

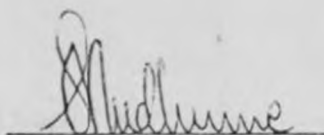
THE IMPACT OF KENYA RAILWAYS' SUPERVISORY
TRAINING PROGRAMME ON THE SUPERVISORS'
MANAGERIAL SKILLS.

BY

SUSAN OUTA MUDHUNE

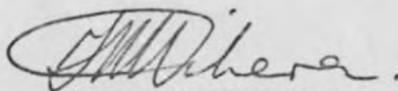
MANAGEMENT PROJECT SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE
M.B.A. DEGREE
FACULTY OF COMMERCE
UNIVERSITY OF NAIROBI

This Research Project is my original work
and has not been presented for a degree
in any other University.

A handwritten signature in cursive script, appearing to read "Mudhune", written over a horizontal line.

SUSAN O. MUDHUNE

This Research Project has been submitted
for examination with my approval as
University Supervisor.

A handwritten signature in cursive script, appearing to read "Kibera", written over a horizontal line.

DR. F.N. KIBERA

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ABSTRACT

This project is on Kenya Railway Supervisors' Management Training, its purpose is to examine the impact of the current training programme on those who participate in it.

The evaluation of the programme is carried out by analysing

- (i) The context of the programme
- (ii) The supervisors' attitude towards their training
- (iii) The supervisors' performance during the training
- (iv) The supervisors' performance on the job after training.

Chapter one, apart from providing the theoretical framework, also gives a brief description of the development of Managerial role among the indigenous people of Kenya.

Chapter two includes the data collection methods and the analytical tools used. Chapter three contains the information collected from the field and the analysis of this information. Conclusion and recommendations are to be found in the fourth and final chapter, that the programme has on the whole a positive impact on those supervisors who undergo through it. But, the curriculum need some revision so that it contains only subjects that are of relevance to supervisory duties. More effective results could also be achieved if considerations were made to factors such as age, education and experience of those who are to be selected to participate in the training programme.

The author also emphasizes the importance of a constant evaluation scheme in a training programme such as this.

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CHAPTER I

INTRODUCTION

In several developing countries, the role of supervisors is undergoing considerable change and gaining a lot of importance in organizations. This is mainly due to demands of the growing technology, highly competitive nature of the economies and the increasing interest in industrial democracy that is taking place throughout the world.

In the past, "supervising" meant exercising judgement in taking decisions: how supervisors acquired this skill might well have something to do with their native intelligence supplemented by a long experience of solving problems on the job. But as organizations grew more and more complex, the problems of supervisors became increasingly difficult. The economic, technological and social development of the post-war world changed the role of supervisors from a local to a more cosmopolitan perspective.¹ Training supervisors since then was not just on the organization's values and practices. They had to be adequately trained and prepared to play the challenging role of management within

"the highly volatile changes that are occurring in both the physical and social environment."²

In Kenya, the need to train supervisors is even more critical^{because} of historical factors. In colonial times, the training that there was for indigenous people was mainly confined to junior level supervisors and artisans.

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1. George, F. Thomason; A Textbook of Personnel Management. London, Institute of Personnel Management, 1977, pg. 370-371.
 2. Donnelly, Gibson & Ivancevich; Fundamentals of Management, Cited by Fred Luthans in Organizational Behaviour. New York; MacGrow, 1977, pg. 530.

There was very little need to conduct supervisory management training for the Africans since expatriates dominated managerial positions, and Africans were relegated to minor technical or clerical duties. However, with independence came a mass exodus of these expatriates, leaving the relatively non-trained Africans on the jobs.³ Ironically this is also the time from which a lot of international firms began investing heavily in Kenya by establishing local branches which meant that the demand for managerial personnel at all levels rose steeply.⁴ In addition to these two particular situations in Kenya, was the global modernization and rapid economic and social development which required well-trained and development oriented personnel.

To complement training on the job, the Kenya Government in early 1960's institutionalized professional and managerial training by setting up institutes such as Kenya Institute of Administration at Kabete and Government Training Institutes in Mombasa and Maseno which are mainly for training Civil Servants. Some Parastatal Organizations like the Kenya Railways and the Kenya Posts and Telecommunications have also established their training schools which offer management training to their employees. But an important question one would like to ask is whether in the midst of this rush to supply trained supervisors, effective training is being provided. Indeed as one report aptly describes the situation

3. The ECA Secretariat, "Education and Training of Public Servants - An Overview of the African Scene" International Review of Administrative Sciences, Vol: XL - No. 2 1979,
4. Some of the firms established are summarized by Raphael Kaplinsky in Readings on the Multinational Corporation in Kenya, Nairobi, Oxford University Press, 1978, pg. 209-215.

It is, however, becoming increasingly clear that whilst Africa's Institute of administration are playing a vital role in respect of local managerial training, some of them are still seriously shackled by the concepts of the early sixties and have yet to make the right type of impact as institutions created to facilitate the training and development of highly skilled and motivated administrators and managers. There is still a great need for restructuring of training programmes and to blend theory with practice.⁵

But, before we can decide whether a training programme is effective or not, there must be some evaluation system built into the programme to enable the trainers to obtain appropriate information which would lead to the correct structuring. In other words it is necessary that trainers design a method of determining the usefulness of their training programmes and taking corrective measures whenever necessary. In the case of Kenya Railways supervisory Training, there is only one assessment carried out by the instructors at the end of the training period. The author also learnt from the Senior Training Officer that he usually asks the trainees' bosses to assess the ex-participants' performance on the job 6 - 12 months after the training. But these two exercises are virtually for record keeping purposes.

IMPORTANCE OF THE STUDY

The theories and principles relevant to learning can be said to be relevant to training whether it is

5. The ECA Secretariat Op. Cit. pg 100

concerned with blue and white collar or managerial personnel. And one important aspect of learning theory is the evaluation process of the learning experience. It is an important aspect because firstly it serves as an incentive to the learner and secondly it helps the trainer adjust his programme accordingly. In some cases training programmes have been devised but failed to have the intended effect on the trainees because of lack of proper evaluation.

It is therefore important that anyone involved in a training programme evaluates the training to assess the impact it is making on the trainees involved. This is necessary both for self-correction and future planning of such programmes. Without any systematic evaluation, there would be no rational way of justifying training expenses.

A case in point is the Kenya Railways Corporation Supervisory Management Course which was introduced in 1961 to cover courses in Leadership, Communication, Methods Improvement and Accident Prevention among other areas. There is a general assumption that the programme is useful and increases the efficiency of every Supervisor who is exposed to its content. But the effectiveness of this programme has not been systematically assessed and this is evidenced by the fact that the same training manuals have continued to be used for every group that comes to be trained since the inception of the programme. However perfect training techniques may be when first designed, they do need some modification as time changes. The findings in this project should therefore be useful to Kenya Railways Training School when making future plans for their Supervisory Management Training.

THE OBJECTIVE OF THE STUDY

The objective of this study is to determine the effect of the formal Kenya Railways Corporation's supervisory training programme by evaluating it at four levels:-

- (1) Context Evaluation: This involves the assessment of training needs as a basis for deciding on the training objectives adopted. This will mean determining the extent to which both individual and general needs of a Kenya Railways Corporation supervisor are catered for by the training objectives.
- (2) Evaluation of Trainee's Attitude: Here the author will collect data on the supervisors' attitudes towards the programme and use this information to determine the programmes' usefulness to the trainees.
- (3) Immediate Effect Evaluation: The third level involves computing the scores that trainees get in the training tests to reflect any changes in knowledge, skills and attitudes. Scores obtained here may be significant in explaining the supervisors' performance on the job.
- (4) Intermediate or Delayed Effect Evaluation: This involved monitoring any changes that take place in the trainee's performance on the job as a result of the preceding training programme.

LITERATURE REVIEW

Effective training for supervisors is perhaps more essential than for any other cadre in an Organization. This is because of the unique nature of their responsibilities.

A supervisor is considered in this study as a face to face leader who is immediately in charge of getting a job done through the rank and file workers, according to Management's interests. He has, therefore, the task of building an effective work force and motivating his subordinates to perform their best. Although he is at

the bottom of management hierarchy he usually has a larger span of control than any other person on the management level. But, like any other level of management, the supervisor's authority is derived from formal assignment of responsibility for planning, organizing, directing and controlling the work. Many scholars have referred to supervisors as "men-in-the-middle," "men-on-the-spot" or "shock-absorbers" between management and the workers. To quote Fraser

The Supervisor - Manager stands between planning and action. If he is not in the confidence of the planners there will be no effective action. Similarly, if those on whose muscles the action depends cannot rely on him as their link with the planners, the factory floor will begin to organise itself. And thus organization will not be in line with that of management, nor will it have the same ends in view.⁶

Apart from acquiring the skills in the relevant trade that he is supervising, a supervisor must also have the ability to manage people at work. It is usually assumed that by the time one is appointed a Supervisor, he already has a thorough knowledge of his trade. With such a multiple of roles to play, the problem that supervisors constantly face is that of leadership and human management. Studies reveal that several and recurring reasons behind supervisory failure are : human relations difficulties; ~~character and personality~~ defects; improper attitudes; and lack of skill in carrying out the management functions.⁷ Abassi and Upadhyay⁸ prescribes two major solutions to these failures. First is provision of proper training

6. John Fraser; Principles and Practice of Management. London, Nelson, 1967, pg. 3.
7. Warren Richard Plunkett; Supervision: The Direction of People at Work. Iowa, WM.C. Brown Company, 1975, pg. 43.
8. M.F. Abassi & D.P. Upadhyay; Supervisor's Job. New Delhi, National Productivity Council, December 1972.

and second is recognition by top management of the importance supervisors deserve. Management must therefore first find out the cause for any undesirable performance before they take any action like sending their supervisors to a training session.

The need to train may arise because of several reasons. Firstly, new technological changes in the firm or in the environment may demand a different kind of leadership and relationship among the workers. This is an important factor in a developing country like Kenya where the new technological changes are seething through the conservative or traditional practices. Brannen and Hodson argue that "attitudes and behaviour essential for industrial efficiency is usually absent in pre-industrial societies. There is need therefore for change in behaviour and attitude through change in self-image or view of the world."⁹ And since supervisors are the "men-on-the-spot" to lead and influence workers, their attitude and behaviour must effectively be modified through some training.

Secondly, training needs may arise because of the stiff challenge from union shop stewards' knowledge in leading, directing and helping employees. This will force management to train their supervisors to come to the same level, if not to a higher level, with union leaders.

9. Ted Brannen and Frank Hodson: Overseas Management.

New York, McGraw - Hill Book Co., 1965, pg. 47.

Individual supervisors will also be found to be deficient in one way or another in their responsibilities and this deficiency can easily be reflected through the performance of their departments. It is the responsibility of Management to identify such deficiencies and assess if they can be rectified through training. There are several methods an organization can resort to in identifying such training needs. Kariuki gives a list of eleven methods which in the present author's view is quite exhaustive and can be used by any type of organization.

