attitudes, skills and knowledge. Training that changes peoples’ thinking and understanding should precede or be a part of the training programmes. Training should focus not just on specific tasks and procedures but also on the organisation’s vision and goals that is, the overall process design, roles and responsibilities in making it work and support structures that would help employees succeed.

With increasing liberalisation and globalisation, a clear training and development policy is important. Training and development provides an avenue for exposure to global trends, performance improvement increased efficiency and effectiveness. Benefits of systematic training include the provision of skilled manpower for the organisation, improvement of existing skills, improvement in job performance, improved service to customers, greater commitment of staff as a result of improved motivation amongst others. Generally, appropriate training and
development results in improved performance not only of the individual, but also of the section and organisation as a whole.

1.3 Statement of the Problem

In 1996, KPLC embarked on a re-engineering process to cope with liberalisation and globalisation of the power sector. The role of training and development was identified as key to the success of the re-engineering process. Although the volume of training increased between 1996 and 1998, a study has not been conducted to analyse the training and development trends in relation to overall corporate direction. The company invested KShs 260,755,322 in training and development both locally and overseas but it has not been established whether these are clearly tied to organisational objectives. To date, the return on investment in training has not been evaluated both quantitatively and qualitatively. There is therefore need to evaluate or audit the management processes of the training function so as to determine how well training is linked to corporate objectives.

1.4 Objective of the Study

The general objective of the study is to investigate the link between the management of the training function and corporate objectives at KPLC. In this regard, the following questions research questions are used:

1. How are training needs at KPLC identified?
2. What were the training trends between 1996-1998 that is, which types training or courses were held and how much was spent?
3. Does training evaluation take place?
CHAPTER II
LITERATURE REVIEW

2.1. Definition of Terms

Training refers to the planned and systematic effort to modify or develop knowledge, skills, values, attitudes, and motivation through the learning process to achieve effective performance in current activities. Rothwell and Kenzas (1989) define training as consisting of short-term efforts to ensure that individuals have the skills and competence to carry out their existing jobs. According to Nadler (1984), the skills, knowledge, and attitudes learned in training activity must be clearly identified and there must be opportunities for direct and immediate application of what has been learned.

Development refers to the planned and systematic effort to modify or develop knowledge, skills, values, attitudes, and motivation through the learning process to achieve effective performance in future activities. Employee development makes individuals agents for organisational and group change. Nadler (1984) defines development as organised learning over a given period of time to provide the possibility of performance change.

Kretner et al (1990) define training and development as the process of changing the employees' attitudes and/or behaviour through some type of structured experience. According to Phillips (1996) training is an important human resource function that can contribute directly to an organisation's productivity and profitability. Training should shape the behaviour of individuals to some predetermined goal. Such goals should be determined by the needs of the organisation (Odrione, 1971).
2.2. Review of Relevant Literature

Training is very important in a changing environment as it enables employees to cope with developments and ensure the organisations survival. Demurs, Russ et al (1996) maintain that it is crucial to give employees the proper tools to deal with change, before, during, and after it occurs.

The increase in training and development in KPLC is an indication of the growing appreciation of its strategic role. Howard (1994), states that one gets a sense of how seriously an organisation is concerned with its perpetuation by the attention it gives to from a management and executive development programs, to assignments for training and development, to the money it invests on such programs and to the degree of systematic effort it makes to ensure its own adaptive perpetuation.

This strategic role cannot be understated. Indeed, as Cozijsen and Vrakking (1993) state, building up skills and firm capabilities are so important to the long-term success with technology that firms must make learning a priority. These capabilities include an array of tacit firm specific skills and a knowledge base of technology and market behaviour. Maidment (1993) states that organisations need to develop human resources if they are to remain competitive. To ignore the development potential of the employees is to court disaster not only for the employee but for the organisation as well.

One of the principles of an effective training programme is to have systems of evaluation and feedback. Tracey (1992) argues that management must constantly check to see if the training needs are really being satisfied and if the methods used are working. In order to appreciate fully the impact of training, evaluation should be done at various levels. Phillips (1996) recommends the following levels:

1. Participants reaction during and at the end of training.
2. Job application
3. Actual results such as improved productivity and quality
4. Return on investment.

Measuring behaviour change is a challenge. According to the New Zealand Association of Training and Development (NZATD, 1998) six steps must be in place to ensure behavioural change. These are:

1. Recognition by participants of the need to change behaviour
2. Understanding by participants what exactly is the required behaviour
3. Self assessment of the participants' skill level - compared to that of a high achiever
4. Practise the skill and gain feedback
5. Job application and goal setting to transfer the skill back to the job
6. Follow up and support to monitor the learning

Effective management development programs help students (learners) take a system’s view of their organisations, including reviewing how major functions effect each other. Assignments include recognising and addressing effects of one’s actions on their entire organisation.

Training people to fulfil their roles and perform their functions in ways that are consistent with the company’s goals is crucial for organisational success according to Kinlaw (1995). He further argues that training and development is linked to empowering people with the following key competencies so as to meet that organisational goals:

1. Business competencies such as skills for:
   - Thinking, planning and acting strategically
- Understanding economics of the company, that is profit, debt, share value and others
- Managing financial resources
- Developing business skills
- Changing environments and markets

2. Performance improvement competencies such as skills for:
   - Technical mastery of job tasks
   - Designing improvement projects
   - Tracking and measuring personal performance
   - Tracking and measuring supplier performance
   - Tracking and measuring customer satisfaction

3. Personal competencies such as skills for:
   - Thinking analytically and using a variety of rational problem solving methods
   - Facilitating the empowerment of self and others
   - Managing continuous learning for self
   - Being a superior team leader
   - Being a superior team player and member
   - Managing interpersonal conversations and interactions for positive results
   - Coaching others
   - Influencing others

2.3. Linking Training to Organisational Visions, Mission and Objectives

According to Burns (1996), training as a mechanism for change is unlikely to succeed on its own. This is because it concentrates on the individual and not the
organisational level. As Burke (1980) argues, although training may lead to individual changes and in some cases small group change, there is scant evidence that attempting to change the individual will in turn change the organisation. For training to be effective it must be linked to the corporate vision and mission.

