

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' PERFORMANCE; AT SAFARICOM LIMITED
CALL CENTRE**

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DECLARATION

I, the undersigned, declare that this project is my original work and that it has not been presented in any other university or institution for academic credit.

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DEDICATION

This project is dedicated to my parent Boaz and Margaret for their words of wisdom encouragement and support in all my undertakings throughout my life. In the same way you inspire me and support me, this milestone, masters in the discipline of human resources management is as a result of your confidence in me to achieve greater heights in life.

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ABSTRACT

In the field of human resource management, training and development is the field concerned with organizational activity aimed at improving the performance of individuals and groups in an organizational setting. It has been known by several names, including employee development, human resource development, and learning and development. This study aimed at examining the effect of training and development on employee performance with a case study of Safaricom Call Center. Literature review, based on other scholars contribution to the subject, discussed overview of training, methods of training, benefits of training, employee performance, evaluation of training, relationship between training and development and employee performance which led to gap analysis as a conclusion of the chapter. The study adopted a case study approach where data was collected across a population through sampling of 340 employees at the Call Center which forms the Customer Care Division of Safaricom. The sample included managers, support/analyst and customer experience executives. Primary data was collected by use of both structured and unstructured questions across the strata and secondary data was gathered from various sources such as the Safaricom Strategic Plan 2012, Employee Booklet and Call Center Performance Reports. Responses were analyzed using both descriptive and graphical techniques. It was observed that training and development has a positive impact on both motivations of employees as well as performance. This contributed by the variant, relevant and high quality training. The study concluded that there is need for continuous training and development taking into consideration the competition, market dynamics, customer satisfaction, and net promoter score among others. The study recommends that training needs at Safaricom should be considered on the basis of overall company objectives. In addition, the goals of the company should determine what training programs are to be organized for staff.

CHAPTER ONE: INTRODUCTION

1:1 Background of the Study

Human capital can be regarded as the prime asset of an organization and businesses need to invest in that asset to ensure their survival and growth. The organization should ensure that, it obtains and retains skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy future people needs and to enhance and develop the inherent capacities of people- their contributions, potential and employability- by providing learning and continuous development opportunities.

Global competition has caused organizations to focus on every aspect of their operations, questioning how each function and process can contribute to strategic goals. Training departments are also under pressure to demonstrate their organizational value in the same terms Steed, (2000), this is because organizations spend a considerable time, effort and money in training their employees, but the benefits from these efforts are not clearly visible in organizations in terms of improved performance. To make training and development useful, it should be well planned and systematically implemented Rao and Nair, (1990). The capacity of staff in a firm influences the ability to achieve the desired targets particularly in performance driven enterprises. Human resource is recognized as a critical resource for success. In order to sustain performance of the organization, it is important to optimize the contribution of employees towards achievement of the aims and goals of an organization (Armstrong, 1999).

1.1.1 Training and Development

Armstrong, (2001) defines training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience. Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Staff development on the other hand is improvement of the employees' competences for future environmental demands and adaptability. Beardwell and Hidden (1994) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Corporations are offering a variety of training programs to meet their organizational needs. These include content on IT and systems, processes, procedures and business practices, industry-specific trainings, managerial or supervisory training, interpersonal skills, compliance, sales, executive development, basic skills, new employee orientation, customer service and quality. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify a more directed expected approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject –specific knowledge rather than trying to build core learning abilities.

Development is a long term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. According to Campbell (1971) development implies an individual

growth and self-realization in a broad base. Cole (1990) suggests a broader view of knowledge and skills acquisition training. He suggests that he is more concerned with employee potential than immediate skills and views employees as adaptable resource aiming at personal growth and realization of potential of an employee. Armstrong (2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager.

Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development is also a means for employers to address the employees' needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability, Jackson (2008). Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning.

1.1.2 Employee Performance

Holton (1995) defines performance a multi-dimensional construct, the measurement of which varies depending on variety of factors. Armstrong (2000) on the other hand indicates performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance. Performance of an organization is the outcome of activities of individuals and units of the organization. Except for the external influences on individual behavior and personal traits, organizations can either influence or control all factors affecting performance of

individuals and units through formal and informal means. Greater influence of individuals can be exercised formally through communication; work culture and management style Kasturi (2006).

Employee performance involves all aspects which directly or indirectly affect and relate to the work of the employees. Performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to tasks-and can be judged apart from results Brumbranch (1998). Within high performance work systems, training will be aligned and integrated with actual work. Employees need training in group dynamics and interpersonal relations, and in systems thinking to understand better how all parts of their organization fit together and affect each other. Trainers play a key role in providing feedback on employees' performance and financial performance of their organization Steed (2000).

1.1.3 Safaricom Limited Call Centre

Safaricom customer services started in 2001, when safaricom was still a subsidiary of the Kenya postal and telecommunication company (Telkom Kenya). When safaricom became an independent subsidiary after the government sold 40% shareholding to Vodafone (UK), the customer service section was split into two: The customer care retail Centre and the call center for those customer who did not have a care center in their region due to distance, they could call in and get the same service. Shops have been

turned into revenue centre where they concentrate on sales as well as customer service. The total number of staff in retail shops has 850 while call centre has about 1400 staff, thus forming the largest number of all departments in the company.

The call centre is a centralized office used for the purpose of receiving and transmitting a large volume of requests by telephone. The call centre is located at Sarin Park along Mombasa road and it adopts the name Jambo Contact Centre. The call centre is operated through an open workspace for call centre agents, with work stations that include a computer for each agent, a headset connected to a telecom switch and supervisor stations. The Jambo Contact Centre is divided into zones adopting animal names such as Twiga, Swara, Nyumbu, Tembo, simba, kifaruru, chui and Nyati. Each of these zones is assigned a shift manager, line manager (team leader), support analysts, and call centre agents all charged with different assignments. There is the Quality Assessors team to oversee the quality of service delivered by each agent to our customers. From their assessment the training needs are identified and addressed by the team leaders. Each agent's performance is managed through this process, there are set objectives done half yearly and from these the performance levels are determined against the set key performance indices (KPIs), these are further used to determine the salary increase to be awarded, bonuses and in extreme cases dismissals.

The call centre is also equipped with other facilities to make the employees comfortable, these are: the gym, clinics that are run 24 hours with qualified staff and medical facilities, security personnel, entertainment, refreshments, a nursery for the children and a resource

centre. Jambo contact centre being far from the head office in westlands has been provided with representatives from the necessary departments to ensure flow of business; these are the IT staff and human resource business partners. Training rooms are available for any in-house training that is to be carried out.

1.2 Research Problem

Staff training and development is recognized as crucial element in the attainment of organizational goals and objectives. In order to sustain economic and effective performance, it's important to optimize the contribution of employees to the aims and goals of an organization Armstrong (1999). Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving performance. One of the primary objectives of human resource management is the creation of conditions whereby the latent potential of the employees will be realized and their commitment to the success of the organization secured. Chang (1994) points out that the scope of evaluating the training effort should explain how training contributes to the 'big picture' as it is implemented to bring about improvement in job performance. The ultimate purpose of training is to help organizations achieve their performance results. Training activities have effect on relative competitiveness and economic performance, at both the aggregate level of the national economy or industrial sector, and at the level of individual enterprises Storey (1999).

Customer service agents at Safaricom Limited spend the most of the time with the customers than anyone else in the organization, they are seen as the frontline contacts in dealing with key business in this case safaricom subscribers, safaricom customers service agent go through vigorous training in issues pertaining to customer: Customer Service training; Telephone etiquette; Products and Services Training; Systems training; Customer Experience Training; Management and Leadership Programs; Quality Assurance training.

