

**AN EXAMINATION OF CUSTOMER SERVICE TRAINING PROGRAMS
OFFERED BY MICRO/SMALL RETAILERS AND MEDIUM /LARGE
RETAILERS IN ONDANGWA**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
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Abstract

This project involved an examination and a comparison of customer service training programs offered by both micro/small and large/medium retailers in Ondangwa, Namibia. The goal of the study was to determine and classify the types of customer service trainings offered to employees of differently sized firms in Ondangwa, in addition, to determining the effectiveness of the trainings offered.

The study only looked at the retailers and their employees in Ondangwa, using, both quantitative and qualitative approaches. The quantitative approach administered questionnaires to employees of various firms across the town - to establish their views and experience of customer service trainings, while the qualitative approach used semi-structured interviews with the managers of the firms.

This was a cross-sectional study targeting only employees that were on duty, therefore, a convenience sampling method was used. The study used two research instruments to collect data. The first instrument used was a questionnaire administered to employees while the second research instrument was interview guides used to interview managers of participating firms. The instruments were tested to ensure that they were understandable and the questions were simple to understand.

The study consisted of a total number of six medium size retailers and 39 micro and small size retailers. No large retailer, as per the definition of Namibia's SME policy criteria on number of employees, was interviewed. The study also received responses on its questionnaires from 135 employees of those firms. SPSS and thematic analysis were used to analyse quantitative and qualitative and data accordingly.

Before administering the questionnaires, permission was sought from store owners and managers to allow employees to participate in the study and only employees of those shops that had agreed were given questionnaires to complete.

The study found that majority of retailers in Ondangwa offer customer service training to their employees. The training contents mainly include how to approach customers, dealing with customer complaints, and customer care. Another aim of the study was to compare customer service training by Micro/Small enterprises with that by Medium/Large enterprises. The results show that Micro firms offered more training

programs, followed by the Small firms and lastly, the Medium enterprises. This finding is largely influenced by the fact that, most Ondangwa retailers are small branches of larger corporations. By definition therefore, the local shops are micro and or small. Nonetheless, both employees and managers/owners indicated that there is room to improve both the content and the delivery approach of customer service programs offered among Ondangwa retailers.

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CHAPTER 1

1. INTRODUCTION

1.1. Background of the study

Employees are often the first point of contact with customers in every organisation. In today's business world where there is increasing competition, organisations need to ensure that their employees are able to provide exceptional customer service (Mascarenhas, Kesavan and Bernacchi, 2006). This is even more important in retail services because, customer satisfaction is no longer a function of delivering a product or service but rather about creating an experience for them.

While the role of an employee is to deliver exceptional service quality to the firm's customers, it is the responsibility of the employer (the organisation) to ensure that employees are able to provide such exceptional services. Bowden (1998) has noted that the provision of good quality customer service is a complex practice because what might appear pleasant to one person can offend the other. Also, customer service is a cycle that is required before, during and after the purchase; as well as when the customer returns again. Lin and Darling (1997) stated that customer service is an important method to gain competitive advantage. Therefore, it is important that every firm provides effective training to their employees in order to sustain a competitive advantage in the market.

Training and development is among top priorities of learning and adapting organisations (Hiam, as cited in Lin *et al.*, 1997). It is also associated with high performing organisations (ibid).

1.2. Problem statement

According to Madupalli and Poddar (2014), both customers and employees are interdependent and the activities or behaviours of one affect those of the other. For an organisation, it is important that employees' conduct is targeted towards creating and or improving customer relationships at all times (Mascarenhas *et al.*, 2006). Hiam (1992) has argued that training is the forefront of any organisation, while innovation is seen as a crucial aspect of quality improvement process or the basis for successful total quality management (TQM) programs. Such conduct will require interventions such as training to influence the behaviour of employees. Yet, there is limited information regarding the types of, and the effectiveness of customer service training offered by organisations in Northern Namibia.

A recent study on Customer Service Modelling in large retail stores in Ondangwa found that some retail shops are providing training to employees as a strategy to improve customer service (Kangombe, 2017). The study further recommended that future research investigate and understand the types of customer service training that are offered by retail shops in Ondangwa. Thus, this study will examine and compare the types of customer service training offered by micro and small retail enterprises with those offered by medium and large retail enterprises. The study will also seek to determine the effectiveness of the different training offered and suggest improvements.

1.3. Objectives of the study

The aim of this study is to examine and compare customer service trainings provided to employees of Micro and Small retail enterprises from those provided by medium and large retailers. The specific objectives of this study are therefore to:

- Identify and classify the types of customer service trainings offered to employees of differently sized firms in Ondangwa.

- Determine the effectiveness of the different customer service trainings offered by retailers in Ondangwa.

1.4. Significance of the study

Organisations today are concerned with shifting from strategies that are only concerned with how to deliver a product or a service towards those that deliver personalised experience and create value for customers (Donovan and Samler, 1994). Training and development is one way of ensuring that employees are delivering this customer experience. Within the customer relationship management discipline, the mission for training has evolved from a focus on developing skills to a new focus on process improvement (Lin *et al.*, 1997). Furthermore, customer service may, include all the activities performed to support the customer during the supplier-customer exchange, including all presale, sale, and post-sale activities that are essential to an organisation's performance and its image. More emphasis should be given to the human element in an organisation, especially if the business is aiming at providing total customer value (Mouawad and Kleiner, 1996). Very few organisations are committed to their employee's development and employees appreciate the chance to develop their knowledge and skills without ever thinking of leaving work (Heathfield, 2017).

Montesino (2002) reasons that it may be necessary to equip and empower new employees with the skills and values reflected in the training program, by establishing employees from the start of the firm and aligning them with other trained staff and clearly indicating what is expected of them. Lin *et al.*, (1997) reported that new employees at both Disneyland and Walt Disney World attend Disney University to undergo a special training program. Levi Strauss & Co. is another example of an organisation that is dedicated to continuous learning in order to remain competitive in

an uncertain future according to Mouawad *et al.*, (1997). Sue Thompson, its director of human resource development, notes: “The importance of training has grown significantly, and the recognition of the need for training is staggering. “What we are finding is that as we give more and more training, it uncovers more need for further training, as so, many employees now have a need for a multitude of skills” (Mouawad *et al.*, 1997: p.16).

According to Mouawad *et al.*, (1997), the increased awareness among organisations regarding the importance of customer service training led to the establishment of numerous small to medium-sized companies specialising in customer service training. The researcher further stipulates that customer service representatives are no longer perceived as secretaries or telephone operators, nor are they considered as mere support to personnel who are working in the field. Rather, customer service representatives are viewed as carriers and guardians of the company’s image and key players in the organisation’s customer-retention plan. Therefore, training designed for the customer service personnel is taking on a new perspective.

This study will therefore uncover and document the different types of customer service training offered in Ondangwa and assess their effectiveness. Firms in Ondangwa will therefore have information on those programs that deliver novel ways to understand customers’ needs and improve customer satisfaction and retention.

1.5. Limitations of the study

As with any research study, there are also some limitations that may affect the current study. The first possible limitation is concerned with the fact that retail shop owners may refuse the researcher access to their employees, fearing that the survey might distract them from doing their work.

The second possible limitation relates to the chosen methodology. While convenience sampling may offer ease of access to the units of study, it also means that the sample is not necessarily representative of the study population and results cannot be generalized back to the population without due consideration.

The third possible limitation is that, participants of the study, both respondents and interviewees may not provide accurate information. This is especially the case because the study depends on respondent's ability to recall past information.

1.6. Delimitations of the study

This study is only focusing on firms in Ondangwa and the interpretation and generalization of the results need to be applied within these limitations.

1.7. Summary

This chapter has provided an introduction to the investigation of this study. The Chapter specifically provided the motivation of the study which is based on the fact that, there are limited studies on customer service trainings offered to employees in Ondangwa, in spite of numerous complaints of poor customer service reported through the media. By providing emphasis on the importance of customer service trainings to employees in the sustenance for customer relationship building as well as the retention and attraction of consumers, the chapter provided the focus on Ondangwa as the testing ground for the study, in addition, outlining the objectives that the study intends to achieve. Different views of various researchers are quoted in the next chapter. The literature review gives a full discussion on different training methods that firms may use for the development of their employees' skills and knowledge, the benefits that a firm gets when employees are continuously trained and the recommended training methods.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

Chapter one gave an introduction of the topic under study, this chapter will therefore discuss the different types of customer service trainings that are associated with good performance; the methods of trainings that are recommended as being better; the content that are recommended, the recommended number of trainings intervals and the theoretical perspectives that informs them.

2.2. THEORETICAL BACKGROUND

2.2.1. Impact of customer service training programs

According to Valle and Castillo (2009) training is an instrument that allows the generation and accumulation of human capital. Dhar (2015) further stipulates that “training has the distinct role in the achievement of an organisational goal by incorporating the interests of organisation and the workforce”. Training, in our everyday life is known to be among the most important factors in the business world as it increases the efficiency and the effectiveness of both employees and that of the organisation. Kramer (2007) has supported this view by asserting that employee’s performances depend on various factors; and that the most important factor of employee performance is training.

According to Thach and Olsen (2003), training is arguably important for enhancing capabilities and enabling employees to deliver on their functions, thereby improving

the organisation's performance. Employees who have more on the job training experience tend to have better job performance because there is an increase in both their skills and competences (Dhar, 2015).

A number of studies conducted in recent decades have found that at present, the main element that distinguishes organisations from each other is not tangible resources; rather, it is intangible resources that are best able to meet the conditions necessary to gain a better competitive advantage that may be sustainable over time (Valle *et al.*, 2009). Intangible resources, as submitted by ibid (2009) states that, consensus seems to have emerged in recent years that people related resources (human capital) are also considered to be one of the elements that explains the generation of larger economic rents. This view is supported by the capacity theory which defends the view that training is the main way of creating human capital which is a resource that is scarce, hard to imitate and difficult to replace. Human capital is due to the employees' skills, abilities, knowledge and adaptability which are scarce. Furthermore, human capital is known as an asset that is difficult to transfer from one organisation to another, given the differences in organisational culture and as Hall (1992) adds, human capital can be used in different areas of the business in a number of ways simultaneously without losing value. This human capital perspective is based on the Humanistic Organisation theory which emerged in the late 1970s based on the value that an organisation derives from an employee's intrinsic motivation (Rosanas, 2009).

Customer service training programs offer innovative ways allowing employees to want to strive towards the commitment of an organisational objective through workplace learning and development (Khan *et.al*, 2011). Essentially, every organisation works with customers and experience in customer training is important to create and maintain lasting client relationships (Montesino, 2002; Valle *et al.*, 2009). Not only does each

interaction between employees and customer affect the number of customers retained, but employees with effective customer service skills will feel a greater sense of engagement and commitment towards their jobs (Newman and Foxall, 2003).

Hall (1992) asserts that the different skills gained during training programs can make a positive impression in the minds of current and future customers. It is understood that there are firms that are more successful and have gained a competitive advantage than others, due to the service excellence that they have provided (Newman *et al.*, 2003). Provision of training allows employees to do the job better and faster, at the same time to be motivated so that better quality service is delivered, drive customer loyalty and producing a profitable firm.

From all the assertions discussed above, there is a unanimous view among authors which indicate that customer service training for employees may be the best method for many firms to gain the trust from customers and may therefore result in a more bondable relationship. Not surprisingly, customer service trainings are associated with firm competitiveness. For instance, according to Schuler and Jackson (1987); Kydd and Oppenheim 1990 as quoted in Valle *et al.*, (2009), companies that adopt a differentiation strategy based on quality or innovation invest more in training to obtain better performance and higher returns.

There is also a body of work that has investigated the effect of customer service training on an employee individual level through job satisfaction and attitude, commitment as well as productivity of employees (Valle *et al.*, 2009).

Munoz and Salinero (2011) citing Peck (1994) states that better performance on an individual level should translate into an increase in profitability for the company. Valle *et al.*, (2009) add that, in the management sphere, it confirms the idea that training,

despite being a direct cost for the company, generally has a positive impact on performance. Their study reinforced that their finding creates awareness among top executives indicating that training should not be considered as a cost, but rather as an investment that can produce a positive return for a particular firm.

Furthermore, Kramer (2007) emphasizes that training in general, and by extension, customer service training tend to have positive effects on the extent of commitment felt by the employee to the organisation and as Sloman (2017) declares, customers will be enjoying the “pampering” treatment and their perception of a customer service may therefore become more demanding also paving a way for more and constant employee service training. Consequently, businesses will be motivated to train their employees constantly on new level skills and efficient ways in dealing with customers in order to provide a higher quality service that meets, and sometimes exceeds, their customers’ expectations (Mouawad et.al 1996).

Training employees on customer service skills and behaviours has become a necessity because of the increased complexity of duties performed by a customer service representative (Khan *et al.*, 2011). Most companies may therefore end up providing their employees with a combination of in-house and external training sessions, which emphasizes courtesy and patience as well as exercising a genuine effort to solve the customers’ problems and respond to their enquiries (Sloman, 2017), in addition to learning new software designed specially to facilitate their work more effectively and efficiently (Mouawad *et al.*, 1996).

In one of his recent studies on customer service training, Khan et.al (2011) allude to the fact that return on investment for customer service training at different companies and in every case has been positive as illustrated through increased revenue and reduced costs and customer complaints. Managers of private clubs have stated that

employees' training is essential as it can make all the difference in meeting their financial goals (Barrows 2000). Similarly, Valle *et al.*, (2009) has reported that companies that make a greater effort in terms of training obtain greater economic returns. In addition, if the increase in training is seen by the customer as a source of value-addition, consumers will be prepared to pay a premium for better services. Thus, if the increase in the cost of training feeds through to prices, companies' income eventually grows (Khan *et al.*, 2011). According to Dhar (2015) the organisational performance depends on the employee performance because human resource capital of organisation plays an important role in the growth and the organisational performance.

There is also a universalistic approach, discussed by Valle *et al.*, (2009) which presents a direct relationship between training and performance. This perspective assumes that the existence of universally recognised training practices, like training practices that may be introduced by any organisation regardless of external or internal circumstances, will always have a positive effect on performance (Pérez 2001). While this position may sound simplistic in nature, Lee, Phan and Chan (2005) have also supported the fact that training has a greater universalistic effect than other human resource practices. Of the 16 best practices studied by Pfeffer (1994), training is one of the few practices found to have a consistently positive impact on results. In clarifying this position, Hitt, Bierman, Shimizu and Kochhar (2001), points out that investment in training may first seem to have a negative effect on results but eventually it will gradually have a positive effect, as long as knowledge and skills acquired through customer service training programs are well applied to the job that an employee is required to fulfil.

Customer service training approach and adoption of training policies must be considered by all firms large or small (Valle *et al.*, 2009). The reason underlying this idea is based on the notion that the return on training will be greater than the investment, since it will increase productivity (Valle *et al.*, 2009).

Salespeople in most organisations are the public face of the company, the front lines of customer relations, and they are the ones that define the company with everyone they encounter and thus need to be effectively trained (Sloman, 2017). Training provided to employees determines how any retailer or firm is viewed by consumers. Investing in employee training gives employees a feeling of value and improves morale in the workplace (Khan *et al.*, 2011). In return, when employees feel valued, they value their customers, a gesture that customers appreciate. This in most instances is the result of effective customer service skills training, which not only benefits the employee, but will enhance the relationships with the customers (Mouawad *et al.*, 1996).

It should however be noted that, employee performance depend on many factors such as job satisfaction, knowledge and management (Amisano, 2010). This illustrates that employee performance is important for the performance of the organisation and the training and development is beneficial for employee improvement as well as for the development of managerial skills. Employee professional development encourages self-fulfilling skills and abilities of employee, simultaneously decreasing operational costs, limiting organisational liabilities and changing of goals and objectives (Armstrong, 2014).

The literature reviewed has revealed that, in terms of enterprise size, smaller companies have greater customer loyalty, due to the fact that in smaller companies' accessibility and direct contact with customers is a much more fluid affair (Valle *et al.*,

2009) . The results of the literature reviewed also found that the relationship between customer and supplier is essential for companies that provide intangible services, as in the case of security services companies. Furthermore, satisfied customers according to Mouawad *et al.*, (1996) are more open to additional sales messages and are likely to refer others to that business.

For bigger firms, serving more customers in a shorter time, requires employees to have good listening skills as well as good questioning techniques in an acceptable and polite manner. Training employees on consistent customer service skills, allows all employees to have a common process and speak the same language when assisting customers (Dhar, 2015). This will allow different businesses to brand their interaction of excellent service to the customer, which adds value to the business (Sloman, 2017). Additionally, customer service training can help to increase employee loyalty, reduce employee turnover, and lower productivity costs.

2.3. Customer service training in Ondangwa

According to Itamalo (2016) the Managing Director of Pick n Pay Ondangwa has stated that, the company will take care of the professional growth of its employees, through its in-house management training programme which offers training opportunities to junior staff so that they can take up management positions in the Pick 'n Pay family. It is important to provide retail sales training to employees because they acquire essential skills that are necessary for them to improve in their jobs. It is also essential to provide the retail department with skills that will help them improve because this will create more revenue for the business (Kambwale, 2015). Ondangwa's SPAR has shown to be committed to their employees as according to the manager SPAR Partners dedicate themselves to providing traineeships and apprenticeships. Through these programs, SPAR employees will

have opportunities to improve on their skills in specific roles, gain practical experience, as well as developing an understanding of other fields of interest.

2.4. Customer service training offered in Namibia and in the SADC countries

On the job training methods is considered to be one of the customer service training methods for employees to be mostly used by the 40,000 Small and Medium Enterprises registered in Namibia (Kambwale 2015), Armstrong (2010) adds that it may conclusively be stated that on the job training to a big extent leads to an improved employee's performance . Simbinga (2017) reports in the Windhoek Observer that good and well planned on training leads to a good performance. According to a report by the National Training Authority (2015) large firms in the wholesale and retail sector tend to offer in-house training or use the services of training providers whilst small and medium-sized firms make up the majority of firms in the sector, their trainings are generally on-the-job training as they are ill-equipped to deliver training to national industry standards because they lack the resources, it is also time consuming and very costly. The report further indicates that the small and medium sized firms are also not in a position to develop training resources, assessment instruments and learning strategies which requires a high level of curriculum expertise in specialised areas.

Simbinga (2017) added that when employee skills and knowledge are maintained, they will assist with Namibia's economic competitiveness. The Namibian Institute of Public Administration and Management (NIPAM) is one of the institutions that can help develop a firm's employees' knowledge and skills. "If you make sure that your employees are constantly advancing, your organisation will continue to move forward and remain competitive within the public sector", said Simbinga (2017). The courses

on offer at NIPAM are wide and diverse and will enable employees to enhance their performance at work.

Yrika Maritz, NIPAM's Director of Regional and Local Government, said that "NIPAM will be an instrumental partner in assisting your public sector organisation in highlighting the value of employee development, the needs of the stakeholder and the consequent needs in terms of improved organisational performance and service delivery", as stated in Simbinga's (2017) report. NIPAM is mandated to transform the public sector of Namibia into an efficient, effective and accountable system, through capacity development, consultation and research. As a management development institute, NIPAM is there to develop the capacity of public servants and equip them with the competencies that are essential for excellent performance.

There are various institutions in Namibia that offer sector specific customer service trainings across Namibian. This includes the Broll Academy, which aims to improve with the property skills and knowledge of Broll staff members. It was the first of its kind to provide in-house training for employees in the commercial, retail and industrial property sectors. According to their website, academy courses empower employees to be more productive in the workplace, gain confidence and maximise long-term potential within the Group. The company currently introduced two new training programmes; internships and learnerships. A learnership is a year-long course with emphasis on-the-job learning which combines education and training with work experience. Furthermore, a team leader, supervisor or line manager mentors the candidates in the workplace. Receiving on the job training is closely related to improved performance of the trained employees but it is important to know that employee's performance is affected by many other factors such as mental or

psychological condition, organizational culture of the particular place of work, interaction among employees (Whyte, 2014).

A one-day training campaign by The Smile Namibia campaign and training at The Grove kicked off in October, 2014 with 75 Checkers staff benefiting from customer excellence training. During the training sessions of the Smile Namibia campaign, retail and service staff receive training in: current realities, typical customer road map, merchandising, shopper profiles, key drivers of customer care, roll-play sessions and other key areas of customer service excellence. This first level will be supported by an advanced level (2). According to the Smile Namibia campaign the first group of frontline staff from Checkers in The Grove has completed their level 1 training and several other retailers and industries will follow in November and December in 2015.

In his study, Kambwale (2015) indicated that a lack of business training is one of the major causes of Small and Medium Enterprises failure in Windhoek. Kambwale's study showed that only 35% of his respondents have attended business training while, 75% of his respondents had never attended any business training. SME owners, managers or supervisors who have attended business-related training indicated that the training they have attended differed in duration, ranging from a week to a year, 38 respondents have attended training for a week, 22 respondents have attended training for a month and 6 respondents have attended business-related training for a month (Kambwale, 2015).

Most researchers' reported that any person running any kind of business needs to have an understanding or knowledge on how to run a business effectively. Therefore, all the respondents indicated that business training is vital to the proper running of their business in Kambwale's study. Furthermore, business training is indicated to be a

crucial success to any business most especially in Namibia. The respondents who attended business-related training according to Kambwale (2015) indicated that the training that they have attended has positively impacted on their efficient running of their SMEs and 98% of respondents have indicated that they are running their business more efficiently because of the training. As quoted in Kambwale (2015), Huang (2008), firms with sophisticated training systems and strong management support for training have effective training programs and are more successful in delivering training. In addition, Junaidah (2013) also submit that the general assumption is that the businesses that pay more attention to training and development will be more successful in the long run.

According to (<https://www.woermannbrock.com>), staff development at the Swakopmund Woerman Brock branch took a giant leap as the new course was brought in with new modules. According to Ekandjo (2017) Woermann Brock Supermarkets currently spend a great deal of time and money for effective training and motivating of its employees. In her study on employee performance in Woermann Brock in Windhoek, Ekandjo (2017) found that training and career development is an important dimension which is to be considered in the process of engaging employees since it helps the employees to concentrate on a focused work dimension. Training improves service accuracy and thereby impacts service performance and employee engagement (Paradise, 2008 as cited in Ekandjo, 2017). When employees through training and learning development programmes, their confidence build up, are more motivated and more engaged in their job (Ekandjo, 2017).

