

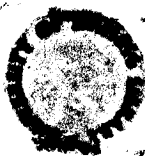
**THE PRACTICE AND EFFECTS OF HUMAN RESOURCE TRAINING AND
DEVELOPMENT IN ZAMBIAN STATE OWNED ENTERPRISES: THE CASE OF THE
ZAMBIA TELECOMMUNICATIONS COMPANY (ZAMTEL)**

By
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**A dissertation submitted to the University of Zambia in partial fulfillment of the
requirements for the award of the degree of Master of Public Administration (MPA).**

**University of Zambia
School of Humanities and Social Sciences
August 2011**



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DECLARATION

I hereby declare that the work presented in this dissertation for the award of the degree of Master of Public Administration (MPA) represents my own work and not previously been submitted for a degree, diploma, or any other qualification at this or any other university.

Signed:.....

A handwritten signature in black ink, appearing to be 'S. J. ...', is written over a horizontal dotted line.

ABSTRACT

Human resources form a vital component of the operations of any organization. State owned enterprises are not an exception. While machines are continually utilised to perform certain functions which previously used to be executed by human beings, the former cannot completely take over the role of the latter in organizations. In fact, it is human beings who operate and fix these machines. Therefore, machines are there to aid and not necessarily replace human resources. The point being put across here is that human resources are indispensable. However, in order to maintain this indispensability, and to ensure the success of organisations in achieving their objectives, human resources have to be continually trained and developed.

Having observed the downfall of many Zambian state owned enterprises and the performance of Zamtel in terms of its financial viability, the researcher felt the need to undertake this investigation. While the researcher is fully cognisant that there are other factors which can affect the operations of an organisation, many critical aspects of an organisation's operations hinge on the performance of human resources. Hence, the training and development of human resources cannot be over emphasized in today's fast changing world in the era of globalisation.

The study was conducted in three districts, namely; Lusaka, Ndola and Kitwe. This is because the operations of Zamtel for the entire country were divided into southern and northern regions. The southern regional office was in Lusaka while the northern regional office was in Kitwe. However, the company's head office was in Ndola and housed the training department.

In this dissertation, training and development programmes have been treated as two different but complementary strands of human capital capacity building. This dissertation brings to light information about the desirability as well as undesirability of the practices of training and development in Zamtel prior to its privatisation.

This dissertation is dedicated to my parents, Mr Anderson Mwale and Mrs Audrey Lungu Mwale, for their immeasurable moral and financial support. I owe all that I am to them.

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LIST OF ABBREVIATIONS

ABB.....	Asea Brown Boveri
CTO.....	Commonwealth Telecommunications Organisation
HRH.....	Human Resource for Health
IBM.....	International Business Machines
ICT.....	Information Communication Technology
ISP.....	Internet Service Provider
ITU.....	International Telecommunications Union
MBA.....	Master of Business Administration
MMD.....	Movement for Multi-Party Democracy
MNCs.....	Multinational Corporations
MOH.....	Ministry of Health
NITCS.....	National In-Service Training Coordination System
OECD.....	Organisation for Economic Development
PTC.....	Post and Telecommunications Company
PSTN.....	Public Switched Telephone Network
SADC.....	Southern African Development Community
SOEs.....	State Owned Enterprises
SPSS.....	Statistical Package for Social Sciences
TEVETA.....	Technical Education, Vocational and Entrepreneurship Training Authority
UNIP.....	United National Independence Party
ZAMEFA.....	Zambia Metal Fabricators
ZAMPOST.....	Zambia Postal Services
ZAMTEL.....	Zambia Telecommunications Company

CHAPTER ONE

INTRODUCTION

BACKGROUND

State owned enterprises in Zambia emerged in 1968 as a result of the economic reforms known as the Mulungushi Reforms which were proposed and implemented by the United National Independence Party (UNIP) government, under the leadership of Kenneth Kaunda. The basic idea behind the nationalisation programme was to transfer wealth from foreign ownership to the Zambian people with the state acting as the trustee. The nationalisation agenda was also intended to promote sustainable development, as it prevented the repatriation of profits by the previous foreign owners of the enterprises. This led to the characterization of the Zambian economy by a heavy predominance of state-owned enterprises (SOEs), often referred to as parastatal organisations or public enterprises. The SOEs span virtually all sectors of the economy, notably mining, energy, manufacturing, agriculture, transport and communications, trade, tourism and construction. In the communications sector, there was a large public enterprise known as the Posts and Telecommunications Corporation PTC.

However, after the country's 1991 presidential and parliamentary elections in which the Movement for Multiparty Democracy (MMD) took over power, the country's economy was liberalised, thus doing away with the nationalisation policies of the United National Independence Party (UNIP) government. This led to the privatisation and liquidation of many state owned enterprises as they were deemed unprofitable and a burden on the tax payers. Some of the remaining public enterprises were restructured to improve their operational capacity. This was the case with the Posts and Telecommunications Corporation which was unbundled in 1994 through the Telecommunications Act of the same year CAP 469 of the Laws of Zambia. This unbundling led to the establishment of the Zambia Telecommunications Company Limited (Zamtel) and Zambia Postal Services (Zampost) as separate enterprises.

From the time of its inception, as a separate public enterprise, Zamtel's mandate had been to deliver a wide range of telecommunications services to all parts of Zambia. The company operated a fixed line network referred to as the Public Switched Telephone Network (PSTN) with post paid services and prepaid services under the brand name Zamtel Prepaid. Other services included a cellular network under the brand name Cell Z and internet provision under the brand name Zamtel Online.

However, liberalization, coupled with the dawn of globalisation, meant that SOEs which were not divested or liquidated were faced with a huge challenge of competition, as they were no longer the only players in various commercial sectors. Therefore, Zamtel, as an Information Communications Technology (ICT) company, was increasingly facing unprecedented competition. Although the enterprise had no competition in the provision of fixed line telephone services, there were two private mobile telephone service providers, and an increasing number of internet service providers. The two private mobile telecommunications companies competing with Zamtel were Zain and MTN. Noteworthy is that Zain has the largest market share of the mobile telecommunications sector, followed by MTN.

Globalisation also meant the proliferation of mobile phones in developing countries such as Zambia, thereby increasing the number of customers requiring mobile telephone services and reducing demand for fixed line telephone services. Hence many households in Zambia have had their fixed line telephones disconnected with the exception of some business houses and other formal organizations. The reduction in the demand for fixed line telephones by many households is a result of clientele preference for mobile telephone services as the latter have proven to be very convenient, enabling individuals to access telecommunication services wherever they may be within coverage area. Many people also find it costly to continue maintaining their fixed line telephones while enjoying the services of mobile phones, hence they tend to do away with the former.

Therefore, despite enjoying monopoly in the provision of fixed line telephone services, Zamtel's fixed line clientele drastically reduced. The reduction in the number of clients

requiring fixed line telephone services coupled with the fierce competition provided by Zain and MTN in the provision of telecommunications services, as well as the competition from other internet service providers, greatly contributed to the poor performance of Zamtel.

However, it is widely acknowledged that training and development of human resource plays an important role in improving organisational effectiveness either in the public or private sector to meet various challenges. This is much needed by the Zambian public sector enterprises in the competitive environment, particularly after the liberalisation of the economy and globalization. To be able to withstand the competition from the private sector in the free market economy, public enterprises would have to embrace, among other management virtues, continuous competence development. According to Chartterjee (2004;133), companies increasingly need to provide opportunities for continuous development of employees, not only in their present jobs, but also to develop their capabilities for jobs with which they may be entrusted in the future.

Training and development of organisational human resource, through its effectiveness and influence over the behaviour, skill, potential and capabilities of employees, are said to act as a formidable tool for dealing successfully with the complex nature of challenges that confront any organisation. According to Chartterjee (2004; 134), it is widely acknowledged that the collective influence of a group of well trained employees can largely determine the success of the firm. Hence, many organisations, including Zambia Telecommunications company, put in place training and development policies and programmes.

What's more is that high pay packages offered by multinational corporations (MNCs) and other local private enterprises attract high quality fresh talent, as well as high performers away from the public enterprises. This further strengthens the need for training and development in public enterprises to facilitate and ensure the acquisition of competencies required by the employees to perform their tasks more effectively in order to accomplish overall organisational effectiveness.

STATEMENT OF THE PROBLEM

Public enterprises are cognisant of the important role training and development can play to improve employee performance in any organisation. As such, many public enterprises including Zamtel, put in place training and development policies to try to improve their operational capacity. In addition, Zamtel also had a training college for its employees and a training department to handle all matters related to human resource training and development. Despite these measures having been implemented, the operations of Zamtel appeared to be riddled with hurdles. As a result, the government began contemplating the idea of partially privatising the enterprise to save it from collapsing. While it is important to acknowledge that there are other factors which may contribute to the performance of an organisation, proper practice of human resource training and development plays a vital role in achieving corporate objectives. Therefore, the study was intended to investigate how human resource training and development programmes were conducted in Zamtel, as well as their effects on the job performance of employees and operations of the organisation.

GENERAL OBJECTIVE

To investigate the practice and effects of human resource training and development adopted at Zambia Telecommunications Company (Zamtel)

SPECIFIC OBJECTIVES

1. To determine how well human resource training and development programmes were implemented at Zamtel.
2. To assess the effects of human resource training and development on the employee's job performance and operations of Zamtel.

RATIONALE OF THE STUDY

The information yielded from the Study is of great relevance as it can be used by managers of state owned enterprises, practitioners of human resources management in various organizations, and students of public administration and human resources management.

In particular, information on the practice of training and development in Zamtel is of great significance because the organisation was expected to be innovative in the midst of fierce competition. As a telecommunications company, Zamtel operated in a highly competitive sector and its competitors in the provision of mobile communications services were multinational corporations namely Zain and MTN. Therefore, information on Zamtel training and development practices provides vital lesson to all public enterprises so that they can put in place appropriate training and development programmes and withstand competition.

CONCEPTUAL FRAMEWORK

The purpose of this section is to define, and provide a framework for understanding the concepts used in this dissertation.

In the *Zambian* context and in the context of this paper, a state owned enterprise, also known as a parastatal, refers to a public enterprise in which the state has either a controlling interest or majority ownership of share capital. State owned enterprises are quasi-autonomous and outside the regular civil service structure. This category comprises companies of a purely commercial nature.

Human resource Training and development are concepts defined in varying ways by different scholars. However, for the purpose of this study, a definition of training and development given by Griffin (2002) was adopted. According to Griffin (2002;430), training means teaching operational or technical employees how to do the job for which they were hired, while development refers to teaching managers and professionals the skills needed for both present and future jobs. This definition is clear and broad enough to allow for a wide range of training and development activities to be included, but focused enough to exclude activities unrelated to employment.

It can be seen from the definition above that, training is any learning activity which is intended to enable employees acquire specific knowledge and skills for the purpose of performing assigned tasks effectively. Therefore, the focus of training is the assigned task. For instance, if the employees in the sales department of an organisation are

considered to lack the necessary knowledge to perform their assigned tasks, they would have to undergo training programmes for effective execution of their jobs. This should apply to employees in all departments.

Development on the other hand mainly focuses on an organisation's future manpower requirements, and on the growth needs of individuals in the workplace. As Cole (1997; 271) puts it, development should be seen as any learning activity which is directed towards future needs, and which is concerned with career growth than immediate performance. Examples of development needs might be the need for managers to be able to utilize the facilities offered by microcomputers in the operation of the business, the need for replacing senior staff with potential candidates from within the organization, and the need for preparing employees to accept change (Cole 1997; 271).

Collectively, training and development should be closely linked to short, medium and long term plans and is seen as a vital element in the organisation's ability to meet its objectives. According to Cole (1997; 271), the role of training and development in an organisation is primarily determined by the overall purpose of an organisation. This provides those responsible for implementing training and development with the best possible *raison d'être*- a direct contribution to corporate goals (ibid). Thus in a high technology telecommunications company such as Zamtel, training should be geared strongly towards service quality and innovation.

Training can be grouped into formal and informal, as different structural forms of training. It can also be internal or external. Many writers distinguish between formal and informal training. Formal training is generally described as training that has time set aside for it, rather than training that is carried out in the normal course of work (Kirkpatrick, 1994). The Organisation for Economic Development (OECD) (1997; 63) describes the key difference in terms of planning, where the purpose and format of formal training are predetermined, informal training is improvised. Most research on training concerns formal training, because it is easier to define and measure. Therefore, this dissertation is limited to formal training.

The OECD (1997; 61) distinguishes internal from external training on the basis of delivery. Internal training is delivered by the organisation's own employees while external training is delivered to an organisation's employees by persons who are not part of that organisation. Hence, this dissertation adopted this outlook of categorizing external and internal training.

A well devised and systematic approach to training and development will generally follow a logical sequence of activities. First and foremost, an organisation must formulate a policy in which training and development objectives are clearly outlined and resources to sustain such programmes determined. Further, when implementing training programmes there must be an assessment of training needs, for which appropriate training should be provided. Finally, at the end of training programmes there must be some form of evaluation and feedback.

Training and development objectives form an essential component of training and development programmes. Therefore, these objectives must be determined in line with the overall organisational objectives. Resources are always limited and the training objectives actually lead to the design of training and development programmes. Objectives provide clear guidelines and assist in developing training and development programmes in less time because objectives focus specifically on needs. It helps in adhering to a plan.

In order to ensure successful implementation of training and development programmes, an organization must adopt a training and development policy which stresses the firm and unequivocal support of top management. Therefore, it is absolutely imperative that top management adopts a training and development policy which is well defined and clear-cut. According to Chatterjee (2004; 137), the policy should be expressed in the rules and procedures which govern or influence the standard and scope of training in the organisation. Additionally, the policy must clearly indicate the assignment of all stakeholders' responsibilities pertaining to the training and development function in an organization.

Craig and Bittel (1969) argues that it is essential to create awareness about training and different management development activities, so that employees not only know about training and development policies and practices of the organization but also show keen interest in them. Logically, employees will be aware of training and development practices when the training and development policies are made available to them, bearing in mind that all relevant information pertaining to the training function must be included in such policies.

Equally important is the determination of resources to sustain the training and development functions in an organization. Various requirements for conducting training and development programmes translate into the need for budgeting and financing. Financial investments are cardinal to training and development in any organization. In order to achieve desired improvements in the performance of employees in executing their tasks and consequent overall organizational efficiency and effectiveness, there is need to allocate adequate and consistent finances to training and development programmes.

Nonetheless, it is only logical that training is imparted where there is need. The identification of training needs is essential to the execution of training programmes without which an organization could end up wasting a great deal of time and resources. This is because the identification of training needs enables an organization to spot and clearly define areas requiring improvements and where training could bring about tangible and lasting benefits. According to Saiyadain (2003; 240), identifying training needs is a process that involves establishing areas where individuals (employees) lack skill, knowledge and ability in effectively performing the job and also identifying organisational constraints that are creating road blocks in the performance. McGhee and Thayer (1961) developed a needs analysis model which has stood the test of time and is widely recognized as well as utilized in many organizations. It consists of three components, namely; organisational analysis, man analysis and task analysis. This dissertation adopted this model.

Organisation analysis involves a comprehensive analysis of organisational structure, objectives, culture, processes of decision making, future objectives, and so on. The analysis helps to identify deficiencies and mechanism that would be needed to make adjustments in those deficiencies.

