

**PERCEIVED EFFECTIVENESS OF CUSTOMER CARE  
REPRESENTATIVES  
TRAINING AT SAFARICOM LIMITED**


**BY  
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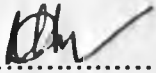
## DECLARATION

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

Signed.......... Date.....09/11/2012.....

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This is to certify that this research project has been submitted for examination with my approval as a University Supervisor

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## **DEDICATION**

This project paper is dedicated to my parents Mr and Mrs Makori Momanyi for their support over the years , to my wife Eunice Bonareri Moseti and to my two sons Melvin and Jayden whose prayers, support, love, encouragement and patience during the long school hours has seen me this far.

I also dedicate it to my siblings Samuel and George for the continued support and my late sister,Michelle Nyamisa Makori-Ogamba (RIP) who kept encouraging me and driving me to the next level.

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## **ABSTRACT**

The topic of the study is the perceived effectiveness of customer care representatives training at Safaricom limited. Customer management has over the years played a key role in attracting and retaining customers. In a competitive corporate world innovation has been one of the key drivers of business; this has led to numerous new products and services. However this concept has been picked by all competitors. Thus with similar products and services, the type of customer care given to customers has taken even greater importance. This has led to the growth of contact centers to have a direct and open line of communication with the customer. The contact center gets feedback from the customers that is used to ensure that the customer needs are understood and met and where possible exceeded. The contact centers are also used to answer to customer queries on the company's products. To be able to do this well, organizations have had to invest heavily in setting up contact centers and more importantly training the staff manning this centers. The training is to ensure that the staff has the required skills and competencies to effectively handle these challenges. The study looks at the perception towards effectiveness of the training given to new customer care representative.

The data was collected from Safaricom Limited .The respondents were the contact center team managers who manage the customer care representatives' performance and the quality managers who are in charge of ensuring that the set quality standards are met. The data was collected using interview guides that were dropped and picked from the respondents. The data collected was qualitative and was analyzed using content analysis. From the analysis the training offered was perceived to be effective and assisted the customer care representatives to quickly settle down in their roles.

The study found out that there is return on training investment of customer care representatives. The study also found the training to be effective and the customer care representatives able to transfer their learning to the work place. The study recommended for a similar study to be conducted in similar organizations.

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## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the study**

A well trained workforce improves performance and investing in training is critical to achieving success. The intense pressure to succeed has led many organizations across the globe to include training as part of a system wide change to gain competitive advantage. For example the caterpillar's companywide mission is-to be the best continual learning organization in the world. Each of its 95000 employees receive four buckets of training including required e-learning modules, training specific to their business units ,education central to their job roles and additional guidance related to their career paths (Bernardin,2008).Training is also important in the role it plays towards retaining and motivating employees in their current jobs.

Employers are concerned with the entry level skills that new entrants to the work place, impressive educational qualifications do not mean that this will be automatically reflected in their output. The seriousness with which training is taken is further shown in the organizations that make the Fortune magazine list of the best companies to work for. These organizations are very concerned about the types of training that they offer, the result of this has been 50% less turnover and upto three times more returns for their stakeholders. This is as a result of increased motivation and the feeling that the organization cares or its employees. The most common skills required to increase the productivity of new entrants have been identified as oral and written communication, teamwork, creativity/innovation, information technology application, integrity, money

laundering, project management, finance for non finance workers which enable employees to understand the financial aspect of the business (Graham, 2006).

Training has its main objective as improving performance in the near term and in a specific job by increasing employees' competencies .For some organizations new hires have insufficient skills and require training before being placed in a job. For current employees' technological changes, loss of current and job redesigns may create need for new training. Training is used to refresh skills that that are not often used such as those used in emergencies.

The strategic goal of most business organizations is to maximize on productivity and returns through having highly trained employees. Training of employees ensures that they are able to meet the expectations of the customers and also has the role of ensuring that the employees are highly motivated. Training also ensures that new employees are able to seamlessly fit into the existing work culture and are able to quickly adapt and reduce the expected error period at the onset of every new role.

In the current business world the importance of customer management cannot be overstated, taking the telecommunication industry as an example, all the players in the Kenyan telephony industry have more or less the same products for both individual and corporate customers e.g. data (fixed and mobile), voice products and money transfer services. The differentiating point is the interaction with customers. This explains the large investments that have been carried out to ensure that customers get the best

resolution and support to queries raised. This has been done by use of systems that enhance the customer interaction experience such as customer relationship management (CRM) systems, internal and external trainings for staff both on technical expertise and personal development that would lead to better customer service, contracting for customer feedback/customer voice services, mystery shoppers. The fact that all this is done during a time of economic recession further accentuates this (Cook, 2009).

The study seeks to investigate the perception of contact center managers towards training of call center representatives. The study will be carried out at the Safaricom Jambo Contact center located along Mombasa Road. This section will be presented through background of the study, problem statement, the study will also seek to analyze the background, and factors looked at while analyzing the perception of the managers, the objectives, the scope and the significance of the study.

A contact center refers to a customer communication point which in the case of Safaricom is through the call center, support center, email communication, chat via the different social media points such as twitter and face book. The various communication channels are manned by customer care representatives who undergo different types of training tailored towards their areas of daily operations. The study looks at the perception of contact center team managers to training of new customer care representatives. Results of this study will assist in making training more effective as well as reduce the error margin of the new staff once they start their new role. The study will be based on customer care representatives located along Mombasa road.

### **1.1.1 Training and effectiveness**

Training is the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance. Training means giving new or present employees the skills they need to perform their jobs. Having high-potential employees does not guarantee that they'll succeed. Instead they must know what you want them to do and how you want them to do it. If they don't they will improvise or do nothing productive at all (Dessler, 2008).

Effectiveness looks at the extent to which the training was able to meet the objectives set at the onset of the training. This will look at various parameters which will include acquisition of the desired skills and competencies, ability of the trainees to transfer the knowledge to the workplace, the training techniques used and the effectiveness of the methods used. Effectiveness is looked at by measuring the performance of the trainees against some expected level of performance. In addition to the mentioned parameters environmental favorability i.e the extent to which the transfer or work environment is supportive of the application of new skills and behaviors learned or acquired in training. Thus, learned skills will not be demonstrated as behaviors learned or performance if workers are denied the opportunity to perform them (Bernardin, 2008)

### **1.1.2 Customer care**

Customer service is the provision of service to customers before, during and after a purchase. Customer service relates to the relationship between a product or service

provider and those people who use or buy its products or services. According to any organization, it is the sum total of what an organization does to meet customer expectations and produce customer satisfaction. Customer service relates to understanding both the nature of the organization's customers—past, present and future—the features and benefits of the products or services it provides and the entire transactional process, from a potential customer's initial awareness to post-purchase satisfaction. According to Turban et al. (2002), "Customer service is a series of activities designed to enhance the level of customer satisfaction – that is, the feeling that a product or service has met the customer expectation."