According to the (<https://www.woermannbrock.com/>), Woerman Brock make this possible by doing a pre-employment training course, after tough selection, to make sure they have candidates who can develop their way from the bottom to the top. The

course has been set up in link with the Namibia Training Authority and the Namibia's Qualifications framework to meet national standards not only of training, but of work and qualifications. They added that both internal and external people can start this course, giving them grounding in the basics, not only of work, but of retail and wholesale.

The subjects covered include:

- Health and Safety
- Basic conditions of employment
- Merchandising
- Point of sale
- Counter Sales
- Customer Service
- Performance Appraisals
- Recognition of Prior Learning process

The last two subjects are very important in making sure that candidates understand that this learning program is not only a once off entry training, but rather, the start of a lifelong learning process.

This makes the whole process bigger than just Woermann, Brock Swakopmund, as they are assisting the whole retail and wholesale industry to raise the learning level of employees and partner with them, to create a work force that supports the economy as well as Vision 2030. Eight courses have been done so far along with orientation days as the first day of the course this year and they train people for four weeks.

According to a study conducted by Savage, Fransman & Jenkins (2012), 'Logistics firms that train staff witness significant benefits'. Training is needed at all levels to

enable drivers, warehousemen and other operators to work as effectively and efficiently as possible, whilst protecting the goods, vehicles and equipment for which they are responsible. Savage et.al (2012) further states that education is needed to allow supervisors and managers to develop sound systems for those operators and to help their organisations evolve beyond their present level. To facilitate those trainings and provide interim management, many organisations make use of qualified overseas staff; this according to Savage (2012) is a good practice, but the researchers' indicates that the government should endeavour to reduce the bureaucracy associated with such recruitment.

The Centre for Training and Projects Development (<http://www.ctpd-namibia.com/>), states that training courses are methods of improving the effectiveness of the current workforce, but they are also attractive benefits for ambitious people. They further noted that Employees Training and Development can lead to reductions in:

- Inefficient use of time and materials
- Workplace accidents
- Maintenance costs of equipment
- Staff turnover and absenteeism
- Recruitment expenses

In addition, *ibid* has demonstrated how training makes a company more attractive to potential new recruits who seek to improve their skills and the opportunities associated with those new skills. The lack of a training strategy, typically lead to potential senior candidates turning down their offer because such companies may not meet their aspirations. Subsequently, such companies end up with less ambitious candidates taking up the jobs. The Centre for Training and Projects Development then concludes that a training strategy should be a systematic training and improvement of people

within the organization so that they, and the company, can achieve their objectives - both personal and corporate goals.

Savage et.al (2012) noted that it is essential that projects are implemented, rather than simply mooted. Further, their output must be subject to evaluation, monitoring and review. Without a well thought out monitoring and evaluation plan, one cannot tell whether the project has achieved its objectives (Savage, 2012). Furthermore, without feedback, none of the parties concerned with project outcomes could make appropriate, informed decisions about whether and how to adjust the design or implementation arrangements to better achieve the intended objectives (Mosse and Sontheimer, 1996).

Intensive customer service training be given to the staffs was one of the recommendations in Mwanza and Chingarade (2013) study, as according to the researchers, it can . The pervasiveness of the disconfirmation scores indicates that the airport staffs are ill-equipped to meet the needs of the customers (Mwanza et.al, 2013). The researchers' further indicated that the training be at two levels, the first level the staffs should be made conscious and aware of the expectations of the customers including the relative importance of the service dimensions to the customers while, the second level, the staffs should be put through a program that addresses their customer service skills with particular emphasis on the service dimension (Mwanza et.al, 2013).

According to Mathekga and Maciko (2018) the South African Development Communities (SADC) region is the hub of Shoprite and Pick n Pay as their growth has been massively influenced by the economic and political conditions as well as the type or nature of the consumers. Shoprite has 1855 stores across Africa. According to a research by Euromonitor International as quoted in a research by PMA, the grocery

retail environment in South Africa is extremely competitive with many retailers focusing on training staff. However, there are few incentives for employers to invest in the training of workers employed casually, temporarily and via labour brokers (Mathekga et.al, 2018).

According to Muyakwa, Daka and Mwape (2008) most of the Shoprite in Zambia employees interviewed in their study has indicated that training, development, promotion and advancement opportunities at Shoprite were not made available to most of the employees. It was noted during the study that most employees served for more than 5 years without any promotion or technical training. The study further reports that, the interviewed employees stated that Shoprite did not provide technical training which contributed to the advancement of all workers, especially women. They stated that the company only provided internal basic on job training which was directly benefiting the company. Some of the training, which the company provided include packing, receiving stock, and till operations etc. The workers however indicated that the company provided an education loan facility which permanent employees were allowed to access (Muyakwa et.al, 2008).

According to (www.pnp.co.za), a successful retail business is dependent on a skilled workforce. With 1685 stores in the SADC countries, Pick n Pay states that part of their plan is having good skills that ensures an effective and efficient management and delivery of their products and services, and better customer service. Staffs that develop their skills are able to advance more quickly through the organisation and are more likely to stay with the Group. Training alone is often not sufficient to change behaviour or improve performance. Improved performance changed attitudes, and new skills acquired during training may need to be complemented by and maintained through continuing education, supportive supervision, and adequate motivational incentives.

Pick n Pay offers over 330 training programmes to employees, ranging from basic literacy and numeracy through to computer-based training and management and leadership programmes, on duration of 2 to 24 months for different levels (Moodley, 2005). We operate a robust career development framework to help our employees to meet their career goals.

According to the Pick n Pay strategic focus, they have indicated in 2017 that it would like to improve customer service, and in 2018 Pick n Pay did this by providing customer service specific training to 9000 staff members across South Africa and beyond aiming specifically at improving customer service and they have also indicated to have over 800 training courses that have reached 50% of their staff members. There are three groups of trainers within Pick n Pay which include classroom trainers, on-the-job trainers and ABET trainers (Moodley,2005).

According to Browning (2006), the customer's service experience rests in the hands of the frontline employee. It is, therefore, critical that these employees are competent and motivated to deliver service that will result in customer satisfaction. Meeting the needs of these employees through high quality human resource practices is critical in the pursuit of service quality (Schneider and Bowen, 1993 as quoted in Browning, 2006). It forms the foundation to providing excellent customer service. Employees who feel valued and supported will actively invest their energy into providing quality service to customers (Browning, 2006).

As presented by Browning (2006) where he interviewed thirty-three managers were and 62 frontline employees through ten focus groups from four service organizations; namely, car rental, hospitality and retail, training and performance appraisal have the highest correlations with service behaviour ($r = .27, p \leq .001$), followed by management support ($r = .26, p \leq .001$). This according to *ibid* indicates that employees' perceptions

of HRM practices bring about an altered attitudinal state within the employees that in turn influences their performance. The researcher adds that it has an important implication for organizations, in that they need to focus on the impact that HRM practices and the work environment have on employees' emotional attachment and identification with the organization. It also highlights why HRM practices affect service behaviour. It is not only about employees' positive perceptions of HRM practices but the fact this has an impact on their commitment to the organization that in turn motivates them to provide quality customer service to the customer (Browning, 2006).

Furthermore, participants from the above discussed study felt that training provided them with the necessary skills to interact with customers and an understanding of customer requirements in terms of high-quality service. Moreover, Browning (2006) adds that training has a significant impact on employees' commitment to customer service. Training was also seen as a reward and as such, it could be impacting on service behaviour in this capacity. The specific practice of multiskilling emerges as a significant HRM practice.

In a study conducted in Kenya, researchers wanted to find out from respondents whether they see any relationship between the types of on the job training and their eventual good or improved performance (Jagero, Komba & Mlingi, 2012). It was clearly shown that workers considered the types of training they received to have led to good performance at their jobs. A convincing 94% or a total of 141 respondents who filled questionnaire strongly agreed while 6 of them making 4% partially agreed and only 3 representing 2% partially disagreed while no one at all strongly disagreed.

The researcher still wanted to find out whether employees considered on the job Training to be the only reason for their improved performance. Only 40% considered

on the job training to be the only reason for their improved performance 8% partially agreed while the majority disagreed. Therefore, altogether 52% disagreed and out of those 32% partially disagreed and 20% strongly disagreed.

A report by Grieson (2002) on a Kenyan and Zambian study indicated that Enterprise level training is increasingly competency-based with competency norms determined by the specific demands of individual enterprises (and in many cases by their parent organisations or trading partners). The report further states that there is little inter-firm co-operation in training and no evidence that trade associations offer useful training assessment, training or training support capacity. In addition, to ensure that there is quality in training and development is maintained, it is necessary to review all training materials on a regular basis (Moodley, 2005).

2.5. Effectiveness of customer service trainings in Namibia

Key benefits may include improved employee attraction/recruitment, retention, engagement, and innovation. Saunders (2009) suggests that to be most effective, training should be oriented to develop employee potential versus addressing deficiencies. Customer service training provides employees with a foundation for effective service delivery. Potential benefits of this training may include improved skills and attitudes; better communication skills; better understanding of workplace practices; increased morale, confidence, self-satisfaction, and work satisfaction; increased participation; greater job/career advancement potential; greater interest in and willingness to participate in further training; and more independence (Grey, 2006).

As employees acquire certifications and credentials, and these are recognized by employers, both groups benefit. Employees have a tangible way of demonstrating

mastery of service knowledge and skills, and employers have tools to assist with the recruitment and screening of potential staff.

Almost everyone now recognizes the significance of training on the success and growth of organizations. It is accepted that 'Logistics firms that train staff witness significant benefits' (Financial Times 2008 as quoted in Savage, Fransman and Jenkins, 2013). Training is therefore needed at all levels to enable drivers, warehousemen and other operators to work as effectively and efficiently as possible, whilst protecting the goods, vehicles and equipment for which they are responsible (Savage et.al, 2013) . According to Jagero, Komba and Mlingi (2012) in East Africa, specifically in Kenya the East African Breweries Limited (EABL) conducts personal performance management assessments during the year, resulting in agreed career development plans for each manager. The researcher has found a significant relationship between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task and vice versa. It is evident that training according to Savage et.al (2013) has a direct relationship with the employees' performance. Therefore, training is a formal and a systematic modification of behaviour through learning which occurs as result of education, instruction, development and planned experience (Michael Armstrong, 2000). Because of the practical implications of training, it is important to have training that is effective (Jagero et.al, 2012). Studies have proven that more costly but effective training can save money that is wasted on cheap but inefficient training (Ginsberg, 1997 as quoted in Jagero et.al, 2012).

Jagero et.al (2012) study has showed several other factors that can also contribute to the effectiveness of trainings. The given factors included working environment,

employee skills and knowledge, motivation and rewards, communication flow and organizational culture. According to Muyakwa et.al (2008) working environment also contributes to employee performance. This has been proved by respondent employees themselves who altogether by 100% agreed that work environment is a factor, other than on the job training, contributes to performance. Jagero et.al (2012) recommended emphasized that although, receiving on the job training is closely related to improved performance of the trained employees, it is important to know that employee's performance is affected by many other factors such as mental or psychological condition, organizational culture of the particular place of work, interaction among employees and so forth. The researchers further recommends that organizations hire counsellors or psychologists to assist workers who have other difficulties in life to remain focused in their jobs despite the challenges they are facing out of the office. As having psychologists at the place of work would also be a catalyst for improved performance because workers who have social problems be it at the place of work or out of it have a chance to talk about them and receive appropriate assistance (Jagero, 2012).

2.6. Training methods

According to Falola *et al.*, (2014) there have been various theories propounded to explain the relevance of training needs in any establishment of organisation. In social learning theory, employees acquire new skills and knowledge by observing other members of staff whom they have confidence in and as well believe to be credible and more knowledgeable. The theory posited that training and learning is influenced by person's self-efficacy and his ability to successfully learn new skills which can be

influenced by encouragement, oral persuasion, logical confirmation, observation of others (Falola *et al.*, 2014).

Reinforcement theory believed that training is a strategic tool to make job interesting to the workers and as the avenue for the employees to improve themselves for optimal performance which can culminating to promoting employees for outstanding performance, innovation, creativity as a result of training attended (Falola *et al.*, 2014).

Silberman and Biech (2015) stipulate training design to play a very vital role in the employee as well as organisational performance. It is very necessary for the organisation to design the training very carefully (Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). According to Partlow (1996) those organisations which develop a good training design according to the need of the employees as well as to the organisation always get good results. A bad training design is nothing but the loss of time and money (Tsaor and Lin, 2004). Delivery style is a very important part of Training and Development (Afaq, Yusoff and Thukiman, 2011). Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and is not capturing the attention of the audience it means that it is a wasting of time (Griffin *et al.*, 2000). It is necessary for a trainer to engage its audience during the training session (Seamen and Eves, 2005).

Sloman (2017) introduced three most popular training processes, which have multiple problems. Sloman (2017) indicated that the three training processes convey different information to everyone who uses them; they are hard to test and track; they are time consuming, and they may not deliver great results.

2.6.1. The training manuals

An employee training manual is one of the key learning inputs for any training. (Praten and Curtis, 2002). As described by Mayhew (2017), “a well-constructed training manual provide written training content, which enable departmental functions in the absence of key employees, in providing new employees with valuable information and codify workplace rules and guidelines” (p. ??). Sliberman *et.al* (2015) refers to the, training manuals as an efficient tool for communicating basic information to your employees, particularly in regards to the business’ training policies.

The training manual’s content can usually be detailed and very descriptive and may include general notices about the company’s training programs, the strategic goals of its training programs and even the list of trainers and personnel who will be in charge of the training process during a certain period. Human resources departments that have employee training manuals also find it easier to provide workplace orientation and can offer employee training with internal resources using those manuals as written materials (Sliberman *et al.*, 2015).

Sliberman *et al.*, (2015) outlined that; businesses that provide employee orientation often provide new hires with an employee handbook as a form of a training manual. The researchers continued stating that an employee handbook contains workplace rules and guidelines with which employees should be familiar before they assume their duties and responsibilities. In addition, employee handbooks usually have acknowledgment forms that employees must sign to indicate receipt and understanding of company policies. Signed forms are put into each employee's personnel file and remain part of the complete employment record. Employee training manuals or employee handbooks give employees much-needed support for learning workplace

rules and serve as reference material should there arise questions about company policies.

Sliberman *et al.*, (2015) acknowledge the importance of a training manual, as it may come in handy when an employee is absent, on leave or otherwise unable to perform the job task or train another employee how to do the job. Silberman *et al.*, (2015) point out that training manuals helps the business employees understand what they are expected to learn, furthermore, training manuals also strengthen whatever training program the business already has in place, thus helping it to overcome various training challenges along the way.

Training manuals eliminates the need for additional training materials for your training program, plus an employee training manual can be used as a general framework for employees to get a general idea of what their training is meant to achieve. It can, for example, explain their role in daily operations or even what sort of qualifications and expertise are required from different types of personnel (Silberman *et al.*, 2015). In short, a well drafted training manual offers tremendous benefits to a business that is trying to expand the qualifications of its employees by giving them a long-term view of what they are supposed to achieve. Therefore, aside from the main contents of the manual, a statement or two about this particular matter may also be beneficial to each trainee's interests (Silberman *et al.*, 2015).

Finally, an employee training manual should be treated as an integral part of the training program. The manual itself should be considered as a rough summary of what the trainees and employees can expect, as well as a guide on how to improve employee performance (Silberman *et al.*, 2015).

2.6.2 The training videos

Training videos are often just a video depiction of actors or employees carrying out the actions outlined in the manual. Training video's limitations are that, they take a lot of time to watch and can't hope to convey more than a narrow range of scenarios. Many were created by people who never had to sell on the sales floor, so their value to someone actually having to sell on the sales floor is limited at best. However, apart from the limitations, training videos allows for variation in instructional delivery which helps with learning retention. Video is also a great way to demonstrate case studies and reinforce information explained in text. For a training that is procedural in nature, training videos are a great way to present a string of procedures in a comprehensive way that can be referenced again and again.

2.6.3 Shadow training

Heathfield (2017) stresses that job shadowing is a type of on-the-job employee job training in which a new employee or an employee desiring to become familiar with a different job, follows and observes a trained and experienced employee. The researcher acknowledges the effectiveness of the form of training for certain jobs.

Although, this type of training may seem to be a burden by the experienced salesperson (who devotes time to training instead of earning) it allows the employee to gain comprehensive knowledge about what an employee who holds a particular job does every day. Furthermore, job shadowing provides a far richer experience than reading a job description or doing an informational interview during which an employee describes his or her work (Heathfield, 2017). Job shadowing allows the observer to see and understand the nuances of a particular job. The job shadowing employee is able to observe how the employee does the job, the key deliverables expected from the job, and the employees with whom the job interacts. He or she can attend employee

meetings, visit customers, attend conference or training events, and become completely familiar with the job.

The limits of these training programs create a front-line force that is poorly informed, inconsistent, and most importantly lacking in confidence. Therefore, for training to be effective, it must be part of an on-going process of improvement, as a once-and-done training period may leave plenty of time for employees to fall into bad habits on the sale floor. Therefore, it is crucial for a training program to be coupled with performance monitoring that can stop bad habits before they are formed or, worse yet, get passed on to other employees (Sloman, 2017).

According to Sliberman *et al.*, (2017) job shadow training method may be used by an organisation when it wants to train newly recruited employees as well as employees that may want to learn different jobs within the organisation. Kuo, Wu and Deng (2009), states that training method can provide enough information about new and different job to allay the employee's fear of the unknown. Therefore, job shadowing is a handy tool when it comes to career opportunity via job transfers or lateral moves.

Job shadowing is effective for any job in which the seeing is more graphic than the telling, or when the seeing is an important component of the learning. When job shadowing, the individual sees the actual performance of the job in action. But, in job shadowing, the participant also sees and experiences the nuances of how the service is provided or the job performed. According to Heras, Garcia-Pardo and Julian (2009) people learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time. It is better for the organisations to give their employees on the job training because it is cost effective and time saving (Heras *et al.*, 2009). It is good for organisation to give their employees on the job training so that their employees learnt in a practical way (Kuo *et al.*, 2009).

The participant experiences the employee's approach, the interpersonal interaction required, the steps and actions necessary, and the components needed to effectively perform the job that the employee might never think to mention. Finally, job shadowing becomes essential when an employee is trained internally for his or next role.

2.6.2. Behavioural modelling

Thach *et al.*, (2003 as quoted in Gist, 1989) whereby the researcher describes behavioural modelling as a process in which a training technique demonstrates the behaviours required for performance. Thach *et al.*, (2003) explains that trainees imitate the model's behaviour in practice or work situations. Since behaviour models can take a number of forms such as, using videos to begin the process of comparing right with wrong practice, trainees could then visit a competitor, observe a realistic situation and, through that experience, learn good and bad practices. The researchers add that model procedures can also be developed for particular transactions, such as handling customer complaints, where broad behaviour steps are identified to help the trainee. Taylor, Russ-Eft and Chan (2005) reported that behavioural modelling was found to be effective in a variety of training situations. The researchers continue to say that behavioural approach, recommends that training programs opt to train teams on how to work as teams, and how to diagnose problems and provide remedies. This type of training approach should be directed at changing behaviour. Taylor *et al.*, (1989) concluded that the best learning comes by doing during actual improvement projects and added that the training program is employed to help with customer interface.

2.6.3. E-Learning

Online learning (also known as e-learning) is becoming a dominant delivery method in workplace-learning settings across organisations of various sectors and of varying sizes (Kramer, 2007). Online learning refers to distance learning environments that use Internet and/or Web-based technologies to support the teaching and learning process. One important point to note is that online learning can be used synonymously with e-learning, e-training, cyber education, and other similar and emergent constructs used to refer to Internet or Web-based learning, instruction, and education (Pina, 2010).

Pina (2010) reported that, the first wave of e-learning occurred in 1995, while the second wave can be viewed from the perspectives of aligning online training with the business, e-learning solutions and deployment. Kramer (2007) noted that E-learning may provide an opportunity to build key relationships within companies and build credibility as knowledge organisations. The ultimate goal of effective e-learning is to drive business results while enhancing corporate performance through the alignment of training and business strategies (Beamish, Armistead, Watkinson, 2002). According to Gale (2002), the ultimate value of e-learning comes when it is linked to achieving a company's goals.

Beamish *et al.*, (2002) stipulates that there is a tilting of training toward online technologies. The researcher cites that the need for developing employees to keep up with changes is growing as pressure is placed on the utility of a company for cost reductions. Given the current state of the recessionary economy, Gale (2002) emphasize that employee training and developments are often the first costs to be cut in a downturn. The strategy that a corporation has towards its training can have an important impact on the overhead cost that the company incurs. Decisions involving training strategies can place a great importance on how to measure the value that training programs contribute to the bottom line (Kramer, 2007).

According to Kramer (2007) E-learning can generate revenue; make relationships more productive with partners, suppliers and most importantly the customers; and support key processes, such as compliance. To gain these benefits, however, the training department, IT organisation and business units must jointly manage the business initiatives that e-learning supports. Rojnuckarin (2006) pointed out two most significant reasons why a firm should invest in e-learning technologies one, to move users toward a self-service model of information access and two to deliver and to align and track more closely with corporate strategies and objectives. Gale (2002) claim that the first e-learning ROI rule is that E is for effectiveness. Payne and Frow (2006) asserts that speed and efficiency are two factors that contribute to ROI and are reasons more compelling than dollars to move to e-learning. Speed is a well-known competitive advantage in business (Taylor *et al.*, 2002), and according to Kramer (2007) study, the researcher cites that it requires 25 to 60% less time to convey the same amount of learning online rather than in a classroom setting. Adding that, e-learning offers an instant scalability in that more employees can be trained in a shorter time, anywhere. Kramer (2007) pointed out that E-learning on ROI is a vitally important topic within companies; however, training departments continually face challenges in making it relevant. IBM found that using such technology has enabled the company to trim the cost of training by \$400 million a year. However, IBM has found that e-learning works most effectively when strategically coupled with classroom training.

2.6.4. IBM Global Training Provider

IBM Global Training Providers offer traditional offerings of public and private training but this is significantly augmented by “Smarter Skills Services” such as:

- Skill Gap Analysis

- Business Transformational Services
- Content Customization to make the learning fit
- Collaborative and Connected Learning Sessions and tools
- Learning Coaching
- Boot Camps and Re-Skilling Sessions
- Enterprise Learning Licensees — where clients that have invested in their own competency centres can leverage IBM and IBM Global Training Provider Content with a right to use or right to modify license.