Task analysis involves a detailed analysis of various components of jobs, and how they are performed. Analysis of tasks would indicate whether tasks have changed over a period of time and whether employees have adequate skills in performing these tasks. For almost all jobs there are standards, though in some cases these standards may be more concrete than others. The blue collar jobs are more clearly defined. The same, however, may not be true for white collar jobs or jobs at higher levels in the hierarchy. But with all jobs an expectation is attached. The task analysis helps in looking at these tasks more closely to see if the employees have the necessary skills to fulfil these expectations.

Man or individual analysis focuses on an individual (employee), his/her skills, abilities, knowledge and attitude. Of the three, this is a more complex component because of difficulties in assessing human contribution. Generally such indicators as production data, meeting deadlines, quality of performance, personal data such as work behaviour, absenteeism, late-coming, provide input for man analysis. Data on these indicators can be collected through records, observations, meeting with an employee and others who work with him. However, as pointed out, it is one of the difficult areas due to complexity of human nature and the inter-linkages of human performance with other aspects of work (Chatterjee 2002; 140).

Knowing the required optimal performance level desired from the employees to achieve organizational objectives, and the present potential available with the organization, helps to identify the gap between them. This gap serves as a basis for nominating employees for different training and development programmes (Mathis and Jackson, 1988). In addition, knowing the training needs of the organization helps in organising training and development programmes in such a way that it can serve the purpose of the organization. According to Kodwani (2004; 8), organising training programmes include, kind or type of programme required, training information, internal or external training, trainer and so

forth. All these questions need to be addressed carefully. Method, content and the kind of trainers to be selected depend upon the kind of training programme that needs to be organised, whereas whether the training is internal or external largely depends on the available resources (Ravishankar and Mishra, 1984).

Chatterjee (2002, 145) argues that great care must be exercised in choosing effective instructors or trainees, for in a very real sense, the success of the training programme is dependent on the persons who perform the training task. Among the characteristics essential for successful trainers is the ability to speak well, to write effectively to manage the work of others, to be innovative as well as to inspire trainees to greater achievements (Ibid). It is imperative for an organization to develop a pool of such talents and retain them. There is no doubt that trainers themselves need to be trained and a group of trained trainers could form the nucleus around which the entire training effort of the company can be built (Chatterjee, 2002; 145)

The method of training also plays an important role in learning. It must be related to the organisation's training objectives and the content of the course. While selecting the training methods, one needs to analyse the participants to be trained to determine how best to do it. Their maturity level, skill already attained and participant's past work experience also need to be taken care of.

When implementing training programmes, it is important to take into account the principles of training. These are tenets of effective training programmes which Charterjee (2002: 425) lists as follows:

- *Motivation*- training programmes must be motivational in order to stimulate trainee interest to participate in training programmes.
- *Reinforcement*- whenever trainees exhibit appropriate or exceptional conduct in training programmes, there must be incentives put in place to support such practices. This can be achieved through rewards or mere praises.
- *Practice*- trainees must be able to practice the subject matter during the training process in order to enable their in-depth understanding of what they learn.

- *Feedback*- it is important for trainees to know how they are progressing with their training. This is the only way they may be able to make appropriate adjustments in their conduct during training.
- *Transfer of training*- training must be relevant for it to be applicable or transferable to the work situation, otherwise, training programmes will be self defeating.

When these principles are taken into account, training programmes are expected to yield desirable outcomes. For the purpose of this dissertation, “Continuity” has been added as another principle of training. Training programmes must be continuous because of the dynamic nature of organisational operations. There are new challenges which organisations are constantly faced with in today’s global world. This is exacerbated by the rapid technological changes and discoveries. This requires organisations to continually train its workforce.

Another important step in training and development is evaluation of training programmes and participants in order to get the feedback for further improvements. In basic terms, evaluation means assessing the value or worth of something. In addition to assessing training in terms of merit and worth, evaluators are interested in the process and outcomes of training (Cole, 1997; 307). Evaluation can be done for pre-training, during training and post training.

Pre-training evaluation involves: identifying individuals’ existing capabilities and gaps required to be filled, as well as expectations of participants from training. This can be done through training needs assessment explained above.

During training, evaluation is required to assess participant’s preparation for training, participation and involvement in training and development programmes. Cole (1997; 307), asserts that when a trainer assesses the training process, he is basically seeking answers to the question: “are we doing things right?” This implies finding out about the training activity, and looking for possible improvements to the training programme. Scriven (1967; 46) calls this step “formative evaluation.”

Post-training evaluation involves immediate feedback and feedback after some time of training, say 60 to 90 days of training. Immediate feedback provides participants' reaction about the learning, content, environment, instructor and duration of course material (ibid). Post-training feedback provides participants' learning and job behaviour, that is, whether learning transfers to the job or not. This step is known as summative evaluation, because it takes place at the conclusion of an event and reviews it as a whole (Scriven, 1967; 46). Evaluation of training programmes and feedback provide the basis for further improvements for future training programmes.

Generally, the benefits of adopting a systematic approach to training and development are that with a well trained workforce, the organisation will turn out a high standard of goods or services, probably in a more cost effective manner than others, and, therefore with a better chance of achieving organisational goals, be they profit-oriented or service oriented. According to the OECD (1997; 67), in specific terms organisations would expect to enjoy several of the following potential benefits:

- Maintenance of a sufficient and sustainable range of skills amongst employees.
- The development of knowledge and skills in the workforce.
- The harnessing of work experience and other forms of on-the-job development in a planned way.
- Achievement of improved job performance and productivity.
- Improved product quality.
- Improved services to customers.
- Increased motivation amongst employees.

Moreover, as indicated in the OECD (1997; 67) report, in addition to the benefits accruing to organisations, there are also benefits to individuals, notably:

- Increase in personal repertoire of skills.
- Increased job satisfaction.
- Increased value of employee in the labour market.
- Improved prospects of internal promotion.

This dissertation was modelled on the systems theory which views organisations as systems. According to Griffin (2002; 51), a system is an interrelated set of elements functioning as a whole. By viewing Zambia Telecommunications Company as a system, the basic elements namely inputs, transformation processes, outputs and feedback can be identified. Inputs are the material, human, financial and information resources the organisation gets from its environment. Therefore, human resources training and development is an input. Through technological and managerial processes, inputs are transformed into outputs. Outputs include products, services, or both (tangible or intangible); profits, losses or both (Griffin 2002; 51).

As systems, organisations have subsystems as well. The systems perspective stresses the importance of subsystems within a broader system. For example, the human resources, marketing, production, and finance units functioning within an organization are systems in their own right but are also subsystems within the overall organization. Because they are interdependent, a change in one subsystem can affect other subsystems as well. Hence, a change in human resource training and development practice can affect other subsystems and eventually the whole organization.

LITERATURE REVIEW

This literature review provides a basis for developing a framework for understanding training and development, and its practices, as they may apply to various organizations in the world in general and Zambia in particular. The literature is from both public and private sectors.

In Zambia, Mphaisha (1988) conducted a study entitled *Public Enterprises and Development: A Study of the Metal Fabricators of Zambia*. Mphaisha (1988; 92), asserts that new technology and the application of research findings invariably necessitate changes in work methods, requiring general workers and their supervisors to gain knowledge of new raw materials, machinery used, and the techniques employed beyond the methods already familiar to them. These aspects of work environment raise the need

for imparting the right kind of training to them so that changes in work methods are effected without much difficulty and disruption (Ibid).

Mpaisha's (1988; 92) study reveals that ZAMEFA had a well established personnel department whose functions cut across all departmental lines and acted as a coordinating unit and facilitates the professional growth of personnel. Although ZAMEFA had no training centre of its own, the personnel department had a training programme for the personal development of each employee (ibid). The study also revealed that the local training institutions used included the Zambia Institute of Technology, Northern Technical College and Evelyn Hone College of Applied Arts. However, since most employees were recruited as semiskilled individuals, their training was usually limited to inducting them into their new positions. This type of training is essentially on the job, and involves attuning an individual's basic skills and knowledge to the practical environment of the work place. The goal is to assist persons to develop their technical competence through informal instruction and guidance. On-the-job training is "learning by doing". This is because at times it involves the transfer of persons from the department in which they were originally placed to different ones whenever they develop the potential for more complicated jobs than the ones for which they were recruited. In so doing, the monotony of performing one particular job is broken, with the view of raising the morale of those individuals affected.

The study further indicates that ZAMEFA did not have much difficulty in meeting the training needs of plant operators, machinery maintenance, and accounting staff, due mainly to the relative abundance of the labour force churned out by various local training institutions. The contrary was true for management fields that embraced sections in finance, production and material control, planning and budgeting, research and analysis, and engineering because of an apparent shortage of middle management staff.

The importance of Mpaisha's study is that it reveals the existence of training and development programmes in Zambia's public enterprises. However, it does not give details of how training and development programmes were conducted in ZAMEFA. In

addition, there was need to undertake a new study which would reflect current training and development practices in Zambian state owned enterprises. Mphaisha's study was conducted before the country's economy was liberalised.

Another study was conducted in an Indian public enterprise by Kodwani (2004), entitled "*Towards Effective Training and Development in Indian Public Enterprises*". The study which was conducted at an Indian public enterprise known as Bharat Heavy Electricals Limited, had the following objectives: to understand current training and development policies and practices of a public sector enterprise; as well as to critically analyse them and to find scope for further improvements to make them more effective (Ibid).

Kodwani's (2004) study reported that there was little awareness by the employees even managerial staff about the training policy, such as: how people were nominated for training; how training needs were identified; who was responsible for training needs identification; how individuals were consulted and involved when they were nominated et cetera. The study also revealed that there was no direct provision of any reward in terms of promotion or wage increment to motivate employees. Respondents felt that individuals could have been motivated towards training, if some kind of benefits were given on showing improvements in their job after attending training (Ibid, p8). Additionally, the study revealed that most employees felt that training and development programmes rarely matched with their training needs and expectations because most of the programmes were not as per their training needs and their job requirements (Kodwani's 2004; 10).

Kodwani's study is very important as it brings to light information concerning the practice of training and development in public enterprises in other parts of the world, thereby making a significant contribution to the body of knowledge relevant to the students of public administration and human resources management. However, the study did not address other pertinent issues such as the financing of training and development, and it is not known whether the Indian public enterprise in which he undertook the study incorporated training and development in its corporate strategy. Additionally, the study

was conducted in an Indian context with a different ecology from Zambia. Therefore, an independent local study was imperative.

Rendall (2001) also conducted a study in New Zealand on human resources training and development entitled “*A Framework for Measuring Training and Development in the State Sector*”. According to Rendall’s (2001) desk research, studies consistently found that there was more informal than formal training. Rendall (2001; 23), wrote that:

- *More informal and short-term on-the job training activities were most commonly used in New Zealand government departments;*
- *A majority of employers saw informal training as more important than formal training;*
- *Workers spent about four percent of their working hours in either formal or informal training*
- *About 70 percent of the training was delivered through informal instruction.*

In terms of access to training and levels of employer support, Rendall (p 24) wrote that several studies found that participation in training varied for different groups of workers; younger people, employees with higher qualifications, and some ethnic groups were more likely to participate in education or training. Additionally, access to employer-sponsored training was unevenly distributed among the workforce, generally favouring more advantaged workers (high income, white-collar workers with post-secondary education). Different groups of workers appeared to receive different types of employer support – frequent short training sessions for older and more experienced workers, and infrequent broader skills training for younger and less experienced counterparts (ibid).

Furthermore, according to Rendall (p 24), results of a survey of New Zealand government departments indicated that there was relatively little evaluation of effectiveness of training, even at a rudimentary level. There was little pressure to prove the benefits of training in terms of quality, productivity and service or to gain feedback for planning or decision making purposes (Ibid, p 24).

There's no doubt that Rendall's study is beneficial, as it reveals human resource training and development practices in the state sector. However, the study was based on secondary information retrieved from various research work conducted by other different scholars. Therefore, the fact that his research paper depended on second hand data, arguably qualifies the information contained therein as anecdotal. Hence, the researcher of this paper was prompted to conduct an independent study consisting mostly of primary information.

Swedish scholars Eriksson and Kobin (2007) also conducted a study on international human resource training and development in Swedish multinational corporations. Asea Brown Boveri (ABB), Atlas Copco and Sandvic, were the three multinational corporations which served as case studies. It must be noted that Atlas Copco also operates in Zambia. Eriksson's and Kobin's study is useful because all types of organizations, state owned enterprises, private enterprises, as well as other multinational corporations have to adhere to the same tenets of human resources training and development. Additionally, due to globalisation, multinational corporations in many cases operate in the same sectors as state owned enterprises, thereby providing competition to the latter. For example, Zamtel, operated in the same sector as Zain and MTN, both of which are multinational corporations. Zain for instance is a highly competitive multinational corporation, claiming the largest market share of mobile communication in Zambia. Hence, the relevance of international human resources training and development practices of Multinational corporations to this study cannot be over emphasised.

The purpose of Eriksson's and Kobin's study was to gain deeper understanding of Swedish MNCs international human resource training in the context of MNCs strategy and international human resource training programmes addressing expatriates and host country nationals. Their study reveals that international human resource training emphasizes competence development, knowledge sharing, and implementation of core values necessary to attract, develop, and maintain qualified and motivated people.

The valuable lessons that can be learned from Eriksson's and Kobin's (2007; 33) study are the revelations that all three companies shared the same belief that great emphasis should be put on continuous competence development, knowledge sharing and implementation of core values. These are virtues which state owned enterprises should embrace in their practice of human resource training and development. Additionally, all three companies considered training to be an important part of international human resources management and shared the common approach of developing existing employees by providing career coaching, added responsibilities and promotion opportunities (Ibid).

While the information contained in Erikson's and Kobins study is useful in understanding the practice of human resource training and development in some multinational corporations, it does not provide information on how the same programmes are practiced in public enterprises. Therefore, a study on current practices of human resource training and development in Zambian public enterprises was imperative.

Overall, this literature review has provided important information pertaining to the practices of training and development in diverse organisations. This is because various organisations, public or private, operate in the same sectors and act as competitors. Information on these practices enriches one's understanding of training and development as practiced in different organisations. However, while this literature is important, it does not provide information on current practices of training and development in Zambian state owned enterprises. Hence, this study was imperative.

METHODOLOGY

Sample size

The study had a sample comprising 120 respondents captured from the total of 2,783 Zamtel employees. The research was conducted in three districts, namely; Lusaka, Ndola and Kitwe. This is because the operations of Zamtel for the entire country were divided into southern and northern regions. The southern regional office was in Lusaka while the northern regional office was in Kitwe. However, the company's head office was in Ndola

and housed the training department. The ratio of non management to management respondents was 2:1. Their distribution was as follows:

- Non Managerial division- 80 respondents
- Managerial division- 40 respondents

Of the 40 management staff sampled, 16 were selected from the head office in Ndola, 12 from the Lusaka southern region office and another 12 from the Kitwe northern regional office. The management staff sampled constituted respondents from lower, middle and top management levels. Of the 80 non management employees sampled, 30 were selected from the head office in Ndola, 25 from the Lusaka southern regional office and another 25 from the Kitwe northern regional office.

The sample size of 120 respondents was selected due to financial constraints. However, the sample size was large enough to allow for generalization of the results.

Sampling Method

The survey selected respondents using both random and convenience sampling. Convenience sampling enabled easy accessibility of respondents, particularly managerial staff whose jobs required them to be out of their offices at times.