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These methods are:

- (1) Direct observation, observe and examine evident problems of poor quality of work and workers complaint.
- (2) Questionnaires especially in departments which have difficulties.
- (3) Activity - sampling procedure. Get a sample of activity and study its working and pinpoint specific organizational deficiencies which may include poor supervision.
- (4) Informal discussion across the organization
- (5) Structural interviews
- (6) Group discussion
- (7) Studying records and reports on personal matters, performance standards, recruitment, etc.
- (8) Suggestion schemes where individuals will indicate their needs
- (9) Use of committees

10. A.K. Kariuki, " Identification of Training Needs," The Journal of Kenya Institute of Administration, No. 6
July, 1975, pg. 19-21.

- (10) Use of counsellors and consultants
- (11) Use of conferences, seminars, and workshops

The identification of training needs is essential because it is only by it that relevant training activity can be initiated and developed, and that money and other resources are not spent on training just for the sake of training.

Once training needs are identified there are several techniques organizations can use to train their supervisors. The most commonly used is on-the-job training method. This method can be very effective in that supervisors are made to learn exactly what they are required to do under the direction of the immediate boss. But several scholars have misgivings about the effectiveness of this method. Beach¹¹ maintains that the ability to learn by this technique is overated because sometimes the instructor does not give his whole attention to training as he has to get on with his daily work at the same time and the 'student' has got to bear with him throughout the training period. He further asserts that quality of training on the job is uncertain and one would find it difficult to say whether any learning is taking place since there is usually no testing done to improve the learning experience. Koontz and O'Donnell do not recommend training-on-the-job for supervisory training. According to them, and the author supports this view, this method should not be used because

11. Dale S. Beach: Managing People at Work,
New York, MacMillan, 1971.

It is less effective in areas of interpersonal relationships, such as communication, instruction and motivation of subordinates, In these areas, one can only explain the techniques which work for them; they cannot instruct the trainee to go and do likewise because the techniques are personal, depending partly on character and personality, and may not work for others.¹²

The training department, like any other department in the organization, is expected to play its part in the achievement of the organization's objectives and this can only be done by demonstrating factually that it is providing effective training to the supervisors. As stated above the quality of training-on-the-job is difficult to ascertain. "There is no doubt that the first-level supervisor can gain much by attending skillfully presented seminars or taking courses in these areas."¹³ Formal training programmes carried outside the work situation are normally easier to assess their usefulness to the participants than would be on-the-job training. It should be the concern of every organization that each training programme is evaluated in order to determine whether the money and time spent is wasted or not. A training programme which has no impact on the participants is not worth its salt and should be scrapped off. But the proposition in this project is that if training needs are properly identified and matched to the training objectives, with constant and systematic evaluation, no training programme should ever be completely ineffective.

12. Harold Koontz and Cyril O'Donnell: Management - A Systems and Contingency Analysis of Managerial Functions. Tokyo, McGraw - Hill, 1976 pg. 522.

13. Harold Koontz & Cyril O'Donnell: Op. Cit. pg 523.

There is a widely held view that training evaluation is particularly difficult when it involves management personnel. Warr and others¹⁴ propose two major reasons for this difficulty. First, it is brought about by the fact that unlike in operative jobs, supervisory work has greater scope for individual approaches to a job. Similar sets of objectives can be achieved through various approaches quite successfully. Trainers, therefore, can only offer alternative approaches or proposals of certain supervisory guidelines for individuals to integrate and apply them to their own job if found relevant. As a result of the foregoing, the nature of training makes it impossible to predict exactly what form the change will take since trainers cannot lay down rules on the "best" form of supervisory behaviour and the criteria for satisfactory performance cannot be stated in objective terms. The second source of difficulty, is the fact that it is not easy to identify work behaviour brought about by a particular piece of training and not by any other factors such as individual personality and motivation, nature of group being supervised and other environmental factors. Essentially what these writers are trying to say is that it is difficult to determine the nature and amount of knowledge gained by individuals through their performance on the job.

Furthermore even if a piece of training has got some influence on a Supervisor's behaviour, his work situation may not allow him to apply the knowledge gained. This

14. Peter Warr, Michael Bird & Neil Rackham; Evaluation of Management Training, London, Gower Press, 1970, pg 5-13.

phenomenon can be illustrated by using the Supervisory tests on International Harvester Company, results which were summarized by Fleishman.¹⁵ In this study a group of foremen were given a two-week training on Supervisory style. The objective was to test the effect of training on Supervisory style, and the general findings were that:

1. Those who worked under considerate Managers were more considerate to their subordinates than those who worked under less considerate Managers.
2. Those who had trained were rated less considerate by subordinates two to ten months after the training than those supervisors who had not trained.
3. Training on considerate leadership style will not yield any permanent results unless the superiors were considerate and believed in the training programme.

The conclusion that can be drawn from the above study is that the training programme did influence the supervisors' leadership style initially but they could not carry on with this human centered style due to frustration from their bosses.

It is not always right to judge the success of a training programme solely on its effect on job performance as some of these effects may be too subtle to be identifiable. The other three levels of evaluation mentioned in this study's objectives would not only together give a fairer assessment of the programme, but also help

15. E.A. Fleishman, "Leadership Climate, Human Relations Training and Supervisory Behaviour," Personnel Psychology, Vol 6, 1953, pg 205 -222.

minimize some of the problems experienced when trainees go back on their jobs. In conclusion to this chapter, the author analyses the proposed four levels of evaluation¹⁶ and explains how the systematic use of them can facilitate an effective training programme.

1. At the context level, the trainer must look at the current operational context of the organization and identify the aspects which can be improved by training. Substandard¹⁷ performance before training is desirable otherwise the training itself would be unnecessary. Often it can be misleading to assume that the training needs of all Supervisors are more, or less identical. Individual factors such as type of work and technology of the process, experience, age and so on contribute to unique training needs among individual supervisors, although job specifications may be similar. Individual appraisal is therefore necessary in most cases of identification. Once you know what deficiencies are there, then it would be easy afterwards to measure the impact that your chosen training programme has had on the trainers.

The selection of a training input will depend on the already identified needs and the organization's resources. But the most essential factor here is that the programme's objectives match with the training needs as far as possible.

16. The four levels of evaluation have been adopted from Peter Warr, Michael Bird and Neil Rackham Op. cit. pg 15 - 21

17. This will depend on the Organization's Standards or individual potentiality.

2. The second level of evaluation is concerned with monitoring the training when it is in progress. This is necessary because some of the administrative arrangements may not be conducive to learning. The trainees' reaction and attitude is a vital feedback at this level for immediate or future corrections.

3. In this level, the measurement of actual learning of knowledge, skill or certain attitudes is recommended. This is normally done by administering a written or oral examination on the material covered during the training. The evaluation information obtained should enable the trainer to detect areas where changes have taken place. A series of courses evaluated in this way should also show the trend of the programme's effect. For example, a similar examination can be administered at the beginning, in the middle, and at the end of the programme and the different scores used as feedback on the success or failure of the programme. The difficulty of determining the impact of training on the job performance has already been discussed. It is at this immediate outcome level that the effect of such a programme can easily be assessed.

4. Changes in work behaviour are unquestionably the primary goal of management training and it is the training department's responsibility to demonstrate "factually" that they are achieving this goal. Whatever approach is used, the overall aim of this intermediate outcome evaluation is

to discover any improvements which may have arisen as a result of the training. Despite the difficulties earlier mentioned, it is possible to measure the success of a training programme at this level if the programme is initially tailored to satisfy some identified needs so that a supervisor is deliberately made to adopt some specific techniques of management. Programmes which do not consider the work context are unlikely to yield profitable outcomes at this level.

If the four levels of assessment are to be successfully¹⁸ applied, they must be standardized and used for every group that goes to train. From this literature review one may conclude that generally there is priority need to train supervisors, but this must be quality training. And the only way to determine that quality is maintained is to design some evaluation measurements and build them into the training programme to ensure that effective training is provided all the time.

18. Successfully here means being able to reflect the true nature of the situation.

CHAPTER II

Research Methodology

(a) Sampling Procedure

As proposed earlier, for an evaluation to bear some authenticity in the final analysis of a training programme's effectiveness, the procedure used should be applied at least at two different points in time. This will provide more than one set of information for comparison purposes. Better still two or more groups evaluated on similar programme would give broader results than just evaluating a single group. But because of financial and time constraints the author will limit her study to those supervisors who attended Supervisory Management Course in 1980 and are deployed by Kenya Railways Corporation in Nairobi City.¹ This group forms a total of fifteen out of seventy nine supervisors trained that year. The author will not be able to meet the supervisors personally. Scheduled Questionnaires will be handed to the Senior Training Officer who will in turn distribute them to the concerned supervisors through departmental heads. Once completed by the supervisors, the questionnaires will come back to the author via the same channel. Immediate bosses of the ~~sample supervisors~~ will also be interviewed through scheduled questionnaires. These questionnaires will be forwarded to them through the Senior Training Officer.

1. This refers to Kenya Railways' offices which are within the Geographical boundary of the City.

The only two persons that the author will have personal interviews with are the Chief Personnel Manager and the Senior Training Officer.

(b) Data Collection Methods

For Sub-objective 1, the author will obtain training goals as set out in the training manuals. These manuals are available from the training school. The Senior Training Officer will also be interviewed on his expectations of the various training sessions. These findings will then be compared with the job description and requirements of a Supervisor as laid down by the Kenya Railways Corporation. The purpose of the comparison is first to find out those aspects in the Supervisors' job description that can be improved on through training. Secondly, the author will then determine if the existing training goals fulfill those training needs.

The data to satisfy Sub-objective 2 will be collected by sending out Part ^{three} of the questionnaire to be completed by the sampled supervisors. A five point attitude scale will be used in trying to tap the supervisors reaction to the four different sessions of the training programme.

The scores obtained by trainees during the programme will be used to satisfy Sub-objective 3. These scores will be obtained from the trainees' confidential assessment forms which are retained by the training school

(Appendix va)

Parts I & II of the questionnaire will be used in evaluating performance on the job. Supervisors' bosses will be asked questions related to performance of their subordinates before and after participating in the training programme.

(c) Analytical Tools to be used

Content analysis will be used in analysing data for the first two sub-objectives. Sub-objective I calls for a comparison between the training needs and training objectives while sub-objectives 2 requires a collection of the trainees' feelings towards the training programme.

A measure of central tendency, preferably median will be applied on the scores obtained during the training sessions to determine any improvement. Regression analysis will also be applied here to find out the functional relationship between performance of the trainees and other factors such as age, educational level, and work experience of the trainees.

Finally the author shall carry out hypothesis testing of the difference between two means on the scores obtained before and after the training. The result should determine if there is any improvement or not. This will be in fulfillment of the last Sub-objective which is to evaluate trainees' performance on the job after training.

(d) Limitations of the Study

It has already been stated earlier why such a small sample is going to be used in the project. The sample size may be responsible for some biases that might be spotted later on in the analysis and conclusion of the work.

A lot of the data here is based on personal rating method. This method is often criticised for weaknesses of subjectivity, fluctuations and distortions in judgement. But personal ratings can at times provide a broader assessment of effectiveness than can quantitative indices. For example, supervisory behaviour and personal attributes as in this case will influence the attitudes of workmates and these effects can readily be measured in terms of how they (workmates) feel about him.