It is important to plan training such that a “critical mass” of trained employees is developed. If only a few people receive quality training they will have a difficult time gaining co-operation from those who do not yet understand the concepts. It is therefore important to train large numbers of staff and not just a few.

According to Kinlaw to determine how well an organisation is conducting its training the following questions should be answered:

1. How has the management of training been modified to empower staff in line with redefined organisation objectives?
2. Has a training programme for empowerment been developed?
3. What training has been provided and to whom?
4. What are the evaluated results?

Robbins (1982) states, it is not enough to assume that any training an organisation offers is effective. Substantive data needs to be developed to determine whether the training effort is achieving its goals that is correcting the deficiencies in skills, knowledge and attitudes. He goes on to say that training is a learning experience that seeks a relatively permanent change in an individual that will improve his ability to perform on the job.

It is therefore important to establish what the organisational long and short term goals are and the skills, knowledge and attitudes required to achieve the goals. These should then be used as a foundation of determining gaps between the existing skills knowledge and attitudes and desired ones. How to effectively bridge the gaps
through training can then be determined. As much as training should be tied to the vision and mission of an organisation, it is important to note that training is meant to assist individuals meet the organisational objectives. Training to meet organisational objectives without assessing skill, knowledge and the attitude gaps is likely to be ineffective. According to Kelly (1994), employees should be surveyed to determine their needs and try to fulfil those needs in the light of the organisational objectives.

Training should always be aimed at concrete payoffs in terms of employees results and effectiveness (Kelly 1994). These payoffs should be derived from the company’s objectives. Broad business strategies should always guide the organisation in setting training priorities.

Tom Peters in the book Thriving on Chaos (1989), states that the workforce is undisputedly the organisation’s principal asset. Every day its overall level of useful skills as well as its commitment and energy is either increasing or decreasing relative to that of the competition. The operative strategic question is what has the organisation done to enhance (or at least insure against decline of) the relative overall useful-skill of the workforce? The answer to that question lies in a number of other questions. How relevant is the training to tomorrow’s needs? Who should be trained? How much will be spent? How would the competition answer those questions?

Meister (1994) states that the chief objective of much of Japanese training is to spread the philosophy, culture and traditions of the company and then to impart skills related to specific jobs. Japanese companies view training as a life long endeavour necessary for competitive dominance in the global market place. Meister further says that to build a world-class workforce, the goals of training should be tied to the strategic needs of the organisation.
Kelly (1994) found that at the Ritz Carlton Hotel Corporation in the United Kingdom (UK), training is viewed as an investment and not an expense towards achieving its goal of delivering high quality cost effective service. In a service business as in any other business, the way to cut costs is to avoid having to repeat tasks. Because of the time it demands if a job is not done right, extra staff and other resources must be employed to correct the error. The Ritz Carlton Hotel provides 126 hours of training on quality to all employees. The goal is to turn every employee into a “quality engineer” trained to spot and correct defects on the spot. According to Kelly, the training has paid off because employees have the ability to analyse processes and to make continual improvements that prevent “defects” when they happen.

Motorola has turned to training to stay competitive in its high-tech markets (Peters, 1989). The firm’s leadership in United States of America (USA) semiconductor products is supported by an allocation of over 2.5 percent of its staff costs to training. Motorola documented the savings from the statistical process control methods and problem-solving methods they had trained their people in and found that they were running a rate of return of about 30 times the dollars invested.

Training can play a crucial role in determining the extent to which an organisation succeeds or fails in managing change. In the 1960s and 1970s, General Electric used training as the flagship for strategic change on several occasions. Inflation accounting, strategic planning and technology management courses spearheaded major strategic programs in each area. Hewlett-Packard successfully followed a similar approach with manufacturing, marketing and strategic planning in the 1980s (Peters, 1989).
Richard Lee of the Institute of Personnel Development (IPD) UK, argues that companies should focus less on the immediate financial return from the money spent on training and more on the cost to the organisation of what no or inadequate training would be (Human Resources Management International Digest, Vol. 7, 1999). The Institute of Personnel Development examined the benefits that four British organisations - Frizzell Financial Services, International Computers Limited, Royal Mail Anglia and Yamazaki Machinery UK- got from their training policies. The research focused on two types of return, that is, “pay back” and “pay forward”. The former is defined as a measurable financial return. The latter looks for benefits such as staff identifying more closely with the company’s objectives and better team or individual behaviour.

From his assessment of the four firms, Lee found that firms which believe in training seem to share the following characteristics:

1. Where proof of pay back is required, this is linked to behavioural change which has been specified in detail and to which the line manager is committed.

2. Training is actively supported by the chief executive and senior management who perceive training as being beneficial to them in their operational roles and in terms of their own development.

3. Training is seen as supporting business strategy and in some cases may be an input to it.

4. Specific objectives for training form the basis of a contract between the human resources development specialist and the managers.