Instruments for data collection

Both quantitative and qualitative primary data were collected directly from the respondents through the use of self-administered questionnaires and personal interviews respectively. Secondary data were collected by having recourse to relevant documents from libraries, resource centers, the internet, Zamtel and elsewhere.

Data Analysis

The analysis of data was done using manual methods and the computer. The computer based "Statistical Package for Social Sciences (SPSS) was utilized in the preparation of data templates and frequency tables. SPSS is a reliable and widely used computer based programme for analysing huge quantities of statistical data within a short period of time.

Microsoft Excel is another computer based programme which was utilised to produce graphs based on data analysed using SPSS.

Limitations of the Study

While the research findings remain highly valid and reliable, the researcher experienced one minor challenge. The challenge was in terms of delays in conducting the study. Commencement of data collection was delayed because the appropriate University of Zambia authorities took long to approve research topics of all students pursuing the degree of Master of Public Administration. Further delays in conducting the research were due to the fact that some respondents were not always in their offices, particularly managerial staff who also took long to complete filling in questionnaires.

STRUCTURE OF THE DISSERTATION

Chapter one is the introduction of the study. It contains information about the background of the study, statement of the problem, study objectives, rationale of the study, conceptual framework, literature review and methodology of the study.

Chapter two presents and discusses Zamtel policy on training and development.

Chapter three presents and discusses the findings on the practice of human resource training in Zamtel.

Chapter four presents and discusses the findings on the practice of management development in Zamtel.

Chapter five presents and discusses the findings on the effects of human resource training and development in Zamtel.

Chapter Six serves as the conclusion of the study and offers recommendations.

CHAPTER TWO

ZAMTEL POLICY ON TRAINING AND DEVELOPMENT

INTRODUCTION

This chapter presents and discusses the policy on training and development in Zamtel. The discussion of the policy is based on the understanding of concepts as established in the conceptual framework in chapter one.

For an organisation seeking to run effective and systematic training and development programmes, it is always prudent to do so upon formulation of training and development policies, with clear cut objectives and determination of resources to sustain such programmes. The policy should be well defined, expressed in rules and procedures governing the standard and scope of training and development in an organisation. The policy also has to clearly indicate all stakeholders' responsibilities in order to ensure successful implementation of training and development programmes. In a nut shell, all relevant information pertaining to prescribed practices of training and development programmes should be highlighted in the training and development policy/policies.

In addition, it is imperative to create awareness about training and different development policies, so that employees not only know about training and development practices and procedures of an organisation but also show keen interest in them. In this regard, making the policy known and accessible to the employees goes a long way in creating awareness about training and development activities in an organisation.

PRESENTATION AND DISCUSSION OF THE POLICY

The objectives of training and development in Zamtel

It would be imprudent and a sheer waste of resources if any organisation embarked on training and development programmes without having to determine objectives for such an undertaking. To put it bluntly, such an endeavour would be without direction and purpose. Odiorne (1967; 43), argues that training objectives are important because any activity must be guided by the end result one is working towards. Therefore, it is only

logical that an organisation seeking to train and develop its employees embarks on such an undertaking upon determination of training objectives.

All other objectives of programmes and projects an organisation may be undertaking should always be in line with the achievement of its overall corporate objectives. In the case of Zamtel, the primary corporate objective was to provide cost effective, comprehensive and high quality telecommunications facilities and services to the nation. According to Zamtel's training policy, the organisation's management acknowledged that the success of their enterprise depended on the high calibre of human resources employed, which, in turn, depended on their knowledge, skills, attitudes and behaviour. Further, there was acknowledgement that training and development sought to impart the necessary knowledge, skills and attitudes of employees to bring about positive change in behaviour in order to improve their job performance and enhance the effectiveness of the company to achieve the corporate objectives. In addition, as indicated in the organisation's training and development policy, Zamtel management recognised that:

- For training to be effective, it must address the needs of the organisation and should be based on sound training policy;
- The success of training greatly depends on the involvement and support of top management, line management, training specialists and staff at all levels.

In this regard, as indicated in the company's training policy, Zamtel's training and development objectives were:

1. To train and develop staff in line with overall organizational objectives, human resources plans, training needs and budgetary allocations.
2. To enable staff at all levels acquire knowledge, skills, attitudes and experience necessary for effective contribution to the attainment of the company objectives.

Zamtel proposed to achieve these objectives through the provision of induction training for new staff and for those transferred from other departments as well as establishing needs based training plan.

At the corporate level, the objectives of training and development in Zamtel were as clear-cut and specific as possible. It can be noted that the first objective was specific as it:

- Included all training and development activities aligned to the corporate objectives
- Excluded any training and development activity unrelated to the corporate objectives
- Included all training and development activities aligned to the human resources plans
- Excluded any training and development activity unrelated to the human resources plans
- Included all training and development activities based on training needs
- Excluded any training and development activity unrelated training needs

Such an objective, offers the much needed guidance to stakeholders responsible for formulating and implementing various training and development programmes in any given organization.

The second objective gave more details in terms of:

- Target group
- Purpose of training and development
- Expected benefits

The case made on the importance of training and development objectives cannot be overemphasised. However, while Zamtel took care of formulating clear-cut and specific training and development objective, the success of training and development programmes also depends on whether or not actual practices reflect the set objectives.

Nature of training and development programmes in Zamtel

According to the policy on training and development in Zamtel, the request for training should have arisen from needs assessments. The prescription was that training needs assessments were to be carried out at three levels, namely; organizational, occupational and individual. In addition, the policy gave information about college courses which were relevant to the growth of the enterprise and how employees could access sponsorship for

such courses. The college courses which were considered relevant to Zamtel were listed in the training policy and were categorized under five disciplines, namely, human resources, accountancy, engineering, commerce and law. According to the training and development policy, various courses were to be accessed mainly from higher learning institutions within Zambia, though the company could sponsor an employee for training abroad provided the course was beneficial to the company. The policy further gave the conditions under which an individual employee could be sponsored to pursue college courses of his/her choice. A sponsorship committee was put in place to consider various training sponsorship requests. The following are the factors which guided the sponsorship committee on selecting candidates for sponsorship;

1. Employees needed to serve the company for a minimum of three (3) years.
2. As a priority, the intended programme of study was supposed to satisfy critical organisation and occupational training needs.
3. The employee's age and remaining service period were supposed to allow transfer and utilisation of the acquired knowledge and skills upon completion of the training programmes for the betterment of the company.
4. All learner technicians were expected to complete the mandatory modular training at the Zamtel Training College.
5. Sponsorship was also based on the training budget as outlined in the company's annual budget.

The sponsorship committee constituted of: the Director of Human Resources who served as the committee chairperson, Technical Director, Assistant Director of Customer Services, Principal of Zamtel Training College, Finance Manager, Training Manager, and Assistant Training Manager.

The policy contained important information on training and development in zamtel and was quite informative. However, information about the type of training and development programmes was missing.

Financing of training and development programmes

According to the Zamtel training and development policy, the enterprise prepared a training and development budget on an annual basis. Every year, each department prepared training estimates which indicated nominations for various courses. The proposed estimates were subject to approval by the functional director after which the human resources and training departments consolidated them into a training budget and programmes for a given financial year.

The importance of a budget to training and development cannot be overemphasised. The budget allows an organisation plan for the financial requirements of training and development programmes. Its also promotes accountability in the expenditure of limited resources.

Stakeholders' responsibilities in executing training and development in Zamtel

Training and development programmes have a series of activities and functions at all three stages of planning, implementation and evaluation. These activities and functions require committed participation of stakeholders for successful implementation and beneficial rewards to an organisation. In this regard, the policy has to clearly indicate the assignment of stakeholders' responsibilities. To put Zamtel in perspective, the organisation's policy outlined the roles and responsibilities of top management, the training department, line managers, Zamtel Training College and the international services department.

The role of top management

The role of top management was outlined in the training and development policy as follows:

1. Overseeing the operations of the training department;
2. Overseeing the formulation, implementation and coordination of company training policies, procedures and programmes upon advice from the training department;

3. Meeting the requirements of the training budget as advised by the training department.

The role of line managers

Line managers had to ensure that subordinates were helped to perform their jobs effectively by affording the latter the kind of learning opportunities through which their abilities and potential could be developed. In specific terms, line managers were responsible for:

1. Identifying training needs of their subordinates.
2. Ensuring that training was result oriented and relevant to the needs of the department concerned.
3. Prioritizing and planning how to meet the training needs with limited resources.
4. Ensuring that training and development plans were carried out, monitored and evaluated.

The role of the Training Department

As the centre of training and development programmes, the role of the Training department was to:

1. Advise management in the formulation, implementation and coordination of company training policies, procedures and programmes by applying expert knowledge of training to the needs of the organisation;
2. Conduct surveys and assist in carrying out human resources planning , training needs analysis, job analysis and job evaluation to ensure effective use of limited resources;
3. Provide consultancy services, advice and practical help on matters relating to training;
4. Manage and administer external training;
5. Maintain contacts with various training institutions;
6. Develop annual training programmes;
7. Prepare annual training budgets and control training expenditure;

3. Meeting the requirements of the training budget as advised by the training department.

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3. Provide consultancy services, advice and practical help on matters relating to training;
4. Manage and administer external training;
5. Maintain contacts with various training institutions;
6. Develop annual training programmes;
7. Prepare annual training budgets and control training expenditure;

8. Monitor and carry out post training evaluation.

The training department was headed by a training manager who was mandated with the following responsibilities:

- Recommending action on training policy and objectives;
- Reviewing and recommending specific training plans and programmes;
- Verifying recommendations of performance appraisals and training requests by heads of departments;
- Considering, in liaison with the director of human resources, external training courses at local or overseas institutions.

The role of Zamtel Training College

The policy also brought to light the existence of Zamtel Training College and outlined its functions. The college which is situated in Ndola, is a Vocational and Training institution registered under the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) and was wholly owned by Zamtel. The college was opened in 1972 to cater for the company's in-service training. The training and development functions of the college as indicated in the company's training policy were:

1. To develop, implement and evaluate vocational training programmes in the fields of Telecommunications engineering, commercial services, Management and business;
2. To provide logistics for staff selected to attend vocational training programmes;
3. To prepare the training college budget;
4. To liaise with the training department on the training programmes.

The role of the International Services Department

The training and development functions of the International Services Department were:

1. To coordinate fellowship/scholarship awards from the Commonwealth Telecommunications Organization (CTO), Southern African Development

Community SADC, International Telecommunications Unions (ITU), Intelsat, and other cooperating partners;

2. To administer fellowship awards in conjunction with the training manager.

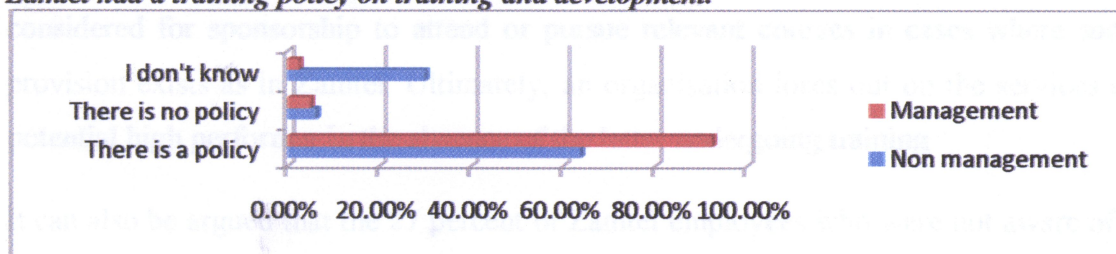
It is important for an organisation to clearly apportion the roles of all those involved in the training and development functions of an organisation. This information is vital to trainees as it enable to know which offices to go to depending on the needs pertaining to training and development

Employee awareness of Zamtel training and development policy

It is important that employees are made aware of the policy on training and development because it contains all relevant information pertaining to training and development prescribed practices. The importance of employee awareness of training and development practices in an organisation cannot be overemphasized. It is only when employees are aware of these practices that they can gain and exhibit the necessary interest in training programmes.

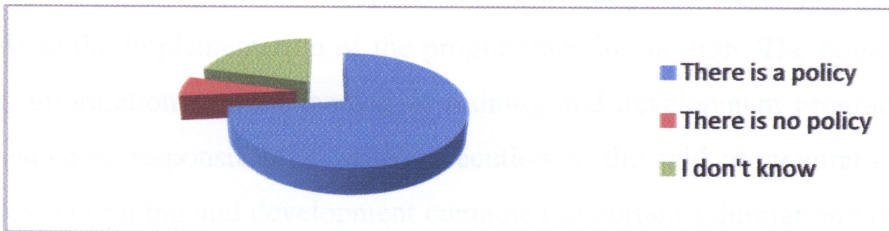
According to information gathered from Zamtel non management staff, 64 percent affirmed that their organisation had a policy on training and development, 6 percent thought it did not exist, while 30 percent admitted being ignorant of the matter. In addition, 92.5 percent of management staff affirmed the Zamtel had a policy on training and development, 5 percent thought it did not exist, while 2.5 percent admitted being ignorant of the matter. These statistics are shown in figures 1.0 below.

Fig 1.0: Comparative responses of Management and non management staff on whether or not Zamtel had a training policy on training and development.



The findings deduced by combining the responses of both management and non management staff provide an overall scenario of policy awareness among Zamtel employees. According to statistics obtained from the field, 73 percent of Zamtel employees were aware of the policy, 6 percent thought it did not exist, while 21 percent admitted being ignorant of the matter. This information is shown in figure 1.1 below.

Fig. 1.1: Overall responses on whether Zamtel had a training policy or not.



Arguably, employees are less likely to know the relevant information pertaining to the practice of training and development if they are not aware of the training and development policy. However, this was not the case with Zamtel as the percentage of employees who were aware of the policy on training and development was commendably high.

It is important to ensure that employees have at their disposal all the relevant information about: the criteria for selecting training candidates; training procedures; assignment of various training responsibilities to stakeholders; benefits of training to an individual and the organisation; types of training and courses offered; and financing among other details relevant to a potential trainee. Most of such information is found in organisations' training and development policies. If an employee is not made aware of such practices through the availability of the policies, he/she for instance, may not apply to be considered for sponsorship to attend or pursue relevant courses in cases where such a provision exists as in Zamtel. Ultimately, an organisation loses out on the services of a potential high performer in the absence of the latter undergoing training.

It can also be argued that the 27 percent of Zamtel employees who were not aware of the policy may not have been as interested in training programmes, as those who were aware. Without gaining keen interest in training programmes, employees are less likely to

exhibit their full potential in the event that they are selected to attend training programmes.

Conclusion

It has been noted that Zamtel's policy on training development provided helpful information on the prescribed practices of training and development and served as a guide in the implementation of the programmes in question. The policy also brought to light information about financing of training and development programmes, as well as stakeholders responsibilities in the execution of the said programmes. While Zamtel's policy on training and development contained important information needed to guide the implementation of training and development activities, the success of such programmes also depend on the an organisation's adherence to the policy.

CHAPTER THREE

THE PRACTICE OF HUMAN RESOURCE TRAINING IN ZAMTEL

INTRODUCTION

The preceding chapter has laid down the foundation for this chapter and the follow up chapters, as it presented and discussed the policy on training and development programmes in Zamtel. This chapter will build on that foundation but will narrow its focus to the presentation and discussion of the findings on the practice of human resource training. The areas of human resource training discussed in this chapter are: the nature of human resource training, financing of training programmes, employee participation in training programmes, training opportunities for Zamtel employees, Training needs assessment, principles of training, competence of trainers, and evaluation of training programmes among other things.

