

**AN ASSESMENT OF IN-SERVICE TRAINING OF MIDDLE LEVEL
EMPLOYEE'S EFFECTIVENESS IN MANICA IN THE ERONGO REGION**

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT

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Abstract


This study sought to assess the effectiveness of in-service training of middle level employee effectiveness in MANICA in the Erongo Region. The study was guided by four main objectives: (1) to assessing the level of performance of employee after having successfully completed in-service training programmes at their workplace; (2) to investigate if the lack of training opportunities can caused a decline in employee performance; (3) to establish information systems that can promote in-service training programmes for all employees; and lastly, (4) provide underpinning knowledge and expertise in relation to MANICA 's in-service training programmes. Concurrently, the study followed a qualitative approach and primary data was collected from the middle level employees at MANICA , using a self-administered questionnaire. Collected data was analysed and interpreted using the inductive and deductive method approach, presenting data in graphs, charts and tabular format where necessary. The findings reveal that in-service training is indeed efficiently administered and contributes a significant role in the success of the organisation. The researcher study concludes that in-service training programmes have a positive impact towards employee performance and that organisations should consider making it part of their learning culture, ensuring that all training programmes are well customised to meet all employee training needs.

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CHAPTER 1

1.1 INTRODUCTION

Employee training is an essential part of people management in an organisation. Hence, according to Nel (2008), training and development is concerned with improving the knowledge, skills or attitudes of individuals.

Armstrong (2014) explains that: “Training, in particular, involves providing employees with knowledge and skills needed to do a particular task. Whereas, developmental activities are a long term focus on sharpening future responsibilities while at the same time increasing the capabilities of employees to perform their current jobs”.

According to Erasmus *et al* (2012), “Training refers to the planned acquisition of knowledge, skills, and abilities to carry out a specific task or job in a vocational setting” Training activities begin when a new employee enters the organisation, usually in the form of employee orientation and skills training.

The objective of training is to ensure that all employees have and maintain the requisite competences to perform in their roles at work. It is further argued that: “Development covers a wider range of activities with less specific goals or outcomes than training. Thus development is focused more on the individual than the occupation and is concerned with longer-term personal growth and career movement,” (Winterton 2007, p. 323)

Holland and Cieri (2006) regard training “as the planned or systematic efforts made by an employer to facilitate employees’ learning of the knowledge, skills and behaviour required to perform their jobs, that is, their job related competencies”.

However, it has also been observed that there are managers who do not like the idea of employee training which could be because “first, they do not have time; second, they do not know how to do it; third, they do not know what material to use; fourth, they do not know how to follow it up; and last, but not least, they do not know how to make people apply new skills.” Unixl (2007).

In-service training therefore, involves structured job focus on delivery methods that usually lead to the assessment of the employees whilst being on-the-job. It usually takes place over time and against specific criteria. Similarly, “On-the-job methods are regarded as allowing workers to learn by actually performing the tasks of the job. New employees work under the guidance of an experienced employee who can offer advice and suggestions for performing the job efficiently and effectively” Nel (2008).

The procedure of on-the-job training is thus an informal one. Gordon (1994) explains that “A co-worker tells the worker what he or she is expected to do or the worker observes an experienced worker for some indefinite period of time and tries to imitate that person’s behaviour. Rarely does the trainer receive guidelines to follow during the instructional period.” For example when training as a waiter, the learner follows the experienced waiter for one or two days. Often, when the worker or the trainer is busy the learner observes while the job is being performed. The learner may also be expected to perform the job for a period of time while the trainer observes.

Furthermore, On-the-job (OJT) training is defined by Craig (1987: 371) as a training that enables the individual to acquire new skills and behaviour via observation and guided practice while he or she is working “on-the-job”.

The general perception amongst most Namibian people, especially those holding key management positions is that in-service training is a waste of the company’s resources and time because most employees are recruited due to the fact that they have presented themselves in a manner that proves they are qualified to complete their daily tasks at the workplace. Thus, there was need for a study of this nature in a Namibian work environment, in order to analyse and present empirical information on the state of in-service training at the work place.

Lastly, it is noted that in-service training is equally important as it enhances the employee’s effectiveness through the acquisition of knowledge and the development of skills in the workplace.

1.2 Statement of the problem

Plainly, a random survey conducted at MANICA *Employee performance after in service training (2014)* revealed that “Performance levels of most low level employees’ in MANICA , after they have successfully completed in-service training programmes, still proved to be at the same level as before the training”.

Noe (1999) reveals that: “Most weaknesses stem from a training programme that is usually not well designed to serve as the basis for on-the-job training. The whole instructional programme may be the responsibility of someone who may not know how to perform the job well or who lacks expertise in instructional design and

coaching.” As a result, in-service training will not be effective and the employees will acquire undesirable or incorrect behaviour or skills.

Additionally, lack of basic in-service training at MANICA also limits its employees from gaining exposure to new ideas within the industry in which they are operating as well as other approaches that could enhance their work performance levels which contributes to the overall performance of MANICA. Therefore, training within the workplace should be outlined in the context of performance improvement and at the same time middle level employees should consider improving practices that requires a conducive work place, appropriate learning resources and continuous use of motivational strategies.

Therefore, the salient objectives of this study were to:

- assess the level of employee performance after they have successfully completed in-service training programmes at their respective work stations at MANICA ;
- investigate if the lack of training opportunities does indeed contribute to a decline in employee effectiveness in tasks performed by all employees;
- determine information systems that can promote in-service training opportunities for all employees; and
- to establish underpinning knowledge and expertise in-relation to MANICA’s in-service training programmes.

1.3 Significance of the study

This study aims to identify the factors that contribute to an organization’s performance levels through an assessment of in-service training of middle level

employees' effectiveness in MANICA. Furthermore, these factors assist in closing the gaps that have been left by previous researchers in terms of making in-service training entirely efficient and effective at the workplace.

In-service training in particular aims to improve the quality of the services rendered in organizations. Similarly this study will therefore assess the level of middle level employees' performance after they have successfully completed in-service training programmes which are mainly designed to increase the employees' knowledge, improve work attitude and behaviour as well as to build and strengthen skills in the specific tasks to be completed for efficient functioning in the workplace.

An employee's performance level is often dependant on their capability to perform a specific task. "Too often when a member is not performing adequately, the desire to avoid conflict can lead team leaders to waste time and personal energy trying to rationalise, rather than correct the problem. The result is that the problem is not attended to and at the same time, the under performer does not improve his or her performance" Nel (2008). Thus Unixl (2007) also states that, "All successful industries not only have good training programmes, but training is also one of their core competencies and part of their culture. If any organisation wants to breathe some life into its employees and operations, it is possible only by investing in employee training and development."

1.4 Limitations of the study

In order to assess the performance levels of employees in various departments based on individual effort this study will purposely interview middle management (i.e. supervisors, department managers, executives, team leaders, etc.) employees who are

responsible for assessing their subordinates' performance level before and/or after attending an in-service training session.

Furthermore, due to strict rules and regulations at MANICA, employees (participants) may be hesitant to freely take part in the survey hence making the data collection process difficult and inaccurate. Additionally, the fact that the participants will know that they are being studied this might create an unnatural atmosphere.

However, permission will be sought from relevant authorities at MANICA to ensure all employees' rights who will participate in this study are protected. Also, participants will be well informed about the importance of this data collection which is mainly for study purposes hence there will be no need to provide personal information and the information will also be destroyed after a period of one year. Lastly, the research instrument will be divided into five sections, with the first section requesting participants to provide their background information which will also help in creating a conducive atmosphere as these questions are often easy to complete.

1.5 Delimitations

Annually, MANICA offers training and developmental opportunities to all employees in order to improve the performance levels of their employees in accordance with the organisation's standards. However, this study will be limited to only personnel who assess and arrange for in-service training programmes for their sub-ordinates in MANICA in Erongo Region.

Conversely, this study will in future also look at other possibilities to incorporate the views and opinions of all employees that have attended any in-service training programme at MANICA.

1.6 DEFINITIONS OF TERMS

Employee- A person employed for wages or salaries. In this study this term would be used to refer to any employee that plays a significant role towards enhancing the objective of in-service training and more especially those employed at MANICA.

In-service training- is defined by Armstrong (2014) as the, “Systematic application of formal and/or informal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.”

Manica Group Namibia- Manica is one of the groups of companies specialising in various fields of supply chain logistics, freight handling and marine trading and services. In this study Manica is the sample population.

OTJ- refers to On the Job Training. Noe (2005) says “New or inexperienced employees learning through observing peers or managers performing the new job and trying to imitate their behaviour. OJT can be useful for training newly hired employees, upgrading experienced employees’ skills when new technology is introduced, cross training employees within a department or work unit and orienting transferred or promoted employees to their new job.

Participants – According to the English dictionary, a participant is anyone who is involved in an activity or program. In this study, the term participant would be used to refer to employees who took part in the data collection process.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter gives a detailed review of the literature of different forms of in-service training mainly under the theoretical framework and the empirical framework respectively.

2.2 Literature review

The success of any organisation, whether in private or public sector, lies mostly on the quality of its human resources. Taiwan (2007) emphasises that: “In recent times, countries throughout the world have become aware of the fact that increasing economic growth is not only due to new technology or a combination of the factors of production, but also to the development of its manpower resources.” Therefore, the objective of in-service training is to ensure that all employees have and maintain the requisite competencies to perform in their roles at work and this is done when an organisation needs to improve its efficiency and effectiveness.

2.2.1 Theoretical framework

The theoretical framework in this chapter will provide a general representation between the inputs and outcomes of training. In this section, therefore, the different forms of training in which in-service training at the work place is conducted will be outlined.

2.2.1.1 TRAINING

Training in particular, provides employees with the knowledge, abilities and skills required to complete a particular job. Thus, Mathefane (2007) asserts that: "In a successful training programme, the intervention acts not as a treatment for organisational ills but rather as an instrument of change." According to Plessis (2015): "Theories of training are based on theories of learning, since training effectiveness is measured by the extent to which the individuals concerned learn what they need to know, can do, what they need to do and adopt behaviours intended-in other words, acquisition of knowledge, skills and attitudes (KSAs)."

Training entails the transfer of specific skills to an employee so that he or she can perform a specific job or task. Thus Matthews (2004), argues that training is concerned with "Providing opportunity to the individual to learn what they need in order to do their jobs more effectively." Whilst the study of Singh & Vinnicombe (2003) revealed that, "Training is considered to be a process of enhancing an employee's capacity to handle greater responsibilities successfully." "Training is therefore more tasks oriented in the sense that it is concerned with skills acquisition and work performance." Meyer et al (2007). Hence, Erasmus and Van Dyk (2003) argues that "Training is the way in which an organization uses a systematic process to modify the knowledge, skills and behaviour of employees so that it can achieve its objectives. It is "task-oriented" because it focuses on the "work" performed in an enterprise" (p. 2).

Meyer (2007) emphasis that: "Due to new developments such as electronic learning, the design of training will focus increasingly on the human-computer interface. Classroom training is still a popular training method but is more frequently

supplemented with new training techniques such as industrial theatre and outdoor training, self-directed learning and electronic learning”.

Additionally, Lingham, Richley and Rezania (2006) suggest that:

The effectiveness of training should be based on the extent to which trainees are able to apply knowledge, skills and attitudes they obtained during training. They further indicate that training and education are viewed as key ongoing processes in support of organisational growth and advancement, providing a forum for communication of new organisational strategies, new values, new tools and new improved ways of performing work.