In an industry where competition is tight and products are duplicated, service is clearly the biggest competitive edge we can have. All around the world, research has shown that companies that have great customer focus perform better than those with purely financial focus. Customer focus means listening to customers, getting their feedback, addressing their complaints, respecting service level agreements (SLAs) with customers, developing products that they want, improving interactions which inevitably lead to increased profits (Odemba,2011)

The increasing power of the customer and the fierceness of competition have seen many organizations lose their traditional marketplaces and their profit margins eroded. This has forced companies to move from product orientation and innovation to customer focus and customer centricity (Cook, 2008).This has also led to the increase in contact centers across different industries. For these contact centers to optimize their impact on customer centricity then they need to have information on the customers that they are assisting,

thus customer relationship management .The CRM principle is that the more information a company has on its customers the better as it will assist in the process of customer segmentation, developing integrated programs that maximize value to the organization throughout the lifetime of the customer. To ensure that customer excellence is always sustained it is important for an organization to come up with mechanisms that provide a channel for getting customer feedback i.e. measuring customer satisfaction. Feedback from such surveys will assist in finding ways of continuously improving on service delivery leading to a higher level of customer satisfaction

### **1.1.3 Concept of perception**

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environments. Perception is not necessarily based on reality, but is merely a perspective from a particular individual's view of a situation. Our perception and judgement of a person's actions therefore will be significantly influenced by the assumptions we make about that person's internal state (Robbins & Judge, 2011). Factors influencing a person's perception can be broken down into three main categories, namely; the situation, the perceiver and the target. Factors in the situation may include: time, work setting, or social setting. Whereas the factors in the perceiver may include: attitudes, motives, interests, experiences and expectations. Lastly, the factors in the target may include: novelty, motion, sounds, size background, proximity, and similarity (Robbins et al., 2011).

Arnold and Feldman (1995) advanced that perception has to do with the way in which we receive messages as interpreted information. Our perception of the world serves as a basis for our actions. Employees' perception of any process in an organization including promotion is therefore critical as individuals act and react on the basis of their perception not on the basis of objective reality. For each individual, reality is totally a personal phenomenon, based on that person's needs, wants, values and personal experiences. Thus, to the organization, employees' expectations are much more important than their knowledge of objective reality. It is not what actually is so, that affects their actions because individuals make decisions and take actions based on what they perceive to be reality, it is important that organizations understand the whole notion of perception and its related concepts to make readily determine what factors influence people's behaviour (Schiffman & Kanuk, 2003).

Employees are different in terms of how they view the world around them, how they interpret and react to different situations, and how they assign meaning to different phenomena (Dember, 1960). Perception is influenced by internal and external factors leading employees to see perceived objects, persons or events differently. External factors are characteristic of perceived objects or persons, which may include size, intensity, contrasts, repetition, motion, novelty, status and appearance. Internal factors in perception are characteristic of the perceiver. Perceivers have a tendency to use themselves as a basis for perceiving others, events and objects. Internal factors that can influence perception are needs and motives, past experiences, self-concept and personality (Nzuve, 2007).



Employees emerge with different perceptions of the same stimulus object because of three perceptual processes: selective attention, selective distortion and selective retention. Selective attention arises due to the fact that employees are exposed to a tremendous amount of daily stimuli. The employees have a heightened awareness of stimuli that meet their needs or interests and minimal awareness of stimuli irrelevant to their needs. Selective distortion describes the tendency of employees to twist information into personal meanings. Selective retention asserts that employees will forget much of what they learn. They tend to retain information that supports the attitudes and beliefs for chosen alternatives (Kotler, 2003; Kibera & Waruingi, 1998).

Perception is largely selective. Selectivity of perception serves as a filter through which potentially important or favourable experiences will be allowed to flow, while potentially unimportant or unfavourable experiences are locked out. Extensions of these are selective exposure and selective retention (Kibera & Waruingi, 1998). Understanding of perception is essential to ensure that managers are aware of the problems that can arise from the process of attention and selectivity. According to research carried out by Kimathi (2000), employees are of the general opinion that performance management processes are flawed, performance appraisals are subjective and unreliable as a basis for performance measurement and that in reality factors other than merit are used to make promotion decisions

#### **1.1.4 Safaricom Limited contact center**

Safaricom, which started as a department of Kenya Posts & Telecommunications Corporation, launched operations in 1993. By the year 2000, Safaricom started operating in Kenya as a private limited company where 60% of their shares were held by Telkom Kenya Ltd and 40% were held by Vodafone UK. In March 2008, 25% of the shares owned by Telkom Kenya were sold out to the public.

The core business for Safaricom Ltd is the provision of Airtime to facilitate mobile communication and this has made the company to be the largest airtime provider in Kenya (Suri & Jack, 2009). The vision for Safaricom Ltd is; - To be Kenya's Mobile Communication Leader enriching Customers lives by connecting Individuals, Businesses and Communities in a Mobile World (Suri & Jack, 2009). The October to December 2011 Communication commission of Kenya quarterly reported Safaricom as leading the voice market share with 67%. Safaricom has managed to continue being the market leader mainly riding on M-pesa and data products. In the last financial year 2011/2012, the mobile operator reported full-year profits after tax of Sh12.6 billion. Safaricom has also dominated the Kenyan data market with 90 percent of mobile broadband

To be able to survive and maintain its market position Safaricom has to continually ensure that its employees have the required skills and expertise so as to be able to meet the customer's expectations at whatever point of contact they meet. This is important across the company as the company seeks to build up a customer centric culture across all departments, even those that are not customer facing. This shows the importance of

training in the organization. There is continuous training in Safaricom be it through training of new employees, refresher courses, brief new product launches training, training as a result of staff movements either through promotion or job rotations. These trainings result in high performance levels. This study aims at establishing the influence of trainings by looking at the perception of managers towards training, specifically customer care training.

Safaricom's Jambo contact center is situated along Mombasa road at the 'Semco' industrial park. It has a sitting capacity of 1400 employees. The center is owned by Safaricom and it is here that most of the customer support operations are carried out. This is through the call center, support center, email communication, chat via the different social media such as twitter and face book. The centre handles both post pay and pre pay queries. The different communication channels are manned by customer care representatives who undergo different trainings including an initial eight week training to be able to cope with the expectations of the role. The contact center acts as a contact point (interface) between the customers and the company. The contact center is used to inform customers on the company's products and processes as well as collect feedback from the customers on how the company can improve its service.