PRESENTATION AND DISCUSSION OF FINDINGS

Nature of training in Zamtel

As stated in chapter one, the focus of this research was formal training, that is, training which has time set aside for it, rather than informal training which is carried out in the normal course of work. As established in chapter two, Zamtel training and development policy revealed the existence of mandatory modular courses for learner technicians at Zamtel Training College. However, it is not only technicians who attended training at Zamtel Training College. Information gathered from the Training department revealed that employees from other departments also attended short training courses at the college in various disciplines.

Apart from the short courses offered at Zamtel Training College and those which employees pursued in other institutions, employees were also trained through training workshops and on-the-job-training, as revealed by key informants from the company's Training department. Both Training workshops and on-the-job-training involved either external or internal trainers depending on the contents of the training programmes.

Internal trainers such as chief technicians, senior engineers and others in supervisory positions who had amassed sufficient experience in particular fields were considered better placed to teach fellow employees as they had hands on experience.

In light of external training, that is training which is delivered to an organisation's employees by persons who are not part of that organisation, various trainers were used in Zamtel. External trainers were used mostly when introducing new technology and equipment. For example, when the company was introducing fibre optic in its operations, a Chinese company was engaged to install this technology. This also required external trainers to teach Zamtel employees how the new technology worked. These trainers were mostly foreigners from technologically advanced countries such as China, South Africa, Canada and India.

Financing of training programmes in Zamtel

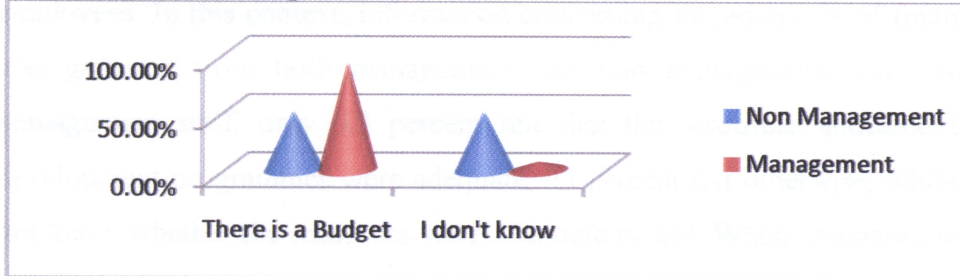
Financing is at the centre of any training activity without which such an undertaking would fail to achieve its objectives. It takes money to achieve desirable results from training programmes which usually have high financial demands. Therefore, bearing in mind that resources are always limited, it is prudent for an organisation to develop a budget for proper accountability and allocation of finances to training programmes. In the absence of a budget, there may be misappropriation of limited resources. Ultimately, this would affect the achievement of training objectives.

However, according to information gathered from the Training department and as indicated in the Zamtel training and development policy, every year, each department prepared training estimates which indicated nominations for various training programmes. The proposed estimates were subject to approval by the functional director after which the human resources and training departments consolidated them into a training budget and programmes for a given financial year.

It is also important to ensure that the budget is made known to employees so that there is transparency and accountability. In Zamtel, however, though some employees were aware that their organisation had a budget on training and development programmes, an equally significant number were ignorant of it. The findings were that 50% of non

management employees were aware, while the other half were ignorant of its existence. Information gathered from management respondents indicates significant differences in the levels of budget awareness, as 92 percent acknowledged its existence, while only 8 percent expressed ignorance. These statistics are illustrated in figure 1.2 below.

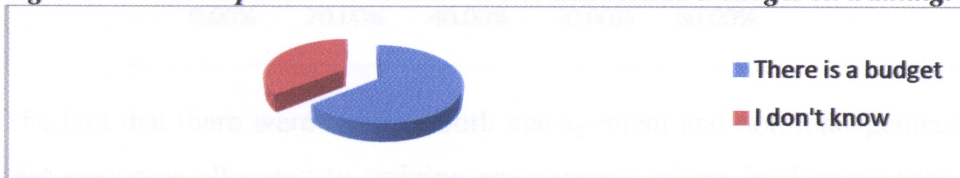
Fig 1.2: Management and non management responses on whether or not Zamtel had a budget on training.



For purposes of accountability, it is commendable that over ninety percent of Zamtel management and half of the non management staff were aware of the budget on training. However, there was need to ensure that more than half of non management staff were made aware of the budget in order to further increase the level of accountability.

Nevertheless, overall findings from both management and non management employees reveal that 64.2 percent knew that there was a budget, 35.8 percent were ignorant of the matter as shown in figure 1.3 below.

Fig 1.3: Overall responses on whether or not Zamtel had a budget on training.



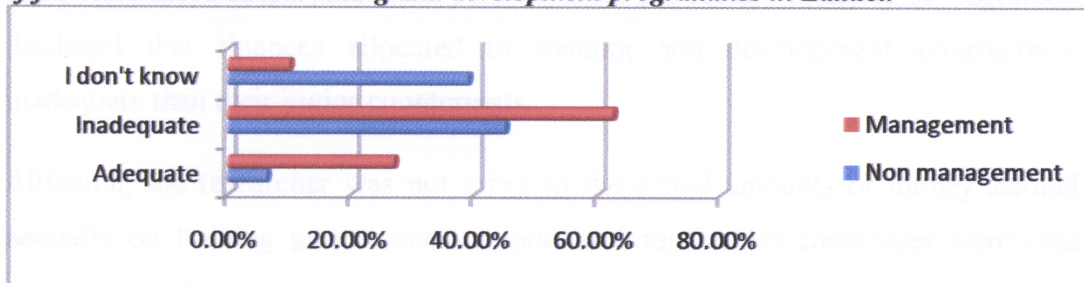
The fact that there were more employees (64.2 percent) who were aware of the their organisation’s budget on training and development than those (35.8 percent) who were not aware of it, resources meant for training were less likely to be misappropriated. The reasoning adopted here is that when employees are aware of the budget they more likely to notice when resources are being misappropriated. Therefore, in order to reinforce accountability, transparency should be practiced as a matter of principle. This can be

achieved by ensuring that all employees are informed of the existence of the budget and its contents.

Adequacy of financial allocations

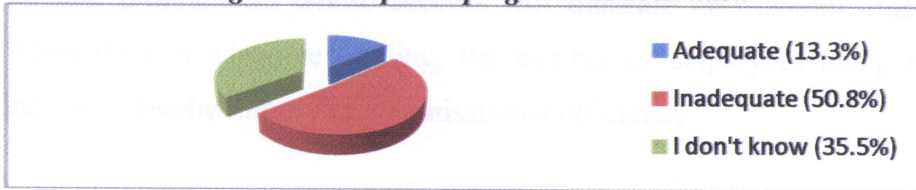
Financial allocations need to be adequate and consistent to ensure that training and development programmes bring about significant change in the performance of employees. In this context, information concerning the adequacy of financial allocations was gathered from both management and non management staff. Among the non management staff, only 6.3 percent felt that the resources allocated to training and development programmes were adequate, 45 percent felt otherwise, while 39 percent did not know whether the resources were adequate or not. When compared with information gathered from management staff, noticeable differences were revealed. Among management staff, 27 percent felt that the resources were adequate, 62.5 percent felt otherwise, while 10 percent were ignorant of the matter. This information is illustrated in figure 1.4.

Fig 1.4: Comparative perceptions of management and non management staff on the adequacy of finances allocated to training and development programmes in Zamtel.



The fact that there were more of both management and non management staff who held that resources allocated to training programmes were inadequate than those who felt otherwise, leads to the conclude that the resources were indeed inadequate. Figure 1.5 below illustrates overall findings on whether or not resources allocated to training programmes were adequate.

Fig 1.5: Overall employee perceptions about the adequacy of finances allocated to training and development programmes in Zamtel.



The need for adequate resources to be allocated to human resource training is very critical to the success of such programmes. However, it is important to note that an employee does not need to know the budget in order to know whether finances spent on training programmes are adequate or not. One can tell whether resources spent on training programmes are adequate or not by mere observation or taking part in training. For example, insufficient training materials can be an indicator that the resources spent on training are not enough. Research findings indicated above have shown that many Zamtel employees (50.8 percent), both non management and management staff, felt that the resources allocated to training programmes were not sufficient. In fact, when responses from management and non management staff are analysed separately, it can be seen that there were more employees (62.5 percent) from the former category of respondents who disclosed that finances allocated to training and development programmes were inadequate than their junior counterparts..

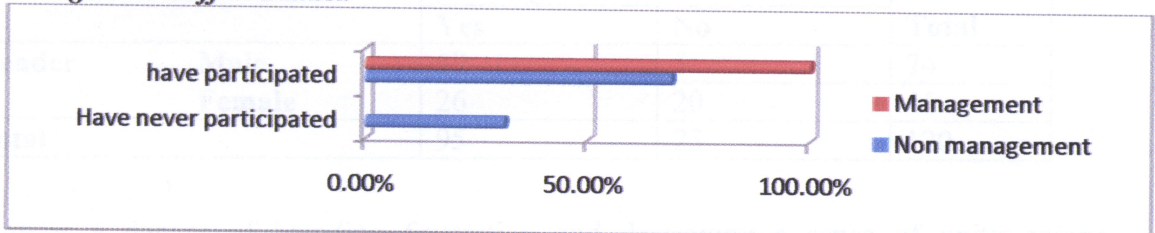
Although, the researcher was not privy to the actual amounts of money Zamtel spent annually on training programmes, responses from Zamtel employees were reliable to draw the conclusion that resources meant for training were indeed insufficient. *“For some time now, inadequate finances have been a major source of worry as far as the implementation of training programmes in Zamtel is concerned”*, indicated one assistant human resources manager. This is contrary to what many successful organisations are practicing. International Business Machines (IBM) for example, spends more than \$700 million annually on training programmes (Griffin, 2001; 430). Generally, businesses in the United States spend more than \$30 billion annually on training programmes (Ibid). This is in line with a widely held ideology that it takes money to make money. Such practices can be argued to be the reason why some enterprises are more successful than others. Managers of public enterprises have to be willing to take such risks. Even in the

midst of limited resources, an organisation has to be able to spend sufficient resources on training programmes whose success will translate into overall organisational success. When there is adequate funding, the number of employees being trained is likely to increase, thereby improving organisational efficiency.

Employee participation in training programmes

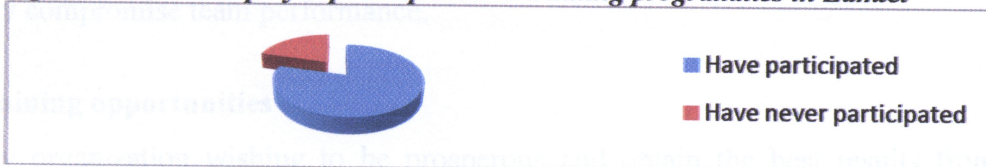
It is of absolute importance that all members of staff in an organisation participate in training programmes to ensure the maintenance of a sufficient and sustainable range of skills amongst employees. Commendably, there were more employees in Zamtel who participated in training programmes than those who did not. The statistics were as follows; 69 percent of non management employees participated in training programmes, while 31 percent were not afforded the same opportunity. Further, there was 100 percent management participation in training programmes. These statistics have been illustrated in figure 1.6 below.

Fig: 1.6. Comparative participation in training programmes among management and non management staff in Zamtel.



Nevertheless, 79.2 percent of all Zamtel employees participated in training programmes, while 20.8 percent were not accorded the same opportunity. This can be seen in the figure 1.7 below.

Fig: 1.7: Overall employee participation in training programmes in Zamtel



The levels of employee participation in training programmes in Zamtel were high. This is a positive ingredient to the success of training programmes as it has the potential to

increase the number of adept employees capable of driving an organisation to prosperity. However, the percentage of employees of who did not participate in training programmes was significant and should not have been ignored. The fact that there were employees who did not attend training programmes meant that there were areas which were lagging behind new trends of operations.

Additionally, in today’s corporate governance it is advisable to exercise gender equality in the conduct of training programmes. In Zamtel, only 20 of the 46 female employees sampled underwent training, while as many as 69 of the 74 male employees interviewed were trained. Details of these statistics have been shown in the figure below.

Fig: 1.8: comparative participation in training programmes among male and female employees (cross tabulation)

		Have you ever undertaken any training programmes provided by your organisation?		Total
		Yes	No	
Gender	Male	69	5	74
	Female	26	20	46
Total		95	25	120

There is a danger of breeding frustration and destroying a sense of unity among employees when one section of the workforce is perceived to be favoured over another. An organisation can achieve great success if its workforce operates as a team where all members are treated as valuable players. Gender inequality however, has the potential to erode unity in a team as one section of employees may become frustrated. Therefore, this may compromise team performance.

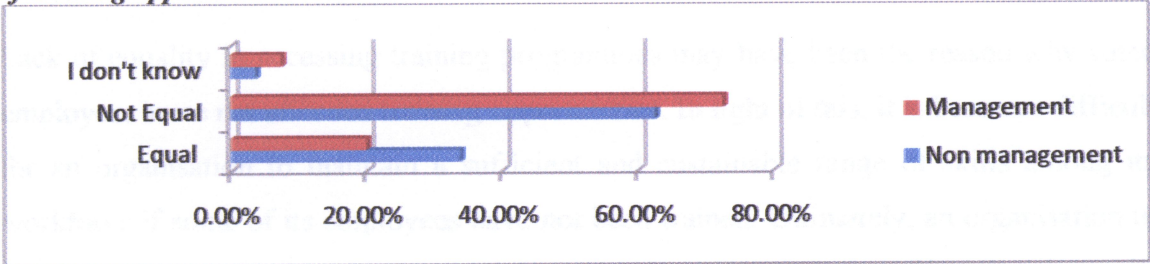
Training opportunities

Any organization wishing to be prosperous and obtain the best results from training programmes has to ensure that all employees have equal opportunities to attend training, otherwise the organization risks to be ineffective and unproductive in some areas of its operations. At Zamtel, it was discovered that a significant number of non management respondents felt that there was inequality in affording employees training opportunities. According to statistical information obtained from the research undertaking, 33.8 percent

of non management staff felt that there were equal training opportunities for all employees to be selected for training programmes, 62.5 percent felt otherwise, while 3.7 percent were ignorant of the matter.

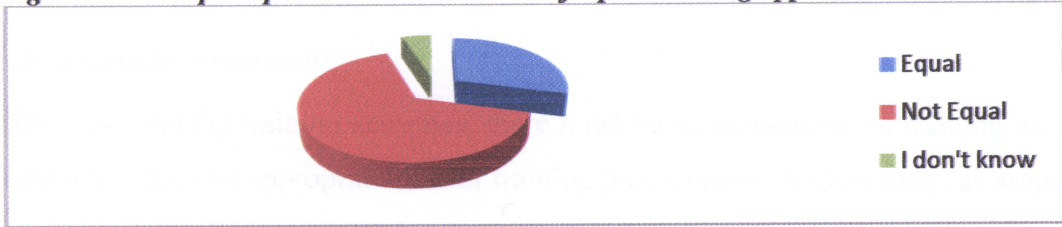
Responses obtained from management employees consolidates the information revealed by non management employees that there is inequality in affording employees training opportunities. In fact, the frequency of respondents holding the perception that training opportunities are not equally afforded to employees is higher among management than non management employees. The statistics indicate that 20 percent of management staff affirmed the existence of equal opportunities for all employees to attend training, 72.5 percent asserted the opposite, while 7.5 percent were ignorant of the matter. Figure 1.9 below illustrates this information

Fig: 1.9: Comparative perceptions of management and non management staff on the existence of training opportunities in Zamtel



Taken as a whole, statistics obtained from all the respondents in Zamtel still indicate a significant percentage of employees with the view that there are no equal opportunities for all employees to be selected for training programmes. The research findings show that 29.2 percent are of the view that there are equal opportunities for all employees to be selected for training programmes, 65.8 percent had an opposing view, while 5 percent did not know whether or not there were equal training opportunities for all employees. This information is shown in figure 2.0 below.