There are several studies that have been done in training but have focused on other organizations and departments but not in call Centre in the telecommunications industry. Musili (2010) researched on the perceived effectiveness of training and development on performance of In-Flight attendants in Kenya Airways. She found that there are other factors affecting employees' performance in Kenya airways other than training. The employees wanted to be involved in decision making especially regarding personal development. Gakuru (2006) researched on the relationship between training practices and performance, his was a survey of companies listed on the NSE, He considered the organizations in general, he found that the training practices have a significant effect on performance, and that, systematic training yielded better results than non-systematic training. Nguku (2006) researched on staff training and development practices in state corporations in Kenya. She found that employee trainings that are designed to assist employees in acquiring better skills, knowledge and attitudes towards their work yielded better performance. Mohammed (2006) researched on outsourcing of training services by Commercial Banks in Kenya. None of these studies has tackled the relationship between

training and development and employees performance in customer care services (call centers) so far, Musili (2010) remains the only study on training and development on employees' performance of in flight attendants in Kenya airways limited.

Thus, this constitutes a knowledge gap that the present study seeks to fill the purpose of the study therefore, it is to establish the relationship between training and development, and employee performance in the call centre.

1.3 Research Objective

The objective of the study is to establish the relationship between training and development, and employee performance among the customer care agents in Safaricom limited call centre.

1.4 Value of the Study

The study will be of use to management by encouraging them to embrace training and development to increase competitiveness, it will also help to establish how training has impacted on performance of customer care agents and what improvements can be done to help equip the agents further as well motivated them to work better for better performance. The study will help the customer service agents come up with suggestion of what they would like to be incorporated in the training and development programs so as to improve their performance.

The study will also be useful to stakeholders who will be able to identify with a growing organization as a result of good performance. This will ensure that they invest in an organization whose performance is promising as a result of effective training and development of its staff. The study will also add value to the researcher in the area of training and development. Scholars will find it important as it will increase the body of knowledge in this area. It can also assist the researchers in doing further studies of the same.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter examines previous literature related to the relationship between training and development, and employee performance among the customer care agents in Safaricom limited call centre. It review the past studies that help the researcher to understand and identify the problem being studied more appropriately.

2.2 Theoretical Foundation

As the literature suggests, the nature of the training in the public sector has changed over the recent decades. Traditionally, training was considered to be job-focused, limited to the technical skills and abilities needed by public employees to perform specific tasks. As such, it was differentiated from education, which was considered to be broader in scope, more oriented toward a range of future jobs and generally provided by institutions of higher learning. Traditionally, individuals obtained their education first and subsequently received training in the work environment. Recently, the distinction among training, education, and development has become blurred (Van Wart, Cayer, and Cook, 1993). As public organizations find themselves needing to help employees learn about new technologies and skills, training, in many instances, has begun to look like what has traditionally been called education. The on-going debate in academia over the content of the courses suggested in MBA and PhD programs is illustrative of the nature of these discussions.

The literature suggests a number of typologies and taxonomies of training. The nature of this article does not allow going into more details. Brief annotations of those taxonomies are in Table 1.

Table1: Taxonomies of Training Suggested in the Literature

Technical:	Non-job specific:	Management:	Employee enrichment
- Procedural	- Basic	- Supervisory	
- Mechanical	- General	- Management	
- Professional		- Executive	

Source: Author 2014

Adapted from Montgomery Van Wart, N. Joseph Cayer, and Steve Cook, Handbook of Training and Development for the Public Sector, San Francisco: Jossey-Bass Publishers, 1993, pp.21-34.

According to DeSario et.al. (1994), training “refers to learning experiences designed to enhance the short-term and/or long-term job performance of individual employees”. In this respect, training is viewed as part of an on-going developmental process. Training needs to be linked with the organizational mission (Eurich, 1985; Fischer, 1989; Latham, 1988; Miller, 1989). So, when local governments plan their training activities, they need provide the link with the organizational mission and local budget and implementation.

Some authors suggest considering training as investment decisions Eurich, (1985), and they should be made after careful consideration. It is usually advised that training activities should be examined from the perspective of their ability to influence individual job performance, rather than isolated experiences that may or may not contribute to the organization’s success. McGehee and Thayer (1961) are usually regarded as the authors

of the first textbook on training in organizations. They suggested a three-fold approach to determine the types of training and development experiences that should be implemented, including organizational analyses, task analyses, and person analyses. Accordingly, organizational analyses focus on the organization's ability to support training. Task analyses focus on the knowledge, skills, abilities, and other personal characteristics required to perform the agency's task. Person analyses focus on the needs of the individual, identifying personal characteristics possessed by the particular individual.

There are two basic questions must be addresses in the design of training activities. The first is the question of how a given course should be delivered. Who should participate? Where the course should be held? What types of learning tools should be used in the program? A second question is the creation of a learning experience that improves the transfer of knowledge. It is not enough for the trainees to learn; they must be able and willing to seek new abilities on their job. From the field of adult education, it is well known that adults are learning differently than children. First of all, adults have to know why they should learn something.

Thus, employees need to see training experiences as relevant to their current work environment. Second, trainees need to be self-directed; they should be active participants in the learning process. Third, both trainees and trainers must recognize that adult employees have a greater volume and different quality of experience than youth. In the design of training and development activities, a wide variety of instructional media is available to trainers and managers (Campbell, 1988; Goldstein, 1986; Latham, 1989). There are different instructional techniques that can be used, including lectures, case

studies, simulations, role-play exercises, and small-group discussions. Regardless of the particular technique, trainees should be active participants in the learning process. They should have an opportunity to practice their knowledge and skills in a scenario that closely resembles the actual job situation. Also, participants should receive feedback.

2.3 Training and Development

Noe, (2001) says that organizations that embrace training and development practices are able to retain their customers, suppliers, employees, shareholders and other stakeholders in the long run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance for the business. Myles (2002), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn are motivated and thus are more likely to engage in their work hence improving their performance and loyalty to their company. These same employees being the point of contact with customers will provide better service, leading to more repeat business and more referrals from the satisfied customers. The increase in sales through repeat business and referrals will translate into an increase in business profits thus improving shareholders' investment. The shareholders are therefore benefiting from the increased returns on their investment and may choose to increase their investment into the business. This example illustrates the 'virtuous circle' as described by Lisk (1996) where there is a reciprocal relationship between training and development and performance.

Lerner (1986), conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase.

2.3.1 Training and Development Methods

Rhernebergen and Wognum (2002) have described core development as a process organizations deliberately undertake in order to develop its employees to meet future challenges. Management also this process to develop proper human resources development program that ensure employees are trained and their skills are upgraded as they go up the organizations ladder to occupy positions of higher responsibilities. Keissler (2002) argues that career development facilitates the organizations objective of showing a well-articulated growth oriented yet flexible a path to its employees. Information technology on the other hand has been hailed as a catalyst of human resources development. Powel (1997) investigated linkages between information technology and performance and observed that information technology alone cannot produce sustainable performance advantages in the organization but that firms had gained advantages, by using information technology to leverage performance.

Beardwell and Holden (1994), pin point that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further they state that, if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise. Broadly, training programs are classified into: on-the-job training and off-the-job training. On-the-job training – this is probably the most common approach to training and range from the selectively unsophisticated approach which involves verbal instructions or demonstrations of how to use tools and other equipment.

According to Armstrong (1998), on-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual and administrative skills needed by the organization to improve competitiveness. It has the advantage of actuality and immediate since the trainee works, learns and develops expertise at the same time.

Jacob et al (1985) argues that on-the-job training focuses on the acquisition of skills within the work environment generally under normal working conditions.

Rothwell et al (1994) observed that on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands on practice imitation. Generally the on-the-job training includes the following types of training, orientation or induction training, apprenticeship and refresher training. Off-the-job training – sometimes may be necessary to get away from the immediate work environment to a place where the frustration and hustle of work is eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. This type of training takes place on special courses or in a

training area or centre that has been specifically equipped and staffed for training. They include: lectures, training by management institutions, conferences, seminars, case study, brainstorming.

According to Lisk (1996), human resources training and development approaches can be viewed from two perspectives, the macro and micro practices. The micro identifies the degree to which internal career development systems facilitate organizational progression and personal development. It also addresses the extent to which organizations perceive need for skill enhancement to equip employees with relevant skills for future work demand. These approaches include career development information technology, job rotation, job design, job enhancement, job enlargement, 360 degrees feedback and on-the-job training.