The training of new customer care representatives at Jambo contact center runs for a period of eight weeks. This covers six weeks in the classroom and two weeks on the job training during which time the customer care representatives are introduced to their role and begin working as they as they continue learning on the job. During this time it is

acknowledged that they are still new to the role and for two months after completion of training the new customer care representatives are evaluated using stepped down targets which are less demanding especially for two key components of their performance indicators i.e talk time and call quality. After the two months the targets are stepped up to the same level as those of older staff. The team that has completed training is handed over by the trainers after the six weeks, however if there is an area where the team seems to be weak, the trainer will still be recalled to polish up on the area. New staffs are created on the system immediately they embark on the two week on job training and thus it is possible to measure their level of performance during this period.

## **1.2 Problem statement**

Exceptional or unmatched customer care delivery will give an organization competitive advantage. In a dynamic sector like telecommunications where innovation is a key pillar of success, it is important for the organization to come up with training programs targeting new employees. These trainings will assist the new employees to quickly settle into their new roles as well as reduce their margin of error as they embark on the roles. It is important for the impact of the training offered to be tagged so as to ensure that the training remains relevant and the training programs continually develop. Over the last ten years, customers' expectations for high quality service in call centers have risen. Important order winners in today's marketplace are service quality, convenience, speed, accuracy, and value (Berkley, 2005). Training is at the forefront of organizational priorities, and innovation in training is one of the most crucial aspects of the quality improvement process or the basis for successful total quality management programs

(Hiam, 1992). Most managers believe that a good training program is crucial to a company's success (Kelly, 1993).

Schaffer and Thomson (1992) make a good argument for an outcome focus versus a focus on the process. Try to work for results, rather than concentrating on training activities. In the customer service training program, for instance, trainees would be expected especially to provide correct solutions to various types of customers including the dissatisfied, this should not only be in the training environment but should be transferred to the work places ,training should not only be limited to passing the relevant tests. Little attention has been given to the effect of the customer care training offered on the trainees as they embark on their new roles. There is a growing concern in the service industry that training has been only partially successful (Torbert, 1991).

The expectations of call center team managers are that customer care representative should express their knowledge of training ideas and practice them. There is need to ensure that these expectations can be confirmed as having being met..Customer focus is key in ensuring that a service provider in the local telecommunications industry remains competitive. Safaricom Limited being a key player in the industry needs to ensure that the customers' needs and queries are met within the least time possible (meeting or exceeding the set service level agreements). Efficient training of the customer care representatives is therefore vital in ensuring that the clientele gets a fast resolution to their needs. Safaricom gives an intense eight week course to its new customer care representatives on all the products and services, systems in use as well as customer care

skills required before they take up the role. Re-training is also done for other representatives as new products are introduced or systems change due to technological advancements. Customers issues are however not always resolved on first contact with the customer care representatives and thus the need to analyze effectiveness of the training given to the representatives.

Local studies have been done in Kenya that shows the importance and impact of employee training. This includes Barmao (2009) who studied the impact of training and development on the performance of employees of the General Service Unit-Kenya, the findings showed the relationship between training and performance of employee. Maritim, (2007) studied assessment of training and development programmes and their impact to effective organizational performance a case study of Post bank, the result of the study was a positive relationship of the factor as shon by the correlation of the study, Lwiki, (2007) studied the effect of staff training on performance in co-operative training institutions in Kenya with specific emphasis on Co-operative College of Kenya, the study found out several purposes of effective training, Anyoli, (1998) studied determinants of on-the-job training: a study of final manufacturing firms in Nairobi-Kenya and Gakuru, (2006) studied the relationship between training practices and performance a survey of companies listed in the NSE the findings of the study showed relationship of training practice and performance. Studies have been done on the importance and impact on training employees. However to the best of my knowledge no study has been done on the perception of contact center team managers towards training of new customer care representatives.

This study researched on the effectiveness of customer care training as perceived by contact center team managers at Safaricom limited. The perception on the effectiveness of the training offered to the customer care representatives looked at the number of escalations by the new customer care agents, quality of escalations, performance level in comparison to the expected performance levels, employee knowledge base in relation to the products and services that they should be knowledgeable on, knowledge on the company's policies and procedures especially on human resource that guides expected

### **1.3 Research objective**

To establish the perceived effectiveness of customer care representatives training at Safaricom limited

### **1.4 Value of the study**

The findings of this study will be of great benefit to a number of stakeholders. Among the chief beneficiaries of the study include the Jambo contact center management, other contact centers especially in the industry, customers will also benefit from the findings of the study through improved training methods. The study will also be of use to the Safaricom Human Resource department and specifically the learning and development section, this will be through evaluating the programs better so as to be able to meet the expectations of both the customer care representatives as well as the contact center managers whom they report to. The study will also contribute to academia in the area of training.

**The study will add to knowledge in the area on perception of contact center team manager towards training of new customer care representatives and subsequently on how to ensure that training carried out is effective as measured by transferring of knowledge to work.**



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Training**

Most of the employees come to organizations having an academic degree but no knowledge and skills about the job. They are very new at the workplace and have no familiarity with it. Due to this situation, these workers need further training to face their workplace in an easy, well structured way to enable them perform better; and for this purpose training is planned to give them a specific knowledge and skills about their jobs (Fitzgerald, 1992). Sometimes older employees also need training in addition to their previous job skills because the new technology brings new jobs and responsibilities; and they need to get familiar with that.

Specific training initiatives have specific goals. These include: the improvement of employee job performance, employee development (Burden and Proctor, 2000), the development of skills, knowledge, and attitudes (Al-Khayyat and Elgamal, 1997), and a means of achieving a competitive edge (Hughey and Mussnug, 1997; Hallier and Butts, 2000). Given the rapid obsolescence of IT specific skills there is a continual need to provide opportunities for employees to update their technical skill sets. The failure to provide such training increase the chance of failure and such companies may pay more in the long run (Auer, 1995). Organizations must respond to demands for change while at the same time realizing that advances in technology and knowledge are rendering many traditional employee skills obsolete, while simultaneously developing needs for new ones (Read and leiner, 1996). It is this continuous threat of knowledge obsolescence that

makes training and retraining necessary, not only for individual growth but also for organizational growth (Read and Kleiner, 1996). Within the IT sector, training can be considered to encompass organized, structured, formal events and sessions offered to IT employees as a company initiative. This paper does not consider on-the-job daily experiences to be classed as formal training, although such experiences can aid the development of skills related to job functions (Sadler-Smith, Down et al., 2000; Smallbone, Supri et al., 2000).