5. Performance appraisal and career development mechanisms support individual training interventions.

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2.3.2 The Case of Rover Group United Kingdom

Sir Graham Day, former chairman of Rover, UK (Cannon, 1996) said that in the mid 1980s many, particularly in the manufacturing sector, became aware that their international competitiveness was being negatively impacted by the static knowledge and skills of their people at all levels. Rover's need to step up training and establish a learning organisation came from the imperative to secure the organisations survival. This now contributes to Rovers increasing competitiveness and value as a group.

In the 1970s and 1980s Rover was rocked by several strikes and financial problems. It was also plagued with the image of poor quality and design and high costs. In April 1995, Rover announced record profits and turned itself into one of Europe's leading companies (Burnes, 1996). The transformation is attributed to several factors amongst them training. Rover through a partnership with Honda, changed its view of employees from its greatest liability to its greatest asset. The company recognised that rapid development of new models and attendant changes in processes and techniques required massive retraining of the workforce. Rover redefined its mission to "to achieve extraordinary customer satisfaction". From this it adopted a new training mission statement - "the purpose of personnel within Rover is to achieve success through people and the purpose of the personnel team is to gain success for the business through the success of its people".

Training was therefore developed on the basis of the new mission. The company reviewed its training approach and established a group with the sole purpose of directing, co-ordinating and developing the company's learning initiatives.

Employee surveys prior to this had shown that:

1. Employees did not feel the best use was being made of their talents.
2. Did not feel that they were being prepared for faster more radical change than
the company had so far experienced.

3. Employees felt that they were not well informed about opportunities for involvement development and progression in Rover.

The unit charged with training had the following specific objectives which were to:

1. Distinguish Rover group as the best in Europe for attracting, retaining and developing people.

2. Emphasise the view that people are its greatest asset.

3. Gain recognition by its own employees that the company’s commitment to every individual had increased.

4. Unlock and recognise employees talents and to make better use of these talents

5. Improve the competitive edge of the company.

According to Burnes (1996), the change in performance at Rover was largely attributed by the organisation and analysts to its new attitude toward staff and the move to create a learning organisation.

2.3.2 The Case of General Motors Corporation

In 1982, General Motors (Cannon 1996) begun a partnership through training with its staff in order to deal with poor productivity at its Lakewood Plant in the USA. This involved a two week pre-start up training programme for everyone following a long shut down during the recession of the early 1980’s. It also involved a training programme that gave 3,000 staff 360,000 hours of training. Overall success indicators found that one of the results of the training was a drop in absenteeism from 25 percent to 9 percent between 1982 and 1985. This contributed to improvement in productivity and customer delivery satisfaction.

The Human Resources Management Magazine (Vol. 7, No, 1999) poses the question “can training be linked with tangible improvements in business
performance?” The effectiveness of leadership development training for the Service Parts Operations (SPO) division of the General Motors Corporation was measured in a similar way to that used by medical establishment in testing the effectiveness of new drugs. The results provided strong evidence that the benefits of the training far outweighed its costs.

Twenty-one percent productivity improvement resulting in a US$ 4 million saving were among the benefits of the leadership development training at General Motors’ SPO. Training was conducted after identifying existing competencies and identifying weaknesses. Training was then commissioned to improve supervisory and leadership skills at all SPO sites if it could be demonstrated to be cost effective. Information was collected at the pilot site before and after the training. A control group of four similar sites also took part in the measurement exercise to isolate the effects of the training from other factors.

Measurement tools, including an employee environmental assessment survey, were used to measure the effectiveness of the training. The pilot scored worse than the other sites in the control group which immediately preceded the training. After the training however, the pilot site improved dramatically while ratings at the other sites actually declined.

The environmental-assessment survey showed particular improvement at the pilot site in:

1. The importance attached to continuous improvement.
2. The amount of interdepartmental co-operation.
3. The way in which top management demonstrated to work.
4. The resources given employees to enable them work effectively.
Both management and employee satisfaction showed greater improvement at the pilot site than at other locations in the control group. Analysis revealed that most of the improvement in employee satisfaction at the pilot site was because of the way in which managers responded to people development issues after their training.

Before the leadership training took place, business performance at the pilot was 15 percent worse than at the sites in the control group. After the training however, the pilot site performed better than the control group on schedule attainment, errors ordered per line, lines shipped per hour, health safety and absenteeism. Productivity at the pilot site improved by 21 percent and brought about almost US$ 4.4 million savings in the operating budget.

The pilot site was the only one to improve both culture and business performance during the time the training was taking place. The measurement team also examined whether the training provided value for money. The costs included consulting fees, expenses and training materials. But because employees wages were an ongoing expense, training and coaching time were not included as a cost.

Although the measurement system used at General Motors SPO was sophisticated it raises the following questions:

1. How much of the productivity improvement can actually be attributed to the leadership training?

2. What are the savings in dollar terms resulting from improvements in quality, Health, safety, schedule attainment and absenteeism?

3. What is the true impact of better culture on profitability?

Although specific amounts of money cannot be tied to each of these issues the overall productivity improvement of 21 percent is very significant.
2.4 Training Needs Analysis

In order to effectively evaluate the management of the training function, it is important to explore the process of diagnosing training. What are the goals or objectives? As mentioned earlier, training should be derived from gaps between existing and desired skills, knowledge and attitudes. Effective evaluation can only take place if specific areas needing improvement have been identified and measurable outcomes of the training have been defined.

According to Jevries et al (1996), to perform a job effectively, one requires to:

1. Know what to do (specifications)
2. Know how to do the job (skills and knowledge)
3. Be equipped with the necessary tools (resources)
4. Know how well it needs to be done (measurement and comparison)
5. Be able to effect it (involvement)
6. Want to do it (motivation)

Identifying shortfalls in each of these can assist in identifying possible areas for training intervention.