2.3.2 Benefits of Training and Development

The adoption of changing technology in this era of globalization and the emergence of new technologies, organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. They have to position themselves in order to keep abreast with the new technologies and business development globally. Employees need to be trained and developed regularly so as to deliver even when the external environment changes lead to obsolesce of the current technology in place with the organization Nadler (1984). Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and

timeliness. There is need to ensure that there is synchronization and standardization in how things are carried out in organizations. Beardwell and Holden (1997) human resource management has emerged as a set of prescriptions for managing people at work. The central claim is that by matching the size, skills of the workforce to productive requirements of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated.

Training and development leads to increased employee motivation Seligman (1978). The management can motivate people through such methods as pay, promotion, praise and training. Gale (1994), states that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Training and development also enhances competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organization to capitalize on opportunities in the market place and avoid threats to its desired position: Gellatily (1996). Armstrong (2005), many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical response. A reason for training and development is to give the organization a competitive edge.

Training and development ensures increased productivity. Armstrong (2003) all organizations are concerned with what should be done to achieve sustainable high level of performance through people. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of management. It also enhances customer relations. Muchel'le (2007) suggests the following aspects that enhance customer relations with the clients like being good listeners to the customers and communicating well with them, being sensitive and tactful, employees being sincere with the information they provide, making promises they can keep, loyal to customers, associates and the company.

2.4 Employee Performance

Employees must know what they need to do to perform their job successfully. Setting performance expectations and goals for individuals and groups to channel their efforts towards achieving organizational objectives. Getting employees involved in the planning process helps them understand the goals of the organization, what needs to be done, why it needs to be done and how well it should be done, Terrington (1995). Performance expectations need to be understood and where possible, to involve the contribution from the employees as Terrington (2005) puts it. Williams (2000), argues that as individuals cannot always control their results, it's important to have behavioral targets as well as output targets. It is recommended that there is a personal development plan which would again underpin the achievement of objectives.

Price (2005) states that managing employee performance every day is the key to an effective performance management system. Setting goals, making sure expectations are clear and providing frequent feedback help people perform most effectively.

Goal setting involves managers and subordinates jointly establishing and clarifying employees' goals. It affects performance through influencing what people think and do by focusing their behavior in the direction of goals, energize behavior, motivate people to put forth the effort to reach difficult goals that are expected and clarifies duties and responsibilities. Participation convinces employees that the goals are achievable and can increase motivation and performance Cummings and Worley (2005). Clear performance expectations are a critical factor in teamwork success, whether your goal is to develop a project team, your departmental team, or a sense of teamwork company-wide, clear performance expectations support teamwork success. Use clear performance expectations to help employees develop accountable, productive, meaningful, participatory teamwork Armstrong (2003).

Measurement is an important concept in performance management. It's the basis for providing and generating feedback. It identifies where things are going well to provide the foundations for building further success, and it indicates where things are not going so well, so that corrective action can be taken. Armstrong (2006) all jobs produce outcomes even if they are not quantified. It's therefore often necessary to measure performance by reference to what outcomes have been attained in comparison with what outcomes were expected. According to Behn (2003), the fundamental purpose behind

measures is to improve performance. Measures that are not directly connected to improving performance (like measures that are directed at communicating better with the public to build trust) are measures that are a means to achieving that ultimate purpose. There are several methods of assessing individual's ability to perform a job effectively and to identify the gap between effective and current performance for which a training solution will contribute to closing the gap Muchel'le (2007). Price et al (2005), states that a human resources manager can either question employees about their job, problems or perceived training and development needs or even observation can be used to investigate work flows. Data from internal records can also be analyzed to identify patterns and trends in performance of an employee. Quantity of units produced, processed or sold is a good indicator of performance, but care should be taken not compromise on the quality. Quality of work can be measured by several means, example the percentage of work to be redone or rejected. In sales the percentage of inquiries converted to sales is an indicator of salesmanship quality. Timeliness and how fast work is accomplished. The cost of work performance can be used as a measure of performance only if the employee has some degree of control over the cost Price (2005).

Absenteeism and tardiness, an employee is obviously not performing when he/she is no at work. Other employees' performance may also be affected by this absenteeism. Creativity can be difficult to measure/quantify as a performance measure but in many white collar jobs, it is vitally important. Supervisors and employees should keep track of creative work examples and attempt to quantify them Noe (2001) Performance appraisal tells top performers that they are valued by the company. It requires managers to at least

annually communicate to employees their performance strengths and weaknesses. A good performance appraisal requires that all employees doing a similar job are evaluated using the same standards Price (2005). Muchel'le (2007), states that appraisals are a major performance measure. Manager's appraisal is whereby a manager appraises the employee's performance and delivers the appraisal to the employee. This is by nature a top-down and does not encourage the employees' active participation. It's often met with resistance because the employee has no investment in its development. Self-appraisal is when the employee appraises his or her own performance, in many cases, comparing the self-appraisal to the manager review.

Often, self-appraisals can highlight discrepancies between what the employee and management think are important performance factors and provide mutual feedback for meaningful adjustment of expectations. Peer appraisal- employees in similar positions appraise an employee's performance. Robert S. Kaplan and David P. Norton have developed a set of measures that they refer to as "a balanced scorecard." These measures give top managers a fast but comprehensive view of the organization's performance and include both process and results measures. Kaplan and Norton compare the balanced scorecard to the dials and indicators in an airplane cockpit. For the complex task of flying an airplane, pilots need detailed information about fuel, air speed, altitude, bearing, and other indicators that summarize the current and predicted environment. Reliance on one instrument can be fatal. Similarly, the complexity of managing an organization requires that managers be able to view performance in several areas simultaneously.

A balanced scorecard—or a balanced set of measures— provides that valuable information. Kaplan and Norton recommend that managers gather information from four important perspectives: The customer’s perspective. Managers must know if their organization is satisfying customer needs. They must determine the answer to the question: How do customers see us? The internal business perspective Managers need to focus on those critical internal operations that enable them to satisfy customer needs. They must answer the question: What must we excel at? The innovation and learning perspective of an organization’s ability to innovate improve and learn ties directly to its value as an organization. Managers must answer the question: Can we continue to create and improve the value of our services? The financial perspective in the private sector, these measures has typically focused on profit and market share. For the public sector, financial measures could include the results-oriented measures required by the Government Performance and Results Act of 1993 (i.e., the Results Act). Managers must answer the question: How do we look to Congress, the President, and other stakeholders?

2.5 Relationship between Training and Development and Employee Performance

Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders’ investment. The shareholders

are therefore benefiting from increased returns on their investment in the business. In addition, good financial performance also attracts new shareholders to the business. Suppliers will be eager to do business with the company due to its financial strength and its positive reputation. The company is therefore able to negotiate friendly purchase terms with suppliers. This example illustrates the 'virtuous circle' as described by Lisk (1996) where there is a reciprocal relationship between training & development and performance.

Lerner (1986), to further illustrate this reciprocal relationship, conducted an eleven year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees, customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristics by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase. According to Noe (2001), organizations that embrace training and development practices are able to retain customers, suppliers, employees, stakeholders and shareholders in the long-run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance of the business.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter the research methodology to be used in the study is described. The study design and the population are described. The instruments to be used to collect the data and methods that will be used in data analysis are described.

3.2 Research Design

The research will be in the form of descriptive survey. This is an ideal methodology when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues Orodho and Kombo (2002). It is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals.

3.3 Population

The research will focus on Safaricom Limited customer service representatives in the call center. There are 3500 employees in the various zones in the call center.

3.4 Sample Design

A listing of all the customer management sections will be obtained from the administration office from most senior grades to the least. Stratified proportionate sampling technique will be used, the strata in this case being different grades of employees in customer management department. Systematic sampling and recording will be used. A sample of the different sections in customer management will be used to get the number of respondents to be interviewed as shown below. The NEA Research

bulletin was used to determine the sample size as per the Table 3.1, 346 of the 3500 employees will be used in this study. Formula used is $(\text{Population}/\text{Total Population} \times 346) = \text{Sample Size}$ *The NEA Research Bulletin*, Vol. 38 (December, 1960).