Training is not as easy as it seems but it requires a huge investment of money in human capital. It has many advantages like creating competitive return for a firm, innovations, chances of learning about new technologies, improving and developing employee skills and hence increasing the firm's overall performance (Salas & Cannon-Bowers, Some researchers have criticized the training process as being expensive as it requires a lot of money and time (Kraiger, McLinden & Casper 2004), and there is a doubt whether there is really a positive relationship between training and firm performance (Alliger, Tannenbaum, Bennett, Traver, & Shortland, 1997; Wright & Geroy, 2001). Training is at the forefront of organizational priorities, and innovation in training is one of the most crucial aspects of the quality improvement process or the basis for successful total quality management (TQM) programs (Hiam, 1992). Most managers believe that a good training program is crucial to a company's success (Kelly, 1993). Any company wishing to achieve its goals and to survive in an increasingly competitive world must utilize effectively and efficiently its most valuable asset – the skills of its employees. The human resource development (HRD) challenge for the next decade will be to assure a continuous improvement culture by keeping the system aligned with continuous

improvement strategies (Ferketish and Hayden, 1992). By incorporating HRD as a strategy, not an event, training can be a powerful building block for a foundation of understanding and skills that will help the organization reach its business goals. If we look at quality as a socially constructed process, then the actual process that emerges within the work unit for identifying the customers' needs might be even more crucial (Lin and Goodrich, 1995). Customer focus is key in ensuring that a service provider in the local telecommunications industry remains competitive

A training process can be divided into several phases (Goldstein, 1993): needs assessment, development, and evaluation. A company performs the needs assessment by evaluating the knowledge, skills, and abilities of the workforce to be trained and comparing this composite with the new knowledge, skills, and abilities that are required under a quality improvement strategy focused on customer expectations. The development phase comprises four components: motivation of the trainee, training contents, techniques and aids utilized, competence of the instructor, and training environment. Training evaluation is the systematic collection of data to assess the effectiveness of attaining the training goals.

## **2.2 Effectiveness of training**

Effective training programs require the dedicated support of top management (Motwani, Frahm et al., 1994). Such organizations provide training mapped to employee and organizational needs (Mann, 1997), and provide this at the proper time. Yet, not all companies place the same emphasis on, or show the same commitment to employee training (Roberts and McDonald, 1995; Hughey and Mussnug, 1997). Some companies

work hard to recruit the best people and yet spend relatively little effort to retain them once hired (Cappelli, 2000). There is evidence to show that benefits accrue to organizations that are committed to employee training (Wills, 1994).

Organizations that place a high value on training commit resources to the management of the training process. They devote time to ensuring that employees get the training programs that is most appropriate for them given their existing IT skill sets (Eigsten, 1999). Such firms are most successful at maximizing the effectiveness of their training programs (Huang, 2001). Organizations that commit effort and finances to training programs and employee development do so with the objective of a pay-off in terms of increased skill-sets, increased motivation, increased knowledge transfer (Pate, Martin et al., 2000), more positive psychological and organizational dynamics, as well as a measurable competitive edge.

## **2.3 Methods of Training**

Many methods of training exist (Wiedenbeck, Zila et al., 1995; Switzer and Kleiner, 1996; Huang, 2001; Mathews, Ueno et al., 2001). The range of training techniques has been expanded by the application of technology in its "hard" (for example through computing technology) and "soft" (for example through instructional design) (Sadler-Smith, Down et al., 2000). In relation to IT training, many methodologies for the approach to and delivery of training can be used: forms of training include instructor console training in a classroom situation, stand-alone terminals with remote instruction, computer based training (CBT) without instructor, hypermedia training (a computer based method of non-sequential reading and writing, a technique with which chunks of

information can be arranged and rearranged according to an individual's needs, previous knowledge, and curiosities (Borsook and Higginbotham-Wheat, 1992; Murray, 1998)), self-paced training using a variety of delivery methods (Compeau, 1995), distance learning (whether by videoconferencing, email, or other method), learning networks, simulations, groupware communication, use of mentors or coaches, job rotation, management games, role playing and behavior modeling (Williams, 2001), or Internet based training.

While many new training approaches based on new technology exist, these modern training methods have been subjected to comparatively little empirical or critical scrutiny (Sadler-Smith, Down et al., 2000). The literature suggests that that some of the most effective training techniques are not new, but are merely the application of old-fashioned common sense to the assessment of training needs (Switzer and Kleiner, 1996; Sadler-Smith, Down et al., 2000; Smith, 2002). Sadler-Smith et al. (2000) believe that flexibility of delivery is a fundamental issue for smaller firms, to which open/distance/technology-based learning may present a viable solution; however, the modernity of some delivery methods may in itself lead to presumption of applicability and efficacy. Bostrom et al. (1988) argue that the delivery method can directly influence the effectiveness of, and the benefits accrued from training. Read and Kleiner (1996) present the most commonly used training methods across non-industry specific U.S. companies. They found that the top ten training methods used in business, listed in order from highest to lowest use, were: videotapes, lectures, one-on-one instruction, role plays, games/simulation, case studies, slides, computer-based training, audio tapes, and films.

In a survey carried out by 450 respondents, Mathews et al. (2001) studied the incidence of training delivery methods across non-industry specific organizations in the U.K., Portugal, and Finland within the context of benefits accrued. They found that training methods most commonly used tended to be traditional, with little impact evident of more hitech methods. Traditional methods included external short courses, internal lectures and seminars, issuing of training manuals and materials to be self-taught, using training videos, short demonstrations, and the delegation of training responsibilities to training consultants. This study found that in-house participative seminars were the preferred training delivery method in the UK, whereas external short courses were the preferred method in Finland and Portugal. Impersonal methods such as training videos, and internet or computer-based training, were viewed across the UK, Finland, and Portugal as poor methods. In contrast, highly personal methods of training such as participative courses and seminars were viewed as the most effective and highly regarded methods. The most frequent types of training are computer systems/applications, new hire orientation, management development, technical training, communication skills, sexual harassment supervisory skills and leadership.

## **2.4 Evaluation of Training**

Training should be evaluated several times during the process. Employees should be evaluated by comparing their newly acquired skills against the objectives of the training program. Failure to carry out regular evaluations can lead to the program failing, this is because areas which could have otherwise been corrected are left until too late. Consistent and timely evaluations ensure that the objectives are consistently met. Training evaluation is a systematic process of collecting information for and about a

training activity which can then be used for guiding decision making and for assessing the relevance and effectiveness of various training components (Raab et.al).The use of training courses far outstrips what is known of their usefulness (Foxon, 1989; Schonewille, 2001). Mann (1996) maintains that despite heavy investment in training, organizations can frequently fail to evaluate adequately the value or success of their training programmes.