According to the 2010 survey IBM training providers are also offering many more dynamic services that adapt to the business and learning needs of today. IBM and its Global Training Providers are also establishing work methods that facilitate and encourage collaboration by leveraging the collective strengths of our customer's organisations. The study further explains that firms working together with an IBM Global Training Provider, firms gain access to skills maps developed for roles and solution areas, a dedicated client team that will work with the client to identify any potential skills gaps and a dynamic plan to address these gaps. The study explains that the skills gap is not just about technical ability and driving process efficiencies, nor is it just about engaging employees to make them more productive and to reduce attrition costs.

2.7 Recommended training methods

Researchers such as Khan *et al.*, (2011), have argued that on the job training help employees to get knowledge of their job in a more practical and easier as it is easier to apply. They also get to receive immediate feedback on their learning compared to other methods. On the job training reduces cost and saves time, has a significantly positive effect on the organisational performance which typically improves gradually.

Falola *et al.*, (2014) also showed a mean score of 4.1166 out of 5, showing that mentoring – which is part of on the job training) plays a significant role in the training of employees. Their study also showed that apprentice and job rotation enhances employee performance, with a mean of 4.1883 to 3.9686, concluding that behavioural training techniques have a better significant effect on employee performance and organisational effectiveness. Majority of their respondents were of the opinion that professional training improves employees' skills and competencies, however, most of the respondents also believes that computer-based training is the most effective off-the-job training techniques to train employees to gain competitive advantage (Falola *et al.*, 2014).

Falola's research has also discovered that lecturing, role playing and game and simulation can also widen an employee's reasoning and be innovative (Mean = 3.7399, 3.8206 and 3.9552 respectively).

However, Burnard (1991) argued that employees cannot only learn interpersonal skills by rote, or by merely mechanically adopting a series of behaviours. Burnard (1991) suggests that employees may need to spend time reflecting on themselves and on the feedback of their performance that they have received from other people. The survey carried out by the Retail Council of Canada in 2015, has indicated the most important essential skills for workers to succeed in the firms conducted were as follows: working with others 31%; oral communications 29%; thinking skills 23%; continuous learning 13%; reading text 2%; Numeracy 1%; Document Use 1%; Writing Skills 0%; and digital technology use 0%.

In 2015, a survey done by the Retail Council of Canada in collaboration with WCG International Consultants Ltd. reports that e-learning and classroom facilitation are predominant methods of training for retailers, 83.8% of the retailers used classroom

facilitation, 94.6% and lastly, in store coaching 27%. In addition, the survey reported that the respondents also listed conference calls and conference attendance as training methods for their employees. 71.1% of the respondent stated that they have internal training facilitators while 28.9% have none. Retailers with internal training primarily use learning & development specialists, supported by HR and store operation teams.

The survey further indicates the percentage of employees trained per year in a firm: 0-1000 Employees - 50%; 1001-5000 Employees - 15 %; 5001-10000 Employees - 15% and 10001+ Employees - 3%. It further shows the percentage of temporary / casual employees with 71.8%; part-time employees 87.2%; full-time employees with a percentage of 89.7% while management employees with 100.0%. The survey reports that the training was largely operational in nature with focus on the fundamental skills needed to support stores and customers. Almost 60% of the Regional Council of Canada survey respondents use either an LMS or CMS for their training programs. Of the 60%, 82% have external vendors hosting their tracking programs. This indicates that the majority of respondent either do not have capacity to effectively manage online training programs and growth still exists for LMS and CMS in retail.

Customer Service is among the courses most often referenced for use by LMS. Today more than ever, according to an IBM report, companies need to maximize their human capital by providing the right skills at the right time for the right people. Embracing the right level of IT training, enablement and engagement can dramatically reduce attrition and safeguard the investment made in hiring.

2.8 Offers from various training programs

It is very difficult for an employee to perform well at the job place without any pre-training (Armstrong, 2014), while, Partlow (1996) adds that trained employees

perform well as compared to untrained employees. Although it is costly to give training to the employees, in the long run it gives back more than it has cost the organisation (Heras, 2009). Employees' training and development is a strategic determination to facilitate learning of the job-related knowledge, skills, ability and behaviour that are crucial for efficient performance capable of enhancing organisational effectiveness. In addition, training is requisite on enhancing workers capability, reasoning faculty and competence which will improve organisational performance and help in gaining competitive edge (Falola *et al.*, 2014).

The Regional Council of Canada (2015) stated that training methods offer various keys to success, such as; developing a leadership development program and exploring more creativity for non-traditional learning and development. By using e-based and mobile learning platforms, employers can provide a more flexible learning method.

Gale (2002) argues that training investment constitutes a powerful signalling device to reassure employees that they are valued by their employers, which in turn enhances employee motivation and commitment to the organisation. In addition, Khan (2011) suggests that social and political processes at the level of the workplace shape the distinction between skill acquisition and skill development. Montesino (2002) cites Argyris and Schon (1978) explaining that learning embraces cognition; thought, insight or detection, and action behaviour or correction. Sliberman (2015) suggests that training workshops can heighten individuals' motivation to develop different capabilities and facilitate the development of skills needed to build these capabilities. Other factors include job involvement, organisational commitment, and job satisfaction (Armstrong, 2014). In addition, trainees must have the ability to retain the knowledge instilled during the training program to facilitate the transfer process. The benefits of a skilled workforce and a learning solution are significant and measurable,

and they affect all areas of the organisation from sales and marketing to customer service and support. According to a 2010 study by the IBM Institute for Business Value, organisations that are significantly outperforming their industry peers also happen to be making more headway on newer approaches to work. They are using dynamic, collaborative and connected ways of working to get things done effectively within a constantly changing environment

Mouawad *et al.*, (1996) states that an ideal customer service representative would have the following profile: a genuine liking of people; an enjoyment of working for and servicing others; a strong social need; an ability to feel comfortable among strangers; a sense of belonging to a group or place; an ability to control feelings; a sensitivity towards people and ability to show compassion or empathy; a general sense of trusting others; a high level of self-esteem; a track record of competence. Sloman (2017) firstly, suggests employees to engage with customers immediately. Training programs allows employees to attentively and truly listen to the customer's needs and concerns. Sliberman (2015) outlines the importance of rapport building, the researcher indicates that it often takes time and a willingness to listen, however, once rapport is built, trust naturally follows. Once a customer trusts an employee, according to Armstrong (2014) a great experience is born and loyalty is created. Therefore, training programs informs employees exactly how to accomplish that engagement. Secondly, Sloman (2017) emphasises the importance of employees on understanding the importance of selling value over price. The researcher continues by saying, having built a relationship with the customer, the employee should now know how to begin connecting the customer to the item, and not to its price.

Sliberman (2015), states that, a properly trained employee will know about the firm's products and services and the value inherent in those products and services. Another

advantage that the researcher has included is that trained employees will know how to connect with customers first before conveying the value of the products or services. Armstrong (2014) concluded that when employees are properly trained, there will be no need to lie or exaggerate to close a sale. Once again, this relates directly to the ability of a trained employee to engage with the customer and understand their needs (Sliberman, 2015). Knowing the value of the product or service holds for the customer, the premium value, the employee will use that information to sell additional items that will enhance the experience of the product or service for the customer (Dhar, 2015). This in turn, will maximise the profits of an organisation as well as gain competitive advantages as researchers have indicated. Harris et.al (1995) has indicated that a proper training will not only teach employees on how to add value but also how to raise the average number of items per customer, that will strengthen the firm's profits.

Falola *et al.*, (2014) proposes that employees need to be trained to be in a constant state of self-analysis, employees should also be reviewing the techniques that they have learned and then applying them in real world sales situations. According to research, through those processes, employees can learn the importance to distinguish between theory and practice. Montesino (2002) argues that some training may make very little difference to the perspective of the individual whereas more significant learning may lead to a re-conceptualisation of the individual's assumptions and values. According to Sliberman (2015), the most common training processes have too many limitations to be consistently effective. They may leave gaps in the knowledge base and may not be evenly applied to all employees; however, for trained employees, they will have the ability to identify the gaps and may preclude customers from noticing the gaps.

Lin and Darling (1997) indicate that sales skills are not learned through observation; they're learned through study and practice, preferably with professional guidance. Therefore, the best employee in any firm with sufficient experience in customer skills, such as innovative and problem-solving skills will be the best in training other employees within the organisation. Hiam (1991) adds that the trained employees will be capable to train, and reliably communicate the skills and knowledge that have made them successful. However, Motesino (2002) points out those training programs should be designed and delivered in such a way that provides trainees the ability to transfer learning back to the job.

Although online shopping was once seen as destined to kill the retail industry (Gale, 2002), many retail stores continue to thrive. According to Sloman (2017), shoppers in a brick and mortar retail store are looking for something extra, something that they cannot get online, but that extra something is delivered by employees.

Sliberman (2015) pointed out that customers are rarely transparent about their desires; therefore, it adds a greater advantage to trained employees to employ a little psychology in working with different consumers. Trained employees according to Sloman (2017) should exude confidence, not desperation even if they work on commission, and that confidence comes from solid training and a belief in the value of what they are selling. Rojnuckarin (2006) adds that when a customer senses that the employee is truly confident in themselves and in the value of the firms' product or service; customers will begin to feel that confidence as well. Moreover, a greeting or an encounter that is too passive will make the customer feel neglected. In order to be successful, a proper balance must be struck and that is not something that good employees are born with, but rather something that they have to learn through training (Rojnuckarin, 2006). Performance evaluations are only meaningful if everyone is

starting from the same baseline, therefore, training programs ought to be consistent and repeatable, for every employee in the organisation to hit the floor with the same skills and knowledge. Rather individuals need to undergo extended periods of active learning to reach exceptional levels of performance (Taylor et.al 2005). Thach (2003) asserts that the best training programs use modules that convey the same information to every employee. They also include testing that lets you know that everyone is on the same page before they set foot on the sales floor. With this kind of program, it will be easier for any firm to truly compare employee performance basis.

Montesino (2002) states that for top managers to want workers to perform new tasks, to become more effective, and to replace out dated work habits, organisational leaders will have to send their employees to participate in training programs. Professional training programs are primary training tools for achieving organisational goals (Sliberman, 2017).

According to Falola *et al.*, (2014) the resource-based view (RBV) of the firm advocated that an organisation can gain competitive advantage by attracting and retaining competent human resources and as well identify relevant training for them that will keep improving their capacity for optimal performance. By implications, the effectiveness of training and learning depends on the pattern of the job-related knowledge, skills, capability, competencies and behaviours that are important for greater performance which invariably be capable of influencing organisational success (Falola *et al.*, 2014). Furthermore, Valle *et al.*, (2009) emphasizes the importance of customer service training programs, as this effect is explained by the fact that if employees sense an interest on the part of the organisation in offering them training, demonstrating trust in them and an intention to count on them in the long-term, they will respond by making a greater effort and being more efficient in the course of their

duties. Lee *et al.*, (2005) adds that under any circumstances, training would be an important element in the creation of human capital. This argument, based on equilibrium theory (Valle *et al.*, 2009), is also supported by Hitt (2001), who says that investment in training can create a moral debt among employees who receive training. However, Tzafrir (2005) also believes that investment in training can have negative performance.

For one, it is clearly a cost for the business, especially if the business is not able to secure reciprocal commitment from the employee. Two, it represents a risk for the company: if the employee decides to leave the organisation, it would represent a loss of human capital. This is the problem of transferability contemplated in resource and capacity theory.

2.9 Skills gained from customer service training

Training and development increases employees' efficiencies, innovation, invention, capacity to accept new technologies and techniques. According to Khan *et al.*, (2011) the human resource department plays a major role in every organisation; therefore, it is considered as the backbone of every organisation and it is also the main resource of the organisation. Organisations are known to invest huge amounts on the human resource capital because the performance of human resource will ultimately increase the performance of the organisation. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organisation (Mwita, 2000). Mwita (2000) explains that performance is the key element to achieve the goals of the organisation so performance may increase the effectiveness and efficiency of the organisation which may be helpful for the achievement of the organisational goals.

According to Dhar (2015) there are many factors which improve the work of the employee such as flexible scheduling, managerial skills, furthermore, employees to get the knowledge of their job in a better way (Armstrong, 2014). Training programs can provide advanced customer service tips for an organisation based on the content area or competency that the organisation wants to improve, in addition, it will also give an opportunity to learn about customer service skills, such as, building customer loyalty, creating effective first impressions and lastly, managing customer expectations (Payne *et al.*, 2006). Emphasis is placed by Pfeffer (2002) that an organisation's goals should be related to customer service, so that it is a foundational component of the short and long-term strategies of the firm. They are usually set out as core values in mission statements and make their way to the training floor so that service is made as a priority in the business (Montesino, 2002).

A recent report from the Stanford Graduate School of Business found that managers' at large and middle-sized national "modern retail" firms that are growing and cater to an upscale regional market often hire frontline supervisors from among entry-level employees. The report also found that, in regions where the economy is expanding, these companies are experiencing strong growth, opening up many opportunities for employees to advance to positions with more responsibility, requiring high-level skills, and paying higher wages. Industry analysts moreover argue that the skills young workers learn in entry-level retail jobs on customer service, teamwork, multitasking in a stressful environment, are transferable and help them gain access to and succeed in other industries.

In a recent IBM Smarter Workforce (2013) study IBM looked at best performing companies and worst performing companies to see if skills had a part to play in performance. The results found showed that 84% of employees are in the best

performing organisations are receiving the training they need, while a full 68% better than worst performing companies. Furthermore, the study showed that training helps stakeholders win as objectives will be met 90% more often by increasing team skills. Increasing team skills by 1/3 increases likelihood of stakeholders meeting their objectives from 10% to 100% (IBM Smarter Workforce, 2013).

As training and development is an aspect of human resource practices, Falola et.al (2014) points out that it helps in enhancing employees' skills, knowledge, and competence capable of improving employees' ability to perform more efficiently. The researchers continue saying that training and development play a vital role in the effectiveness of an organisation, as it is one of the most pervasive techniques for improving employees' performance enhancing organisation productivity in the work place. Employees are the indispensable asset and key element of gaining competitive advantage of any organisation and training is an essential tool for its actualization (Dhar, 2015).

2.10 Training needs in retailing

Many organisations in this contemporary world are striving to gain competitive edge and there is no way this can be achieved without increasing employees' competencies, capabilities, skills through adequate training designs (Falola *et al.*, 2014). Every organisation should therefore develop its employees according to the need of that time so that they could compete with their competitors (Sliberman, 2017). Furthermore, Falola *et al.*, (2014) states that for any organisation to achieve its stated goals and objective in this competitive world, adequate and relevance training and development of staff cannot be over emphasized. Therefore, organisations are expected to identify training needs of employees and design training programmes plan how to implement

them and thereafter evaluate the outcome that will eventually help to optimally utilize their workforce towards actualization of an organisation objective.

According to a report by IBM (2012), top performing companies not only recognize the importance of their people but also the need to provide the right skills to enable their people. The report continues stating that 71% of CEOs cited human capital, ahead of products, customer relationships and brands as the leading source of sustained economic value. In addition, CEOs ranked “People Skills” in top 4 “External forces impacting the enterprise”. In the IBM document, it pointed to market drivers and performed a reality check in the skills that some organisations have and the market readiness to fill the current and future skills gaps. It has also shown research where more than 65% of global leaders cite “talent and leadership shortages” as their number one business challenge and with some skill areas, a full 90% of organisations do not have all the skills they need to be successful. They have therefore recommended various actions that companies can take to drive the right skills and has also looked at how to link training to their business goals.

According to a survey done in 2015 by the Retail Council of Canada (RCC) and WCG International Consultants Ltd., whereby over 50 retail training professionals have participated showed that employee training and development as a key tool used by retailers to improve staff and store effectiveness and to improve employee engagement. The survey presented the following findings:

- firstly, it was indicated that there is a shortage of skilled candidates to meet the retailer’s recruitment needs,
- secondly, attitude and soft skills are priorities in the recruitment and selection process, the focus of training currently delivered is operational in nature with a focus towards policy and procedures and management development,

- thirdly, Post-Secondary education is seen as a nice-to-have, but not a requirement for retail positions.
- Fourthly, respondent's also support continuing education initiatives for employees and lastly, e-Learning and Classroom predominant methods of training for retailers that needs to be considered more.

The survey conveyed that, more retailers are hiring based primarily on soft skills and opting to train the more foundational retail skills likely due to the skills gap that exists in the labour market. In addition, leadership development, which has been identified as a need, can be a focus to elevate the talent pool. A greater understanding of the costs and benefits associated with training must be adopted by tracking, measuring and analysing to understand the impact it has on the bottom line.

In addition, McDonald's 2007 survey reported that during their financial year in 2004 the company wanted to re-establish their competitive advantage, as their service culture was based on speed and convenience. They identified the need of enhancing the existing hospitality culture to exceed customer expectations. Also, during the same year, the company had undergone a brand relaunch with the theme 'I'm lovin' it' and wanted the customer experience to reflect this theme.' This led the company to design and implement a customer care program, designed to:

- address the training needs of existing customer-care staff – that is, those who interact with customers in restaurant dining and front-of-house areas; and
- develop future customer-care staff.

Partlow (1996) and several other experts state that basic retail knowledge is critical. This includes knowledge on the products or services that the retail renders as well as main skills taught during customer service training, including, telephone skills;

customer service and customer retention, telemarketing; problem solving capabilities; maintaining customer satisfaction; and effective use of technology (Mouawad *et al.*, 1997). Training in personalized customer service and “reading the needs/level” of the customer is also important (Munoz *et al.*, 2011). It will be an added advantage for employees to learn basic questions to ask so to determine their level of knowledge and/or interest in retail (Mascarenhas *et al.*, 2006). Some customers may want information on a certain product, or perhaps how a certain service that the firm provides works. They need to customize their service to the needs of the visitor. The goal should be to create such an enjoyable experience that the customer will want to return; will encourage all of their friends to return; and will become a life-long customer of the firm (Lin *et al.*, 1997). Finally, there should be training on how to promote specials or discounts that are available at a company.

2.11 Summary

This Chapter provided theoretical imperatives that frame this study. The literature review states training to be a method of enhancing human performance, the chapter illustrates the importance to bridging the gap of lack of knowledge or skill for the provision of quality customer service by employees by providing training. The chapter looked at topics such as the impact of customer service training methods; training methods such as on the job training, e-learning which were also the most recommended training methods by researchers. The literature recommends employees to be trained so that they may know how to deal with consumers and to rectify the inevitable problems that arise on a daily basis. Customer service trainings offers different skills, such as interpersonal skills, having good knowledge of the product/service that is rendered, most importantly it drives the employee to work towards the goals and

objectives of the enterprise, thus, differentiating the firm from its competitors. The study population as well as the sample that was used in the study is further discussed in the next chapter.

CHAPTER THREE

3. RESEARCH METHODS

3.1. Introduction

The previous chapter defined the term training and discussed the importance of effective training to an enterprise, as well as the different training methods to be used by retailers to train employees within an organisation. Effective communication skills, problem solving skills, interpersonal skills were some of the skills mentioned in the review that employee' gains through the provision of customer service trainings. The research methodology is the set of processes used to collect and analyse data (Leedy & Ormrod, 2001). This chapter discusses the processes that were used for instrument development, sample selection, and collection and analysis of data. The goal was to produce a valid and reliable instrument to measure the effectiveness of customer service trainings offered to Ondangwa Micro/Small and Medium retailers. The methodology followed the Kirkpatrick four level training evaluation model (Kirkpatrick, 1977) and Falola *et.al* (2014)'s framework.

3.2. Research design

A mixed method approach (quantitative and qualitative) was used in the study. For the quantitative approach, the study administered questionnaires for employees of different firms in Ondangwa to determine the types of customer service training those employees have attended in the past 12 months; and if that training had improved their interactions with the customers.

The qualitative approach was carried out through semi-structured interviews with managers or owner managers of retail shops in Ondangwa. The interviews strived for an understanding on the content of the training, the duration, the frequency and also the level of effectiveness.

3.3. Population

The population of this study consisted of employees and managers of retail shops in Ondangwa. The data base received from Ondangwa Town Council with all the registered businesses in its surroundings indicates there to be an approximately 465 businesses (see annexure 5 registered businesses within Ondangwa). The study therefore focused only on managers or owners of bigger retailers, i.e. Shoprite, Pick n Pay as well as Spar and smaller retailers as well as their employees stated in the list from Ondangwa Town Council.

3.4. Sample

Managers or owners were selected using a stratified random sampling technique, which was applied for the selection of the first level of units of the study, namely, differently sized retail enterprises. The study also used a Business Register List of Ondangwa Town Council as the sampling frame. The list consisted of different types and of businesses that are legally operating within the town's boundary. Given that Ondangwa is vast, only retail enterprises in Ondangwa were considered for selection. Informants of the selected businesses were managers or owners. For employees of the

selected retail businesses, a non-probability convenience sampling technique was used to select those that would participate in the study.

The reason for applying these techniques was that this was a cross sectional study and only targeted employees that would be on duty at the time the researcher visited the shops to collect data. The sample consisted of a total number of six medium; no large retailers were conducted, as there is no firm in Ondangwa with the required number of employees found in Ondangwa; and 39 micro and small retailers. A larger number of micro and small enterprises was conducted, as the Ondangwa Town Council database of all the 465 registered businesses, indicates there to be a larger number of micro and smaller retailers.

3.5. Research instrument and measurement quality

This study was conducted using two research instruments for the collection of data. The first instrument was a questionnaire that was used for administering to employees. The second research instrument was an interview guides with semi-structured questions for managers.

The effectiveness of training programs offered to Ondangwa retailers' employees was measured using items drawn from the Kirkpatrick's four level training evaluation model (Kirkpatrick, 1977) and Falola *et al.*, (2014)'s framework. The combined approach allowed for a distinct evaluation of on the job training and off the job training programs while focusing on;

- a) individual employees' general reaction to training programs,
- b) their perceptions of the level to which training programs are meeting their learning objectives,
- c) the extent and manner in which their performance is affected by the training programs and,

d) the overall value of the training programs.