Fig 2.0: Overall perceptions on the existence of equal training opportunities in Zamtel



The percentages of both management and non management staff indicating that there were no equal opportunities for employees to be selected for training programmes were higher than those reflecting different views. In fact, the percentage of management staff holding that employees did not have equal opportunities to be selected for training programmes was higher than that of non management staff. This was an ironic situation bearing in mind that managers were supposed to ensure good practices in the implementation of the company's training programmes.

Lack of equality in accessing training programmes may have been the reason why some employees were not afforded training opportunities. In light of this, it is becomes difficult for an organisation to maintain a sufficient and sustainable range of skills among its workforce if some of its employees have not been trained. Ultimately, an organisation in such a situation cannot attain all its training objectives as some areas of its operations will be ineffective due to lack of proficiency brought about by lack of employee training. This follows the simple logic espoused in the Systems theory highlighted in the conceptual framework of chapter one, that organisations are systems which are made up of subsystems and that any alteration in these subsystems affect the entire system (organisation). To put the Systems theory in perspective as a matter of emphasis, practices in one area of training and development will ultimately affect the whole organisation. Therefore, the inability to train some of the organisation's employees would eventually affect operations in certain areas and ultimately the performance of the entire organisation would be affected. This is the reason why all employees must be given equal opportunities to undergo training and serve their organisation proficiently in all areas of its operation.

Training needs assessment

Before commencing training activities, there must be an assessment of training needs to ensure relevance and appropriateness of training programmes. Additionally, as argued by Cole (2000; 278), if an organisation has to justify its training expenditure, it must surely do so on the basis of organisational need. Therefore, the research was undertaken to find out if Zamtel conducted training needs assessments prior to selecting candidates for training. According to information gathered from the training department and as indicated in the Zamtel training policy, training plans arose from training needs which were determined through trainings needs analysis. A training need which is regarded as a shortcoming in an individual's capabilities can be overcome by training. Zamtel management acknowledged that training needs existed through out the organisation, requiring training needs assessments to be carried out at three levels namely; organisational, occupational and individual levels. Zamtel management perceived organisational training needs as general weaknesses in the company. The aim was to identify those areas in which training was needed. According to information gathered from the training department and as indicated in the training policy, organisational analysis helped Zamtel to identify why and what type of training was required to achieve organisational objectives. Training needs analysis in Zamtel included the examination of changes in the organisational objectives, structure, human resources plans, new processes, new services and changes in law.

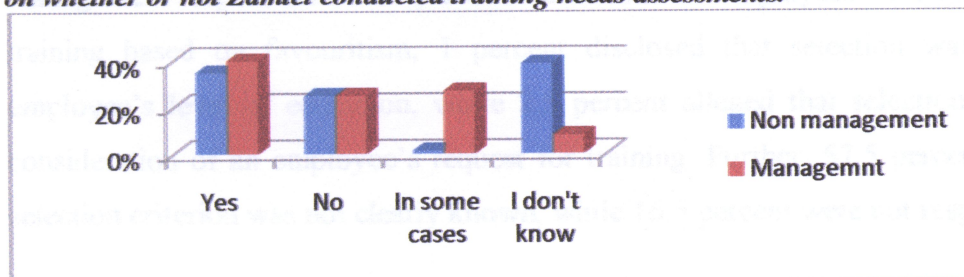
The analysis of training needs in Zamtel at the occupational or task level were expressed in terms of knowledge, skills and attitudes necessary to carry out various tasks and duties related to a particular job. These training needs were identified through the process of job analysis. According to Armstrong (2009;444), job analysis is the process of collecting, analysing and setting out information about the contents of jobs in order to provide the basis for a job description and data for recruitment, training, job evaluation and performance management. Job analysis concentrates on what job holders are expected to do (Ibid). Therefore, in Zamtel job analysis helped to determine where and in which job areas training was needed.

In addition, the analysis of training needs at the individual level in Zamtel focused on an individual's shortcomings in the job. These training needs were identified through performance appraisal. According to Chatterjee (2002; 216), performance appraisal is the systematic evaluation of the employee's job performance as well as his potential for growth and development. The concept of performance appraisal is derived from the concept of performance management which Armstrong (2009; 618) defines as a systematic process for improving organisational performance by developing the performance of individuals and teams

However, although information obtained from Zamtel's human resources and training departments revealed that employees were selected to attend training programmes upon assessment of training needs, there were varying responses obtained from the organisation's employees about the same matter. Among non management employees, 35 percent affirmed the practice of training needs analysis in their organisation, 25 percent disclosed otherwise, 1 percent asserted that there were cases when training needs analyses were conducted, while 39 percent expressed ignorance about the matter.

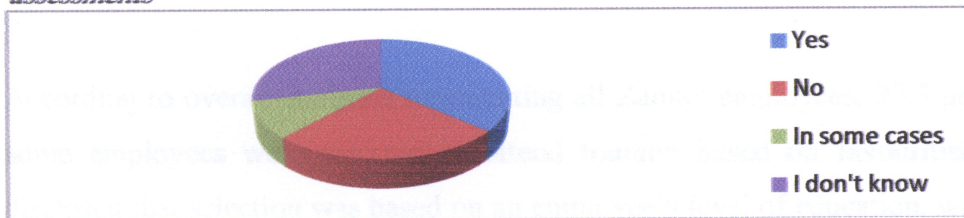
Information gathered from management staff on whether or not Zamtel conducted needs assessments prior to selecting candidates for training also revealed varying responses. Noteworthy, the percentages of respondents holding that training needs assessments were not conducted in Zamtel were the same for both management and non management respondents. However, 40 percent of management staff affirmed that Zamtel conducted training needs analysis, 27 percent held that training needs assessments were conducted in some cases, while 8 percent expressed ignorance about the matter as indicated in figure 2.1 below.

Fig: 2.1: Comparative responses from management and non management staff on whether or not Zamtel conducted training needs assessments.



Overall, 36.7 percent of Zamtel employees held that training needs assessments took place in Zamtel prior to conducting training, 25 percent disclosed otherwise, 10 percent revealed that such practices took place in some cases, while 28 percent were ignorant of the matter. Evidently, there were more employees who acknowledge the practice of training needs assessment in Zamtel than those who did not and those who were ignorant of the matter. Those who acknowledged that the assessment of training needs took place in Zamtel were in two categories: the first category bluntly affirmed the practice of training needs analysis in their organisation, while the second one took a middle stance by asserting that training needs analyses were conducted in some cases. The insinuation of the response given by the latter category of respondents was that there were also cases when training needs analyses were not conducted in Zamtel. These statistics have also been illustrated in figure 2.2 below.

Fig 2.2: Overall responses on whether or not Zamtel conducted training needs assessments

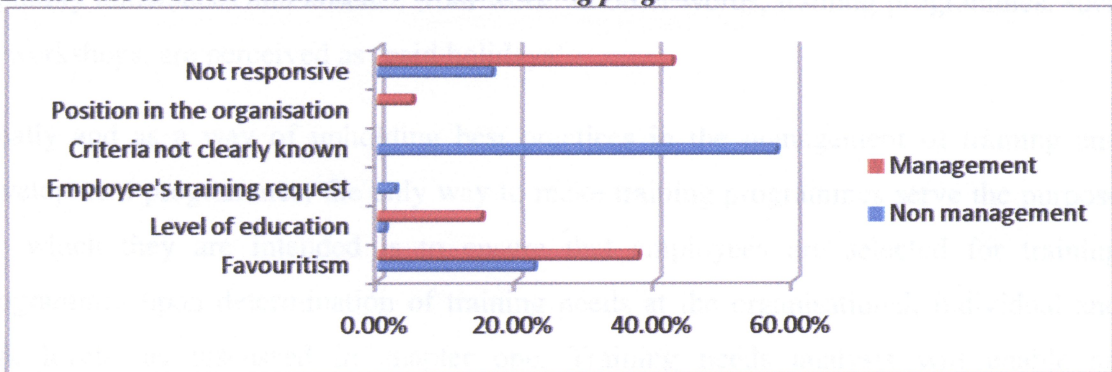


It is evident that Zamtel did in fact conduct training needs assessments prior to selecting candidates for training as asserted by a good number of the organisation's employees. However, it is also evident from the research findings that Zamtel did not always conduct training needs assessments as revealed other respondents.

Research findings also revealed that there were also patronage practices in the selection of employees for training programmes. According to findings obtained from non management respondents, 22.5 percent held that some employees were selected to attend training based on favouritism, 1 percent disclosed that selection was based on an employee's level of education, while 2.5 percent alleged that selection was based on consideration of an employee's request for training. Further, 57.5 percent held that the selection criterion was not clearly known, while 16.5 percent were not responsive.

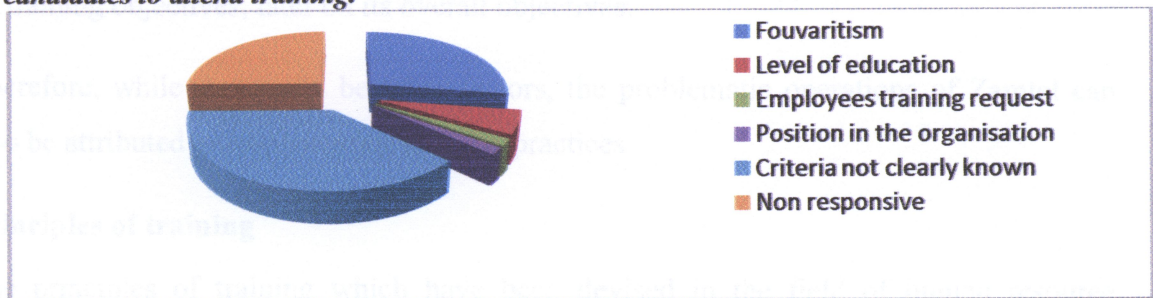
Among management staff, 37.5 percent asserted that some candidates were selected on the basis of favouritism, 15 percent disclosed that the selection was based on an employee's levels of education, 5 percent alleged that selection was dependent on the position one held in the organisation, while 42.5 percent were not responsive. These statistics are graphically presented in figure 2.3 below.

Fig 2.3: Comparative responses of management and non management staff on other criterion Zamtel use to select candidates to attend training programmes.



According to overall statistics representing all Zamtel employees, 27.5 percent held that some employees were selected to attend training based on favouritism, 5.8 percent disclosed that selection was based on an employee's level of education, while 1.7 percent alleged that selection was based on consideration of an employee's request for training. In addition, 1.7 percent alleged that selection was dependent on the position one held in the organisation, while 38.2 percent held that the selection criterion was not clearly known.

Fig 2.4: Overall responses of Zamtel employees on other criterion Zamtel used to selecting candidates to attend training.



Clearly, many employees felt that there was favouritism in the selection of candidates for training. “*It depends on who you know and what tribe you are*” indicated one senior telecommunications officer in response to the question on how employees were selected for training programmes. It can be argued that the reason some employees in some organisations attend training programmes for which they do not qualify is a result of the monetary allowances and absence from work. In other words, training programmes, such as workshops, are perceived as ‘paid holidays’.

Ideally and as a way of upholding best practices in the management of training and development programmes, the only way to make training programmes serve the purpose for which they are intended is to ensure that employees are selected for training programmes upon determination of training needs at the organisational, individual and task levels, as discussed in chapter one. Training needs analysis will enable an organisation to determine the gap between the knowledge, skills and attitudes that employees in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organisation’s objectives. When such practices are upheld, the selection of employees for training programmes will be meritorious, thus enabling the right candidates to attend training which will ultimately lead to the achievement of training objectives. The downside of selecting employees for training programmes through patronage are immense because wrong candidates are selected and they end up being taught what is not relevant to their assigned jobs. This can also lead to trainees being taught what they already know, thereby making training programmes self-defeating and without purpose. In a nutshell, such practices cannot enable an organization achieve its training objectives, later on its overall objectives.

Therefore, while there may be other factors, the problematic operations of Zamtel can also be attributed to inappropriate training practices.

Principles of training

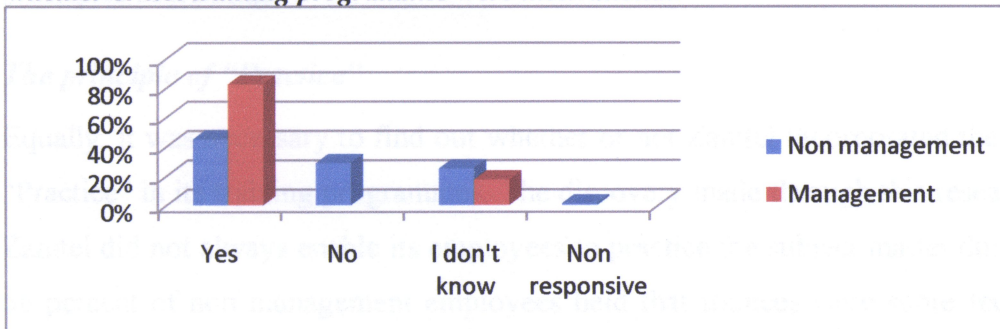
The principles of training which have been devised in the field of human resource training and development are essential to all forms of training in order to ensure desired results and promote efficiency, as well as effectiveness in any organisation. As pointed

out in chapter one, the principles of training are Motivation, Practice, Reinforcement, Feedback, Transfer of training and continuity of training programmes.

The Principle of “Motivation”

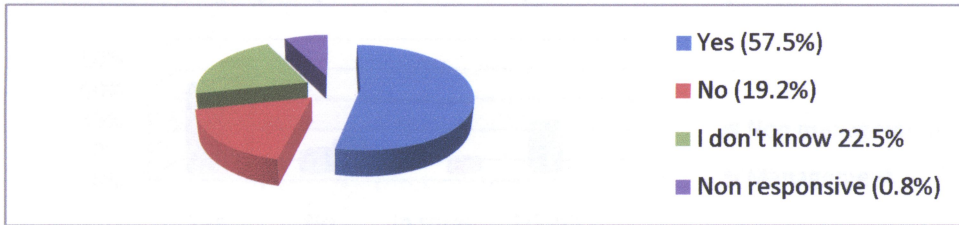
Logically, an individual cannot apply him/herself to the best of his/her ability in the absence of the desire to achieve something. Therefore, to agree with scholars of psychology, particularly those advancing the theory of learning, it is only when an individual wants to learn that he/she can actually learn. Hence an organisation wishing to train its employees must ensure that training programmes are motivational. In Zamtel, 45 percent of non management respondents felt that their training programmes were motivational, 29 percent felt otherwise, 25 percent were ignorant of the matter, while 1 percent were non responsive. Among management staff 82.5 percent felt that training programmes were motivational, while 17.5 percent expressed ignorance of the subject matter. These statistics have been graphically presented in figure 2.5.

