

THE EFFECTS OF TRAINING ON EMPLOYEE PERFORMANCE:

A CASE OF KENYA GENERATING COMPANY

(KENGEN), KENYA

BY:

MOMANYI SYLVIA NYATICHI

REGISTRATION NUMBER

BIB/11230/61/DF

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT

OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF

INTERNATIONAL BUSINESS ADMINISTRATION IN

THE SCHOOL OF BUSINESS ADMINISTRATION,

KAMPALA INTERNATIONAL UNIVERSITY

SEPTEMBER 2008

DECLARATION

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

Momanyi Sylvia Nyatichi

BIB/11230/61/DF

School of Business and Management

Kampala International University

Signature  Date 20th Sept 08'

SUPERVISOR'S APPROVAL

This research proposal titled; **The Effects of Training on Employee Performance –**
A case of Kenya Generating Company (KenGen) Kenya, has been submitted for
examination with my approval as the University Supervisor.

Signature MSaid Date 21/09/08

Mr. Gulebyo Muzamir Said

ACKNOWLEDGEMENT

First and foremost I would like to thank the Lord for bringing me this far and enabling me to achieve what I have achieved so far in life

Special appreciation goes to my supervisor Mr. Gulebyo Muzamir Said for the guidance and encouragement he gave me throughout the research project.

I am greatly indebted to the management and employees of KenGen, Central Office division for their support and encouragement contribution and participation during the research period.

I also acknowledge the services rendered by Kampala International University main campus library for availing the relevant information in the course of my literature review, the lecturers for their support and constant encouragement and the entire community of Kampala International University.

I wish to express my heartfelt thanks to my mother Isabella Momanyi for her moral support and financial assistance which enabled me pursue my course, my siblings and my entire family for their prayers and support.

Lastly I would like to thank my friends, B.I.B.A class 08' for making my stay in campus worthwhile. Your support and contributions are engraved in my heart.

THANK YOU AND GOD BLESS YOU ALL

TABLE OF CONTENTS

Declaration	i
Supervisors' approval	ii
Acknowledgement	iii
Table of Contents	iv
List of tables	vii
List of figures	viii
List of Acronyms	ix
Definition of terms	x
Abstract	xi
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	4
1.4 Research questions/hypothesis	4
1.5 Significance of the study	5
1.6 Scope of the study	5
1.7 Theory of the study	6
CHAPTER TWO	7
2.0 Literature review	7
2.1 Introduction to literature review	7
2.2 Training	7

2.2.1	Importance of training	8
2.3	Employee Performance	12
2.3.1	Determinants of employee performance	12
2.4	Performance improvement	13
2.5	The Relationship between Training and Employee Performance	15
2.5.1	Training and Productivity of employees	15
2.5.2	Acquisition of skills	16
2.5.3	Training and Employee Promotion/career development	17
2.5.4	Manpower and Succession Planning	17
2.6	Conceptual framework	20
CHAPTER THREE		21
3.1	Introduction	21
3.2	Study design	21
3.3	Target population	21
3.4	Sample design	21
3.5	Data collection procedures/instruments	22
3.6	Data analysis	22
3.7	Limitations of the research	22
CHAPTER FOUR		23
4.0	Introduction	23
4.1.	Response on general questions	23
4.2.	Response on Training	26
4.3.	Response on effects of training on productivity of staff	29

4.4. Response on acquisition and improvement of required skills	34
4.5. Recognition/promotion and Rewards	38
4.6 Response on Man power planning and Succession gaps	43
CHAPTER FIVE	49
5.0 Introduction	49
5.1 Summary of findings	49
5.2 Conclusion	51
5.3 Recommendations	51
5.4 Areas of future research	52
References	53
Appendix one questioner	54
Appendix two map of Kenya	58
Appendix three street map of study case	59

LIST OF TABLES

Table 4.1.1	Distribution of respondents by gender	23
Table 4.1.2	Respondents by level of education	24
Table 4.1.3	Respondents by department	24
Table 4.1.4	Respondents by designation	25
Table 4.2.1	Evidence of training undertaken at KenGen	26
Table 4.2.2	Extent of training undertaken at KenGen	27
Table 4.2.3	Evidence of areas of training covered at KenGen	28
Table 4.3.1	Evidence of impact of training on productivity	29
Table 4.3.2	Trend of productivity over the last few years	31
Table 4.3.3	Evidence of what can be done to increase productivity	32
Table 4.4.1	Evidence of the effect of training on the acquisition and improvement of required skills	34
Table 4.4.2	Extent of the effect of training on the acquisition and improvement of required skills	35
Table 4.4.3	Evidence on suggestions on how to improve on acquisition and improvement of required skills	36
Table 4.5.1	Evidence of the effect of training on promotion and rewards	38
Table 4.5.2	Extent of the effect of training on promotion and rewards	40
Table 4.5.3	Evidence of whether promotion and rewards are automatic	41
Table 4.6.1	Evidence showing whether there is a relationship exists between training and man-power planning	43
Table 4.6.2	Evidence if training has an effect on man-power planning	45

LIST OF FIGURES

Pie-chart 4.1.5	Respondents by years of service	26
Bar-graph 4.2.1	Evidence of training undertaken at KenGen	27
Pie-chart 4.2.2	Extent of training undertaken at KenGen	28
Bar-graph 4.2.3	Evidence of areas of training covered at KenGen	29
Bar-graph 4.3.1	Evidence of effect of training on productivity	30
Pie-chart 4.3.2	Trend of productivity over the last few years	31
Bar-graph 4.3.3	Evidence of what can be done to increase productivity.....	33
Pie-chart 4.4.1	Evidence of effects of training on acquisition and improvement of required skills	34
Pie-chart 4.4.2	Extent of the effects of training on acquisition and improvement of required skills	36
Bar-graph 4.4.3	Evidence on suggestions on how to improve on acquisition and improvement of required skills	37
Bar-graph 4.5.1	Evidence of effect of training on promotion and rewards.....	39
Pie-chart 4.5.2	Extent of the effect of training on promotion and rewards.....	41
Pie-chart 4.5.3	Evidence of whether promotion and rewards are automatic for trained staff	42
Pie-chart 4.6.1	Evidence of whether a relationship exists between training and man-power planning	44
Bar-graph 4.6.2	Evidence if training has an effect on man-power planning	46
Pie-chart 4.6.3	Extent of the effect of training on man-power planning	48

LIST OF ACRONYMS

T&D - Training and Development

HR - Human Resource

DIT - Directorate of Industrial Training

KenGen - Kenya Electricity Generating Company

KPLC - Kenya Power and Lighting Company

DEFINITION OF TERMS

Training - activity geared to equip specific job skills. It refers to the impacting of specific skills, abilities and knowledge to an employee.

Development - learning that goes beyond today's job; it has a long-term focus.

Acquisition of skills - increase of specific skills and acquiring new technology.

Performance - A measure of productivity in terms of effective output or end results.

Recognition/promotion/rewards- Justified compensation for deserving cases based on performance.

Manpower planning and succession gaps- Provision for future needs as compared to the present ones.

Orientation - Initial T&D effort for new employees that strives to inform them about the company, job and the work group.

On-the-job Training- Learning job tasks by actually performing them

Job rotation- training that broadens an employee's experience in various jobs.

Apprenticeship - A combination of classroom instruction and On-the-job training.

Vestibule training - Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job.

Simulators - Training devices of varying degrees of complexity that duplicates the real world.

Motivation - Internal pressures which encourages, urges or promotes a person or group to act in a certain manner.

ABSTRACT

This study assessed the effects of training on employee performance, a case of Kenya Generating Company (KenGen). The research was based on Douglas McGregors theory of human behavior, Theory X and Theory Y.

The general objective of the research was to investigate the effects of training on employee performance. The specific objectives were; to determine the importance of employee training, to establish the factors determining employee performance, to establish ways to improve employee performance and finally to determine the relationship between training and employee performance.

The scope of the study was KenGen central office Nairobi branch Kenya whose geographic location is in parklands. The time focus of the study was between 2000 – 2007. The respondents to this particular research were the management and employees of KenGen central office.

The researcher used structured and unstructured questionnaires to collect primary data. The data was analyzed using statistical tools such as pie charts, table graphs and bar graphs. Analysis of data was done by excel spreadsheet. The researcher used simple random sampling method to collect data from the target group.

The findings of the researcher revealed that training plays a great role in employee performance which in that it ensures proper utilization of resources, gives the company a competitive advantage, employees improve their job-related skills and finally it helps in motivating employees.

The researcher recommended that management should encourage continuous and relevant training for the employees and management should always give there full support in training program and increase incentives.

She also recommended that management should ensure that training being the core of business progress, be supported fully by management in order to help in manpower planning and succession gaps. This will ensure that vacant positions are filled with candidates with relevant knowledge and skills.

Another recommendation was that management should carrying out training for staff working within its establishments on a regular basis because training is a paramount aspect of their performance and enable them maintain their productivity standards.

CHAPTER ONE

Introduction

1.1 Background of the study

Many times organizations have had employees but they do not perform as expected partly because the employees lack proper training to perform tasks assigned to them in the organization. Staff training is a paramount management function in any business enterprise. Training provides the labor force with skills needed for their work performance. Without proper training, a business may be disadvantaged as it will not compete effectively with its competitors and may not be able to take advantage of business opportunities in its environment.

In Kenya, training is regulated through the Industrial Training Act Cap 237. This act makes a provision for the regulation of training of persons engaged in the industry. The Directorate of Industrial Training [DIT] operates under the Industrial Training Act [Cap 237]. Its role is to regulate technical and managerial training of persons engaged in the industry in Kenya. The DIT is developing ways of influencing the direction of training and to have a say in the implementation of national policies.

In the DIT Newsletter Volume 4 January 2002, it has been emphasized that training needs identified in the past may no longer be valid. Training programs that have been considered adequate are being rendered obsolete by the changing demands of the world of Industry and Commerce. Effective development and utilization of human resources through ample supply of multi-skilled manpower has never been more in demand. Training needs assessment that has been done must now be reviewed in order to formulate a relevant and harmonized curriculum. These changes in the industry will call

for more demand-driven training in operational and managerial levels of the industry spectrum.

The Kenya government, through its policy document session paper V.Z. 2 of 1997 on Industrial Transformation to the year 2020 emphasizes the need to have a trained workforce. The paper stresses that availability of a well educated and trained workforce is critical to the success of Kenya's industrial process. Of great importance to the industrialization process is an assured supply of well-trained managers and skilled technicians at both shop floor and supervisory levels. The paper further stresses that apart from entrepreneurial and managerial skills, there are equal requirements for operational technicians and artisan skills at shop floor level.

The cabinet gave approval for development of a national skills training strategy which is of great importance to the industrialization process. The government collaborates in this to facilitate the process of developing a national skills training strategy to provide for the current and future needs of the economy. Training is a prerequisite for the success of all activities done by KenGen employees. The company has its head quarters in Nairobi and operational offices where the generating plants are situated.

KenGen's Central Office is composed of four main divisions, which are as follows:

1. Finance Department-This department controls the firm's acquisition and use of financial resources. It is also concerned with maintaining an optimum operational level of the firm through the use of an appropriate mix of debt and equity.
2. Information Technology Department-It deals with developing and maintaining the company's internal system. This system is what links all the operational activities

of the company to ensure that there is a chronological flow of work within it. It also ensures proper record keeping and co-ordination between the departments.

3. Human Resource Department- This department deals with recruiting, hiring, training and developing employees. It is also concerned with remuneration, provision of rewards and promotions.
4. Procurement Division- It is concerned with purchasing and supplies management of the organization. It also secures tenders for the organization for the provision of important services and equipment.
5. Other- There are also other divisions such as the corporate planning department and the legal department.

KenGen Vision

To be the market leader in the provision of Reliable, Safe, Quality and Competitively priced electric energy in the Eastern African region

KenGen Mission

To efficiently generate competitively priced electric energy using state of the art technology, skilled and motivated human resource to ensure financial success. We shall achieve market leadership by undertaking least cost, environmentally friendly capacity expansion. Consistent with our corporate culture, our core values will be adhered to in all our operations.