Table 3.1: Call Centre Staff

Grade Ranking	Population	Sample Size
Shift Managers (Grade 5)	20	2
Team Leaders (Grade 6)	120	12
Support Analysts (Grade 7)	65	6
Quality Assessors (Grade 7)	70	7
Call Centre Agents (Grade 8)	3225	319
Totals	3500	346

Source: Safaricom handbook (2014)

3.5 Data Collection

This study will rely on primary data. The primary data will be collected through a semi – structured questionnaire which will be administered on a drop and pick basis. The questionnaire will consist of open ended and closed questions. It will be made up of two parts; Part A covering the general information about the respondents and the different trainings they have so far attended. Part B will seek to answer the research objective which was to find out the effect of training and development on employee performance.

3.6 Data Analysis

The data will be analyzed using descriptive statistics. After gathering all the data from the instrument, the researcher will study the collected data and edit so that only the data relevant to the research questions and objectives will be retained. Data will be analyzed using descriptive statistics like mean and standard deviation, simple linear regression analysis will be used to link training and development to performance. The results will be presented by use of tables and charts.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

4.1 Introduction

This section focuses on the analysis and report of the results of the study. The main issues covered are demographics of the respondents and data presentation in terms of tables, charts and cross tabulations to address the objectives of the study.

4.2 Response Rate

The data for this study was collected in the month of September 2014 using questionnaire and an interview schedule to the identified 350 respondent within Safaricom Call Center. Questionnaires were distributed to the identified staff cadres of the organization out of which 340 questionnaires were successfully completed and returned to the researcher. The response rate was therefore 97% of the sample and, 10% of target population. According to Mugenda and Mugenda (2003), a response rate of over 50% is recommended.

4.3 Demographic Characteristics of the Respondents

Demographics characteristics will be looking at the various categories into which the respondents are classified. This included gender, job position, education levels and years of service.

4.3.1 Job Position

The questionnaire schedule began by asking the respondents to indicate their position within the organization. This is important in identifying the different training needs for

different levels of employment. In our study it was limited to the position that is Management, Back office support and operations as shown in table 4.1.

Table 4.2: Job Positions of the Respondents

Job Position	Frequency	Percent (%)
Managers	12	3.5
Analysts/Support	31	9.1
Customer Experience Executives (CEE)	297	87.4
Total	340	100.0

Source: Author (2014)

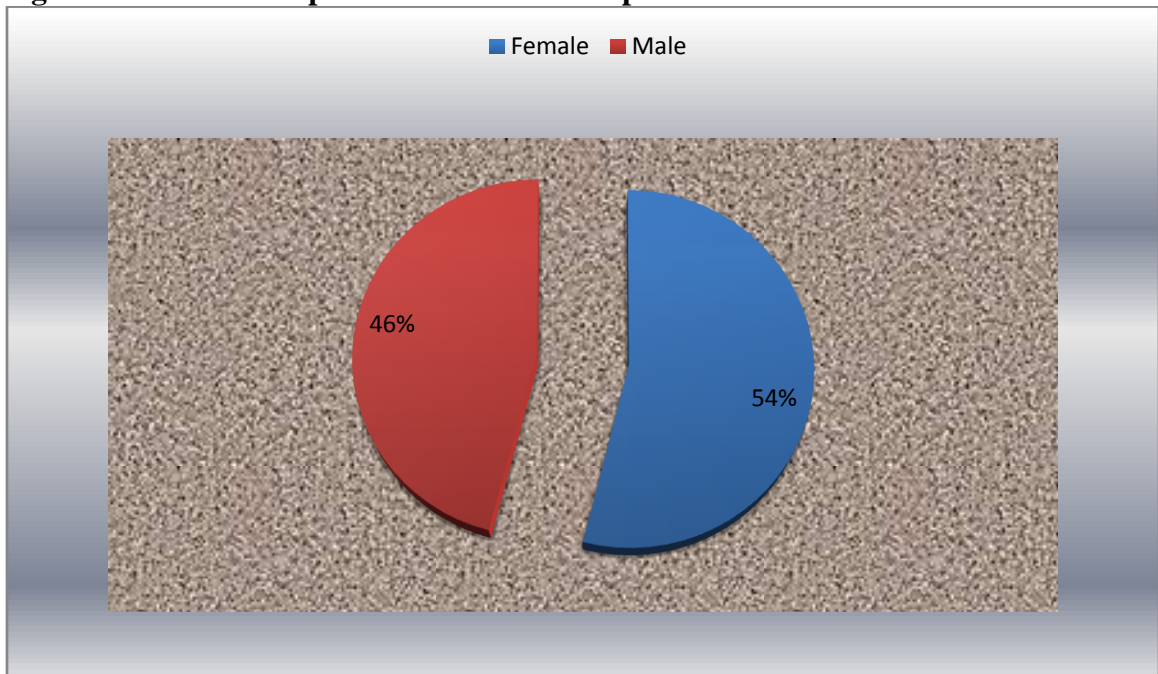
Table 4.2 presents the various job positions held by the employees who participated in the questionnaire. The results in the table reveal that CEE formed the majority with 87.4%, Analysts/Support representing 9.7% while the Management represented the least at 3.5%. These results show that the Safaricom call center consist of various positions settings which implies that different levels of training may be required to improve employee performance.

4.3.2 Gender of Respondent

Figure 4.1 present's data on gender of respondents. The figure shows that the female respondent formed the majority of the target population with a total of 54% while 46% of the respondents were males.

The figure 4.1 shows that out of the 340 respondents, the majority 193 respondents representing 54% were female while 147 respondents representing 46% were males. The results have also been represented in figure 4.1.

Figure 4.1: Gender Representation of the Respondents



Source: Author (2014)

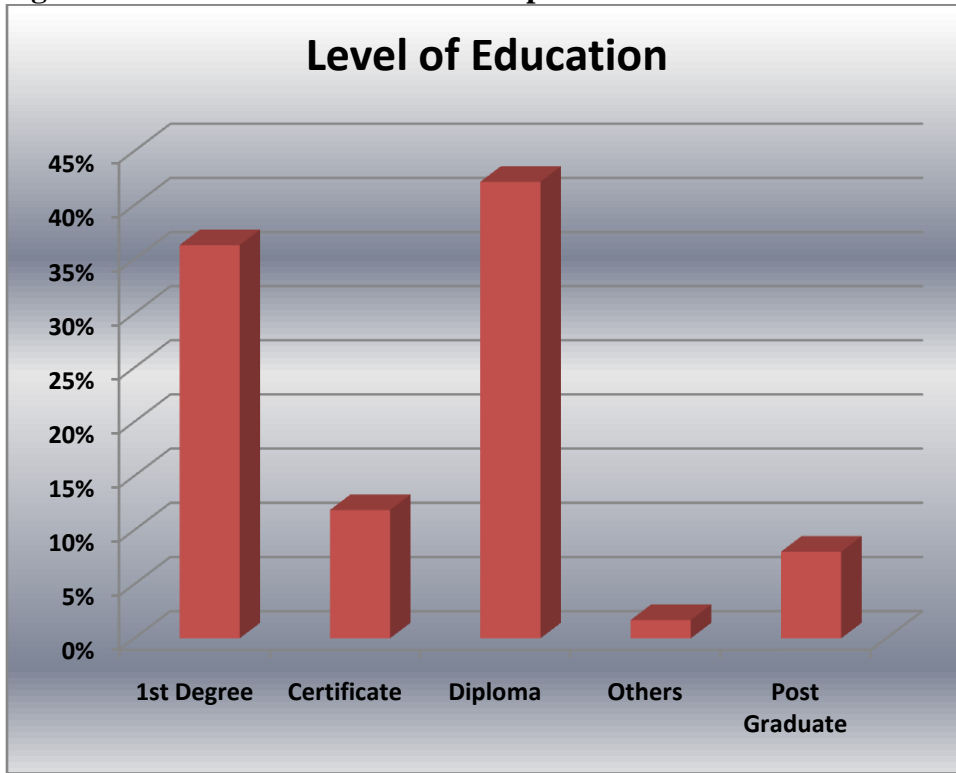
The ratio of male to female is almost 46:54 meaning that Safaricom as an organization takes consideration of gender balance while hiring staff. This is in accordance to the Kenya Constitution which stipulates gender equity.