Training can be a great investment and can be great waste of money as well. Similarly, “Training is certainly a waste of money when desired behaviour or outcome does not occur hence all performance problems cannot be addressed by training. In most cases non-training interferences are necessary” (Gupta, 2007).

a. ***Induction training***

Training activities begin when a new employee enters the organization usually in the form of employee orientation and skills training.

According to Foot and Hook (2008), “Induction process helps new employees to settle quickly into their jobs so that they soon become an efficient and productive employee.

b. ***On-the-job training***

Noe (1999), states that “On-the-job training is thus when the organisation trains newly hired employees, upgrades the skills of the experienced employees when new

technology is applied, cross-trains employees within a new department or work unit and orientates promoted employees to their new jobs.” Fisher *et al* (1993) maintain that

“on-the-job training is conducted at the work site and in the context of the actual job. Approximately ninety percent of all industrial training is conducted on the job (p. 286)”. A good OJT programme should be constructed as carefully as a formal classroom training programme. Ideally, the supervisor or peer who acts as the trainer will be taught how to introduce and explain each new task. The trainer should carefully consider the order in which new tasks are introduced and should prepare a written list of objectives for each stage of the training process.

Furthermore, on-the-job training has several advantages because the training setting is also the performance setting, the transfer of training to the job is maximised, the cost of a separate training facility and full-time trainer is avoided, and trainee motivation remains high, because it is obvious to the trainees that what they are learning is relevant to the job. However, in the negative side, OJT may suffer from infrequent interruptions as the trainer and/or the trainee is called away to perform other organizational duties.

Moreover, what many organizations call OJT is really no training at all, as employees are abandoned on the job and expected to pick up the necessary skills as best as they can. Often employees are not informed about important but infrequent events such as emergency procedures or annual maintenance and may learn bad habits and unsafe procedures from co-workers.

Additionally, Chan (2010), states that, “On-the-job training does not cost the organisation much, it requires little, if any preparation the content is directly relevant and the learning can be put to use immediately.”

In fact, unplanned and unstructured OJT can result in performance that does not meet the organisation’s goal or standards.

Furthermore, Chan (2010) explains that, “The success of the on-the-job training is also directly related to the characteristics of the designated coach. He/she does not only need to understand exactly how the job is done, but to be able to explain clearly how to do it, be patient enough to let the learner stumble through the process and make mistakes and be able to give feedback that helps the new person learn.”

Overall, OJT helps people learn by doing the job under guidance of an experienced person. Similarly, Noe (2005) refers to OJT as “new or inexperienced employees learning through observing peers or managers performing the new job and trying to imitate their behaviour. OJT can be useful for training newly hired employees, upgrading experienced employees’ skills when new technology is introduced, cross training employees within a department or work unit and orienting transferred or promoted employees to their new job.”

OJT is an attractive training method because compared to other methods; it needs less investment in time or money for materials, trainer’s salary or instructional design. Managers or peers who are job knowledge experts are used as instructors. As a result, it may be tempting to let them conduct the training as they believe it should be done. On the other hand this unstructured approach may have several disadvantages because managers and peers may not use the same process to complete a task hence they may pass on bad habits as well as useful skills. Furthermore, they

may not understand that demonstration, practice and feedback are important conditions for effective on-the-job training. Hence unstructured OJT can result in poorly trained employees, employees who use ineffective or dangerous methods to produce a product or provide a service and products or services that vary in quality.

However, Nel (2008) proves that on-the-job training can however, “Prevent trainees from acquiring a broad perspective and can adversely influence their perception of their job and how it fits into the activities of the organisation”. Therefore, training is any planned activity to transfer.

c. ***Off-the-job training***

According to Fisher et al (1993:394), “Most formal managerial development takes place off the job, while a great deal of learning occurs on the job.”

Webster (2009) explains that,

Off-the-job training can either be short term or long term. Short trainings include workshops, conferences and seminars. Long term staff training includes distance learning case study, sabbaticals, master degree training and Ph. D. programmes. Furthermore, off-the-job training is conducted at an area away from the work environment.

Conversely, Hansson (2008) argues that study materials are supplied and there is full concentration on learning new skills, knowledge and behaviour without distractions of ringing phones, instant messages, email notifications or other staff members.

d. *Career development training*

Tadic (2005), explains that “Career development training is a type of in-service training designed to upgrade knowledge, skills and ability of employees to help them assume greater responsibility in higher positions.” Furthermore, Lazeer (1998), asserts that “The upward movement of the employee in organization’s hierarchy exposes them to enhanced responsibility, rank and compensation package which translates to improved performance.”

Career development thus helps identify potential candidates for promotional positions at the workplace. Hence, “Employees who look for career development and promotion can expand their own skills. To be able to commence this intervention, the employees should understand which method and delivery style of training is suited to their requirements.” Sparrow (2004).

According to Marchington & Wilkinson (1997), “With low job security, the best prize an organization can give an employee is the transferable skills. This intrusion is driven more by employees who take control of their career path. The employees can take control and change the direction of their career through proper training and development.”

2.2.2 Conceptual framework

In this study, the conceptual framework is going to look at concepts, assumptions, expectations, beliefs and theories that support and informs the researcher about the assessment of in-service training of middle level employee’s effectiveness.

Training attracts high quality employees as it offers them learning and development opportunities, increasing their competence and skills, resulting in more job satisfaction, high rewards and progression within the organisation and increases commitment of employees by encouraging them to identify with the mission and objectives of the organization.

Furthermore, it has been observed that training in particular, “Helps organizations manage change by increasing understanding of reasons for change, providing people with the necessary knowledge and skills, and helps develop a positive culture in the organization.” Vukovic, Završnik, Rodić & Miglic (2008).

Kreitner and Kinicki (2007) believe that there are a number of factors on the job that prevent transfer of learning and they are listed as follows:

- If the learners see no value in applying new skills, believe no rewards will result from doing so or do not value the rewards and then transfer of learning from classroom to the job will not occur.
- If individuals have little or no latitude to change what they do because the job tasks are too tightly controlled, then training can never be applied unless task controls are relaxed.
- If a learner’s supervisor is not in favour of training, then there is little or no likelihood that a learner will be applying newly acquired skills. Supervisors exert a powerful influence over the behaviour of subordinates because they control rewards and punishment.
- If a trainee returns to the project field only to find that fellow workers greet new ideas with scepticism, then training will not be imparted successfully.

Hence it is important to ensure all employees are well informed about the inputs and thereof the expectations of in-service training and its outputs respectively that is the effect of in-service training on employee performance.

As observed in the related literature above, training in particular has evolved. Subsequently Orokov, Durnling & Puskarev (n.d.) state that, “Traditionally, training was considered to be job-focused, limited to the technical skills and abilities needed by public employees to perform specific tasks. As such, it was differentiated from education, which was considered to be broader in scope, more oriented toward a range of future jobs and generally provided by institutions of higher learning.” Hence they further stated that, “Traditionally, individuals obtained their education first and subsequently received training in the work environment.”

However, Van Wart, Cayer, & Cook (1993) claim that, “The distinction among training, education, and development has become blurred.” Therefore, this provides evidence that in-service training in particular can be regarded as part of continuous education and developmental programmes at the workplace as they both provide opportunities to employees to improve individual performance. Additionally, this training programmes need to be up to date in order to keep up with the changing environment.

2.2.2.1 Training Theories

Training theories are said to be important as they help the organization in choosing and implementing the training process in a professional way. According to Milelm, Abushamsieh and Aroste (2014), “It is necessary to choose the type of training model that is most appropriate to the nature of the work being carried out.”

(a) Scenistic Methods

According to Paul (2010), “Scenistic methods are a set of approaches or process focusing on situations, events, case studies and narratives that furnish a specific setting for performance issues, needs, deficiencies and scripted actions for particular situations.”

i. Situated learning or cognition

This form of scenistic methodology basically focuses on the relationship between learning and the situation in which learning occurs. Hence Milhem et al (2014) argue that, “Materials used or created such as cases, basically situate the trainee in his/her operational context.” The authors also further went ahead to say, “Therefore, material is the starting point of the methodology and is followed by the identification of issues or problems where the trainee is to a certain extent familiar with and involved in a specific context.” Thus it should be noted that, “Situated learning are the constructs of work content and availability of work community to guide and assist in planning and interpreting experience and constructing learning.” Stein (2001).

ii. Constructivism and experiential learning

It is noted by Milhem, Abushamsieh and Aroste (2014), constructivism is well suited to the situated and scenistic methods as it stresses comprehensible real world functions in an organizational environment. Subsequently, Caver (1996) states that the Multidisciplinary theory of experiential learning is to a great extent, based on constructivism and uses psychology, philosophy, sociology, anthropology and

cognitive sciences to gain a greater insight into the learning process. Thus it enhances the learning process in an organization.

iii. **Transformative learning theory**

The Transformative learning theory in a combination with scientific methods enables and encourages trainees to participate actively in shaping the content and application of learning activities. It is considered that many will accept the possibility of being empowered and actively involved in decision making.

iv. **Action theory**

Contrary to many cognitive and information processing theories, action theory is linked to behavior and specific working contexts and outcomes” (Milhem, Abushamsieh and Aroste, 2014). Similarly, Paul (2010) states that: “Action theory is concerned with the processes involved in the interaction between environmental inputs and behaviors in the one hand and how cognition regulates behavior and performance in the other.” Whilst Salisbury (2008), define action theory as, “A systematic tool for understanding how knowledge of cognitive processes in a performance situation is regulated by using focus sequence, action structure components and foundations of theory which interact dynamically.

As the literature above presents it is important to note that, “Once the employees are comfortable with the scientific model, they can apply it to any other problem in the workplace.” Paul (2010).

(b) Human Capital Theory

The Human Capital Theory is aimed to emphasize training as an investment as it involves costs and benefits which can be assessed by using financial criteria such as the present value and internal rate of return (ROI). Furthermore, Simon (2008), explains that, “Human Capital development is based on neo-classical theories of labor markets, educational and economic growth. It takes for granted that employees are productive resources and attempts to find out whether highly trained employees are more productive than other personnel or not.”

i. Return on investment for employer

Return on investment therefore measures the gain or loss generated on an investment relative to the amount of money invested. Return on investment for the employer is essential as it carries a numerous amounts of benefits to the organisation. According to Kaminski & Lopes (2009) ROI is calculated for the following reasons:

- To justify the training budget (maintain or increase training dollars).
- To determine the effectiveness of training
- To evaluate the training method used and the use of time for trainer and employee
- To determine if there was a change in time, cost, or behaviour.
- To provide evidence to management or stakeholders.
- To build trust and respect for ourselves and the trainers.
- To gain credibility with executives.
- To identify areas of improvement.
- Because your supervisor asked for the information.

- To keep our jobs and to help staff keep their jobs.

Organisations should therefore choose to invest in a training model that is not appropriate to the nature of work being done. As observed, Human Capital Theory is the most important form of capital and it can be enhanced through training and it has been said to show an increase that training reflects positively on performance.” Milhem et al (2014).