Using this approach responded to critical issues of inconsistencies raised among training program evaluations and allowed for general comparability (Carnevale and Schulz, 1990). Where appropriate, items from Kirkpatrick's four level training evaluation model (Kirkpatrick, 1977) and Falola *et al.*, (2014) were modified to fit the current study. These items of between 15 -25 on a five-point Likert scale, alongside bio data, enterprise general information and qualitative questions then constituted a measure of effectiveness of Ondangwa retailers' training programs. The use of a five-point Likert scale and descriptive qualitative questions to measure effectiveness of training programs is commonly used throughout literature reviewed (Mulder, 2001; Falola *et al.*, 2014).

3.6. Procedure

Questions for both managers and employees were firstly drafted and carefully studied. The instruments were then tested to ensure that questions were understandable and easy to answer. The researcher contacted Ondangwa Town Council, showed the officials an authorised letter from NBS in assisting with the study for a complete list of all Micro/Small and Medium/Large retailers found in the boundaries of Ondangwa only. A random selection was done for the selection of retailers to be surveyed. Appointments with the retail managers and employees were made, whereby an introduction of the researcher and a brief explanation of the research were conducted.

3.7. Data analysis

SPSS was used to analyse the data, to find out the opinions of respondents and their characteristics. The statistical methods used were descriptive analysis, Analysis of Variance (ANOVA) as well as chi square. Thematic analysis was also used to analyse

qualitative data that would primarily be collected from the managers and owner managers of retail shops.

3.8. Research ethics

The researcher sought permission from store owners and managers to participate in the study and only employees of those shops that had agreed were approached to complete the questionnaires. Equally, both managers and employees taking part in the study were informed that participation was voluntary and that all the information would be treated confidentially. The information gathered through the research is being kept in a lockable cabinet at the researcher's residence, only accessible to the researcher and will be destroyed by shredding and burning after five years.

3.9. Summary

The purpose of the study was to produce a valid and reliable instrument to examine and compare different customer service trainings provided to employees in different sized retailers in Ondangwa, in addition, to measure the effectiveness of those training programs. A mixed approach was utilized during the study, whereby, questionnaires was used for the employees, whilst, managers or owners were interviewed, looking at questions about the content of the training and the level of effectiveness. Both sets of respondents were also asked to give their opinions on how customer service training programs may be improved. Airasian (2003) stated that when presenting the results of a questionnaire study, the response rate for each item should be given as well as the total sample size and the overall percentage of returns. The next chapter discusses the outcomes of the study.

CHAPTER FOUR

4. RESULTS AND DISCUSSIONS

4.1. Introduction

A survey was conducted to measure various trainings on customer services within Ondangwa town; another aim was to measure the effectiveness of the training programs. According to various researchers, the extent of transferring skills and knowledge for an effective performance in the work setting and for a better competitive advantage, training is an essential tool. Instrument tools were drawn up, for the gathering and collection of data, to answer the study objectives. The data base from Ondangwa Town Council was used to get the resulting report based on interviews with 6 medium and 39 micro and smaller businesses and 135 questionnaires from employees. This chapter discusses the survey results using descriptive statistics. Other elements covered are the sample size, mean, standard error and standard deviation. However, there were some respondents that failed to answer all the questions in the questionnaires. Each section of the survey was summarised as well as the comments and suggestions made by the participants.

4.2. Descriptive Statistics – Demographic Features of the enterprises

4.2.1. Response Rate

The primary data for this study was collected at two levels. The first level which was a source of data was the enterprise level. At this level the study sought to establish the type of enterprise, its place of origin and the size of the enterprise. It also investigated whether the enterprise offers customer service training to its employees, if it does, who receives the training, the contents of the training and if such training is accredited. The

study further sought to establish the mode of training, payment arrangements and how customer service training programs can be improved.

The researcher planned to interview 50 enterprises as follows:

Micro and small: 40

Medium and large: 10

In total, 50 enterprises were contacted for interviews and a total of 47 participants expressed willingness to respond to the interview questions. From the 47, two firms did not provide basic required information and were therefore disqualified. In the end, the study had 45 responses, rendering a response rate of 90%.

At the second level, the study engaged employees of enterprises that were interviewed for data triangulation and to enrich the understanding from the applied perspective. A questionnaire was also used to collect data from employees. Initially, the study aimed to interview 100 employees and 150 questionnaires were given out. In total, 135 employees responded to the questionnaires, presenting a response rate of 89.33%.

The analysis of data from both levels was discussed concurrently, with the exception of demographic data which was done per level. The reason for presenting data concurrently was to do a comparison analysis on variables that were important to form conclusions that were then triangulated.

4.2.2. Size of the enterprises

Recalling from the methodology chapter, the study used the definition from Namibia's SME policy to define the size of the enterprise, focusing on the number of employees as follows:

Table 4-1. Enterprise size definition

Enterprise size	Number of employees
Micro	1-10
Small	11-30
Medium	31-100
Large	101 and more

Source: Namibia SME enterprise policy

As indicated in the table and graph below, the total number of businesses interviewed for this study was 45. Of the 45 businesses, the majority (24) 53.3% were micro enterprises followed by small enterprises which were 15 (33.3%) and 6 (13.3%) were medium size enterprises. None of the businesses interviewed was a large business.

Table 4-2 Size of Enterprise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Micro Enterprise	24	53.3	53.3	53.3
	Small Enterprise	15	33.3	33.3	86.7
	Medium Enterprise	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

This distribution is not unusual. As we discovered through this study, Ondangwa typically has smaller branches of the larger businesses. Also, most businesses, especially the South African retail chain shops are primarily large in annual turnover sales and not necessarily in the number of employees.

For instance, when using number of employees to define the of size of enterprises; shops like Pep, Mr Price, Clicks, Big Daddy, Style and OK Furniture fall into the micro size enterprise category. This means that shops that are large in turnover in Ondangwa do not necessarily employ more people.

From the initial piloting, the researcher found that it was not easy to get annual turnover from the shops and as much as that variable would be a better measure, it was not going to be easy to obtain. It is nonetheless useful to understand how smaller branches of larger retail businesses apply customer service in their establishments.

4.2.3. Origin of the Enterprise

The businesses interviewed for this study had three origins, namely: Namibia, South Africa and Germany. Only 1 (2.2%) of the businesses had a German origin, while the majority of the enterprises either had their origin in Namibia 23 (51.1%) or in South Africa 21 (46.7%).

Table 4-3 Place of HQ

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Germany	1	2.2	2.2	2.2
	Namibia	23	51.1	51.1	53.3
	South Africa	21	46.7	46.7	100.0
	Total	45	100.0	100.0	

It would also have been interesting to see if the sizes of businesses, with different types of origins had a different customer service orientation.

4.2.4. Year of Establishment

The literature reviewed was contradictory, when it came to learning and age of the enterprise. Some studies found that older enterprises had more resources and could afford to invest in professional development of their employees; i.e. training. However, another body of literature showed that younger enterprises tend to be more inclined to learn as they are often growing rapidly and are typically small enough to ensure efficient learning. Thus, it was important to investigate the relationship, if any, between age of differently sized enterprises and their customer service orientation.

Table 4-4. Age of Firm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28 years and older	15	33.3	34.1	34.1
	20 years after independence	19	42.2	43.2	77.3
	8 years and younger	10	22.2	22.7	100.0
	Total	44	97.8	100.0	
Missing	System	1	2.2		
Total		45	100.0		

From the data in the table above, it shows that, 15 (33.3) businesses were established before independence while 19 (42%) were established between independence and 2010; i.e. 20 years after independence. The youngest firms which were established after 2010 were 10 (22%). However, one business did not indicate the year of its establishment.

4.2.5. Demographic data of participating employees

Gender and Age

The data shows that from the 134 employees interviewed, the majority 83 (61.9%) were female while 50 (37.3) were male. One (1) participant did not indicate their gender.

Table 4-5. Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	83	61.9	62.4	62.4
	Male	50	37.3	37.6	100.0
	Total	133	99.3	100.0	
Missing	99	1	.7		
Total		134	100.0		

The gender distribution as depicted in Table 4.5 was fairly in line with Namibia's census which showed that Females make up 51.33% of the total population while males make up 48.67%.

The data further shows that, there was no employee participant below the age of 20 and there was also no employee participant aged 50 and above. The 3 age groups were as indicated in Table 4.6 below, with those in the 20 -29 age category making up almost half of the group, followed by the 30 -39 age group at 33.6% and those from 40 -49 making up 17.2%.

Table 4-6. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	65	48.5	48.9	48.9
	30-39	45	33.6	33.8	82.7
	40-49	23	17.2	17.3	100.0
	Total	133	99.3	100.0	
Missing	System	1	.7		
Total		134	100.0		

The age distribution is indicative of the country's large youth group and the high unemployment among the youth which may lead to businesses preferring this group because they are energetic and their labour is in access. This, at a likely disadvantage of the younger group below 20 years old who may not have experience and the older group that is nearing retirement.

4.2.6. Employment tenure

In this study, employment tenure was a scale variable trying to establish how long employees had been working in that business for. The majority of the employees had been working in the businesses that they were in at the time of the study for about 1

month to 6 years. Given the heavy skewedness of the data, there were a few that have been for a long time with their business.

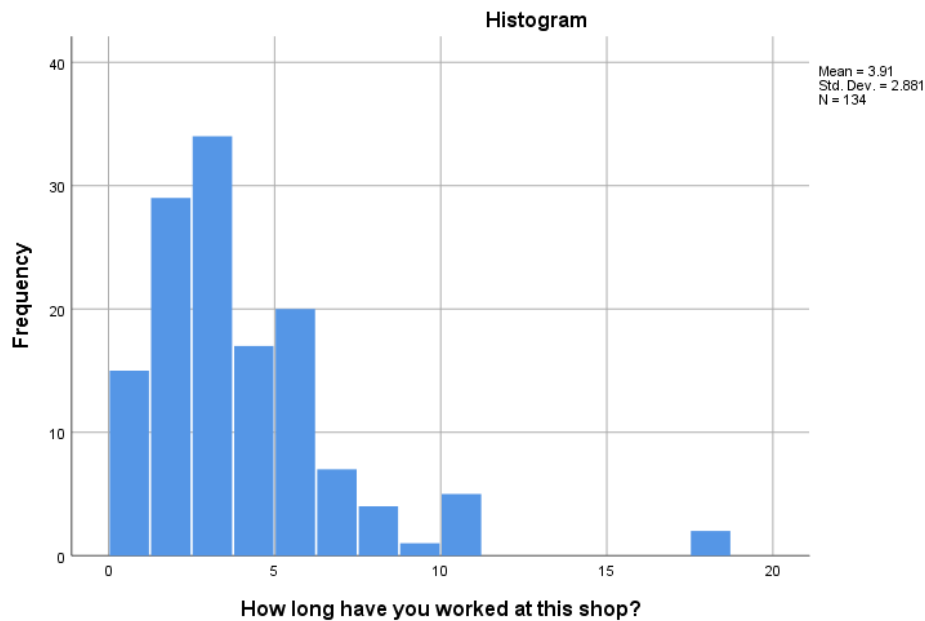


Figure 4-1 Working duration

4.2.7. Employee Position

Participants in the study came from diverse job designations ranging from shop / floor/sales assistants, cashiers, chefs, delivery persons, bakers, cleaners, gardeners, supervisors, assistant managers, managers and many others. The wide range of representation among the group is a result of randomly selecting participants in the study and it offers a wide range of perspective on the subject of customer service training. A table indicating job designation of all the respondents of the study is found in annexure 1.

4.3. Analysis of Customer Service Training Attributes offering

4.3.1. Customer service training attended

Before getting to the types of customer service trainings that are offered by differently sized businesses, the study tried to establish if indeed businesses do offer Customer Service training. The study also sought to find out who in the businesses was attending such trainings. The results showed that, majority of the enterprises 38 out of 45 (84.4%) do offer customer service training while only 6 (13.64%) enterprises do not offer the training.

The results reported that at an enterprise level, the results were consistent with what the employees also indicated. Approximately 79.1% of the 134 interviewed employees had attended training on customer service in the past 12 months while 20.9% had not. As it relates to who receives customer service training in the enterprises, majority of the enterprises 30 (71.4%) indicated that all their employees do attend customer service training. However, there were those enterprises 5 (11.9%) that only offered the training to those employees that had direct contact with customers while only 2(4.8%) of the businesses used seniority as a criterion; i.e. supervisors or managers only. The study also indicated that 5 enterprises (11.9) do not offer customer service training to their employees.

Similarly, with 79.1 % of employees having attended customer service training over the past 12 months, it shows that the trainings are relatively spread throughout companies. The employees that indicated that they had not attended any training were mainly from the following job designations:

- Hair dressers/barbers
- Cleaners/gardeners and
- Delivery people.

Some of the reasons that the participants provided for not attending customer service training were that, they do not really interact directly with customers and therefore, they do not need the training. Interestingly however, anecdotal evidence indicated that, typically, when a customer wanted some information, they would ask any available person who worked in the shop. For some businesses like furniture shops, it is the delivery staff members that represent the face of the business to the client. Given that they do interact with customers outside of the shop, it would serve the interests of the shop if their brand is represented appropriately.

The businesses that were not offering customer service were hair salons who indicated that they only recruit experienced staff that the business feels do not need customer service training. This information corroborates with the employee surveys where hair dressers/barbers feature high among those that have not attended customer service training over the past 12 months.

New businesses were also among those that had not yet started giving customer service training but had expressed that they had plans to undertake such trainings. Table 4.1 below presents Business Level data on employees that they offer customer service training to.



Figure 4-2. Who receives training?

The study indicated that all employees received customer service training; however, the description of training programs that were offered showed that Micro enterprises offered more customer service training to their employees compared to Small and Medium enterprises being the last, see annexure 3.

4.3.2. Customer Service Trainers

The study further sought to understand who businesses in Ondangwa were engaging to deliver customer service training and the modes of training that were used. The results in Table 4.9 below were not coded. Instead, they were entered as reported by the respondents on the questionnaires to maintain specific functions that were responsible for providing customer service training in enterprises.

Table 4-7 Who offered the training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	15.6	15.6	15.6
Admin and HR managers	1	2.2	2.2	17.8
Administration and customer care manager	1	2.2	2.2	20.0
Management	1	2.2	2.2	22.2
Management	5	11.1	11.1	33.3
Management and supervisors	1	2.2	2.2	35.6
managers and supervisors	1	2.2	2.2	37.8
Online	1	2.2	2.2	40.0
online service provider	1	2.2	2.2	42.2
Ourselves	1	2.2	2.2	44.4
Ourselves	1	2.2	2.2	46.7
Ourselves, in-service	2	4.4	4.4	51.1
Restaurant Management	1	2.2	2.2	53.3
Store managers	1	2.2	2.2	55.6
Style Group of companies	1	2.2	2.2	57.8
Supervisor	2	4.4	4.4	62.2
Team Namibia	1	2.2	2.2	64.4
The company	10	22.2	22.2	86.7
The company (In-service training)	1	2.2	2.2	88.9
The company (team from Windhoek)	1	2.2	2.2	91.1
The company manager	1	2.2	2.2	93.3
The company managers	1	2.2	2.2	95.6
The Management	1	2.2	2.2	97.8
The manager	1	2.2	2.2	100.0
Total	45	100.0	100.0	

As evident from the responses in the Table above, customer service training appeared to be an in-house training program. Companies do carry out the training internally and seldom outsource the function. Typically, it appears that, for retail chain businesses, from time to time, training is provided either from Windhoek or from South Africa, but still internal to the company. There was then weekly and biweekly training that was offered by managers or supervisors onsite. The only outside trainers identified in the study were online service providers and team Namibia. However, this does not appear to be the norm in the industry.

4.3.3. Mode of Customer Service Training for Ondangwa Retailers

From the methodological perspective, this question had the most missing responses from both businesses and employees and the response rate is presented in the Table below.

Table 4-8 Business statistics – mode of training

N	Valid	40
	Missing	5
Sum		106

Table 4-9. Employee statistics - mode of training

N	Valid	120
	Missing	14

Nonetheless, from the valid responses, at business level, majority of the enterprises indicated that they offer customer service training through the following modes: training room (40.0%), followed by on duty (30%) and the mixed method at (27.5%). The online training method is the least mode that businesses use for their training with only one business using it.

Table 4-10. Mode of Training - Businesses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On Duty/on the job	12	26.7	30.0	30.0
	Online	1	2.2	2.5	32.5
	Training Room	16	35.6	40.0	72.5
	Mixed	11	24.4	27.5	100.0
	Total	40	88.9	100.0	

Missing	System	5	11.1		
Total		45	100.0		

Not surprisingly, using the 120 valid responses from employees, it appears that the same three (3) modes of training, namely: training room (32.5%), on the job (33.3%) and or mixed (29.1) were fairly well used. Online training is also reflected by employees as the least used method thus far at only 0.8%.

Table 4-11. Mode of Training - Employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Training room	39	29.1	32.5	32.5
	On the job	40	29.9	33.3	65.8
	Online	1	.7	.8	66.7
	Mixed	35	26.1	29.2	95.8
	Others	5	3.7	4.2	100.0
	Total	120	89.6	100.0	
Missing	System	14	10.4		
Total		134	100.0		

For both businesses and employees, others were specified to that training is offered in a store room.

4.3.4. Cost and Payment of Customer Service Training per Trainee

This question was only posed at business level. The results showed that, because the training is primarily offered with internal resources, the majority of the businesses 28 (62.2%) were not able to indicate the cost and only 12 (26.6%) provided a cost. Five (5) businesses left this question unanswered.

Those that indicated the cost per trainee were those that have a course that was delivered from either outside of the company, or from inside the company but from a branch outside of Ondangwa. Using the valid data provided, besides those that could not cost the training for reasons offered earlier, the real minimum cost per trainee was N\$ 160.00 while the maximum was N\$6000.

With regards to payments, all 100% valid responses showed that the cost of customer service training was paid for by the business. Customers were therefore not required to contribute towards the cost of training, neither were third party organisations involved in supporting retail businesses in Ondangwa to offer customer service training.

4.4. Employees' Perception of Customer Service Training in Enterprises

4.4.1. Integrative Perception of Employees' Value for Customer Service Training

In order to determine employee's value perception for customer service training, a sum of scores was computed from the following 8 items:

- I was able to participate fully during the customer service training;
- I understood how to apply what I learned on the job
- The course material will be helpful in future
- I understand why the training was offered
- The information from the training is relevant and applicable to my work
- I am clear about what is expected of me on the job after taking the training
- Taking customer service training was worth my time
- I will be glad to help others with what I have learned.

The sum of scores from the 8 items was then transformed into categories by allocating percentages as presented in the Table below:

Table 4-12. Employees' perception of value in Customer Service Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75 % or less	6	4.5	5.1	5.1
	Between 76% and 90%	21	15.7	17.8	22.9
	91% or more	91	67.9	77.1	100.0
	Total	118	88.1	100.0	
Missing	System	16	11.9		
Total		134	100.0		

The results show that, cumulatively, employees tend to value customer service training more with 77.1% of the respondents scoring 91% or higher followed by 17.8% of the participants scoring between 76 and 90%. The scores may mean that customer service training is not only imposed on employees by businesses, but that employees also find value in participating and internalising the learning from these training.

4.4.2. Integrative Perception of Employees' Value for Customer Service

Training per Firm Size Category

One of the main objectives of this study was to determine the difference in customer service training between differently sized enterprises. The table below shows the different means between employees from micro, small and medium enterprises. The scores have been adjusted for sample size between groups through SPSS ANOVA. Specifically, the results show that employees in micro enterprises place higher value on customer service training at 2.85 followed by employees in medium sized enterprises at 2.68.

Descriptive Statistics

Table 4-13 Employees' perception of value in Customer Service

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Micro Enterprise	60	2.8500	.36008	.04649	2.7570	2.9430	2.00	3.00
Small Enterprise	39	2.5128	.72081	.11542	2.2792	2.7465	1.00	3.00
Medium Enterprise	16	2.6875	.60208	.15052	2.3667	3.0083	1.00	3.00
Total	115	2.7130	.55827	.05206	2.6099	2.8162	1.00	3.00

Following on the difference in the value placed on customer service training by employees of differently sized businesses, the study performed a post hoc test to establish if the difference was indeed significant.

Table 4-14 Table 4.14 Employees' perception of value in Customer Service Training- Multi comparison

LSD

(I) Size of enterprise	(J) Size of enterprise	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Micro Enterprise	Small Enterprise	.33718*	.11136	.003	.1165	.5578
	Medium Enterprise	.16250	.15234	.288	-.1393	.4643
Small Enterprise	Micro Enterprise	-.33718*	.11136	.003	-.5578	-.1165
	Medium Enterprise	-.17468	.16074	.279	-.4932	.1438
Medium Enterprise	Micro Enterprise	-.16250	.15234	.288	-.4643	.1393
	Small Enterprise	.17468	.16074	.279	-.1438	.4932

*. The mean difference is significant at the 0.05 level.

As indicated in the table above, there is a significant difference in the value of customer service training by employees of micro enterprises from those in small enterprises. No

other significant difference was observed. This may mean that, because the teams are smaller in micro enterprises, the quality of the training is also better and trainers are able to pay attention to employees better. However, this conclusion cannot be applied to small enterprises and medium ones.

Not surprisingly however, using data from the enterprise level as presented in the table below, micro enterprises also tend to have more accredited customer service training programs with a mean of 1.6 compared to other enterprises. Recalling from the data on size of firm, most large retail shops have smaller branches in Ondangwa and thus employ fewer people compared to other areas such as Windhoek, Swakopmund or in the rest of Sub Saharan Africa. Thus, while these enterprises may be small in employment size, their revenue is likely to be large and these enterprises will have capacity to invest in modern methods and modern content of customer service training.

Descriptive

Table 4-15. Is the course accredited

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Micro Enterprise	20	1.60	.503	.112	1.36	1.84	1	2
Small Enterprise	12	1.42	.515	.149	1.09	1.74	1	2
Medium Enterprise	6	1.17	.408	.167	.74	1.60	1	2
Total	38	1.47	.506	.082	1.31	1.64	1	2

This difference should however be noted alongside the fact that, after a post hoc test, there is no significance observed between any groups. See the table below.