However, it is important to note that organisations should not limit themselves to identifying gaps or the “deficiency model”. Indeed as Armstrong (1998) argues, the “deficiency model” implies that training is only about putting things right that have gone wrong. Training is and should be more concerned with identifying and satisfying development needs. The training strategy should take a long term view of what skills, knowledge and competence levels the company needs. A well managed training function is closely linked to long-term strategy and should therefore be proactive rather than reactive.
Armstrong goes on to state that training needs should be analysed first for the organisation as a whole that is, corporate needs; second, for departments, teams, functions or occupations within the organisation that is, group needs; and third, for individual employees.

Figure 1: Training Needs Analysis

Source: Jevries, 1996

Armstrong argues that there are four methods of Training Needs Analysis (TNA) which should be considered to effectively plan training interventions. These are:

1. Analysis of business and human resource plans
2. Job analysis
3. Performance appraisals
4. Training surveys

The broad indicators in business and human resource plans should be translated into specific training plans. Job analysis for training purposes assists in the identification of performance standards and competences needed to perform a job competently and thus meet the performance standards.
Performance reviews should evaluate the level of performance, employee strengths and weaknesses, identify specific areas for improvement and any interventions required including training. Training surveys are useful in assessing the extent to which existing training arrangements meet training needs. Employees attitudes/opinions to the management of training can also be gathered through surveys to provide training feedback.

While training needs should be diagnosed at the beginning of any training programme, evaluation of training should be done after the training especially when the employee has had the opportunity to put into practice what has been learnt.

According to Jevries to diagnose training effectively it is necessary to look at the following areas:

1. **Goals:** What is there that needs improvement?
2. **Objectives/Competencies:** What knowledge and skills should be developed?
3. **Learning Process:** How should the objectives be achieved and what sort of training should be conducted?
4. **Resources and Support:** What resources will be needed and from where?
5. **Evaluation:** What are the indicators of achievement?
6. **Success Criteria:** Which of the following measures will be used to ensure the training has been successful?
   - Quantitative improvements
   - Qualitative improvements
   - Ability to use new skills
   - The use of new techniques
   - Feedback from others
   - Change in attitudes/attributes
Although training is crucial for effective change and performance management, it is important to note that training is not the only solution to addressing shortfalls in effectiveness and efficiency of an organisation and its staff. It is important for an organisation to diagnose a situation and identify all the contributing factors. Thereafter appropriate solutions should be sought. This is because training on its own may not be effective unless other factors such as organisation structure, culture, supervision, tools, equipment and technology are addressed. Koontz and Weihrich (1990) state that organisational diagnosis should be conducted prior to determining the type of intervention required.

Figure 2: Organisational Diagnosis

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Problem recognition -> Organisation diagnosis -> Feedback
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Development of change strategy
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Interventions
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Measurement and evaluation
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Source: Koontz and Weihrich, 1990

2.5 Evaluation of Training

According to Dressel (1976), evaluation is both a judgement on the worth or impact of a programme, procedure or individual and the process whereby that judgement is man made. In the context of this study, evaluating the management of training at KPLC, is the process of supplying and analysing the information that will lead to the improvement of training in the company.

There are various forms of evaluation including internal and external evaluation (Kipsang, 1997). Internal evaluation such as the one being undertaken in
this study is normally done by a member of staff. However, although internal evaluators may be more conversant with functions of the organisation, they may be influenced by lack of objectivity and other conflicts of interest (Morant, 1981).

Mathur (1980) observed that mechanisms must be established for periodic monitoring of outputs of training activities. Qualitative and quantitative evaluation of individual and organisational impact assessment should take place.

According to Armstrong (1998), it is at the planning stage that the basis upon which each category of training is to be evaluated should be determined. He goes on to say that evaluation can be difficult because it is often hard to set measurable objectives and even harder to collect the information on the results or to decide the level at which evaluation should be made.

Hamblin suggests that there are 5 levels or aspects of training which should be evaluated. These are:

1. Reactions of trainees to the training experience itself. How useful or even how enjoyable they think the training is, what they think of individual sessions, speakers and what they would like put in or out.

2. Learning evaluation. That is, measuring what employees have learnt as a result of their training.

3. Job behaviour measures the extent to which employees have applied their learning on the job. This refers to the assessment of the amount of transfer of learning that has taken place from an off-the-job programme to the job itself.

4. Organisational unit. That is, measuring the effect of changes in the job behaviour of employees on the function of the part of the organisation in which they are employed. This may be in terms of output, productivity, quality or sales turn over.
5. Ultimate value evaluation aims to measure how the organisation as a whole benefited from the training in terms of greater profitability, survival or growth. It is related to the criteria by which the organisation judges its efficiency and its success or failure. The difficulty is assessing how far training has contributed to the ultimate levels.

As Hamblin points out, the five levels are links in a chain. If any link in the chain snaps the next level cannot be achieved. Although evaluation can be done at any stage, the last two are the most difficult to evaluate. Indeed Armstrong argues that it may be difficult if not impossible to measure the effect of training in these respects. However, it may be desirable to work backwards to find out what went wrong at earlier levels if the ultimate benefits from training are inadequate.

2.6 Training and Development at Kenya Power and Lighting Company

As mentioned in Chapter I, KPLC's mission is to efficiently transmit and distribute high quality electricity throughout Kenya at cost effective tariffs; to achieve the highest standards of customer service; and to ensure the company's long term technical and financial viability. The changes in the perceived role of the training and development function at KPLC can be attributed to performance problems, market demands and reorganisation or re-engineering.