2.3. Summary of the Chapter

This chapter analyzed in-service training, under the criteria: the theoretical framework which presented both inputs and outputs of training and the conceptual framework which outlined the concepts, assumptions and expectations of in-service training. Additionally, the theoretical framework also outlined and discussed different forms of training at the workplace such as on-the-job training, off-the-job training, career development training and induction training. Subsequently, conceptual framework presented training theories such as the Scientific Methods and the Human Capital theory which help organizations in choosing and implementing a successful training process in a professional way. Thus it is essential for organizations to choose systems that can promote in-service training opportunities for all employees and at the same time to establish underpinning knowledge and expertise in-service training programmes. Prior to this study, there has been no study conducted to assess the effectiveness of employees.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the study. It begins with the description of the research design, research population and study size respectively, the research instrument used, procedure to be followed during the data collection process, data analysis outline and last but not least the research ethics. This study was aimed to collect the above mentioned information from MANICA.

The need for this study was posed by the following factors at MANICA: lack of available time amongst middle management to attend/conduct in-service training programmes, lack of relevant training resources to support staff eligible for training and the lack of incentives as a means of motivating employees to actively participate in training programmes in order to improve individual performance and thereof organizational performance.

3.2 Research design

A research design can be defined as a guideline or a plan used in order to generate possible answers to research questions. The researcher has a positive approach towards this research hence questionnaires will be used to collect the data for assessing the effectiveness of in-service training in middle level employees' effectiveness in the workplace. Additionally, a qualitative methodology and a quantitative methodology will be used to emphasise meanings and experiences

related to the phenomena and to provide an in-depth understanding of the research problem.

According to Eriksson & Kovalainen (2008), “A qualitative research aims to produce new knowledge about how things work in real-life context.” Therefore, this study will further follow a qualitative approach in detail; however, the nature of some of the data may also permit quantitative analysis. Hence a deductive and inductive mode of interpretation will be used to present the findings.

3.2 Sample

The literature review revealed that in all studies conducted on the problem, a mixed methods approach was used. In this study, the researcher will adhere mainly to the qualitative paradigm to research the level of in-service training towards middle level employees’ effectiveness in the workplace.

The research will be field focused, i.e. it will be conducted in a natural work situation with no interventions, as opposed to an experimental design. Meaning, the research instrument (research questionnaire) will be distributed to the participants as per the agreement provided by the relevant authority at MANICA and participants will be expected to return this questionnaires upon completion within the specified period.

3.3 Population

According to Welman (2005), “The population is the study object and consists of individuals groups, organizations, human products and events or conditions to which they are exposed.”

This study aims to assess the effectiveness of in-service training in middle level employee effectiveness in MANICA. Therefore for the purpose of this study, middle

management employees will be interviewed due to the fact that they are responsible for assessing the performance levels of employees who have and/or have not attended in-service training sessions.

MANICA in Erongo region has an estimate of about more than thirty (30) employees that are eligible for the purpose of this study, hence the sample study group will be chosen from these employees.

3.4 Sample

According to Nunan (1992), “Even in small scale research projects, the researcher should make efforts to secure a representative sample, and this can be done using the variables s/he deems important, e.g. age, gender etc.”

The sample for this research will only include employees who are responsible for assessing employees’ (i.e. subordinate) performance levels. The research aims to interview mainly middle management staff members however in the absence of the targeted group due to various factors such as the size of the departments; the relevant available person will be requested to complete the questionnaire.

Therefore for the purpose of this study, seventeen (17) employees from the following departments will be requested to participate. Namely, Operations (3), Human Resources (3), Syncrolift (2), Technical Services (2), Business Process (2), Business Development (1), ICT (2) and Procurement (2).

3.5 Research instruments

According to Nel (2008) explains that, “Questionnaires are the most preferred method of data collection because once the initial question has been compiled, it is the least time-consuming and cheapest”. The primary reason for choosing questionnaires relates to their handy information from respondents such as knowledge, perception, beliefs and attitudes on specific items. The researcher will design the questionnaire to access the respective respondents’ perception, opinions and views on the constraints encountered by employees, as well as the perceived supervisors.

Due to constraints such as time, the researcher has therefore selected questionnaires because they can be emailed to participants since most of the employees have easy access to the internet. Similarly, Warwick (1975) also advised that, “Methods chosen for data collection should provide high accuracy and convenience for obtaining data from the respondents.”

Additionally, Armstrong (2014) emphasised that, “Questionnaire are an efficient measuring tool for unique data collection such as culture, knowledge, attitudes, beliefs and behaviour and most importantly it helps in collecting data without exposing the identity of the participant.”

3.6 Procedure

The researcher has chosen to collect all the data using a questionnaire. The questionnaire will comprise of open-ended questions, and will be completed by all the participants. The open-ended questions will allow the respondents to elaborate

their views on the constraints they encounter. These views will form the basis of the analysis.

Data from the research questionnaires will therefore form the primary data whilst secondary data will be collected from available printed journals, newsletters, company websites or any other related source of available reliable source of information.

3.7 Data analysis

Bogdan & Beklein (1982) indicate that there are two approaches to data analysis, namely “The inductive and deductive modes.” Furthermore, “An inductive process means that categories and patterns emerge from data, rather than being imposed on data prior to the data collection.” (MacMillan & Schumacher, 1997). Data analysis followed the analytic induction methods although a deductive mode of thinking – that of moving back and forth between analysing raw data and recasting tentative analysis at each phase – will be used when necessary.

Furthermore, collected data will be analysed and interpreted question by question. Open ended questions will be summarized in categories and interpreted based on their similarities in responses whereas the close ended questions will be presented in a graphics or tabular format.

3.8 Research ethics

Research ethics are of ultimate importance when dealing with Human Resources in any organization. Therefore, the researcher will address a letter to the relevant authorities at MANICA in the Erongo region requesting for permission to be granted

The research study is mainly for academic purposes hence participants will be briefly informed about the significance of this study and their rights to participate in the study. Also, participants will not be required to provide any private details (i.e. names, identity numbers, cell phone numbers etc.) for the purpose of confidentiality.

Finally, questionnaires used to collect data will be locked in a safe cabinet and disposed within a period time after the data collected has been analysed, processed and recorded.

This chapter presents the data presentation, analysis and discussions as collected from Manica in response to the researcher's questionnaire, which was mainly aimed to assess the effectiveness of in-service training for middle level employees effectiveness in Manica. The research questionnaire was further divided into five sections with the first section collecting the background information of the participants whilst the last four sections focused on the research objectives which were:

1. To assess the level of employee performance after they have successfully completed in-service training programme at their respective work stations.
2. To investigate if the lack of training opportunities does indeed contribute to a decline in employee effectiveness in tasks performed by all employees.
3. Suggest the information systems that can provide in-service training opportunities for all employees.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

The intended sample study for the case study was NAMPORT but due to unavailing reasoning (proof attached in appendices) it was changed to MANICA which seemed to deem fit for this study due to the similarities in organisational culture, operations and other organisational functions.

This chapter presents the data presentation, analysis and discussions as collected from Manica in response to the researcher's questionnaire, which was mainly aimed to assess the effectiveness of in-service training for middle level employees' effectiveness in Manica. The research questionnaire was further divided into five sections with the first section collecting the background information of the participants whilst the last four sections focused on the research objectives which were:

- To assess the level of employee performance after they have successfully completed in-service training programmes at their respective work stations.
- To investigate if the lack of training opportunities does indeed contribute to a decline in employee effectiveness in tasks performed by all employees.
- Address the information systems that can promote in-service training opportunities for all employees.

- To provide underpinning knowledge and expertise in-relation to Manica's in-service training programmes

Additionally, the researcher used the analytic inductive and deductive mode of thinking to interpret the data although verbatim style was used to present some of the data.

4.2 Data presentation

For the purpose of this data collection process, a research questionnaire was used to collect the relevant data from the employees that took participated in this activity. Furthermore the questionnaire was designed to cover the four research objectives thus it was divided into different categories as per the objectives and thereof analysed and presented accordingly.

The first category, namely Section A aimed to get a brief background of the participant hence it included the biographical information of participant. Section B, respectively was aimed at assessing the level of employee performance after they have successfully completed in-service training programmes at their respective work stations. Similarly, Section C did an inquiry into finding out if lack of training programmes do indeed contribute to a decline in employee effectiveness and Section D looked at ways on how to address information systems that promote in-service training programmes at Manica. Finally Section E intended to get participant's view on providing underpinning knowledge and expertise in-relation to in-service training programmes.

4.2.1 Section A: Biographical Information

During this data collection process, seventeen (17) employees took part in this activity. Therefore, in order to collect the relevant biographical information, a research questionnaire with closed ended questions for this category (Section A), was distributed to the participants. Biographical information is essential in order to determine whether or not there is a significant difference in opinions of participants based on their biographical information such as gender, age, highest level of qualification obtained, department of workstation, position held at the company and/or length of service at the company.

1. Gender

Participants were requested to indicate their gender by ticking in the option applicable to them as per the options indicated in the research questionnaire which was closed ended.

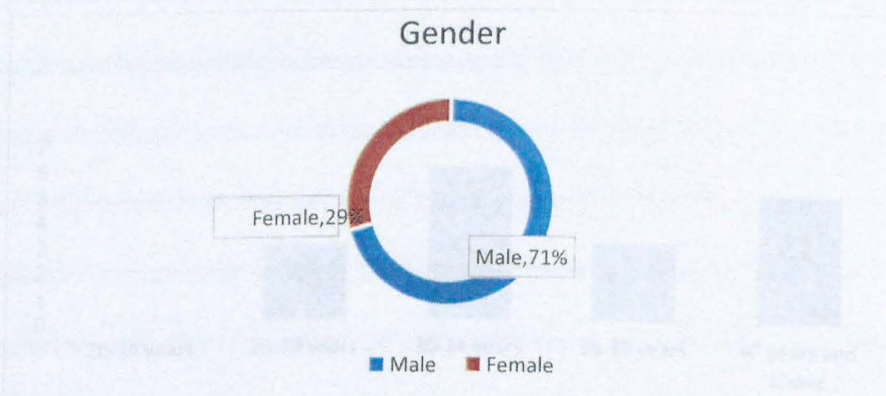


Figure 1: Gender

During the data collection process, seventeen participants, namely five (5) female and twelve (12) male took part in this activity hence, Figure 1 above that presents these statistics.

According to the statistics there were more male (71%) than female (29%) that participated in this research. Thus this gender in balance could be due to the practicality of the nature of the industry, which is mainly logistics and supply chain in which Manica operates. Furthermore, Wehrwein, Lujan and DiCarlo (2006) stated that, “Males and Females have different preferences in terms of learning styles, which results in them approaching work activities differently.” Thus this differentiation had a significant role as most females reasoned with a variety of approaches towards enhancing in-service training as opposed to their male counterparts that were very brief.

2. Age

Participants were requested to indicate their age by ticking in the option applicable to them as per the options indicated in the research questionnaire which in this category was entirely closed ended. Seventeen participants took part in this research study, with most (35%) of them falling under the 30 – 34 years age group.

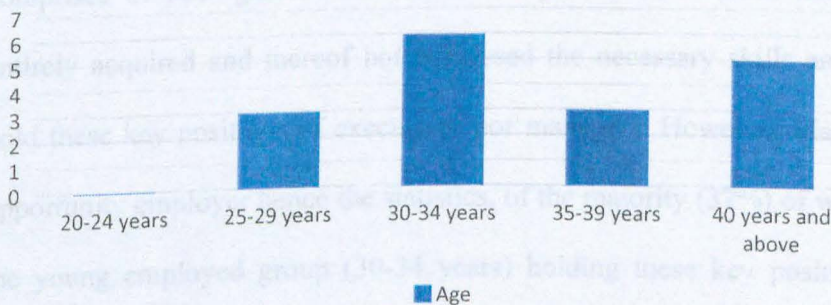


Figure 2: Age

As illustrated in Figure 2 above, participants (employees) were requested to indicate their age as per the appropriate category and the results as indicated in the diagram

read as follows, 25-29 years 3 participants, 30-34 years 6 participants, 35-39 years 3 participants and 40 years and above 5 participants respectively.