4.3.3 Educational Background

It was also necessary for the study to determine the education levels of the respondents as that could determine what kind of training may be most appropriate. Table 5 presents the data of educational background of respondent.

Figure 4.2 illustrates the distribution of the respondents in terms of their educations levels which are certificate, diploma, 1st degree, post-graduate and others. Graphical representation is shown in figure 4.2.

Figure 4.2: Education Level of the Respondents



Source: Author (2014)

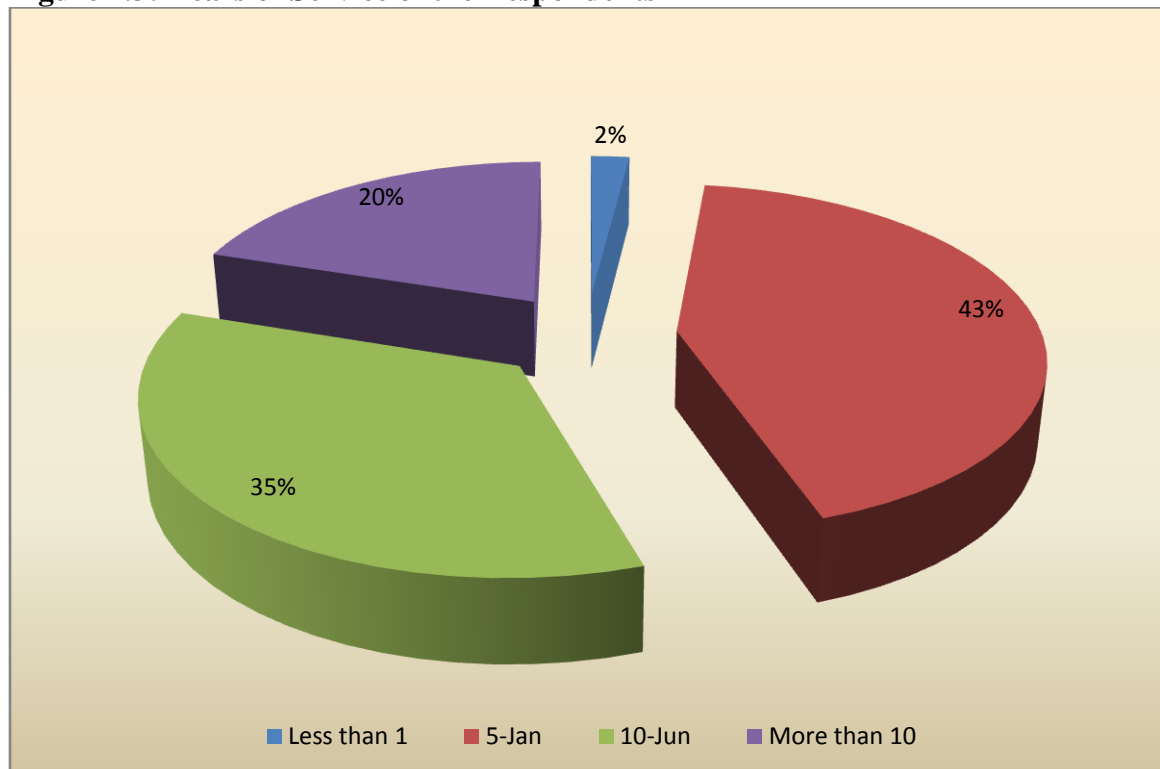
From Figure 4.2, it can be seen that respondents hold a range of educational qualifications from certificate to postgraduate level. Most of the employees consisting majority of the total respondents have diploma courses at 43%. 1st degree holders 37%, certificate at 10%, postgraduate at 7% and other qualification at 3%. Other qualifications were e-learning courses, seminars, and workshops on business management and customer management. These courses were specific to the operations of the call center hence enhancing performance. In contrast the rest of the qualification were more geared towards developing the individuals and providing room for other employment hence increasing staff turnover rate at the call center.

4.3.4 Years of Service in the Organization

The study also sought to find out the years of service the respondents have rendered to the organization to enable us put their responses into proper perspective. Table 6 represents the categories of years of service as indicated by the respondents.

Figure 4.3 illustrates the frequency and percent of the years of service of the respondents at the call center. It is evident that 98% of the respondents have worked for the company for 1 to 10 years. Figure 4.3 shows the graphic representation of the years in service of the respondent.

Figure 4.3: Years of Service of the Respondents



Source: Author (2014)

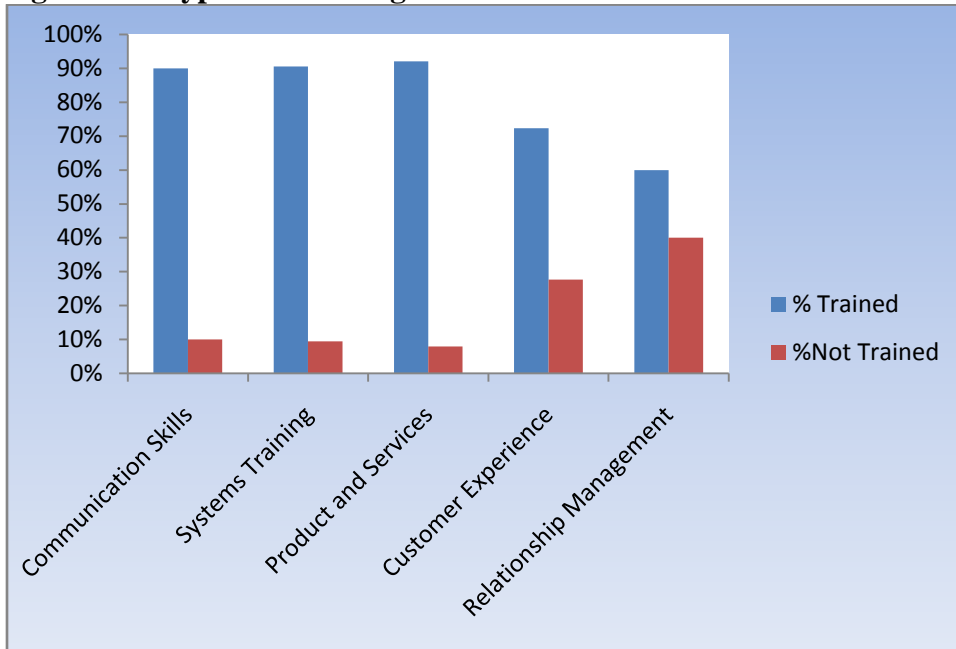
From the figure 4.3 shows that 43% or the respondents have worked between 1-5 years, 35% between 6-10 years, 20% over 10 years and only 2% less than 1 year. These figures also show that about 98% of the respondents have served at Safaricom call center

between 1 to more than 10 years. This means that the organization has a blend of experience. It also shows that majority are young professionals who require constant refresher training and development to update their skills and to perform better on the job. This implies that new staff with external experience brings in new ideas into the organization; however management should not forget legacy issues because they tend to inform the future. The results also indicate that the company has good employee retention systems. The results also imply that these employees require constant training and development programs to keep them updated with their skills as well as the company development, for example, technological and customer related developments so as to improve their performance. It is notable that the organization also has new entrants in company.

4.4. Types of Training

It was important under the training methods objective for the study to determine the kinds of training that take place at the Call Center. During the interview with the Training and Talent Development Manager, he indicated that they engage in job training, refresher training, development training, group training. However, our research narrowed down to the components of the job and development training which involved Communication skills, Products and services, Systems, Customer Experience Program and Relationship Management. The respondents were also asked what kind of training they had received over the period and the 340 respondents who had received one form of training or the other mentioned various programs with the key ones summarized below as a percentage of the total for each type.

Figure 4.4: Types of Training Received



Source: Author (2014)

In figure 4.4 most respondents 92% have been trained on products and services, 90% on communication skills, 88% on system, 74% on customer experience and 60% on relationship management. Each of the mentioned training should have independent policies and objectives to be in line with Kenney et al. (1992) observation where companies should have different policies and objectives for training depending on the class or level of employment or level of employees to be trained. The results imply that the organization is more customer focused and also adopts training as a means of increasing morale of employees, increase knowledge, and facilitates change management among others. Table 4.6 shows the objectives of each type of training.