CHAPTER III

Data Analysis

Part I

In this part, the contents of the supervisory training programme as presented in Appendix III (a) is going to be analysed in relation to the supervisors' responsibilities. The general administration of the programme, for example, the choice of participants will also be considered as another important factor in determining the effectiveness of the programme.

According to Kenya Railways' Senior Training Officer, the overall expectations from this programme is that those supervisors who attend it would perform their supervisory functions (as defined in Appendix I) much better than before. The Corporation's policy is that every supervisor must go through this training only once in his career with the organization. There is no specific time when one should attend as departmental heads normally choose among those supervisors they can afford to release.¹ This particular programme is run twice a year, between ~~March-April and November-December~~. The duration of a programme is five weeks.

Training Content.

Looking at the content of the training, it can be

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1. If enough practising supervisors cannot be released to fill a class, potential supervisors are chosen to attend the training. They cannot then later be given another opportunity to be trained again when they become supervisors.

noted that half of the time is spent on actual knowledge of the job, or skill one is supervising. Sessions three and four of the programme concentrate on this and yet the management expects that by the time one is appointed a supervisor he should be conversant with all the skills of his trade which include improvement and safety measures. New methods of doing a particular job do not come up regularly and so what happens is that instructors merely repeat what the supervisors are already doing at their work places.

Trainees are normally drawn from the five different functional departments which are Traffic, Civil Engineering, Mechanical Engineering, Personnel and Accounting. Participants are taught as a group regardless of their departmental origin. Teaching job methods and safety to such a heterogeneous group proves difficult as illustrations used are not going to be familiar to everybody. While it is agreed that these two aspects are basic and very important among supervisory duties and responsibilities, they should not be prominent in a Management training. More important supervisory skills such as Planning is mentioned in passing under Job Instruction and Job Methods Sessions. Evidence from the survey show that ~~these supervisors do some short range planning for their~~ respective departments and the ^{subjects} should be given greater emphasis when they come to be trained.

Participants are taught how to organize and control the work and not the work force. There is no in-depth analysis of these two functions and how they can be applied in the art of management.

Under Job Relations and Instruction Sessions (still on Appendix III (a)), the functions of Directing and Leadership are relevantly considered. But even here, there is some inadequacy. Communication is presented as a one way system and supervisors are merely taught how to give instructions but not how to handle feedback. This kind of approach may not foster 'good' relationship which is intended between the supervisors and their work mates.

The only aspect of staffing function included in the programme is planning training requirement which is oddly enough tucked at the end of Job Instruction Session. Supervisors need to know something on the Corporation's policy on hiring workers, how they strive to keep them on the jobs and what procedures are followed before one can be fired.

Motivation which ought to be an important subject for any supervisor does not feature in any session. Under Job Relations, the subject of human behaviour should have encompassed team work and motivation to make it more meaningful.

~~If the acquisition of knowledge presented in the~~

training programme is supposed to make participants better managers than they were before, then greater weight must be put in teaching the functions of management. Furthermore, studies have shown that employees normally rank a supervisor effective by the extent in which he keeps his group informed, takes an interest in them and creates an atmosphere of free discussion, and not by the way in which he arranges work, supplies materials and enforces rules.²

The content of the programme, as it is, leans too much on the latter. The reason for this may be is because for a long time supervisory management duties have been regarded by many as more or less intuitive, what Thomason calls "native intelligence supplemented by a long experience"³ hence there is no need of formal training.

The appraisal of the programme's content is based on the training manuals' teaching guides. Although individual instructors are at liberty to modify these guides,⁴ the author did not attend any live lessons nor have access to instructors' teaching notes to know how far the instructors do divert from the guidelines. Those manuals were designed about 1961 when the management training was started. The time factor alone should demand the overhaul of the manuals' contents since everything inevitably change with the time.

Choice of Participants

Through discussions with the Senior Training Officer,

2. This is one of the five findings in a survey on supervisors in a number of Industries by the Survey Research Centre of the Institute of Social Research - Michigan University. See, for instance, Rensis Likert; New Patterns of Management, New York, McGraw - Hill Book Co., 1961.
3. George F. Thomason Op. Cit pg 371
4. This is stated on the Preface of each Manual.

it was confirmed that there is no systematic way of assessing who needs the training and when. The choice is left to the discretion of departmental heads whose arbitrary choices consider neither the supervisors' nor the trainers' requirements. Those selected are more or less compelled to go since their future progress depends to some extent on attending such courses. The trainers have just as much 'faith' in the bosses to make the right choices, as the bosses believe that the appropriate training is going to be given to those they send.

No individual or group deficiencies or special abilities are taken into account before participants embark on the programme. The same curriculum designed almost twenty years ago continues to be used for everyone that comes. Although the first week is spent on orientation, the period is too short for the instructors to know the trainees well enough to be able to adjust the various courses. Much of this time is spent on both parties getting to know each other at human relations level rather than academic level.

The analyses of the Training Content and Choice of Participants is in fulfillment of the first sub-objectives.
The sub-objective is referred to as Context Evaluation because it involves the assessment of these particular aspects of the general administration of the training programme in relation to the total set up of the organization.

Part 2

Trainees's Reaction

In this second part of the analysis, trainees' reaction to the four sessions of the training programme will be discussed. Their reaction will be analysed using ^{five} different evaluative statements tabulated below. No scores were given to these statements and the analysis is simply descriptive.

Table I - Enjoyment of Training Sessions

Extent	Job Relations		Job Instruction		Job Methods		Job Safety	
	N	%	N	%	N	%	N	%
Enjoyed it very much	8	67	9	75	7	58	9	75
Enjoyed it	3	25	2	17	5	42	1	8
Indifferent	1	8	1	8	-	-	2	17
Enjoyed it very little	-	-	-	-	-	-	-	-
Didn't enjoy it all	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Total	12	100	12	100	12	100	12	100

From the table above it can be seen that at least 58% of the participants said that they enjoyed the training session "very much," with Jobs Methods Session being the least popular. ~~As mentioned earlier, the unpopularity of this session should be because of the degree of familiarity that the supervisors have with their skills compared to other supervisory duties.~~

Talking to some employees of the Corporation, the author got the impression that there is quite strong adherence to a strict chain of command. Being an old

institution this is not surprising because such was typical of the colonial administration. This value system may explain why Job Instruction is one of the two most enjoyed sessions. Since the course content stresses one-way form of Communication, the trainees are likely to end up moulded as authoritarian rather than participative leaders. That is, they would tend to interpret their role as that of always telling others what to do. Job safety is also equally enjoyed "very much". This may be due to the film that accompany the lectures.

Looking vertically on each column of the sessions, no supervisor indicated that he did not enjoy any of the sessions. A general conclusion can therefore be drawn that the training programme is enjoyable to the majority of the participants.

Table II - Amount of New Information Learned

Amount	Job Relations		Job Instruction		Job Methods		Job Safety	
	N	%	N	%	N	%	N	%
Taught me a lot	8	67	9	75	8	66	8	67
Taught me fairly much	2	17	2	17	2	17	4	33
I gained something	1	8	1	8	2	17	-	-
Taught me very little	-	-	-	-	-	-	-	-
Taught me nothing	1	8	-	-	-	-	-	-
Total	12	100	12	100	12	100	12	100

The results in the table above confirms the findings in the previous section (Table I) that Job Methods Session is not as challenging as the other sessions. The amount of new material that one learns depends both on the teacher's presentation and the learner's selective process. Participants would pay more attention to and absorb more from those subjects they think are of greater

relevance to their needs. Hence, Job Instruction has the highest percentage and Job Methods Session the lowest. Since participants perceive themselves as directors or instructors of their subordinates, they would concentrate on the Job Instruction more than any other session.

Out of the four sessions it is only in Job Relations that one trainee stated that he had learnt nothing new. This particular respondent has worked for the corporation for over fifteen years and has been a supervisor for about ten years. He may therefore be familiar with the content of this course due to his long experience on relevant field. Job Relations is also one of those aspects of Management that people often feel they can master through "native intelligence" and they need no formal training to gain knowledge relevant to it. This may be another reason why 8% of the supervisors said that they gained nothing from the session while the other three sessions have all got something new to be learned.

Table III - Relevance of Session to Own Duties

Relevance	Job Relations		Job Instruction		Job Methods		Job Safety	
	N	%	N	%	N	%	N	%
Of great relevance	5	42	6	50	7	58	6	50
Relevant to my job	4	34	2	17	1	8	3	25
Has some relevance	1	8	-	-	2	17	-	-
Of very little relevance	2	16	2	16.5	-	-	1	8
Not relevant to my job	-	-	2	16.5	2	17	2	17
Totals	12	100	12	100	12	100	12	100

As far as Table III is concerned Job Methods Session is of the greatest relevance to supervisory duties. This is a basic requirement which cannot be disputed.

A supervisor must know the methods of doing the work he is supervising before he can apply other techniques of management. Only 42% of the supervisors stated that Job Relations was of great relevance to their duties. This does not compare well to the other sessions. We had asserted earlier that the training programme as it is does not offer management training which is vigorous enough for its participants. As such the supervisors themselves are not aware of the importance of some of these skills to their duties.

It is worth noting that none of the supervisors thinks that Job Relations is completely irrelevant. In every work situation human relations is a very basic issue and no supervisors can just ignore it. On the other hand at least 16% of the supervisors said that the other three sessions were completely irrelevant to their duties. In some sections⁵ of the Corporation supervisors complained that they cannot use their own initiative as all procedures are laid down for every employee. Such supervisors would find Job Instruction Sessions irrelevant. As for Job Methods and Safety Sessions, it is obvious that trainees would not be familiar to all the methods and illustrations that might be used by the instructors here.

Table IV - Amount of Time Allocated to Sessions

Length	Job Relations		Job Instruction		Job Methods		Job Safety	
	N	%	N	%	N	%	N	%
Too much time allocated	-	-	-	-	-	-	-	-
Enough time allocated	-	-	-	-	-	-	1	8
Just enough time	-	-	2	17	3	25	2	16.5
Very little time allocated	4	33	2	16	1	8	2	16.5
Not enough time allocated	8	67	8	67	8	67	7	59
Total	12	100	12	100	12	100	12	100

From the above table it can be observed that at least 59% of the participants complained that time allocated to the programme was just too short. Only 8% of the participants felt that enough time was allocated and this as can be noted comes under Job Safety Session. It is the author's opinion that trying to squeeze too much in a short period of time, as the instructors are apparently doing, may hamper the learning process of the students. The slow ones particularly get frustrated and may end up feeling even more inadequate than they were before.

Table V - Appreciation of New Ideas by the Boss

Amount of Interest Shown	Job Relations		Job Instruction		Job Methods		Job Safety	
	N	%	N	%	N	%	N	%
Very Interested	9	75	8	67	8	67	8	67
Interested	1	8	3	25	3	25	2	16.5
Shows some interest	2	17	1	8	1	8	2	16.5
Shows very little Interest	-	-	-	-	-	-	-	-
Disinterested	-	-	-	-	-	-	-	-
Totals	12	100	12	100	12	100	12	100

From table V it can be concluded that none of the supervisors' bosses showed complete disinterest in the new knowledge gained at the training school. At least 67% of the supervisors said their bosses were very interested in their new ideas. The rest were somewhat interested in the ideas. From the survey it was noted that such appreciation was shown through general discussions or actual support to the supervisors when they tried to

5. This was mainly in some sections of Traffic and Accounts Departments.

apply some of these ideas in the departments.