1.2 Statement of the problem

Organizations have had substandard performance due to lack of training to its employees to be able to fully utilize available resource, as such training is important for the performance of employees. However, lack of assessment of training needs and provision for the same leads to sub-standard work performance. There are changing demands in the world of industry and commerce. Effective development and utilization of human resource through ample supply of multi-skilled manpower is in demand and that's why KenGen needs to step up in order to remain competitive in the industry. These changes call for more demand driven training in operational and managerial level in the company spectrum.

1.3 Objectives of the study

The objectives of the study will include the following:

General objective

To investigate the effects of training on employee performance (KenGen)

Specific objectives

1. To determine the importance of employee training.
2. To establish the factors determining employee performance.
3. To establish ways to improve employee performance.
4. To determine the relationship between training and employee performance.

1.4 Research questions

The study will seek for information to answer the following questions:

1. What is the importance of employee training?
2. What are the factors determining performance?
3. What methods can be used to improve employee performance?
4. Does a relationship exist between training and employee performance?

1.5 Significance of the study

The study shall benefit the following groups:

1. Top management of KenGen will use the findings of this research in making decision about human resource management.
2. The Ministry of Energy shall use the findings of this research for policy matters, planning and decision making.
3. Other researchers who shall do research on this topic or related topic in order to increase knowledge on training and development for all business enterprises.

1.6 The scope of the study

This study shall be carried out in Ken Gen Nairobi Branch, Kenya. The geographical location is Nairobi Parklands. The time focus of the study is between 2000 - 2007. The respondents to participate in this research shall be the management and employees of KenGen at the Central Office. A sample of 25 out of 150 employees will be prepared. The area of study has been chosen due to its proximity to the researcher.

1.7 Theory of the study

This research is based on Douglas McGregor developed the well known theory of human behavior commonly referred to as Theory X and Theory Y. the study has been based on this theory in order to establish what factors motivate employees in their work place. Employees respond differently under the two theories.

Theory X assumes a negative/passive approach to employees' motivation; theory Y assumes a positive/active approach. Theory X focuses on external direction and control factors and theory Y focuses on integration and self-actualization as major behavior determinants. Theory X type individuals dislike work, prefer directions, require control and respond to threats; theory Y type people look for meaning in their work possess initiative, are self directing and problem solving, and are committed to a job if it is satisfying, they are ambitious and seek responsibility

According to many behaviorists, tasks could be structured to motivate, supervise and direct people according to theory X and theory Y. every organization has goals which can only be achieved by the effort of the people who work in the organization. Individuals also have their own goals in life and these are likely to be different from those of the organization. Training helps in meeting both individual and organizational goals. As jobs become complex, the importance of employee training has increased. Employees need training in order to perform their duties effectively. It is not only the workers who need training, supervisors, managers and executives also need to be trained in order to enable them to grow and acquire maturity of thought and action. (Maicibi, 2003).

CHAPTER TWO

Literature review

2.1 Introduction to literature review

It is of great importance and prerequisite for every organization to have its workforce trained so as to achieve its set objectives. A trained workforce makes an organization stable and flexible to meet technological challenges and changes that face it. The same ensures excellent performance in terms of productivity and profitability.

An elaborate review on the subject of training was extracted from past studies done with the use of textbooks, government publications, magazines, journals, newspapers, academic publications and information on the Internet. This was to establish the knowledge gap that this research will seek to fill.

2.2 TRAINING

According to Boudreau (1997), training refers to the activities designed to provide learners with the knowledge and skills needed for their present jobs. It is also the systematic process of changing the behavior, knowledge, and/or motivation of present employees to improve the match between employee characteristics and employment requirements.

Michael (1998) defines training as “the process by which the aptitudes, skills, and abilities of employees to perform the given jobs are increased.”

Saleemi (1997) asserts that training is the process of increasing the knowledge and skills of an employee for doing particular jobs.

According to Mamoria (1990), training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose.

Armstrong (2001) argues that the philosophy underpinning the learning organization concept as expressed by Garvin (1993) is that, learning is an essential ingredient if organizations are to survive.

Mullins (2002) argues that the general movement towards downsizing, flexible structures of organization and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to an environment of coaching and support. Training makes workers competent, capable of career advancement into specialist department or managerial positions. Training, apart from being a potential motivator, it equips workers with skill and knowledge.

Mullins (2002) in his book *Management and Organization Behavior* emphasizes that the survival of an organization will depend on its ability to harness the energy, knowledge and expertise of all employees.

The primary objectives of education and training programs as contained in seasonal paper No. 8 of 1988 on Manpower Training for the next decade and beyond, will remain unchanged.

2.2.1 Importance of Training

According to Mullins (2002), research studies are now suggesting that, organizations which deliberately foster the culture of learning are the ones that are on the leading edge of development.

Armstrong (2001) defines training as formal and systematic modification of behavior through learning which occurs as a result of education, instructions and development and planned experience.

Mamoria (1990) states that, every enterprise needs to have well-trained and experienced people to prepare for the activities to be done. Training is necessary to address the performance gaps. Training provides the opportunity to acquire and improve job-related skills and covers such areas as computer skills and implementation of new systems or technology.

The Broad and News from (1992) states that, for an enterprise to remain competitive in the global market, it must have a highly developed skilled workforce. "Training is an act of increasing the knowledge and skill of an employee for doing a particular job."

Beardwell and Holdem (2001), training is important as it plays a key role in helping the process of change. The basic purpose of T&D is to anticipate change and to respond proactively to it. Change involves moving from one condition to another, and it will affect individuals, groups and entire organizations.

All organizations experience change of some sort, and the rate at which change takes place is accelerating. The most prominent changes affecting T&D that have been prophesied and are actually occurring today in business include the following:

- Changes in organization structure caused by mergers, acquisitions, rapid growth, downsizing and outsourcing.
- Changes in technology and the need for more highly skilled workers.
- Changes in the educational level of employees – some more highly educated, others needing remedial training.

- Changes in human resources, creating a diverse workforce consisting of many groups.

T&D needs may be determined by conducting analysis on several levels. From an overall organizational perspective, the firm's strategic mission, goals, and corporate plans should be studied, along with the results of human resource planning. The next level of analysis focuses on the tasks that must be accomplished in order to achieve the firm's purposes. Job descriptions, performance appraisals, and interviews or surveys of supervisors and job incumbents are important data sources for this analysis level. Finally, individual training needs must be addressed. The relevant questions are, "Who needs to be trained?" and "What kind of training is needed?"

According to Armstrong (2001), learning theory suggests that there are ten main conditions required for training to be affective

- Individuals must be motivated to learn.
- Standards of performance should be set for learners.
- Learners should have guidance.
- Learners must gain satisfaction from learning.
- Learning is an active, not a passive process.
- Appropriate techniques should be used.
- Learning methods should be varied.
- Time must be allowed to absorb the learning.
- The learner must receive reinforcement of correct behavior.

Armstrong (2001), further notes that the importance/ benefits of training include:

1. Training minimizes learning costs.
2. Training improves individual, team and corporate performance in terms of output, quality, speed and overall productivity.
3. It improves operational flexibility by extending the range of skills possessed by employees (multi-skilling).
4. Training attracts high-quality employees by offering those learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organizations.
5. Training increases the commitment of employees by encouraging them to identify with the mission and objectives of the organization.
6. Training helps to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations.
7. Helps to develop a positive culture in the organization, one, for example, that is orientated towards performance improvement.
8. Training helps in providing higher levels of service to customers.

According to <http://www.training.com.au/portal/site/public/menuitem>, the benefits of training include staying competitive as the key to sustainability. Training your staff, keeping them motivated and up-to-date with industry trends and new technologies is essential to achieving that goal. Staff benefit too, learning

new skills and becoming a valued asset in any organization. Training brings direct benefits to business and can be calculated as a return on investment. Systematic Training is specifically designed to meet defined needs. It is planned and provided by people who know how to train and the impact of training is carefully evaluated.

2.3 EMPLOYEE PERFORMANCE

According to Mamoria (1990), T&D usually attempts to improve current or future employee performance by increasing an employees' ability to performance through learning usually by changing the employees' attitude or increasing his or her skills and knowledge.

Training must have a purpose and that purpose can be defined only if the learning needs for the organization and the groups and individuals within it have been systematically identified and analyzed.

Training needs should be analyzed, first, for the organization as a whole – corporate need; Second, for departments, teams, functions or occupations within the organization. i.e group needs; and Third, for individual employees – individual needs. These three areas are interconnected.

2.3.1 Determinants of employee performance

Performance management is a strategic process because it is forward looking and developmental. It provides a framework in which managers can support their team

members rather than dictate them, and its impact is of more significance if it is regarded as a transformational rather than an appraisal.

According to Cascio (1998), there are three levels of analysis for determining employee performance in an organization. They are;

1. **Organization analysis** – focuses on identifying where within the organization training is needed.
2. **Operations analysis** – attempts to identify the content of training, what an employee must do in order to perform completely.
3. **Individual analysis** – determines how well each employee is performing the tasks that make up his or her job.

2.4 WAYS TO IMPROVE EMPLOYEE PERFORMANCE

No training program is complete without an element of education hence organizations must consider elements of both educational and training while planning their training programs.

Training needs analysis is partly concerned with defining the gap between what is happening and what should happen. This is what has to be filled by training; i.e. the difference between what people know and can do and what they should know and be able to do. The most popular training methods used by organizations to improve on performance include;

- **Coaching and mentoring**-These are primarily on-the-job development approaches emphasizing learning on a one-to-one basis. Coaching is often

considered a responsibility of the immediate boss, who has greater experience or expertise and is in the position to offer sage advice.

- **Case study** – A training method in which trainees are expected to study the information provided in the case and make decisions based on it.
- **Videotapes**- This method is especially appealing to small business that cannot afford more expensive approaches. They provide the flexibility desired by any firm.
- **Internships** – A recruitment method typically involving university students who divide their time between attending classes and working for an organization.
- **Role – playing** – This is a training method in which participants are required to respond to specific problems they may actually encounter in their jobs.
- **Job rotation** – This is a training method that involves moving employees from one job to another to broaden their experience.
- **Computer-based training** – teaching method that takes advantage of the speed, memory, and data manipulation capabilities of the computer for greater flexibility of instruction.
- **Distant leaning and videoconferencing** – This approach of training are going interactive and appear to offer the flexibility and spontaneity of a traditional classroom.
- **Classroom programs** – These have the advantage in that the instructor may convey a great deal of information in a relatively short period of time.
- **On-the-job-training** – An informal approach to training in which an employee learns job tasks by actually performing them.

- **Apprenticeship training** – A combination of classroom instruction and on-the-job training.
- **Vestibule training** – Training that takes place away from the production area on equipment that closely resembles the actual equipment used on the job.
- **Corporate universities** – The corporate training institution differs from many traditional training programs in that it focuses on creating organizational change and it is proactive and strategic rather than reactive and tactical. (Davis, 1981)

2.5 THE RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE PERFORMANCE

According to Naryana (1991), it has been argued that some individuals need the 'big-stick' treatment to be forced into doing their work well (Theory X), but that mature, self-disciplined individuals do not need this treatment and will be motivated by a more 'enlightened' approach to supervisor – subordinate relationship (Theory Y). The best approach to motivating individuals in an organization will vary with the particular circumstance, or situation, of each organization

2.5.1 Training and Productivity of employees

Further Naryana (1991) describes training as an integral part of human resource development in almost all organizations. Training in fact is the corner stone of effective management because it makes employees more efficient and productive. A trained employee is bound to be more efficient and productive than an untrained employee. Training is a widely accepted problem-solving device. It enables management to solve

sources of friction arising from parochialism. Training also helps in increasing co-ordination and co-operation among the employees. Training heightens the morale of employees by reducing dissatisfaction, grievances absenteeism, complaints, etc; that results in low rate of labor turnover.

