

**THE IMPACT OF TRAINING STRATEGIES ON ORGANIZATIONAL
EFFECTIVENESS: A CASE STUDY OF SONY SUGAR COMPANY**

BY

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APPROVAL

This research Dissertation has been done under my supervision as a University Supervisor and submitted to the School of Business and Management with my approval.

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LIST OF ABBREVIATIONS

Sony Sugar	-	South Nyanza Sugar Company Limited
COMESA	-	Common Market for Eastern and Southern Africa
SP	-	Sugar Protocol
ASTD	-	American Society for Training and Development
EQW	-	Educational Quality of the Workforce

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF ABBREVIATIONS.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES AND FIGURES.....	ix
DEFINITIONS OF OPERATIONAL TERMS.....	x
ABSTRACT.....	xi
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0. Introduction.....	1
1.1. Background to the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Research Questions.....	4
1.4. Objectives of the Study.....	5
1.5. The Scope of the Study.....	5
1.6. Limitations of the Study.....	5
1.7. Justification of the Study.....	6
1.8. Conceptual Framework.....	7
CHAPTER TWO.....	10
LITERATURE REVIEW.....	10
2.0. Introduction.....	10
2.1. Overcoming Deficiencies in Human Performance.....	10
2.2. Training-Productivity Correlation.....	11

2.3. Training Methods, Perceived Effectiveness, and Underlying Deficiencies.....	13
2.4. Knowledge Gap.....	17
CHAPTER THREE	19
RESEARCH METHODOLOGY	19
3.0 Introduction	19
3.1. Research Design.....	19
3.2. Study Area.....	19
3.3. The Population of Study.....	19
3.4. The Sampling Technique	20
3.5. Data Type and Collection Method	20
3.6. Data Analysis	21
CHAPTER FOUR.....	22
RESEARCH FINDINGS, DISCUSSIONS AND INTERPRETATION	22
4.0. Introduction	22
4.1. Summary of the Various Departments Studied.....	22
4.2. The Rating Basis and the Variables Used	23
4.3. Data Presentation, Interpretation and Discussion of Findings	23
4.3.1. Frequency of Usage of the Training Programs as Per Various Departments.....	23
4.3.2. The Extent of Contributions of Training Programs as Per Various Departments.....	26
4.3.3. The Extent to Which Training Strategies Influence Organizational Effectiveness ...	33
4.4. Findings.....	35
CHAPTER FIVE.....	36
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	36
5.0. Introduction	36
5.1. Summary and Conclusion	36

5.3. Recommendation.....	37
5.4. Areas for Further Research	38
REFERENCES	39
APPENDIX I: QUESTIONNAIRES	42
APPENDIX II: KENYAN SUGAR PRODUCTION, SALE AND CLOSING STOCKS FROM JAN –AUGUST 2011	48
APPENDIX III: PROPOSED BUDGET	49

LIST OF TABLES AND FIGURES

Figure 1: The Impact of Training Program on Organizational Effectiveness; a One-Shot Posttest-Only Design. Source: Author's Conceptualization.	8
Table 1: Proportional Presentation of Departments Studied.....	20
Table 2: Frequency of Usage of the Training Programs as Per Various Departments	24
Table 3: The extent of contribution of Training programs to organizational effectiveness within agriculture department.....	26
Table 4: The Extent of Contribution of Training Programs to Organizational Effectiveness within company secretariat department.	27
Table 5: The Extent of Contribution of Training Programs to Organizational Effectiveness within Manufacturing Department.....	28
Table 6: The Extent of Contribution of Training Programs to Organizational Effectiveness within Procurement Department.....	29
Table 7: The Extent of Contribution of Training Programs to Organizational Effectiveness within Finance and Accounts Department.....	30
Table 8: The Extent of Contribution of Training Programs to Organizational Effectiveness within General Administration Department.....	31
Table 9: The Extent of Contribution of Training Programs to Organizational Effectiveness within Human Resources Department	32
Table 10: The Extent of Contribution of Training Programs to Organizational Effectiveness within Sales & Marketing Department	33
Table 11: The Extent to Which Training Strategies Influence Organizational Effectiveness.	34

DEFINITIONS OF OPERATIONAL TERMS

Impact: The extent of magnitude of contribution

Off-the-job training: Training methods like, lectures, conference, seminars, role playing, and T-group training/sensitivity training, carried outside the worksite and out of context of the job.

On-the-job training: Training methods like apprenticeship, job rotation, vestibule/classroom training, and simulation conducted at the worksite and in context of the actual job.

Organizational effectiveness: The ability to reach a firm's intended targets in terms of service delivery to customers, customer satisfaction, cost minimization, reduced material wastage/ reject materials, reduced machine breakdowns, meeting quantity and quality job targets, and achieving operational flexibility. It is used to mean performance or productivity.

Performance: means productivity or organizational Effectiveness arising as a result of application of training programs, or other intervening variables.

Simulation/aping method: Training method that duplicates as nearly as possible the actual conditions encountered on the job.

T -Group/ sensitivity training: Training method compnsmg the association of audio- visual aids, and planned reading program to make workers aware of diversity.

Training Strategies: has the same meaning as training methods or training techniques

Training: The use of planned instructional activities to promote organizational effectiveness

Vestibule training: Classroom training where information is imparted with the help of equipment and machines identical to those at work place.

ABSTRACT

Many studies show a positive correlation between staff training and firm productivity, explaining why firms, including Kenyan Sugar Sector Firms, use it. However, many training programs exist leading to choice dilemma. Some firms employ particular training programs and reap the benefit in terms of improved performance, while others employ other training programs and do not. This variability shows that some particular training programs have greater contributory magnitude to organizational effectiveness than others. Unfortunately, little is known on the extent to which each training program impacts on performance, or, the contributory magnitude each training program has on organizational effectiveness. This study therefore investigates the impact of training strategies on organizational effectiveness of Sony Sugar Company. Specifically, it has determined the magnitude of contribution each distinct training strategy has on the overall performance of the firm.

A cross sectional sample survey was used to provide a representative sample. Proportionate Stratified Random Sampling method was used in selecting a sample size of 146 permanent workers from all the departments for this study. Open and closed ended questionnaires were used to gather primary data from respondents. Secondary data has also been used. For data analysis, descriptive statistics has been used. Data collected summarized in tabular form, and presented in graphs. The study found that different training programs have differently distinct contributions to organizational effectiveness at various function departments. It also found that SonySugar uses more frequently training strategies with minimal contribution to organizational effectiveness, and less frequently training program; with greater contributory effect on firm performance. It therefore recommended a stoppage of repeated usage of seminars and conference training methods with inferior contributions to performance, and instead, adoption of a more frequent usage of role playing and mentoring methods with superior contributions.

Secondly, the study recommended that a generalized /overlapping implementation of training programs to all departments should be avoided.

This study is very important as it is to significantly boost performance of the Kenyan Sugar sector firms by eliminating ad hoc implementation of training programs which always leads to additional costs at no returns.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

Employee training is very important in firm performance, and without which, achieving organizational effectiveness is simply an illusion. It is on this premise that the study seeks to investigate the impact of training program on organizational effectiveness in Sony Sugar Company.

1.1. Background to the Study

Sugar is an important ingredient in people's diet the world over and its production (both from sugarcane and sugar beet) is widely distributed. During 2005/2006 season, total world sugar production reached nearly 150 million ton - of which 76% originated from sugarcane and 24% from sugar beet. Currently, 69% of the world's sugar is consumed in the country of origin whilst the balance is traded in world markets. This makes it one of the more intensively traded agricultural products in the world (Wageningen, 2007).

As widely traded as it is, worldwide sugar production has been on the decline. Several reasons like the increasing cost of production, operation at under capacities, inability to cope with new changes, and competition from major producers with strong trade blocks explain it. Kenya, which is one of the 18 Sugar Protocol (SP) countries, faces the same problem. In terms of sugarcane production, the 18 Sugar Protocol countries represent only 3% of the world-wide sugarcane production (Roseboom 2007). The real big producers are Brazil and India, which together produce half of the world sugarcane (Appendix 7.4).

Like Caribbean countries- Barbados, St Kitts & Nevis, and Trinidad & Tobago, Kenya find it impossible to adjust to the lower price level. St Kitts & Nevis and Trinidad & Tobago, for example, have decided to stop producing sugar. Barbados is in the same league, but it is in the process of transforming its industry from producing sugar to producing energy. Kenya and Jamaica stand out as the countries for which the dice could go either way - either the industry has to be rationalized and modernized significantly in order to survive or it has to close down (Appendix 7.4: Garside et al 2005).

In Kenya, sugar production has been in the decline. For example, the total sugar production in 2006/07 was 474,955 tones compared to 504,584 tones in 2005/06, giving a production decrease of 5.9% (Kenya Sugar Board News). Attributable to this are the very problems bedeviling the Caribbean sugar firms. Sony Sugar Company, being one of the Kenyan sugar sector companies, has a share in the decline. It is suited for this study because of its fair representation of a generalized Kenyan sugar sector performance (Appendix 7.2).

Sony Sugar Company was founded in 1976, in the Republic of Kenya with the objective of improving domestic sugar production and creating employment to the community. It is situated in Rongo District of Nyanza Province. Between the years 1979-1985, SonySugar was under management of Mehta Group International, after which, Booker Tate International took over until March 2000 when the parastatal was put under full management of Kenyans. Currently at management level, Sony Sugar has 1432 permanent employees, and 868 contracted workers. In total, it has 2,300 workers (www.sonysugar.co.ke).

The company has succeeded in increasing annual sugar production from 34,663 tones in 1980 to 88701 tones in 2009. (www.sonysugar.co.ke). However, like many other sugar industries in the Caribbean region and Kenya, SonySugar has faced many challenges. It faces all the problems of Caribbean industries, plus some other more; the ageing and obsolete equipment, competition from COMESA sugar imports, the difficulty in meeting customers' ever growing needs, coupled with inappropriate training that continues widening production cost at no return.

Worldwide, training is needed because of its returns to organizational effectiveness and the key role it plays in management of change. Threatened with business extinction, Barbados and Jamaica had to do Business Re-engineering, but first, had to properly train their staff before change-implementation (Roseboom 2007). In recent years, recognition of training has been heavily influenced by the intensification of competition and the relative success of economies such as Germany, Japan, Sweden and China that invest in employee development (Beardwell et al 1997). Technological and organizational changes have led employers to the realization that success relies on the skills and abilities of their employees and this means considerable and continuous investment in their training strategies.