Job Relations ideas get the highest appreciation from the bosses. The author did not go further to find out why this is so. One explanation that can be put forward is the fact that bosses would wish to see stable relationship in their departments and any new ideas to help maintain this stability would be more readily welcomed. A second reason why Job Relations have the highest score here is the fact that supervisors find more liberty to experiment and toy with ideas that would enhance better human relations than they would in procedural areas like Job Methods and Safety. Management would find it impossible to specify appropriate technique for supervisors to follow in human relations management whereas techniques for the other areas are specific, and, once laid down, such procedures would be difficult to deviate from.

Table VI - Acceptance of New Ideas by the Subordinates

	Job Relations		Job Instruction		Job Methods		Job Safety	
	N	%	N	%	N	%	N	%
Willingness to Change								
Very willing	8	67	8	67	8	67	9	75
Willing	3	25	1	8.25	-	-	2	17
Neither willing nor Reluctant	1	8	1	8.25	-	-	-	-
Reluctant	-	-	2	16.5	4	33	1	8
Very reluctant	-	-	-	-	-	-	-	-
Total	12	100	12	100	12	100	12	100

As far as table VI is concerned new ideas related to the prevention of accidents appealed most to the subordinates. Seventy-five percent were very willing to try new ideas in Job Safety and only 8% were unwilling. This when compared, for example,

to 67%"very willing" and 33%"unwilling" subordinates under Job Methods, show how subordinates are very concerned with the safety of their jobs. From the survey it was found out that subordinates are usually judged by the number of accidents they have been responsible to. Often strict disciplinary measures are taken against them should anything go wrong in their sections. It is therefore in their own interest to safe-guard their positions by supporting what they think would enhance their image in the Organization.

Job Methods ideas received the highest percentage resistance from the subordinates. The old wise saying that "you cannot teach an old dog new tricks" could be applicable here. The 67% who were very willing to try new ideas could have been fairly new intakes who are still receptive to changes.

In conclusion to the analyses thus far, it should be noted that a lot of explanations given in the interpretation of the tables are the author's own opinion. Where information was available from the survey to explain some of the reactions, then it has been specifically stated so.

Part 3

The Assessment During Training

The evaluation at this level was going to be based on the scores given by instructors on the trainees' performance during the training period. It was hoped that more than one set of scores would be available for each session. The author needed to compare the magnitude of at least two sets of data, to decide on the effectiveness of the training at this level. Unfortunately the assessment by the instructors is done only once at the end of the training session. It has been, therefore, decided that the scores and ratings on the job given by the bosses on these supervisors' performance before and after training shall be used to compare to those scores given by the instructors.

The highest total score that can be obtained by each trainee during the training assessment is 102 points while the maximum score on the job is 390 points (Appendix Va & VII). These have been scaled down to 100%. Although the variables used by the assessors are different, the scores still may be validly compared as they both set out to measure the ability of same individuals and how they fit in their supervisory roles.

Table VII - SUPERVISORS SCORES IN PERCENTAGE

	A	B	C	D	E	F
Number of Supervisor	Score Before Training	Score During Training	% Improvement	Score After Training	% Improvement	Total % Improvement D - A
1	47.7	74.5	26.8	51.5	-23	3.8
2	69.7	70.5	0.8	73.8	3.3	4.1
3	77.4	70.5	-6.9	80.5	10	3.1
4	47.7	66.6	18.9	47.7	-18.9	0
5	77.7	78.4	0.7	77.7	- 0.7	0
6	68.2	62.7	- 5.5	70.8	8.1	2.6
7	69.2	59.8	- 9.4	70.3	10.5	1.1
8	70.5	75.5	5	71.3	- 4.2	0.8
9	67.4	65.7	1.7	75.6	9.9	8.2
10	60.3	63.7	3.4	64.6	0.9	4.3
11	59.2	62.7	3.5	63.6	0.6	4.1
12	79.7	77.5	-2.2	81.8	4.3	2.1

Table VII above shows that only two supervisors emerged from the training unaffected. The other ten appeared to have been positively influenced by the programme in varying degrees.

Regression analysis was further used (Fig. 1 - 4) to explain the performances in relation to variables such as age, education level, experience as supervisors, and total experience with the corporation. ⁶

-
6. The estimating equation used in the Regression analysis is

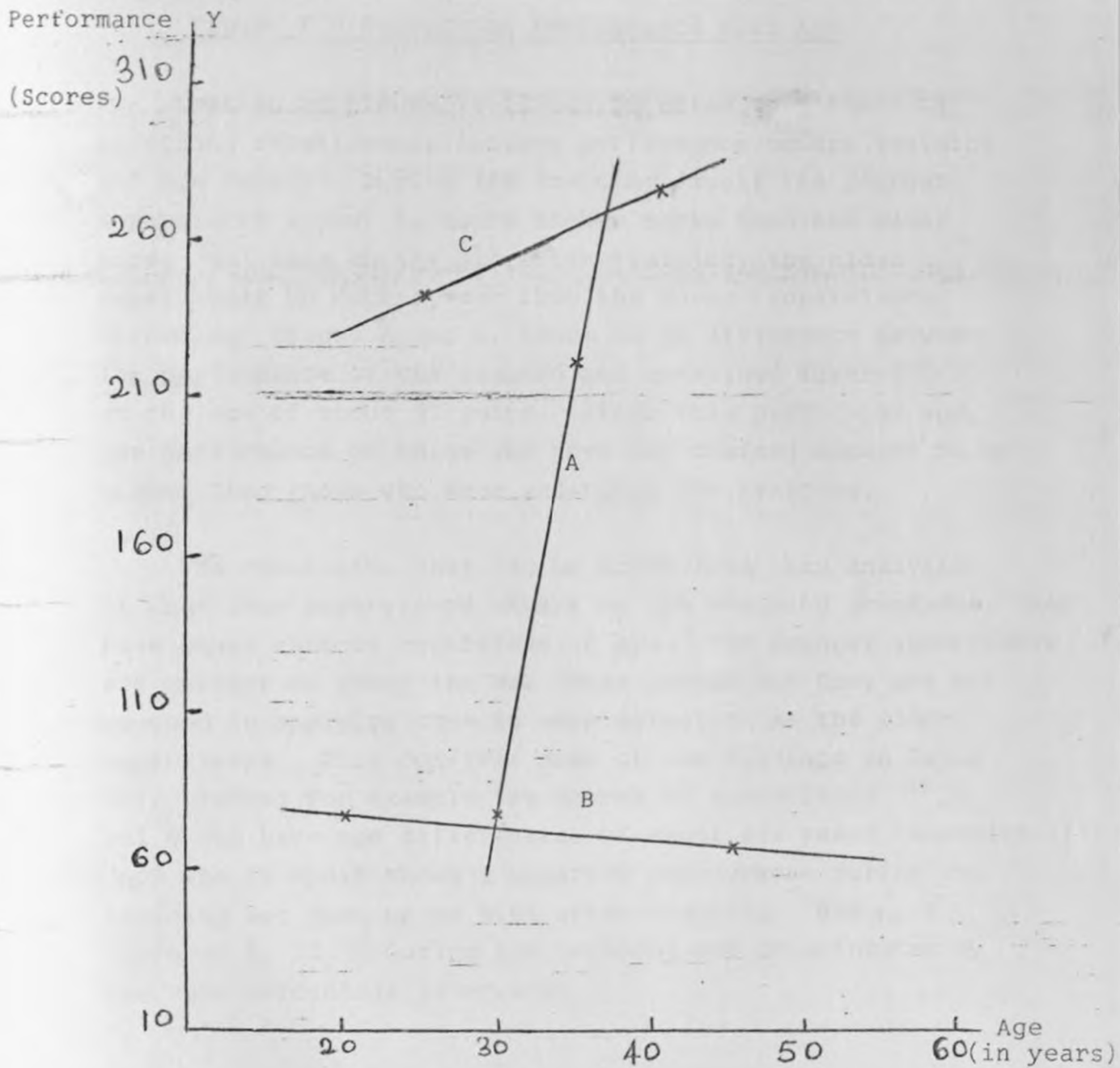
$$Y = a + bx$$

Where $a = \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - (\sum X)^2}$

and $b = \frac{\sum Y - b \sum X}{N}$

Details of the data computed are to be found in Appendix IV.

Fig. I Regression Between Performance and Age



Key

Graph A represents the regression between performance before training and age, where

$Y = 29.1x - 794.1$

Graph B represents the regression between performance during training and age, where

$Y = 83.5 - 0.36x$

Graph C represents the regression between performance after training and age, where

$Y = 189.8 + 2.2x$

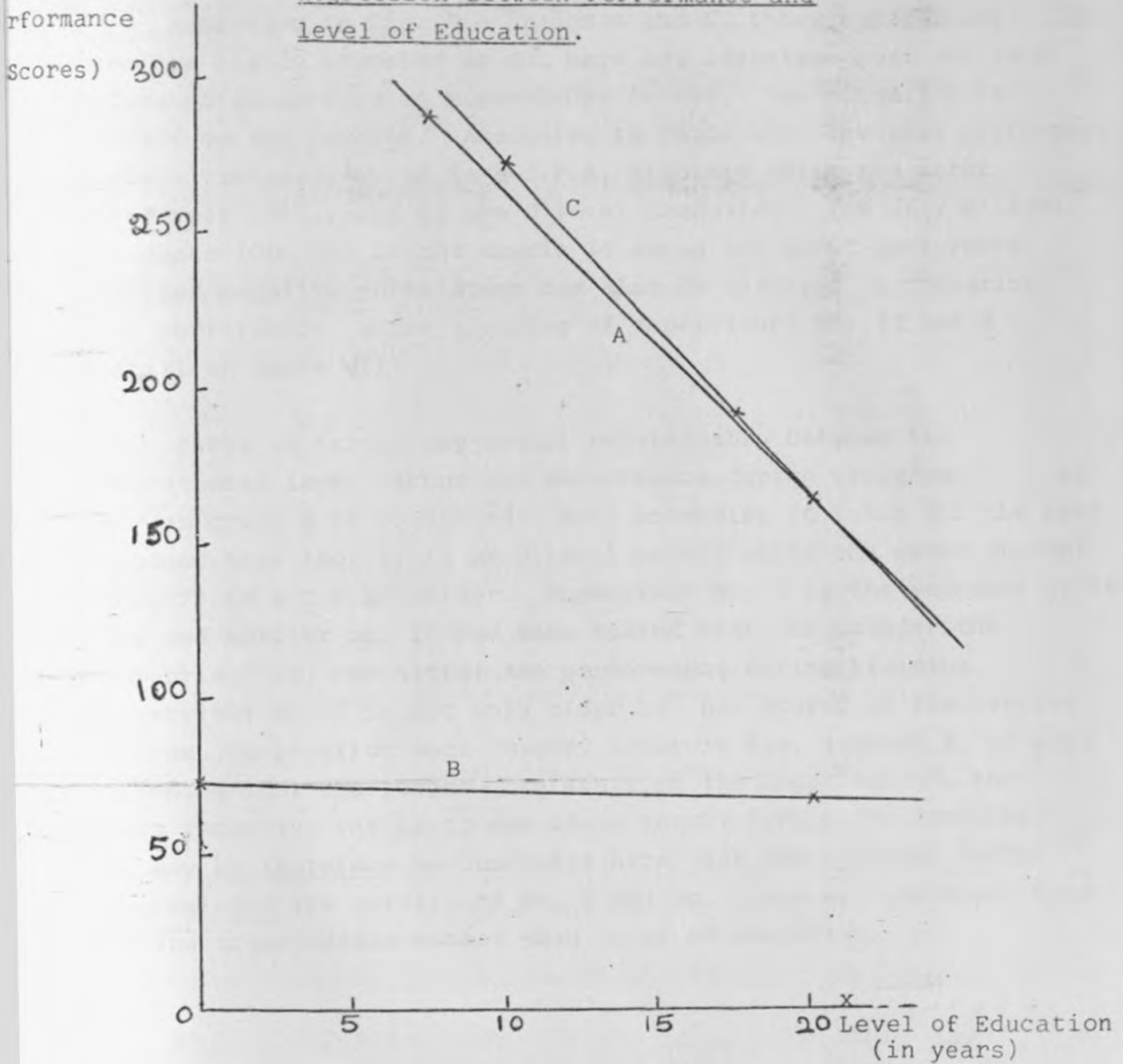
Figure I - Regressing Performance with Age