Table 4-16. Is the course accredited? – Multi comparison

LSD

(I) Size of Enterprise	(J) Size of Enterprise	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Micro Enterprise	Small Enterprise	.183	.180	.317	-.18	.55
	Medium Enterprise	.433	.230	.068	-.03	.90
Small Enterprise	Micro Enterprise	-.183	.180	.317	-.55	.18
	Medium Enterprise	.250	.247	.319	-.25	.75
Medium Enterprise	Micro Enterprise	-.433	.230	.068	-.90	.03
	Small Enterprise	-.250	.247	.319	-.75	.25

Another variable examined by this study is whether or not their customer service training programs were accredited. Even though not many enterprises have accredited programs, those that do indicated that institutions that are accrediting their customer service trainings are:

- University of Namibia
- Windhoek Vocational Training Centre (WVTC)
- Institute of Open Learning (IOL)
- NCI in South Africa
- Institute of Business Management
- UNISA

4.5. Qualitative data analysis on description of training programs Offered by retailers in Ondangwa

4.5.1. Comparison on the description of customer service training programs

According to the literature reviewed for this study, it is important for businesses that deal with people on a daily basis to make a great impression. The review also shows that it costs five times more to attract a new customer than it does to keep an existing

one. As such, excellent service can make the difference between a business operating in survival mode and or thriving. A customer service training program according to Sliberman (2015) is meant to improve the firm's service standards and should include some of the following characteristics:

- Behaviour changing activities
- Service standards that are customized for your own organisation and work environment
- Specific modules for managers that may include leadership, standards development, etc.
- Interactive and enjoyable
- Enthusiastic presentation
- Skills building
- Relevant comparisons to the current service experience

The study shows that micro businesses in Ondangwa offer more training programs to their employees because it is the employees who work with their customers on a daily basis. This can also be a strategic approach to increase market share in the industry. Training programs provided to employees include: customer relationship building; customer care (delivering service to customers before, during and after the purchase of a good/service); how to attend to customers and how to use machinery. According to Carter and Winston (2013), customer relationship building is a commitment to build a rapport with customers and to provide a product or service through that relationship.

The results from small retailers show that there is similarity in the trainings they offer to their employees as those in the micro retailers. Content wise, customer service trainings by mall enterprise consist of: Customer care services; how to deal with

difficult customers; keeping the store in order; shelf packing; customer service, customer care, how to handle customers, cashier training; customer treatment; registration system; handling customers; how to satisfy customers.

Even though medium firms offer less training programs compared to micro and small retailers, the study found few training programs that are also offered by the other different size business. These include; building customer relationship (an on-going training); the complete guide to customer care (an on-going customer service training).

The study however, also noted that, similar customer service trainings found in micro and small size firms tend to be different from that in the medium retailers, as those in medium size enterprises are on-going. Another difference is that the following customer service trainings found in the medium retailers are not found in the micro and small firms: customer service rapid learning; how to help customers save their money; benefits for our customers; and lastly, how to treat customers and knowing the business as well as the products/services it offers. As noted in the literature review, Partlow (1996) and several other experts stated that basic retail knowledge is critical, this includes knowledge of the products and services.

According to a 2007 survey done by McDonalds, they found that their customer care has improved and indicated the employee turnover to have fallen following training for more than 4,000 customer-facing staff at quick-service restaurant chains. The program was launched in two phases – Hospitality Plus workshops, and the Customer Care course. Each phase was designed to ensure that customer-care staff would:

- Discover and observe key cleanliness standards;
- Learn more about the menu and nutritional information;
- Deliver consistent standards of hospitality;

- Seize opportunities to interact with customers in a personal and positive way;
- Understand how to welcome families and offer help;
- Learn techniques for dealing with, and resolving, customer complaints; and
- Be aware of McDonald's role in the community.

The current study has found that the content of customer service training programs that retailers in Ondangwa focus on covers areas similar to those cited in the survey.

4.5.2. Comparison on the duration of customer service training programs

The findings of the current study show that training in micro retailers lasts for around an hour and if shorter, it takes merely 30 minutes. In addition, it appears that daily customer service training is provided just before the business open and it takes about 40 minutes. Typically, these trainings include the following topics: customer care service; stock taking; cashing up customer care; customer treatment; cash register system; shelf packing; cashing up; dealing with order; stock ups; dealing with customers, how to pack shelves, cash register maintenance and deliveries.

Furthermore, there is a training offered to employees that is conducted twice a year, on how to handle customers; how to resolve conflict without management involvement, how to negotiate with customers and, while applying business rules and regulations. Some Micro enterprises that do not already have customer service training are scheduling and plan to have the programs in place.

According to the survey, on average small enterprise offer their customer service trainings after every 4 months. The results also reported there to be a number of varieties on customer care training in micro retailers in different department levels. Another difference between the micro and small enterprises is that there is no daily

customer service trainings provided in the small retailers. Training programs in medium size retailers takes an average of about 3 to 5 days.

According to the IBM Smarter Workforce (2013) study, IBM outlined that the amount of training does not need to be massive. When preparing for a project, teams receiving 40 hours of training per member met their significant project objectives three times as often as teams that received 30 hours of training or less.

4.5.3. Managers/Owners' Response on how customer service may be improved

Managers and owners of micro retailers stated that the following is content that can be included in customer service training programs to make them more effective, namely, understanding of ethics of the training and expansion of the training content as the company grows. Further improvements suggested during this study include offering certificates of completion and or attendance; provide the training 4 times a year; use different training environment, include all employees including temporary employees; use online training. As submitted by the Retail Council of Canada et al, (2015), e-learning and classroom facilitation are predominant methods of training for retailers.

Improvements proposed by owners and managers of small retailers show that employees need to put in effort to be present; provide programs more regular and re-run refresher sessions so that employees do not forget. Some respondents stated that customer service training should be done on a daily basis, 10 - 15 minutes before the shop opens, as it happens in the micro firms.

Respondents on the other hand proposed different training spaces away from the office. The respondents of the medium enterprises indicated items that were already said by the owners and managers of small and micro enterprises. The only difference is that they included the issue of motivation among employees, i.e. giving certificates

to participants while assessments can be done by allocating a score. Lastly, training should focus more on the customer holistically as services are rendered to the end users.

4.5.4. Improvements that need to be considered –Employees’ perspective

The findings of the current study shows that Micro, Small and Medium retailers in Ondangwa do offer training programs, however, a number of respondents states that a change of training venues and designing of training programs be changed to be more enjoyable. According to the McDonald 2007 survey, training programs should be to be fun and informal, with games and activities to reinforce key messages. This shows that retailers in Ondangwa need to include fun activities when designing training programs to avoid boredom in the team.

In addition, both managers and owners of the enterprises as well as the employees indicated that there is room for improvement, especially as it relates to online training such as e-learning that according to Kramer (2007) a leading delivery method.

4.5. Summary

According to Phibbs (2014) for training to be effective, it must be part of an on-going process of improvement. Medium enterprises in Ondangwa offer on-going training in building relationships with customers and customer care which are essential to an organisation as it retains and maintains customers, while in a Micro enterprise do offer customer relationship building, only that it is not an on-going process. Phibbs (2014) continues saying that a once and done training period leaves plenty of time for salespeople to fall into bad habits on the sales floor, perhaps that is why on-going training needs to be considered. A training program that is coupled with performance monitoring can stop bad habits before they form or, worse yet, get passed on to other employees.

The 2015 survey conducted by the Retail Council of Canada, their findings indicated that firms have trained their employees in subjects as Health and Safety with 89.7%, showing that it is a crucial subject that employees need to be trained in, however, only Small enterprise in Ondangwa (Annexure 3) offer training in a similar subject. Customer service is starting to mean “help the customer deal with more complexity and larger problems” cited Lin et.al (1997), like for example how the Medium retailers offer training on how to help customers save their money.

The study showed a larger room for improvements on the customer service training program, this is shows that employees of different firms are eager to learn new skills and develop themselves, and therefore, it will be an added advantage for businesses when designing a training program to consider their training needs.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

It is evident that, the world does not stand still, and neither should businesses. There is acceleration in technology that is rapidly converging into new systems and transforming into current needs of firms to harness the power of technology to drive business success. As the literature reviewed has concluded, the benefits of a skilled workforce and a learning solution are significant and measurable, and they affect all areas of the organisation from sales and marketing to customer service as well as support.

5.2. SUMMARY OF THE STUDY

The study found that most Ondangwa retailers understand that customer service training is at the forefront of their firms as it includes the most crucial aspects of quality service amongst their consumers. Retailers in Ondangwa offer customer service training in different subjects, including customer relationship building as well as customer care. The study only found six retailers that do not offer training to their employees, either because their business is new to the industry and they do not have a training program in place yet; or that they use their own knowledge on how to work with customers. On the other hand, others retailers reported that they only hire employees who already know their job and don't need training. It is evident that retailers in Ondangwa understand the importance of training in their firms as it maintains customers as well as maximises the business profits. Some firms offer on-going training to their employees showing the effectiveness of their training programs as well as the employers' commitment in the development of skills and knowledge of the employees.

The most significant finding was that many of the participants felt that customer service training was a beneficial reinforcement and they were able to participate fully during the training. Furthermore, most participants also stated that this training would be helpful on how to apply what they have learned. Therefore, it is urgent for training programs offered to employees of Ondangwa retailers to be improved. As for a training program to be truly effective, retailers need to move customer service training to new environments.

5.3. CONCLUSIONS

It is important that the Human Resource Management practitioners according to Schmidt (2007) look at how training and development programs affect those employees who have participated in them. They must be aware of how employees feel about the training and development programs offered to them, and they must understand the components that make up job training satisfaction from the employee standpoint (Schmidt, 2007).

The results of the current study have proposed numerous ways to improve customer service training from both the perspectives of employees and management. Employees indicated that the mode of training be changed as lengthy training videos and materials can overwhelm trainees, and take up an inordinate amount of their time and the trainer's time. Training programs can be broken up into small and easily absorbed sections that can convey the needed skills without a lot of fluff or filler. Schneider, White, and Paul (1998) argued that it is essential that a properly structured training program is included in a variety of situations. Annexure 3 includes all proposed ways for improving customer service programs offered to both managers and employees. The study recommends those points to be studied and implemented by the retailers specifically in Ondangwa. This is because training employees will enhance effective

communication, make employees be more proactive problem solvers and take ownership for creating a stellar customer experience. It is vital that managers/owners conduct on-going training as it will allow everyone in the firm to do their best and achieve the firm's goals and objectives.

5.4. AREAS FOR FUTURE STUDY

Customer service training programs are being developed to enhance business performance through insightful, inspiring and business-focused learning and development. As such, there is a need to study the relationship between customer service relationships and the performance of the firms, using annual financial statements / management accounts.

Another area for study would be to use annual turnover to define firm size as opposed to number of employees and re-run the data on SPSS to establish inferential relationships between size and other variables.

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Annexure 1

Managers/Owners interview questions

Dear Participant,

My name is Yvonne Kangombe, a student at Namibia Business School, UNAM. As part of my Master in Business Administration, I am required to carry out research on a topic that is related to Business. I would therefore like to request your assistance to participate in this study by responding to the questions in this questionnaire. All responses will be treated confidential and no particular information provided will be referenced to you. The questionnaire will take about 15 minutes to complete.

Title: An examination of customer service training programs offered by micro/small retailers and medium/large retailers in Ondangwa – a comparative study

1. Name of the enterprise

2. Year of business establishment

3. Place of the enterprise headquarters (if any)

4. Number of employees:

a) Permanent

b) Temporary/Casual

5. Have any of your employees attended customer service training during the time that they are employed here?

Yes

No

6. If yes to question 5, how many of your employees have attended customer service training programs in the past 12 months?

7. Who in your organisation receives customer service training? (i.e. none, all employees, only employees that interact with customers, only supervisors, only managers etc.)

.....

.....

8. Please take me through the types of customer service training programs offered to your employees and their content, as well as how long they are?

.....

.....
.....

9. Who offered the training program?

10. How are your customer service programs delivered? (i.e. on duty, online, training room/hall etc.)

11. What was the cost of the program per employee?

12. Who paid for the program?

13. Is the program accredited by any University?

14. Please circle the number that represent how you feel about the customer service training programs that are given to your employees.

	Strongly disagreed						Strongly Agree
	1	2	3	4	5	6	7
Overall, I think that the employees liked and enjoyed their training	1	2	3	4	5	6	7
I consider the customer service training to be relevant	1	2	3	4	5	6	7
There was noticeable and measurable change in the employees performance after the training	1	2	3	4	5	6	7
I have been able to observe increases in customer satisfaction after training	1	2	3	4	5	6	7
I have observed a reduction in the number of complaints from customers	1	2	3	4	5	6	7
I have observed less staff turnover among employees who receive customer care service	1	2	3	4	5	6	7

15. In your own opinion, how can customer service training programs offered in your company be improved?

Employee questionnaires

Dear Participant,

My name is Yvonne Kangombe, a student at Namibia Business School, UNAM. As part of my Master in Business Administration, I am required to carry out research on a topic that is related to Business. I would therefore like to request your assistance to participate in this study by responding to the questions in this questionnaire. All responses will be treated confidential and no particular information provided will be referenced to you. The questionnaire will take about 15 minutes to complete.

Title: An examination of customer service training programs offered by micro/small retailers and medium/large retailers in Ondangwa – a comparative study

1. Gender of the respondent:

Female

Male

2. To which age group do you belong?

20-29

30-39

40-49

50-59

60-69

70-79

80+

3. Name of the shop _____
4. How long have you been working at this shop?

5. What is your job position: _____
6. Have you attended any customer service training programs in the last 12 months?
- Yes No
7. How many customer service trainings have you attended during the time that you have been at this shop

8. How were the trainings delivered
- In a training room
- On the job (observing and practicing)
- Online
- Other (specify).....
9. Based on the customer service training program that you have attended while employed at this shop, please tell me how much you agree or disagree with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was able to participate fully during the customer service trainings.					
The environment in which I was trained helped me to learn better.					
My learning was made easier by the trainer.					
I understood how to apply what I learned on the job.					
I have received course material on the training					
The course material will be helpful for my future success.					
I was able to use what I have learned immediately.					
I understand why the training was offered.					
The information in this training is relevant and applicable to my work.					
I am clear about what is expected of me on the job as a result of taking this training.					
I received helpful information prior to the training.					
Taking this training was worth my time.					
I will recommend this training to my co-workers.					
I would be glad to help others with what I learned.					

10. Before coming to work at this shop, have you already attended a customer service training somewhere else?

Annexure 2

Job Designations

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant	4	3.0	3.0	3.0
	Assistant manager	4	3.0	3.0	6.0
	Assistant photographer	1	.7	.7	6.7
	Assistant supervisor	1	.7	.7	7.5
	Assistant waitress	1	.7	.7	8.2
	Baker	3	2.2	2.2	10.4
	Bar lady	1	.7	.7	11.2
	Barber	2	1.5	1.5	12.7
	Cahier	1	.7	.7	13.4
	Cameraman	1	.7	.7	14.2
	Car parts dealer	1	.7	.7	14.9
	Carpenter	1	.7	.7	15.7
	Cashier	30	22.4	22.4	38.1
	Chef	3	2.2	2.2	40.3
	Cleaner	4	3.0	3.0	43.3
	Clothing embroidery	1	.7	.7	44.0
	Customer care line operator	1	.7	.7	44.8

Customer order line operator	1	.7	.7	45.5
Delivery	7	5.2	5.2	50.7
Dispensary	1	.7	.7	51.5
Driver	1	.7	.7	52.2
Finance advisor	1	.7	.7	53.0
Floor assistant	1	.7	.7	53.7
Front desk	1	.7	.7	54.5
Front Desk Clerk	1	.7	.7	55.2
Gardener	2	1.5	1.5	56.7
Hair dresser	2	1.5	1.5	58.2
Head chef	1	.7	.7	59.0
Head Chef	1	.7	.7	59.7
Intern designer	1	.7	.7	60.4
Inventory keeper	1	.7	.7	61.2
Make-up consultant	2	1.5	1.5	62.7
Meat technician	1	.7	.7	63.4
Nail Technical	1	.7	.7	64.2
Nail technician	1	.7	.7	64.9
Packing shelves	1	.7	.7	65.7
Perishable controller	1	.7	.7	66.4
Personal General Assistant	1	.7	.7	67.2
Petrol distributor	1	.7	.7	67.9

Photo editor	1	.7	.7	68.7
Policy agent	1	.7	.7	69.4
Sales agent	1	.7	.7	70.1
Sales assistant	6	4.5	4.5	74.6
Sales person	1	.7	.7	75.4
Security	1	.7	.7	76.1
Shop assistant	14	10.4	10.4	86.6
Spare parts fitter	1	.7	.7	87.3
Stock controller	5	3.7	3.7	91.0
Supervisor	9	6.7	6.7	97.8
Tailor	3	2.2	2.2	100.0
Total	134	100.0	100.0	

Annexure 3

Qualitative Data on the training programs

The tables below provide the following things

Table 1: Description of training program by each enterprise, it shows with a number 1 what the size of that enterprise is.

Table 2: How the enterprises of different institutions think the customer service training can be improved

Table 3: How employees think the Customer Service Training can be improved

Table 1 Size of Enterprise * Description of the program Cross tabulation

Count

		Size of Enterprise			Total
		Micro Enterprise	Small Enterprise	Medium Enterprise	
	Description of the program				
	Money box tool kit; Health and sparkle up through housekeeping; promote how to excite customers; expand product knowledge to wow customers	0	1	0	
	Being friendly and fast efficient, presenting a clean and neat shopping environment, these are done annually for all employees	0	1	0	
	Building customer relationship (ongoing); The complete guide to customer care (ongoing); Cashier training; Till packing skills for success; Customer service rapid learning	0	0	1	
	Cash register handling; Customer care; Shelves packing and more	0	0	1	
	Cashier training; shelf packaging; customer relationship building; customer care	1	0	0	

Customer care points, good quality; and the training takes around an hour and if shorter 30 minutes	1	0	0	
Customer care service; Distributions; Deliveries; Stock taking; Cashing up	1	0	0	
Customer care services; How to deal with difficult customers; keeping the store in order	0	1	0	
Customer care; Customer treatment; Cash Register system; shelve packing	1	0	0	
Customer care; Shelve packing	0	1	0	
Customer service, customer care, how to handle customers, cashier training	0	1	0	
Customer service; cashing up; dealing with order'; Stock ups	1	0	0	
Customer treatment; registration system	0	1	0	
Dealing with customers, how to pack shelves, Cash register maintenance; Deliveries; The training takes about 40 minutes just before the business opens	1	0	0	
Employment equity; me and customer complaints; GSTY Customer service; Pep brand ambassadors; living with hope, a healthy family	1	0	0	
Handling customers; How to satisfy customers; rules and regulation of the company	0	1	0	
How to approach customers; How to help customers save their money; benefits for our customers	0	0	1	
How to attend to customers; how to use machinery; Distribution etc.	1	0	0	

How to deal with customers, how to operate equipment, and machines,	1	0	0	
How to deal with customers; How to function as a cashier; shelving and packaging, Different types of service	1	0	0	
How to deal with every customer, how to be reasoning with a customer; how to maintain business structure; how to operate cash register	0	1	0	
How to deal with troublesome customers; How to treat customers fairly; How to solve problems and give them the customer experience with shop products; Keeping social relations professional	1	0	0	
How to handle clients; How we assure good quality and services; Machine/equipment management	1	0	0	
How to handle customers on a daily basis	0	1	0	
How to handle customers; cash and bookkeeping; Accounts, Shelves packing etc.	0	1	0	
How to handle customers; How to deal with rude customers; customer care service	0	0	1	
How to Handle customers; How to prepare our recipes to perfection, how to use the register, how to pack up the environment	0	1	0	

How to handle customers; How to resolve conflict without management involvement, how to negotiate with customers and applying business rules and regulations. Training is conducted twice a year	1	0	0	
how to interact with customers; How to deal with customers; solutions to customer complaints	0	0	1	
How to offer services to employees; How to deal with and handle conflicts; How to promote products	1	0	0	
How to serve and handle customers; How to keep restaurant clean; cashing up; packing etc.	1	0	0	
How to solve conflicts, how to be at their service; promote or offer other projects; How to address a customer; Training is currently offered after every 4 months	0	1	0	
How to treat customers and knowing the business. Program takes 3-4 days	0	0	1	
How to treat customers; money box tool kit; housekeeping	1	0	0	
Varieties of customer care training because there are 6 different departments;	0	1	0	
We are still scheduling the training but we have a program already	1	0	0	
We come up with our own ideas on how to deal with customers	1	0	0	
We do in-house talks regarding how to deal with customers	1	0	0	
We hire people who already know their job and don't need training	0	1	0	
We just observe on the job and practice	0	1	0	

	We only hire experienced hairdressers	1	0	0	
Total		24	15	6	45

Table 2 Size of Enterprise * How can customer service be improved Cross tabulation

Count

		Size of Enterprise			Total
		Micro Enterprise	Small Enterprise	Medium Enterprise	
How can customer service be improved					
	All employees should be present	0	1	0	
	Employees should make effort to be present	0	1	0	
	Ensure that all employees understand the ethics of the training	1	0	0	
	Expand the training content as we grow	1	0	0	
	Have the training done 4 times a year and ask for more content	1	0	0	
	Have them more regular, and refreshers so that employees do not forget	0	1	0	
	Include all employees, even temps and those that do not interact with customers everyday	0	1	0	
	Include all employees; extra minutes in the meeting, try different approaches like online	0	0	1	
	Increase frequency and include all employees	0	1	0	

Increase it to weekly and all employees should be present	1	0	0	
Increase number of sessions per month, Try different delivery modes like online; All employees should be present	0	0	1	
Increase the frequency	1	0	0	
Increase training to daily	1	0	0	
Increase training to every week	1	0	0	
Increasing the frequency and length of training	1	0	0	
Increasing the number of customer service training	1	0	0	
it should be done on a daily basis, 10 - 15 minutes before the shop opens; it must be for all employees	0	1	0	
Longer training sessions. All employees must attend the training	0	1	0	
Making sure everyone attends	0	1	0	
More face to face training and increase frequency	0	0	1	
More training in a month; Everyone must be present during the training	1	0	0	
Need regular training; all employees must be involved	0	1	0	
Out training needs to focus more on the customer	0	0	1	
Should motivate employees by giving them certificates of completion because they do take assessments	0	0	1	
Spend more hours on the training	1	0	0	
Still setting up the training	1	0	0	