However, some employers in the sugar sector continue to have reservations about the cost and extent of tangible business returns from training and development programs. In Kenya, those firms that have taken the initiative to implement training strategies have the much wanted result- organizational effectiveness- slow in coming. South Nyanza Sugar Company (SonySugar), yet still, is one of them. In the face of such challenges, the Company has strategically attempted to reach factory optimization through using training programs that improve staff technical and management skills, yet it hasn't neared its potential best. Partly, their shortfall is traceable to discord between training strategies and organizational goals.

Wolfson (1998) seem to have envisioned SonySugar's predicament. He stated that organizational skills shortages sometimes do occur, and when they do, are as a result of short-termism and little or no analysis of present or future training needs. He believes that keeping skilled workers is one of the first business goals.

According to Cole Gerald (2003), many organizations meet their training needs in ad hoc and haphazard way. Berhard and Ingolis (1988) in studying training and its implementation in the US Companies realized that a considerable amount of money is "thrown away" mainly because fundamental issues such as analysis of training in relation to the short and long term business plans had not been addressed. Holden and Livian. (1992) cites an example in which prominent French Bank witnessed less than beneficial results after a huge investment in an extensive training scheme: reason being their failure to analyze training needs within the organization.

Tate W. (1996) in his journal contribution, 'Training the Staff of Legends' clarified that training will only help if organizations learn to be wise in how they use the individuals capability, marrying talent with healthy cultures, systems and processes, and serving well conceived goals. Probably, training in Kenyan firms doesn't help much because; organizations haven't learnt to be wise in how they use the individual capabilities.

Hall (1984) points out that many organizations invest substantial resources in training and development but never really examine how training and development can most effectively promote organizational objectives, or how developmental activities should be altered in the light of business plans. In contribution to Hall's argument, Beardwell et al, (1997),

acknowledges that most organizations often use inappropriate methods which can be both costly and time wasting, and bring very little improvement in the performance of the employee. This is what Storey et al (1991) calls "programmatis" training, where training is given to workers because the program says so and resources have been allocated to it, without analyzing possible returns to the firm. These loopholes in the training strategies have led to serious performance challenges in Kenya, to extent that most Kenyan sugar firms remain with only two options: retrenchment strategy or business reengineering. The loopholes partly explain the alarming difference in industry to industry performance.

1.2. Statement of the Problem

Several studies worldwide (as in the literature review) show a positive correlation between staff training and performance. This explains why managers, including the Kenyan sugar sector managers, employ staff training in order to have a share of the potential benefits. However, many training strategies exist, posing choice dilemma to firms. Evidently, some firms reap the benefit in terms of performance after choosing particular training programs; while some others fail, in using others. This variability in performance brought about by the chosen training program, points to the fact that some particular training programs have much more contributory magnitude to organizational effectiveness than others. Unfortunately, little is known on the extent to which each training strategy impacts on organizational effectiveness, or, the contributory magnitude each training strategy has on performance.

Should lack of this knowledge persist, inappropriate training programs will continuously be used in the sugar sector. This portends serious economic implications. The sugar sector in Kenya will continuously work at a capacity below economies of scale, irrespective of their great potentiality. Secondly, their renowned objectives of improving domestic sugar supply and creating employment will collapse. This study therefore seeks to fill up this knowledge gap and prevent the pending economic problems by investigating the impact of training strategies on organizational effectiveness within SonySugar Company.

1.3. Research Questions

The following research questions guided this study:

1. To what extent are the various training programs frequently used in SonySugar Company?

2. To what extent does each distinct training strategy adopted contribute to organizational effectiveness in terms of frequency of machine breakdowns/accidents, productivity (quantity produced), cost minimization, material wastage/rejects, customer satisfaction/service delivery, meeting targets, and operational flexibility as compared to another?
3. How do the training programs rank in terms of contributory effect to organizational effectiveness?

1.4. Objectives of the Study

The broader objective of the study was to investigate the impact of training strategies on the organizational effectiveness of the SonySugar Company. Specifically, the study:

1. Determines the frequency of usage of various training programs within SonySugar Company.
2. Examines the effect of training programs on frequency of machine breakdowns/accidents, productivity (quantity produced), cost minimization, material wastage/rejects, customer satisfaction/ service delivery, meeting targets, and operational flexibility.
3. Determines and ranks the training programs, which when adopted by a firm has a higher contributing effect in terms of organizational effectiveness, as compared to other training programs

1.5. The Scope of the Study

This study is limited to South Nyanza Sugar Company's 1432 permanent employees. All management sections and departments are covered in the study. These are: agriculture, company secretariat, manufacturing, the finance and accounts department, general administration, human resource, procurement, and the sales and marketing departments. It specifically covered on-the-job, and off-the- job influences on performance. The study also covered the period from March 2000 to March 2008 when Booker Tate's management contract ended and management taken by the local people.

1.6. Limitations of the Study

Within the general administration department, the Nairobi Office which is a sub section of the department and with a population of five was not covered. The major reason is the time

limitation and its distance from the study area. The population to be studied too had negligible impact on the final results. Secondly, even though the initial intention was to cover all employees including the 868 contracted workers, it was realized that the greater portion of the contracted workers were illiterate and could not respond to the questionnaire. This left only the 1432 permanent employees from whom a sample of 146, approximately 10%, was picked. The study further faced difficulty in intervening variables, which were held constant. For example, poor management employee relationship, still affected effective implementation of training programs leading to poor performance however good the training process.

1.7. Justification of the Study

In Kenya, several firms, especially in the sugar sector still seem to invest in training programs that have very little contributory effect on performance. As a result, they more often than not, face the wrath of economic instability. This emanates from lack of well researched and proven information on the magnitude of contribution each training program has on organizational effectiveness. This study unveils training programs contributing to economic instability (with little or no returns) in the sugar sector firms. In turn, it benefits firms in training program choice, thereby investing in programs with greater contributory effect on performance and ignoring the ones with least contribution to performance.

Poor performance in the sugar sector has led to unemployment of the farmers. Many have stopped growing sugarcane, or, have used them as domestic animals feeds in order to clear their farms for other crops. They do this because it takes firms too long to harvest their sugarcane farms. This study benefits sugarcane farmers by providing training method leading to efficiency, hence boosting harvesting frequency and offering regular payments. In turn, improved performance of sugar firms encourages community's involvement in farming.

To scholars, this study is vital in knowledge gap filling and in acting as background through which future studies will be conducted. It is to serve as existing literature and facilitates further research on training and performance. The findings help policy makers in training program policy-formulation. This enhances competition among firms that may adopt these recommendations.

1.8. Conceptual Framework

Evaluating the effect of training program on organizational effectiveness in a firm takes two One-Group Pretest-Posttest Design and One-Shot Posttest-Only Design (Fisher 2005). The first compares trainees after and before training, thus having evaluation measures at two points in time. The second strategy, One-Shot Posttest-Only Design collects and evaluates training measures only from the trained group after they have received training. This research uses One-Shot Posttest-Only Design, because it produces useful data in telling whether a desired standard of performance has been reached (Fisher 2005).

In this study, it helps in measuring the effects of training on organizational effectiveness. The learning methods, needs assessment, program aims & objectives, and selection represent inputs. The training program implementation and evaluation represents the process, and lastly the organizational effectiveness/ ineffectiveness represents the output.

The central concept (dependent variable) in this study is organizational effectiveness in terms of service delivery to customers, customer satisfaction, cost minimization, reduced material wastage/ reject materials, reduced machine breakdowns, meeting quantity and quality job targets and, achieving operational flexibility (Figure 1.0; pg. 8). Organizational effectiveness in a firm is shown to be dependent upon the training strategies applied, keeping other factors constant. The training methods (independent variables) mentioned includes on-the-job training methods like apprenticeship, job rotation, vestibule/classroom training and simulation. Off-the-job independent variables are; lecture method, conference method, seminars, role playing and T-group training (sensitivity training) methods.

Generally, all training programs for implementation start with the need analysis or assessment. After identifying the exact training needs, formulation of the training aims and objectives are outlined. A training program is then selected from many methods/programs available.