This study was aimed to get the views of executives', middle level employees' or line supervisor's opinions. Therefore, considering the Namibian Labour Law Act (Chapter 2, The Prohibition and restriction of child labour) it is unlikely to find an employee who is less than 24 years holding such a key position. Practically an individual would complete senior secondary education at the age of 18 (which is also the minimum age to recruit any Namibian), complete tertiary education in three or four years thereafter and then get appointed in a certain organisation. Thus, this could be the reason why there was no participant under the 20-24 years age bracket holding any key position as it would still take them a few years to acquire the relevant industry expertise.

Similarly, the statistics proved that the 25-29 years age group is minority (17%) and this could be closely linked with the above because in most cases this age group comprises of new graduates or first time job holders whom naturally have not entirely acquired and thereof not possessed the necessary skills and knowledge to hold these key positions of executives nor managers. However, Manica is an equal opportunity employer hence the statistics, of the majority (37%) of whom are mainly the young employed group (30-34 years) holding these key positions. Therefore, these statistics evidently proved that there is almost an even distribution of age groups recruited across Manica's middle level positions.

3. Highest qualification obtained

Similarly, as in the previous question participants were requested to indicate the highest qualification obtained by ticking in the option applicable to them as per the options indicated in the research questionnaire, which in this category was entirely closed ended too. Seventeen participants took part in this research study and as per the statistics 35% said to have obtained a degree or diploma as their highest qualification.

Indicating the level of the highest qualification obtained is essential in understanding the level of education participants are likely to possess. Therefore, this also contributes to the way they reason in-terms of knowledge on training and development in particular.

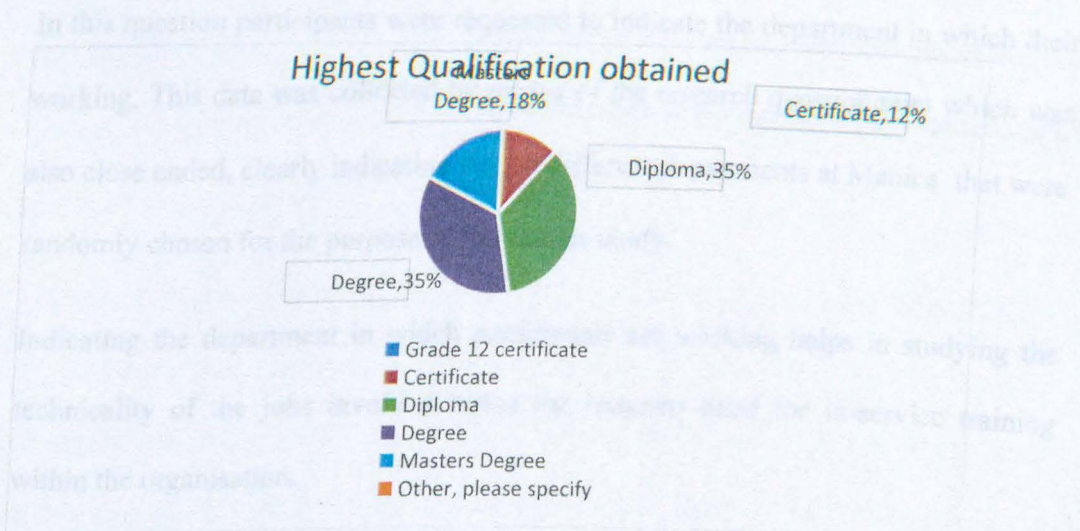


Figure 3: Highest qualification obtained

The diagram above illustrates the highest qualifications obtained by the 17 participants as follows certificate (N+ or higher) 2 participants, diploma 6 participants, degree 6 participants, and master degrees 3 participants. Provide data analysis (see comments in previous sections for guidance)

Concurrently, most participants previously indicated to be within the age bracket of 30-34 years thus this could also perhaps be the reason as to why most (35%) of the participants are degree or diploma holders as this often the age group that comprises of first time or second time degree holders. Who, also at the same time hold most of the key positions of executives, or managers.

Additionally, master degree holders could also be in minority (18%) because of the nature of the ever changing demands of logistics and supply chain. Therefore, participants would opt to specialize in fields that are closely linked to their daily roles rather than general fields of study such as MBAs.

4. Department in which employee is working.

In this question participants were requested to indicate the department in which their working. This data was collected by means of the research questionnaire which was also close ended, clearly indicating the ten different departments at Manica that were randomly chosen for the purpose of the sample study.

Indicating the department in which participants are working helps in studying the technicality of the jobs involved hence the frequent need for in-service training within the organisation.

5. Position you are holding at Manica:

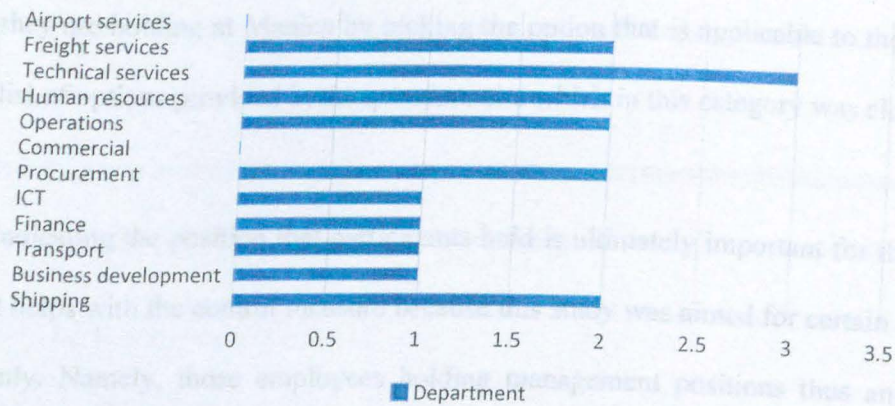


Figure 4: Department in which participants are working

Furthermore, participants were requested to indicate the department under which their respective workstation falls and the results as illustrated above were as follows. Shipping, Procurement, Operations, Human Resources and Freight services each had two (2) participants, whilst Business development, Transport, Finance and ICT each had one (1) participant respectively. Lastly, Technical services had 3 participants that took part in this activity.

Majority (17%) said to be working under the technical services and as such these participants require frequent in-service training in order to keep up with the ever-changing demands of their jobs. Whilst minority (6%) which could be due to small number of eligible staff members within their respective workstations and do not necessarily require frequent in-service training because of the routine nature of their daily chores.

5. Position you are holding at Manica:

Just like in the previous question participants were requested to indicate the position they are holding at Manica by picking the option that is applicable to them from the list of options provided in the questionnaire which in this category was closed ended.

Indicating the position that participants hold is ultimately important for this study as it helps with the control measure because this study was aimed for certain employees only. Namely, those employees holding management positions thus any other in employee in a lower rank will most likely not be able to answer the questions. Middle level employees (executives, managers, team leaders, supervisors etc.) were chosen for the sample study because they are responsible for assessing their subordinates' performance after successfully attending in-service training programmes within their respective work stations.



Figure 5: Position held by participant at Manica

As per the participants' feedback, the data collected revealed that out of the 17 questionnaires distributed and thereof collected 2 participants held executive positions, 6 participants held managerial positions, 4 participants said to hold supervisor positions and 5 participants said to be holding team leader positions.

The statistics further indicated that the majority (35%) of the participants held managerial positions which are accurate because of the method in which the sample study was purposely chosen to target only employees in these key positions. Whilst the minority (12%) indicated to hold executive positions which once more was also the expected representation of the study sample.

6. Length of service at Manica

Length of service served by employees helps when analysing the expertise knowledge from participants who have served the company for a longer period of time compared to the newly hired. Additionally, the length of service served also aids when doing comparisons between the age brackets of participants and the number of years they have indicated to have worked for Manica.

For this question, participants were asked to indicate their choice by choosing the applicable option from the list of options that was provided to them in the closed ended questionnaire that was distributed to them for their honest opinion.

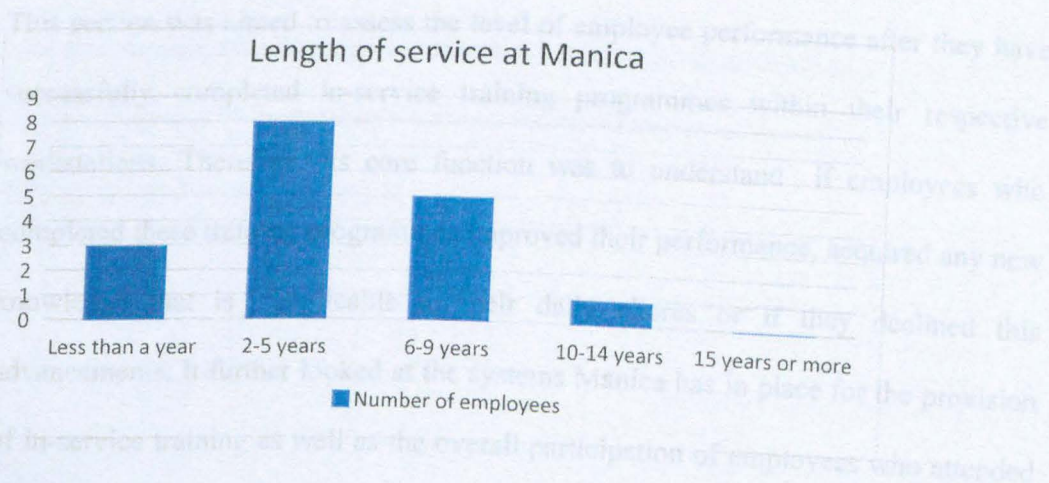


Figure 6: Length of service served by participant at Manica

The chart above presents the statistics of the duration of service served by participants at Manica and they are as follows. Less than year 3 participants, 2-5 years 8 participants, 6-9 years 5 participants and 10-14 years 1 participant.

Furthermore, majority (47%) of the participants have indicated to have served Manica for 2-5 years which could reasonably be true since previously most (35%) participants said to be within the 30-34 years age bracket. In contrast the minority (5%) could also be relevant as only (29%) employees said they are above the age of 40 years considering other external factors such as career change and other moves in personnel trends. Lastly, the 18% of length of service of less than a year served by participants could be a result of new hires or recruits in the organisation

4.2.2 Section B: Assessing the level of employee performance after they have successfully completed in-service training programmes at their respective work stations.

This section was aimed to assess the level of employee performance after they have successfully completed in-service training programmes within their respective workstations. Therefore, its core function was to understand if employees who completed these training programmes improved their performance, acquired any new knowledge that is applicable to their daily chores or if they declined this advancements. It further looked at the systems Manica has in place for the provision of in-service training as well as the overall participation of employees who attended these in-service training programmes.

In this section participants were expected to indicate their opinions by choosing the option that was applicable to them, however due to the nature of the data some questions allowed for more qualitative than quantitative interpretation hence some responses will be presented in verbatim.

Question 1: How often do your subordinates attend in-service training?

For this question, the participants were asked to state the occurrence of how often do their subordinates attend in-service training by clearly selecting the option that is relevant to them as per the closed ended question in the questionnaire for this category. However, participants were also allowed to state their own opinions if the ones provided differed from what they had to say.