The program needs to offer certificates	1	0	0	
Try new contents and learning how others do it	0	1	0	
try online training and share experience with others	1	0	0	
Use a different environment, all employees should be included including temporary employees	1	0	0	
Use feedback from employees in the training; There should be a contract compelling employees to attend and there should be an assessment	1	0	0	
We can introduce the program	1	0	0	
We can use a different training space away from the office	0	1	0	
We need to focus on the business	1	0	0	
We need to introduce structured training on customer service	0	1	0	
We need to introduce the training	1	0	0	
We need to start with customer service training	0	1	0	
We want to try online training as it might give us new ideas	1	0	0	
Total	24	15	6	45

Table 3 Size of enterprise * How can Customer Service Training be improved? Cross tabulation

Count

	Size of enterprise	Total
--	--------------------	-------

		Micro Enterprise	Small Enterprise	Medium Enterprise	
How can Customer Service Training be improved?					
	All employees should receive customer training	1	0	0	
	All new recruits need customer service	0	1	0	
	allow for sharing among employees	1	0	0	
	Change the delivery mode	0	0	1	
	Change the environment because the shop is always busy when we are doing the training	0	1	0	
	Change the place, always same place becomes boring	1	0	0	
	Customer service should be for all employees	1	0	0	
	Daily training	1	0	0	
	Different modes like Online	1	0	0	
	Do it in a cleaner more spacious environment	1	0	0	
	Focus on face to face training	0	1	0	
	focus on issues such as low to remain cheerful, confirming that the customer is satisfied, use positive communication	0	1	0	
	Focus on issues we are facing on a daily basis	0	0	1	
	Focus on the customer and not on the service only	1	0	0	
Get a new trainer	1	0	0		

Have all departments present as having it per department	0	1	0	
Have an evaluation to test understanding	0	1	0	
Have group training with all employees	1	0	0	
Have informal briefing meetings on customer service	1	0	0	
Have longer training and they should be compulsory	0	0	1	
have monthly refresher courses, and have department specific training	0	0	1	
Have the training program every 6 months	0	0	1	
Have the training in a more comfortable place	1	0	0	
I do not know much about customer service, maybe a training can help me	0	1	0	
I just observe how others handle customers	1	0	0	
improve to each week	0	1	0	
Include all employees	1	0	0	
Include practical/role play	1	0	0	
increase frequency	2	0	0	
Increase frequency	1	0	0	
Increase frequency to two times a month	0	1	0	
increase frequency to weekly	0	1	0	
Increase frequency to weekly	1	0	0	

Increase frequency to weekly and it must be compulsory	0	1	0	
increase frequency, all employees must be involved,	0	1	0	
increase it to weekly	0	0	1	
increase the frequency	0	1	0	
increase the frequency and make it mandatory	1	0	0	
increase the frequency every week	0	1	0	
Increase the frequency of training from 1 every 4 month	0	1	0	
increase the frequency of training per month, like weekly	0	1	0	
Increase the frequency to 3 times a year	1	0	0	
increase the frequency to at least 2 per month	1	0	0	
Increase to monthly at least	1	0	0	
Increase to weekly	1	0	0	
increase to weekly and everyone should attend	0	1	0	
Increase to weekly and make it for all employees	0	1	0	
increase to weekly, different methods, all employees must be involved	0	1	0	
increase training to at least 3 times a year	0	1	0	
Increase training to every week	1	0	0	

Increase training to weekly	1	0	0	
Increase frequency	0	1	0	
Introduce it here also	1	0	0	
introduce new activities to make it more interesting	1	0	0	
Introduce new method	0	0	1	
introduce online training	1	0	0	
It is not necessary for my job to attend those training as i don't deal directly with customers	1	0	0	
It is not relevant in my position	0	1	0	
it must be for everyone. longer sessions and more frequency per month	0	0	1	
It should be a weekly training and mandatory	1	0	0	
It should be extended to all employees	1	0	0	
It still needs to be introduced	0	1	0	
Learn from others so that we can see how they do it	1	0	0	
Let everybody be present and increase the frequency	1	0	0	
Longer sessions will be better	1	0	0	
Longer sessions and all employees must be present	0	0	1	
Make it at least ones every year	1	0	0	
Make the training weekly	0	1	0	
Making training more available	0	1	0	

Management can introduce it for all new employees	1	0	0	
Management need to introduce it	0	1	0	
More sessions	0	0	1	
more training for our department	1	0	0	
more training to make it enjoyable to serve customers	1	0	0	
My job does not really require service training	0	1	0	
need longer sessions	1	0	0	
Need more	1	0	0	
Need more frequent training for our departments	0	1	0	
Need more training sessions in a year	1	0	0	
need more training	1	0	0	
Need more training	1	0	0	
Need to introduce the program	1	0	0	
New environment and new mode or technique	0	1	0	
New method, like online method	0	1	0	
Offer training to all new employees	0	1	0	
Other forms of training	1	0	0	
Our salon does not offer Customer service training, they need to introduce it	0	1	0	
Regular refreshers and observations	1	0	0	

Spend more time on training, they are too short sessions	0	1	0	
Staff members should take the training serious and they must all be present	1	0	0	
That even cleaners are included in training	1	0	0	
The modules should include how to handle rude customers	0	1	0	
The training needs to be taken seriously	0	1	0	
The training should be mandatory, and frequency should be increased to every month	0	1	0	
They can try out different content	1	0	0	
Training should be compulsory, need more material, workers should implement what they have learned, increase the number of hours to at least 2 hours, update the training information	0	0	1	
Training should be offered more often	1	0	0	
Training should be on less busy days and it should be compulsory for all	1	0	0	
Training should be more practical, all staff should attend together	0	0	1	
Try a new approach	1	0	0	
Try different environments	1	0	0	

Try different mode like online	1	0	0	
Try new methods like online	0	1	0	
Try online training	0	1	0	
Try other methods	1	0	0	
Use a bigger venue	1	0	0	
Use different mode/strategy	1	0	0	
We can use a different mode like online training	1	0	0	
We don't get hand out material, that needs to improve	0	1	0	
We get little training because we just deliver	1	0	0	
We need other ways not just training	1	0	0	
Weekly training, training should be per department	0	0	1	
Total	69	46	16	135

Annexure 4

Ondangwa Town Council Registered businesses

Trade Name	Nature of Business	Postal Address	Owner	ID Number	Contact Details	N\$ Paid
Shoprite Oluno	Liquor	P.O Box 2830 Ondangwa	Frieda Johannes		65245742	168
Onambango Store	General dealer and Liquor	P.O Box 788 Ohangwen a	Johannes Shihepo		811292931	168
Monis Salon & Barbershop	Salon	P.O Box 89 Ondangwa	Hishitile Salom		818060809	168
Kufako Bar	Bar	P.O Box 90101 Ongwediva	Josua Haimbondi		811401000	168
Selfridges Entertainment	Bar	P.O Box 90101 Ongwediva	Miina Nakanyala		65240501	168
FN Emirates Entertainment Bar	Bar	P.O Box 90101 Ongwediva	Josua Haimbondi		811401000	168
Good Taste Bar	Shebeen	P.O Box 1778 Ondangwa	Jambulu Erastus		816227734	168
Chuma Micro Bar	Shebeen	P.O Box 15005 Oluno	Sisamu Samu		812448122	168
Ondangwa Private Hospital	Hospital	P.O Box 4027 Ondangwa	Dr. Helena Musweu		65283100	168
MKS Ice Supply	Ice cubes and blocks	P.O Box 3170 Ondangwa	Michael Ikwambi		814901799	168
Cashbuild Ondangwa	General dealer supplier	P.O Box 2797 Ondangwa	Amorin Sanders		65240501	168
Herman Sakeus Shebeen	Shebeen	P.O Box 2237 Ondangwa	Sakeus Herman		812576650	168
Endjonga Bar	Bar	P.O Box 1781 Ondangwa	Philipus Haikali		812835041	168

Trepple NNN Cash Loan	Cash loan	P.O Box 810 Ondangwa	Nangombe Aina		812733432	168
Cresta Pandu t/a Protea Hotel	Hotel	P.O Box 2827 Ondangwa	Helmi Hitula		65241900	168
Mexico Entertainment	Bar/Shebeen	P.O Box 34 Ondangwa	Johannes Haukena		813428762	168
Kaputu Praise Trading Entreprises	Bar and Restaurant	P.O Box 1729 Ondangwa	Lourentius Julius		812424666	168
O'Save Minimarket	General Dealer	P.O Box 1301 Ondangwa	Asser Haimbodi		812464542	168
O'Save Minimarket	Liquor Shop	P. O Box 1301 Ondangwa	Asser Haimbodi		812464542	168
O'Save Bar	Shebeen/Bar	P.O Box 691 Ondangwa	Jerobiam Haimbondi		812464542	168
B.A Bar	Shebeen/Bar	P.O Box 19107 Ondangwa	Frieda Shigwedha		812011793	168
Pernod Ricard Namibia	Liquor Shop	P.O Box 98 Windhoek	Celeste Carstens		65240506	168
Imbandungila	Bar/Shebeen	P.O Box 911 Ondangwa	Maria Petrus		814644234	168
KETU 2000	Bar/Shebeen	P.O Box 18093 Ondangwa	JS Mwetupunga		813230441	168
Monte Carlo	Bar/Shebeen	P.O Box 727 Ondangwa	Isai Nhinda		811242166 6	168
Metro Cash and Carry	General Dealer Wholesale	P.O Box 2349 Ondangwa	Maranda Carstens		65240967	168
Dornado Bar	Bar/Shebeen	P.O Box 2340 Windhoek	Fillemon Albertina		812969700	168
John Manyanga Shebeen	Shebeen	P.O Box 293 Ondangwa	Fenny Kalumbu		65240491	168
Good Hope Supermarket	General Dealer Retail	P.O Box 753 Ondangwa	Fenny Kalumbu		811240195	168
Oshiveli Try Minimarket	General Dealer Retail	P.O Box 293 Ondangwa	Naemi Ndakalako		65240491	168

OPOTOLUK WA	Shebeen/Bar	P.O Box 128 Ondangwa	Sisco Angula Shipena		81128916	168
Mad Dogs	Shebeen	P.O Box 753 Ondangwa	Barnabas Kambonde		811272587	168
Mad Dogs	General Dealer Retail	P.O Box 753 Ondangwa	Barnabas Kambonde		811272587	168
Move On Bar	Bar/Shebeen	P.O Box 840 Ondangwa	Funeka Shigwedha		812534586	168
Riya Spares and Accessories	Auto Spare and Agriculture	P.O Box 3408 Ondangwa	Chentan Gandhi		812323493	168
Five Two Five Two Health Centre	Physiotherap y	P.O Box 5001 Oluno	Bertha Moshi		65240425	168
Far Well Mr Happy	Bottle Dealer	P.O Box 645 Ondangwa	Joseph Nampala		811278433	168
Far Well Mr Happy	Shebeen	P.O Box 645 Ondangwa	Joseph Nampala		811278433	168
Melody Trading Entreprises	Bar/Shebeen	P.O Box 340 Ondangwa	Saima Nantinda		812301063	168
Mukwahepo Gweelu Day care and Kindergarten	Day care and Kindergarten	P.O Box 2308 Ondangwa	Martha Eelu		812721003	168
BookShop of Namibia	Bookshop	P.O Box 2599 Ondangwa	Kristof Amukoshi		813210228	168
Iitembu Noyana	Bar/Shebeen	P.O Box 1356 Ondangwa	Kaarina Kalwenya		812512724	168
LHC Basson T/A Ombiliha meat centre	Butchery and Bakery	P.O Box 15289 Ondangwa	P.J Basson		65240251	168
Green Africa Shebeen	Bar/Shebeen	P.O Box 2472 Ondangwa	Eunike Shaamula		812582447	168
Ketu Bar	Bar	P.O Box 1272 Ondangwa	Eino Hamuteny a		811289934	168
Tutaleni College	Training Institution	P.O Box15278 Ondangwa	Ester Antanga		65241976	168

Rucunga Boys INN	Bar	P.O Box 3345 Ondangwa	Tuhafeni Elias		812161451	168
Two Way Shebeen	Bar/Shebeen	P.O Box 1417 Ondangwa	Markus Haitembu		812068750	168
Three Sister Public Bar	Public Bar	P.O Box 2267 Ondangwa	Fennie Nanyeni		811248805	168
AVBOB Namibia	Funeral Undertaker	P.O Box 5035 Windhoek	Elson Namwandi		61219497	168
Onawa Bar	Bar	P.O Box 2954 Ondangwa	Adolf Ndemusha kena		812600593	168
Monte Carlo Okangwena	Bar/Shebeen	P.O Box 727 Ondangwa	Isai Nhinda		811242166	168
Visible Communication Bar	Bar, Ice Cubes & Blocks	P.O Box 531 Ondangwa	Antonio Amunyela		811486443	168
Jet Gwashamba	General Dealer Retail		Mushona Hedwig		814441674	168
Public Bar	Bar	P.O Box 1289 Ondangwa	Johannes Amutenya		814162010	168
Sasa Restaurant & Bar	Bar	P. O Box 51 Ondangwa	Abisai L Shiyukifeni	35	812191659	168
K V Friends INN	Bar	P. O Box 856 Ondangwa	Victoria Haileka	295	811298589	168
Etenhamba Bar & Restaurant	Bar & restaurant	P. O Box 1729 Ondangwa	Alfeus Amupolo	238 7	812602888	168
Sarajevo Bar	Bar	P. O Box 1115 Ondangwa	Amukongo Theoder	240 34	812602888	168
Ombili Bottle Store	Bar	N/A	Nghalulwa Ndamona malwa	32	812354850	168
E Bar	Bar	P. O Box 1051 Ondangwa	Mose Amutenya	117 3	812445441	168
Mr Life Bar	Bar	P.O Box 1051 Ondangwa	Ananias Lovisa	260 9	811243987	168
Olukalo Bar	Bar	P. O Box 965 Ondangwa	Andrias Kristof	157	812862313	168

EDD' Bar	Bar	P. O Box 13133 Ondangwa	Samuel Edward	174	814237612	168
Pask Bar	Bar	P. O Box 2003 Ondangwa	Petrus Nashongo	538 Uup opo	812946388	168
Pask Bar	Bar	P. O Box 2003 Ondangwa	Petrus Nashongo	114 Om akul uku ma	812946388	168
Bom Bom Import and Export	General Dealer Retail	P. O Box 2640 Ondangwa	Usman Pasha	123 5	813943208	168
Hot Lamp Bar	Bar	P. O Box 2003 Ondangwa	Matheus Nangombe	120 5	813841840	168
Pombili Shopping Centre	Bar	P.O Box 2647 Ondangwa	Eliaser Moses	242 7 Olu no	812459046	168
Long Street Bar	Bar	P. O Box 679 Ondangwa	Sakaria Akwaake	3 Om asha ka	812472597	168
Freedom Pharmacy Onguta	Pharmacy	P. O Box 598 Ondangwa	John Ntinda	Yet u Co mpl ex	065 246474	168
Wakali Security	Security Services	P .O Box 15366 Ondangwa	Paavo Shikwambi	664 6 Ong uta	813006556	168
Big Daddy Clothing	General Dealer Retail	P. O Box 15019 Ondangwa	Matird N Nghundja	Gw asha mba	165 240997	168
Namgula Shop	General Dealer Retail	P . O Box 5045 Ondangwa	Zang Wen Xuan	Sun Squ are Mal l	811243865	168
John and Penny Group	Butchery	P. O Box 3981 Ondangwa	Nankulung u Petrus	252 5/6	65241207	168
Beaver Canoe	General Dealer Retail	P . O Box 3134 Widhoek	Oleka Lydia	237 8	65246496	168

Ompanda Shebeen	Bar	P. O Box 3314 Ondangwa	Karel Mvula	127 1	812753453	168
Kamwaina Shebeen	Bar	P. O Box 105 Ondangwa	Nathanael Imbili	63 Upopo	813052738	168
Pandu Shebeen	Bar	P. O Box 149 Ondangwa	Sakaria Amukwaya	219 4 Okangwena	811294512	168
Yavo Shebeen	Bar	P. O.Box 598 Ondangwa	Shihepo Leonard	696 Omasaka	851287719	168
Gwakeya Shebeen	Bar	P. O. Box 226 Ondangwa	Martha Tomas	338 Omakuluma	812851244	168
Northern Pathology	Medical Pathology	P. O Box 3786 Ondangwa	Dr. A.M. Iitana	164 3 Omwandi	65246262	168
Tsiickys Houzi	Bar	P. O Box 1181 Ondangwa	Baptista Bernardo	47 Omasaka	812493004	168
NLJ Manufacturing	General Dealer Retail	P. O Box 6002 Ondangwa	Wu Haikuan	112 35	813943205	168
Pomukwiyu Bar	Bar	P. O Box 15204 Ondangwa	Immanuel Paulus	152 04 Okangwena	812705185	168
Palessa Transport Investment	Car Rental	P. O Box 1421 Ondangwa	Martha Mvula	142 1 Ondangwa	811480856	168
Etahope Wahcafe	Dry Cleaner	P. O Box 124 Ondangwa	Horst Kottwitz	98 Onguta	814573890	168
Spot On Bar	Bar	P. O Box 662 Ondangwa	Elias Ilovu	150 Uupopo	812775444	168

Friendship Inn	Bar	P.O Box 662 Ondangwa	Elias Ilovu	Onantsi	812775444	168
Mr Life Bar	Bar	P. O Box 2067 Ondangwa	Tauno Ananias	3	811277957	168
Kaarina Ekaku	Bar	P. O Box 722 Ondangwa	Kaarina Ekaku	89 Uupopo	812397185	168
Nandos Bar	Bar	P. O Box 251 Ondangwa	Wambange Apolonia	163 1 Omwandi	814339740	168
Etuna Shebeen	Bar	P. O Box 2658 Ondangwa	Hidishange Rachel	25/4 0 Okangwena	812876496	168
Edgars Active	General Dealer Retail	N/A	Masilingi N Susan	233 8/23 48	65240892	168
Bondes Entertainment	Bar	P. O Box 753 Ondangwa	Tuhafeni Shiputuleni	181 Uupopo	811280790	168
Beaver Canoe	General Dealer Retail	Box 40763 Ondangwa	Martha Shipiki	Gwasha mba	65,240,986	168
CIC Indo Atlantic	General Dealer	Box 98 Ondangwa	Sauer Sara	Erf 289 4	64,240,561	168
Brockmann & Kries	Liquor	Box 98 Ondangwa	Sauer Sara	Erf 289 4	64,240,561	168
Omakunde Bar	Bar	Box 270 Ondangwa	S W Hauwanga	Erf 268	65,240,397	168
Ondjiva Tailoring Centre	Tailor	Box 270 Ondangwa	Shilongo Hauwanga	Erf 161 2	65,240,397	168
BH Motor Spares	Motor Spare	Box 2165 Ondangwa	B Hauwanga	Erf 122 8	65,245,609	168
MD's Bar	Bar	Box 1001 Ondangwa	T A Kambonde	Erf 5	812,441,03 3	168
ABC Bar	Bar	Box 78 Ondangwa	Asser Kiiga	269 Okangwena	811,272,96 9	168
Vungu Vungu Shebeen	Bar	Box 2735 Ondangwa	Auguste Andreas	273	812,629,55 4	168

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Style Clothing	General Dealer Retail	Box 40763 Ondangwa	Emilia Moses	234 0	65,241,114	168
Foreal Investment	Butchery	Box 578 Windhoek	Martin Shipanga	554 Olu no	65,246,401	168
Ekepi Entertainment	Import & Export	Box 230 Ondangwa	S Kandenge	159 1 Ond ang wa	812,016,98 9	168
Malex Restaurant and Bar	Restaurant & Bar	Box 2028 Ondangwa	M van der Walt	236 Om asha ka	813,913,13 8	168
Mukwanekamba Shebeen	Bar	Box 243 Ondangwa	Mariana Nendongo	243 Om akul uku ma	812,887,68 5	168
Merry Trading	Fish Shop	Box 19711 Omuthiya	Maria Hamutenya	242 6 Ond ang wa	812,870,30 0	168
Thikula Cash & Carry	Bar	Box 19711 Ondangwa	K Amunyela	242 4 Ond jond jo	65,245,816	168
Freedom Pharmacy	Pharmacy	Box 3818 Ondangwa	J Ntinda	Yet u Cen tre	65,246,474	168
Local Shebeen	Bar	Box 741 Ondangwa	Salom S Shilongo	50 Uup opo	812,353,42 1	168
Cachu-Cachu Trading	Bar	Box 406 Ondangwa	Emilia Lugambo	406 Ond jond jo	812,850,01 5	168
Chicco Bar	Bar	Box 2456 Ondangwa	David Shikongo	136 Om akul uku ma	812,804,75 7	168
Gwamulemo Shebeen	Bar	Box 2735 Ondangwa	Petrus Ntinda	17 Om	811,294,32 5	168

				akul uku ma		
Refreshment Bar	Bar	Box 1272 Ondangwa	Tobias Fanuel	242 3 Ond ang wa	811,289,93 4	168
Style Clothing	General Dealer Retail	Box 1398 Ondangwa	Turky Sheelongo	237 8 Ond ang wa	65,240,907	168
Hafeni Financial Services	Cash Loan	Box 1842 Ondangwa	Justina Shipunda	476 7 Ne w Tim e Sq	812,837,18 2	168
Nenka Dry Cleaners	Dry Cleaner	Box 25504 Ondangwa	Hileni Kaifanua	Pun yu Cen tre	811,295,04 7	168
Dynamic Trading	Bar	Box 887 Ondangwa	Abner David	6 Om asha ka	812,833,32 8	168
Nedbank Namibia	Bank	Box 2 Ondangwa	Taamba Enkono	123 1 Ond ang wa	65,241,796	168
Baamba Zangu Bar	Bar	Box 15091 Ondangwa	Sisamu j Mapenzi	567 Olu no	812,687,71 1	168
Good Furniture Shop	General Dealer Retail	Box 5045 Ondangwa	Wang Chang	Sun Squ are	814,762,82 7	168
SN Hangula Trading	Construction Office	Box 3085 Ondangwa	Sara Hangula	582 Ond ang wa	65,246,484	168
Super Firm Shebeen	Bar	Box 1055 Ondangwa	Severus N. Shiweda	221 Om akul uku ma	812,497,57 3	168
Auas Properties No.5	General Dealer Retail	Box 86011 Ondangwa	Shi Jianliang	Ne w Tim	814,297,77 7	168

				es Squ are		
Ondangwa Town Lodge	Pension Hotel	Box 292 Ondangwa	Ronny Negonga	138 0 Ond ang wa	811,244,38 2	168
Ondangwa Spar	Liquor Shop	Box 3673 Ondangwa	Schalk Henning	Olu nko no Cen tre	65,240,739	168
Shop No8	General Dealer Retail	Box 5045 Ondangwa	Chen Jian Jun	Sun Squ are	813,291,15 7	168
Embale Bottle Store	Bar	Box 214 Ondangwa	Petrus Enkali	126 7 Ond ang wa	65,240,558	168
The 6000 Investment	Bar	Box 3023 Ondangwa	Mario Upite	R/5 3 Ond ang wa	65,240,057	168
Ondjondjo Entertainment	Bar	Box 401 Ondangwa	Selma Kapitiya Amwele	119 3 Ond jodj o	812,351,14 0	168
Key Mini market	Bar	Box 401 Ondangwa	Selma Kapitiya Amwele	242 5 Ond ang wa	812,351,14 0	168
Bar 2000	Bar	Box 401 Ondangwa	Selma Kapitiya Amwele	242 5 Ond ang wa	812,351,14 0	168
Ondangwa Spar	Liquor Shop	Box 3673 Ondangwa	Schalk Henning	Olu nko no Cen tre	65,240,739	168
Ondangwa Spar	General Dealer Retail	Box 3673 Ondangwa	Schalk Henning	Olu nko no	65,240,739	168