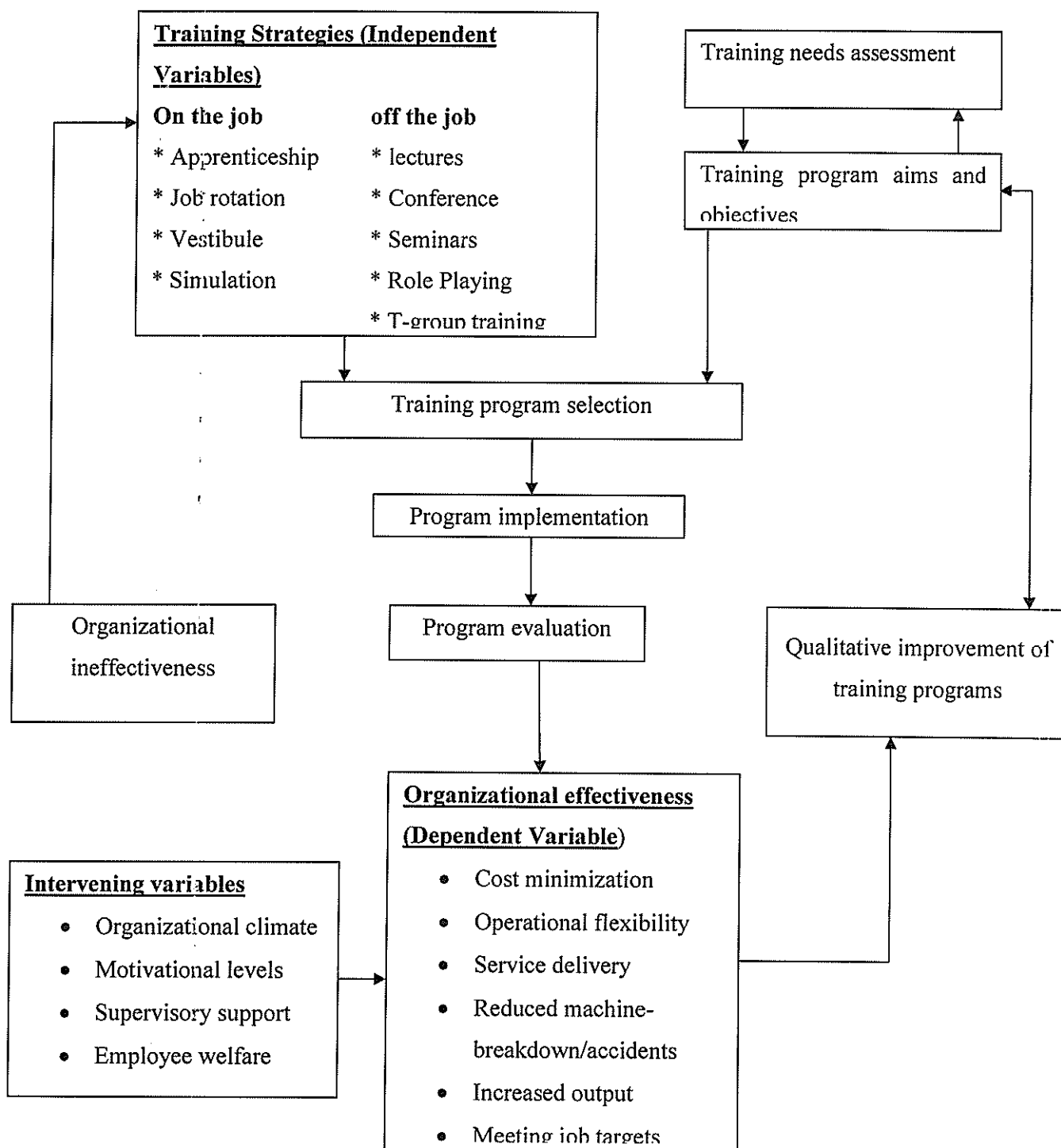


Figure 1: The Impact of Training Program on Organizational Effectiveness; a One-Shot Posttest-Only Design. Source: Author's Conceptualization.

With the selected method at hand, implementation of the training program selected is done. In this study, available pretest and posttest secondary data is sought for and used in the data

analysis. With several trials of different training strategies through the same process, the training methods are then ranked in terms of their contributory magnitude to performance. Programs with best intended outcome (organizational effectiveness) get adopted, and those with unintended outcome (organizational ineffectiveness) dropped.

The adopted programs are then qualitatively improved to enhance the competitive advantage of the firm. The whole process then continues either through remodeling the training aims and objectives, carrying new needs assessment or training-program reselection. We know from other studies, however, that not all training forms increase productivity (Zwick, 2005). Some intervening variables do exist. In this study, intervening variables like organizational climate, motivational levels, supervisory support, and concern for employee welfare are held constant. This restricts their spill over effects on performance while carrying out the research.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

The literature review section covers four main headlines namely: introduction; overcoming deficiencies in human performance, training-productivity correlation; training methods, perceived effectiveness & underlying deficiencies; and lastly, knowledge gap.

2.1. Overcoming Deficiencies in Human Performance

There are many ways of overcoming deficiencies in human performance at work, and employee training is one of them. Training is the use of systematic and planned instruction to promote learning (Armstrong, 2005). It is a learning process that involves the acquisition of skills, concepts, or attitudes that are necessary to enhance performance of employees. Performance, a synonym to organizational effectiveness in this study, is defined as the records of intended outcome achieved. Improving performance requires strategic tackle on productivity challenges through training.

To deal with competitive challenges, and to manage technology, social, quality and time challenges, employees must have a well developed base of inter and intra personal skills, all got from training. Investment in continuing training- in terms of human capital, knowledge and skills- as important competitive asset within firms is considerable; on the basis of answers from 550 enterprises originating from 42 countries worldwide. The American Society for Training and Development (ASTD) reported that in 2000 the share of training expenditures on pay-roll was on average 2% in the US~ and 2.5% in Europe (Marquardt, King and Ershkine, 2002).

A recent survey that canvassed the Views of 1400 HR Managers in 700 private sector organizations across seven European countries, carried out by European Commission, Leonardo da Vinci CTVS program and the DTI found that the investment in Management training and Development can and does improve organizational performance (Mabey 2004). Lurie Mullins (2005) adds that in order to sustain economic and effective performance, it is important to optimize the contribution of employees to the aims and goals of the

organization. Unfortunately, most attempts to optimize contributions of employees through training programs seem to have serious loopholes deserving sealing.

Although training plays a central role in firm's skill provision and competitiveness, the evidence on its productivity effects is thin and partly contradictory (Marquardt et al, 2002). A growing number of studies tries to capture the relationship between (and not impact of) employer-provided training and (on) productivity by using representative firm- level data from several sectors in the economy. Their estimation results vary strongly, however, depending on the estimation technique used. This research work is to look into the impact (contributory magnitude) of training strategies on organizational effectiveness.

2.2. Training-Productivity Correlation

Earlier research by Guzzo, Jete, and Katzell (1985) demonstrated that training, goal setting and socio-technical systems design had significant and positive effects on productivity. This is in line with Flippo Edwin's (1984) concept that planned training and development programs returns values to the organization in terms of increased productivity, heightened morale, reduced cost, greater organizational stability, and flexibility to adapt to changing situations.

Katz, Kochan and Keefe (1987) showed that a number of innovations in work practices improved productivity. They however pointed out that such innovations are only perceived, and put into practice, after some sort of training. Bartel (1994) further established a link between the adoption of training program and productivity growth. To him, effective training programs leads to growth in the firms output.

In one of the first concrete contributions to this topic, Holzer et al. (1993) estimated the effect of training on the scrap rate. The data consisted of 390 applicants for the Michigan Job Opportunity Bank- Upgrade between 1987 and 1989. They found that a change in the annual hours of training per employee had a significant and substantial positive impact on product quality. This effect vanishes, however, when lagged changes in training are added.

Bartel (1994) first estimated a simple cross-section production function including a dummy for formal training programs in the effective labor term. She did not find an effect of formal training on productivity in the same year. The estimation was seen as biased. In order to

avoid this bias, she later estimated a first difference model where the change in labour productivity between 1983 and 1986 was regressed on changes in the incidence of training programs. This change in the estimation method increased the measured productivity impact of training. She found that businesses operating below their expected labor productivity levels in 1983 implemented new employee training programs afterwards, and this brought productivity up to the level of comparable businesses by 1986.

The same estimation strategy was applied by Barrett and O'Connell (2001), but they regressed the level of training intensity on the change in productivity. They used data from two waves of Irish firms surveyed in 1993 and 1995, where the response rate of the second wave was as low as one-third of the initial firms. The effect of training days was positive and significant on changes in labor productivity. This study however, did not address selectivity of the introduction of training programs, and they were based on probability rather specific samples (Dearden, Reed and Van Reenen, 2000).

Black and Lynch (1996) estimated a standard Cobb-Douglas production function including training intensity, three specific types of training activities and several controls for other workplace practices. The estimations were based on a data set from the 1994 US-American National Center on the Educational Quality of the Workforce (EQW). They found no impact of the share of trained employees on sales. On the contrary, a high percentage of formal training outside working hours (off-the-job training) had a positive impact on productivity in manufacturing sections, and, computer training had a positive impact on productivity in non-manufacturing sections.

Bassi et al. (2001) correlated training expenditures with indicators for the firm performance within a year and found that training expenditures have no correlation with total sales per employee and a negative impact on income and profits in the next year. However, the long-run impact of training on firm's profitability and share prices was found positive. They even measured a super- normally high rate of return; one dollar invested in training gives more than 33\$ in benefits to the firm; and this led the authors to conclude that firms are under-investing in training.

Dearden, Reed and Van Reenen (2000) present a study on the productivity impact of training intensity on the industry level of performance in Great Britain. They used a long panel data set between 1983 and 1996 that entails information on training in every year. They found that there is a positive and significant effect of training intensity on sector productivity which increases significantly when endogeneity of training is considered. However, their information on training covered only four weeks per year, and service firms were dropped due to "measurement problems" in most regressions.

Beardwell (1997) agrees to the fact that training improves productivity. However, he points to the sad fact about training in most firms; that the further down the organizational ladder one descends, the less money is spent on training. In their 1987-1990 research on investment in training for occupational groups in UK organizations, they found out that managers got 71 % of investment in training, professionals and technical staff got 65 %, clerical workers got 47%, and lastly, the semi-skilled/ manual workers got 32%. Unfortunately, the workers at ground level, who mostly, on daily basis implement firm's objectives, are the ones receiving less training.

2.3. Training Methods, Perceived Effectiveness, and Underlying Deficiencies

Several training strategies generally exist and depending on which combination a firm chooses, the result in terms of productivity can be better, moderate or worse. Two main training methods exist. Fisher et al (2003) enumerates on-the-job and off-the-job training methods. In the Kenyan sugar sector, both methods are used. On-the-job training method is conducted at the worksite and in context of the actual job. SonySugar Company, which is under study, uses it because it avoids the cost of a separate training facility and full time trainer cost. Off-the-job training is carried outside the worksite and out of context of the job.

Armstrong (2005) outlines major examples of on-the-job training methods as job rotation, apprenticeship, classroom (vestibule training) and simulation. Off-the-job training examples are: lectures, the conference method, seminars, role playing and T-group training (sensitivity training). Job rotation is where employee is shown how to perform the job and learns several different skills at different work stations for a specified period of time. This method is criticized by several scholars. Storey (1991), after his research concluded that 'the tendency

for sending employees on courses which do not appear to have much relevance to the employee or the job only enhances the negative view of this type of training. '

Apprenticeship training is giving the instructions both on and off-the-job in the practical and theoretical aspects of the work required. According to Flippo (1984). "apprenticeship programs are effective in a number of crafts such as mechanics, machinists, electricians, pipe fitters, welders, tinner, carpenters, and millwrights." In a survey of 193 manufacturing firms, approximately 14% reported having formal apprenticeship programs. This program is valued in SonySugar, partly because most of their duties require craftsmanship, and partly because its rather less expensive a method.