Indicating the occurrence of in-service training at Manica can be of great assistance to the researcher when trying to understand if at all in-service training does take place within the respective departments.

Table 1: Occurrence of in-service training at Manica

Period of in-service training	Number of participants
Once a month	2 participants
Every 3 months	4 participants
Every 6 months	3 participants
Never attend in-service training	1 participant
Other, please specify	<ul style="list-style-type: none"> • 3 participants stated that their subordinates attend in-service training, "once a year." • 1 participant clearly indicated that his/her subordinate only attend in-service training when necessary. • The remaining 3 participant briefly mentioned that, "New recruits (subordinates) in his/her department only attend in-service training upon appointment in their respective duty station, whilst old recruits do a refresher in-service

	programme after 2 years”
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The table above reveals the data as provided by the participants that took part in the data collection process.

Majority (24%), clearly indicated that their sub-ordinates attend in-service training programmes every three months and this could be due to the ever changing demand of logistics and supply chain within the industry as most response were from participants who have also stated to work in the technical department. Concurrently, (17%) mentioned that their subordinates only attend in-service training programmes every six months and this could be due to reshuffles in departments, new recruits or routine work hence the less frequent need for training. Lastly, the minority (6%) stated that they do not attend in-service training at all hence this could also be due to the less flexibility of chores.

2. In-service training provided by Manica is:

In this closed ended question in the questionnaire, the researcher wanted to find out the different methods in which in-service training at Manica is conducted within the participants' workstations. Hence the participants were asked to indicate the option applicable to them.

Table 2: Methods in which in-service training at Manica is conducted

In-service training at Manica is	Number of participants'
Planned and systematically administrated	8 participants
Provided only when an accident occurs or a new system is introduced	1 participant
Spontaneously as a reaction to what competitors are doing	3 participants
When employees performance levels are declining	3 participants
Other, please specify	2 participants stated that in-service training only occurs when requested by subordinates.

As presented in the table above, participants indicated the methods in which in-service training is administered within their respective departments.

Furthermore, the results proved that 47% of the participants' responses stated that in-service training is planned and systematically administered which is good as this shows that the Manica has an active in-service training programme in place. Concurrently, 6% of the participants' responses reasoned that in-service training only takes place when an accident occurs at the workplace. This could be due to the nature of the jobs that the employees do, which are not very practical oriented hence the less chances of accidents and thereof the need for frequent in-service training programmes.

Similarly, 51% indicated that in-service training within their departments is spontaneous to what competitors are doing or when employees' performance is declining. This however is not a very healthy activity because the reaction to in-service training might come at a time when the organisation has already made losses which at times can be unrecoverable.

Lastly, about 12% of the participants mentioned that in-service training within their departments only takes place when requested and this could be due to the lack of flexibility in employee daily chores at work hence the lack of need for in-service training.

Question 3: Which target group undergoes most of the in-service training programmes?

Understanding the target group that undergoes most of the in-service training helps with concluding the research objective which was aimed to find out if in-service training does indeed contribute towards the effectiveness of employee performance after they have successfully completed these programmes.

This was a closed ended question which participants were once more expected to select the option most applicable to them. The results therefore assisted in identifying the target group that undergoes most if the in-service training programmes at Manica.

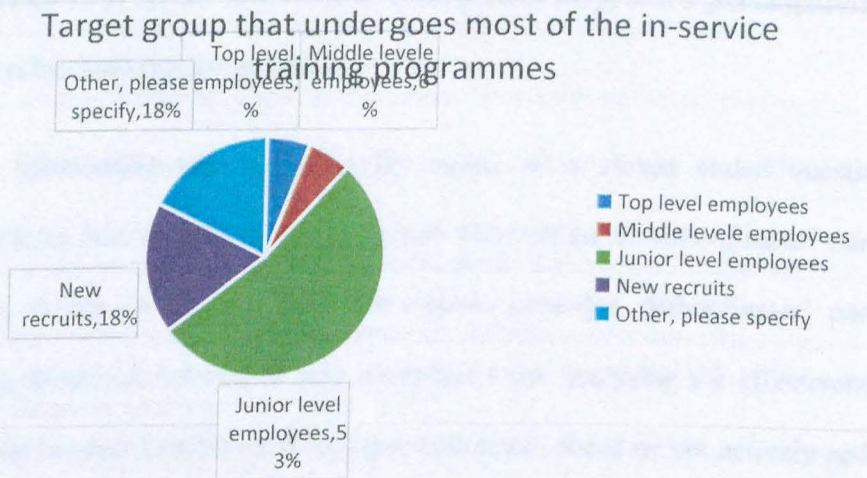


Figure 7: The target group that undergoes most of the in-service training programmes

As illustrated in the pie chart above, out of the 17 participants that took part in this research it shows that, the participants have indicated that the results of the target groups that attend in-service training in-terms of top level and middle level employees is 6%, these are the minority groups mainly consisting of executives and managers and since these are industry experts they do not necessarily require frequent in-service training. Similarly, junior level employees made up the majority group of 53% this could also be true as this group consist mainly of new graduates or first time job holders who have not acquired all the necessary knowledge and skill hence the importance for frequent in-service training. New recruits made up 17% of

the participants responses and this could also be true as this new entry in Manica could also mean adapting to changes which new recruits might find difficult to settle in quickly if not well oriented from the beginning. Lastly, the remaining 3 participant choose the option of other, clearly specifying that in their respective departments, all employees attend in-service training which creates a sense of belonging amongst employees and helps keep all employees keep up with new advancements in technology.

Question 4: What is your overall evaluation of employee's participation during in-service training programmes?

This information was collected by means of a closed ended question where employees had to indicate their overall observation of subordinates' participation during in-service training from the options provided. Subordinates' participation during in-service training is very important when analysing the effectiveness of the training because employees who seem distracted, bored or not actively participating accordingly during this activity would often find it difficult to consume and digest information properly.

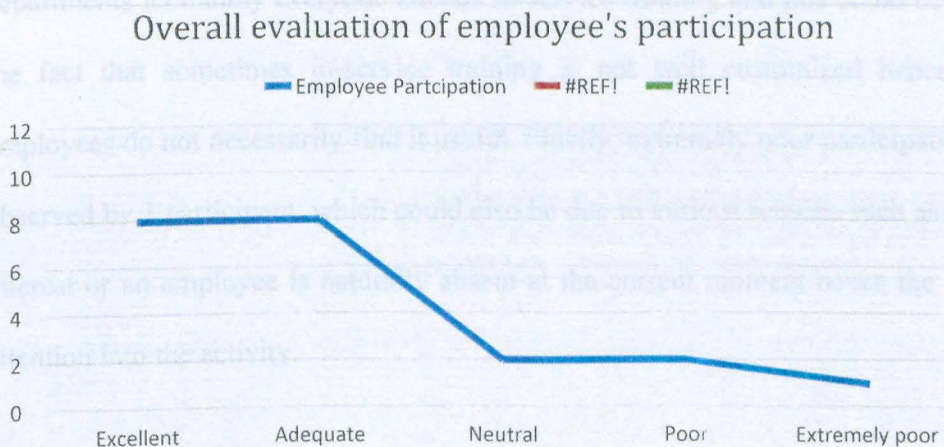


Figure 8: Overall evaluation of employee's participation during in-service training

As presented, participants were asked to indicate their findings of the overall evaluation and/or observation of the subordinates' participation during in-service training activities at work and their results were as follows; excellent participation was observed by 8 participants which makes up about 47%. The researcher furthermore also learned that this response was mainly common amongst participants' responses who also said junior staff and new recruits attend most of the in-service training programmes within their departments. This could be so because these employees have a lot to learn hence the keen interest during this activity.

Adequate participation was observed by 4 participants (24%) and this was common amongst participants' who said in their departments mainly top and middle level employees attend in-service training. Whilst middle level employees' participation might be adequate because too often employees in this level of the organisation structure already have all the necessary skills and knowledge hence they do not find much interest or challenge during this activity.

Neutral and poor participation was further observed by 2 (12%) participants each respectively and this was observed amongst participants' who also said in their departments its mainly everyone attends in-service training and this could be due to the fact that sometimes in-service training is not well customized hence some employees do not necessarily find it useful. Finally, extremely poor participation was observed by 1 participant, which could also be due to various reasons such as lack of interest or an employee is naturally absent at the current moment hence the lack of attention into the activity.

Question 5: What measuring techniques does Manica use to assess the level of an employee's performance after they have successfully completed in-service training programmes at their respective work stations?

This was an open ended question where participants were requested to outline the different methods they have in place to assess the change in employee performance after they have successfully attended in-service training.

Assessing employee performance after they have successfully attended completed in-service training programmes at their respective workstations helps in finding out if the training was worth investing in or not. The data will therefore be presented in verbatim.

The participants briefly stated that:

- The team leaders do oral examinations with the trainees upon completion of in-service training and thereafter followed by a practical examination at the trainee's workstation in order to assess or evaluate the employees' performance after they have successfully attended the in-service training programmes.
- Due to the fast changing industry in which Manica operates, the organisation has adopted well established computer software meant to assess' their employee's performance after in-service training programmes, hence trainees are often requested to do their tests through this computer software which thereof grades them automatically.
- Line managers and team leaders also do observations when trainees go back to their duty station in order to identify improvements on characters such as

self-confidence and the ability to demonstrate skills and knowledge when doing daily activities at work, speedy completion of tasks and the quality of the end product as well as the order in which intelligence level is applied when doing routines in housekeeping activities especially where safety is of utmost concern.

- At times, the organisation avails self-assessment forms/instruments which each trainee is expected to complete in order to give an evaluation of one's performance after training.
- Given the nature of their business, which is mainly logistics, assessment is mostly based on the employee's ability to demonstrate customer queries into workable solutions as well as the number of times an employee makes a mistake within the internal and external process, after they have completed their in-service training programmes. Therefore, these findings are made upon team leaders' observations or performance assessments which are done quarterly or as need requires.
- Measuring techniques are not applied very often as in-service courses (programmes) attended by subordinates are always relevant to the employee's work role. Therefore, the learnings gained are applied in the everyday role that the employee holds.

In-order to avoid accidents, employees (mostly new recruits), after attending in-service training, they are often placed on break down projects to demonstrate their newly acquired skills and thereof assessed on their performance upon completion of task. The data above presents the data in verbatim which clearly helps the organisation when planning for future in-service training programmes for its employees.

4.2.3 Section C: Do lack of training opportunities contribute to a decline in employee effectiveness.

This section was entirely open ended and participants were allowed to express themselves in the way they felt was relevant to the questions presented. Furthermore, the core objective of this section was to find out if lack of in-service training can cause any decline in employee effectiveness when conducting their daily chores at their workplace. Lastly, data in this section will be presented using verbatim although a deductive and inductive mode of thinking was used by the researcher.

Question 1: Do lack of training programmes indeed contribute to a decline in Manica's employees' level of performance? Please motivate your answer.

As previously mentioned this question was open ended and participants could outline their own responses as they deemed fit. The researcher therefore presented them as they are, clearly summarizing like responses and presenting them as displayed below.

This question was aimed to find out what negative effects the organisation would suffer if employees are not presented with adequate training programmes.

Participants' responses were as follows:

- *"Yes, lack of training programmes does cause a decline in employee's performance because as the ergonomics of the organisation changes, the organisation through its employees also needs to be upgraded."*
- *"Yes, because if employees do not attend regular training some might feel the organisation is not doing much to help them learn and keep up with new information technology hence they might have challenges performing their*

daily tasks that change with the daily change in technology resulting in poor or lack of performance.”