Fig 2.5: Comparative perceptions of management and non management staff on whether or not training programmes were motivational.



Overall, the responses show that more employees found training programmes to be motivational. 57.5 percent of all Zamtel affirmed the motivational nature of training programmes, 19 percent felt otherwise, 22.5 percent expressed ignorance of the matter, while 1 percent were non responsive as illustrated in figure 3.4 below.

Fig: 2.6: Overall perceptions of employees on whether or not training programmes in Zamtel were motivational.



As a matter of principle, it was important to find out from Zamtel employees if their training programmes were motivational. Evidently, there were more employees in Zamtel who held that training programmes were motivational than those who held otherwise. This meant that more of Zamtel employees were able to learn with enthusiasm. When trainees learn with enthusiasm, their chances of gaining a deeper understanding of the subject matter are increased. Ultimately, it is the organisation concerned which stands to benefit from the employees acquired competence. However, the principle of motivation cannot lead to the success of training programmes without being complimented by other principles of training.

The principle of “Practice”

Equally, it was necessary to find out whether or not Zamtel incorporated the principle of “Practice” in its training programmes. The discovery made through this research was that Zamtel did not always enable its employees to practice the subject matter during training. 56 percent of non management employees held that trainees were subjected to practice the subject matter during the training process, 13 percent declared that there were no such exercises, while 31 percent expressed ignorance of the matter.

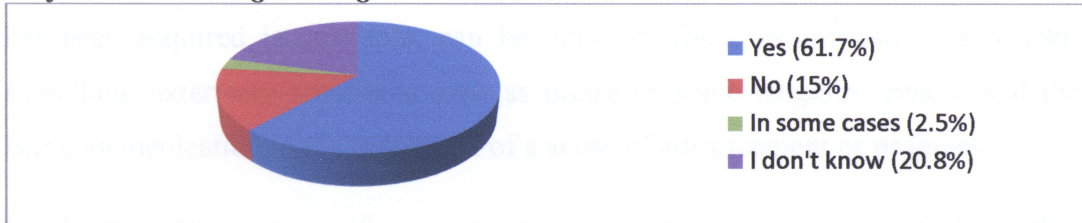
Further, 72.5 percent of management staff held that trainees were led to practice the subject matter during the training process, 7.5 percent affirmed that such exercises took place in some cases, while 20 percent declared that there were no such occurrences. These statistics have been illustrated in figure 2.7 below.

Fig 2.7: Comparative responses of management and non management staff on whether or not employees practiced the subject matter during training.



Overall, 61.7 percent of respondents affirmed that trainees practiced the subject matter during the training process, 15 percent declared that there were no such exercises, 2.5 percent affirmed that such exercises took place in some cases, while 20.8 percent expressed ignorance of the matter. This is shown in figure 2.8 below.

Fig 2.8: Overall responses of Zamtel staff on whether or not employees practiced the subject matter during training.



The findings have shown that there were more Zamtel employees who affirmed that trainees were given time during training to practice what they learned before applying it to the actual job situation. Due to such practices, it was more likely that Zamtel employees who underwent training gained deeper understanding of what they were taught. It is often argued that 'practice makes perfect'. However, the mere fact that there were some employees, though fewer in number, who held that there were cases when time was given to trainees to practice what they learned, meant that there were also cases when such trainees were indeed not given time to practice what they learned. In fact, as pointed out above, there were some employees who categorically disclosed that trainees were not given time to practice what they learned. *"Unlike in the past, training employees, particularly learner technicians, has become a very difficult task in the absence of simulators"*, pointed out the principle of Zamtel Training College. Due to

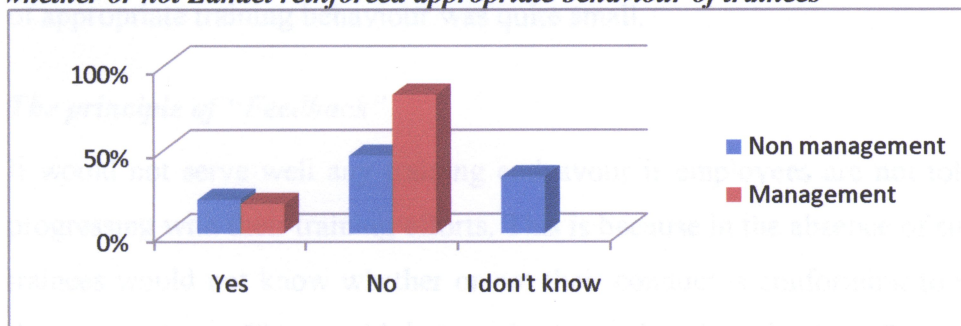
financial constraints, Zamtel Training College which mainly depended on funding from Zamtel management was unable to purchase some essential training equipment, such as simulators. This contributed to the inability of the trainees to practice what they learned. For tasks such as those assigned to technicians, practice needed to be done all the times to avoid employees from making costly mistakes whenever they operated company equipment.

The principle of “reinforcement”

Appropriate behaviour exhibited by trainees must be reinforced in order for it to be maintained and possibly increased to outstanding levels. When trainees are provided with incentive or reward of any kind for the purpose of upholding desired conduct, learning becomes pleasurable and can be easily internalised to the required extent. Reinforcement can be in form of mere praise, money, promotion or other forms of recognition. According to Chatterjee (2002; 143), reinforcement or the acknowledgement that what has been acquired is desirable, can be either extrinsic or intrinsic, the former being something externally admirable such as praise or some tangible reward, and the latter being an inculcation in the individual of a sense of advancement or progress.

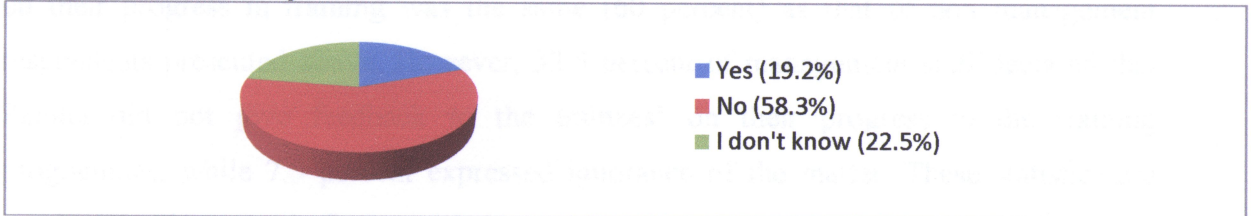
In Zamtel, 20 percent of non management respondents acknowledged that their organisation reinforced appropriate or desired conduct of learners, 46.2 percent disclosed the contrary, while 33.8 percent were ignorant of the subject matter. Among management respondents, 17.5 percent affirmed that their organisation reinforced appropriate or desired conduct of learners, while 82.5 percent disclosed the contrary. This information has been presented graphically in figure 2.9.

Fig 2.9: Comparative responses of management and non management staff on whether or not Zamtel reinforced appropriate behaviour of trainees



Overall, 19.5 percent of Zamtel employees held that there was reinforcement of appropriate behaviour exhibited by learners, 58.3 percent disclosed the opposite, while 22.5 percent expressed ignorance of the subject matter. This can be seen in figure 3.0 below.

Fig 3.0: overall responses of Zamtel employees on whether or not their organisation reinforced appropriate behaviour of trainees.



The information presented above has shown that there were more employees (58.3%) in Zamtel who held that their organisation did not reinforce appropriate behaviour exhibited by trainees than those who asserted otherwise. Such a situation has great potential to erode trainees' motivation to continue learning. Therefore, it was highly likely that Zamtel employee's inspiration to learn was reduced in the absence of reinforcing appropriate behaviour exhibited during training. Trainees need to know the kind of benefits they are likely enjoy in the event that they exhibit desired behaviour during training. For example, if an employee successfully completes a particular phase of training and the organisation rewards him/her with a promotion, money or mere praise, he/she is likely to continue working hard to meet training goals. In turn the organisation will benefit from the services of a skilled employee. Psychologically, employees tend to apply themselves to the best of their abilities when such incentives are made available to them, thereby allowing an organisation to achieve its training goals. Unfortunately, the percentage (19.2 percent) of employees who acknowledged that there was reinforcement of appropriate training behaviour was quite small.

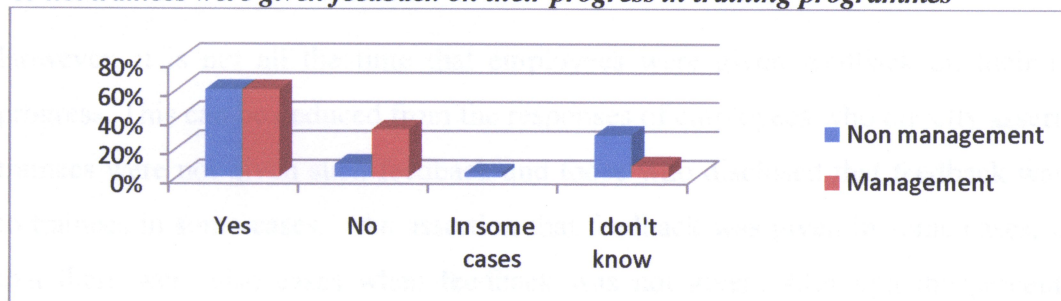
The principle of "Feedback"

It would not serve well any training endeavour if employees are not told how they are progressing with their training efforts. This is because in the absence of such information, trainees would not know whether or not their conduct is conforming to the goals set by the organisations. This would, in turn, lead to reduced motivation. There were many (60

percent) non management employees in Zamtel who confirmed that trainees were given feedback on their progress in the training activities as opposed to those (8.8 percent) who alleged otherwise, those (2.5 percent) who declared that such exercises occurred in some cases and those (28.7 percent) who were ignorant of the matter.

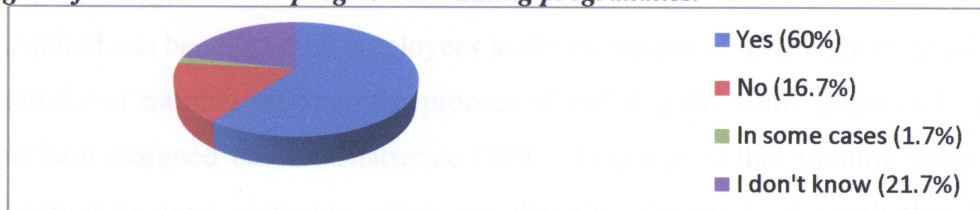
The percentage of management respondents holding that employees were given feedback on their progress in training was the same (60 percent) as that of non management respondents presented above. However, 32.5 percent of management staff declared that Zamtel did not give feedback to the trainees' on their progress in the training programmes, while 7.5 percent expressed ignorance of the matter. These statistics are graphically illustrated in figure 3.1 below.

Fig 3.1: Comparative responses of management and non management staff on whether or not trainees were given feedback on their progress in training programmes



Overall, 60 percent of Zamtel employees irrespective of their position in the organisation confirmed that trainees were given feedback on their progress in training, 1.7 percent held that such information was communicated to trainees in some cases. Further, 16.7 percent attested that trainees were not given such feedback, while 21.7 percent were ignorant of the issue as indicated in figure 3.2.

Fig 3.2: Overall responses of Zamtel staff on whether or not trainees were given feedback on their progress in training programmes.



To a significant degree, it appears that Zamtel was cognisant of the importance of the principles of training. It has been noted from statistics presented above that a good number of employees affirmed that trainees were given feedback on their progress in training, as opposed to those who indicated the opposite. Such practices serve as an encouragement to employees who are progressing well in any organisation, thus enabling them to continue learning with enthusiasm and achieve their learning goals. Those who may be failing to progress in conformity with set standards may also be prompted to do better and gain determination to overcome their failures. Therefore, such practices in Zamtel put the trainees in a position to measure their own progress in training for purposes of self evaluation and allow room for improvement and determination to succeed.

However, it is not all the time that employees were given feedback on their training progress. This can be deduced from the responses of employees who directly asserted that trainees were not given such feedback and those who disclosed that feedback was given to trainees in some cases. An assertion that feedback was given in some cases, implied that there were also cases when feedback was not given. Although the percentage of employees who directly pointed out the lack of feedback was relatively small, it was still significant and should not have been ignored. In any organisation, employees should be given feedback on their training progress everytime they undertake training programmes so that they apply themselves to their fullest potential in order to achieve their own learning goals.

The principle of “transfer of training”

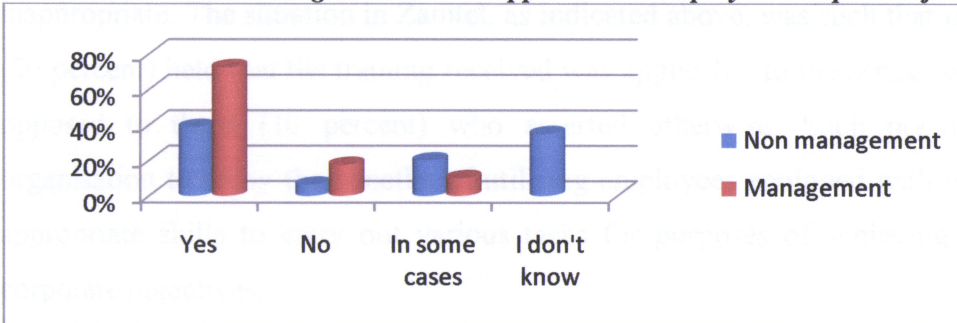
Any training endeavour can only be said to be relevant if the skills and knowledge acquired can be utilised by employees in the execution of their respective jobs. Therefore, transfer of training refers to the process of utilising the skills acquired from training to perform assigned tasks. Chatterjee (2002; 144) argues that training programmes must incorporate those elements which are directly relevant to the task that the trainee is already performing or is expected to perform. In other words, the similarity between the training situation and the job situation must be maximised. Therefore, training must be

designed in such a way that the trainee can see its applicability to his/her job and the actual work situation.

In Zamtel, various responses were obtained from the employees on whether or not their training was applicable to their respective jobs. Among non management employees, 39 percent held that training was applicable to the employees' actual work situation, 6 percent were of the opposite view, 20 percent felt that it was applicable in some cases, while 35 percent were ignorant of the matter.

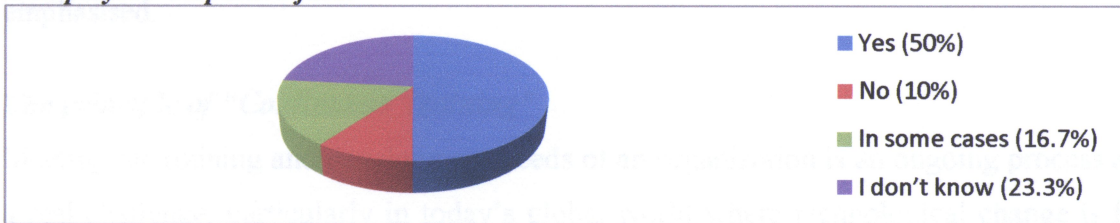
Among management respondents, 72.5 percent held that the training received was applicable to the actual work situation, 17.5 percent declared otherwise, while 10 percent asserted that it was applicable in some cases. This information has been illustrated in figure 3.3 below.

Fig 3.3: Comparative responses from management and non management staff on whether or not training received was applicable to employees' respective jobs.