Organizations that devote considerable resources to training also understand the value of evaluating the training process (Motwani, Frahm et al., 1994; Mann, 1996). Such evaluation is a key phase in any proposed training and development process (Al-Khayyat and Elgamal, 1997). While such appraisal is desirable in principle it is difficult in practice (Morris, 1984). Even those companies who do carry out evaluations often use measures later considered ineffective (Schonewille, 2001). The most common metric of evaluation is trainee perceptions (Bostrom, Olman et al., 1988; Foxon, 1989; Mann, 1996; Huang, 2001). Such assessments are ad-hoc, unsystematic, informal, and unstructured evaluations of training programs, which tend to be post training appraisals rather than approaching the evaluation of training programs from their design stages (James and Roffe, 2000).

#### **2.4.1 Training evaluation through an operational approach**

The literature on training has developed many contributions about training evaluation criteria. In 1959 Kirkpatrick published a series of articles outlining four categories (“levels”) to measure training effectiveness – i.e. reactions, learning, behaviour, and

results. The first level measures the immediate reactions of trainees towards training programs, such as enjoyment, perceived usefulness, and perceived difficulty (Warr et al 1995). The second level measures the extent to which learning has occurred, where learning is conceived in terms of knowledge, skill, and/or attitude. Further levels measure to what extent on-the-job behavioral and organizational results have changed because of the training program, such as turnover, volume of activity, cost-cutting, or quality indicators.

Phillips (1977) further developed the evaluation of organizational results coming from training, and developed a framework to compute the return on investment (ROI) of training, a ratio between the benefits of the program and its full cost. Phillips and Phillips (2002, 2004) argued for the relevance of the ROI of training across various sectors, including the public sector. As this framework found a widespread and enduring popularity, both in a business and academic context, it has been further analyzed and developed (Hamblin, 1974; Broad et al, 1992; Mathieu et al., 1992; Warr et al, 1995; Alliger et al, 1989, Alliger *et al.*, 1997; Bartram et al, 1999; Phillips, 1996, 1997, Phillips et al, 2001, Phillips, 2002; Leibler *et al.*, 2001; Kirkpatrick, 2005, 2006). Along this line of research, several issues concerning the process of training evaluation have been detailed, such as: the selection of training programs to be used, the evaluation of complex training programs composed of different training units and isolation of the effects of training from other drivers of organizational performance. In particular, operational approach allows for the improvement in the quality of training programs as follows (Bartram et al, 1999). First, reaction measures allow immediate feedback for improving training and organizational aspects of the programs by comparing immediate reactions



against acceptable standards; this is very important as trainees' positive reactions increase their motivation towards participation.

Pre- and post-training learning measures allow observers to assess whether specific learning objectives have been achieved as expected. In this sense, learning evaluation should be targeted to the specific objectives of the program in order to gather specific measures before and after training. Alliger *et al.* (1997) proposed a framework distinguishing learning measures as immediate post-training knowledge, knowledge retention, and behavioural/skill demonstration. Finally, behavioural and organizational measures represent the extent to which the desired change has occurred as a result of the training program, in order to identify prompt actions to support individuals in applying what they have learned and to promote consequent organizational development. Even if these criteria are very difficult to measure, they are relevant because if behavioural changes and organizational results did not improve as expected, the program has failed even where some learning has occurred.

Specific training initiatives have specific goals. These include: the improvement of employee job performance, employee development (Burden and Proctor, 2000), the development of skills, knowledge, and attitudes (Al-Khayyat and Elgamal, 1997), and a means of achieving a competitive edge (Hughey and Mussnug, 1997; Hallier and Butts, 2000). Given the rapid obsolescence of IT specific skills there is a continual need to provide opportunities for employees to update their technical skill sets. The failure to provide such training increase the chance of failure and such companies may pay more in the long run (Auer, 1995). Organizations must respond to demands for change while at

the same time realizing that advances in technology and knowledge are rendering many traditional employee skills obsolete, while simultaneously developing needs for new ones (Read and leiner, 1996). It is this continuous threat of knowledge obsolescence that makes training and retraining necessary, not only for individual growth but also for organizational growth (Read and Kleiner, 1996). Within the IT sector, training can be considered to encompass organized, structured, formal events and sessions offered to IT employees as a company initiative. This paper does not consider on-the-job daily experiences to be classed as formal training, although such experiences can aid the development of skills related to job functions (Sadler-Smith, Down et al., 2000; Smallbone, Supri et al., 2000).

#### **2.4.2 Training evaluation through a strategic approach**

During the last three decades the traditional approach to performance measurement (PM) has changed radically (Neely, 1999). A new generation of so-called strategic performance measurement (SPM) systems (such as the Balanced Scorecard and the Performance Prism) has established the need to look at organizational performance from different perspectives (and not only in financial terms), point out the capability of an organization to implement its own strategy successfully, align individual behaviour, and stimulate organisational learning.

Many strategic themes concerning human and organizational capital – skills, talents, knowledge, culture, leadership, alignment, teamwork, and so on – have been measured at an organizational level in the “learning and growth” perspective of the Balanced Scorecard (BSC; Kaplan and Norton, 2004) as well as among the “capabilities” of the Performance Prism (Neely *et al.*, 2002). In this case, the results achieved through training

efforts have been usually emphasized as a leading driver in the development of organizational competences.

On the other hand, several authors have paid attention to the performance of the HR function, actually cascading SPM systems inside the organization and trying to point out its contribution to strategy implementation. Ulrich (1997a) argued that, although many authors talk about measuring HR, several issues remained not clear and the field of HR assessment contained more promises than delivery (Ulrich, 1997). Also, assuming that “the only competitive weapon left is organization” (Ulrich, 1998,), he claimed that, in order to fulfill its business partner role – administrative expert, employee champion, change agent, partner in strategy execution – HR managers should recognize PM as a priority and start to replace concepts with evidence, ideas with results, and perceptions with assessments.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Research Design**

The research employed descriptive survey design. Walker (1989) noted that a descriptive survey design is an appropriate way of assessing training programs. Best and Kahn (2000) similarly confirmed that descriptive survey design is an appropriate design for assessing the effectiveness of training programs for it uses both qualitative and quantitative data to identify, analyze and interpret conditions that exist in relation to set standards. It involved comparing what would be and what is. This design helped the researcher obtain precise information concerning the perception of contact center team managers towards the training of new customer care representatives and draw varied general conclusions from the facts obtained.

### **3.2 The target population**

Cooper and Schindler (2003) describe a population as the total collection of elements whereby references have to be made. The population of interest for this study was the Safaricom contact center team managers and quality team managers. The target population of the study was 67 Contact Center team Managers and 4 quality team managers.

### **3.3 Data Collection Method**

The researcher used primary sources to collect data. The Primary data was collected using Questionnaires. The questionnaires were self administered by the researcher to all

respondents due to its low cost and allowed the respondents to complete the questionnaire at a convenient time. Further, Kothari (2003) argues that questionnaires generate data in a very systematic and ordered fashion. The questionnaire covered bio data and effectiveness of training.