Classroom/vestibule training is an on and off-the-job programmed training that helps in imparting information to large groups of trainees at one time. Unlike classroom training, vestibule training is where information is imparted with the help of equipment and machines identical to those at work place. Flippo (1971) praises programmed learning for its advantages. It allows trainees to select a personal pace of learning, go back over material when desired, and use the machine when it is convenient. It forces the slow learners to go through every portion in the program, while correct responses by fast learners, permits more rapid completion. A survey of over 150 studies by Nash et al (1971) revealed that programmed learning is superior in saving learning time, and moderate in amount of immediate learning and long-term retention.

Simulation is a method that duplicates as nearly as possible the actual conditions encountered on the job. Armstrong (2005) adds that it is essential in instances where actual on-the-job training practice might result in serious injury or destruction of valuable equipment, materials or resources. In such scenario, simulation is most important.

Lectures are formal organized off-the-job sessions by a training specialist on specific topics. According to Ribeaux *et al* (1978), the lecture method is a relatively ineffective training technique. It does not: allow for active participation by trainees, provide feedback to them, allow them to learn at their own pace, ensure that material is meaningful, and ensure that prior learning has taken place before introducing new learning. He however asserts that the

method is effective when presenting completely new material, working with large groups, training time is unlimited, or giving a summarized information.

Ribeaux (1978) therefore agrees with Me Gehee & Thayer (1961), that lecture method is of minimal value in promoting behavior or attitude change. Their research on the Effectiveness of Lecture Method found out that the undergraduate students asked to recall main points at the end of lecture recalled 14% of what the lecturer considered main points. This proves its relative ineffectiveness as compared to other training methods.

Conferences and seminars are both programmed instruction methods Ribeaux (1978). Nash, Muczyk and Vettori (1971) in their review of over a hundred studies carried out in the work situation, concluded that programmed instruction almost always reduce training time as compared with conventional methods of instruction, on average, by about one-third. However, early studies by Goldenberg et al (1964) found no differences in immediate learning or retention and that programmed instruction are inferior to classroom instruction Jar long-term instruction. Such conflicting literature points to some existing, yet unexplored gap.

Role playing is a method of human interaction involving realistic behavior in imaginative situations. It involves the presentation of a difficult problem to which trainees are required to try and find solutions. Ribeaux et al (1978) claims that, "Role-playing can be particularly effective in changing attitudes" since it engenders emotional involvement.

However, earlier studies by Lawshe, Bolda & Brune (1959) suggested a number of drawbacks to use of the Role-playing: trainees may regard it as childish or artificial and they may overact by exaggerating their roles. Further to this, they realized that "role-playing itself doesn't lead to change, but adequate discussions afterwards and whether it is part of the general analysis of case material."

Lastly T-group/Sensitivity training usually comprises the association of audio-visual aids, and planned reading program. According to Ribeaux (1978), it enhances feedback provision as a result of exposure of ones behavior to the comments of others; reduces defensiveness to ones behavior; maximizes learning and attitude change, and lastly, it facilitates social skills.

In their earlier review of 37 studies which attempted to evaluate T-Group Training, Campbell & Dunnette (1968) concluded that it increases sensitivity and positive changes in job behavior. However, one contradicting study in an oil refinery found out that six months after training, the trainees perceived the greatest change in their work behavior and relationship, less in their ability to change the organization's methods of dealing with people, and least in helping the organization. This suggests that T-Group method might be more helpful to the individual worker than the organization. If so, why do managers hold it so dear, and spend colossal amounts on it, yet its return to the organization is not much?

Flippo (1984) adds that organizational skills needed, can be improved through specific training programs. For example, decision making skills in executives can be enhanced through business games and case studies. Interpersonal skills enhanced through role-playing, behavior modeling, sensitivity training, transactional analysis and structured insight. Job knowledge is enhanced through on-the-job experience, coaching and understudies. And lastly, organizational knowledge can be improved through position rotation and multiple management programs. The underlying unanswered question is; to what extent does other training programs contribute to decision making skills, interpersonal skills, job knowledge, and organizational knowledge as compared to the respectively fore-mentioned methods? This is not told by Flippo's research. It is what this study has answered.

A survey of 225 Personnel Directors in firms having at least a thousand employees, by William et al (1974), reported the following rank of order of importance for development methods: on-the-job experiences and transfers, seminars, conferences, role-playing, in-basket technique, quantitative techniques, and sensitivity training. In this study, over two-thirds indicated on-the job methods as most effective. Schaff D. (1998), found the same results: "trainees generally find on-the-job training more reliable than classroom training." The two studies however, fails to state which specific on-the-job programs are most effective, to what extent, and under which circumstances?

Further survey of over fifty Training Directors from among selected two hundred American large firms by John W. Newstrom (1980) found that only case study method ranked number one. The top rated methods were as follows: case studies for problem solving skills and participant acceptance, conference discussion for knowledge acquisition, sensitivity training

for changing attitudes, role playing for developing interpersonal skills, and programmed instruction for knowledge retention.

2.4. Knowledge Gap

Despite the effort to find and use best training methods, and reap their contribution to organizational effectiveness, the Newstrom (1980) study leaves lots of begging questions unanswered: to what extent does other training methods contribute to problem solving skills and participant acceptance, knowledge acquisition, attitude change, interpersonal skills, and knowledge retention as compared to respective training programs mentioned above?

Secondly, William's (1974) and Newstrom's (1980) ranked order of effectiveness of training programs is misleading, especially in the Kenyan context. The replicate implementation attempt by the several Kenyan firms, especially in the sugar sector, will still fail to meet their targets: organizational effectiveness if no thorough research on the magnitude of contribution each training program has on organizational effectiveness is done. The reason for failure has rootings from inadequate literature information, and knowledge on the extent of relevance such (these) research results (on training method rankings) are to Kenyan Sugar Sector Firms, taking into account their many years of existence and replicate-implementation without challenge, without success. Without answering these questions accurately, underperformance due to inappropriate choice and implementation of training programs is still imminent. A study into the sauces of underperformance arising from ineffective implementation of training programs in the sugar sector is therefore vital; without which, Kenya still faces economic underperformance.

In summary, most worldwide studies have concentrated on determining whether there is a relationship between training programs and productivity. Yes! They have found a positive correlation between them. What they've never looked at is the fact that so many training programs to choose from exist, and that these so many programs could be having different contributory magnitudes to organizational effectiveness. They have failed to research on the extent of impact of training strategies on firm performance. This leaves firms with choice dilemma. Several managers having realized that some training programs contribute more to performance than others; have decided to use trial and error method to determine appropriate training strategies for the organization. Yet still, some training programs could only be

effective within particular departments, and irrelevant in others. On the premise of this knowledge gap, this study investigates the impact of training strategies organizational effectiveness in SonySugar Company.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section of research methodology discusses topic areas like Research Design, Study Area, Study Population, The Sampling Technique, Data Type and Collection Method, and lastly, Data Analysis.

3.1. Research Design

In this study, cross sectional sample survey has been used to provide a representative sample. Using it helped in the provision of numeric descriptions of the part of the population under survey. It further helps explain events surrounding training programs and organizational effectiveness as they are. It provided the researcher with the ability to have rapid data collection, and ability to understand a population from part of it.

3.2. Study Area

SonySugar Company, which is one of the Kenyan sugar sector firms, is the study area. It was founded in 1976, in the Republic of Kenya with the objective of improving domestic sugar production and creating employment to community members. It is situated in Rongo District of Nyanza Province. This study therefore covers The Impact of Training Strategies on Organizational Effectiveness of SonySugar Company.

3.3. The Population of Study

A study of this type presents a number of data collection challenges. A number of broad and representative samples have been used. The population of the study constitutes all the different departments and levels of homogenous sub-sets of the SonySugar Company. Eight departments with a total of 1432 permanent employees of the company form the study population. They are; agriculture department, company secretariat, manufacturing, the finance and accounts department, general administration, human resource, procurement, and the sales and marketing. The study has avoided the remaining 868 contracted employees because most were illiterate to fill the questionnaires. Secondly, most did manual jobs and were exposed to very little, if no training.

3.4. The Sampling Technique

Proportionate stratified random sampling method was used to sample 146 workers. This method ensures equitable and proportionate representation of each stratum (department) in the sample. Each stratum is sampled in proportion to its size in the overall population (i.e. proportionate stratified sampling, was used). The sample members were chosen randomly from different strata of the overall population. Below is the table of proportional presentation of the departments interviewed and their corresponding sample chosen.

Table 1: Proportional Presentation of Departments Studied

Department	Permanent employees	Proportionate sample
Agriculture	392	39
Company secretariat	15	3
Manufacturing	496	51
Finance & accounts	90	9
General administration	140	14
Human resources	174	18
Procurement	108	11
Sales & marketing	17	4
Total	1432	146

Source: Author's study

3.5. Data Type and Collection Method

Primary and secondary data is used in this study. Primary data was collected from the sample population using open and closed-ended questionnaires. Respondents' answers helped in determining the variation caused by independent variable (training method) on dependent variable (organizational effectiveness). Data collection was administered carefully to ensure that research design and proposal was properly followed. Secondary data like appraisal records, personnel statistics, training reports, production records, and marketing statistics were sought for and used. Much care was taken to ensure that factors that may have distorted information collected were avoided. This helped minimize non-sampling errors. Data collected were verified and supplemented with secondary data provided by the company.

3.6. Data Analysis

Preliminary processing of data, like, editing, coding, entry, tabulation was done. Data was then condensed into manageable groups and tabulated for further analysis.

Descriptive statistics was used in data analysis. After data tabulation, computation of various averages and means using appropriate statistical formulae was done. The level of contribution of each distinct training program to performance is then presented in tabular form. Chapter four of this study has elaborately covered the data analysis.

CHAPTER FOUR

RESEARCH FINDINGS, DISCUSSIONS AND INTERPRETATION

4.0. Introduction

In this chapter, research results are presented in the sections namely summary of the various department studied, the rating basis used in the study, frequency of usage of training programs as per various departments, the extent of training program contribution as per various departments, and lastly the extent to which training strategies influence organizational effectiveness.

4.1. Summary of the Various Departments Studied

The study covered eight departments namely agriculture, company secretariat, manufacturing, the finance and accounts department, general administration, human resource, procurement, and the sales and marketing. Only permanent and pensionable employees were interviewed. Within the agriculture department, the population of the nine sub sections studied were; agricultural engineering (111), services administration (4), out growers (75), workshop (98), agriculture administration(6), harvesting and transport (24), new agriculture organization (21), nucleus estate(24), and finally research and development (29). The company secretariat had only 15 employees, and they formed the population under study.