Training results in less wastage of resources because trained employees make a better and economical utilization of the available resources. Further, supervisors are required to spend less time on supervising the trained employees. Thus management is benefited by providing training to employees because of high level of quality and quantity of goods produced by trained employees; a satisfactory organization structure can be built up through proper training program; authority can be delegated effectively enabling the employees to climb the organization ladder up.

2.5.2 Acquisition of skills

According to Naryana (1991), training provides opportunities for the employees to learn and acquire skills to work in several departments in an organization. Training also results in low rate of labor turnover that means high consistency in organizations in retaining people for long period of time. Low labor turnover means high organizational stability. Flexibility is ensured because employees may be placed in several departments over a period of time as they acquire multiplicity of skills through adequate training.

Training provides a platform for maintaining smooth Industrial Relations. Employees develop a feeling that organization is taking care and interest in them through training programs. Untrained people are bound to commit errors while handling machinery and equipment resulting in accidents at workplace. Training reduces the possibility of

accidents due to mishandling of machinery, equipment and other resources of the organization.

2.5.3 Training and Employee promotion/career development

Cascio (1998) highlights that, through proper training, employees become eligible for promotion and handling more responsibility. An expanding and growing organization wishes to train the existing employees so as to place them in higher positions in future. No organization can ill afford to ignore career development programs. Career development of employees prepares management to deal with dynamic changes that take place over time in organizations. Though the jobs remain relatively unchanging, the skills of employees may become obsolete.

The energies, abilities capabilities, interests, attitudes of employees may fall as the age captures. Effective career development programs will be of much value to the organization because they assure the fact that needed individual talents will be available, they improve the organizational ability to attract and retain talented personnel; they reduce employee frustration and fatigue. Finally, it must be pointed out that career development is enhanced by offering the employee challenging jobs, career counseling and by opening the career development workshops, etc.

2.5.4 Manpower and Succession Planning

Beach (1996), emphasizes that manpower planning is the process for determining and assuring that the organization will have an adequate number of qualified persons available at the proper times performing jobs that meet the needs of the entire enterprise which provide satisfaction for the individuals involved.' It is basically a strategy for

procurement, development, allocation and utilization of an organization's human resources.

Narayana (1991), Armstrong (2001), assert that manpower planning is an ongoing process. It includes the planning and development of human resources. It is not just a forecasting demand and supply of human resources. It is simply a matter concerned with individual career planning and development for changing organization structure. Rather than the above, Manpower Planning is vital for determining personnel needs for the future. It enables the organization to cope with changes in competitive forces, markets, technology, products etc. Manpower Planning focuses on working conditions and relationships in which individuals work. Manpower Planning ensures optimum use of the available human resources. It also assesses the future skill-requirements of personnel. It provides adequate control measures to ensure that necessary resources are available as and when conditions of business change.

<http://www.csb.gov.hk/hkgcsb/hrm/e-hrm-guide/manpower>.

Manpower planning enables a department to project its short to long-term needs on the basis of its departmental plans so that it can adjust its manpower requirements to meet changing priorities. The more changing the environment the department is in, the more the department needs manpower planning to show, availability of talent, early indications of potential recruitment or retention difficulties, surplus or deficiencies in certain ranks or grades, availability of suitable qualified and experienced successors.

According to Maicibi (2003), development of future program is one of the most important roles in human resource planning. Here, the personnel department concerned with comparing the current capabilities of the employees with the future requirements in

order to design future program to fill the gap, if any. Surplus employee decisions are perhaps the most difficult ones managers must take.

Succession planning assesses the likely turnover in key posts, identifies suitable candidates to fill these posts in future, and ensures that they have the right training and exposure for their future work. Given the effort and support required for undertaking succession planning, it is normally confined to the directorate and those ranks immediately below, plus any grades with high turnover or anticipated expansion.

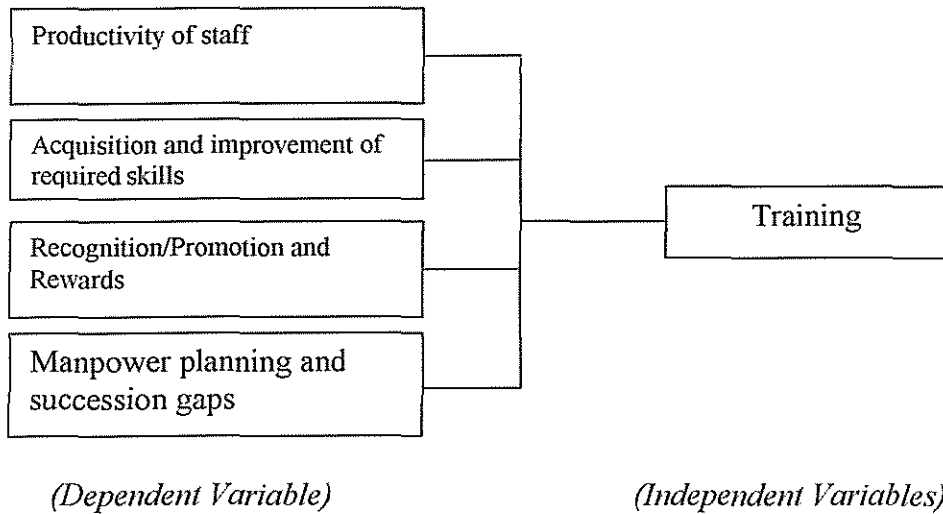
Succession planning is a very important exercise because it minimizes the impact of turnover in these key ranks and gives a branch or department early warning of any skill shortages or likely difficulties in finding suitable candidates. Ideally a succession plan should cover 3 to 5 years. The succession plan should identify:

- Key posts and possible successors.
- Causes of turnover.
- Competencies of successors and the training required for them.
- Posts for which no apparent successor exists and the remedial.

The information derived from the succession plan should feed into the training and development of the individuals concerned by ensuring that they attend the necessary training and are posted to jobs that will provide them with the experience for their intended role. (<http://www.csb.gov.hk/hkgcsb/hrm/e-hrm-guide/manpower>).

2.6 Theoretical or conceptual framework

The model of study is summarized in the following conceptual framework (figure 2.1)



The main variable of the study will include the following:

- Training
- Productivity of staff
- Acquisition and improvement of required skills
- Recognition/Promotion and Rewards
- Manpower planning and succession gaps

These variables will be analyzed in the study as independent variables and will be analyzed in relation to the performance of KenGen employees.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedure that will be followed in conducting the study. It deals with the design, target population, sample design, data collection procedure/instruments, data analysis and the limitations of the research

3.2 Study Design

The study will mainly use the descriptive survey method. This research method is known to facilitate the collection of data from large populations within a reasonably short period of time. (Koul, 1986).

3.3 Target Population

The population of interest was KenGen, Central Office employees who are 150 in total, where each of the different departments were represented in the research the population included employees from the various departments such as, finance, information technology, human resource and procurement and operations departments.

3.4 Sample Design

A sample of 25 employees will be used for the study. The sample size will be chosen so as to minimize costs and operate within budgetary constraints (Kothari 1990). This will be done using stratified sampling to ensure that each group will be well represented in the

study. The selection of sample from each group will be done using simple random sampling method.

3.5 Data collection procedure/instruments

Data will be collected mainly through questionnaires, which will be administered to casual employees. The questionnaire will have both open ended and closed questions.

Interview method will be used to seek information from the top management.

3.6 Data Analysis

Collected data will be coded, tabulated and analyzed using descriptive statistics mainly tables, percentages, charts and graphs. Statistical Package for Social Sciences (SPSS), a computer package will also be used in the analysis of data.

3.7 Limitation of the research

1. Some respondents may not want to disclose information needed for the research which they think is confidential.
2. Language barrier where some of the respondents may not be able to read and write thus it will be hard to fill in the questioners.
3. Limited literature in the library on the topic of study that will be needed for the literature review

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter looks at data analysis. The researcher has presented the findings, analysis, and interpretation of the data. The sample comprises of 25 employees out-off the 150 employees in the KenGen central office. Data has been analyzed using quantitative and qualitative techniques. The chapter details the findings and discussions of the research study. The data is summarized into percentages and frequencies.

4.1. Response on general questions

Table 4.1.1 Distribution of respondents by gender

	Male	Female	Total
Respondents	19	6	25
Percentage %	76%	24%	100%

Source: Field Data (2008)

As shown from above, the majority of respondents 76% were male and 24% female. This indicates that male workers dominated the population of interest, thus management should make policies that cater men's interest as majority of the employees are males.

Table 4.1.2 Respondents by level of education

Level of education	Certificate	Diploma	Degree	Masters	Other Educational qualifications
Respondents	3	9	10	3	-
Percentage %	12%	36%	40%	12%	-

Source: Field Data (2008)

From the above, it shows that the majority of respondents' employees had degrees, contributing to 40% from recognized universities, while 12% had certificates and another 12% had Masters. This shows that the respondents were literate and they gave meaning full information.

Table 4.1.3 Respondents by department

Department	Administration	Human Resources	Operations	Technical Services	Information Technology	Procurement	Finance	Total
Respondents	2	1	14	2	1	2	3	25
Percentage %	8%	4%	56%	8%	4%	8%	12%	100%

Source: Field Data (2008)

From the above, the majority of the respondents 56% were from operations department, which has a large population of staff in the organization while Human Resource and IT

were represented by 4%. This shows that there was a fare representation of all the departments in KenGen.

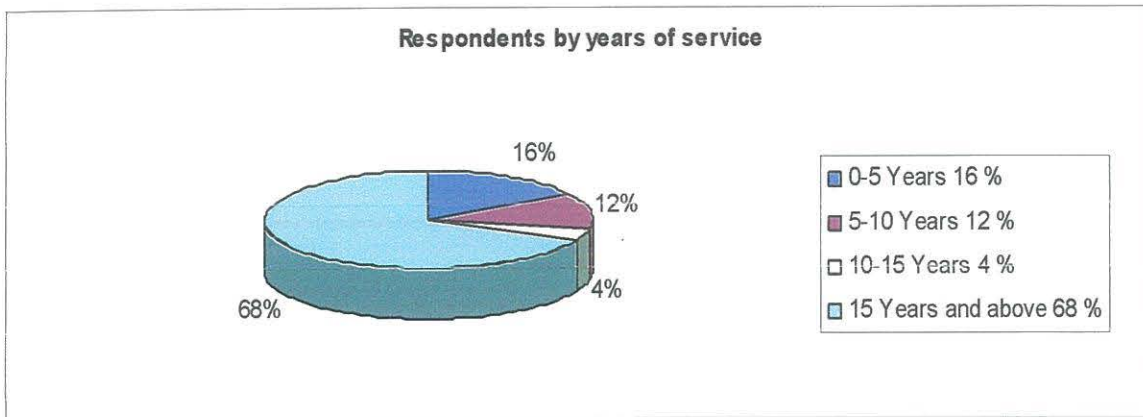
Table 4.1.4 Respondents by designation

Designation	Respondents	Percentage %
Engineers	2	8%
Foremen	1	4%
Administrators	1	4%
Accountants	1	4%
Supplies Officers	1	4%
Technicians	2	8%
Storekeepers	1	4%
Machine Operators	4	16%
Artisans/Craftsmen	9	36%
Clerks	3	12%
Total	25	100%

Source: Field Data (2008)

From the above, it shows that the majority of respondents, 36% were Artisans/Craftsmen, while the least were foremen, administrators, Accountants, supplies officers and store keepers who had a representation of 4% each.

Figure 4.1.1 Pie-chart showing respondents by years of service



From the above, it shows that the majority of the respondents 68% were experienced workers who had served in the institution for a long period of time.