### **3.4 Data Analysis**

The data was analyzed using descriptive statistic analysis. Having gathered all the data from the instruments, the researcher studied the collected data and edit so that only the data relevant to the research questions and objectives was retained. Descriptive statistics showed the frequencies and percentages of each response. The researcher used quantitative and qualitative data. Qualitative data analysis was done simultaneously with data collection. The Qualitative data collected was organized into categories and themes using Statistical Package for Social Sciences (IBM SPSS Version 20). To relate perception to training the researcher used the regression analysis method. The analyzed data is presented using tables and graphs. The first section of the questionnaire deals with personal background information about the respondents while section B deals with the effectiveness of training.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

This chapter covers data analysis and findings of the research. The data was summarized and presented in the form of proportions, mean and tables. Data was collected from Safaricom contact center team managers and quality team managers. Consequently, the collected data was analyzed and interpreted in line with the aim of the study : to establish the perceived effectiveness of customer care representatives training at Safaricom limited. Of the 71 questionnaires distributed for this research, 58 questionnaires were returned giving a response rate of 81.7 per cent, which was considered excellent for subsequent analysis.

#### **4.2 Respondents general information**

##### **4.2.1 Age bracket**

The researcher sought to find out the age bracket of the respondents. The study found out that of the 58 respondents interviewed, from the study, it was shown that the majority of the respondents (86%) were in the age bracket of 30-39 years, followed by those in the age bracket of 20-29 years and 40-49 years (5%), while 50-59 years were 3.0 .This generally indicate that middle aged people are more involved in management in Safaricom than their old counterparts. This is as shown in table 4.1

**Table 4.1: Age bracket of the respondents**

Age group	Frequency	Percentage
20-29 years	3	5%
30-39 years	50	86%
40-49 years	3	5%
50-59 years	2	3%
<b>Total</b>	<b>58</b>	<b>100%</b>

**Source: Research Data**

#### **4.2.2 Highest academic qualification of the respondents**

The study sought to establish the level of education of the respondents. Out of the 58 respondents interviewed, it was established that 77.6 percent of the respondents had attained bachelors' level of education, 20.7 percent had attained masters' level of education, and 1.7 percent had attained diploma level of education. This is an indication that there is a positive relationship between the level of education and leadership position.

The findings are as shown in table 4.2

**Table 4.2: Highest academic qualification**

Education level	Frequency	Percentage
Masters	12	20.7%
Bachelor	45	77.6%
Diploma	1	1.7%
<b>Total</b>	<b>58</b>	<b>100.0%</b>

**Source: Research Data**

### 4.2.3 Respondents gender

The researcher sought to find out the gender of the respondents. The study found out that of the 58 respondents interviewed, 56.9 percent were females and 43.1 percent were males. This implies that both sexes are almost equally involved in the management. This is as shown in table 4.3

**Table 4.3: Gender**

Gender	Frequency	Percentage
Female	25	56.9%
Male	33	43.1%
<b>Total</b>	<b>58</b>	<b>100.0%</b>

**Source: Research Data**

### 4.2.4 Designation at Safaricom

The researcher sought to find out the designation of the respondents. The study found out that of the 58 respondents interviewed, 94.8 percent were call center team managers and 5.2 percent were quality team managers. This implies that both the targeted group were represented well in the study as shown in table 4.4

**Table 4.4:Designation at Safaricom**

Designation	Frequency	Percentage
Call center Team Manager	55	94.8%
Quality Team manager	3	5.2%
<b>Total</b>	<b>58</b>	<b>100.0%</b>

**Source: Research Data**



**4.2.5 Working experience**

The study sought to find the numbers years of the respondents has been in their position. The research findings indicated that most of the respondents have been in that position between 1 to 5 years 41.4 percent, followed by 6-10 years at 36.3 percent, 11-15 years at 17.2 percent and only 5.2 percent had worked at their position for 15 years and above. This is as an indication that majority of the respondents had a working experience of between 1 to 15 years. This is shown in table 4.

**Table 4.5: Working experience**

Working Experience	Frequency	Percentage
1-5years	24	41.4%
6-10years	21	36.2%
11-15 years	10	17.2%
Above 15years	3	5.2%
Total	58	100.0%

**Source: Research Data**

**4.3 Effectiveness of training**

**4.3.1Differentiating between new and other customer care representative through call quality**

The study sought to find out whether the respondents (managers) can differentiate between new and other customer care representative through call quality. From the finding the research indicates that 90.73% percent can differentiate while only 9.27% percent cannot differentiate. This is an indication that the new customer care

representatives have a high consultation frequency, their performance output is low, the confidence level of the staff is low and the speed of offering resolution is also low as indicated by the respondents.

**Table 4.6: New customer care representative**

	Frequency	Percentage
Yes	52	90.73%
No	6	9.27%
Total	58	100.0%

**Source: Research Data**

**4.3.2 Training new Customer Care Representatives on how to handle calls**

The study sought to find out whether the training of new Customer Care Representatives on how to handle calls is sufficient. From the findings 65.52 percent indicated that the training is not sufficient while 34.48 percent indicated that it is sufficient.

**Table 4.7: Training new Customer Care Representatives**

	Frequency	Percentage
Yes	20	34.48%
No	38	65.52%
Total	58	100.00%

**Source: Research Data**

**4.3.3 Training of new customer care representatives and performance improvement**

The study sought to find out whether training new Customer Care Representatives helps them to improve their performance. From the findings 68.97 percent indicated that the training helps them to improve their performance while 31.03 percent indicated that it doesn't help them to improve performance.

**Table 4.8: Training of new customer care representatives on performance**

	Frequency	Percentage
Yes	40	68.97%
No	18	31.03%
Total	58	100.00%

**Source: Research Data**

**4.3.4 New Customer Care representatives escalating issues**

The study sought to find out whether new Customer Care Representatives escalate issues often. From the findings the respondents indicated that new Customer Care Representatives escalate issues very often 48.3 percent, often 34.5 percent, moderate often 8.6 percent, little often 5.2 percent and less often 3.4 percent.

**Table 4.9: New Customer Care representatives escalation of issues**

Often	Frequency	Percentage
Very often	28	48.3%
Often	20	34.5%
Moderate often	5	8.6%
Little often	3	5.2%
Less often	2	3.4%
Total	58	100.0%

**Source: Research Data**

**4.3.5 Issues escalated by new customer care representative beyond their control**

The study sought to establish whether all the issues escalated by new customer care representative are beyond their control. From the findings 72.41 percent of the respondents indicated that the issues escalated by new customer care representative are not beyond their control while only 27.59 percent of the respondents indicated that issues escalated by new customer care representative are beyond their control.