Table 4.3: Summary of Training Objectives

Types of Training	Objective
Communication Skills	To improve respondent's listening skills, Passing of information to the customers in the correct mannerism i.e. tone of voice and pace ensuring full understanding by the customer of solutions offered.
Systems	Ease of navigation enabling the customer care agent to capture customer issues and provide solutions faster
Products and Services	To be able to offer needed solutions to customers in the shortest time possible
Customer Experience	To be in the customer's shoes and be of needed assistance
Relationship Management	To increase knowledge and skills in customer retention and business growth through excellent customer service.

Source: Human resource (Learning and Development) ,2014

4.5 Effectiveness of Training and Development

It is also important to look at the effectiveness of the training in terms of the quality, relevance, contribution in improving performance and motivation.

4.5.1 Quality of the Training

The respondents were asked to rate the quality of the training they have participated as excellent, very good, good, average and poor. Table 4.7 below illustrate the respondents.

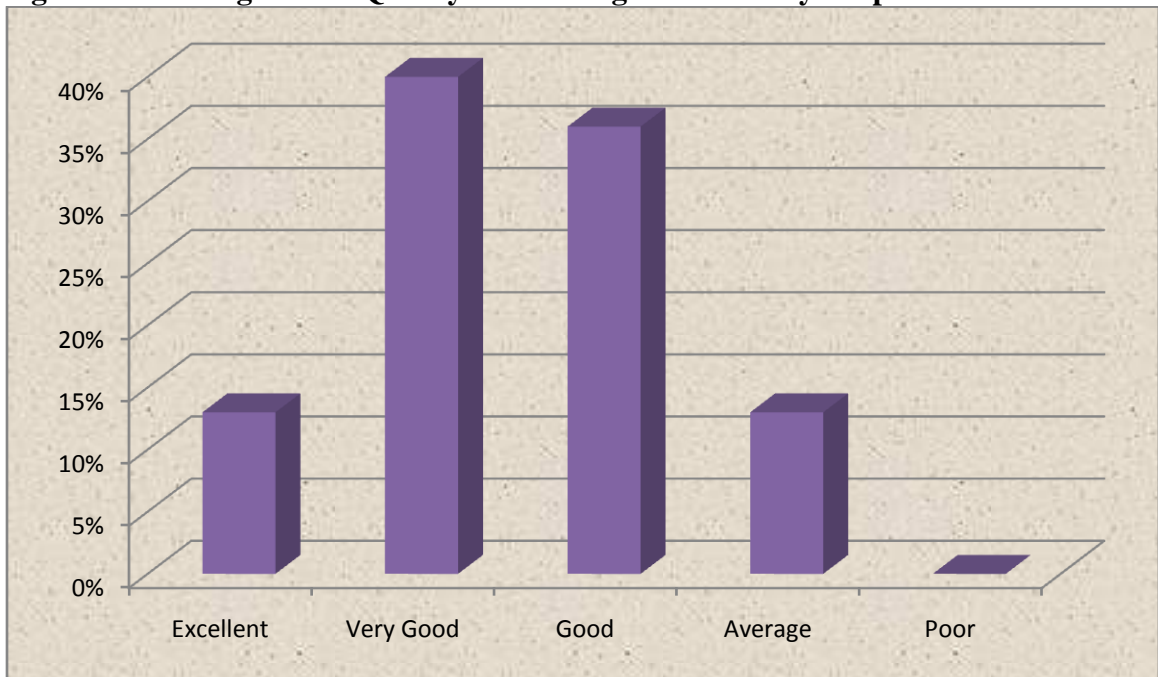
Table 4.4: Response on the Quality of Training

Response	Frequency	Percent (%)
Excellent	44	13
Very Good	136	40
Good	122	36
Average	38	11
Poor	0	0
Total	340	100

Source: Author (2014)

Table 4.7 presents the responses given by the respondents on the quality of the training programs for which they have participated. The findings indicate that majority of the respondents 40% were contented with the quality of the training programs for which they attended. Figure 4.5 shows the graphic representation.

Figure 4.5: Rating for the Quality of Trainings Attended by Respondents



Source: Author (2014)

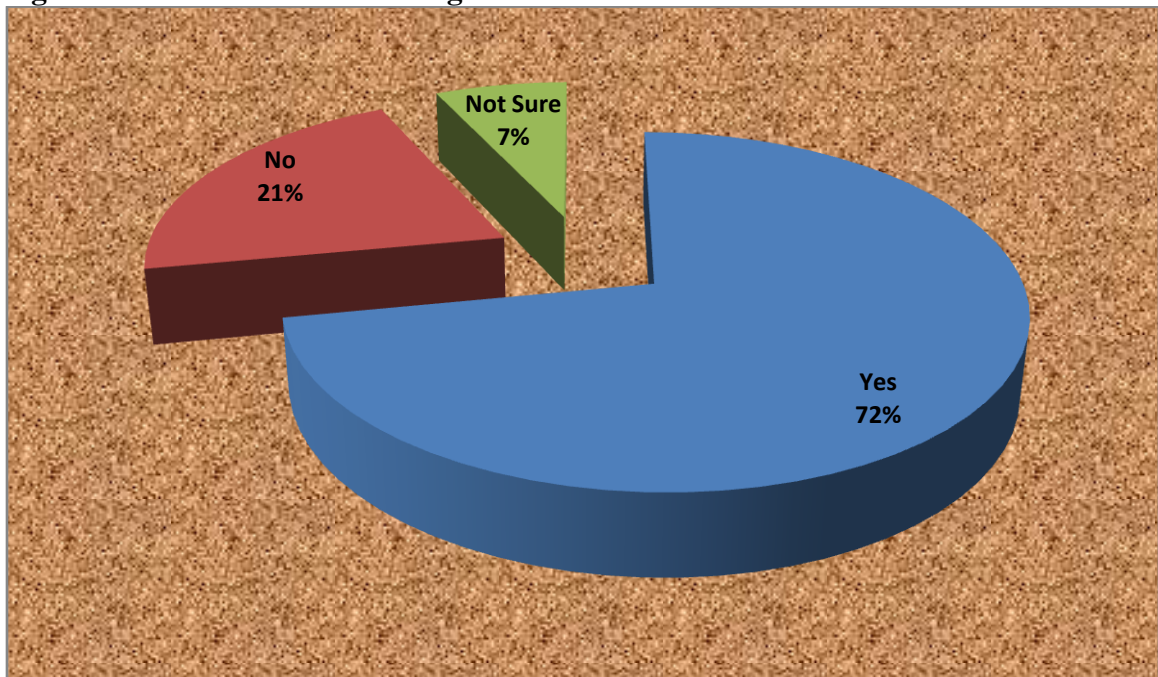
Figure 4.5 clearly illustrates that 84% of the respondents agree that the organization provides quality training to them i.e. 40% Very Good, 36% Good and 13% Excellent. These results indicate clear deliverance of the training programs. On other hand, only 11% indicate otherwise.

4.5.2 Relevance of Training to the current Job

The respondents were further asked if the training they have received was relevant to their current job or work in the organization. Figure 9 illustrates the responses.

Figure 4.6 reports the results from the relevance of the training received by the respondents to their current roles. Below is a graphical presentation of the results.