4.2 Response on Training

Table 4.2.1 Evidence of training undertaken at KenGen

Responses	Frequency		Percentage	
	Yes	No	Yes [%]	No [%]
Is training done at KenGen?	24	1	96	4
Is training job related?	25	0	100	0

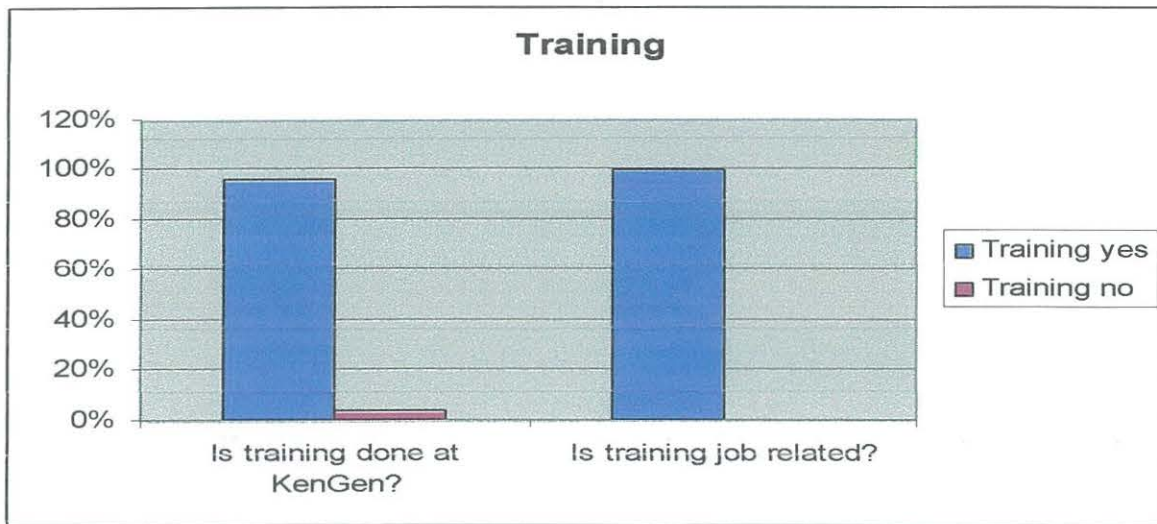
Source: Field Data (2008)

From the above, most respondents 96% indicated that training is done at KenGen 100% of the respondents indicated that the training offered is related to their jobs. However, 4% of the respondents indicated that the training does not take place at all.

100% suggested that training is job related.

This concurs with Naryana (1991) who says that job training should be job related because it is the cornerstone of effective management because it makes employees more efficient and productive.

Figure 4.2.1. Bar-graph of evidence of training undertaken at KenGen



Source: Field Data (2008)

It is evident from above that training takes place at KenGen and the training offered is job related.

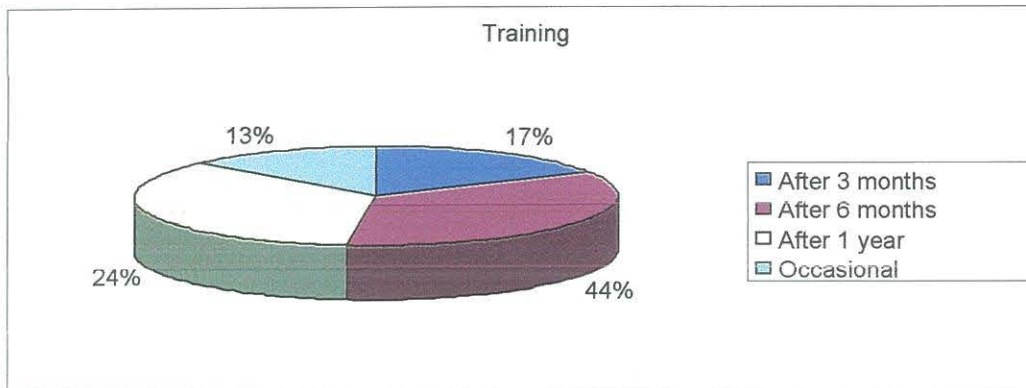
Table 4.2.2 Extent of training undertaken at KenGen- Central Office

Responses	Frequency				Percentage %			
	After 3 months	After 6 months	After 1 Year	Occasional	After 3 months	After 6 months	After 1 Year	Occasional
To what extent is training done at KenGen	3	6	11	3	12	24	44	13

Source: Field Data (2008)

From the above 44% of the respondents indicated that training is done after however, 12% of the respondents indicated that training is done after three months. This suggests that, generally training is done after one year at KenGen.

Figure 4.2.2 Pie-chart showing the extent of training undertaken at KenGen



From the above, it is evident that 44% say that training is generally done after six months and 13% say training is done occasionally at KenGen.

Table 4.2.3 Evidence of the areas training covered at KenGen

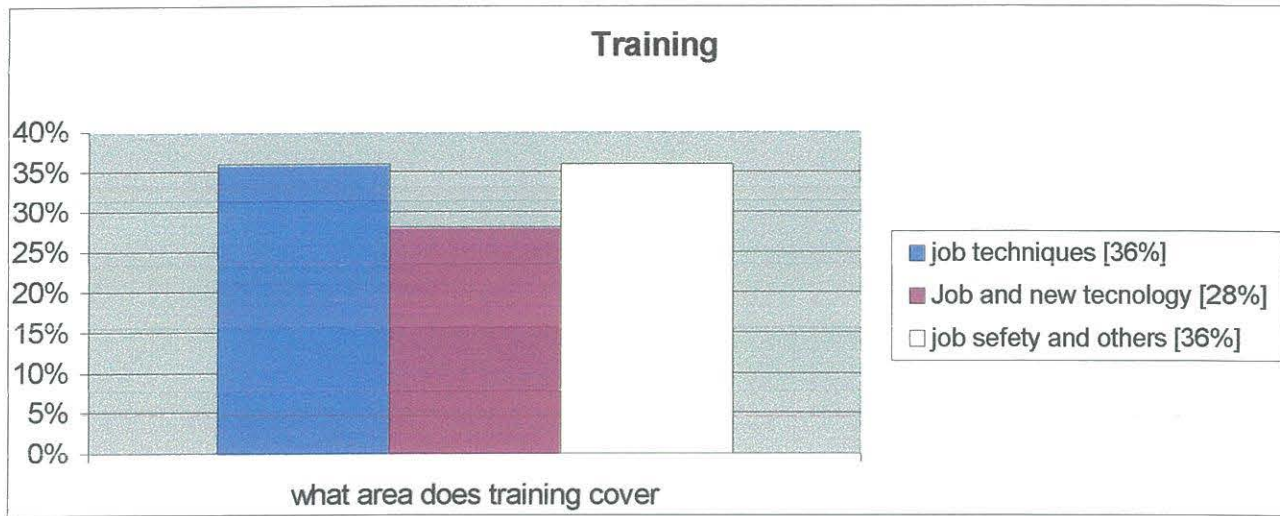
Responses	Frequency			Percentage %		
	[a] Job techniques	[b] Job and new technology	[c] Job safety and others	[a]	[b]	[c]
What areas do training cover?	9	7	9	36	28	36

Source: Field Data (2008)

From the above, 36% of the respondents indicated that the area which training covers is job techniques and another 36% of the respondents indicated job safety and others.

However, 28% of the respondents indicated job and new techniques. This is evident that different types of training are done at KenGen.

Figure 4.2.3 Bar graph showing evidence of the areas training covered at KenGen



Source: Field Data (2008)

From the above, it is evident that training is generally balanced at KenGen.

4.3 Response on Effect of Training on Productivity of staff

Table 4.3.1 Evidence of the effect of training on productivity of staff at KenGen

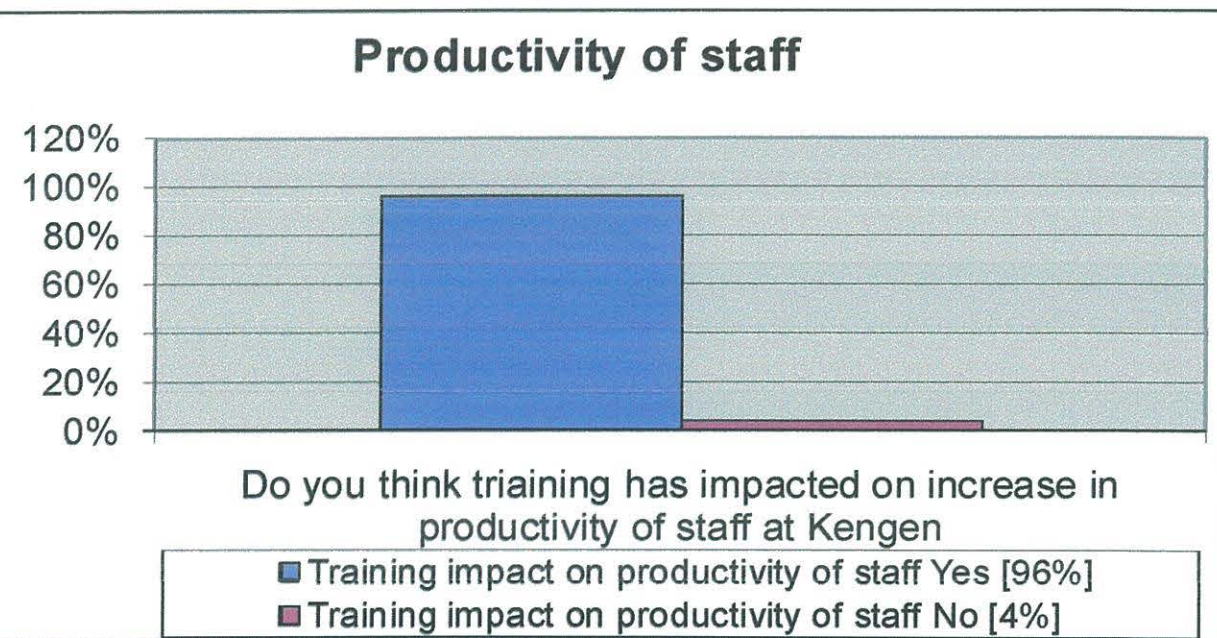
Responses	Frequency		Percentage	
	Yes	No	Yes [%]	No [%]
Do you think training has increased staff productivity at KenGen?	23	1	96	4

Source: Field Data (2008)

From the above, 96% of the respondents indicated that training improves productivity whereas the remaining 4% indicated that training does not increase productivity of the employees.

This concurred with Naryana (1991), who emphasized that training is the corner stone of effective management because it makes employees more efficient and productive. A trained employee is bound to be more efficient and productive than an untrained employee.

Figure 4.3.1. Bar-graph showing Evidence of the effect of training on productivity of staff at KenGen



Source: Field Data (2008)

From the above, it can be suggested that training increases staff productivity, this is shown by 96% of the respondents while 4% say training has no effect on productivity.

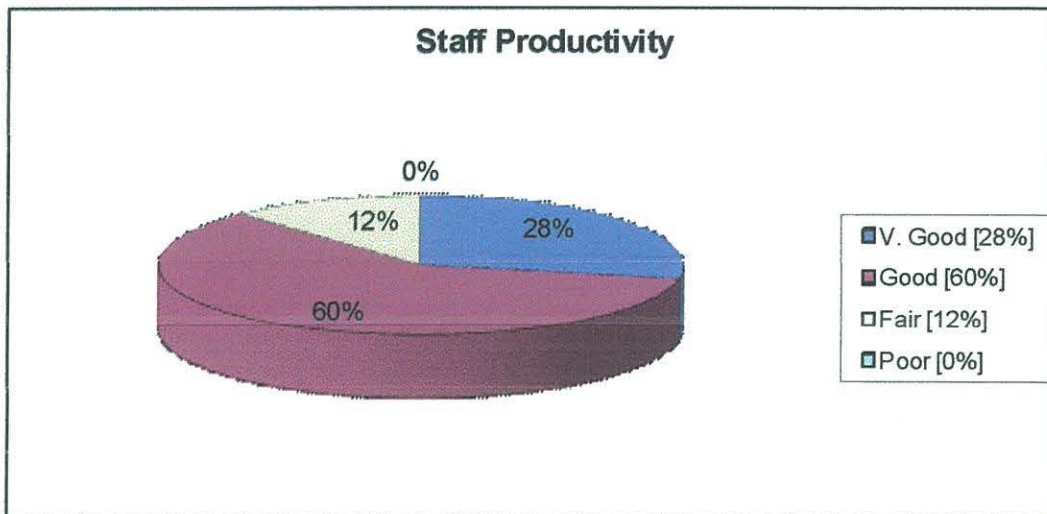
Table 4.3.2 Trend of staff productivity over the last few years at KenGen

Responses	Frequency				Percentage %			
	Very Good	Good	Fair	Poor	Very Good	Good	Fair	Poor
How has been productivity of staff over the last few years at KenGen?	7	15	3	0	28	60	12	0

Source: Field Data (2008)

From the above, 60% of the respondents have indicated good trend in training and 12% of the respondents have indicated there is a fair trend in training. This suggests that staff productivity trend has been mainly good for the last few years.