A training policy was developed and documented in 1997 based on the philosophy that people are the most valuable asset and the attainment of corporate objectives depends on how efficiently and effectively the staff carry out their responsibilities (KPLC Training Policy, 1997). The policy document states that it is the policy of the company to promote the development of skills, knowledge and attitudes of its human resources in the most equitable and efficient manner by:

1. Allocating the necessary human, material and financial resources.
2. Systematically planning its training based on short and long term needs of the company for the improvement of its services to customers and fulfilment of skill requirements.

3. Evaluating programmes regularly to determine the extent to which training and development activities are contributing to the achievement of company objectives.

4. Making training an integral part of the human resource management process.

The policy document further states that the KPLC's training mission is “to enable the company achieve its objectives through staff development by enhancing requisite knowledge, skills and attitudes”. Its specific training objectives are to:

- Develop staff capacity for efficient and effective performance of their jobs.
- Prepare staff for career development and succession.
- Inculcate the desired corporate work culture.
- Induct all new staff to company operations.
- Help staff adapt to change.

Various forms of training methodology are used including on-the-job training, seminars, conferences, workshops, attachment and correspondence. Both in-house and external training programmes are organised. Training may take place locally or overseas. As per the training policy, employees are bonded for various lengths of time if they attend specialised training, training that takes more than 6 months or that costs more than KShs 50,000 (Training Policy, 1997).

According to the KPLC training policy, responsibility for training of each employee rests with his/her divisional head. However, central co-ordination is vested in the Human Resources and Administration (HR&A) Division. The training budget is therefore held by this division. The policy also caters for employees to pursue self-
development opportunities. In order to qualify for reimbursement of money spent on such training, prior approval should be obtained from the HR&A division. Where study leave is required, the HR&A division in consultation with other divisions determines whether to give paid or unpaid study leave.

Organisational records indicate that prior to 1996, training focused more on technical skills with little emphasis given to non-technical skills as the company is considered to be an engineering company. Between 1996 and 1998, several in-house training programmes were conducted.

In 1996, 3870 employees attended various training programmes. In 1997, 4060 and 1998, 2922 employees were been trained in technical and non-technical areas of the company. (Tables 1- 5) All of the training was provided with the general aim of improving the company’s efficiency and productivity.

Although the company invested a lot of time and money in different training programmes, (approximately KShs 260,755,000 was paid as course/programme fees between 1996 and 1998), to ensure a company-wide focus of a business and customer focused culture, to improve service processes, and to improve overall efficiency, there had been no systematic assessment of what had been achieved.

2.7 Summary

As stated earlier, it is important that organisations tie their training programmes to the organisation’s long-term goals or vision. According to Peters (1989) control and management in the future will flow through an empowering vision and shared values. The best training programmes must be seen as a prime opportunity underscore the organisation vision and values. Cannon (1996) goes on to add that the fundamental task of organisations is to bring together groups of individuals so that their combined efforts can achieve more than their separate efforts. The creation of
shared vision translates this fundamental organisational principle into the individual and personal working world of learning and thinking.
CHAPTER III
RESEARCH DESIGN

3.1 Methods of Analysis and Procedure

A case study approach was used as the research was an empirical enquiry investigating a contemporary phenomenon within its real context. Also, complex and sensitive organisational issues are likely to arise. Such issues can only justifiably be considered by examining one or a few cases to obtain the analysis required.

In addition, the study is descriptive and exploratory in nature. It is descriptive rather than experimental because it sets out to describe and interpret events which have occurred during the specified period (Kipsang, 1997). It is also exploratory because there is no clear idea or expectations of the outcome of events (Cohen and Mainon, 1994). It sets to develop ideas rather than to gather facts and statistics. The aims and nature of the research questions under investigation led to the use of two main methods of collecting data namely a questionnaire and secondary data. These are to provide both quantitative and qualitative data.

3.2 Data Collection

Primary data was collected through self-administered questionnaires and personal interviews. Secondary data was obtained from materials/record such as the corporate training policy, training calendars, KPLC’s induction handbook, training records and the Integrated Human Resources System (IHRS). The analysis provided a base for quantitative and qualitative analysis using tables. It enabled a comparison of key variables such as the use of various instruments of training needs analysis.
3.3 Significance of the Study

The study is important as it will identify areas in the training function that need strengthening in the link with corporate objectives. It will provide constructive feedback to the training and development section on its training practices in order to achieve its goals and objectives.

The study will provide the HR&A division with an assessment of the training trends since the redefinition of KPLC’s mandate.

The project will also be of importance to organisations undergoing change processes or that seek to improve organisational performance through effective strategic training and development.

Researchers studying other aspects of KPLC or a similar study in other organisations will benefit from this study.

3.4 Scope of the Study

The project comprises five chapters: Chapter I covers the introduction study and includes the background of KPLC, the theoretical framework, statement of the problem and the objective of the study.

Chapter II is a literature review regarding the project. This covers definition of terms, review of relevant literature, linking training to organisational vision, mission and objectives, training needs analysis, evaluation of training and training and development at KPLC.

Chapter III describes the research design which includes methods of analysis and procedure, data collection, significance of the study and scope of the study.

Chapter IV discusses the findings and analysis covering: training needs analysis, training and development trends between 1996 and 1998, and training
evaluation. Chapter V covers the summary, conclusions study limitations, and recommendations based on the findings of Chapter IV.
CHAPTER IV

FINDINGS AND ANALYSIS

This chapter documents study findings under the following topics:

1. Training needs analysis at KPLC
2. Training and development trends between 1996 and 1998 - rationale and types of training programs
3. Evaluation of training

4.1 Training Needs Analysis

4.1.1 Corporate and Divisional Business Plans

The study found that training co-ordinators rely largely on requests from divisional, departmental or section heads and individual employees to make recommendations on training to the human resources department (Table 1). Whereas the company has a documented 5 year business plan, divisions do not have documented corresponding plans.