Figure 4.6: Relevance of Training to current Job



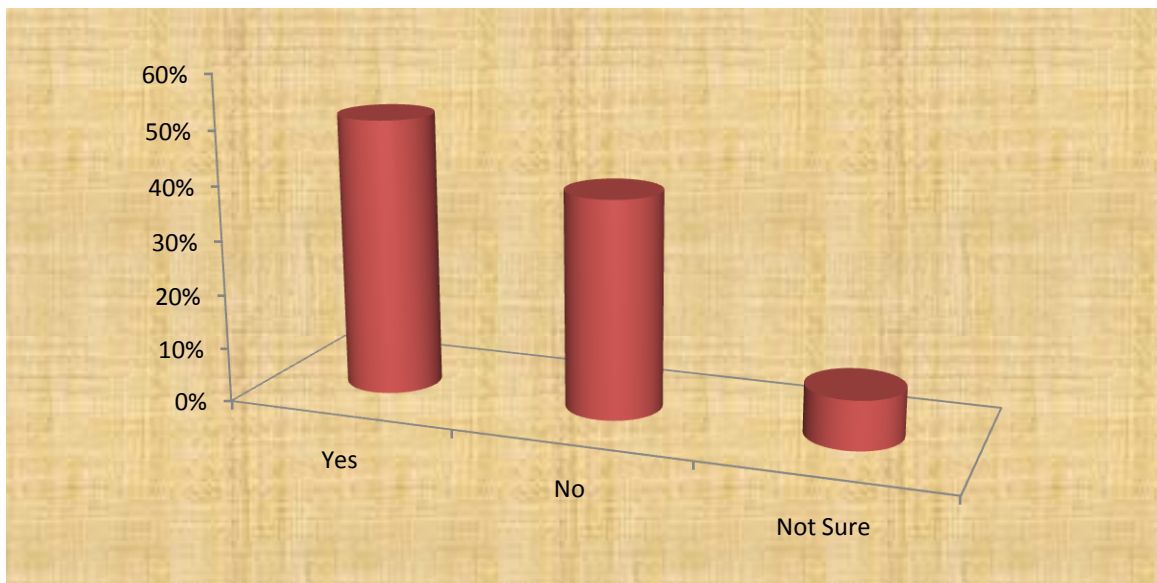
Source: Author (2014)

Majority of the respondents at 72% indicated that indeed the training they have received so far is relevant to their current job. 21% felt that the training was not relevant while 7% were not sure of the relevance to current roles. Upon checking the effectiveness of training, Kenney et al. (1992) stated that the training program is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. When the Talent Development Manager was asked during the interview to indicate how training objectives were determined, he stated that the issues on the ground determine the objectives of the training but training has to be a planned process that takes care of all the issues. The results indicate that the Human Resource Manager puts a lot of emphasis on training that will add value to and thus relevant to current work of those selected for the training.

4.5.3 Training and Employee Performance

In measuring the effect of training and development on employee performance and productivity, respondents were asked the key question “In your opinion, do you think training has helped improve your performance since joining Safaricom?” the responses are summarized in figure 4.7 below:

Figure 4.7: Training Effects on Employee Performance



Source: Author (2014)

The results in figure 4.7 clearly indicate that over 187 respondents representing about 56% link training to their improved performance. This is significant because the purpose of training at Safaricom is to improve individual and organizational performance. The results imply that the training programme meets its intended objectives. In addition, our results are in line with prior literature review which show that training impacts performance partly through improving employee skills which enables them to know and perform their job better (Wright Geroy 2001; Swart et al. 2005; Harris 2000; Appiah 2010).

4.5.4. Need for Further Training

It was relevant to find out whether the respondents felt the need for further training. Table 4.10 illustrates the results

Table 4.5: Need for Further Training

Response	Frequency	Percent (%)
Yes	281	82.5
No	59	17.5
Total	340	100

Source: Author (2014)

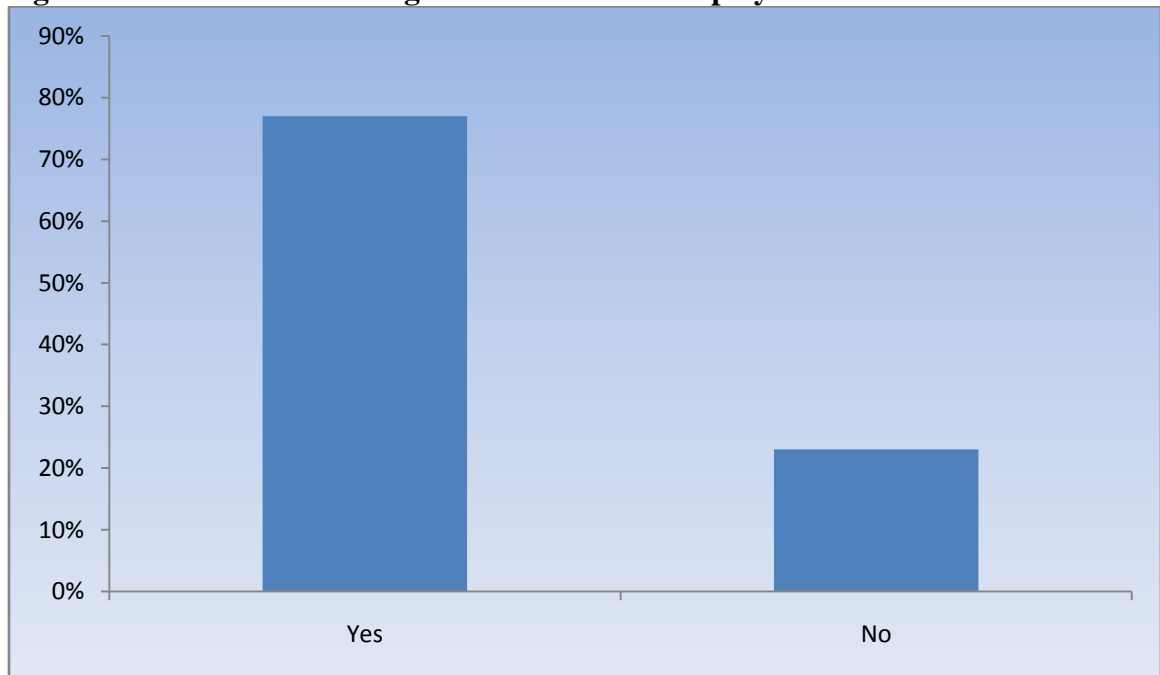
Based on the responses in Table 4.10, 281 respondents representing 82.5% of the entire sample revealed a need for further training. Majority of these indicated that based on the nature of their jobs in particular and company business needs in general, there is ever changing technology, market dynamics, Net Promoter Score (NPS), new products and services which presents an ever changing demand for which they have to cope with. This in their opinion calls for frequent training so as to keep up to date in all situations.

4.5.5 Motivation and Training

Training is a planned and systematic effort by which Managements of organizations aim at altering behavior, and encouraging employees in a direction that will achieve organizational goals. One of the key known benefits of training is the motivation it provides those to who receive it. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff. The study therefore sought the opinion of the respondents whether they feel

motivated and satisfied with the training and how it is applied at Safaricom. Figure 4.8 presents the results.

Figure 4.8: Effects of Training on Motivation of Employees



Source: Author 2014

Figure 4.8 and Table 4.11 shows that an overwhelming majority of 261 respondents representing 77% feel motivated by the training activities at Safaricom Call Center and only 23% feel otherwise. This is significant because motivation generally seeks to boost employee's morale to work hard and thus increase productivity.

4.6 Training and the Key Performance Indicators (KPI)

This section tries to validate the impact of training on the KPIs within the Safaricom Call Center. Therefore, it was particularly targeted at 296 respondents representing about 87% of the sample size. The new sample targets only the Call Center Agent (CEE). The

section looks the changes within the last 11 months for the three key KPIs which include Call Quality (CQ), Service Request Quality (SRQ) and Adherence. Figure 4.9 below show the average scores for the 296 respondents.

Figure 4.9 indicates the average scores of each KPI for the 296 respondent both before and after training is done. Figure 4.9 is graphical presentation of the results.

Figure 4.9: Impact of Training on the KPIs



Source: Author (2014)

Figure 4.9 represent the results of the finding. It can be visualized that CQ improved from 93.2% before training to 95.4% after the training. The respondents indicated that the trainings they have improved their skills on the First Call Resolution (FCR), building rapport with customers, troubleshooting and interpersonal skills among others.

SRQ also improved from 93.4% before training to 98.5% after the training. Respondents indicated that training has enabled them to be able to identify the proper categorization of

customer issues, capture correct information for escalation, providing relevant and prompt feedback among other.

Finally, adherence which is total time an agent is available or logged to service customer per day has also improved from 82.1% before training to 95.7% after the training. Respondents indicated that trainings on time management have majorly contributed to the score.