Figure 4.3.2 Pie-chart showing the trend of staff productivity over the last few years at KenGen



From the above, we can say that a good trend in staff productivity has dominated during the period; therefore it is increasing the performance of the organization.

Table 4.3.3 Evidence of what can be done to increase productivity of staff at

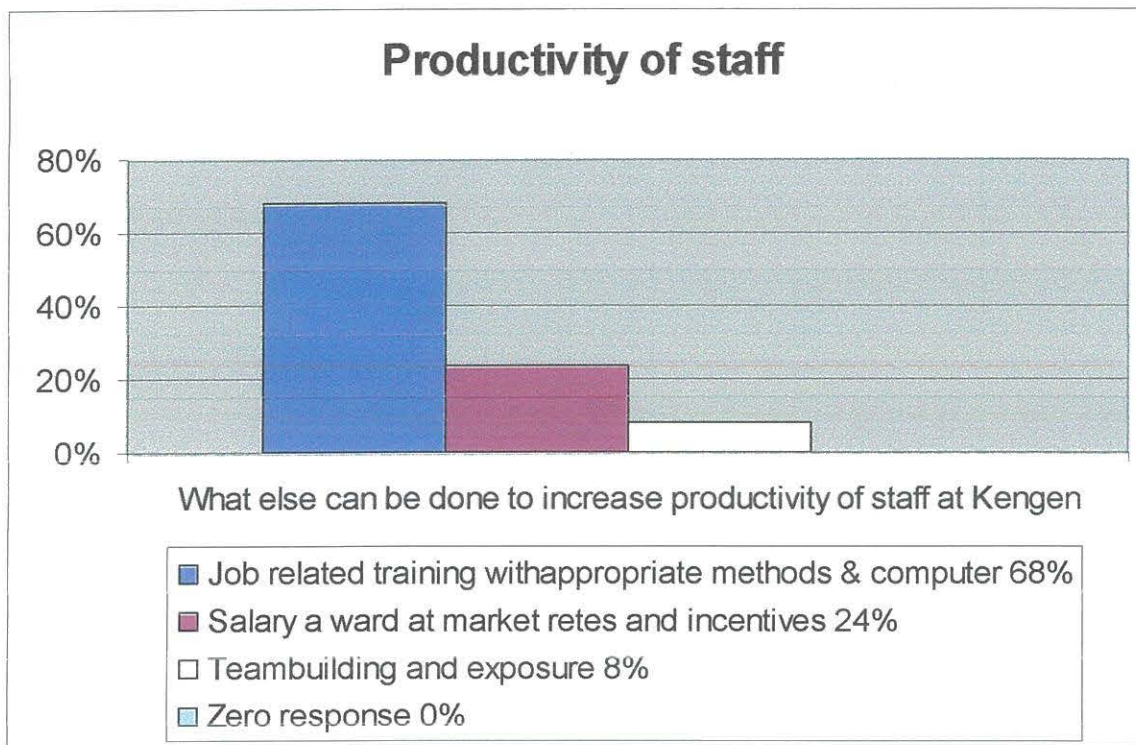
KenGen

Responses	Frequency				Percentage %			
	[a] Through	[b] Through	[c] Through	[d] Zero	[a]	[b]	[c]	[d]
job related training with relevant methods including computer training		salary award at market rates and incentives	team building and exposure	response				
What else can be done to increase staff productivity at KenGen?	17	6	2	0	68	24	8	0

Source: Field Data (2008)

From the above, 68% of the respondents indicate that job related training with relevant methods including computer training could increase staff productivity whereas 8% of the respondents stated that team building and exposure could increase staff productivity at KenGen. This concurs with Naryana (2001), who stated that employee should be given incentives to motivate them in order for them to increase productivity.

Figure 4.3.3. Bar-graph showing evidence of what can be done to increase productivity of staff at KenGen



Source: Field Data (2008)

From the above, it is evident from the majority of the respondents indicated that, job related training with appropriate methods including computer training, has an effect on increased productivity of staff at KenGen.

4.4. Response on Acquisition and improvement of required skill

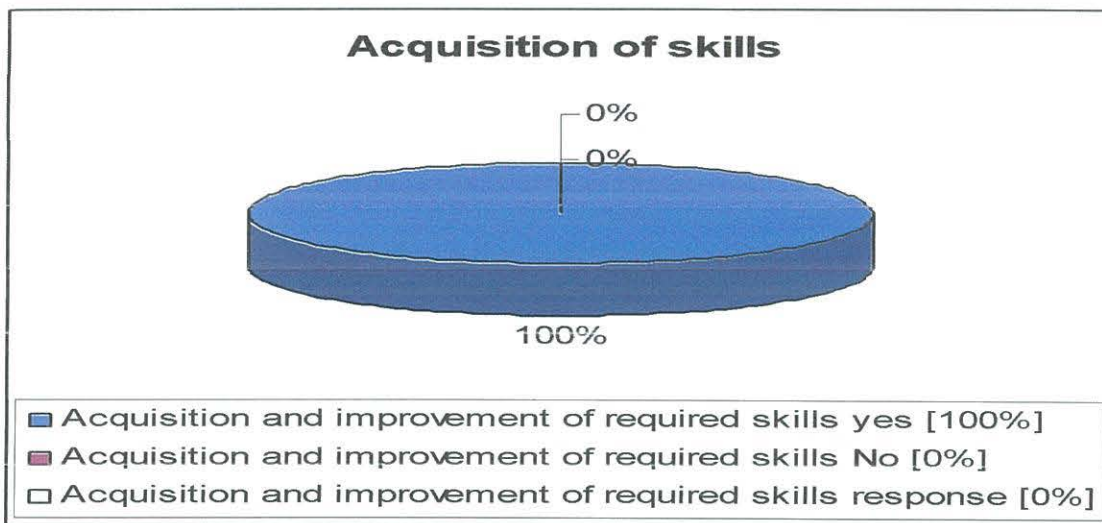
Table 4.4.1 Evidence of the effect of training on the acquisition and improvement of required skills for staff at KenGen

Responses	Frequency			Percentage		
	Yes	No	Zero	Yes	No	Zero
Does training have an effect on acquisition and improvement of required skills	25	0	0	100	0	0

Source: Field Data (2008)

From the above, 100% of the respondents indicated that training has impacted on acquisition and improvement of the required skills for employees at KenGen. Naryana (1991), stated that training provides opportunities for employees to learn and acquire skills to work more efficiently

Figure 4.4.1 Pie-chart showing evidence of the effect of training on the acquisition and improvement of required skills for staff at KenGen



Source: Field Data (2008)

From the above, it is evident that training has an effect on acquisition and improvement of required skills for employees at KenGen.

Table 4.4.2 Extent of the effect of training on the acquisition and improvement of required skills for staff at KenGen-Central Office

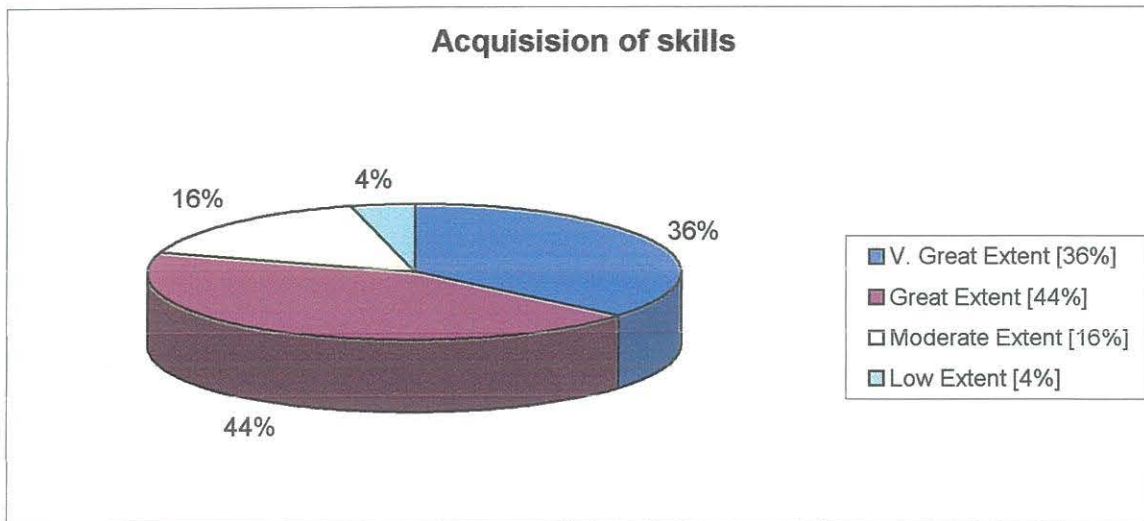
Responses	Frequency				Percent %			
	Very Great Extent	Great Extent	Moderate Extent	Low Extent	Very Great Extent	Great Extent	Moderate Extent	Low Extent
To what extent has training have an effect on the acquisition and improvement of required skills for staff	9	11	4	1	36	44	16	4

Source: Field Data (2008)

From the above, 44% of the respondents indicated that training has a great effect on acquisition and improvement of required skills and 4% of the respondents indicated that it has a low effect.

This concurs with Naryana (1991), who believes that training provides opportunity for the employees to learn and acquire skills needed in different work areas.

Figure 4.4.2 Pie Chart showing Extent of effect of training on the acquisition and improvement of required skills for staff at KenGen



From the above, it is evident that training has an effect on acquisition and improvement of required skills for staff at KenGen.

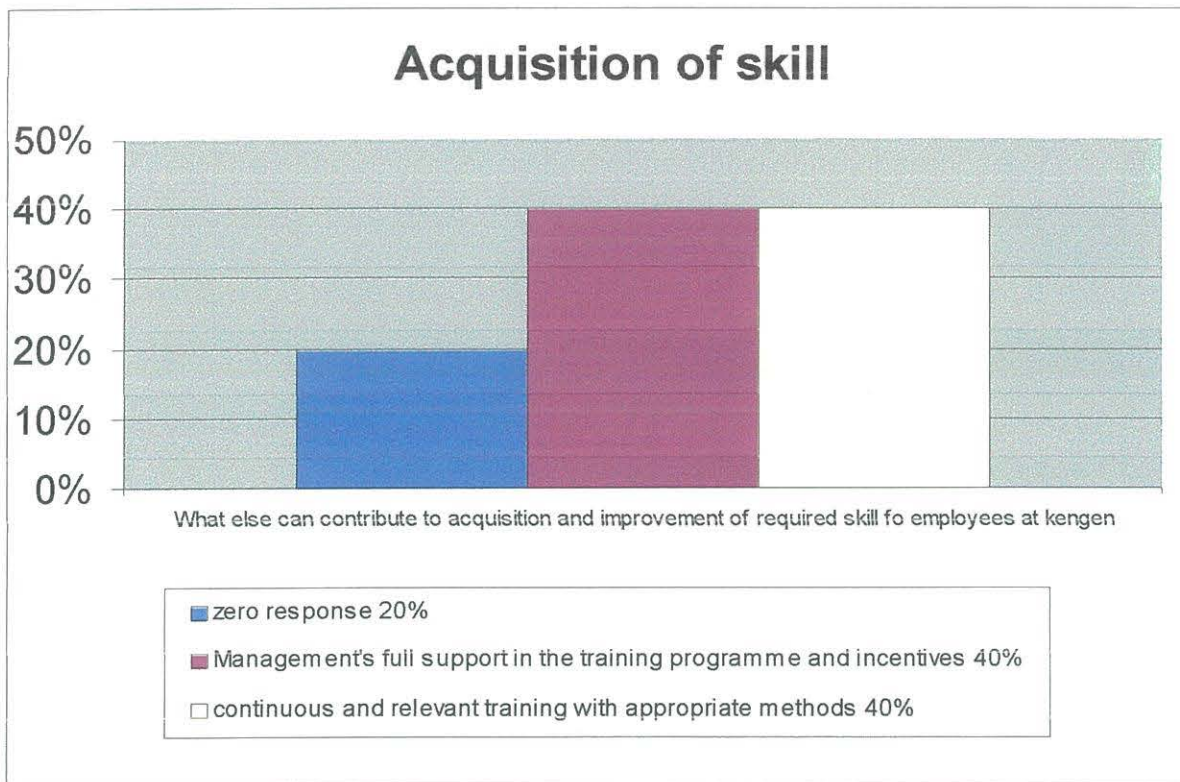
Table 4.4.3 Evidence of suggestions on how to improve on acquisition and required skills for staff at KenGen