No division has a long term training and development plan. As illustrated in Table 2, only 1 division was found to regularly use or prepare annual training plans. The lack of clear links between the corporate plan and divisional plans hinders the effectiveness of the management of the training function. Ideally, divisional plans should be well spelt out and correspond directly to the corporate plan. Long term training and development needs can then be derived from the corporate and divisional plans. An inventory of the existing skill, knowledge and attitudes versus those required to fulfil long term objectives would identify gaps requiring proactive
intervention. In the case of the division that has an annual training plan there is the likelihood risk that a series of annual plans may not necessarily correspond to corporate long term plans.

Table 1: Instruments Used for Training Needs Analysis

<table>
<thead>
<tr>
<th>Type of Instrument</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate business plan</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Divisional business plan</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Job analysis</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Performance appraisal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Training surveys</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Requests from divisional, departmental or section heads</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Requests from individual employees</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary Data

Table 2: Types of Training and Development Plans

<table>
<thead>
<tr>
<th>Type of Training and Development Plan</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 year plan</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Annual plan</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Both 5 year and annual</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>None</td>
<td>17</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Source: Primary Data

4.1.2 Job Analysis, Performance, Appraisal and Training Surveys

As can be seen from Table 1, job analysis and training surveys are not used to identify training needs. Although performance appraisals are conducted and are a major source of data on training, they are also not used for training needs analysis. This may be because performance appraisals are primarily linked to salary increments. The focus therefore tends to be on performance appraisal as a tool for reward management rather than a tool for performance management.

In addition, training programmes listed in performance appraisals forms are identified by the appraisee and are not validated by their supervisors. Training coordinators also do not have access to the training proposals made by staff during the
appraisal. The suggested training may meet the individuals objectives but not the organisations objectives.

4.1.3 Planned Training and Corporate Manpower Planning

As can be seen from Table 3, there is a high percentage of adhoc training that is, 75 percent. This can be associated to the fact that there are few long term training plans (see Table 2) and that training is not systematically linked to corporate manpower planning. Oral interviews revealed that there is no corporate manpower or human resources plan in place. A corporate human resource plan is the strategic blue print of determining the right numbers of staff, with the right competencies and competences, at the right places, at the right time that is, it ensures the organisation has the right number and quality of staff at the right time.

Table 3: Planned Training and Corporate Manpower Planning

<table>
<thead>
<tr>
<th>Planned Training as a Percent of Total Training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td>10-25</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>25-50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>50-75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>75-100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Primary Data

The lack of divisional long-term training and development plans can also be linked to the lack of a documented corporate human resources plan (Table 3). As a result, training is likely to be more corrective than strategic. In addition, determination of training priorities is likely to be ineffective.

4.1.4 Training and Career Development Plans

The company has career development plans or schemes of service for a few categories of staff, mostly union cadres. This limits the extent to which career development plans can be used to determine training intervention. In addition, the existing career development plans are not systematically used to determine training
needs for individual employees or cadres of staff. This may be because the plans are in the custody of the HR&A division and are not available to divisional training co-ordinators.

4.1.5 Succession Planning

The company does not have structured succession plans in place. Succession planning can therefore not be an effective tool for training needs analysis. This affects the extent to which employees are prepared through training and development for higher responsibilities. Key requirements for posts may not be properly determined and the performance of employees assuming higher responsibilities is likely to be wanting in some aspects due to inadequate training and development. This is likely to have a negative impact on the quality of management performance and organisational performance in the long run. As a result most of the training in relation to succession planning is likely to be reactive, that is, after the employee has assumed his/her new position rather than proactive, that is, preparing the employee to assume a new position.

4.1.6 Systemic Factors

The study found that systemic factors that contribute to performance are not taken into consideration when planning training. These include factors such as organisation structure, communication, reward management, management and supervisory style. This implies that training is often viewed as the only solution to correcting poor performance. It may result in situations where resources are invested in training but there is no improvement in individual productivity and organisational efficiency.
4.1.7 Role of Training Co-ordinators

The study found that selection for training may done without the involvement of training co-ordinators. For courses that cut across divisions or functions for example, supervisory skills development courses targeting all foremen and technicians, invitations are sent (using staff lists) from the Training and Development (T&D) section to participants through their divisional or functional heads.

In addition, divisional heads may recommend training to the T&D section without involving the training co-ordinators. Employees also channel their training requests through the functional and divisional heads without the knowledge of the training co-ordinators. The management of the training function is therefore not properly co-ordinated at unit level.

The function of training co-ordinators is viewed as secondary role. Indeed performance in this role is not measured when conducting performance appraisals. In addition, majority of training co-ordinators have not attended training on managing the training function (see Table 4). This most likely hinders the extent of professionalism applied to the function.

<table>
<thead>
<tr>
<th>Training on Management of the Training Function</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Untrained</td>
<td>17</td>
<td>94.4</td>
</tr>
</tbody>
</table>

Source: Primary Data

The minimal participation of training co-ordinators in the management of the training function and the perception of training a secondary role is likely to contribute to the overall inability to achieve desired results through training.
4.2 Training and Development Trends Between 1996 and 1998

4.2.1 Technical and Non-Technical Training

Recognising that success in competitive environment would not rest in technical expertise alone, training was diversified to cover both technical and non-technical skills after 1996. As illustrated in Tables 5 and 6, there was an increase in the numbers of non-technical programs and a decrease in technical programmes. Examples of non-technical programs conducted include, management development, supervisory skills development, customer care, HIV/AIDS awareness, industrial relations, and information technology courses.