- *“Yes, lack of adequate training can cause devastating accidents at the workplace.”*
- *“Yes because some employees perceive training as a way of boosting their morale so if it does not take place employees remain demotivated and aggrieved thus it drops the standard of performance as well as the quality of output.”*
- *“Yes, logistics and supply chain is an evolving field which requires on-going learning so since the challenges differ on a daily basis; on-going training is a must.”*
- *“Yes, because graduates from institutions of higher learning are not equipped with the organisation’s procedures and requirements do conduct certain activities, therefore as a company we are responsible for ensuring that, these new recruits through training they become better equipped to deal with these legal requirements. Hence without this necessary training, it can cause a decline in employee effectiveness.”*

In contrast, this is what some of the participants had to say:

- *“No, because each employee recruited at Manica has demonstrated that they have the required skills to perform the roles they are employed to do. Hence, if there is training needed, this is delivered to further develop the employee’s skillset in order to return the benefits to the organisation.”*
- *“No, because subordinates in respective departments are normally appointed based on the competency and previous experience. As such their performance is not solely based on ad hoc training.”*

As expected, most participants admitted that if employees are not provided with regular training opportunities they will not be able to keep up with the industry's best practices and as result the organisation's performance levels or reputation can be affected severely.

Question 2: What methods does Manica adopt to assess the level of effectiveness of in-service training?

This question was open ended and employees could express the different methods they used to assess the extent of in-service training on the individual employee's performance. This is important because it helps when writing reports to sum up the training process.

The participants were requested to outline any methods Manica adopts to assess the level of effectiveness of in-service training and their responses were as follows:

- *“Trainees are often placed in groups in which they are expected to have conferences on their experience of the in-service training conducted and thereafter share their discussions with other groups.”*
- *“At times, the team leaders use observation as an assessment method.”*
- *Similarly, “Trainees are sometimes asked to give a detailed written report of the in-service training clearly stating if their expectations were met or not and their recommendation in order to improve performance in the organisation.”*
- *“Weekly and monthly reports are often compiled by team leaders based on employees' performance after they have successfully attended in-service training.”*

Truly, the results further proved that Manica does assess the effectiveness of in-service training and that the reports are indeed used to assess their training methods.

Question 3: How does Manica evaluate the training process in terms of the trainers?

This question was open ended and here participants had to outline the different methods that Manica uses to assess the individuals' expertise. Evaluating the trainers helps with identifying qualified candidates either within or outside the organisation to enhance the process.

Similarly, responses were summarized and will be presented as verbatim below.

The participants' feedbacks were as follows:

- *“To ensure that training has taken place efficiently and effectively, trainees are often required to provide team leaders with their attendance or performance certificates awarded after the training and if possible the specific grades of each trainee.”*
- *“Additionally, trainees too often are expected to complete evaluation forms to assess the trainer based on various competencies and the organisation can further use this assessment sheets to do a comparison with the agenda provided by trainer as well as the minutes provided by the secretary if possible.”*
- *“The training process is a centralised function, therefore references and previous experience can form the basis for evaluation.”*
- *Concurrently, “Trainers through the learning and development programmes assist the committee that is responsible for the evaluation process.”*

- Lastly, before any training takes place. *“The organisation often request trainers (external) to submit certified copies of all relevant documents especially qualifications in order for the organisation to assess if these trainers are indeed qualified and/or met the requirements to train anyone at Manica.”*

The results further proved that, both the organisation and the trainees are equally responsible for ensuring that only qualified people are hired to conduct the training programmes at the organisation. In addition participants mainly emphasised that it is a norm that before any trainer (most especially the outsourced trainers) is granted permission to facilitate any training at Manica, he/she must meet all the requirements and has provided a detailed CV.

Question 4: Most employees regard in-service training as a waste of time and a high cost to any organization. What is your stake on this statement?

This opened ended question in the questionnaire was aimed to get the participant’s view on the statement above which read “Most employees regard in-service training as a waste of time and a high cost to the organisation.” Getting the employees’ opinions helps in understanding the different views because in some departments it is compulsory to attend in-service training so employees do not have much say in it.

The data collected revealed that:

- *“In-service training is not a waste of time as it helps the employees to develop their professional knowledge and skillset with regards to best practise, international, legal and industry standards as well as to help them create a positive attitude towards their work activities and strengthen competence. Thus promoting a sense of belonging in some employees.”*

- On a similar note the, participants indicated that *“Lack of in-service training could result in a decline of employee performance hence it is not a waste of time but rather an important or perhaps the best decision an organisation can ever make.”*
- *“In-service training can be regarded as a refresher programme or an activity of creating awareness on newly established products or services within the organisation.”*

Therefore, it's an absolute requirement because it enhances better customer service as well as reducing the risks of accidents at the workplace hence avoiding lack of unnecessary expenses.

In contrast, some participants stated that:

- *“In-service training is indeed a waste of the organisation's time, money and a reason for most employees to stay away from work hence promoting absenteeism at work.”*

Lastly, most participants disagreed with the statement, clearly explaining that it helps with developing knowledge and skill and at the same time it helps keep up with the advancements in the industry. Concurrently, a smaller percentage mentioned that it is a waste of the company's resources as most employees are hired because they have proved to be industry experts therefore this exercise is not necessary. It was further observed that this type of responses were from employees who have served the organisation for a longer period of time i.e. 3 years and more.

Question 5: How can you, as an employee of Manica enhance the effectiveness of in-service training within your respective department?

This was an open ended question where participants were expected to give their own opinion independent of what the organisation already has in place.

Particularly, here participants were asked to explain how they could enhance the effectiveness of in-service training within their respective workstation and their responses were as follows. Enhancing the effectiveness of in-service training is important as it helps the organisation reach its training objectives.

The data collected revealed that:

- They would try to identify the available training materials that would be necessary to develop subordinates' skills by designing the syllabus in order to meet the training needs head on and foster industry best practices. This in particular will further allow for management to recommend and/or request for specific in-service training for subordinates in key areas such as logistics and supply chain or transport and logistics which is Manica's core business in the industry.
- Similarly, one of the participants indicated that as an assessor and training instructor, any training delivered is in line with industry best practices, thus the organisation aims to be innovative leaders by displaying what best practices encompasses through in-service training.
- Furthermore, the data collected has revealed that, one of the participants clearly stated that, he/she would advise his/her subordinates to use in-service training as a motivational tool and rewards can be an added advantage in order to enhance commitment from subordinates during this exercise.
- Lastly, participants also mentioned the importance of regular monitoring and evaluation as a measuring tool in order to understand the action of employees

in response to changes in the organisation and to study the level of employee performance after they have been provided with the opportunity to practice the knowledge and skills gained, which will ultimately present an opportunity for further in-service training or to reward employees accordingly.

It was observed that middle level employees are very keen towards the success of the organisation because participants have mentioned that they will ensure that the training provided is what they need or have requested for. Participants further stated that they would also ensure that regular monitoring and evaluation is done in order to understand the employee's behaviour towards changes in the organisation.

4.2.4 Section D: Addressing information systems that promote in-service training at Manica.

This section consisted of two questions whereby the first question was closed ended and the second one was open ended. Both questions were aimed to focus on information systems that promote in-service training programmes in the organisation.

Understanding the role of information systems in the training process is essential as it creates awareness when trying to make the process efficient. Finally, an inductive and deductive mode of thinking will be used to present the data as well as verbatim.

Question 1: To what extent does the use of information communication technology (ICT), contribute towards the effectiveness and efficiency of the in-service training programmes conducted at Manica?

In this question participants were given a variety of options to choose from depending on their observation on the use of ICT during in-service training

programmes. This was aimed to get an estimate in terms of the extent of ICT during in-service training programmes.

The use of ICT helps speed up the process hence it is of utmost importance that it is used effectively and efficiently.

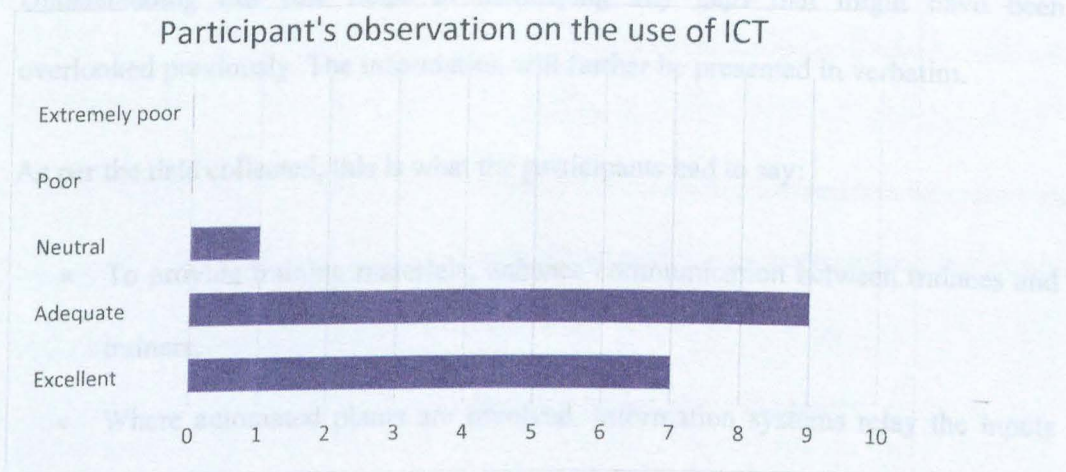


Figure 9: Participant's observation on the use of ICT during in-service training

The bar chart above presents the 17 participants' opinion with regards to the use of ICT in conducting in-service training efficiently and effectively. The participants' choices read as follows, excellent use of ICT was observed by 7 (41%) participants; this confirms the researcher's assumption that the use of ICT during in-service training in any organisation enhances the entire process. Adequate use was observed by 9 (53%) participants, this could be because of the nature of their daily chores which are technology advanced. It was further surveyed that at Manica most employees' daily duties and tasks require the use of advanced technology. Neutral use of ICT was noticed by 1 participant and this could be due to lack of interest in the activity.

Question 2: What role do information systems play in-service training at Manica?

This was an open ended question which was aimed at getting a descriptive background of the role of information systems during in-service training. Understanding this role helps in identifying any gaps that might have been overlooked previously. The information will further be presented in verbatim.

As per the data collected, this is what the participants had to say:

- To provide training materials, enhance communication between trainees and trainers.
- Where automated plants are involved, information systems relay the inputs into the components.
- It also helps with visualisation of training materials hence making the training process more effective and efficient.
- It also helps with assessing the ability to solve problems.
- Manica as a well-established organisation responding to changes within the industry, regular training on any new technology or ICT that is adopted in the organisation is always provided to enhance productivity.
- The use of ICT especially on employees' desktops helps with promoting awareness at the workplace at all times by keeping updated post it reminders through the organisation's intranet.

Lastly, it was thus registered that IS are very important as they speed up the process and make communication efficient.

4.2.5 Section E: Providing underpinning knowledge and expertise in-relation to Manica's in-service training programmes.

This was the last section of the research questionnaire, consisting of two questions which were entirely open ended. This section was aimed at getting the employees' expertise that they could bring forth in their respective departments in order to enhance in-service training at Manica. Finally, an inductive and deductive mode of thinking will be used to present the data as well as verbatim.

Question 1: In what way can you encourage employees to accept in-service training as a learning culture?

In this question participants were asked to outline the different methods in which they can inform their subordinates about in-service training and at the same time accept it as a learning process rather than a compulsory activity where some might perceive it as such.