Responses	Frequency			Percentage %		
	[a] Zero response	[b] Management's full support in the training program and incentives	[c] Continuous and relevant training with appropriate methods	[a]	[b]	[c]
How to improve on acquisition and required skills for employees at KenGen?	5	10	10	20	40	40

Source: Field Data (2008)

From the above, 40% of the respondents stated that management's full support is the training program and incentives could lead to acquisition and improvement of required skills for staff and another 40% of the respondents indicated that continuous and relevant training with appropriate methods could lead to the same. 20% of the respondents did not give any response. This is inline with Baerdwell (2001) who emphasizes that management should try and keep up with changing times and come up with ways to improve there work force

Figure 4.4.3 Bar-graph showing evidence of suggestions on how to improve on acquisition and required skills for staff at KenGen



Source: Field Data (2008)

From the above, it's evident that management's full support in the training program and incentives, continuous and relevant training with appropriate methods are the major keys to acquisition and improvement of required skills for staff at

4.5 Response on Recognition/promotion and rewards

Table 4.5.1 Evidence of effect of training on recognition/promotion and rewards for staff at KenGen

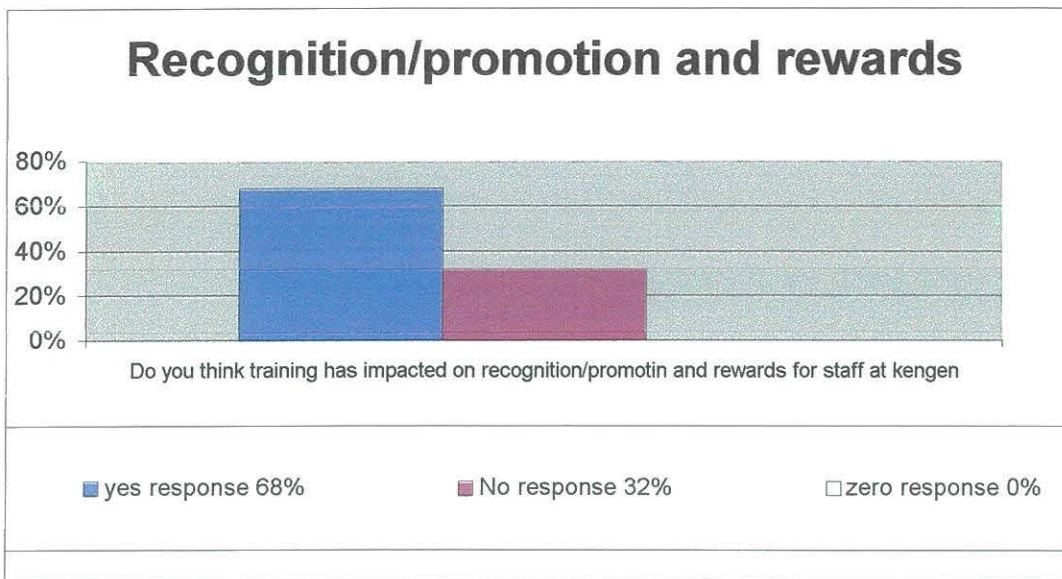
Responses	Frequency			Percentage %		
	Yes	No	Zero response	Yes	No	Zero response
Does training have an effect on recognition/promotion and rewards for employees?	17	8	0	68	32	0

Source: Field Data (2008)

From the above, 68% of the respondents indicated that training has an effect on recognition/promotion and rewards, whereas 32% of the respondents indicated that training has no effect on the same.

This concurs with Naryana (1991) who notes that, through proper training, employees are eligible for promotion and handling more responsibility.

Figure 4.5.1 Bar-graph showing evidence of the effect of training on recognition/promotion and rewards for staff at KenGen



From the above, it is clear that the impact of training has an effect on the system of recognition/promotion and rewards for the staff at KenGen.

Table 4.5.2 Extent of the effect of training on recognition/promotion and rewards for staff at KenGen

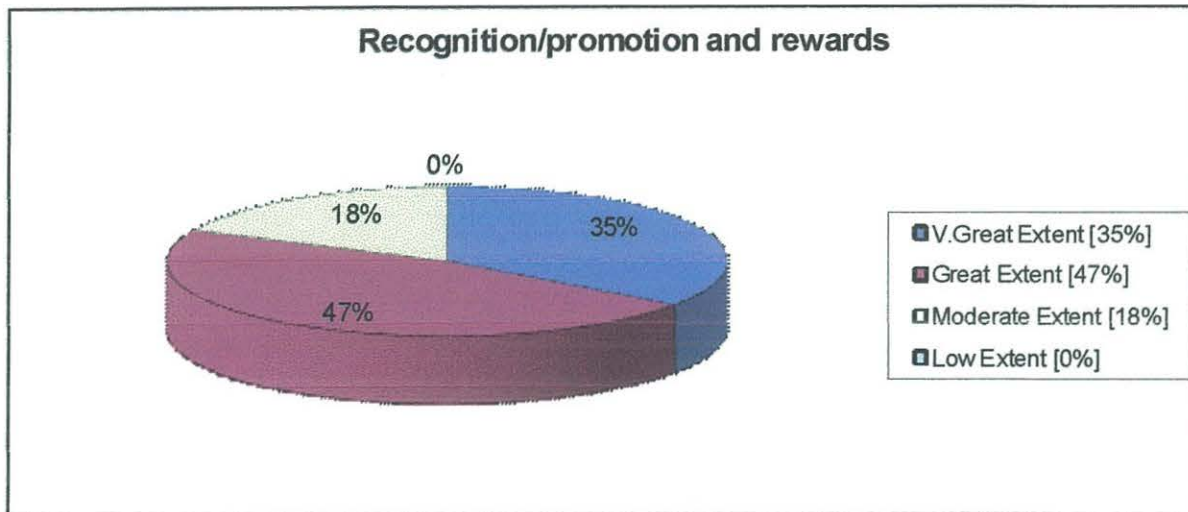
Responses	Frequency				Percentage %			
	Very	Great	Moderate	Low	Very	Great	Moderate	Low
	Great	Extent	Extent	Extent	Great	Extent	Extent	Extent
Does training have an effect on recognition/promotion and rewards for staff?	6	8	3	0	35	47	18	0

Source: Field Data (2008)

From the above, 47% of the respondents stated that training has a very grate effect on recognition/ promotion and rewards to a great extent for staff at KenGen and 18% of the respondents say it has a moderate effect.

This is in line with Beach (1996) who emphasizes that an expanding and growing organization should always train its employees so as to place them in higher positions in future

Figure 4.5.2 Pie-chart showing the extent of the effect of training on recognition/promotion and rewards for staff at KenGen



From the above, it is evident that training has a very great effect on recognition/ promotion and rewards for staff at KenGen

Table 4.5.3 Evidence on whether recognition/promotion and rewards are automatic benefits for trained staff at KenGen

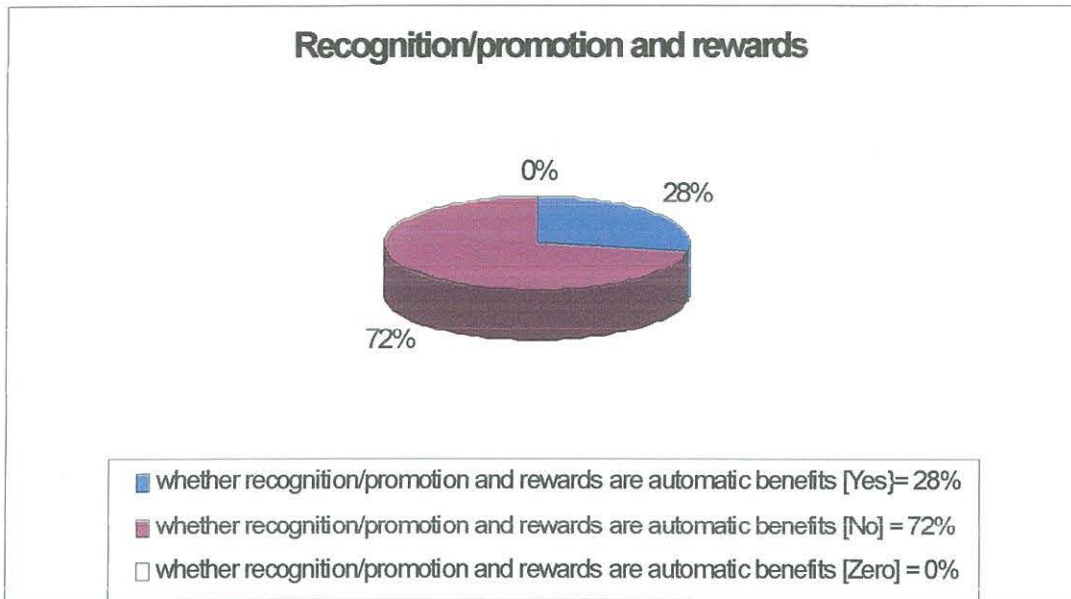
Responses	Frequency			Percentage %		
	Yes	No	Zero response	Yes	No	Zero response
Do you think recognition/promotion and rewards are automatic benefits for trained employees?	7	18	0	28	72	0

Source: Field Data (2008)

From the above the researcher had a No response of 72% and a Yes response of 28%.

This agrees with Casio (1998), who asserts that well trained employees should be offered challenging jobs in order to enhance career development.

Figure 4.5.3 Bar-graph evidence on whether recognition/promotion and rewards are automatic benefits for trained staff at KenGen



Source: Field Data (2008)

From the above, the researcher found that recognition/promotion and rewards are administered below average for deserving staff at KenGen. However, most of the respondents who gave No response stated that, the company management should ensure that the deserving staff are compensated appropriately without much delay as that could stimulate staff morale remarkably.