Within the manufacturing department, the sub sections covered were: civil engineering (39), electrical engineering (49), factory administration (4), health and safety (17), mechanical engineering (201), production (181) and lastly project (5).

The sub sections of the finance and accounts department covered were finance administration (5), financial and accounts (23), information technology (10), management accounts (15), and out growers accounts (37). The procurement department included logistics administration (67), purchasing division (16), and lastly stores division (25). The sales and marketing department had only 17 employees. This formed the departmental population of study. In the general administration department, the sections studied were corporate affairs sub section (8); internal audit (13), managing director's office (4), and security division (110) were covered. Only the Nairobi Office (5) which is a function area of the general administration was not

covered, due to its inaccessibility within the limited time of research. The human resource department had four subsections studied. They include human resource administration (3), medical centre (46), personnel administration (114), and training and development (11).

In summary, the study population of various departments covered, and their corresponding proportional sample is presented in table 1, Proportional Presentation of Departments Interviewed (page 20).

4.2. The Rating Basis and the Variables Used

The study used graphic rating scale to assess the extent of contribution each training program had on organizational effectiveness. In SECTION A, part 2 of the questionnaire, the ratings very often, often, sometimes, rarely and never, represented the numeric codes of 5, 4, 3, 2, and 1 respectively. SECTION B of the questionnaire had very true, somewhat true, not very true, and lastly not at all true. These were decoded by the numeric values of 4, 3, 2, and 1 respectively. The various training programs represented independent variable. The extent of organizational effectiveness represented the dependent variable. Motivational level and the organizational climate were some of the intervening variables.

4.3. Data Presentation, Interpretation and Discussion of Findings

This section shows tabular data presentation, interpretation of the results and lastly, a detailed discussion of the findings.

4.3.1. Frequency of Usage of the Training Programs as Per Various Departments

The study found out that various departments employed different training programs at different frequencies. The graphic rating scale ranked seminar as the most commonly and frequently used training strategy, with an average rating of 4.201. This was followed by conference training method with a graphic rating of 3.576, classroom (3.508), coaching (3.477), apprenticeship (3.475), lectures (3.443), mentoring (3.40), role playing (3.353), case studies (3.171), job rotation (3.145), sensitivity (2.496), and lastly simulation training method with 2.305 rating. This is presented in the table below.

Table 2: Frequency of Usage of the Training Programs as Per Various Departments

Method	agriculture	Company secretariat	manufacturing	Finance & accounts	General administration	Human resource	procurement	Sales & marketing	total	average	range
Seminars	3.81	4.67	4.4	4.0	4.45	4.57	3.71	4.0	33.61	4.201	I
Conference	3.06	4.0	3.8	3.19	3.45	4.29	3.42	3.67	28.61	3.576	2
Classroom	3.06	3.0	4.26	3.64	3.27	4.0	3.0	3.83	28.06	3.508	3
Coaching	3.52	2.67	3.82	4.23	3.02	3.12	3.57	3.87	27.82	3.477	4
Apprenticeship	3.12	2.67	4.26	3.0	3.82	3.86	3.57	3.5	27.8	3.475	5
Lectures	3.31	4.0	3.67	3.14	2.36	4.14	3.42	3.5	27.54	3.443	6
mentoring	2.56	3.62	3.31	3.52	3.76	3.94	3.67	2.82	27.20	3.40	7
Role playing	2.81	3.67	3.6	2.71	2.55	4.29	3.86	3.33	26.82	3.353	8
Case studies	2.75	2.18	3.26	3.08	3.45	3.33	3.89	3.43	25.37	3.171	9
Job rotation	3.35	2.5	3.53	3.07	2.18	3.43	3.85	3.33	25.14	3.145	10
Sensitivity	2.62	2.0	2.73	2.50	2.45	2.86	2.14	2.67	19.97	2.496	II
Simulation	2.69	1.0	3.4	3.14	1.81	2.71	1.86	1.83	18.44	2.305	12

From the table of weighed averages above, it is evident that Sonysugar repeatedly uses seminar, conference and classroom methods of training in various departments. This makes them the most popular training programs within the firm. However, this study reveals that they are not the very best programs in terms of contribution to organizational effectiveness. Role playing, mentoring and apprenticeship training strategies tend to have greater contributory magnitudes to performance (Table 11) From the study, its evident that the agriculture department frequently uses seminar training methods (3.81), followed by the coaching methods (3.52). The less used training strategies are mentoring (2.56) and case studies 2.75). Less usage of mentoring program is one of the factors explaining SonySugar's underperformance. It means the firm accepts less contribution of some programs in preference to greater contributions of mentoring as a program. This is not economically sound.

The Company Secretariat uses more of seminars (4.67) and less of simulation (1.0) training strategies (Table 2). It is justifiable to use less of simulation here, because, the department doesn't have much of real practical aspects of the job. However, the average usage of role playing is a disservice to this department. Role playing should be used more frequently in order to reap its potential contribution.

Within the manufacturing department, both classroom and apprenticeship training strategies are used often (4.26). The study also found that within the finance and accounts department, coaching method of training leads in terms of frequency of usage (4.23). As a program, it seems appropriate for finance and accounts related departments as it scored 3.27 on the rating scale.

In the general administration department, seminars are frequently used (4.45). The other preferred training methods are apprenticeship (3.82) and mentoring (3.76). Preference to the three strategies is very appropriate because it is commensurate to their contribution. A notable concern in the department is the less usage of the simulation method (1.81). This is probably because simulation training program needs a more practical oriented department than the general administration.

The human resource management has similar problematic frequency results when it comes to simulation method (2.71). However, the frequent usage of seminars (4.57) role playing (4.29) and classroom (4.0) methods is a positive move by the firm. These programs have better contribution to performance. The more frequent usage of lecture (4.14) method is not very economical to the firm. This is because it ranks 10 with a graphic rating of 2.748 in terms of contribution to organizational effectiveness (Table 11). Conference (4.29) method has a moderate contribution to performance hence should be moderately used within the company.

In the procurement department, case studies and role playing were found to be more frequently used than other training programs. They ranked 3.89 and 3.86 respectively. Their usage is a welcome move, because the two have greater contributions to firm performance than other programs. However, the little usage of simulation method should even be stopped. It is a program that best fits manufacturing and agriculture department.

Lastly, the sales and marketing department was found to use more of seminars (4.0) and coaching (3.87) as ranked by the graphic rating scale. On the other hand, simulation training method had a less frequent usage within this department.

4.3.2. The Extent of Contributions of Training Programs as Per Various Departments

a) Agriculture Department

Within the agriculture department, the study found that apprenticeship training program had greater contribution to the organizational effectiveness with a mean graphic rating of 3.414, followed by simulation method (3.24), role- playing(3.198), seminars(3.135), classroom (3.053), job rotation (3.01), conference (2.984), lecture (2.775), and sensitivity training method with a mean of (2.641) (Table 3). The study also found out that mentoring, coaching and case studies ranked 2.85, 2.67 and 3.53 respectively in the rating scale. It is worth stating that within the agriculture department, it is effective to use more of apprenticeship, case studies, simulation and role playing methods.

Of all the training programs discussed, apprenticeship method greatly reduced both training and production cost. In this department, job rotation as a training program leads to greater operational flexibility (3.1). The reason being, after working in various departments, one gains the ability to adjust and serve in absolutely all the departments, even within short notice.

Table 3: The extent of contribution of Training programs to organizational effectiveness within agriculture department

	Apprenticeship	Job Rotation	classroom	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost	3.375	2.88	2.59	3.0	3.13	3.06	2.88	3.5	2.94
Service Delivery	3.56	2.85	3.18	3.25	3.13	3.31	3.38	3.31	3.13
Operational Flexibility	3.06	3.1	3.18	2.5	2.75	2.87	3.19	3.06	2.69
Efficiency	3.81	3.06	3.12	3.44	3.13	3.13	3.31	3.19	2.93
Material Wastage minimization	3.31	2.48	2.94	3.38	2.375	2.69	3.0	3.13	2.31
Training Transfer	3.63	2.69	3.12	3.56	2.69	2.94	3.06	3.13	2.88
Improved output	3.66	3.0	3.29	3.5	2.94	3.31	3.38	3.13	2.5
Machine Breakdown reduction	3.0	2.81	3.0	3.31	2.06	2.56	3.88	3.13	1.75
Total	27.31	22.874	24.42	25.94	22.2	23.87	25.08	25.58	21.13
mean	3.414	2.859	3.053	3.243	2.775	2.984	3.135	3.198	2.641

Source: Author's Study

b) Company Secretariat

The study found out that apprenticeship training method leads in terms of contributory magnitude to organizational effectiveness by 3.295 in the graphic rating scale. It is followed

by role playing (3.084), classroom (2.876), seminars (3.261), job rotation (2.625), simulation (2.625), conference (3.063), sensitivity (2.46).

Table 4: The Extent of Contribution of Training Programs to Organizational Effectiveness within company secretariat department.

	Apprenticeship	Job rotation	classroom	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost Minimization	3.66	3.0	3.0	2.67	3.14	3.25	3.33	3.67	3.0
Service Delivery	3.33	3.0	2.67	2.33	3.14	3.17	3.25	2.67	3.0
Operational Flexibility	3.33	3.0	3.33	2.67	3.14	2.83	3.25	3.0	2.33
Efficiency	3.33	2.67	3.0	3.0	3.47	3.17	3.25	3.0	2.67
Material Wastage	2.69	2.33	2.67	2.33	2.81	2.83	3.42	3.0	2.0
Training Transfer	4.0	2.67	2.67	3.0	2.46	3.25	3.209	3.33	2.33
Improved output	3.33	2.0	3.0	2.33	3.47	3.129	3.17	3.0	2.67
Machine Breakdown	2.69	2.33	2.67	2.67	2.46	2.875	3.209	3.0	1.66
Total	26.36	21.0	23.01	21.0	24.096	24.504	26.088	24.67	19.66
mean	3.295	2.625	2.876	2.625	3.012	3.063	3.261	3.0849	2.458

Source: Author's study

Within this department, using the graphic rating scale, it was found that apprenticeship training strategy maximizes the transfer of training (4.0) to the actual job. Secondly, the study found that it does lead to cost minimization. The major reason for this is that it eliminates the trainer cost, and as they learn, the trainees produce too. Job rotation seems to lead to frequent machine breakdowns and increased material wastage. In the graphic rating scale, it ranked low in both machine breakdown reduction (2.33) and material wastage minimization (2.33). The reason given is that as the trainees move from one department to another, they are new in terms of operation. During the training process, they break things and waste materials, and as soon as they learn the tricks, they are rotated to new departments where the breakings and material wastage starts all over again.