In 1996 and 1997, a higher percentage of funds (51.6 percent) was spent on non-technical programmes than on technical programmes (48.4 percent). The sharp increase in the cost of technical programmes and overseas training in 1998 was due to highly specialised training undertaken by 20 members of staff in aerial live line maintenance. This training enables maintenance of high voltage transmission lines while they are still energised, that is, electricity is still being transmitted. The maintenance is done by the teams suspended from helicopters.

Table 5: Non-Technical Training and Expenditure (KShs)

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of non-technical programs</th>
<th>Expenditure for non-technical training</th>
<th>Total expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>57</td>
<td>26,223,664</td>
<td>40,000,000</td>
</tr>
<tr>
<td>1997</td>
<td>58</td>
<td>39,459,331</td>
<td>63,327,000</td>
</tr>
<tr>
<td>1998</td>
<td>67</td>
<td>68,993,555</td>
<td>157,428,161</td>
</tr>
</tbody>
</table>

Source: KPLC IHRS Training and Development Module

Table 6: Technical Training and Expenditure (KShs)

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of technical programs</th>
<th>Expenditure for technical training</th>
<th>Total expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>51</td>
<td>13,776,336</td>
<td>40,000,000</td>
</tr>
<tr>
<td>1997</td>
<td>41</td>
<td>23,867,664</td>
<td>63,327,000</td>
</tr>
<tr>
<td>1998</td>
<td>41</td>
<td>88,434,606</td>
<td>157,428,161</td>
</tr>
</tbody>
</table>

Source: KPLC IHRS Training and Development Module
4.2.2 Local and Overseas Training

External training (i.e. non in-house programmes) took place both within the country and out of the country (Table 7 and 8). External training is often used for bench-marking, that is, external training whether local or overseas involves participants from other organisations and/or countries which gives staff opportunity to compare company standards with others and thus provide new benchmarks for organisational improvement.

Table 7: Training and Expenditure (KShs)

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of participants</th>
<th>Expenditure for local training</th>
<th>Total training expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>3,870</td>
<td>14,942,685</td>
<td>40,000,000</td>
</tr>
<tr>
<td>1997</td>
<td>4,060</td>
<td>27,259,544</td>
<td>63,327,000</td>
</tr>
<tr>
<td>1998</td>
<td>2,922</td>
<td>20,268,169</td>
<td>157,428,161</td>
</tr>
</tbody>
</table>

Source: KPLC IHRS Training and Development Module

Table 8: Overseas Training and Expenditure (KShs)

<table>
<thead>
<tr>
<th>Years</th>
<th>Number of participants</th>
<th>Expenditure for overseas training</th>
<th>Total training expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>308</td>
<td>25,057,315</td>
<td>40,000,000</td>
</tr>
<tr>
<td>1997</td>
<td>166</td>
<td>36,067,456</td>
<td>63,327,000</td>
</tr>
<tr>
<td>1998</td>
<td>130</td>
<td>137,159,992</td>
<td>157,428,161</td>
</tr>
</tbody>
</table>

Source: KPLC IHRS Training and Development Module

4.2.3 Budget Allocation and Numbers Trained Between 1996 and 1998

Up-to 1998, training for both KenGen and KPLC was conducted by KPLC. This was because the actual split between both companies took place in 1998 when a power purchase agreement was signed by both companies enabling KenGen to be financially independent.

Table 9: Total Number of Employees Trained and Expenditure (KShs)

<table>
<thead>
<tr>
<th>Years</th>
<th>Number trained</th>
<th>Total training expenditure</th>
<th>Average cost per person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>4,178</td>
<td>40,000,000</td>
<td>9,574</td>
</tr>
<tr>
<td>1997</td>
<td>4,226</td>
<td>63,327,000</td>
<td>14,985</td>
</tr>
<tr>
<td>1998</td>
<td>3,052</td>
<td>157,428,161</td>
<td>51,582</td>
</tr>
</tbody>
</table>

Source: KPLC IHRS Training and Development Module
Between the period 1996 and 1998, the number of training programmes did not vary greatly. However, the cost of training increased by 294 percent. Expenditure on overseas training had a higher percentage increase (547 percent) than local training (137 percent). This can be attributed to the costs of airfare, travel allowances and course fees which are pegged to the dollar. More employees were trained locally at lower costs than those trained overseas.

The increase in budgetary allocations between 1996 and 1998 allowed for a higher investment in both technical and non-technical training held locally and overseas. This increase was crucial because of the need to empower staff with skills to meet the refined corporate vision and mission and to enable the organisation prepare for competition, liberalisation and globalisation of the energy sector.

4.3 Training Evaluation

4.3.1 Training Objectives

The study found that participants are not made aware of specific training objectives and the skill, knowledge and attitude gaps the training is supposed to bridge prior to attending training. In addition, supervisors are not aware of specific training objectives as they are not involved in structured training needs analysis for their staff. As a result, both employees and their supervisors are only aware of the broad course objectives. Lack of specific objectives puts training at risk of being viewed as a break from work or a reward mechanism.

4.3.2 Impact Evaluation

Although there was an increase in both training programmes and the budgetary resources between 1996 and 1998, no structured work place training evaluation has been conducted at individual, unit or corporate level. Whereas there is
a sense of improvement in some operations due to training, without structured evaluation at regular intervals it is difficult to determine in concrete qualitative or quantitative terms what the return on investment in training is.
CHAPTER V
SUMMARY, CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 Summary

Following the split of generation, transmission and distribution, KPLC’s mandate changed. This required the redefinition of the company’s mission. In anticipation of continued liberalisation, the company’s new vision was documented. On the basis of the new vision and mission the role of training in achieving long-term goals was reviewed. Changes in the operating environment influenced the type of training programmes, numbers of employees trained and budget allocations. A high premium was placed on the role of training in ensuring successful management of change.