Looking at Figure I, it can be noted that there is no strong relationship between performance before training and age factor. During the training itself the younger supervisors appear to score higher marks than the older ones. But back on the job after training, the older supervisors do much better than the young supervisors. According to Graphs A and C, there is no difference between the performance of the trained and untrained supervisors at the age of about 37 years. After this particular age, the performance of those who have not trained appears to be higher than those who have undergone the training.

The conclusion that can be drawn from this analysis is that when supervisors embark on the training programme, they have equal chances regardless of age. The younger supervisors are quicker to grasp the new ideas learnt but they are not as good in applying them in work situation as the older supervisors. This confirms some of the findings on Table VII. Taking for example the scores of supervisors No. 9 and 4 who have age differential of about six years (Appendix 11), No. 9 who is older shows a negative improvement during the training but goes up by 9.9% after training. But No. 4 improves by 18.9% during the training and deteriorates by the same percentage afterwards.

Fig. 2

Regression Between Performance and level of Education.



key

Graph A shows the regression between performance before training and level of education, where $Y = 361 - 9.8 x$

Graph B shows the regression between performance during training and level of education, where $Y = 72 - 0.15 x$

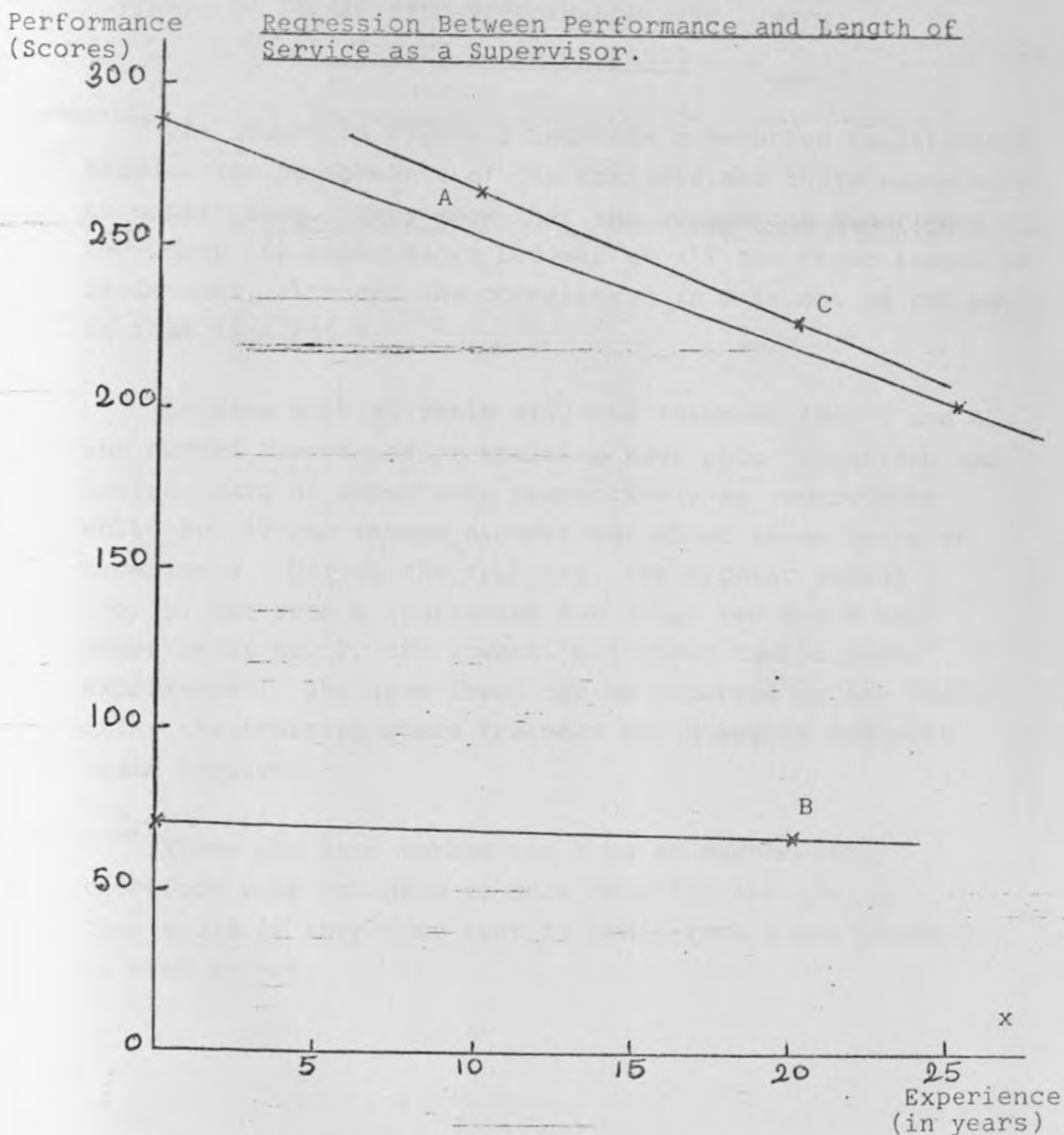
Graph C shows the regression between performance after training and level of education, where $Y = 382.8 - 10.8 x$

Figure 2 - Regressing Performance with level of Education

According to Fig. 2 - Graphs A and C, those supervisors who are highly educated do not have any advantage over the less educated in performing supervisory duties. The situation is infact to the reverse. According to Table VII, the best performer, before training, No. 12 is a C.P.E. graduate while the worst performer (No.1, and 4) are O'level graduates. The only A'level graduate (No. 11) in the sample is among the worst performers. Similar negative correlation can also be observed in comparing the performance after training of supervisors No. 12 and 4 (still on Table VII)

There is hardly any causal relationship between the educational level factor and performance during training, as far as graph B is concerned. But, according to Table VII the best student here (No. 5) is an O'level person while the worst student (No. 7) is a C.P.E. holder. Supervisor No. 5 is the youngest of the lot and earlier on, it had been stated that the younger the supervisor is, the better the performance during training, Supervisor No. 7 is not only older but has stayed in the service of the Corporation much longer, Later in Fig. 4 Graph B, it will be noted that the longer one stays in the Organization, the less receptive one is to new ideas taught during the training. It may be therefore be concluded here that the dominant factor determining the results of No. 5 and No. 7 are age and experience in the organization rather than level of education.

Fig. 3



Key

Graph A shows the regression between performance before training and length of service as a supervisor, where $Y = 289.8 - 3.4 x$

Graph B shows the regression between performance during training and length of service as a Supervisor, where $Y = 70.8 - 0.05 x$

Graph C shows the regression between performance after training and length of service as a Supervisor, where $Y = 303.6 - 3.7 x$

Figure 3 REGRESSING PERFORMANCE WITH LENGTH
OF SERVICE AS SUPERVISORS

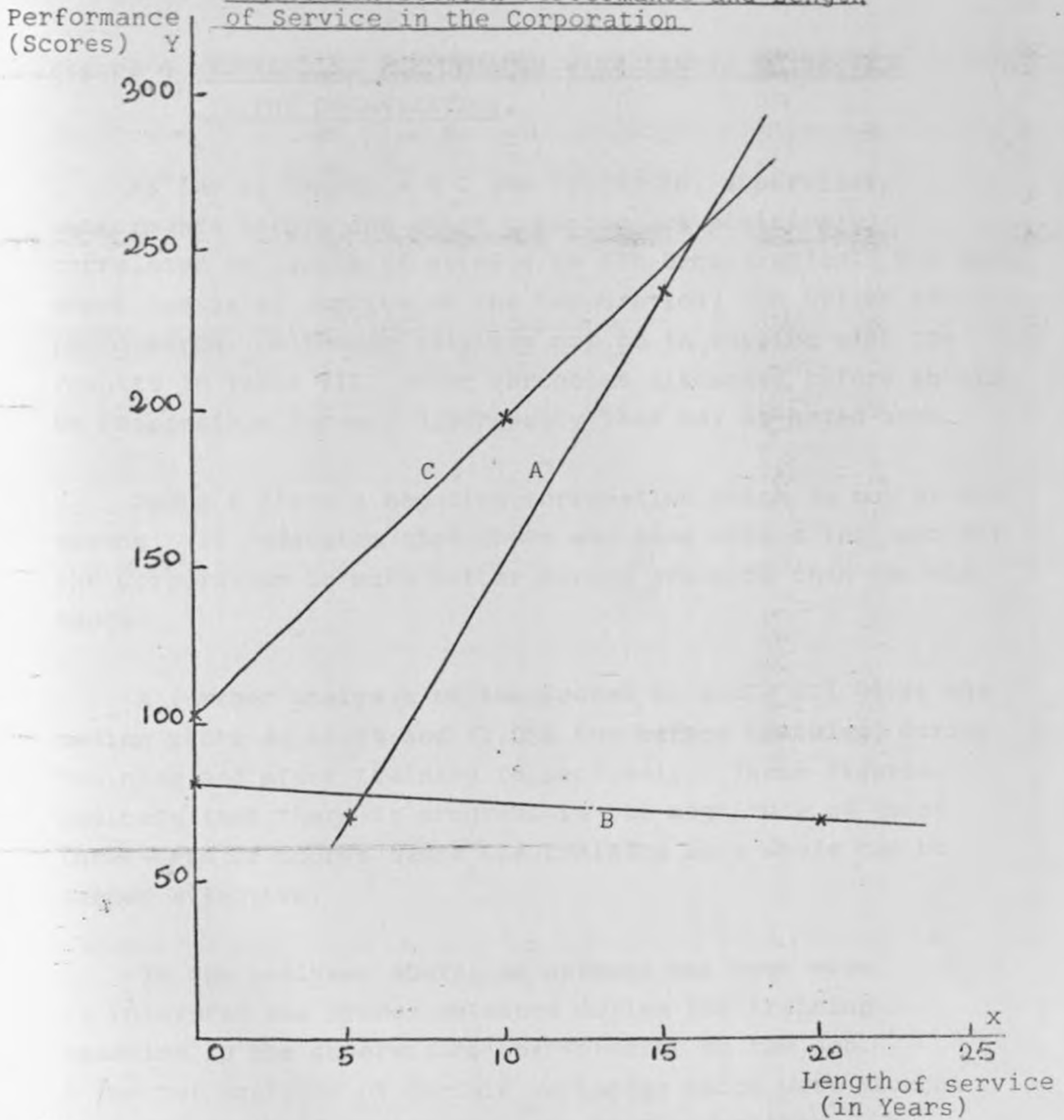
The graphs in Figure 3 indicate a negative relationship between the performance of the trainees and their experience as supervisors. They show that the longer the experience the worse the performance becomes at all the three stages of assessment, although the correlation in B is not as strong as that in A and C.