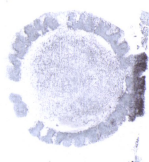
According to overall statistics obtained from all respondents irrespective of their positions in the organisation, 50 percent of Zamtel employees alleged that the training received was applicable to the actual work situation, 10 percent indicated the contrary, 23.3 percent expressed ignorance of the matter, while 16.7 percent declared that it was applicable in some cases. This information has been indicated in figure 3.4 below.

Fig 3.4: Overall responses of Zamtel staff on whether or not training received was applicable to employees' respective jobs.



Training programmes in themselves are not beneficial if the knowledge, skill and attitudes cannot be transferred to the actual work situation. The ultimate goal of training is to ensure that employees have the required skills, knowledge and attitudes to carry out their respective tasks in order to achieve organisational goals. When employees are able to apply their learned skills to their respective job situations, then the subject matter taught to them can be said to be relevant and appropriate. Therefore, if what the trainees are taught during training programmes cannot be transferred to the actual work situation, then training programmes will be self-defeating and will be rendered irrelevant, as well as inappropriate. The situation in Zamtel, as indicated above, was such that more employees (50 percent) held that the training received was applicable to the actual work situation as opposed to those (10 percent) who asserted otherwise. Such practices enable an organisation to enjoy the benefits of utilising employees equipped with the relevant and appropriate skills to carry out various tasks for purposes of achieving the enterprise' corporate objectives.

However, the existence of employees who held that the training received was not applicable to the actual work situation and those who held that training was applicable in some cases meant that there were cases in Zamtel when training received was not applicable to the work situations of various employees. Although the number of employees with such assertions was relatively smaller, there is potential for such trends to affect an organisation's effective operations. One of the reasons why trainees might find training to be irrelevant is when the selection of candidates is faulty. For example, when employees are selected to attend training for which they do not qualify as a result of patronage practices instead of conducting training needs assessments. The importance of



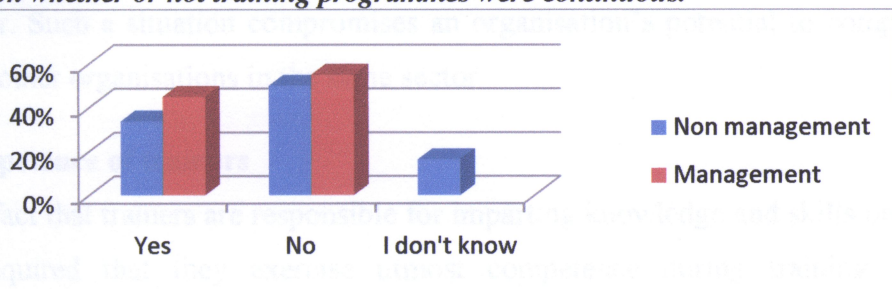
selecting the right candidates through training needs assessments cannot be overemphasised.

The principle of “Continuous Training”

Meeting the training and development needs of an organization is an ongoing process and a real challenge, particularly in today’s global world where technological change is fast paced, requiring organizations to continually build on their skills and knowledge in order to keep afloat. Hence, it is imperative for an organization to train its employees on a continuous basis in order to achieve and maintain prosperity. However, the findings on continuous training in Zamtel revealed an undesirable situation. Among non management employees, only 39 percent held that training programmes were continuous, 50 percent disclosed otherwise, while 16 percent expressed ignorance of the matter.

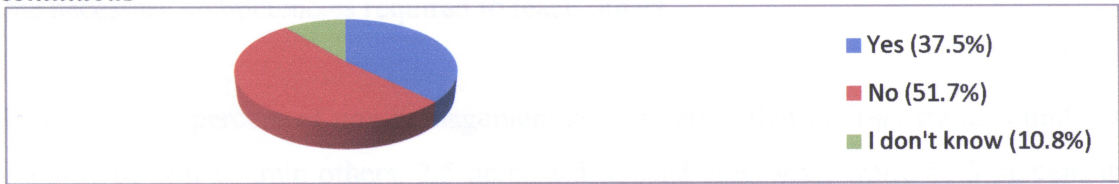
In comparison, there seemed to be a minor difference between the perceptions held by management and those of non management employees. The percentage of respondents among the former affirming the continuity of training programmes was slightly higher than that of the latter. As can be seen in figure 3.5, 45 percent of management employees interviewed felt that training programmes were continuous, while 55 percent felt otherwise.

Fig 3.5: Comparative responses from Management and non management staff on whether or not training programmes were continuous.



Overall, research findings obtained from all respondents interviewed irrespective of their positions in Zamtel indicated an increase in the number of employees who alleged that training programmes were not continuous. As shown in figure 3.6, 37% held that training programmes were continuous, 51.7% declared otherwise, while 10.8% were ignorant of the matter.

Fig 3.6: Overall responses of Zamtel staff on whether or not training programmes were continuous



The idea of continuous training is derived from the concept of “continuous improvement” which describes a process typically credited to the Japanese style of manufacturing, and, specifically, to the Toyota Production System. In its simplest form, continuous improvement can be described as an ongoing self-critique of everything and anything an individual or organization does in the course of daily activities. Its purpose is to identify, and, more importantly, to implement ongoing improvements that build upon themselves like stair steps to continually raise the performance level of the organization. The intended outcome is a better process that keeps getting better, more competitive, and more profitable. Without continuous training which ultimately translates into continuous improvement, an organization’s methods of operations may be rendered obsolete given the rapid pace at which global technological changes are taking place. In this regard, the case of Zamtel presented above was quite undesirable as the percentage (51.7 percent) of the enterprise’ employees who disclosed that training programmes were not continuous was pretty high. In light of this, it was highly likely that Zamtels’ methods of operations were lagging behind modern trends in the Information Communication Technology (ICT) sector. Such a situation compromises an organisation’s potential to compete favourably with other organisations in the same sector.

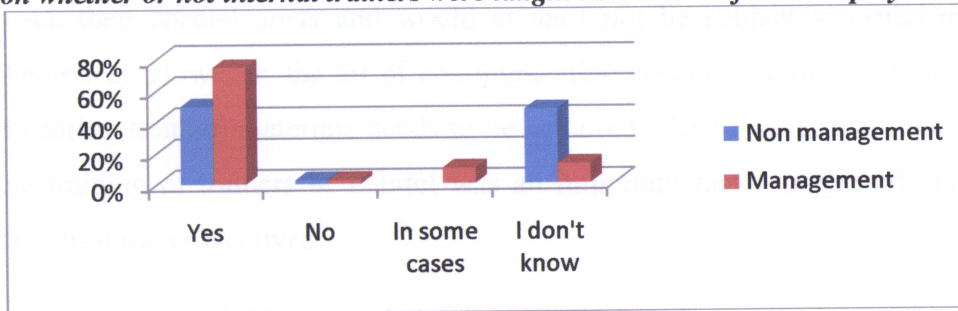
Competence of trainers

The fact that trainers are responsible for imparting knowledge and skills on the trainees, it is required that they exercise utmost competence during training. Therefore, an organisation has to ensure that the trainers chosen are endowed with proficiency. Chatterjee (2002; 145), lists the required competencies as; the ability to speak well, to write effectively to manage the work of others, to be innovative as well as to inspire trainees to greater achievements. In cases where internal trainers are used, care must be

taken to ensure that training programmes for trainers are conducted to enable them gain the necessary competencies required to teach others.

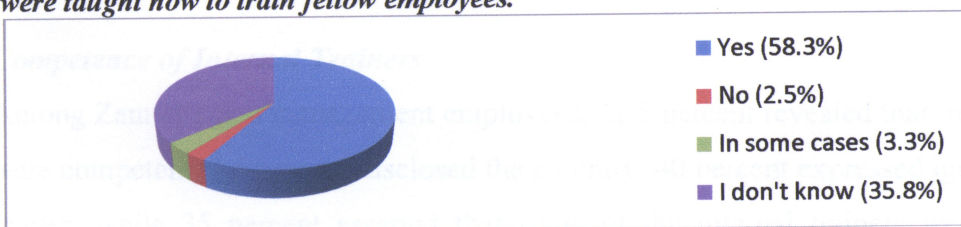
In Zamtel, 50 percent of non management staff asserted that internal trainers underwent training of how to train others, 2.5 percent disclosed otherwise, while 47.5 percent were ignorant of the matter. Among management respondents, 75 percent disclosed that internal trainers underwent training of how to train others, 2.5 percent asserted otherwise, 10 percent indicated that such training took place in some cases, while 12.5% were ignorant of the matter. Graphical presentation of these statistics can be seen in figure 3.7.

Fig 3.7: Comparative responses of management and non management staff on whether or not internal trainers were taught how to train fellow employees.



Nevertheless, when statistics obtained from both management and non management staff are collectively analysed, it is revealed that 58.3 percent of all Zamtel employees confirmed that internal trainers underwent training of how to train others, while 2.5 percent disclosed otherwise. Further, 35.8 percent were ignorant of the matter, while 3.4 percent held that such training took place in some cases. This information has been indicated in figure 3.8 below.

Fig 3.8: Overall responses of Zamtel staff on whether or not internal trainers were taught how to train fellow employees.



As noted above, there were more employees who affirmed that internal trainers underwent training of how to train fellow employees as opposed to those who disclosed otherwise. As a result of such practices in Zamtel, it was highly likely that Zamtel's internal trainers who underwent such training were proficient, provided that the training received was appropriate. Due to the fact that internal trainers are already accustomed to certain skills as result of their work experience, their proficiency in sharing their skills and knowledge with trainees becomes hardly questionable when they undergo "trainers' training". Chatterjee (2004; 144) argues that people who are actually performing tasks such as operations supervision, form the best trainers because they are best equipped to teach their special areas and would at least not be subject to criticism of being too theoretical. However, the art of communicating concepts simply and clearly, as well as preparing training materials needs to be acquired. Very few have it to start with. Hence the training of trainers in Zamtel was an important factor in the efforts to achieve an organisation's objectives.

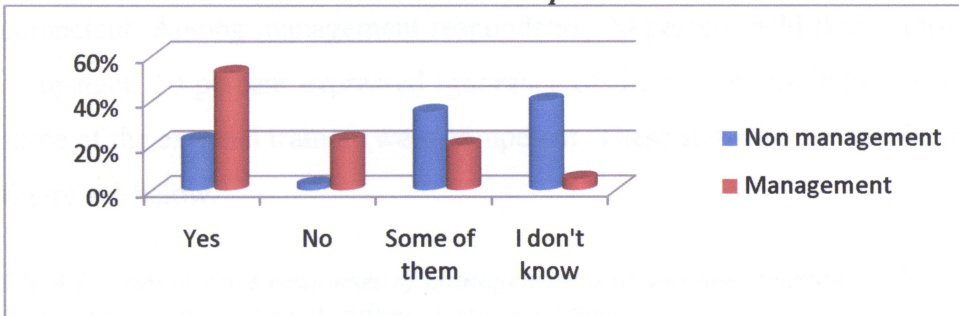
On the other hand, it appeared that Zamtel did not always teach its trainers how to train others, as seen from the responses given by some of the organisation's employees. This is in reference to the 2.5 percent of Zamtel employees who directly asserted that their organisation did not teach its trainers how to train others, and those (3.3 percent) who revealed that trainers were taught how to train others in some cases. The assertion that trainers were taught how to train others in some cases meant that there were also cases when such practices did not occur. However, employees with such assertions were few. Hence, it can be concluded Zamtel taught its internal trainers how to teach others most of the time.

Competence of Internal Trainers

Among Zamtel's non management employees, 22.5 percent revealed that internal trainers were competent, 2.5 percent disclosed the contrary, 40 percent expressed ignorance of the matter, while 35 percent asserted that some of the internal trainers were competent. Among management respondents, 52.5 percent held that internal trainers were competent, 22.5 percent disclosed the contrary, 5 percent expressed ignorance of the matter, and 20

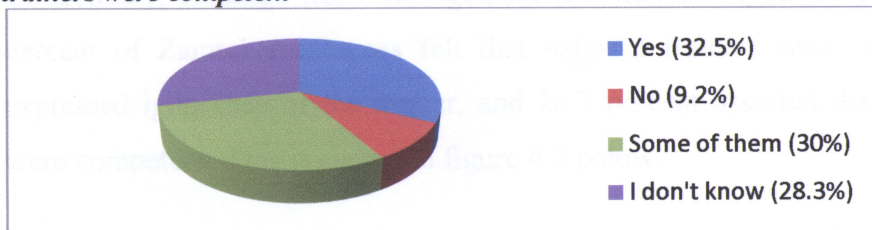
percent asserted that some of the trainers were competent. These statistics are illustrated figure 3.9 below.

Fig 3.9: Comparative responses of management and non management staff on whether or not internal trainers were competent.



Statistics constituting collective findings from both management and non management respondents indicated that 32.5 percent of Zamtel staff felt that internal trainers were competent while 9.2 percent disclosed the contrary. Further, 28.3 percent expressed ignorance of the matter while 30 percent asserted that some of the trainers were competent. This has been shown in figure 4.0 below.

Fig 4.0: Overall responses of Zamtel staff on whether or not internal trainers were competent

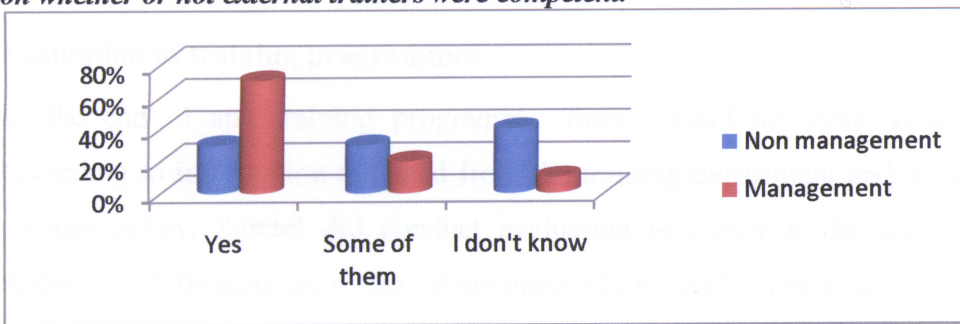


As seen above, there were more employees (32.5 percent) who perceived internal trainers to be competent than those (9.2 percent) who held the opposite view. From this information it can be concluded that Zamtel had both competent and incompetent internal trainers with the former being more than the latter. This argument can be further strengthened with the response given by employees (30 percent) who indicated that some of the organisation's internal trainers were competent, meaning that some of them were in fact incompetent. The onus is on the remaining Zambian public enterprises to ensure that the competence of internal trainers is retained and improved upon.

Competence of external trainers

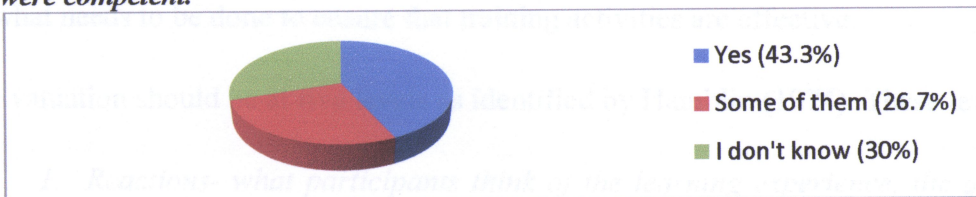
The findings on the competence of external trainers were as follows; 30 percent of non management staff revealed that external trainers were competent, 40 percent expressed ignorance of the matter. Further, 30 percent asserted that some of the trainers were competent. Among management respondents, 70 percent held that external trainers were competent, 10 percent expressed ignorance of the matter, while 20 percent asserted that some of the external trainers were competent. These statistics are graphically presented in figure 4.1 below.