Role playing as a training method was found to have much contribution to effectiveness in terms of training and production cost minimization. It is so because it avoids trainer cost and as the learning continues, the trainee is productive. Lastly, even though sensitivity training ranks low, this is one department that needs to increase its frequency of usage.

c) Manufacturing Department

Role playing, apprenticeship, and simulation ranked 3.516, 3.234, and 3.193 respectively in the manufacturing department. Simulation scored 3.193, seminars 3.109, classroom, 2.80, conference 2.70, job rotation 2.536, sensitivity, 2.531, and lastly the lecture method scored 2.518. The study also found out that lecture method scored low because it is prone to forgetfulness, and most employees failed to recall greater part of disseminated information. This information means, for effectiveness to be realized, more of role playing, apprenticeship and simulation need to be used.

Table 5: The Extent of Contribution of Training Programs to Organizational Effectiveness within Manufacturing Department

	Apprenticeship	Job rotation	classroom	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost Minimization	3.2	3.27	2.6	3.07	2.73	2.4	2.67	3.52	2.87
Service Delivery	3.2	3.0	3.07	3.33	3.07	3.2	3.33	3.53	2.93
Operational Flexibility	3.07	3.4	2.933	2.8	2.13	2.73	3.27	3.33	2.73
Efficiency	3.0	2.47	2.6	3.13	2.53	3.0	3.4	3.27	2.6
Material Wastage	3.27	2.07	3.07	3.4	2.47	2.27	3.2	3.6	2.53
Training Transfer	3.63	2.07	2.8	3.67	2.27	2.33	3.0	3.67	2.73
Improved output	3.27	2.67	2.33	3.07	2.67	3.07	3.27	3.6	2.33
Machine Breakdown	3.33	1.47	22.4	3.07	2.27	2.6	2.73	3.6	1.53
Total	25.87	20.29	22.4	25.54	20.14	21.6	24.87	28.13	20.25
mean	3.234	2.536	2.80	3.193	2.518	2.70	3.109	3.516	2.531

Source: Author's study

In this department, apprenticeship training method is effective in leading to transfer of training to the actual job with a mean graphic rating of 3.63 or approximately 90.75%. Job rotation is effective in cost minimization (3.27). However its poor score in the other evaluation stages off sets its advantages. For example, it is shown to contribute to high rate of machine breakdown and industrial accidents (scores poorly in terms of machine breakdown! accident reduction- 1.47)

d) Procurement

A study of the procurement department reveals that role playing had greater contribution to organizational effectiveness with a mean graphic rating of 3.231, followed by classroom 3.206, seminars 3.175, apprenticeship 3.093, case study 2.97, simulation 2.945, mentoring

2.75, coaching 2.74, job rotation 2.715, lecture 2.485, conference 2.518, and sensitivity 2.109. This means more of role playing, classroom, seminars and apprenticeship should be used.

Table 6: The Extent of Contribution of Training Programs to Organizational Effectiveness within Procurement Department

	Apprenticeship	Job rotation	classroom '	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost Minimization	3.05	3.14	2.77	2.71	2.43	3.29	3.48	3.0	2.0
Service Delivery	2.90	2.86	3.64	3.14	2.57	2.57	2.91	3.29	1.86
Operational Flexibility	2.90	3.29	3.34	2.4	2.86	2.43	2.74	3.29	2.29
Efficiency	3.05	3.14	3.34	2.71	3.14	2.57	3.34	3.14	2.14
Material Wastage	3.47	2.29	3.06	3.57	2.57	2.0	3.77	3.43	2.14
Training Transfer	3.17	2.0	3.64	3.29	2.57	2.43	3.05	3.57	2.29
Improved output	3.14	3.14	3.49	2.57	3.0	2.71	3.34	3.29	2.29
Machine Breakdown	3.05	1.86	3.37	3.14	1.14	2.14	2.77	3.57	1.86
Total	24.744	21.72	25.648	23.56	20.28	20.14	25.40	26.58	16.87
Mean	3.093	2.715	3.206	2.945	2.535	2.518	3.175	3.323	2.109

Source: Author's study

In the study, apprenticeship method was found to lead in terms of material wastage minimization with a graphic rating of 3.47. Job rotation training method only leads to increased machine breakdown, accidents and increased material wastage. From the table, it scores poorly (1.86) in their reduction. Further still, the study found that the knowledge acquired during job rotation was rarely transferred to the actual job. The skills gained, which had opportunity cost effect, was no more put into use (literally rendered useless) once the trainee was posted to a specific job.

e) Finance & Accounts

The study revealed that within the finance & accounts department, coaching had greater contribution to organizational effectiveness with a mean graphic rating of 3.27, followed by classroom 3.099, case study 3.07, role playing 3.053, apprenticeship 2.954, seminars 2.848, mentoring 2.84, job rotation 2.714, simulation 2.58, lecture 2.564, conference 2.306, and sensitivity 2.109. This is interpreted that more of the coaching method should be used within this department. However, its general rating doesn't allow its frequent usage in other department.

Table 7: The Extent of Contribution of Training Programs to Organizational Effectiveness within Finance and Accounts Department

	Apprenticeship	Job rotation	classroom	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost Minimization	3.21	3.14	3.43	2.21	3.0	3.29	3.338	3.07	3.14
Service Delivery	3.07	2.93	3.0	2.36	2.89	2.5	3.338	2.71	2.79
Operational Flexibility	2.71	3.29	3.0	2.14	3.0	2.36	2.698	2.93	2.5
Efficiency	3.14	2.57	2.93	2.14	2.21	2.57	3.05	3.07	2.57
Material Wastage	2.93	2.57	2.86	3.0	2.71	1.71	2.558	3.29	2.0
Training Transfer	2.93	2.5	3.14	2.86	2.14	2.29	2.538	3.14	2.07
Improved output	2.71	2.57	2.93	2.75	2.93	3.43	2.978	3.14	2.14
Machine Breakdown	2.93	2.25	2.5	2.68	2.36	2.36	2.478	3.07	1.93
Total	23.63	21.71	24.79	20.64	21.24	21.24	22.784	24.42	19.14
mean	2.954	2.714	3.099	2.58	2.655	2.655	2.848	3.053	2.393

Source: Author's study

In this department, the study found that coaching method ranks high in terms of transfer of training to actual job practice. Both job rotation and apprenticeship were found to lead to the training cost minimization. However complementary information tended to show that job rotation only widens production cost. Usage of simulation and lecture training methods in this department is not very effective because of their poor scores in several evaluation criteria.

f) General Administration

Data analysis of the general administration department revealed that mentoring and role playing had greater contribution to organizational effectiveness, with mentoring scoring 3.631 and role playing 3.372. They were followed by conference 3.142, simulation 3.023, coaching 2.94, seminars 2.818, apprenticeship 2.751, case study 2.61, classroom 2.554, job rotation 2.523, lecture 2.489, and sensitivity 2.306.

Table 8: The Extent of Contribution of Training Programs to Organizational Effectiveness within General Administration Department

	Apprenticeship	Job rotation	classroom	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost Minimization	2.73	2.91	2.36	3.09	2.91	3.35	3.0	3.43	3.18
Service Delivery	2.73	3.0	3.09	3.09	2.64	3.71	3.0	3.34	2.45
Operational Flexibility	2.64	3.36	2.55	2.64	2.36	2.98	2.91	2.8	2.18
Efficiency	2.64	2.73	3.18	2.91	2.91	3.26	2.91	3.52	2.82
Material Wastage minimization	2.73	2.09	2.18	3.09	2.64	2.71	2.73	3.34	2.0
Training Transfer	3.36	2.09	2.36	3.18	2.69	3.07	2.64	3.43	2.0
Improved output	2.73	2.45	2.55	3.36	2.82	3.44	2.99	3.79	2.09
Machine Breakdown reduction	2.45	1.55	2.0	2.82	1.54	2.62	2.36	3.25	1.73
Total	22.01	20.18	20.27	20.27	19.91	25.136	22.544	26.976	18.45
mean	2.751	2.523	2.554	2.554	2.489	3.142	2.818	3.372	2.306

Source: Author's study

This data reveals the need to use more frequently, mentoring and role playing methods in this department. It shows role playing method as having the ability to greatly improve output (3.79). The same role playing leads efficiency (3.52), cost minimization (3.43) and training transfer (3.43).

Notable is how poor job rotation and lecture methods lead to reduction in machine breakdown and accidents. The possible explanation for this is that in this department, there is less usage of machines hence less machines to break and/or less accidents to be caused.

g) Human Resources

Within the human resources department the study revealed that mentoring had greater contribution to organizational effectiveness with a graphic rating of 3.601, followed by classroom 3.512, seminars 3.209, case study 3.24, role playing 3.143, conference 3.084, apprenticeship 3.014, job rotation 2.839, lecture 2.785, coaching 2.69, simulation 2.265, and sensitivity 2.195.