Data as collected will therefore be presented as verbatim.

In order to encourage employees to accept in-service training as a learning culture, participants answered by saying:

- They would encourage their subordinates to set up targets that align with the need for specific training to be conducted.
- *“One of our organisation's value is zero harm at workplace on employees, goods/services therefore in order to achieve and keep up with this value, employees need to constantly familiarize themselves with the processes they*

engage in their daily roles thus the need to inform them on the importance of regular training."

- Employees furthermore need to be well informed about the negative effects of lack of training and the severity of its results on individual performance and thereafter organisational performance, this will motivate them to attend in-service training.
- The employees can be informed about the importance of training at the workplace during the induction programme, this way they learn to accept the idea of training right from the time they have been recruited in the organisation and perhaps also explain to them the benefits derived from productive training, such as improved and developed skills and knowledge which could result in better performance and better opportunities within the organisation such as monetary and non-monetary rewards and most importantly reaching organisation objectives more efficiently.
- Additionally, participants also suggested that Manica can consider making training a mandatory part of the performance rating for the end of the period, this will thereof encourage the employees to participate in in-service training programmes as this will boost their scores which will definitely have a positive impact on their performance rewards. Similarly, the organisation can ensure that all employees accept training as part of their performance agreement which is mandatory for them to agree and sign.
- Alternatively, some participants indicated that they have no idea on how they can encourage their fellow subordinates to accept in-service training as a learning culture because they themselves have never been exposed to in-service training programmes before.

Surprisingly all participants were very co-operative and they outlined the different methods they used (such as regular discussions or motivational talks or conferences) to encourage in-service training. This further also shows that participants are eager to intensify the developmental activities at their workplace and this observed amongst both genders and age groups.

Executives especially advised that in-service training can be linked with performance bonuses for low level employees hence it might encourage employees to work harder or to pay more attention to in-service training.

Question 2: Can in-service training be regarded as one of the developmental activities in the workplace? Please motivate your answer.

The last question in the research instrument was a random question to get the perception of participants if they regard in-service training as a developmental activity. This data is essential to assist the researcher's opinion that in-service training does contribute towards improving the knowledge and skills of employees at the workplace.

Responses were summarized and presented as verbatim.

The participants responded by saying:

- *“Yes, because in-service training will equip employees with the ability to achieve their goals and at the same time invest the knowledge and skills back into the organisation.”*
- *“Yes, it enhances safety in the workplace, encourages employees to work efficiently and effectively as they now have a deeper understanding of the industry.”*

The responses further confirmed the researcher's opinion that in-service training can be regarded as developmental activity because it improves employee's knowledge and skills.

4.3 Discussions

The discussion will present the interpretation of the research findings as per the research objectives.

4.3.1 Assessing the level of employee's performance after they have successfully attended in-service training programmes at their respective work stations.

As per the data collected from the participants, it explains that indeed middle level employees whom in this study, are also the sample population are aware and actively involved in the process of analysing and assessing the level of employee's (subordinate) performance after they have successfully completed the training programmes within their various workstations.

In addition, these findings were proven by the statistics that revealed that in-service training is regularly conducted because most participants indicated that, their subordinates do indeed attend in-service training either once a month, every three months, every six months or on a random basis due to various reasons such as newly appointed recruits or when necessary. Whilst one participant indicated that his/her subordinates have never attend in-service training within their department. Similarly, most of participants mentioned that in-service training provided by Manica within their departments is planned and systematically administered. In contrast, some participants explained that, in their departments in-service training is only provided when a new system has been introduced or due to occurrence of an accident or when

an employee's level of performance has proven to have declined over a certain period of time.

Furthermore, the data also disclosed that around 56% percent of in-service training at Manica is indeed attended by the junior staff members and their participation during this activity has proven to be excellent. While measuring techniques used to measure the level of an employee's performance included but are not limited to observations of subordinate's attitude displayed towards their work role, speed and quality of completed tasks as well as regular performance assessment sheets.

4.3.2 Do lack of training opportunities contribute to a decline in employee effectiveness?

The findings revealed that lack of training programmes could result into a decline of employee performance because as the ergonomics of the organisation changes, the organisation through its employees also needs to be upgraded in order to meet the demands that come along with the daily challenges of logistics and supply chain. However, some participants opposed the above mentioned, stating that lack of training programmes do not cause any drop in performance because subordinates in respective departments are normally appointed based on their competence and previous experience. As such, their performance is not solely based on ad hoc training.

Furthermore, the data also related that one of the methods used by Manica to assess the effectiveness of in-service training was to request all trainees upon return to their duty station to provide their line managers with a detailed written report about the in-service training they received, clearly stating if their expectations were met or not

and their recommendations. Moreover, the organisation needs assurance that they receiving their money's worth when investing in in-service training. Therefore, before any training takes place the organisation often requests trainers (external) to submit certified copies of all relevant documents especially qualifications in order for the organisation to assess if these trainers are indeed qualified and/or met the requirements to develop any employee skill at Manica. The training process is a centralised function, therefore references and previous experience can form the basis for evaluation.

To sum up, the researcher observed that most participants clearly indicated that in-service training is not a waste of time as it helps the employees to develop their professional knowledge and skillset with regards to best practise, international, legal and industry standards as well as to help them create a positive attitude towards their work activities and strengthen competence. Thus making it an essential activity for each line manager to try to identify the available training materials that would be necessary to develop subordinates' skills by designing the syllabus in order to meet the training needs head on.

4.3.3 Addressing information systems that promote in-service training at Manica.

Information system technology (ICT) is the fast moving way of doing almost everything in an organisation. Thus participants were asked to indicate their observations based on the extent to which the routine of ICT used is towards the efficiency and effectiveness of in-service training deliverance at the workplace and the findings revealed that over 52% said it is excellent. Clearly emphasising that during in-service training ICT is used to enhance communication between trainees

and trainers as it helps with visualisation of training materials hence making the training process more effective and efficient. Plus where automated plants are involved, information systems relay the inputs into the components.

4.3.4 Providing underpinning knowledge and expertise in-relation to Manica's in-service training programmes.

Participants were further asked to explain how they could encourage their subordinates to accept in-service training as a learning culture and they answered by saying that, they as (line managers) could consider rewards as a motivational tool for employees to consider in-service training as an essential developmental activity which would enhance individual performance and thereof organisation performance too. Additionally, the data related that all employees need to be well informed about the negative effects of lack of training and the severity of its results on performance and organisation reputation.

Last but not least, the findings also revealed that in-service training presents the manner of real life workplace situations thus practice will definitely make one perform effortlessly upon completion of the in-service training due to the fact that one's skills and knowledge has been refreshed. In contrast some participants responded by saying rather, a positive attitude, correct mind set and good team work are the most developmental activity in the workplace.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of this research was to assess the effectiveness of in-service training on middle level employee's effectiveness in Manica. This chapter presents a conclusion of the data presented in Chapter 4 and the related literature review which was presented in Chapter 2. Similarly, recommendations will also be outlined to cover the gaps that have been identified from the findings. The conclusion will be presented according to the research questions that guided the study, while recommendations will be in accordance with the research objectives.

5.2 Conclusion

In this study a research questionnaire that was both open and closed ended was used to collect the information from the participants that took part in the data collection process, which was aimed at assessing the level of employee performance after they have successfully completed in-service training programmes within their respective workstations.

In order to get a brief background of each participant taking part in the study, participants were requested to complete the first section in the questionnaire which was aimed at collecting biographical information (age, sex, highest qualification obtained, length of service at the organisation etc.). Asking employees about their biographical information creates a conducive atmosphere for him/her to get comfortable before answering the research questions outlined in the research

instrument. Thus, it also helps the researcher to make conclusions on analysis deduct from the data collected.

It was further learned that Manica is a has more male than female in the departments which were purposely chosen for this study and this differentiation had a significant role as most females, reasoned with a variety of approaches towards enhancing in-service training as opposed to their male counter parts who were very brief. In addition it was also concluded that participants who said to be above the age of 40 years and above are the same employees who have served the organisation for a longer period of time (i.e. 10 years and more) thus they have acquired all the expertise that is required. It was also further observed that Manica is an equal opportunity employer because the statistics proved that most employees are within the age bracket of 30-34 years hence their appointment in key positions.

From this study it was also concluded that in-service training is regularly conducted because most participants indicated that, their subordinates do indeed attend in-service training regularly. Furthermore, the data also disclosed that around 56% percent of in-service training at Manica is indeed attended by the junior staff members and their participation during this activity has proven to be excellent. While measuring techniques used to measure the level of an employee's performance included but are not limited to observations of subordinate's attitude displayed towards their work role, speed and quality of completed tasks as well as regular performance assessment sheets.

Lack of training programmes at Manica also do not cause any decline in performance because some participants said that subordinates are appointed based on their

competence and previous experience. As such, their performance is not solely based on ad hoc training.

Furthermore, the data also related that one of the methods used by Manica to assess the effectiveness of in-service training was to request all trainees upon return to their duty station to provide their line managers with a detailed written report about the in-service training they received, clearly stating if their expectations were met or not.

Information system technology (ICT) is the fast moving way of doing almost everything in an organisation thus it was concluded the use of ICT during in-service training enhances communication between trainees and trainers as well as with visualisation of training materials hence making the training process more effective and efficient

Lastly, the researcher strongly concluded that in-service training presents the manner of real life workplace situations thus practice will definitely make employees perform effortlessly upon completion of the in-service training due to the fact that their skills and knowledge has been refreshed.

5.3 Recommendation

The recommendations outlined below are presented in view of the research objectives, data findings and the conclusions that were made.

The researcher further recommends that:

- In terms of assessing the level of an employee's performance after they have successfully completed in-service training programmes at their respective work stations, Manica needs to make in-service training programmes mandatory for all employees in the lower level of the organisation structure

- as this will refresh their minds and at the same time create an opportunity for a one-on-one session with line manager to tackle work related issues which might not be otherwise addressed. This will further also create opportunity for fair assessments on new knowledge learnt as both the trainee and trainer have an equal opportunity to agree or disagree on new levels of performance presented after completing in-service training.
- The second research objective was aimed at finding out if lack of training opportunities contribute to a decline in performance and here the researcher would like to recommend that Manica should ensure that in-service training programmes are carefully customized to meet employees' needs and thereof conducted regularly. Similarly, trainees should also be presented with immediate feedback after these training programmes have been conducted in order to improve on any gaps that they might have overlooked during in service training programmes.
- ICT is essential in enhancing any process in an organisation. Therefore, the researcher would like to recommend that trainers facilitating any in-service training programmes at Manica should use ICT in order to make the process effective and efficient.
- Lastly, it is recommended that all employees at Manica should accept in-service training as a developmental activity and participate in all in-service training programmes actively.

5.4 Areas for further study

In order to improve in-service training programmes at Manica, it has been observed that the following key areas can be considered for future study:

- Customized in-service training to meet employee training needs.

- Challenges faced by line managers during training.
- To identify methods on how to improve the use of ICT during in-service training programmes at Manica.

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APPENDICES

Appendix II: Questionnaire

Dear Sir/Madam,

I, Lucia Purvis, am a Masters of Business Administration student at the Newcastle Business School of the University of Newcastle. I am conducting a research on an assessment of the service training on middle level employees' affect across in Wharfedale in Greater London. The study aims to assess the level of employees' performance after they have successfully completed in-service training programmes which was a positive work situation.