Looking back at Table VII, the trainees (No. 1 and 4) who scored lowest before training have about seventeen and twelve years of experience respectively as supervisors while No. 12 who scored highest has about seven years of experience. During the training, the highest scores (No. 5) has been a supervisor for about two and a half years while No. 7, the lowest, has about twelve years' experience. The same trend can be observed in the scores after the training where trainees No. 4 and 12 are once again involved.

Those who have worked too long as supervisors, therefore will not gain as much from the training as they would if they were sent to train soon after promotion or even before.

Fig.4

Regression between Performance and Length of Service in the Corporation



Key

Graph A represents the regression between performance before training and total length of service in the Corporation, where $Y = 16.7 x - 13.5$

Graph B represents the regression between performance during training and total length of service in the Corporation, where $Y = 80 - 0.56 x$

Graph C represents the regression between performance after training and total length of service in the Corporation, where $Y = 102 + 9.6 x$

Figure 4 REGRESSING PERFORMANCE WITH LENGTH OF SERVICE
IN THE ORGANIZATION.

As far as Graphs A & C are concerned, supervisory performance before and after training are positively correlated to length of service in the Organization. The more years one is in service of the Corporation, the better the performance. Although this may not be in keeping with the results in Table VII, other variables discussed before should be responsible for any discrepancy that may be noted here.

Graph B gives a negative correlation which is not at all strong. It indicates that those who have worked shortest for the Corporation do much better during training than the old hands.

A further analysis of the scores in Table VII gives the median score as 68.7% and 71.05% for before training, during training and after training respectively. These figures indicate that there is progress in the magnitude of these three sets of scores hence the training as a whole can be termed effective.

In the analyses above, an attempt has been made to interpret the scores obtained during the training in relation to the supervisors' performance on the job. A further analysis of certain variables which were thought to influence performance has also been undertaken.

Part 4

Evaluation of Performance on the job

In this final part of the study's objective an attempt has been made to find out what effect the training has on the participants' performance on the job. The score obtained before and after the training are compared to determine the impact. The author uses the t-test for the difference between two population means of samples which are related.⁷

The The hypotheses are

$$H_0: D = 0$$

$$H_1: D \neq 0$$

where D_i is the difference in performance rating scores before and after the training.

The test statistics is

$$t = \frac{-d - D}{Sd/\sqrt{n}}$$
$$t = 4.2$$

Since the calculated t is greater than the critical t, (1.78) the hypothesis H_0 is rejected. On the basis of this test it can be concluded that the training programme has a positive effect on those supervisors who are exposed to it.

7. Appendix VI gives the details of the computation.

Chapter IV

Summary, Conclusions and Recommendations

Summary

The objective of this study was to find out the nature of impact that Kenya Railways' Supervisory Management Training has on those who take part in it. The training programme was assessed at four levels. First there was an attempt to determine how far the programmes, objectives satisfy supervisors' training needs. Next participants opinion on the programme was sought as a basis of deciding on the usefulness of the programme. At the third and final stage scores made by supervisors before, during, and after the training were analysed in order to establish whether there was any improvement on the trainees' performance.

Out of the fifteen supervisors who were to be interviewed, three did not return their questionnaires and so only a sample of twelve was used. This sample may be too small to draw general conclusions. However, the findings should still be important.

Since the author needed very quick response from the supervisors and their bosses, the questionnaires had to be administered through the Senior Training Officer. This fact may also have caused some bias in the responses as respondents might have felt obliged to give favourable answers.

Conclusions

In the final analysis, in the previous Chapter, it was established that on the whole the training programme is effective, but some flaws were detected in choice of

participants, the curriculum and the evaluation system.

The system as it is now has no uniform criteria for choosing who should attend the training and when. Neither the trainers nor the trainees have any say in the choice which is left at the discretion of the heads of departments. No consideration is made to supervisors' training needs by their bosses. The only criteria used here is whether a particular supervisor can be dispensed with at the time the training programme is on. This is why it can be observed that some supervisors have worked for upto about seventeen years without attending the training while others in the group have been supervisors for about two years.

There is an urgent need to revise the curriculum used for this training. It leans too much on the actual skills of doing a job instead of teaching the techniques of management. The impracticability of using the manuals as they are for a group of trainees with different functional responsibilities was also noted in the study.

Although an attempt has been made by the instructors to build an evaluation system in the training programme, there is no evidence that information obtained in both assessments has been systematically used so far for improvement purposes. Both assessments are largely based on the assessors' general observations and intuition and not on any concrete tests of abilities.

Recommendations

Programme's Content and Choice of Participants

The ultimate aim of sending a supervisor to training should be to improve or implant the skills which he will need to work within the organization. It is the author's conviction that any Supervisory training programme should enable participants to acquire the following

- (1) Ability "to decide in advance what to do when to do it, and who is to do it."¹
- (2) Ability to work with and through people and be able to shoulder the responsibility for the direction of others.
- (3) Appreciation of the value of good human relations.
- (4) Ability to see each job in its proper relation to the total work effort.

which summarize the supervisory functions of Planning, Staffing, Organizing, Directing, Leading, and Controlling. A modified curriculum is therefore recommended in Appendix III (b). It has been recommended that Job Methods and Job Safety Sessions should be removed from this programme which ought to remain purely for management training purposes.

The objectives of the training should be communicated to potential trainees. ~~It should not be assumed by the~~ bosses that the supervisors have objectives that must coincide with those of the trainer. Once training objectives are made known to the supervisors, their feelings should be sought as to whether they wish to be trained at a particular time. Together with the bosses' own appraisal, a mutual agreement should be reached in deciding if one should go for training.

1. Harold Koontz and Cyril O'Donnell, Op. Cit. pg 129

A more positive attitude towards the training will be developed by the supervisors if they are aware of the benefits which might accrue to them from the training. This will also make the instruction given worthwhile. In one of the findings, the author established that the earlier a supervisor is sent on training, the more he will gain.

Evaluation of the Programme

In order to maintain a valid training programme, constant evaluation must be carried out for every group of participants.

Ideally, assessment of participants' ability to understand the sessions' content and their attitude to the programme should be done just before, during, and immediately at the end of each programme. This will not only enable instructors to make the necessary adjustments for each group, but it will also provide a fairer assessment of each participant. The follow-up assessment on the job after 6-12 months training should be continued. But instead of the school sending out their own assessment forms, the usual performance appraisals at the end of the year should be made available so that the trainers can compare trainees' performance before and after training.

In view of the above recommendations, the Confidential Assessment form (Appendix Va) has been modified accordingly (Appendix Vb). There should be a proper examination on the actual work in every session. This examination should be held at least twice for each session. It is not good enough to rely on informal observations of the

trainers. Under this latter system courses tend to solidify such that their content and organization cease to be questioned. The author tends to agree with Warr & Bird² that statistical evaluation measures give greater effectiveness.

The author recommends that Part 'A' of the assessment form remains as it is but participants should be appraised on the first and last week of the programme to obtain a fairer view.

It is also recommended that part 'B' be completely changed. Each instructor will fill in the scores obtained in the three intervals recommended earlier. What he sets out to test would depend on what his group has covered at each particular point in time.

The last part of this form is designed to assess the trainees' reaction or attitude to each session.

The time allocated to this programme should remain as it is to begin with until the trainees' future reaction is assessed. The orientation week should, however, be reduced to one day so that each session gets an extra day out of the first week.

It is hoped that the above recommendations will help remove the image that supervisory training is something which happens off site at the training school and that it only involves the instructors and those who happen to be sent there. It must always be remembered that

Instead of training activity being conceived in and justified by faith, it must be developed within a framework of planned

2. Peter Warr and others Op. Cit.

activity, emphasizing objective -
setting and determining appropriate
means of evaluation. This should make
it possible to integrate training
activity with manpower planning
within the organization³

3. George F. Thomason, Op. Cit. pg 353

APPENDIX I

DEFINITIONS

1. Supervisor:

The term Supervisor, in the study, refers to that person who represents Management at the first (bottom) level of the hierarchy. Sometimes he is called a foreman, section-head, or overseer but these terminologies do not vary with the actual role of a supervisor which is to represent Management's interests and guide the workers to function within these interests. According to Kenya Railways Corporation, they are "those incharge of other people and whose responsibility covers the directing and controlling of work."

The difference between supervisor and middle and top management is a matter of degree.

2. Management

Management has been defined as that team of people in any formal organization that occupies positions of formal authority and is charged with the coordination of human and material resources through the functions of planning, organizing, directing and controlling of the work of others for the purpose of achieving stated goals.¹

3. Managerial Skills

These are the set of tasks that faces a supervisor at work which includes the responsibilities of Planning, Organizing, Staffing, Directing and Controlling.

1. W. Richard Plunkett, Op. cit. pg 209 - 217

4. Training

Generally to train means to instruct or teach an art, profession, trade or occupation and direct one towards attaining some skill in these disciplines. Training also involves drilling one to acquire some habits of thought or action. For the purpose of this project ~~the author adopted~~ Staley's definition that

"training is instruction and learning concerned with good performance of a special task or set of tasks making up a job or occupation."²

5. Evaluation

Evaluation has been defined as "the systematic collection and assessment of information for deciding how to utilize available training resources in order to achieve organizational goals."³

In other words it is an attempt to obtain feedback on the effects of a training programme and to assess the value of the training in the light of that information.

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2. Eugene Staley, Planning Occupational Education and Training for Development
New Delhi, Orient Longmans, 1970 -
pg 248
 3. Peter Warr, An Introductory Course in Teaching and Training Methods for Management
- Geneva, I.L.O. 1974 pg 21.

APPENDIX II

TABLE SHOWING
AGE, EDUCATION AND LENGTH OF SERVICE

Supervisors' Number	Age Distribution In Years	Level of Education	Length of Service on Present Position (in years)	Length of Service in the Corporation (in years)
1	30-35	O'Level	15 - 19	15 - 19
2	42-47	Interme- diate	15 - 19	20 - 25
3	36-41	Interme- diate	1 - 4	20 - 25
4	36-41	O'Level	10 - 14	15 - 19
5	24-29	O'Level	1 - 4	5 - 9
6	36-41	O'Level	10 - 14	15 - 19
7	30-35	Interme- diate	10 - 14	15 - 19
8	36-41	O'Level	10 - 14	15 - 19
9	42-47	Interme- diate	1 - 4	20 - 25
10	36-41	O'Level	10 - 14	15 - 19
11	36-41	A' Level	1 - 4	15 - 19
12	30-35	Interme- diate	5 - 9	15 - 19

Note

(1) For Age and Length of Service, the mid-point figure was used in the analyses.