**Table 4.10:Issues escalated by new customer care representative**

	Frequency	Percentage
Yes	16	27.59%
No	42	72.41%
Total	58	100.00%

**Source: Research Data**

4.4 Discussion of the findings

The study sought to establish the performance of new customer care representatives after training. From the findings 43.1 percent of the respondents indicated that the Performance of new customer care representatives is poor immediately after training, 34.5 percent of the respondents indicated that the performance of new customer care representatives after training is moderate, 17.2 percent of the respondents indicated that the performance of new customer care representatives after training is good and only relative very low percentage 1.7 percent of the respondent indicated that performance of new customer care representatives after training is very good and only 3.4 percent indicated that the performance of new customer care representatives is very poor.

Table 4.11:Performance of new customer care representatives

	Frequency	Percentage
Very good	1	1.7%
Good	10	17.2%
Moderate	20	34.5%
Poor	25	43.1%
Very poor	2	3.4%
Total	58	100.0%

Source: Research Data

#### **4.4.1 Statement on the performance of new customer care representatives after training**

The study sought to establish the performance of new customer care representatives after training. From the findings the respondents agrees that training has overall effect on performance as indicate by a mean of 4 and standard deviation of 2.4, respondents are undecided on whether the customer care representatives are able to work as per their set schedules as indicated by a mean of 3.02 and standard deviation of 1.9, respondents disagree that new customer care representatives are able to give first call resolution on customers assisted/avoid repeat calls as indicated by a mean of 2.8 and standard deviation of 1.2,also strongly disagree that new customer care representatives are able to take control of the calls as per the set guidelines as indicated by a mean of 1.9 and standard deviation of 0.8. Generally the respondents disagrees with these statements on performance after training new customer care representatives as indicated by an average of mean of 2.93 and standard deviation of 1.6

**Table 4.12:Statement on the performance of new customer care representatives after training**

Statement	Frequency	Mean	Standard deviation
The customer care representatives are able to give first call resolution on customers assisted/avoid repeat calls.	58	2.8	1.2
The customer care representatives are able to work as per their set schedules	58	3.02	1.9
Training has overall effect on performance	58	4	2.4
The customer care representatives are able to take control of the calls as per the set guidelines	58	1.9	0.8
<b>Total</b>		<b>2.93</b>	<b>1.6</b>

**Source: Research Data**

**4.4.2 Training of new customer care representatives reduce service request escalations**

The study sought to find out whether training of new customer care representatives reduced service request escalations. From the findings 51.7 percent of the respondents indicated that training of new customer care representatives does not reduce service

request escalations and only 48.3 percent of the respondents indicated that training of new customer care representatives reduced service request escalations.

**Table 4.13: Training of new customer care representatives**

	Frequency	Percentage
Yes	28	48.3%
No	30	51.7%
<b>Total</b>	<b>58</b>	<b>100.0%</b>

**Source: Research Data**

#### **4.4.3 Return on training investment of new customer care representative**

The study sought to find out whether there is return on training investment of new customer care representative. The study found out that 72.4 percent of the respondents agree that there is return on training investment of new customer care representative and 27.6 percent disagree that there is no return on training investment of new customer care representative.

**Table 4.14: Return on training investment**

	Frequency	Percentage
Yes	42	72.4%
No	16	27.6%
<b>Total</b>	<b>58</b>	<b>100.0%</b>

**Source: Research Data**



**4.4.4 Statement on effectiveness of training on customer care representatives**

The study sought to find out the effectiveness of training on customer care representatives by responding to several statements. From the findings the respondents agree that new staff have the confidence to think beyond information given during training to provide customers with the right solutions, the main aim of training is to give the new employees or low skilled employees the basic knowledge and skills to do the job in a better way and policies and procedures are followed as required by the new staff as indicated by mean of 4.3, 4.1 and 4 and standard deviation of 2.7, 2.5 and 2.4 respectively. The respondents were undecided that the new staffs are able to easily transfer what they learnt in training to the work place as indicate by a mean 3.4 and standard deviation.

**Table 4.15: Statement on effectiveness of training**

	Frequency	Mean	Standard deviation
The new staff are able to easily transfer what they learnt in training to the work place	58	3.4	2.1
The main aim of training is to give the new employees or low skilled employees the basic knowledge and skills to do the job in a better way	58	4.1	2.5
Policies and procedures are followed as required by the new staff.	58	4	2.4
New staff has the confidence to think beyond information given during training to provide customers with the right solutions.	58	4.3	2.7
Total		3.95	2.43

Source: Research Data

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Summary**

The study sought to find out whether the respondents (managers) can differentiate between new and other customer care representative through call quality. From the findings the study revealed that 72.4 percent of the respondents could differentiate while only 27.6 percent cannot differentiate. This is an indication that the new customer care representatives frequency of consulting is high, their performance output is low, the confidence level of the staff is low and the speed of offering resolutions low as indicated by the respondents. The study sought to find out whether training new Customer Care Representatives on how to handle calls is sufficient. From the findings study revealed 65.52 percent indicated that the training is not sufficient while 34.48 percent indicated that it is sufficient.

The study sought to find out whether training new Customer Care Representatives help them to improve their performance. From the findings the study revealed 68.97 percent indicated that the training helped them to improve their performance while 31.03 percent indicated that it does not help them to improve performance.

The study sought to find out whether new Customer Care Representatives escalated issues often. From the findings the study revealed that the respondents indicated that new Customer Care Representatives escalated issues very often 48.3 percent, often 34.5 percent, moderate often 8.6 percent, little often 5.2 percent and less often 3.4 percent.

The study sought to establish whether all the issues escalated by new customer care representative were beyond their control. From the findings study revealed that 72.41 percent of the respondents indicated that the issues escalated by new customer care representative not beyond their control while only 27.59 percent of the respondents indicated that issues escalated by new customer care representative are beyond their control.

The study sought to establish the performance of new customer care representatives after training. From the findings study revealed that 43.1 percent of the respondents indicated that the Performance of new customer care representatives is poor immediately after training, 34.5 percent of the respondents indicated that the performance of new customer care representatives after training is moderate, 17.2 percent of the respondents indicated that the performance of new customer care representatives after training is good and only relative very low percentage 1.7 percent of the respondent indicated that performance of new customer care representatives after training is very good and only 3.4 percent indicated that the performance of new customer care representatives is very poor.

The study sought to establish the performance of new customer care representatives after training. From the findings the study revealed the respondents agrees that training has overall effect on performance, respondents are undecided on whether the customer care representatives are able to work as per their set schedules, respondents disagree that new customer care representatives are able to give first call resolution on customers assisted/avoid repeat calls and the also strongly disagrees that new customer care representatives are able to take control of the calls as per the set guidelines. General the respondents disagrees with these statements on performance after training new customer

care representatives. The study sought to find out whether training of new customer care representatives reduced service request escalations. From the findings the study revealed 51.7 percent of the respondents indicated that training of new customer care representatives does not reduce service request escalations and only 48.3 percent of the respondents indicated that training of new customer care representatives reduced service request escalations.