4.6 Response on Manpower planning and succession gaps

Table 4.6.1 Evidence of whether a relationship exists between training, manpower planning and succession gaps

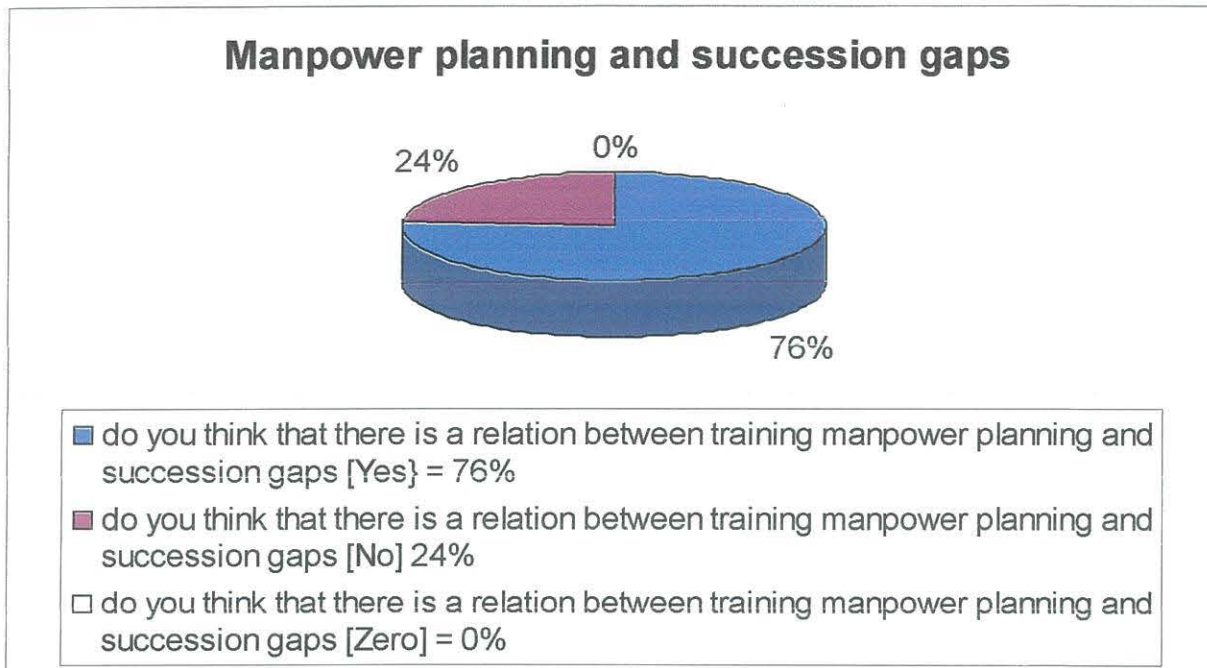
Responses	Frequency			Percentage %		
	Yes	No	Zero responses	Yes	No	Zero responses
Is there a relationship between training, manpower planning and succession gaps?	19	6	0	76	24	0

Source: Field Data (2008)

From the above, the majority of respondents 76% gave a Yes response to the question whereas 24% of the respondents gave a No response.

This agrees with Mullins (2002) who emphasizes that training is necessary in any organization because it helps in addressing the performance gap thus training provides the opportunity to acquire and improve job-related skills

Figure 4.6.1 Pie-chart showing evidence of whether a relationship exists between training, manpower planning and succession gaps.



From the above, it is evident that there is a relationship between training, manpower planning and succession gaps. Further, on defining the relationship, the same respondents indicated that, training plays a key role in equipping the selected employees with appropriate knowledge and skills for the vacant positions. However, the respondents who responded negatively could not define the relationship.

Table 4.6.2 Evidence if training has an effect on manpower planning and succession gaps

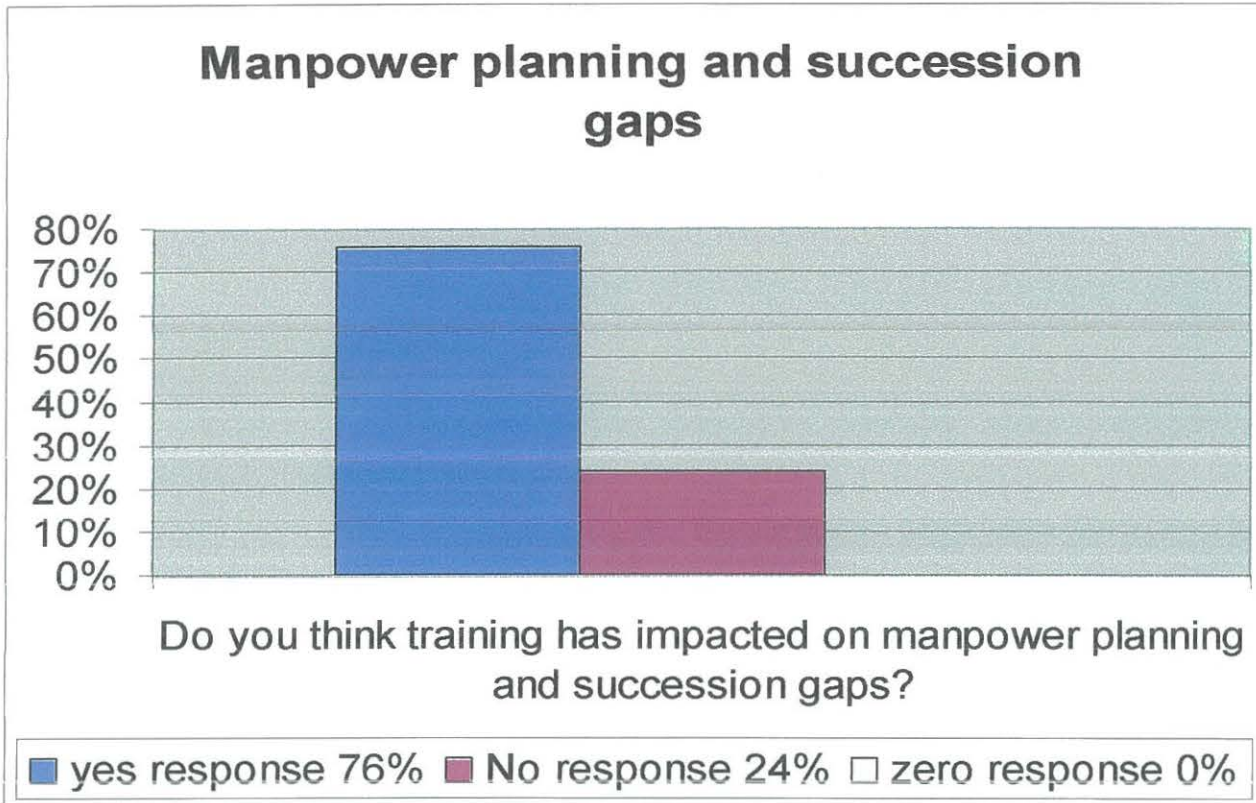
Responses	Frequency			Percentage %		
	Yes	No	Zero response	Yes	No	Zero response
Do you think training has an effect on manpower planning and succession gaps?	19	6	0	76	24	0

Source: Field Data (2008)

From the above, 76% of the respondents indicated that training has an effect on manpower planning and succession gaps whereas 24% of the respondents say that training has no effect on the same

This agrees with Beach (1996), who asserts that training facilitates man-power planning in that it is basically a strategy for procurement, development, allocation and utilization of an organization's human resources

Figure 4.6.2 Bar-graph evidence if training has an effect on manpower planning and succession gaps.



From the above, it is evident that training is very important for present and future needs because it has a positive impact on manpower planning and succession gaps.

Table 4.6.3 Extent of the effect of training on manpower planning and succession gaps

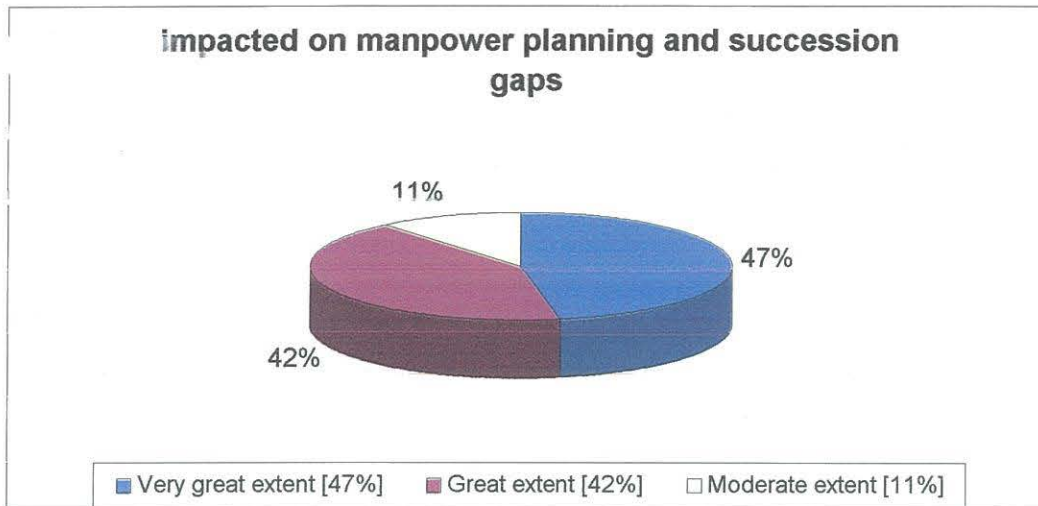
Responses	Frequency				Percentage %			
	Very Great Extent	Great Extent	Moderate Extent	Low Extent	Very Great Extent	Great Extent	Moderate Extent	Low Extent
To what extent is the effect of training on m.planning & succession gaps?	9	8	2	0	47	42	11	0

Source: Field Data (2008)

From the above, 47% of respondents indicated that training has a very great effect on manpower planning and succession gaps whereas 11% of the respondents indicated training has a moderate effect on the same.

This is in line with Mullins (2002) who notes that apart from being a potential motivator, training equips workers with skills and knowledge needed for career development

Figure 4.6.3 Pie-chart showing the extent of effect of training on manpower planning and succession gaps.



From the above, it is evident that training has an effect on manpower planning and succession gaps to a very great extent at KenGen.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.0 INTRODUCTION

This chapter presents the summary of the research findings, answers to research questions, conclusion, recommendations based on the research findings and room for further studies.

5.1 Summary of the Findings

It was established that KenGen conducts training for her staff. It was also established that training offered is related to the job. It was found out that training is offered in either moderate extent or great extent at KenGen. The researcher established that training affects productivity of staff, acquisition and improvement of required skills, recognition/promotion and rewards, manpower planning and succession gaps thus impacting on them positively. Further, the research findings established that training improves job skills and knowledge to perform, thus increase in staff productivity.

5.1.1 Importance of employee training

The researcher finding revealed that KenGen employees feel that training is important in that it provides them with the opportunity to acquire and improve their job-related skills, it helps improve individual ,team and corporate performance and it also helps in increasing commitment of employees by encouraging them to identify with the mission and objectives within the organization.

5.1.2 Factors determine performance

The findings of the research indicated the factors that determine performance in Ken Gen are constant motivation of employees, provision of reward and incentives, training and development in order to encourage the development of employee job related skills.

5.1.3 Methods which can be used to improve employee performance

The finding of the research revealed that there are various method that can used at KenGen to improve performance they include training through job related techniques, improvement of new technologies and improvement of job safety. On the other hand the employees feel that performance can be further improved by increasing of incentives, management full support in the training programs, continuous and relevant training and team building and exposure.

5.1.4 Relationship that exists between training and employee performance

The finding of the researcher indicated that there is a relationship that exists between training and employee performance. Training helps in acquisition of new skills, career development and man power planning and performance appraisal. The respondents at KenGen indicated that training has positive effect on their performance and it helps them in acquisition of new skills.

5.2 Conclusion

It can be concluded that training is carried out at KenGen to a reasonable extent. Training makes staff to become skillful and it enhances staff performance in terms of productivity. Training empowers staff with skills required to work better and improves the general output of the organization.

Training offered at KenGen is job related. This improves the quality of their services and products. It also reduces accidents at work places. Staffs working at KenGen master their jobs through training that is carried out in their workstations.

Training offered at KenGen is mostly through on the job training by exposing staff to practical work situations and working through instructions. This makes staff working at KenGen to acquire the required expertise to perform their job tasks. Training enables good decision-making, assists in improvement of interpersonal relationship for staff and customers.

Training reduces operational costs and results to minimum supervision of staff, proper utilization of materials and enables proper use of machines that enhance performance.

Training enables workers to work zealously and efficiently. This assists KenGen to meet customer needs and work schedules promptly with enthusiasm.

5.3 Recommendations

Based on the research findings the following recommendations were given by the researcher to KenGen central office:

Management should carrying out training for staff working within its establishments on a regular basis because training is a paramount aspect of their performance and enable them maintain their productivity standards.

Management should come up with diversified training programs to cover both specific training needs and overall general training covering all its business operations such as managerial and supervisory courses.