Table 9: The Extent of Contribution of Training Programs to Organizational Effectiveness within Human Resources Department

	Apprenticeship	Job rotation	classroom	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost Minimization	3.44	3.71	3.85	3.14	3.14	3.29	3.0	4.0	2.86
Service Delivery	2.73	2.86	3.71	2.86	3.29	3.14	3.0	3.57	2.71
Operational Flexibility	2.02	4.0	3.85	2.29	2.71	2.43	2.86	3.14	2.57
Efficiency	2.59	3.0	3.71	3.86	3.14	2.86	3.29	3.57	2.14
Material Wastage	3.30	2.29	2.85	3.57	2.43	3.29	2.57	3.29	1.27
Training Transfer	3.71	2.14	3.42	3.86	2.14	3.23	3.14	4.0	2.71
Improved output	3.16	2.57	3.71	3.29	2.86	3.29	2.86	3.57	2.14
Machine Breakdown	3.16	2.14	3.00	3.43	2.57	3.14	2.43	3.57	1.14
Total	24.112	22.71	28.096	26.12	22.28	24.672	25.642	25.144	17.56
mean	3.014	2.839	3.512	3.265	2.785	3.084	3.209	3.143	2.195

Source: Author's study

Results of the data analyzed reveals that more usage of both mentoring, classroom and seminars can lead to effectiveness of this department. Role playing as a program is shown to have potential of cost minimization when used more frequently. When high frequency of classroom training program is used, the quality of workers output tend to be improved. Job rotation as a training method, scores so high in terms of improving operational flexibility. However, its poor ability to reduce machine breakdown and accidents, and to transfer skills learnt to actual job negates the general importance.

h) Sales & Marketing

The study revealed that within the sales & marketing department case studies had greater contribution to organizational effectiveness with a graphic rating of 3.31, followed by role playing with 3.185, lecture 3.163, apprenticeship 3.145, seminars 3.136, mentoring 3.08, conference 3.075, coaching 2.98, classroom 2.791, simulation 2.668, job rotation 2.645, and sensitivity 2.353. The results tell that more stress should be put on case studies, role playing and lecture methods.

Table 10: The Extent of Contribution of Training Programs to Organizational Effectiveness within Sales & Marketing Department

	Apprenticeship	Job rotation	classroom	simulation	lecture	conference	seminars	Role playing	sensitivity
Cost Minimization	3.0	3.33	3.33	2.51	3.83	2.67	3.0	3.33	3.0
Service Delivery	2.83	3.0	3.17	2.51	3.50	3.17	3.33	3.0	2.5
Operational Flexibility	2.5	3.67	3.0	1.84	3.67	2.33	3.16	3.0	3.0
Efficiency	2.5	2.83	3.0	2.18	3.17	3.6	3.16	2.83	2.16
Material Wastage minimization	3.67	2.0	2.5	3.18	3.57	3.33	3.50	3.66	1.83
Training Transfer	3.83	2.0	2.67	3.27	2.57	3.5	2.67	3.5	2.83
Improved output	3.5	2.83	2.83	2.51	3.5	3.0	3.33	3.16	2.0
Machine Breakdown reduction	3.33	1.5	1.83	3.34	2.49	3.0	2.5	3.0	1.5
Total	25.16	21.16	22.33	21.344	25.304	24.60	25.09	25.48	18.82
mean	3.145	2.645	2.791	2.668	3.163	3.075	3.136	3.185	2.353

Source: Author's study

It is noteworthy that despite the poor performance of the lecture method as a training program, it is very much needed in this department. It minimizes cost (3.83), improves flexibility of the trainees (3.067), and even the minimization of the material wastage. Probably, this method is effective here because in most cases, the sales team needs talking as a tool of their trade. They use "lecture to explain information concerning new products and to even teach on sales skills.

Even though it scores poorly in several evaluation criteria, sensitivity training method needs to be used more frequently in this department. The sales team needs to be very sensitive to all customers from all walks of life.

4.3.3. The Extent to Which Training Strategies Influence Organizational Effectiveness

The study found out that within Sony sugar, role playing, mentoring and apprenticeship ranked high in terms of contributory magnitude to performance. They scored a mean graphic rating of 3.234, 3.250 and 3.113 respectively. The other training programs ranked as follows: seminars (3.086), case studies (3.06), classroom (2.986), conference (2.891), coaching (2.868), simulation (2.818), lectures (2.748), job rotation (2.682), and lastly sensitivity training, ranking at 2.373.

The study therefore reveals that more of role playing, mentoring and apprenticeship should be used, and less of sensitivity, job rotation and lectures be used. However, care must be taken when implementing the programs. Data analysis as per various departments reveals that different training programs have differently distinct contribution to organizational effectiveness. Overarching implementation of the training programs must therefore be avoided.

Table 11: The Extent to Which Training Strategies Influence Organizational Effectiveness

Method	Agriculture	Company secretariat	manufacturing	Finance & accounts	General administration	Human resource	procurement	Sales & marketing	total	average	rat
Role playing	3.198	3.084	3.323	3.143	3.185	3.372	3.053	3.516	25.874	3.234	I
Mentoring	2.85	3.52	2.75	3.601	3.08	3.631	2.84	2.93	25.201	3.150	2
Apprenticeship	3.414	3.295	3.093	3.014	3.145	2.751	2.954	3.234	20.009	3.1125	3
Seminars	3.135	3.261	3.175	3.209	3.136	2.818	2.846	3.109	24.691	3.086	4
Case studies	3.531	2.81	2.97	3.24	3.31	2.61	3.07	2.94	24.48	3.06	5
Classroom	3.053	2.876	3.206	3.512	2.791	2.554	3.099	2.80	23.89	2.986	6
Conference	2.984	3.063	2.518	3.084	3.075	3.142	2.564	2.70	23.13	2.891	7
Coaching	2.61	2.52	2.74	2.69	2.98	2.94	3.27	3.13	22.94	3.868	8
Simulation	3.243	2.625	2.945	2.265	2.668	3.023	2.58	3.193	22.592	2.818	9
Lectures	2.775	3.01	2.585	2.785	3.163	2.489	2.655	2.518	21.98	2.748	10
Job rotation	2.86	2.625	2.715	2.839	2.645	2.523	2.714	2.536	21.457	2.682	II
Sensitivity	2.641	2.458	2.109	2.195	2.353	2.306	2.393	2.531	18.986	2.373	12

Source: Author's study

4.4. Findings

From the research data collected and analyzed, the following findings emerged;

Some training programs have greater contribution to organization effectiveness when used in some particular departments than when used in other departments.

1. SonySugar company continues the frequent and repeated usage of seminars and conference training methods with lesser contributory magnitude to performance and yet use less and less of role playing and mentoring training methods with great potentiality of contribution to performance. This widens the training cost at no or least returns.
2. Even though sensitivity training program has greater potential of influencing cordial working (customer-business and worker-worker) relationship, the company uses less and less of it.
3. Apprenticeship, role playing, and simulation generally have much contribution to performance in the practical departments of production like the manufacturing and agriculture department, and less, in the general administration, finance and accounts, company secretariat, procurement and human resources.
4. Job rotation as a training program impacts negatively on material wastage minimization, and generally leads to frequent machine breakdowns. However it scored high in terms-of operational flexibility.
5. Apprenticeship and job rotation training programs when used reduces the training cost, by avoiding cost of a separate training facility and full-time trainer cost. They too scored high in terms of material wastage minimization.
6. The lecture training method consistently scored poorly in terms training transfer to the actual job. The major reason being difficulty to remember disseminated information during the lecturing process.
7. Data analysis as per various departments reveals that different training programs have differently distinct-contribution to organizational effectiveness at various function departments.-Overarching implementation of the raining programs must there be avoided.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

The study, *The Impact of Training Strategies on Organizational Effectiveness: A Study at the SonySugar Company*, is presented in summary form in this chapter. The findings, conclusions arrived at and the recommendations are made in hope of improving organizational effectiveness of SonySugar Company and the Kenyan sugar sector at large.

5.1. Summary and Conclusion

This study determines - the impact of training strategies on organizational effectiveness at SonySugar Company. For years, several Kenyan sugar sector companies have been struggling to eliminate organizational ineffectiveness. SonySugar, like other sugar sector firms, have tried this through thoroughly training their staff. However, the many existing training strategies posed choice dilemma to them. This study has once and for all fixed the knowledge gap by analyzing the contributory magnitude of the various training programs and ranking them.

The study determines the frequency of usage of various training programs within SonySugar. It examines the effect of training programs on frequency of machine breakdown and accidents, productivity (quantity/quality), cost minimization, material wastage/rejects, customer satisfaction/service delivery meeting targets, and operational flexibility. Lastly, it determines and ranks the training programs that which when adopted by a firm has a higher contributing in terms of organizational effectiveness, as compared to other training programs.

In this study, One-Shot Posttest-Only Design- is used because it produces useful data in telling whether a desired standard of performance is reached. The central concept (dependent variable) in the study is organizational effectiveness. Organizational effectiveness in a firm is shown to be dependent upon the training strategies applied, keeping other factors constant. The training methods (independent variables) includes on-the-job training methods like apprenticeship, job rotation, training and simulation, and, off-the-job methods like lectures, conference, seminars, role playing and T-group training (sensitivity training) methods. The

intervening variables like organizational climate, motivational levels, supervisory support, and concern for employee welfare were held constant in the study. This restricted their spill over effects on performance.

In this research work, SonySugar Company was the study area. Cross sectional sample survey was used as the research design to provide a representative sample. The 1432 population of the study constitutes permanent employees of all the different departments and levels of homogenous sub-sets of the SonySugar Company. Proportionate stratified random sampling method was used to sample 143 workers. It ensures equitable and proportionate representation of each stratum (department) in the sample. Primary and secondary data are used in this study. Primary data was collected from the sample population using open and closed-ended questionnaires. Primary data collected was supplemented by secondary data. Descriptive statistics is used in the data analysis and information presented in various tabular and other statistical forms.

The study found out that SonySugar Company continues the frequent and repeated usage of training programs with less contribution to its performance, and ignored or had less usage of programs with greater magnitude of contribution to effectiveness. The study found apprenticeship, role playing, and simulation to have much contribution to manufacturing and agriculture departments and less in finance and accounts, company secretariat, procurement and human resources departments. Job rotation was found to lead to material wastage, yet very important in improving operational flexibility and cost minimization. This calls for its strategic use.

5.3. Recommendation

From the study results and findings, the following recommendations are made:

1. SonySugar Company should stop repeated usage of seminars and conference training methods but instead employ more use of role playing and mentoring training methods which have greater of contribution to performance.
2. To enhance employee-employee, employer-employee, and customer-business cordial relationship, sensitivity training program should introduced and used in the company, especially in the human resource departments, sales and marketing and the company secretariat.

3. Apprenticeship, role playing, and simulation should be used more in the practical departments of production like the manufacturing and agriculture (workshop), and less in the general administration, finance and accounts, company secretariat, procurement and human resource management departments.
4. Should operational flexibility be sought for through job rotation, a moderate balanced approach should be taken to avoid its negative impact of leading to material wastage, and increased machine breakdown.
5. Faced with inadequate resources for training, the company should use training programs like apprenticeship and job rotation that tends to minimize training cost and input resources (material wastage minimization).
6. The lecture training method should be used less, especially when there is to be a time lapse between training and actual implementation, because it contributes poorly to transfer of training to the actual job.
7. Since data analysis as per various departments reveals that different training programs have differently distinct contribution to organizational effectiveness at various function departments, overarching implementation of the training programs must be avoided. Instead each program should be used in departments they contribute well.