				Centre		
Oshoto Guest House	Pension Hotel	Box Ondangwa	Tobias Mundjele	1783 Ondangwa	65,240,157	168
Glory Bar	Bar	Box 193 Ondangwa	Gebhart Kambonde	193 Ondangwa	811,248,848	168
Gwamutaleni Shebeen	Bar	Box 2032 Ondangwa	Jeremia Kangonga	152 uupopo	812,704,125	168
The 6000 Investment	Club	Box 3023 Ondangwa	Mario Upite	R/53 Ondangwa	65,240,057	168
The 6000 Investment	General Dealer Retail	Box 3023 Ondangwa	Mario Upite	R/53 Ondangwa	65,240,057	168
Larry Investments	General Dealer Retail	Box 2112 Ondangwa	Chen Jiao Lei	New Times Square	817,627,661	168
Finaid Financial Services	Cash loan	Box 1783 Ondangwa	Ronald Weber	1347 Ondangwa	65,240,448	168
Rossina bar	Bar	Box 1085 Ondangwa	Aili Silvanus	1273 Ondangwa	812,349,733	168
Stoppel.1	Bar	Box 1759 Ondangwa	Toini N. Iyepa		812,361,920	168
The 6000 Investment	Bar	Box 3023 Ondangwa	Mario Upite	586 Olu no	65,240,057	168
China Brother Shop	General Dealer Retail	Box 2812 Ondangwa	Xiao Fu	1235 Ondangwa	813,171,717	168

Franco Ceccato	General Dealer Retail	Box 339 Ondangwa	Liina Kalimbo	2337 Ondangwa	65,241,373	168
Dr Aluteni Dental Practice	Medical Practitioner	Box 87329 Ondangwa	Dr Moses Aluteni	583 Oluno	65,246,190	168
Santiago Investments	Fuel Station	Box 15375 Ondangwa	Deon Nagel	1744 Ondangwa	65,242,048	168
White Horse	Bar	Box 118 Ondangwa	Shivute Henock	2013 Ondangwa		168
Oshikwanahungi Bar	Bar	Box 80 Ondangwa	Michael Ishitile	2933 Ondangwa	812,009,323	168
Oshikwanahungi Bar	Bar	Box 80 Ondangwa	Michael Ishitile	687 Omasha ka	812,009,323	168
First National Bank	Bank	Box 42 Ondangwa	Sylvia Muashekel e	1347 City Centre	65,282,200	168
Nlj Manufacturing and Trading	General Dealer Retail	Box 6022 Ondangwa	Zhengi Zhao	1232 Ondangwa	813,256,165	168
Northcote Medical Centre	Medical Practitioner	Box 877 Ondangwa	Dr Jerry Rwande	Onguta Complex	65,246,266	168
Young Life	Bar	Box 2626 Ondangwa	Petrus Shikalepo	1619 Ondangwa	812,222,988	168
Helena Food	Restaurant & take away	Box 3156	Lahja Shikalepo	1619 Ond	812,222,988	168

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Rubicon Cash Loan	Cash Loan	Box 1322 Ondangwa	Martinus Van Den Berg	583 Ondangwa	65,246,373	168
Studio88 Clothing	General Dealer Retail	Box 2599 Ondangwa	Winnarreta Farmer	Yetu Centre	65,240,700	168
N &F Investments	It Office	Box 2281 Ondangwa	Nataniel Iyambo	CO SD EC Ondangwa	65,246,373	168
Brothers Clothing Manufacturer	General Dealer Retail	Box 2012 Ondangwa	Xiao Fu	Huhu City	813,171,717	168
Avis Rent a Car	Car Rental	Box 2057 Ondangwa	Melanie Honiball	Ondangwa Airport	65,241,287	168
Aune Hair Salon	Beauty Salon	Box 241 Ondangwa	Aune Jesaya	Huhu City	814,519,329	168
Rubicon Cash Loan	Cash Loan	Box 1322 Ondangwa	Martinus Van Den Berg	6729 Onguta	65,246,373	168
Kizomba Shebeen	Bar	Box 2990 Ondangwa	Ruth N. Andjele	6729 Onguta	812,475,946	168
Simbo Kavara	Beauty Salon	Box 1988 Ondangwa	Sandra Kavara	Huhu City	813,243,201	168
Jetmart Ondangwa	General Dealer Retail	Box Ondangwa	Sylvia Mbaukua	1237 Ondangwa	65,281,800	168
Holla 7 Bar	Bar	Box 2400 Khomasdal	Shituna Paulus	155 Upopo	811,222,299	168
KK Bar	Bar	Box 3310 Ondangwa	Matheus Kapiya	1194 Ond	811,271,976	168

				ang wa		
Onzimbogo investment	Construction Office	Box 8560 Ondangwa	Hofnie Iyambo	138 Upopo	814,437,511	168
Millenium Spares & Accessories	Spare Parts	Box 2944 Ondangwa	CMJ Kloppers	2944 Ondangwa	65,246,239	168
Hand Of Hope Trading Cc	Tinshi product	Box 2699 Ondangwa	Nehale Saima	N/A	811,281,066	168
Shadow Bar	Bar	Box 205 Ondangwa	Rauna Shimbonde	1620 Ondangwa	811,279,837	168
Onduli Trading Enter	Construction Office	Box 856 Ondangwa	Victoria Haileka	138 Upopo	811,298,589	168
Mr Price	General Dealer Retail	Box 23117 Windhoek	Taresia Harases	2338 Gwasha mall	65,240,918	168
Hoka Trading CC	Construction Office	Box 2090 Ondangwa	Hosian Hitanwa	2012 Omwandi	812,454,314	168
Cool Bar	Bar	Box 2677 Ondangwa	Selma N Shetunyenga	2387 Omwandi	812,067,369	168
Nakazizi trading Enter	Security Services	Box 1632 Ondangwa	Gideon Kaluwa	240 3/4 Ondangwa	811,276,718	168
Big's Bar	Bar	Box 738 Ondangwa	Justina Paulus	1621 Ondangwa	812,585,054	168
Oshimwenyo Kuume Bar	Bar	Box 22136 Widhoek	Helena Namwandi	Onguta	812,345,555	168

Small Park Bar	Bar and Restaurant	Box 3268 Ondangwa	Amena Munyika	EX T 6	65,240,979	168
Ondangwa Service Station	Fuel Station	Box 2720 Ondangwa	Helena Kamonde	1786 Ondangwa	65,240,941	168
Embandukila Mungulu	Bar	Box 809 Ondangwa	Iyambo TT	152 Omakuluma	812,184,627	168
Top Five Shebeen	Bar	Box 614 Ondangwa	E Moses	N/A	812,313,366	168
Utapi Medical Centre	Medical Practitioner	Box 1068 Outapi	Dr Trainos Matayaya	Gwasha mba	65,240,206	168
Megabuild Pupkewitz	General Dealer Retail	Box 501 Ondangwa	Helena Indongo	1328 Ondangwa	6,524,117	168
Valor Tyres&Daily Commodities	General Dealer Retail	Box 98546 H/land Park	Gong Wanyong	1591 Okangwena	81,712,271	168
Ehafo Super Market	General Dealer Retail	Box 1868 Ondangwa	Moses shakela	1868 Okangwena	811,284,017	168
Gemini Solo	Bar	Box 1167 Ondangwa	Gustava Matheus	313 Omakuluma	811,287,072	168
Fitpro Health Club	Gym	Box 3268 Ondangwa	Dr Akutu Munyika	Sun Square	816,667,852	168
Pep Store	General Dealer Retail	Box 431 Ondangwa	Saima Nangombe	Gwasha mba	65,240,990	168
Onepolo Cash Services	Cash Loan	Box 388 Tsandi	Olavi Angula	6 Ondangwa	811,278,123	168
Tulela Shebeen	Bar	Box 460 Ondangwa	Hilma Nyamu	Air pot	N/A	168

Pep Store	General Dealer Retail	Box 3013 Ondangwa	Johanna Nandago	174 4 Ondangwa	65,240,253	168
Gold Cup	Bar	Box 30 Ondangwa	Alma Mateus	154 Uupopo	812,600,530	168
More Welcome Shebeen	Bar	Box 120 Ondangwa	Alma H Fillemon	677 2 Ondangwa	812,494,686	168
Omulunga Bar	Bar	Box 1541 Ondangwa	Killian Paulus	125 6 Ondangwa	812,511,274	168
Elonga Bar	Bar	Box 878 Ondangwa	Fillemon Vatilifa	125 6 Ondangwa	811,282,445	168
Etse Bar	Bar	Box 2493 Ondangwa	Arnold Goraseb	241 8 Ondangwa	812,503,394	168
Suburb Super Market	General Dealer Retail	Box 555 Ondangwa	Immanuel Shikongo	65 Oka ngwena	812,556,312	168
Ondangwa Service Station	Fuel Station	Box 1621 Ondangwa	Arno Deberti	585 Ondangwa	65,224,550	168
Oomtie Shebeen	Bar	Box 203 Ondangwa	Salmi Petrus	300 Ondangwa	816,858,519	168
Linga Bar	Bar	Box 15376 Ondangwa	Fillemon Paulus	252 Omasha ka	813,775,020	168
Open Fire	Bar	Box 1977 Ondangwa	Ferdinanda Sakeus	193 Omasha ka	812,574,342	168
Super Food	General Dealer Retail	Box 553 Ondangwa	Christian Iitope	221 1-	65,241,453	168

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Super Food	Liquor	Box 553 Ondangwa	Christian Iitope	221 1- 222 7	65,241,453	168
Wesa City Investment	Printing & Advertising	Box 295 Ondangwa	Matheus Amunyela	123 5	813,450,18 1	168
Namibia Dairies Ondangwa	General Dealer Retail	Box 2750 Ondangwa	Liina Shikongo	122 7	65,241,571	168
Beaver Canoe	General Dealer Retail	Box 31345 Windhoek	Ileka Lydia	237 8	65,246,496	168
NLJ Manufacturing	General Dealer Retail	Box 6002 Ondangwa	Wu Haikuan	123 5	813,943,20 8	168
Thikula Cash & Carry	Flats	Box 1926 Ondangwa	Kondjeni Hamunyel a	242 4	811,298,63 9	168
Zanzi Bar	Bar	Box 1964 Ondangwa	Lukas Nkandi	330	812,968,60 2	168
Nice Time Bar	Bar	Box 2802 Ondangwa	Hofni Lukas	239 4	811,295,30 3	168
Tangos Katurara	Construction Office	Box 856 Ondangwa	Johannas Augustinus	138 Up opo	816,080,11 0	168
Nangy Bar	Bar	Box 1890 Ondangwa	Sacky M Gideon	196 Ya Toi vo	812,876,97 3	168
MMSW Flats	Flats	Box 2682 Ondangwa	Tresia Erastus	208/ 217	812,390,01 1	168
Special Supermarket	General Dealer Retail	Box 2050 Ondangwa	Hedimbi Jonas	161 3	65,240,137	168
Special Supermarket	Bar	Box 2050 Ondangwa	Hedimbi Jonas	161 3	65,240,137	168
Peaceful Star Bar	Bar	Box 1303 Ondangwa	Moses Jackobina	434	811,278,02 1	168
Peaceful Star Bar	Bar	Box 1303 Ondangwa	Moses Josepha	N/A	811,278,02 1	168
Zingi Nunona Trading	Bar	Box 134 Ondangwa	Martha Pokati	134 Om asha ka	812,494,27 0	168
Spotman Center	General Dealer Retail	Box 2324 Ondangwa	Anna Nanyeni	166 1 Onn dan gwa	65,240,540	168

VNS Shebeen	Bar	Box 1381 Ondangwa	Veronica N Simataa	297 Uup opo	811,276,04 4	168
Dr A.A Munyika	Specialist Surgeon	Box 3269 Ondangwa	Dr.A. Munyika	163 8 Om wan di	65,241,113	168
Moon Walk Bar	Bar	Box 2302 Ondangwa	Timoteus Kanime	162 Uup opo	812,479,11 4	168
Shoprite U Save	General Dealer Retail	Box 2830 Ondangwa	Deline Coleman	162 5 Osh ikan go Roa d	65,240,993	168
Profile Car Hire	Car Rentals	Box 15660 Ondangwa	Oskar Hanai	Air port	65,241,236	168
GTA Technical Services	Construction Office	Box 3310 Ondangwa	Gebard Alugodhi	234 7 Ond ang wa	811271976	168
4 Way Stop Bar	Bar	Box 700 Ondangwa	Reinhold Maisho	201 Om akul uku ma	81454491	168
Omalanga Mills	Maize Millers	Box 3399 Onwediva	Helvi sakeus	242 1 Ond ang wa	65,231,248	168
Ombili Shebeen	Bar	Box 1063 Ondangwa	Aina Kambonde	342 Om akul uku ma	812554818	168
LBC Bar	Bar	Box 2728 Ondangwa	Erstus Shokange	127 2 Ond ang wa	812493994	168
Pep Store	General Dealer Retail	Box 1005 Ondangwa	Saara Shipanga	261 7 Ond ang wa	65,245,636	168

Oluno Petroleum Distributors	Petrol Distributors	Box 3085 Ondangwa	Sagaria Hangula	528 Ondangwa	65,245,895	168
Oluno Shell Filling Station	Filling Station	Box 3085 Ondangwa	SK Angula	2379 Ondangwa	64,246,484	168
Atlantic Chichen Compny	Restaurant	Box 26156 Ondangwa	Ailly Amdthila	2202 Ondangwa	64,240,945	168
M & Z Motors	Garage & Spare Parts	Box 2006 Ondangwa	Verena Grutenmeyer	1176 Ondangwa	65,241,665	168
Ombiliha Meat Centre	Take Away	Box 15289 Ondangwa	Johaness Basson	1267 Ondangwa	65,240,251	168
Etameko Shebeen	Bar	Box 2012 Ondangwa	Festus Nehale	55 Ondangwa	811295477	168
NGUNZ Investment CC	Bar/Shebeen and Take Away	P.O Box 630 Walvis Bay	Nguundja Victoria		812981800	168
Eshambuko Stationery	Stationeries	P.O Box 18589 Ondangwa	Saima Veiko		652464442	168
Ondangwa Farmers Markett	General Dealer Wholesale	P/Bag 2034 Ondangwa	Otto Jan Lambertus		65240337	168
Simsel Investment cc	Fish Shop	P.O Box 27164 Ondangwa	Simon Stephanus		877565996	168
Tommy GT Spares	Spare Parts	P. O Box 809 Ondangwa	Thomas Akweendah		65240808	168
Esther Laundry	Laundry	P.O Box 3386 Ondangwa	Esther Nuuyoma		818170990	168
G Marw Land Surveyors	Land survey office	P.O Box 35136 Ondangwa	Gibson Marwa		65241189	168

ZCH Investment cc	General Dealer	P.O Box 3679 Windhoek	Qun Zhang		818094888	168
Linn's Investment	General Dealer	P.O Box 3679 Windhoek	Lin Rongcang		817111711	168
Shikuvule Trading cc	Construction and Security	P.O Box 2352 Ondangwa	Jekonia Nekoto		811497566	168
Tian Yuan Integrated Trading Entreprises	Factory/ General Dealer	P.O Box 1288 Rundu	Tian Shulungu		815795555	168
Ondangwa Rest Camp	Boarding/ Lodging	P.O Box 1096 Ondangwa	Apros Tendaupenyu		65240351	168
Kayec Trust Ondangwa	Training Institution	P.O Box 1527 Oluno	Mundukuta Joseph		65241374	168
JBSports (PTY) LTD	Clothing Shop	P.O Box 3823 Ondangwa	J.A Farmer	Yat oivo complex	65241427	168
Fysal Fresh Produce	General Dealer Retail	P. O Box 2074 Ondangwa	Fuad Brenner	1533 Ondangwa	813087467	168
Wanhao Trading cc	General Dealer Retail	P.O Box 2165 Ondangwa	Zhang Zhihai	Yat oivo complex	813730388	168
Wanhao Trading cc	General Dealer Retail	P. O Box 2165 Ondangwa	Zhang Zhihai	Punyu Centre	813730388	168
Talohole Cash loan	Cash loan	P.O Box 62066 Windhoek	Sylvia Shikongo		811405700	168
Caprivi Pathology Centre	Medical Laboratory	P.O Box 764 Grootfontein	Simbarash Chinanayi		65241830	168
Homeland Pharmacy	Pharmacy	P.O Box 2250 Ondangwa	Agrippine Tomas		65241202	168
ABC Trading Centre	Accomodation	P.O Box 78 Ondangwa	Mathews K. Shikongo		65240121	168

Linn's Shop	General Dealer	P.O Box 24008 Windhoek	Xu Jin Bao		813730078	168
China Shop	General Dealer	P.O Box 24008 Windhoek	Zhang Jian Cong		814666664	168
Lili Shop	General Dealer	P.O Box 24008 Windhoek	Lil Li Mei		814236636	168
China Shop	General Dealer	P.O Box 24008 Windhoek	Xu Zhe		813730078	168
Favour Hair Salon	beauty Salon	P.O Box 3739 Ondangwa	Sem Maria		814800738	168
Bio-Sphere Bar	Shebeen	P.O Box 1425 Ondangwa	Leonard Hauwanga		814407580	168
China Shop	General Dealer	P,O Box 15217 Ondangwa	Wang Hua Ming		811498998	168
ABC Trading Centre	Take away	P.O Box 78 Ondangwa	Mathews K. Shikongo		65240121	168
ABC Trading Centre	General Dealer Retail	P.O Box 78 Ondangwa	Mathews K. Shikongo		65240121	168
China Shop No. 1	General Dealer	P.O Box 24008 Windhoek	Zhang Jian Cong		814666664	168
Andiwes Mounting repairs	mounting repair	P.O Box 15777 Ondangwa	Shivute Andreas		812015207	168
Shop Shop No. 13	General Dealer Retail	P.O Box 24008 Windhoek	Lil Li Mei		814236636	168
Scania Namibia	Motor Garage	P.O Box 1488 Ondangwa	Shiimi Tangeni		665240704	168
Trade Linn's Shop	General Dealer Retail	P.O Box 2400 Ondangwa	Lin Jin Din		816650666	168
Linn's Shop No. 2	General Dealer retail	P.O Box 2400 Ondangwa	Lin Jin Din		816650666	168
Feis't Investment 84 CC	Filling Station	P.O Box 3563 Ondangwa	Luis Marques		65246313	168

Feis't Investment 84 CC	Take away	P.O Box 3563 Ondangwa	Luis Marques		65246313	168
Sea Point Bar	Shebeen	P.O Box 1085 Ondangwa	Andreas Nehoya		812945341	168
Rhino Body works	Motor Garage	P.O Box 2962 Ondangwa	J. Van Zyl		65240180	168
Raino's truck and Auto Repairs	Motor Garage	P.O Box 15371 Ondangwa	Raino Kambonde		65240358	168
Namib Mills	General Dealer Retail	P.O Box 1385 Ondangwa	Eric Scheepers		812802790	168
COSDEC Ondangwa	Training Institution	P.O Box 77008 Ondangwa	Patrick Masiziani		65241227	168
Furnmart	General Dealer Retail	P.O Box 2032 Ondangwa	Julia Shihepo		6528365	168
NJ Perfect Beauty and Fashions	Boutique	P.O Box 8722 Ondangwa	Fimaneken i Shivute		816264507	168
Alpha Pre-School and day care cc	School	P.O Box 2341 Ondangwa	Teopoliina Haiduwa		812351915	168
Toyakulwa anytime take away	Take away	P.O Box 679 Ondangwa	Christina Malapi		65240387	168
Cellphone Corporation and Electronics	Cellphones and Electronics	P.O Box 2951 Ondangwa	Mohamed Ali Janjua		813464786	168
Engen Namibia	Petroleum	P.O Box 201 Ondangwa	Ewa Uugwanga		612969051	168
Namibia Fish Consumption Promotion Trust	Fresh Fish Retailing	P.O Box 3144 Ondangwa	Kondjeni Hiliwa		65240445	168
Shoe City	General Dealer Retail		Alma Mandjolo		65248982	168
Nehale Parlour	Bar/Shebeen	P.O Box 11 Ondangwa	W.S Kamati		81284687	168
Street Wise	Bar/Shebeen	P.O Box 3373 Ondangwa	Johannes Abraham		812801827	168