(2) When it came to claculating figures for regression equations, each level of Education was given scores according to the number of years spent in school.

Such that

Intermediate = 8
O'Level = 12
A'Level = 14

- OBJECTIVE: To strive to increase the efficiency of Supervisors through training in the following fields.
- a) Development of leadership qualities
 - b) Training in the field of imparting information to others in an efficient manner.
 - c) Training in the use of techniques for improving existing work methods.
 - d) Emphasis on the need for and the Supervisors' responsibility towards accident prevention.

PARTICIPANTS:

Participants are drawn from all personnel in Supervisory grades, i.e. those incharge of other people and whose responsibility covers the directing and controlling work. Preferably, they should be in grades RB.I and above, although personnel at the lower grade could be taken in by virtue of the fact that they perform supervisory duties.

COURSE CONTENT

1. JOB RELATIONS

- The importance of leadership as one of the essential qualities of good supervisory management.
- Review of the group members' supervisory responsibility.
- The foundations for good relationship
- The worker as an individual
- The steps to be taken in handling human relationship problems.
- Consideration of relationship problems between supervisors and work people.
- The supervisors relationships with Colleagues and seniors.

2. JOB INSTRUCTION

- The importance of good communication
- The aim of instruction.
- Examination of commonly used methods of instruction.
- Demonstration of an orderly, planned method of instruction.
- Preparation of instruction and the demonstration, coaching and practice in preparing instruction.
- The "How to Instruct" plan. Explanation, demonstration and discussion of a 4-step plan for use in imparting information.
 - a) Preparation
 - b) Presentation
 - c) Try out
 - d) Application.

- Practice by group members on "How to Instruct" plan.
- Application of the "How to Instruct" plan to verbal communications. Demonstration by trainer and practice by group members.
- Consideration of special instruction problems. How to instruct on a long job, a continuous job, in a noisy place etc.
- Planning training requirements. The presentation of a simple method which a supervisor can use to review the staff position in his section in order to determine who shall be trained for which job and by what date.

JOB METHODS - (ELEMENTARY)

- Introduction to basic steps of method improvement.
- Scope of the supervisor and his role in method improvement.
- Demonstration of an existing method and how to improve it.
- Practice in analysing jobs prior to improvement.
- How to question the details in an existing method and get ideas for improvement. Explanation, demonstration and practice.
- How to develop ideas for improvement. Explanations, demonstration and practice.
- How to submit suggested improvements for management approval.
- Practice in the complete Job Method Plan. Group members apply the plan to jobs from their own sections

JOB METHODS (ADVANCED)

This programme includes all the foregoing (elementary) plus the following:

- Introduction to method study symbols, and practice in their use.
- How to make Outline Process Charts. Explanation, demonstration and practice.
- How to make Flow Process Charts (Man and Material) Explanation, demonstration and practice.
- How to make two handed Process Chart, Explanation, demonstration and practice.
- How to make multiple Activity Charts. Explanation, demonstration and practice.

- Introduction to the principles of Motion Economy. Explanation, demonstration and practice.
- The application of Method Study to clerical procedures and other jobs involving paper work.

JOB SAFETY

- The need for accident prevention. Discussion on the cost of accidents to the victims, the country, the firm and the supervisor.
- How injuries are caused. Analysis of the causes of accidents to show that they just don't happen - they are caused.
- Factors Common to most accidents
A case history of an accident is used to show that the usual chain of events is :
 - (1) Faults of persons;
 - (2) Unsafe acts and conditions;
 - (3) Accidents;
 - (4) Injuries.
- The supervisors' three fields of responsibility in accident prevention; i.e. the Work Area, the Work Method and the Worker.
- Safeguarding the work area. How to spot danger in the workers conduct, attire, method of working etc. and how to take action against the dangers by training and follow up
- Talk by management representative on aspects of Safety appropriate to the Corporation.
- Showing of appropriate Safety Films
- Accident prevention as good business practice.
A summary of the course to show that accident prevention is a necessary part of producti

APPENDIX III (b)

1. Job Planning Session

- To include (i) Nature and purpose of planning
(ii) Environment in which plans are made
(iii) Strategies of planning
(iv) How to make plans more effective
(v) Staff Requirements

2. Job Organizing Session

Consider

- (i) The nature and purpose of Organizing
(ii) Power and Authority
(iii) Delegating and
(iv) Dividing task
(v) Labour. Laws

3. Job Relations Session

This should encompass

- (i) Leadership
(ii) Human behaviour
(iii) Team work and motivation
(iv) Communication

4. Job Control Session

Course content to include

- (i) System of controlling men and equipment
(ii) Special techniques of controlling
(iii) How to maintain quality
(iv) Union - Management relationship

APPENDIX IV

Scores made by Supervisors

Supervisor's Number	Before Training	During Training	After Training
1	186	76	201
2	272	72	288
3	302	72	314
4	186	68	186
5	303	80	303
6	266	64	276
7	270	61	274
8	275	77	278
9	263	67	295
10	235	65	252
11	231	64	247
12	311	79	319
Maximum Scores Obtainable	390	102	390

Railway Training School,
P.O. Box 42226,
NAIROBI.

Date.....

END OF COURSE ASSESSMENT FOR SUPERVISORY MANAGEMENT COURSE NO.

TRAINEE'S NAME _____ DEPARTMENT _____
GRADE _____ DESIGNATION _____
CHECK NO: _____ DISTRICT _____

Note: General remarks on the student's reaction and participation in the course are shown below in letter form. The grading is indicated by putting "X" against the appropriate letters.

A = Outstanding B = Very Good C = Good
D = Indifferent E = Poor F = Very Poor

GENERAL	PART 'A'	6 5 4 3 2 1					
		A	B	C	D	E	F
APPEARANCE & MANNER							
INTEREST IN LEARNING							
SPEED OF UNDERSTANDING							
POWER OF SELF-EXPLANATION							
EFFORT PUT INTO HIS WORK							
RELATIONSHIP WITH OTHERS							

PART 'B'

Assessment of the way in which the student has assimilated and practised the use of Supervisory Skills (Training Within Industry)

LEADERSHIP ABILITY WITHIN DISCUSSION GROUP (JOB RELATIONS)	A	B	C	D	E	F
Power of applying the leadership skills						
Understanding of human problems						
Capacity for reasoning						
Self Confidence						
ABILITY TO COMMUNICATE (JOB INSTRUCTION)	A	B	C	D	E	F
Ability to demonstrate						
Attitude towards instruction						
Ability to express himself						

ABILITY TO IMPROVE METHOD OF WORK (JOB METHODS)	A	B	C	D	E	F
Ability to improve work method						
Attitude towards new ideas on others						

ABILITY TO PREVENT ACCIDENTS (JOB SAFETY)	A	B	C	D	E	F
Attitude towards safety measures						
Knowledge of safety rules						

GENERAL REMARKS

Date _____

TRAINING OFFICER

Date _____

SENIOR TRAINING OFFICER

APPENDIX V (b)

Revised Confidential Assessment Form

Part 'A'

Remains unaltered but this final grade should be based on several observations during the training period.

Part 'B'

Assessment of knowledge gained during the training.

	<u>Job Planning</u> GRADES	<u>Job Organizing</u> GRADES	<u>Job Relations</u> GRADES	<u>Job Controlling</u> GRADES
First Assessment				
2nd Assessment				
3rd Assessment				
Final Grade				

Comments on Progress

Date

Training Officer

Date

Senior Training Officer.....

Part C _____

Trainees' Reaction Evaluation Form

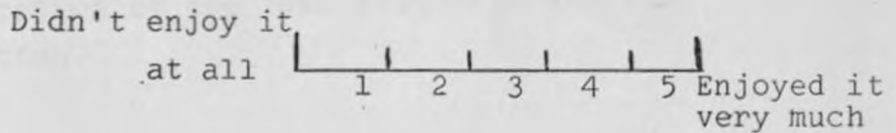
Trainee's Name

Title of Session

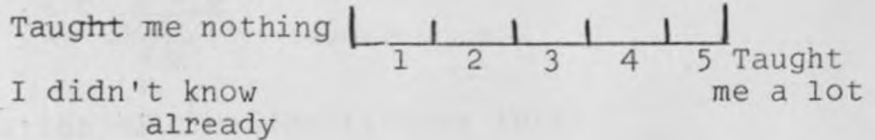
Date

Please complete the form below by putting a mark (x) in what you consider is the appropriate interval in each scale.

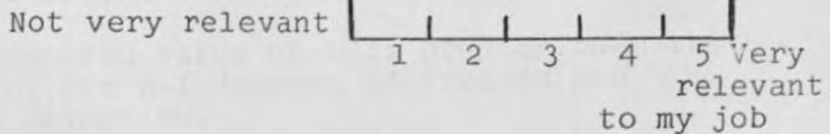
1. Enjoyment of the Training Session



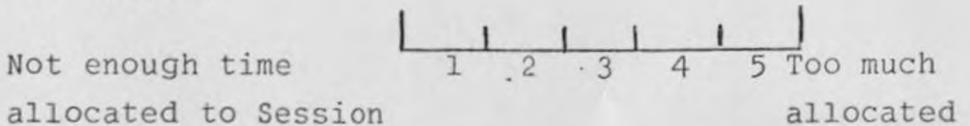
2. Amount of new information picked up during session



3. Relevance of Session to Own Job



4. Length of Session



APPENDIX VI

Computation of the Hypothesis Test

The following assumptions are made

- (1) The populations are normally distributed
- (2) The parent population variances are unknown but are assumed equal

1. Statement of the hypotheses

$$H_0: D = 0$$

$$H_1: D \neq 0$$

2. Identification of the test statistic and its distribution

Under the above assumptions the appropriate test statistic is

$$t = \frac{-d - D}{sd/\sqrt{n}}$$

3. Specification of the significance level:
Let $d = 0.05$

4. Statement of the decision rule:

If the computed value of t is greater than the critical t for $n-1$ degrees of freedom and $\alpha = 0.05$ reject H_0 .

5. Data Collection and Performing the Calculations

Supervisors	SCORES		Di
	After Training	Before Training	
S ₁	201	186	15
S ₂	288	272	16
S ₃	314	302	12
S ₄	186	186	0
S ₅	303	303	0
S ₆	276	266	10
S ₇	274	270	4
S ₈	278	275	3
S ₉	295	263	32
S ₁₀	252	235	17
S ₁₁	247	231	16
S ₁₂	319	311	8

Mean difference
$$-d = \frac{\sum_{i=1}^n d_i}{n} = \frac{133}{12} = 11$$

And the standard error of the difference

$$\begin{aligned}
 sd &= \sqrt{\frac{\sum_{i=1}^n (d_i - -d)^2}{n - 1}} = \sqrt{\frac{909}{11}} \\
 &= \sqrt{82.6} = 9
 \end{aligned}$$

Calculated t is thus

$$t = \frac{11 - 0}{\frac{9}{\sqrt{12}}} = \frac{11}{2.6} = 4.2$$

6. Making the statistical decision:

Since the computed t of 4.2 is greater than the critical t of 1.7959, the hypothesis is rejected.