Overseas training took on a new dimension, that of bench-marking in line with the corporate vision of attaining world class status. In order to fulfil the company’s mission of achieving operational efficiency, high customer standards, technical and financial viability, training programs such as people management, finance for non-finance managers, customer care, staff empowerment, information technology courses, switchgear training, pre-payment metering and cable-jointing were conducted/attended.

However, the corporate mission/long term objectives have not been clearly translated into the management of the training function. Increased training was a positive corporate step. Lack of clear and direct links between corporate objectives and the general management of the training function is likely to hamper the degree to which training benefits are reaped by the company.
Although KPLC has a 5 year development plan, this has not been translated into corresponding divisional business plans. The company’s documented policy for staff training and development is not clearly linked to corporate and divisional objectives. As a result, proactive training and development does not effectively take place.

Training co-ordinators are responsible for managing the training function within their divisions but are not properly equipped to do so, that is, have not been trained on how to manage the function. In addition, the training function is considered a secondary role and not given enough priority.

Many valuable training programmes were conducted between 1996 and 1998. However, lack of proper training needs analysis to determine specific objectives makes impact evaluation difficult as there are no specific predetermined parameters against which to evaluate. Although the training conducted must have had a positive impact, it is not easy to determine the exact correlation between training and improved efficiency, for example, in terms of profitability, productivity, lower costs of operations and reduced absenteeism.

5.3 Study Limitations

The study sought to evaluate the impact of training at the ultimate level. This was difficult because as mentioned in the literature review, there are several factors that could contribute to a company’s success or failure and it is difficult to assign specific value to the contribution of training. The process of training and its relationship with performance on the job is a complex activity that is difficult to measure. The vast majority of research, particularly among American economists has focused on the wage impact of training (Kipsang, 1997). Bishop (1990) and Lynch (1991) found that
workers undergoing training receive higher wages that untrained workers of similar ability. However, Husen and Postlethwaite (1994) have observed that research on the effectiveness of training lies more on the type of questions used in the surveys, the population coverage and the reference period used to collect the data.

Factors that affect individual, unit and organisational performance other than training were not analysed in depth so as to limit the scope of the study. These factors include organisational structure, communication, supervision, organisation culture, management style, reward systems and industrial relations.

The size of the workforce (7,100) and their locations (country-wide) was another limitation. Whereas it would have been beneficial to get information from employees, a suitably representative sample of 10 percent of the workforce would have required more resources in terms of time and finances. The questionnaire was therefore limited to some training co-ordinators.

The training trends were limited to 1996-1998 when there was increased training activity. However, it should be noted that besides a reduction in training programmes after 1999 due to budgetary constraints, the management processes in the training function did not change.

5.4 Recommendations

All divisions should develop long term divisional business plans that correspond to KPLC’s 5 year business plan. In addition corporate manpower/human resource, succession and career development plans should be developed. This would form the foundation for strategic training and development.

Training co-ordinators should be trained on the management of the training function. In addition, training should be considered as one of their primary responsibilities rather than a secondary responsibility.
Training evaluation at individual, divisional/unit and corporate level should be adopted and undertaken at regular intervals.
REFERENCES


Human Resources Management International Digest, Volume 7 No 1, MCB University Press, 1999.


Long Range Planning Volume 30 No 4.


APPENDICES

Appendix I: Questionnaire

1. a) Have you attended any course on managing the training function? (tick one)

   YES ___    NO ___

   b) If YES, describe the programme i.e. objectives, content and duration

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

2. Which of the following instruments do you use for training needs analysis? (tick all that apply)

   • Corporate business plan  □
   • Divisional business plan  □
   • Job analysis  □
   • Performance appraisals  □
   • Training surveys  □
   • Requests from sectional heads  □
   • Requests from individual employees  □

3. Is the 5 year corporate business plan readily available, that is, do you have access to it? YES ___  NO ___
4. a) Does your division have a 5 year business plan?
   YES  __  NO  __  DO NOT KNOW  __

   b) If YES, is it derived from the 5 year corporate business plan?
   YES  __  NO  __  DO NOT KNOW  __

5. Which of the following divisional training and development plans do you have?
   i)  5 year plan  __
   ii) annual plan  __
   iii) both  __
   iv) none  __

6. If you ticked i) ii) or iii), please answer the following:
   a) Is the plan/are the plans linked to the corporate manpower plan?
      YES  __  NO  __
   b) Are the plans linked to career development plans?
      YES  __  NO  __
   c) Is succession planning a component of the training plans?
      YES  __  NO  __

7. If you answered NO (to any of the questions), why not?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

8. What percent of your division’s training is planned? __

9. What percent of your division’s training is adhoc? __
10. Are systemic factors (organisation structure, communication, reward mechanisms, organisation culture and technology) that may affect individual, divisional and corporate performance taken into consideration when planning training intervention?

YES__ NO__

11. Are you involved in the development of all your division’s training programs?

YES__ NO__

b) If NO, why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. a) Does each training programme have specific measurable objectives?

YES__ NO__

b) Are employees and their supervisors aware of the objectives before the commencement of the course?

YES__ NO__

13. a) Is post-training evaluation carried out?

YES__ NO__

b) If YES, please indicate whether after 1 month, 3 month, 6 months, 1 year for each of the following levels

i) Individual level

ii) Division/Section level

iii) Company level