4.7 Relationship between Training and Development and Employee Performance

Table 4.6: Correlation

	Measure of Coefficient Correlation	Training and Development	Employee Performance (Score out of 340)
Training and Development	Pearson Correlation Sig. (2-tailed) N	1 20	0.76 0.001
Employee Performance (Score out of 340)	Pearson Correlation Sig. (2-tailed) N	0.76 0.01	1 20

Source Author(2014)

From the Correlations table4.13, it can be seen that the correlation coefficient (r) equals 0.76, indicating a strong relationship between employee and training which is similar to our findings at probability of $p < 0.001$ which indicates that the coefficient is significantly different from 0. It can be concluded that there is evidence that training and development has a direct relationship with employee performance ($r = 0.76, p < 0.001$)

4.8 Discussion of Findings

In terms of the demographic representation, female represented 54% while male 46% meaning that Safaricom as an organization takes consideration of the gender balance as stipulated in the Kenya Constitution while hiring staff. In terms of the levels of education, the company hires competent staff with at least a tertiary level training. With regards to the years of service, majority of the staff have been employed between 1 to 10 years this implies a good employee retention system and also need for constant training and development program to enhance their skills.

In terms of the quality of the training, majority of the rated it as excellent, very good or good. This in turn is an indication of a training programme that has clear objectives, relevant, clear means of delivery and which motivates the employees. Ordinarily as an organization trains its staff on key operational initiatives, it is expected that skills, competencies and job know how is developed. With training in place employees are able to operate at optimum capacity which in turn translates into process efficiency, product realization thus leading to improved revenue collections. Institutionalization of training as a discipline where policies and procedure that are evaluated are in place, employees are empowered towards their day to day works. Through these trainings staff gets a sense of belonging, appreciated and share experience away from the working environment. Given this scenario employees develop motivational stimulus that cuts across the entire company. Finally well implemented training modules have customer care in built as a standing agenda. This is because the importance of customer services cannot be over emphasized in today's business. Training rationalizes employees to undertake their work

effectively and in a more efficient manner. In doing so services and products are enhanced and customer satisfaction is guaranteed.

It is also evident from the results that majority of the employees feel motivated to work after training. This is significant because motivation generally seeks to boost employee's morale to work hard and thus increase productivity. This finding is in line with Seligman (1978).

Finally, the study attempted to establish a relationship between training and development and individual performance. The findings are that many of the respondents feel motivated by the training offered, and indeed performance has improved after the training in terms of achievement of the KPIs and improvement of their job skills. However, it was established that the respondents do not feel training has offered them opportunity to identify potentials for further and personal development. This is in line with the objectives stated in the staff training policy that opportunities will be given to employees as necessary for more training and development program to improve their role and performance to their duties. Armstrong (2003) all organizations are concerned with what should be done to achieve sustainable high level of performance through people. While Price (2005) states that managing employee performance every day is the key to an effective performance improvement.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objective of the study. The objective of this study was to determine the effect of training and development on employees' performance at Safaricom Limited Call Centre.

5.2 Summary of Findings

Safaricom has over the past years been involved in training and development activities for its Call Center employees. Data collected from interviews with the Group Human Resource Manager and Talent Acquisition Manager, and Call Center employees indicates that indeed training and development activities in Safaricom date back to the early twenties when the organization was established. Thus training and development activities have long been human resource management tools at Safaricom even in the recent past.

The results and findings are is broadly in consistent with prior management literature on training and development. The study attempted to establish a relationship between training and development and individual performance. The findings are that many of the respondents feel motivated by the training programme within the Call Center. Clearly also, an overwhelming majority of respondents do believe that training has had a positive effect on their performance and further agreed that training indeed had effect on their job

skills. In addition, the results indicate that training programme quality were relevant and consistent with the company's guideline and compulsory practice on training.

However, it was also established that the respondents do not feel that training has offered them opportunity to identify potential for further development and progression career within the department or to other departments within the organization.

5.3 Conclusion

On the whole, the study sought to investigate the effect of training and development on employee performance using Safaricom Call Center as a case study and findings and recommendations provided. Safaricom will need to take action to correct its training and development activities, and make sure the processes involved are duly followed.

The findings of this research indicated that Safaricom Call Center's nature of work depends mainly on market and customer dynamics, modern technology as well as new and varied products and services. This makes continuous training and development of its human resource crucial and vital, taking into consideration the rapid customer satisfaction, net promoter score and competition from other telecommunication companies. From the results of the study, it can be concluded that Safaricom certainly has a well-established policy to invest in the training and development of employees, however the processes involved are not being duly followed. Employees who realized the need for change of attitude and want to develop themselves through formal education in order to be abreast with modern technological advances sponsored have themselves to acquire these skills.

5.4 Recommendations

Many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to achieve the benefits of training initiative, Safaricom should ensure that the following are instituted at the work place.

First, identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance. The need identified should emanate from Safaricom strategic plan, which also cover departmental/sectional/teams and individual plans.

Secondly, Safaricom should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational development and survival. Organizational career planning involves matching an individual's career aspirations with the opportunities available within the organization.

Thirdly, for career management to be successful in Safaricom, both the management and employees must assume equal share of the responsibility for it. Employees must identify their aspirations and abilities, and through counseling recognize what training and development needs are required for a particular career information and training to its

employees. Development and succession planning will also play a great role. Career progressions projection plans and training and development projections should be made available to each employee.

Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. It is with this that the researcher wishes to recommend that in instituting proper training and development programs, Safaricom should initiate policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters. Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation as these leads to job satisfaction, which in turn leads to development.

Finally, it is vital to monitor and evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed.

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APPENDIX 1: QUESTIONNAIRE

Based on the trainings you have received at Safaricom Limited so far, please fill in answers to all the questions below. Be as honest as possible .All information given will be strictly confidential .All data collected is for academic purpose only.

Please do not write your name or employment number

Section A: General Information

1. What is your position?
2. What is your gender?
 - (a) Female
 - (b) Male
3. How long have you worked for Safaricom
 - (a) Less than 1 year
 - (b) 1-5 years
 - (c) 6- 10years
 - (d) More than 10 years
4. Have you undergone the following training conducted at Safaricom? Tick appropriately

Training Title	Yes	No
Communication Skills: Objective: Excellent listening skills, Passing of information to the customers in the correct mannerism i.e tone of voice and pace ensuring full understanding by the customer of solutions offered.		
Products and Services Training Objective: to be able to offer needed solutions to		

customers in the shortest time possible		
Systems Training: Objective: Ease of navigation enabling the customer care agent to capture customer issues and provide solutions faster		
Customer Experience Programs: Objective: To be in the customer's shoes and be of needed assistance.		
Relationship Management: Objective: Customer retention and business growth through excellent customer service.		

Section B: Effectiveness of training and development

5. How will you rate the quality of the training programs for which you have Participated?

Poor	Average	Good	Very Good	Excellent

6. The training received is relevant to your work?

Strongly Disagree	Agree	Neutral	Disagree	Strongly Disagree

7. In your opinion, do you think training has helped improve your job performance?

Strongly Disagree	Agree	Neutral	Disagree	Strongly Disagree

8. Would you require further training for motivation towards performance improvement to enable you contribute to increased productivity?

a) Yes () b) No ()

If “yes” to the question above, please provide reasons as to why below.

.....
.....

9. What problems do you face with regard to training and development within your organization?

.....
.....

10. Please specify any ways you think training and development in your organization can be improved.

.....
.....

Section C: Key Performance Indicators (KPIs)

Indicate how the various customer management trainings has affected your performance based on the sets target KPIs on a scale of 1 to 5 where 5-Exceptional, 4-Exceed Expectation, 3-Good, 2-Inconsistent and 1-Poor. (Put an X where applicable)

Training program	Performance before Training					Performance after Training				
	1	2	3	4	5	1	2	3	4	5
Call Quality: <ul style="list-style-type: none"> ➤ Opening greetings and call closure ➤ Rapport with the customer ➤ Troubleshooting and resolution. 										
Service Request Quality: <ul style="list-style-type: none"> ➤ Proper categorization of customer issue ➤ Correct information captured ➤ Resolution and customer feedback 										
Adherence: <ul style="list-style-type: none"> ➤ Availability of the customer care agent to assist customers, taking breaks when scheduled. 										

Thank you.