12. His subordinates work is well organized.
13. He allows his subordinates to do their own work planning.
14. He is effective in solving conflicts among members of his group.
15. He plans for an orderly flow of work.
16. He is respected by his group.
17. When one of his subordinates makes a mistake he furnishes him/her.
18. He usually arrives early to prepare his work.
19. He tries to let his subordinates feel that their work and efforts are worthwhile.
20. He allocates evenly tough assignments among his subordinates.
21. His group works hard without watching him.
22. He discusses goals and objectives with subordinates to be sure they are understood.
23. He gives his subordinates frequent and honest criticism of their work.
24. What he does at work are the important things of his life.
25. His follow-up methods are systematic (not erratic)
26. He is considered an "expert" in that he knows his work very well.
27. He considers good planning, important for good performance.
28. He is able to set goals which are a challenge to his subordinates.
29. He is well informed about what goes on in the Company.
30. He tries to keep track of details on each job.
31. He looks gloomy and feels bad when he does not succeed in one of his activities.
32. He is interested in his subordinates' suggestions.
33. He is committed to the Company's goals and objectives.
34. He wants his people to have a feeling of success in their work.
35. He has other activities which he considers more important than his work.

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36. He is able to set clear goals for his subordinates.
37. He directs his group in handling each task he assigns.
38. He gives strong warnings if goals are not reached.
39. Most of his planning activities are done on the spot.
40. It is easy for his subordinates to talk to him about work problems.
41. He uses a systematic way in planning and organizing.
42. He insists that everything be done his way.
43. Planning is done with the cooperation of his superior.
44. There are no choices in how his job is done.
45. He does not have to do any planning because it is done for him by higher levels.
46. He does not have to do any work organization because it is done for him by his superiors.
47. He lets people know where they stand.
48. He understands what is expected of him in his job.
49. He shows a lot of initiative in performing his job.
50. He keeps good records.
51. He puts high value on discipline.
52. He makes changes as a result of listening to his subordinates.
53. He avoids extra duties or responsibilities.
54. He is able to conduct good meetings.
55. He is overworked.
56. His behaviour is a good example of discipline and responsibility.
57. He coaches his people to help them improve their job performance.
58. He communicates well in writing.
59. He used to be more ambitious in his work than he is at present.
60. He uses feedback effectively for control purposes.

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- 61. He feels proud to be an employee of this organisation.
- 62. He can express himself clearly and understandably.
- 63. He used to care about his work but lately he has other things which he considers more important.
- 64. He communicates to his subordinates the importance of goals and responsibilities.
- 65. He fulfills his promises to his people.

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Part II

This second part of the questionnaire requires you to try and recall what the performance of the ~~supervisor~~ ^{supervisor} concerned was before he went to the training. Please follow the same instructions as in Part I.

	Very Little	Little	Some	Just Sufficient	Very Great	Don't know
	2	3	4	5	6	7
1. He thought it was important to plan ahead.						
2. He kept track of his subordinates' performance on each job he gave them.						
3. He was thoroughly familiar with the services and operations of his section.						
4. He showed interest in helping the subordinates in their careers.						
5. He stayed after work to finish his work even when there was no overtime for him.						
6. He always reminded his subordinates of deadlines.						
7. He was respected for his knowledge of the business.						
8. He gave his people credit when they maintained high levels of performance.						
9. He effectively got his subordinates to work as a team.						
10. He showed concern about service quality.						
11. He could answer almost any question about his operation.						
12. His subordinates' work was well organized.						
13. He allowed his subordinates to do their own work planning.						
14. He was effective in solving conflicts among members of his group.						
15. He planned for an orderly flow of work.						
16. He was respected by his group.						
17. When one of his subordinates made a mistake he punished him/her.						
18. He usually arrived early to prepare his work.						
19. He tried to let his subordinates feel that their work and efforts were worthwhile.						
20. He allocated evenly tough assignments among his subordinates.						
21. His group worked hard without watching him.						
22. He discussed goals and objectives with subordinates to be sure they were understood.						
23. He gave his subordinates frequent and honest criticism of their work.						

- at
24. What happened/ work were the important things in his life.
 25. His follow-up methods were systematic (not erratic).
 26. He was considered an "expert" in that he knew his work well.
 27. He considered good planning important for good performance.
 28. He was able to set goals which were a challenge to his subordinates.
 29. He was well informed about what went on in the Company.
 30. He tried to keep track of details in each job.
 31. He looked gloomy and felt bad when he did not succeed in one of his activities.
 32. He was interested in his subordinates' suggestions.
 33. He was committed to the Company's goals and objectives.
 34. He wanted his people to have a feeling of success in their work.
 35. He had other activities which he considered more important than his work.
 36. He was able to set clear goals for his subordinates.
 37. He directed his group in handling each task he assigned.
 38. He gave strong warnings if goals were not reached.
 39. Most of his planning activities were not on the spot.
 40. It was easy for his subordinates to talk to him about work problems.
 41. He used a systematic way in organizing plans.
 42. He insisted that everything be done his way.
 43. Planning was done with the cooperation of his superior.
 44. There were no choices in how his job was done.
 45. He did not have to do any planning because it was done for him by higher levels.
 46. He did not have to do any work organization because it was done for him by his superiors.
 47. He let people know where they stood.
 48. He understood what was expected of him in his job.

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- 49. He showed a lot of initiative in performing his job.
- 50. He kept good records.
- 51. He put high value on discipline.
- 52. He would make changes as a result of listening to his subordinates.
- 53. He avoided extra duties and responsibilities.
- 54. He was able to conduct good meetings.
- 55. He used to be overworked.
- 56. His behaviour was a good example of discipline and responsibility.
- 57. He coached his people to help them improve their job performance.
- 58. He communicated well in writing.
- 59. He was very ambitious in his work.
- 60. He was using feedback effectively for control purposes.
- 61. He felt proud to be an employee of his organization.
- 62. He could express himself clearly and understandably.
- 63. He cared a lot about his work.
- 64. He communicated to his subordinates the importance of goals and responsibilities.
- 65. He used to fulfill his promises to his people.

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APPENDIX VIII

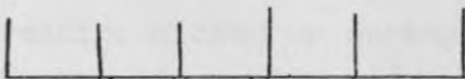
Trainee's Reaction - Part III

We would like to know what you think of the last supervisory Training you attended. This information will be very useful to us in planning future programs.

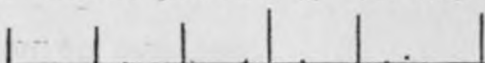
Please complete the forms below by putting a mark (x) in what you consider is the appropriate interval in each scale.

(a) JOB RELATIONS SESSION

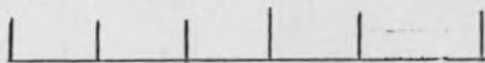
1. Enjoyment of the Training Session

Didn't enjoy it very much  Enjoyed it very much

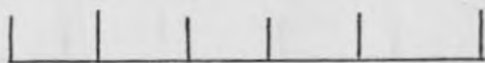
2. Amount of new information picked up during session.


Taught me little I didn't already know Taught me a lot

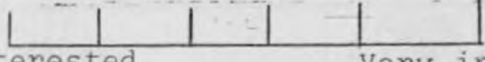
3. Relevance of Session to own job

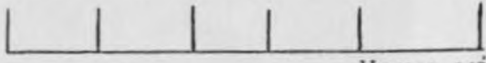

Not very Relevant Very relevant to my job

4. Length of Session


Not enough time allocated to session Too much time allocated

5. Appreciation of new ideas by the boss


Disinterested in my efforts Very interested in new ideas

6. Acceptance of new ideas by the subordinates
Reluctant to accept changes 

Very willing to try new ideas

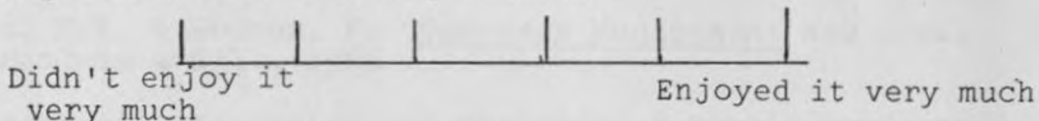
Trainee's Reaction

We would like to know what you think of the last Supervisory Training you attended. This information will be very useful to us in planning future programs.

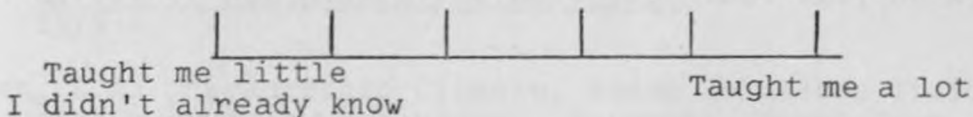
Please complete the forms below by putting a mark (x) in what you consider is the appropriate interval in each scale.

(d) JOB SAFETY SESSION

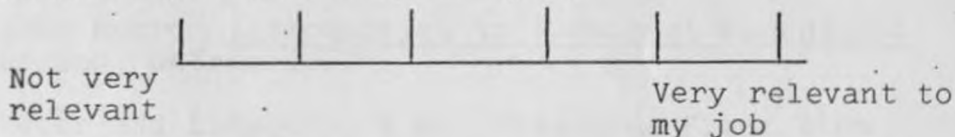
1. Enjoyment of the Training Session.



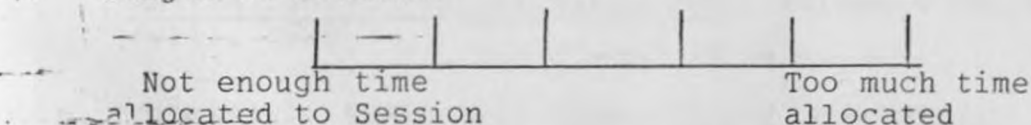
2. Amount of new information picked up during Session.



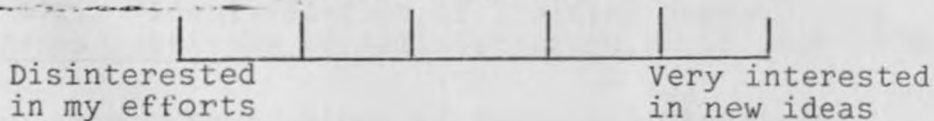
3. Relevance of Session to own job.



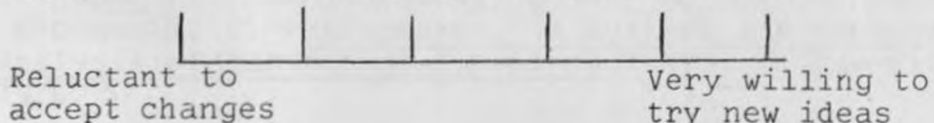
4. Length of Session.



- ~~5. Appreciation of new ideas by the boss.~~



6. Acceptance of new ideas by the subordinates.



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