KenGen should issue certificates to its employees who undertake training for good record keeping. This will facilitate skills audit for the organization, manpower planning and career progression. They should also encourage its staff undertake relevant certificate courses in order to earn benefits that will be made automatic to them by management in terms of recognition/promotion and rewards.

KenGen should ensure that training being the core of business progress, be supported fully by management in order to help in manpower planning and succession gaps. This will ensure that vacant positions are filled with candidates with relevant knowledge and skills.

5.5 Areas of future research

Future research can be done in recruitment and employee or rewards and employee performance.

REFERENCES

Armstrong M. (2001) *Human Resource Management Practice* (8th Edition) New York: Prentise Publisher

Armstrong M. (2001) *A Handbook of Personnel Management Practice*, Bath Press, London:

Beardwell I. & Holdem L.(2001) *Human Resource Management*, (2nd Edition) Longman Publishers , United Kingdom

Boudreau M. (1997) *Principle Human Resource Management* (5th Edition) McGraw Hill Publishers Irill Inc.

Cascio W.F. (1998). *Managing Human Resources Productivity, Quality of Work Life* (5thEdition) Himalaya Publishing, India

Directorate of Industrial Training Newsletter, Volume 4 January 2002

Mamoria C.B. (1990) *Personnel Management*, (2nd Edition) Himalaya Publishing India

Mullins L. J. (2002) *Management and Organizational Behavior*, *Financial Times* London: Pitman Publishing imprint

Naryana P. S. (1991) *Personnel Management and Industrial Relations*, Premier Books Company, India.

Republic of Kenya, [1997] Industrial Transformation to the Year 2020. Session paper V.Z. 2. Government printer, Nairobi

Saleemi N.A (1997) *Personnel Management*, Saleemi Simplified Publishers, Kenya.

<http://www.training.com.au/portal/site/public/menuitem> (accessed on April 14th 2008)

<http://www.csb.gov.hk/hkgcsb/hrm/e-hrm-guide/manpower>

<http://www.workforce.com/section/021>

APPENDIX I
RESEARCH INSTRUMENT
QUESTIONNAIRE

I am a student at Kampala International University pursuing a Bachelors degree in International Business Administration, carrying out a research to assess the effect of training on employee performance, a case of Kenya Generating Company.

The study is entirely meant for academic purpose; therefore, feel free to avail all relevant information since the information collected shall be treated with ultimate confidentiality.

Thank you so much for your maximum co-operation

Please tick where appropriate and give details where necessary in the spaces provided. If the spaces are inadequate, you can write on the back of the page.

Section A

General

1. Gender Male Female

2. What is your highest education standard attained?

Certificate Diploma Degree Masters

Others (please specify).....

3. Department.....

4. Designation

3. How long have you worked for the company?

0-5 Years 5-10 Years 10 Years and above

Section B

Training

1. Is training of staff done at KenGen?

Yes

No

2. Is training done related to your job? Yes No

3. How frequently is training done?

After 3 Months After 6 Months After 1 Year

4. What areas are usually covered during training?

.....

5. What are you suggestions on how to improve training.....

.....

Section C

Productivity of staff

1. Do you think training has helped to increase productivity of staff at KenGen?

Yes

No

2. If yes, how has it helped to increase productivity of staff at KenGen?

.....

3. How has productivity of staff been over the last few years?

Very good Good Fair Poor

4. What is your suggestion on how to improve on productivity at KenGen?

Section D

Acquisition and improvement of required skills

1. Do you think training has effect on acquisition and improvement of the required skills for employees at KenGen?

Yes

No

2. If yes, how?

.....
.....
.....

3. What are suggestions on acquisition and improvement of required skills for employees at KenGen?

.....
.....
.....

Section E

Recognition/promotion and Rewards

1. Do you think training has effect on recognition/promotion and rewards for staff at KenGen?

Yes

No

2. If yes, how?

.....
.....

3. Do you think recognition/promotion and rewards are automatic benefits to employees at KenGen who undertake relevant training/courses?

Yes No

4. If no, what do you think can be done to rectify the situation?

.....

Section F

Manpower planning and succession gaps

1. Do you think there is a relationship between training and manpower planning and succession gaps?

Yes No

2. If yes, briefly define the relationship.

.....

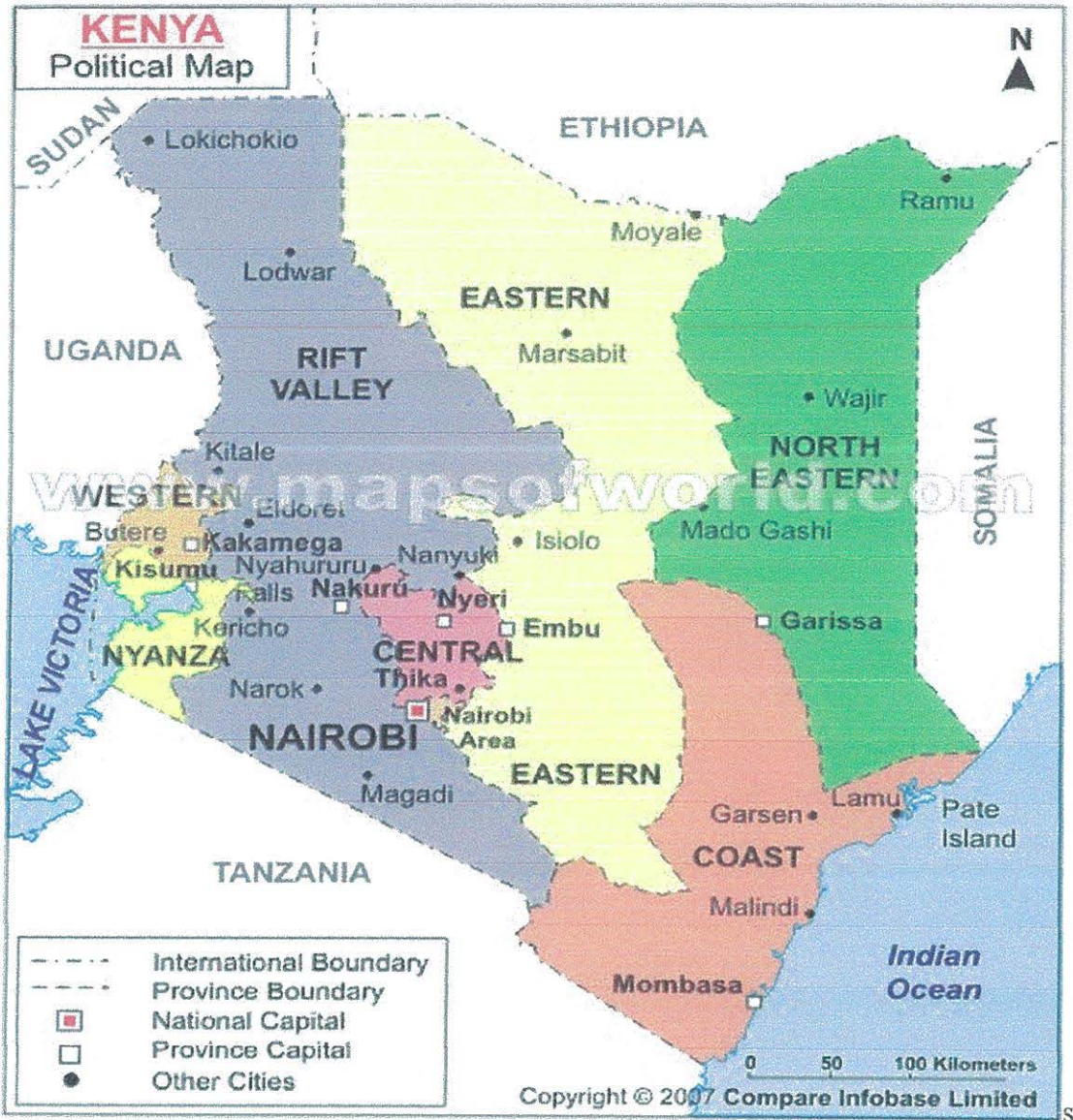
3. Do you think training has effect on manpower planning and succession gaps?

Yes No

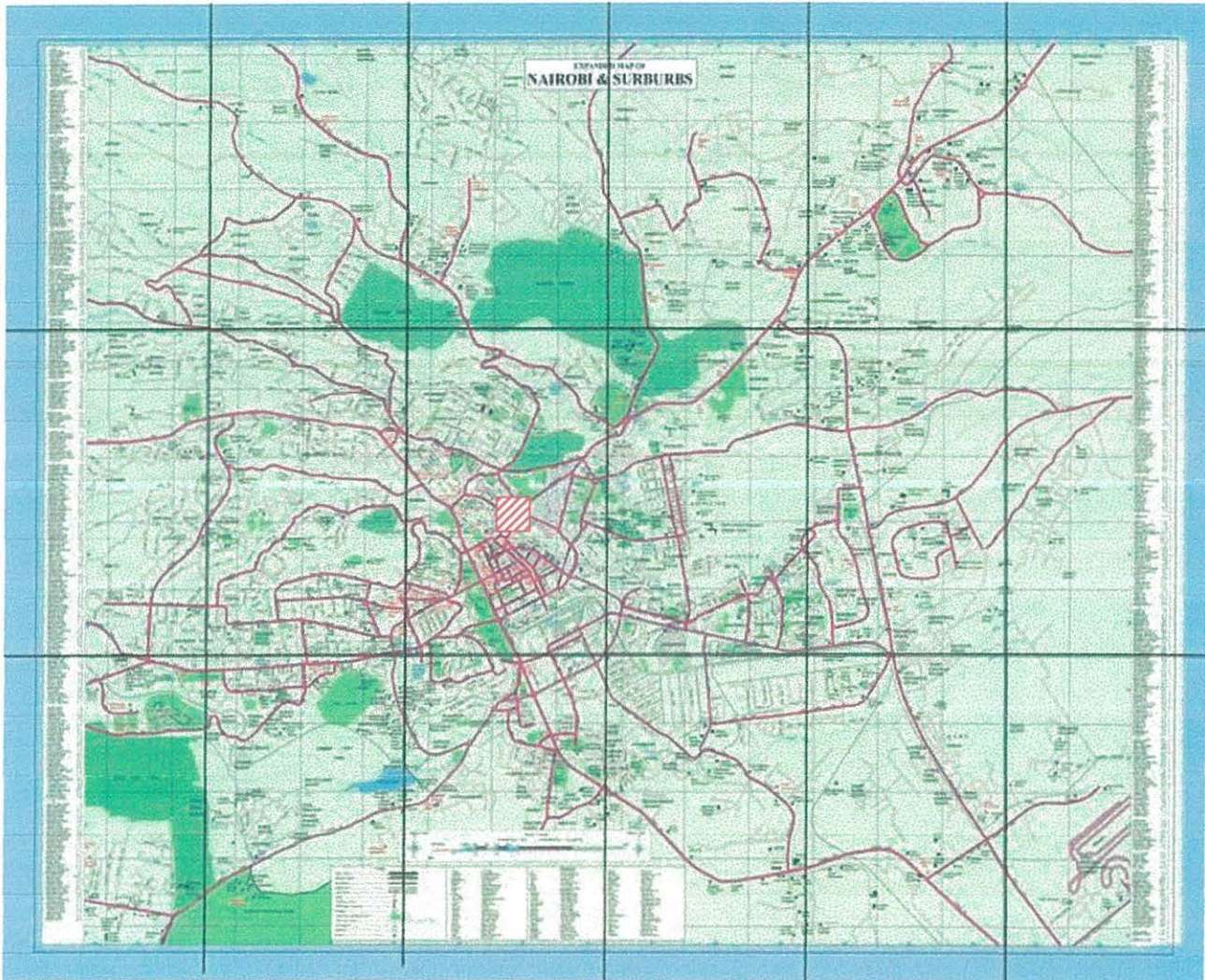
4. If yes, how?

.....

APPENDIX II MAP OF KENYA



APPENDIX III
STREET MAP OF STUDY CASE



KEY

 Study Area