5.4. Areas for Further Research

1. A study should be done based on One-Group Pretest-Posttest Design, which has evaluation measure at two points in time: employee productivity before training, and after training.
2. To help in training program planning, a study should be done to determine the average time frame within which a training program implemented starts manifesting its contribution to work behavior change.
3. A research should be done on the impact of organizational climate on Sony Sugar's productivity.
4. Further study should be done on the impact of supervisory support on organizational effectiveness.
5. The extent of influence employee welfare has on employee performance should be studied.
6. A study should be done to determine the optimal combination of the various training strategies that leads to organizational effectiveness.

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APPENDIX I: QUESTIONNAIRES

This Questionnaire is meant to help in collecting data for the study entitled: The Impact of Training Strategies on Organizational Effectiveness: A Study of SonySugar Company. Respondents are kindly requested to complete the questionnaire and give any additional information they feel is crucial to the study. The information given is absolutely for academic purposes only, and shall be treated with the strictest and confidentiality it deserves.

SECTION A

1. Please indicate, by circling only one of the alphabet numbers, the function department you serve under
 - a) Finance
 - b) Manufacturing
 - c) Marketing
 - d) Human Resource
 - e) Information Technology
 - f) Customer service
 - g) Public relations
 - h) Management
 - i) Other

2. For each of the following training programs indicate their frequency of usage in your department by circling only one of the numbers from the given key.

KEY

- a)Very often
- b Often
- c)Sometimes
- d Rarely
- e)Never

i. On the -job training methods

- | | | | | | |
|--|---|---|---|---|---|
| a. Apprenticeship training method | a | b | c | d | e |
| b. Classroom/vestibule training method | a | b | c | d | e |
| c. Job rotation training method | a | b | c | d | e |
| d. Simulation training method | a | b | c | d | e |

ii. Off-the-job training methods

- | | | | | | |
|--|---|---|---|---|---|
| a. Lectures | a | b | c | d | e |
| b. Conference method | a | b | c | d | e |
| c. Seminars | a | b | c | d | e |
| d. Role playing | a | b | c | d | e |
| e. T-group Training/Sensitivity training methods | a | b | c | d | e |

iii. Add any other training method left out

- | | | | | | |
|---------|---|---|---|---|---|
| a. | a | b | c | d | e |
| b. | a | b | c | d | e |
| c. | a | b | c | d | e |

3. State (paraphrase) the title of the last training course/program offered to your department by the organization. . . .

.....
.....

4. Which training methods were used?

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

SECTION B

For each of the following training methods, choose the ones applied in your department and please indicate (by circling) only one of the respective numbers to indicate, as per the key, how true the training method is in influencing the company's productivity and overall performance (of the given statements)

KEY

- very true
- Somewhat true
- Not very true
- Not at all true

i. On the job training methods

a. Apprenticeship training method

- | | | | | |
|---|---|---|---|---|
| 1. Minimizes cost (training, production) | a | b | c | d |
| 2. Boosts service delivery/customer satisfaction | a | b | c | d |
| 3. Improves operational flexibility & multi tasking | a | b | c | d |
| 4. Leads to efficiency (greater return to direct labor hours) | a | b | c | d |
| 5. Reduces material wastage (reject materials) | a | b | c | d |
| 6. Maximizes transfer of training to the actual job | a | b | c | d |
| 7. Leads to improved output (product! quantity) | a | b | c | d |
| 8. Reduces frequency of machine breakdowns/accidents | a | b | c | d |

b. Job rotation training method

- | | | | | |
|---|---|---|---|---|
| 1. Minimizes cost (training/ production) | a | b | c | d |
| 2. Boosts service delivery/ customer satisfaction | a | b | c | d |
| 3. Improves operational flexibility & multi tasking | a | b | c | d |
| 4. Leads to efficiency (greater return to direct labor hours) | a | b | c | d |
| 5. Reduces material wastage (reject materials) | a | b | c | d |
| 6. Maximizes transfer of training to the actual job | a | b | c | d |
| 7. Leads to improved output (quality/ quantity) | a | b | c | d |
| 8. Reduces frequency of machine breakdowns/accidents | a | b | c | d |

c)Classroom /Vestibule training method

minimizes cost (training / production)	a	b	c	d
Boosts service delivery/ customer satisfaction	a	b	c	d
Improves operational flexibility & multi tasking	a	b	c	d
Leads to efficiency (greater return to direct labor hours)	a	b	c	d
Reduces material wastage (reject materials)	a	b	c	d
Maximizes transfer of training to the actual job	a	b	c	d
Leads to improved output (quality/ quantity)	a	b	c	d
Reduces frequency of machine breakdowns/ accidents	a	b	c	d

d. Simulation training method

1. Minimizes cost (training/ production)	a	b	c	d
2. Boosts service delivery/ customer satisfaction	a	b	c	d
3. Improves operational flexibility & multi tasking	a	b	c	d
4. Leads to efficiency (greater return to direct labor hours)	a	b	c	d
5. Reduces material wastage (reject materials)	a	b	c	d
6. Maximizes transfer of training to the actual job	a	b	c	d
7. Leads to improved output (quality/ quantity)	a	b	c	d
8. Reduces frequency of machine breakdown! accidents	a	b	c	d

ii. Off-the Job training method

a. Lectures method of training

1. Minimizes cost (training/ production)	a	b	c	d
2. Boosts service delivery/ customer 'satisfaction	a	b	c	d
3. Improves operational flexibility & multi tasking	a	b	c	d
4. Leads to efficiency (greater return to direct labor hours)	a	b	c	d
5. Reduces material wastage (reject materials)	a	b	c	d
6. Maximizes transfer of training to the actual job	a	b	c	d
7. Leads to improved output (quality/ quantity)	a	b	c	d
8. Reduces frequency of machine breakdown! accidents	a	b	c	d

h. Conference method

1. Minimizes cost (training/ production)	a	b	c	d
2. Boosts service delivery/ customer satisfaction	a	b	c	d
3. Improves operational flexibility & multi tasking	a	b	c	d
4. Leads to efficiency (greater return to direct labor hours)	a	b	c	d
5. Reduces material wastage (reject materials)	a	b	c	d
6. Maximizes transfer of training to the actual job	a	b	c	d
7. Leads to improved output (quality/ quantity)	a	b	c	d
8. Reduces frequency of machine breakdown! accidents	a	b	c	d

c. Seminars

1. Minimizes cost (training/ production)	a	b	c	d
2. Boosts service delivery/ customer satisfaction	a	b	c	d
3. Improves operational flexibility & multi tasking	a	b	c	d
4. Leads to efficiency (greater return to direct labor hours)	a	b	c	d
5. Reduces material wastage (reject materials)	a	b	c	d
6. Maximizes transfer of training to the actual job	a	b	c	d
7. Leads to improved output (quality/ quantity)	a	b	c	d
8. Reduces frequency of machine breakdown! accidents	a	b	c	d

d. Role playing training method

1. Minimizes cost (training/ production)	a	b	c	d
2. Boosts service delivery/ customer satisfaction	a	b	c	d
3. Improves operational flexibility & multi tasking	a	b	c	d
4. Leads to efficiency (greater return to direct labor hours)	a	b	c	d
5. Reduces material wastage (reject materials)	a	b	c	d
6. Maximizes transfer of training to the actual job	a	b	c	d
7. Leads to improved output (quality/ quantity)	a	b	c	d
8. Reduces frequency of machine breakdown! accidents	a	b	c	d

e. T-Group training (sensitivity training)

1. Minimizes cost (training/ production)	a	b	c	d
2. Boosts service delivery/ customer satisfaction	a	b	c	d
3. Improves operational flexibility & multi tasking	a	b	c	d

- | | | | | |
|---|---|---|---|---|
| 4. Leads to efficiency (greater return to direct labor hours) | a | b | c | d |
| 5. Reduces material wastage (reject materials) | a | b | c | d |
| 6. Maximizes transfer of training to the actual job | a | b | c | d |
| 7. Leads to improved output (quality/ quantity) | a | b | c | d |
| 8. Reduces frequency of machine breakdown/ accidents | a | b | c | d |

Any other training method left out

- a
- | | | | | |
|---|---|---|---|---|
| 1. Minimizes cost (training/ production) | a | b | c | d |
| 2. Boosts service delivery/ customer satisfaction | a | b | c | d |
| 3. Improves operational flexibility & multi tasking | a | b | c | d |
| 4. Leads to efficiency (greater return to direct labor hours) | a | b | c | d |
| 5. Reduces material wastage (reject materials) | a | b | c | d |
| 6. Maximizes transfer of training to the actual job | a | b | c | d |
| 7. Leads to improved output (quality/ quantity) | a | b | c | d |
| 8. Reduces frequency of machine breakdown/ accidents | a | b | c | D |

- b
- | | | | | |
|---|---|---|---|---|
| 1. Minimizes cost (training/ production) | a | b | c | d |
| 2. Boosts service delivery/ customer satisfaction | a | b | c | d |
| 3. Improves operational flexibility & multi tasking | a | b | c | d |
| 4. Leads to efficiency (greater return to direct labor hours) | a | b | c | d |
| 5. Reduces material wastage (reject materials) | a | b | c | d |
| 6. Maximizes transfer of training to the actual job | a | b | c | d |
| 7. Leads to improved output (quality/ quantity) | a | b | c | d |
| 8. Reduces frequency of machine breakdown/ accidents | a | b | c | d |

Thanks for your kind response to this questionnaire

Harmony Makani

**APPENDIX II: KENYAN SUGAR PRODUCTION, SALE AND CLOSING STOCKS
FROM JAN –AUGUST 2011**

Factory	Production	Sales	Closing stocks
Chemelil	35008	35164	295
Muhoroni	26308	26117	421
Mimias	162509	162195	3023
Nzoia	43344	41616	171
SonySugar	48279	47000	1896
WestKenya	24947	25096	92
Soin	857	854	15
Total	341252	338042	5913

Source: Kenya Sugar Board News; Sugar, market News as at 22nd June 2011