Thus, I humbly request you as an employee of Wharfedale to provide me with relevant information by answering the questionnaire that will enable me complete my research which will ultimately aim to help improve in-service training programmes of Wharfedale.

This study is conducted in accordance with the ethical guidelines therefore participation in the study will entirely be on a voluntary basis. Also all information collected will be used for academic purposes only, analysed with utmost confidentiality and stored/destroyed after a period of one year.

Thank you.

APPENDICES**Appendix 1: Questionnaire**

Dear Sir/Madam

I, Lucia Bundje, am a Masters of Business Administration student at the Namibia Business School of the University of Namibia. I am conducting a research on an assessment of in-service training on middle level employee's effectiveness in Manica in Erongo Region. This study aims to assess the level of employees' performance after they have successfully completed in-service training programmes within their respective work stations.

Thus, I humbly request you, as an employee of Manica to provide me with relevant information by answering the questionnaire that will enable me complete my research which will ultimately also help improve in-service training programmes of Manica.

This study is conducted in accordance with the UNAM guidelines therefore participation in the study will entirely be on a voluntary basis thus all information collected will be used for academic purposes only, analysed with utmost confidentiality and thereof destroyed after a period of one year.

Thank you

Instructions:

- Please do not write any personal information (i.e. name, contact details etc.)
- Try to answer all questions as honestly as possible.
- Use a cross to indicate your choice of answer (i.e. **X**)

Section A: Biographical Information

1. Gender:

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age:

20-24 years	<input type="checkbox"/>
25-29 years	<input type="checkbox"/>
30-34 years	<input type="checkbox"/>
35-39 years	<input type="checkbox"/>
40 years and above	<input type="checkbox"/>

3. Highest qualification obtained:

Grade 12 certificate	<input type="checkbox"/>
Certificate (i.e. N+)	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Masters	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>

4. Department in which you are working:

Shipping	<input type="checkbox"/>	Commercial	<input type="checkbox"/>
Business Development	<input type="checkbox"/>	Operations	<input type="checkbox"/>
Transport	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>
Finance	<input type="checkbox"/>	Airport Services	<input type="checkbox"/>
ICT	<input type="checkbox"/>	Technical Services	<input type="checkbox"/>
Procurement	<input type="checkbox"/>	Freight Services	<input type="checkbox"/>
Other, please specify			

5. Position you are holding at Manica:

Executive	<input type="checkbox"/>
Manager	<input type="checkbox"/>
Team leader	<input type="checkbox"/>
Supervisor	<input type="checkbox"/>
Other, please specify	<input type="checkbox"/>

6. Length of service at Manica:

Less than 1 year	
2 – 5 years	
6 – 9 years	
10- 14 years	
15 years or more	

Section B: Assessing the level of employee performance after they have successfully completed in-service training programmes at their respective work stations.

Question 1: How often do your subordinates attend in-service training?

Once a month	
Every 3 months	
Every 6 months	
Never attend in-service training	
Other, please specify	

Question 2: In-service training provided by Manica is:

Planned and systematically administrated	
Provided only when an accident occurs or a new system is introduced	
Spontaneously as a reaction to what competitors are doing	
When employees performance levels are declining	
Other, please specify	

Question 3: Which target group undergoes most of the in-service training programmes?

Top level employees	
Middle level employees	
Junior staff members	
New recruits	
Other, please specify	

Question 4: What is your overall evaluation of employee’s participation during in-service training programmes?

Excellent	
Adequate	
Neutral	
Poor	
Extremely poor	

Question 5: What measuring techniques does Manica use to assess the level of an employee’s performance after they have successfully completed in-service training programmes at their respective work stations?

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Section C: Do lack of training opportunities contribute to a decline in employee effectiveness.

Question 1: Do lack of training programmes indeed contribute to a decline in Manica's employees' level of performance? Please motivate your answer.

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Question 2: What methods does Manica adopt to assess the level of effectiveness of in-service training?

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Question 3: How does Manica evaluate the training process in terms of the trainers?

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Question 4: Most employees regard in-service training as a waste of time and a high cost to any organization. What is your stake on this statement?

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Question 5: How can you, as an employee of Manica enhance the effectiveness of in-service training within your respective department?

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Section D: Determine information systems that promote in-service training at Manica.

Question 1: To what extent does the use of information communication technology (ICT), contribute towards the effectiveness and efficiency of the in-service training programmes conducted at Manica?

Excellent	
Adequate	
Neutral	
Poor	
Extremely poor	

Question 2: What role do information systems play in-service training at Manica?

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Section E: Establish underpinning knowledge and expertise in-relation to Manica’s in-service training programmes.

Question 1: In what way can you encourage employees to accept in-service training as a learning culture?

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Question 2: Can in-service training be regarded as one of the developmental activities in the workplace? Please motivate your answer.

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Thank you.

Appendix 2: Application letter to conduct research at NAMPORT

PO Box 62021
Katutura
Contact numbers: +264 81 3043 888
Email address: lucybundje@gmail.com
11th July 2016

Ms Helena Shigwedha
Learning and Development Practitioner
Namibia Port Authority
PO Box 361
Walvis Bay

Dear Madam

Re: PERMISSION TO CONDUCT A MASTER OF BUSINESS ADMINISTRATION STUDY AT NAMPORT

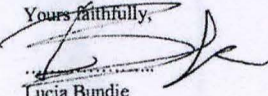
I, Lucia Bundje, am a Master of Business Administration student at the Namibia Business School of the University of Namibia. As partial fulfilment for the MBA programme at the University of Namibia, I hereby wish to conduct a study on an assessment of in-service training on middle level employee's effectiveness in NAMPORT in Erongo Region.

Thus, I write this letter to NAMPORT to humbly request permission to analyse background information on in-service training at your respective company, as well as to carry out the data collection process from the target group (all NAMPORT employees who are responsible for assessing their subordinates' performance levels after in-service training). This study, in particular aims to assess the level of employees' performance after they have successfully completed in-service training programmes within their respective work stations within the previous training period. Therefore, the findings will also identify possible intervention programmes to improve the in-service training programmes of NAMPORT.

The planned data process will be carried out from the 17th July 2016 – 17th August 2016. Hence care will be taken to avoid interruptions in daily work proceedings hence questionnaires will only be administered at conveniently suitable times that will be provided to the researcher. Furthermore, research findings and conclusions will also be made available to NAMPORT.

This study is conducted in accordance with the UNAM guidelines therefore participation in the study will entirely be on a voluntary basis thus all information collected will be used for academic purposes only, analysed with utmost confidentiality and thereof destroyed after a period of one year.

Yours faithfully,


Lucia Bundje

Appendix 3: Reject letter from NAMPORT



NAMIBIAN PORTS AUTHORITY

Enquiries: Helena Shigwedha
 E-mail: h.shigwedha@namport.com.na
 Tel. no: 064 – 208 2331
 Fax no: 064 – 208 2347

July 25, 2016

Lucia Bundje
 P. O. Box 62021
 Katutura, Windhoek
 Namibia

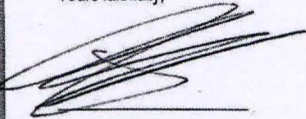
Dear Ms. Bundje,

RE: Research Request Disapproval

This serves to confirm that following your request, the Namibian Ports Authority (Namport) hereby decline for you to carry out research on Namport as part of your partial fulfillment of a Master of Business Administration (MBA) at the University of Namibia.

We take this opportunity to thank you for the interest shown in Namport and to wish you the best with your research project.

Yours faithfully,


JACOB ORANGE
 OD AND TRAINING MANAGER

Port of Walvis Bay (Head Office)
 P.O. Box 261 Walvis Bay Namibia

Port of Lüderitz
 P.O. Box 536 Lüderitz Namibia

DIRECTORS:

Mr. J. L. Mwandibanzha
 (Chairperson)
 Mr. A. Kamme
 (Deputy Chairperson)
 Mr. D. N. Shikongo
 Mr. J. J. Cymathe
 Mr. M. K. Javite-Shahave



Established in terms of the Namibian Ports Authority Act, 1994 (Act No 2 of 1994)
 Website: <http://www.namport.com>



Appendix 4: Application letter to conduct research at MANICA



15 July 2015

TO: MANICA (15-07-2015)

Ms. Laura M. ... of ... is registered for a Master's ...
Business Administration - Management Studies at the University of Toronto ...

This letter serves to thank you and the research project was ...
successfully ... University of Toronto ...

The student has been granted permission to carry out ...
The University of Toronto has ... the research is ...
the student is ... of the ...

When ... we ...
University of Toronto

Thank you so much for ...

Yours sincerely,

[Handwritten signature]


Assistant ...
University of Toronto
Tel: ...
Fax: ...
Email: ...

...
...



06 July 2016

TO WHOM IT MAY CONCERN

Ms Lucia N Bundje of Student Number: 200930753 is registered for a Master in Business Administration – Management Strategy at the University of Namibia through the Namibia Business School.

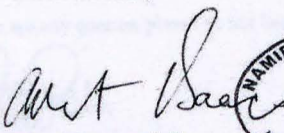
This letter serves to inform you that her research proposal was reviewed and successfully met the University of Namibia requirements.

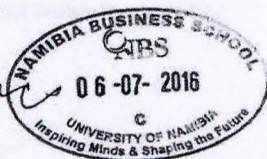
The student has been granted permission to carry out postgraduate studies research. The University of Namibia has approved the research to be carried out by the student for purposes of fulfilling the requirements of the degree being pursued.

If you have any queries please do not hesitate to contact the Business School at the University of Namibia.

Thank you so much in advance and many regards.

Yours sincerely


 Albert Isaacs, PhD
 Associate Dean
 Namibia Business School
 University of Namibia
 Tel: +246 61 413 500
 Fax: +246 61 413 512
 Email: albert.isaacs@nbs.edu.na



Board of Trustees: Adv. V Rukoro (Chairperson), Prof U Paliwal (Deputy Chairperson), Prof O Mwandemele, Mr I Shimi, Mr S Thieme, Dr M T Tjirongo

340 Mandume Ndemufayo Ave. – Private Bag 16004 – Pionierspark – Windhoek – Website: www.nbs.edu.na
 Tel: + 264 (61) 413500 – Fax +264 (61) 413512 – E-mail: info@edu.na – Trust reg. no T263/05

Appendix 3: Acceptance letter from MANICA



Walvis Bay (Head Office)
 "THE MARITIME" Building
 2 Third Street, Walvis Bay
 P O Box 4 Walvis Bay, Republic of Namibia
 Telephone: +264 64 201 2911
 Facsimile: +264 64 205 923
 E-Mail: contact@manica.com.na
pr@manica.com.na
 Website: www.manica.com.na

Windhoek
 1 Jeppe Street, Northern Industrial Area
 P O Box 11, Windhoek
 Telephone: +264 61 254484
 Facsimile: +264 61 254485

02 September 2016

To whom it may concern

Dear Sir/Madam,

Manica Group Namibia (Pty) Ltd acknowledges the research being done by Lucia Bundje in order to conclude her studies.

If there are any queries, please do not hesitate to contact me,

Kindest regards
 Cherizaan

MANICA GROUP NAMIBIA (PTY) LTD. (Reg. No. 06/00306/07)

All Business is undertaken strictly in accordance with the standard trading conditions of Manica Group Namibia, a copy of which is available on request

Directors: A Dawe* SI Kankondi P Kohlstaedt** T Mberirua MW Samson^ PC Steyn* T Weitz KH Woker S Holmes

*South African ** German ^ Irish