The study sought to find out whether there is return on training investment of new customer care representative. The study revealed that 72.4 percent of the respondents agree that there is return on training investment of new customer care representative and 27.6 percent disagrees that there is no return on training investment of new customer care representative. The study sought to find out whether effectiveness of training on customer care representatives by responding to several statements. From the findings the respondents agrees that new staff have the confidence to think beyond information given during training to provide customers with the right solutions, the main aim of training is to give the new employees or low skilled employees the basic knowledge and skills to do the job in a better way and policies and procedures are followed as required by the new staff. The respondents were undecided that the new staffs are able to easily transfer what they learnt in training to the work place.

## **5.2 Limitations**

A major limitation to the study was the busy schedule of the contact center and quality team managers. In addition to the busy schedule the contact Centre works on a shift pattern which means that it was not possible to get all the respondents' at the same time

since they worked different schedules. This made the dropping and collecting of data quite difficult.

### **5.3 Conclusion**

The research was undertaken with the objective of finding out the perception of call center team managers towards the effectiveness of training offered to new customer care representatives. The study aimed at finding out whether the training offered was effective. The study was meant to look at the training offered and see whether this was transferred to the work place in addition to whether the training methodology was right for the training offered. To be able to do this the researcher looked at the perception of the call center team managers who are in a position to give feedback on the effectiveness of the training as they track the customer care representatives performance on daily basis.

From the findings the training carried out was found to be effective as seen from the respondents feedback, this was based on the performance of the customer care representatives on the various performance indicators. That the representatives were able to consistently meet the targets indicated that they had been given good induction training. This has resulted in favorable reviews from customers and constant visits from other organizations planning to set up call centers.

### **5.4 Recommendation for further study**

I recommend that a similar study be conducted on the effectiveness of training for new customer care staff on other networks. This will assist in finding out if training is similar

or whether there is a difference, identify what the difference is. This being a relatively new field in Kenya the study will assist ensuring that the training given is able to meet the requirements of the job and subsequently leading to a higher level of customer care satisfaction.

### **5.5 Implications of the study for policy and practice**

The government through the Ministry of Education should come up with a syllabus that will guide the content to be taught to customer care representatives/contact center employees. This is also bearing in mind that the Business Process outsourcing is one of the key pillars of vision 2030. The Ministry should also regulate the institutions offering this training to ensure that it meets the expected standards, this will also cover the area of certification. Qualifications then attained can be used during the recruiting period .With certification being properly regulated it will be possible to come up with a data base of qualified staff who can form the backbone of the business process outsourcing.

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## **APPENDICES**

### **Appendix I letter of introduction**

**OMWENGA MAKORI**

University of Nairobi

School of Business,

P.O.Box 30197,

Nairobi.

THE MANAGER,

.....

Dear Sir/madam,

**REF: PERCEIVED EFFECTIVENESS OF CUSTOMER CARE  
REPRESENTATIVES TRAINING AT SAFARICOM LIMITED**

I am a student at the University of Nairobi pursuing a Master of Business Administration (MBA) degree. I am undertaking the above research project in partial fulfillment of the stated degree. I am conducting a study on the above stated topic and your area has been chosen to participate in this study. I kindly request you to take a few minutes to facilitate the completion of this study. The content of this data will be for academic purpose only. The confidentiality of the respondent will be highly respected. As a sign of appreciation for your participation, the findings and recommendations of the research will be availed to you upon completion.

Thank you in advance.

Yours sincerely,

**Omwenga Makori**

**Appendix II Questionnaire**

This questionnaire is for the purpose of research only. Please put a tick ( ☐ ) in the appropriate bracket or fill in the information as your response to all the following questions. Do not write your name anywhere. The information will be completely confidential.

**Section A: background information**

- 1. What is your age bracket?  
a) 20-29 years ☐    b) 30-39 years ☐    c) 40-49 years ☐  
d) 50-59 ☐
  
- 2. What is your highest academic qualification?  
a) Masters ☐    b) Bachelor ☐    c) Diploma ☐  
d) Certificate ☐    e) other (Please specify).....
  
- 3. What is your Gender?  
  
Male ☐  
  
Female ☐
  
- 4. What is your designation?  
  
Call center Team Manager ☐  
  
Quality Team manager ☐
  
- 5. What is your working experience?  
  
a) 1-5years ☐    b) 6-10years ☐    c) 11-15 years ☐  
  
d) Above 15years ☐

**Section B: Effectiveness of training**

6. Can you differentiate between new and other customer care representative through call quality?

Yes [ ]

No [ ]

b Explain you answer above.....

7. Is the training sufficient for new Customer Care Representatives on how to handle calls?

Yes [ ]

No [ ]

8. Does the training of new customer care representatives help them to improve their performance

Yes [ ]

No [ ]

9. If No what can be added on the training of new customer care representative on call quality

.....  
.....

10. On a scale of 1 to 5 where 1 is very often and 5 is less often, how often do new Customer Care representatives escalate issues.

1	2	3	4	5
---	---	---	---	---



11. Are all issues escalated by new customer care representative beyond their control?

Yes [    ]

No [    ]

12. If No, what can be done to training to reduce these problems?

.....

.....

13. On a scale of 1 to 5 how do you rate the performance of new customer care representatives?

Where 5 is very good 4 good 3 moderate 2 poor 1 very poor

1	2	3	4	5
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(b) Give reason for your answer above

.....

14. To what extent do you agree with the following statement on the performance of new customer care representatives after training

Key: 5 strongly agrees, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree

(please put an X as appropriate)

	1	2	3	4	5
The customer care representatives are able to give first call resolution on customers assisted/avoid repeat calls.					
The customer care representatives are able to work as per their set schedules					
Training has overall effect on performance					
The customer care representatives are able to take control of the calls as per the set guidelines					

15. Does training of new customer care representatives reduce service request escalations?

Yes ☐

No ☐

16. If No, what can be done to the training of new customer care representative to reduce the service request escalations?

17. Do you agree that there is return on training investment of new customer care representative in your company?

Yes ☐

No ☐

b) Explain you answer above

18. Explain how organizational overall performance is affected by new customer care representatives.

19. To what extent do you agree with the following statement on effectiveness of training on customer care representatives?

Key: 5 strongly agrees, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree (please put an X as appropriate)

	1	2	3	4	5
The new staff are able to easily transfer what they learnt in training to the work place					
The main aim of training is to give the new employees or low skilled employees the basic knowledge and skills to do the job in a better way					
Policies and procedures are followed as required by the new staff.					
New staff have the confidence to think beyond information given during training to provide customers with the right solutions.					

THANK YOU