Rarlon Trading cc	General Dealer Retail	P.O Box 15217 Oluno	Zou Qian		811498569	168
Bachmus Oil & Fuel Suppliers	P.O Box 1852 Ondangwa	Namwandi Sofie		652 406 23	168	
Northern Oceans Tombstone & Services	Tomstone Retailing	P.O Box 1239 Ondangwa	Clinton Dewing		67220173	168
S.T.E Supermarket	General Dealer Retail	P.O Box 1868 Oshakati	Moses Shakela		811284017	168
ABC Dry Cleaners	Dry Cleaner	P.O Box 78 Ondangwa	Gerald Kambonde		65240178	168
OK Furniture	General Dealer Retail	P.O Box 1261 Ondangwa	Julia Shihepo		65241146	168
Sofia Barber and Hair Salon	Barber shop and Salon	P.O Box 2661 Ondangwa	Namwandi Sofie		813976204	168
Jiang Xue Liang	General Dealer Retail		Ajiang Xue Lian		816561111	168
Two & Eight	General Dealer Retail	P.O Box 5045 Ondangwa	Robert Handjamb a		816746307	168
Linga Bar	Bar/Shebeen	P.O Box 15376 Ondangwa	Fillemon Paulua		813778820	168
Bondes Pub	Bar/Shebeen	P.O Box 2483 Ondangwa	Gottlieb Kambonde		812231109	168
Sudan Manufacturing Trading	General Dealer Retail	P.O Box 86011 Ondangwa	Jain Hu		816998888	168
Alex Insurance Broker	Insurance	P.O Box 16000 Ondangwa	Alexandrine Uushini		812158855	168
Dong Nan Trading	General Dealer Retail	P.O Box 25147 Windhoek	Shuling Liu		816759999	168
Gregs Motor Spares	Motor Spares	P.O Box 9811 Windhoek	Aubrey Bock		811275433	168
The 6000 Investment	Garage and Spare parts	P.O Box 2023 Windhoek	Mario Mwenyo Upite		065 240057	168
HardWork Bar	Bar/Shebeen	P.O Box 742 Ondangwa	Rudwig Nangolo		813154086	168

Ndakala Investment	Boutique	P.O Box 576 Ondangwa	Lavinia Haipinge		812505172	168
Tekkie Town Footwear	General Dealer Retail	P.O Box 679 Ondangwa	Kletus Mashika		65240863	168
Cash Build	General Dealer Retail	P.O Box 2797 Ondangwa	Amorin Sanders		65240501	168
Makola Investment	Administrati on Office	P.O Box 753 Ondangwa	Kambonde Sakaria Iita		65246478	168
ANOT Investment CC	Guest House	P.O Box 3733 Ondangwa	Mtombeni Sothembile		65241013	168
Junior Fashion Boutique	Sewing and Clothing Training	P.O Box 2426 Ondangwa	Mahmudu Kassimu		81481144	168
Hot Lamp Bar	Bar/Shebeen	P.O Box 2003 Ondangwa	Matheus Nangombe		813841840	168
Medicine World Ondangwa	Pharmacy	P.O Box 97110 Ondangwa	J. P Marais		65240361	168
Monitronic Success College	Training Institution	P.O Box 40792 Ondangwa	Akudheng a Hileni-Magano		65240468	168
Saima Veiko	Stationary	P.O Box 18589 Ondangwa	Saima Veiko		65246442	168
China Shop No. 2	General Dealer Retail	P.O Box 40442 Windhoek	Johanna Amunyela		813256165	168
China Shop	General Dealer Retail	P.O Box 40442 Windhoek	Johanna Amunyela		813256165	168
PS Bakery	Bakery	P.O Box 2600 Ondangwa	Awene Linea		812303003	168
Kaap Agri Namibia PTY LTD.	Service Station	P.O Box 3769 Ondangwa	Lukas Kolbooi		65240483	168
Beares Furnisher	Furnisher	P.O Box 1969 Ondangwa	Petrina Amunyela		65246196	168
Novacambios Namibia Exchange	Foreign Exchange	P.O Box 2153 Ondangwa	Cherell Willemse		65242370	168

June Seventeen Trading	Ice Blocks and Ice cubes	P.O Box 2398 Ondangwa	Elungi Ndapandula		811244037	168
Cernol Chemicals	General Dealer Retail	P.O Box 15342 Oluno	Dedig Amanda		65240562	168
Spice and Scale World	General Dealer Retail	P. O Box 15342 Oluno	Dedig Amanda		65240562	168
Take Time Investment	Butchery	P.O Box 2051 Ondangwa	Ericky Angula		811277974	168
Take Time Investment	Restaurant	P.O Box 2051 Ondangwa	Ericky Angula		811277974	168
Boavida Pensao	Accomodation	P.O Box 751 Ondangwa	Tuhafeni Simon		811275918	168
Maggy Designs	General Dealer Retail	P.O Box 1953 Ondangwa	Kameya Eusebius		65246494	168
Nehale Body Works	Flats	P.O Box 11 Ondangwa	W.S Kamati		81284687	168
Pombili cashloan	Cash loan	P.O Box 276 Ondangwa	Haipinge Victoria		814701277	168
Freedom Pharmacy	Pharmacy	P.O Box 3818 Ondangwa	John Ntinda		65241305	168
Hered Freuehalf Trailers	Trailer Parts	P.O Box 1352 Ondangwa	Johan Botha		65241192	168
Tren Tyre Namibia	Tyres and Spare parts	P.O Box 528 Ondangwa	Werner Haikali		65281600	168
Just In Time Investment	Construction office	P.O Box 1008 Ondangwa	Sackaria Kalimbo		811287006	168
Old Trafford Investment	Construction office	P.O Box 1008 Ondangwa	Sackaria Kalimbo		811287006	168
Nehale Body Works	Motor Garage	P.O Box 11 Ondangwa	W.S Kamati		81284687	168
Henning Crushers	Manufacturing	P.O Box 184 Tsumeb	S.Henning		65240538	168
Uran Security Technologies cc	Guarding Services	P.O Box 2657 Ondangwa	Julius Itope		812422002	168

Evaakalo Shebeen	Bar/Shebeen	P.O Box 6109 Ondangwa	Mulandule ni Itope		812501046	168
Scrombrus Fishing	Fish Shop	P.O Box 819 Walvis Bay	Alex Kirov		64282100	168
Scrombrus Fishing	Fish Shop	P.O Box 5981 Walvis Bay	A. Kirov		811557578	168
Hungry Lion Gwashamba	Restaurant/ Take Away	P.O Box 1103 Windhoek	Mesias Shatunga		65241173	168
Dr Patrick Consulting Room	Medical Practitioner	P.O Box 2045 Ondangwa	Patrick Ikeakanam		65241290	168
Utangeni Trading	General Dealer Retail	P.O Box 2045 Ondangwa	Patrick Ikeakanam		65241290	168
City Eagle Bar	Bar/Shebeen	P.O Box 2869 Ondangwa	Maria Uusizi		812208518	168
ICKON Tech Solutions cc	Electronics	P.O Box 1701 Ondangwa	Emmanuel Muzarura		818162130	168
Dr Berenda Serebe Consulting Room	Medical Practitioner	P.O Box 2045 Ondangwa	Dr Brenda Serebe		65241290	168
3 Shot Bar	Bar/Shebeen	P.O Box 3358 Ondangwa	Emilia Santos		811820454	168
Onyeka Bar	Bar/Shebeen	P.O Box 399 Ondangwa	Leonard Kamati		818639070	168
Allow Ronny Bar	Bar/Shebeen	P.O Box 1751 Ondangwa	Sofia Namupembe		65240809	168
Etosha Bar	Bar/Shebeen	P.O Box 46 Ondangwa	Martin Tobias		812321866	168
Kablue Bar	Bar/Shebeen	P.O Box 6166 Ondangwa	R.Kleopas		812436752	168
Shiyengeyenge Shebeen	Bar/Shebeen	P.O Box 3 Ondangwa	Anna Nangolo		812135587	168
Beares Furniture	General Dealer Retail	P.O Box 1005 Ondangwa	Gerson Horongo		65249732	168
Northern Quality Tombstone	Funeral Undertaker	P.O Box 1593 Ondangwa	MSM Boshoff		65241486	168

Foschini	General Dealer Retail	P.O Box 93 Ondangwa	Peryandros Kajele		65241063	168
JTH Trading cc	Fish Shop	P.O Box 1778 Ondangwa	Tamson Hatuikulipi		811497337	168
Makalani Scrap	Scrap yard	P.O Box 1593 Ondangwa	Johan Boshoff		65242086	168
Pep Home	General Dealer Retail	P.O Box 1005 Ondangwa	Rachel Kefas		65246201	168
Tusk Investments	Shop and Radio FM	P.O Box 578 Windhoek	Martin Shipanga		811225322	168
IsPenda Investment	Electrical Company	P.O Box 2246 Ondangwa	Israel Nakambale		812862258	168
Markhams Ondangwa	General Dealer Retail	P.O Box 3361 Ondangwa	Joel Shipingana		65240773	168
Shalom SM stationery	Stationery	P.O Box 282 Ondangwa	Secilia Makanda		812704437	168
Clicks Holdings	General Dealer Retail	P.O Box 168 Windhoek	Kameya Eusebius		65240930	168
Totalsports	General Dealer Retail	P.O Box 11035 Ondangwa	Toivo Shavuka		65240801	168
American Swiss Ondangwa	General Dealer Retail	P.O Box 3362 Ondangwa	Fenny Andreas		65240787	168
Exact	General Dealer Retail	P.O Box 2555 Ondangwa	Eli Enkono		65240670	168
Pep Home Ondangwa	General Dealer Retail	P.O Box 1005 Ondangwa	Patricia Hamureng e		65240942	168
Qi Kang Trading	General Dealer Retail	P.O Box 3399 Ondangwa	Zank Kuzang		812882277	168
Smile Dental Care	Dental Surgery	P. O Box 1935 Ondangwa	Cris Chidzamb ga		665241073	168
Happy Dental Clinic	Dental Clinic	P.O Box 1901 Ondangwa	Happy Joel (Dr.)		811490259	168
Siyemita Tailoring	Tailoring	P.O Box 1578 Ondangwa	Johanna Nanghong a		812100720	168

La Hente Bar	Bar/Shebeen	P.O Box 2247 Ondangwa	Joseph Namupala		811286655	168
Orbital Dynamic Investments	Training Institution	P.O Box 15249 Ondangwa	Emilia Nanyeni		65246498	168
Credential College	Training Institution	P.O Box 3368 Ondangwa	Lyomba Matengu		814932870	168
Maxi Build cc	General Dealer Retail	P.O Box 2657 Ondangwa	Julius Itope		812422002	168
Ackermans	General Dealer Retail	P.O Box 2212 Ondangwa	Julia Shidute		65240295	168
Janeel Financial Services	Cash loan	P.O Box 2216 Ondangwa	CJ Lewis		65246418	168
Northlands Global Business Solutions	Medical Practitioner	P.O Box 1924 Ondangwa	Josef Matare		65241120	168
Waltons Namibia	Stationery Retail	P.O Box 2509 Ondangwa	Joseph Ashiwa		65283000	168
Veya Information Technolog	ICT	P.O Box 80771 Ondangwa	Tapera Faife		65240507	168
Northcote Medical Services	Medical Practitioner	P.O Box 25045 Ondangwa	Jerry Lwande (Dr.)		65246266	168
Olupandu Pharmacy	Pharmacy	P.O Box 2687 Ondangwa	Emilia Ananias		65241289	168
Pandu Butchery	Butchery	P.O Box 96208 Ondangwa	Laimi Gotlieb		811469988	168
Ehafo Supermarket	General Dealer Retail	P.O Box 1868 Oshakati	Moses Shakela		811284017	168
Fantasia Guesthouse	Guest House	P.O Box 858 Ondangwa	Robert Reischauer		65240528	168
Oshikoto Electrical Services	Electrical General	P.O Box 30698 Ondangwa	Robert Reischauer		81240031	168
Ondangwa Sport Club	Electrical General	P.O Box 30698 Ondangwa	Robert Reischauer		815500012	168

Scandinavian Truck Parts		P.O Box 9070 Eros	Rico Nel		811457777	168
Knight Piesold Consulting	Consulting Engineering	P.O Box 2941 Ondangwa	Lukas Naanda		65241388	168
Manmar Investments	Automotive spare parts	P.O Box 377 Ondangwa	Ernst Doeseb		65240622	168
Gear Box and Daff Doctor	Motor Garage	P.O Box 1977 Ondangwa	Sakeus Ferdinanda		812574342	168
African Meat Suppliers	Butchery	P.o Box 2434 Ondangwa	E. Scholtz		6524316	
Tolitokini Furniture	Furniture	P.O Box 2486 Ondangwa	Elikana Ndume		811242691	168
Meggy Designs	General Dealer Retail	P.O Box 1953 Ondangwa	CM Onwudinjo		65246494	168
Onepoko Cash Services	Cash loan	P.O Box 388 Tsandi	Olavi Angula		811278123	168
Magic Discounters	General Dealer Retail	P.O Box 692 Oshakati	Carel Olivier		81224687	168
The Hustle BAR	Bar/Shebeen	P.O Box 2728 Ondangwa	Maria Dhliwayo		813385902	168
One Stop Ondangwa	Cash loan	P.O Box 2216 Ondangwa	CJ Lewis		65240699	168
Cash Express Ondangwa	Cash loan	P.O Box 2216 Ondangwa	CJ Lewis		65240170	168
Nauthende Shebeen	Bar/Shebeen	P.O Box 99 Ondangwa	Hileni Uusiku		812203281	168
COSDEC	TRAINING INSTITUTION	P O BOX 77008 ONDANGWA	PATRIC MASIZIANI	652 412 27		
ROAMA GATES	STEEL MANUFACTURING	P O BOX ONDANGWA	ROBANUS AMADHILA	811 274 000		
NORED	ELECTRICITY UTILITY	P O BOX 639 ONDANGWA	NORED ELECTRICITY PTY LTD	652 822 100		

G.MARWA LAND SURVEYOR	LAND SURVEY OFFICE	P O BOX 35136 WINDHO EK	GIBSON MARWA	652 411 89	
FYSAL FRESH PRODUCE MINI MARKET	GENERAL DEALER WHOLESA LE	P O BOX 2174 ONDANG WA	FYSAL BRENNE R	814 919 093	
HOKA TRADING CC	CONSTRUC TION OFFICE	P O BOX 2090 ONDANG WA	HITANW A HOSIAN	812 454 314	
ONATSI MIKE WALAULA	SHEEBEN	P O BOX 30 ONDANG WA	SERAFIE MARKUS	813 404 266	
ANYTIME BAR	SHEEBEN	P O BOX 679 ONDANG WA	CHRISTI NA MALAPI	812 594 895	
G T S FINANCIAL SERVICES CC	CASH LOAN	P O BOX 21936 ONDANG WA	AGRIPIN E AMWELE	812 514 951	
DHARANI TRADERS	GENERAL DEALER RETAIL & LIQUIOR	P O BOX 554 OSHAKA TI	ALI DHARAN I	814 077 786	
NAMIBIA IRON AND STEEL	BUILDING MATERIAL S	P O BOX 15819 ONDANG WA	XIAOPIN G WANG/JI ANYI WANG	081 124 643 9/08 122 876 89	
ASHUUPA CUCASHOP	SHEEBEN	P O BOX 15453 ONDANG WA	LOVISA SHIGWE DHA	814 029 040	
QATAR INVESTMEN T CC	CONSTRUC TION OFFICE	P O BOX 1162 ONDANG WA	SHINGO MA DANIEL	813 119 141	
OMALENGA CONSTRUCT ION	CONSTRUC TION OFFICE	P O BOX 11449 OSHAKA TI	PETRUS SHIPANA GA	065 230 293	

Choppeis shopping center	GENERAL DEALER WHOLESALER	P O BOX 21491 Ondangwa	Mr. Vysakh Thekkkett	814 172 145	
Choppeis shopping center	LIQUOR SHOP	P O BOX	Mr. Vysakh Thekkkett	814 172 145	
O Save Mini Market	GENERAL DEALER	P O Box 6091 Ondangwa	ASSER HAIMBODI	812 464 542	
O Save Mini Market	LIQUOR SHOP	P O Box 6091 Ondangwa	ASSER HAIMBODI	812 464 2	
WOERMAN AND BROCK PUNYU	GENERAL DEALER	P O BOX 86 WINDHOTEK	SIMON JOHANN A	812 769 004	
WOERMAN AND BROCK PUNYU	LIQUOR SHOP	P O BOX 86 WINDHOTEK	SIMON JOHANN A	812 769 004	
WOERMANN HYPER ONDANGWA	GENERAL DEALER RETAIL	P O BOX 86 WINDHOTEK	JOSCO WOERMANN	061 576 100	
WOERMANN HYPER ONDANGWA	LIQUOR SHOP	P O BOX 86 WINDHOTEK	JOSCO WOERMANN	615 761 00	
TUHAFENI SHEBEEN	BAR/SHEBEEN	P O BOX 15318 ONDANGWA	SAIMA MWAETAKO	812 374 88	
O Save BAR	SHEEBEN	P O Box 6091 Ondangwa	JEROBIAM HAIMBODI	812 464 542	
Shoprite qwashamba	General Dealer	P O Box 2830 Ondangwa	Helena Shigwedha	812 277 692	
Shoprite qwashamba	LIQUOR SHOP	P O Box 2830 Ondangwa	Helena Shigwedha	812 277 692	
Huhu city bar	SHEEBEN	P O Box 301 Ondangwa	Paavoo Amwele	811 241 173	
Okangwena Bar	SHEEBEN	P O Box 301 Ondangwa	Paavoo Amwele	811 241 173	

John & penny Ekamuti Lodge	BAR/SHEB EEN	P O Box 1352 Ondangwa	Johannes Endjala	065 246 357		
China building materials trade CC	General dealer wholesale	P.O.Box 1252 Ondangwa	Wangkez Hong		813811555	168
Kambwa Trading CC	General dealer retail and General dealer wholesale	P.O.Box 318	David s David		811295951	168
TNAP Bar	Bar	P.O.Box 805	Tomas N Niilonga		811243987	168
Standard Bank Namibia Limited	General Dealer Wholesale	P.O.Box 616	Martha Andreas		65240336	168
Premiere Sport Trading CC	Gaming	P.O.Box 1134 Walvisbay	Steven N Hamunyela		64207960	168
4WAY STOP Minimarket and Bar	Bar/ General dealer and wholesale	P.O Box 700 Ondangwa	Reinhold Maisho			168
Okahama No. 2	Bar/Shebeen		Simon Ndapewa Amukwa		817063140	168
Nangula Shop	General dealer retail	P.O Box 5045 Windhoek	Zhang Wen Xuan	E40 669 769	811243865	168
No. 8 Shop	General Dealer retail	P.O Box 5045 Windhoek	Ghen Jian Jun	G61 183 543	813291157	168
Ondangwa Automotive Engineering cc	Automotive Engineering	P.O Box 1417	Adriaan Van Wyk		65240124	168
MTC Express	mobile Telecommunications	P.O Box 2305			612802872	168
Pep store Namibia	General dealer retail	P.O.Box 1005	Rachel Kefas		65245636	168
Bwana Investment CC	Electrician	P.O.Box 2649	Munashimwe G		813440499	168
The 6000 Investment CC	General dealer retail	P.O.Box 3023	Mario Mwenyo Upite	770 226 103 12	65240057	168
Namibia research institute indigenous knowledge	Training institution research	P.O.Box 1294	Manager		65240083	168

Colours hair and beauty salon	Beauty salon and barbershop	P.O.Box 725 Ondangwa	Elina Moore Nakapolo		812153834	168
Moore Bliss Bridal	Bridal shop	P.O.Box 752 Ondangwa	Elina Moore Nakapolo		812153834	168
Falcon Energy(PTY) LTD.	Bulk fuel storage depot	P.O.Box 86442 Windhoek	S.C.Van Wyk		065240959 /0811242036	168
Road master CC	General dealer retail	P.O.Box 86442 Windhoek	S.C.Van Wyk		811242036	168
Falcon Energy(PTY) LTD.	Aviation fuel facility	P.O.Box 86442 Windhoek	S.C.Van Wyk		065241465 /0811242036	168
Rarlon Trading CC		P.O.Box 15217 Oluno	Zou Qian		811422449	168
Mzeeko Investment	display of cars for sale	P.O.Box 26858	Tomas Amutana		817333999	168
Peaceful star bar	bar	P.O.Box 1303 Ondangwa	Moses Joseph Megameno		811278021	168

Annexure 5



27 March 2018

TO WHOM IT MAY CONCERN

RE: MBA STUDENT : YVONNE KANGOMBE – STUDENT NO: 200513702

As part of our MBA Programme, students are expected to submit a research report after completion of their course-work. They need to explore in detail, some concepts and issues pertaining management strategies. To do that effectively, they need to conduct interviews and obtain practical examples.

Ms Kangombe has chosen your organization to approach for information. It is against this background that I wish to kindly request you to assist Ms Kangombe with the information she requires. Accept our assurance that the data will be used for academic purposes *only*. A copy of the completed document will be available at the Namibia Business School for perusal. Her research synopsis indicates that her topic touches on the "Examination of customer service training programs offered by micro/small retailers and medium / large retailers in Ondangwa: A Comparative study."

Your kind assistance is highly appreciated.

Yours sincerely

Greenfield Mwakipesife, Dr
Research Co-Ordinator
Namibia Business School
University of Namibia
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The Rev. Dr. Greenfield Mwakipesile

MB, BBS, BBS | mwkipg@outlook.com

CONTACT

PO Box 40529,
Ausspannplatz,
Windhoek,
Namibia

LANGUAGE & COPY-EDITING CERTIFICATE

19th October 2018

RE: LANGUAGE, COPYEDITING AND PROOFREADING OF YVONNE NDEUMONA KANGOMBE'S THESIS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF THE NAMIBIA BUSINESS SCHOOL OF THE UNIVERSITY OF NAMIBIA

This certificate serves to confirm that I copyedited and proofread YVONNE NDEUMONA KANGOMBE'S Thesis for the MASTER OF BUSINESS ADMINISTRATION DEGREE entitled: AN EXAMINATION OF CUSTOMER SERVICE TRAINING PROGRAMS OFFERED BY MICRO/SMALL RETAILERS AND MEDIUM /LARGE RETAILERS IN ONDANGWA - A COMPARATIVE STUDY

I declare that I professionally copyedited and proofread the thesis and removed mistakes and errors in spelling, grammar, and punctuation. In some cases, I improved sentence construction without changing the content provided by the student. I also removed some typographical errors from the thesis and formatted the thesis so that it complies with the University of Namibia's guidelines.

I am a trained language and copy editor and have edited many Postgraduate Diploma, Masters' Thesis, Dissertations and Doctoral Dissertations for students studying with universities in Namibia, Zimbabwe, Swaziland, South Africa and abroad. I have also copy-edited company documents for companies in the region and abroad.

Please feel free to contact me should the need arise.

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Greenfield Mwakipesile".

The Rev. Dr. Greenfield Mwakipesile



greenfield.mwakipesile



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[Dr. Greenfield Mwakipesile](#)