Fig 4.1: Comparative responses of management and non management staff on whether or not external trainers were competent.



Collectively, findings from management and non management staff showed that 43.3 percent of Zamtel employees felt that external trainers were competent, 30 percent expressed ignorance of the matter, and 26.7 percent asserted that some of the trainers were competent. This is shown in figure 4.2 below.

Fig 4.2: Overall responses of Zamtel staff on whether or not external trainers were competent.



Noteworthy, the competences of internal trainers and external trainers were perceived differently by Zamtel employees. External trainers were perceived to be more competent than internal trainers as shown in the figures above. More specifically, while only 32.5 percent of Zamtel employees regarded internal trainers competent, 43.3 percent regarded

external trainers competent. In addition, there was not a single employee in Zamtel who directly indicated the existence of incompetent external trainers. However, the response by some of Zamtel's employees (26.7 percent) that some of the external trainers were competent was an indirect indication that some external trainers were in fact incompetent. Nevertheless, employees with such assertions were relatively few.

Given this scenario, Zamtel could have benefited more from training programmes if external trainers were engaged regularly and if its internal trainers were all continually taught how to teach others.

Evaluation of training programmes

At the end of any training programme, there should be some kind of evaluation. According to information obtained from the training department and as indicated in the training policy, Zamtel did conduct evaluation activities at the end, as well as the beginning of training activities. Armstrong (2009; 693) writes that it is important to evaluate learning in order to assess its effectiveness in producing the outcomes specified when the activity was planned and to indicate where improvement or changes are required to make training even more effective. Evaluation is an integral feature of learning activities. In essence, it is the comparison of objectives with outcomes to answer the question of how far the event has achieved its purpose. The setting of objectives and the establishment of methods of measuring are, or should be, an essential part of the planning stage of any training programmes. Therefore, evaluation provides guidance on what needs to be done to ensure that training activities are effective.

Evaluation should be at five levels as identified by Hamblin (1974). These levels are:

1. *Reactions- what participants think of the learning experience, the quality of the speakers and relevance of the content. This may be recorded on an evaluation form.*
2. *Learning- an assessment of what participants have learned from the training programmes.*
3. *Job behaviour- the extent to which participants have applied their learning to their respective jobs.*

4. *Organisation- the impact of changes in the job behaviour of participants on the effectiveness of the department or function in which they work.*
5. *Ultimate value- the extent to which the organisation has benefited from the learning event in terms of profitability, growth or survival.*

When evaluation is done at all the above listed levels, an organisation will be able to make the necessary adjustments to its training programmes, during planning and implementation.

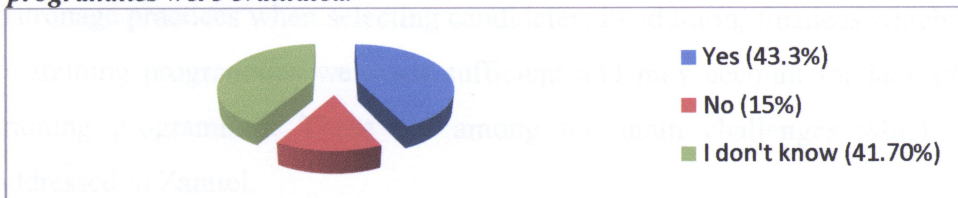
In spite of what Zamtel’s policy on training indicated, there were varying responses from employees on whether or the organisation evaluated its training programmes. 38.8 percent of non management staff asserted that their organisation evaluated its training programmes, 12.5 percent disclosed otherwise, while 48.7 percent were ignorant of the matter. Among management staff, 52.5 percent held that training programmes were evaluated, 20 percent revealed the contrary, while 27.5 percent expressed ignorance on the matter.

Fig 4.3: Comparative responses of management and non management staff on whether or not training programmes were evaluated in Zamtel.



Overall, 43.3 percent held that training programmes were evaluated, 15 percent asserted the opposite, while 41.7 percent were ignorant of the matter.

Fig 4.4: Overall responses of Zamtel staff on whether or not training programmes were evaluated.



The percentage (41.7 percent) of employees who disclosed that they did not know whether or not training programmes were evaluated was quite high. Ideally, if an organisation evaluates its training programmes, employees are supposed to be aware of it, particularly because they are part of the subjects under evaluation. In light of this, it can be concluded that Zamtel did not always evaluate its training programmes, otherwise most of the employees would have been aware of it. This argument can be further strengthened with the assertion advanced by 15 percent of the company's employees that Zamtel did not evaluate its training programmes.

In cases where an organisation does not evaluate its training programmes: it would be difficult to determine whether or not training programmes are relevant; those responsible for designing training programmes would not know which changes are necessary in the existing programmes in order to realign them to the organisational goals; it would also be difficult to know which areas of training are of real and lasting value; in addition an organisation would not know the opportunity cost, that is the answer to the question "could money have been better spent on any other activity that would have yielded better results in terms of organisational effectiveness?"; finally it would be difficult to establish if the investment in terms of money is inadequate or too much and how an optimum standard can be evolved.

Conclusion

This chapter has brought to light important aspects of how human resource training was practiced in Zamtel. While there were some good practices pointed out above, they were outweighed by inappropriate ones. It has been noted that: even though a good percentage of Zamtel employees underwent training, there still remained a significant number who were not afforded the same opportunities; while training needs assessments were conducted in some cases prior to selecting employees for training, there were also patronage practices when selecting candidates; in addition, finances which were allocated to training programmes were not sufficient and may account for lack of continuity of training programmes. These are among the main challenges which needed to be addressed in Zamtel.

CHAPTER FOUR

THE PRACTICE OF HUMAN RESOURCE DEVELOPMENT IN ZAMTEL

INTRODUCTION

The dissertation has, so far, focused on the training of employees. However, that is not enough. It is important in today's competitive environment for an organisation to be concerned with the development of its management team and those who are identified with the potential to assume broader responsibilities in the future. Therefore, this section of the dissertation will present and discuss findings on the practice of human resource development in Zamtel.

Since managers are such a vital cog in the success of any organisation, special attention needs to be provided for their development. Hence, it is very important to have a managerial cadre that possesses knowledge, skills and motivation to drive an organisation to prosperity. With all the evolutionary change in technology and management trends around the world today, the modern manager has to cope with the highly dynamic and volatile state of affairs and translate personal knowledge and skill to present and future challenges. Therefore, the importance of human resource development cannot be over emphasised.

PRESENTATION AND DISCUSSION OF FINDINGS

Existence and nature of human resource development in Zamtel

As established in chapter one, human resource development is concerned with improving the performance of managers in their present roles and preparing them to take on greater responsibilities in the future (Armstrong, 2009; 721). The goals of human resource development, as espoused by Armstrong (2009; 667) include:

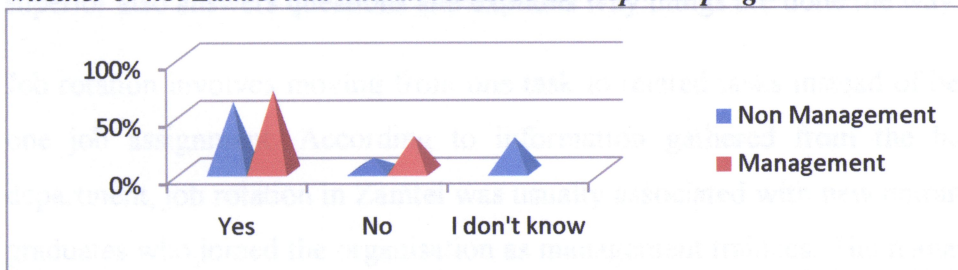
- a) Increasing the knowledge, skills, and abilities of managers to prevent them from becoming obsolete;
- b) Helping each person learn about his personal strengths, weaknesses and interests so that his decision-making capability is improved along with his/her job behaviour;

- c) Ensuring greater job satisfaction;
- d) Enhancing job performance effectiveness;
- e) Improving communication among management staff;
- f) Identifying broad, inclusive problems which affect several operating departments so that a joint approach is adopted and team-work is fostered;
- g) Evaluating the adequacy and suitability of company policies;
- h) Stimulating managers to appraise and develop their subordinates.

It must be pointed out that human resource development is not only meant for those who are already in management positions such as junior managers, middle level managers or top level managers, but also for those among non management employees who have been identified to possess the right qualities so that they, too, can be developed to assume higher responsibilities in the future. Usually, organisations have what are known as management training programmes which are devised to develop future managers. In many cases, management training candidates are fresh college graduates, who normally assume management positions after undergoing the necessary learning.

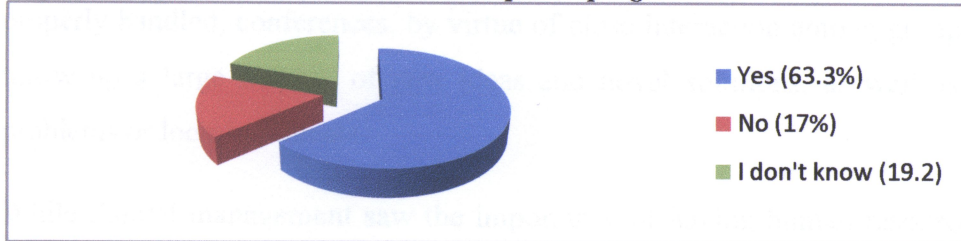
In regard to whether or not Zamtel had human resource development programmes in place, the responses of 60 percent non management staff were affirmative, 11.3 percent asserted otherwise, while 28.7 percent were ignorance of the matter. Among management staff, 70 percent confirmed that human resource development programmes existed in Zamtel, while 30 percent asserted the opposite. These statistics are presented in the figure below.

Fig. 4.5: Comparative responses of management and non management staff on whether or not Zamtel had human resource development programmes.



Collectively, the responses of 63.3 percent of Zamtel employees on whether or not their organisation had human resource development programmes were affirmative. 17.5 Percent declared otherwise, while 19.2 percent expressed ignorance of the matter. These statistics are illustrated in figure 4.6 below.

Fig. 4.6: Overall responses of Zamtel employees on whether or not their organisation had human resource development programmes



However, confirmation on the existence of human resource development programmes was obtained from key respondents from the human resources and training departments. According to key respondents, human resource development programmes in Zamtel entailed coaching and counselling, job rotation, conferences/discussions and management education. Generally, management education required the managerial cadre to pursue qualification bearing courses in higher institutions of learning such as universities and colleges within and outside the country.

In many organisations, coaching and counselling are the most popular human resource development techniques where effective senior managers teach the new managers. The senior manager serves as a coach in this regard, exemplifies the correct behavioural attitudes, assigns specific and challenging goals and provides trainees with frequent and immediate feedback concerning their job performance (Chatterjee, 2002;157). The superior also answers questions and explains why things are done the way they are (Ibid).

Job rotation involves moving from one task to related tasks instead of being confined to one job assignment. According to information gathered from the human resources department, job rotation in Zamtel was usually associated with new entrants such as fresh graduates who joined the organisation as management trainees. The management trainees were rotated through a series of jobs to broaden their managerial experience. In any organisation, rotation provides exposure to a variety of tasks and broad-bases the

understanding of the candidates. Advocates of job rotation contend that this approach broadens the manager's background.

In conferences or discussions, topics such as human relations, effective communications and general leadership skills are often discussed. Chatterjee (2002;158) writes that if properly handled, conferences, by virtue of close interaction among group members, can throw up a large number of new ideas and novel solutions, as well as identify fresh problems or looming threats.

While Zamtel management saw the importance of having human resource development programmes in place, the organisation did not have a specific policy on human resource development. Having a specific policy on human resource development should arise from the understanding that training and development are different. A human resource development policy would provide guidelines on the approach an organisation can adopt to develop its managerial cadre. Therefore, in the absence of a human resource development policy, Zamtel did not have written: specific human resource development policy statements; statements to indicate the degree of organisational priority given to human resource development; or statements about the allocation of responsibilities for driving management development in the organisation. Such a situation breeds complications, as there is no specific document to refer to whenever need arises. Ultimately, inefficiency and ineffectiveness may set in. In order to allow commitment and prioritised human resource development programmes, there should have been a specific written policy document for substantiation. A general training and development policy was not adequate.

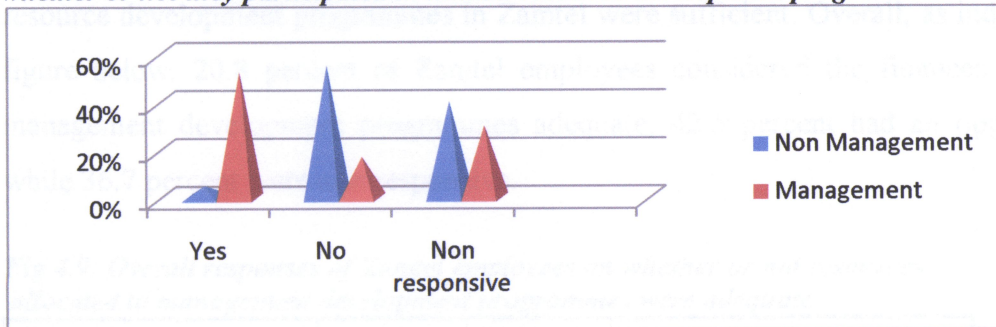
In addition, there was a significant percentage of Zamtel employees who were not aware of human resource development programmes. What made this situation alarming was that even among management staff who were supposed to be the main target of human resource development, 30 percent were unaware of such programmes. Due to such a situation, it was most likely that many managers and potential future managers did not participate in human resource development programmes, otherwise they would have known about such activities.

Employee participation in human resource development programmes

Human resource development programmes can not serve an organization any good if there is poor participation. An organization should always identify and groom individuals from among its workforce who can serve in managerial positions in the future and also develop those who are already in management positions to cope with highly dynamic and volatile state of affairs in today's global world. The mere fact that an employee is highly skilled in executing responsibilities in his/her area of specialisation does not make him/her a good leader. Leadership skills can be developed provided the right candidates undergo the required development programmes.

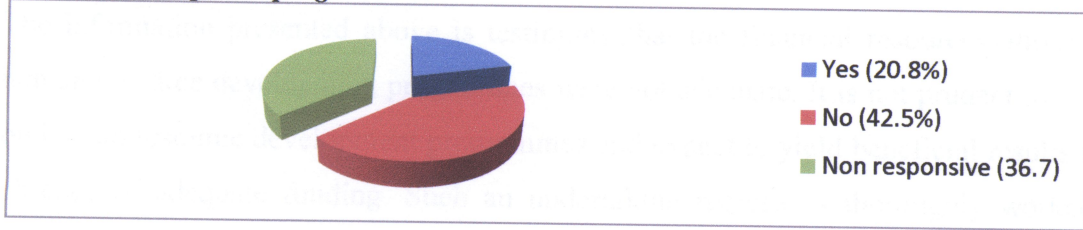
When this research study was undertaken to find out from Zamtel staff whether or not they had participated in human resource development programmes, varying responses were obtained. Among non management employees, only 5 percent confirmed their participation, 55 percent indicated the contrary, while 40 percent were non responsive. On the other hand, 52.5 percent of management staff confirmed their participation in management development programmes, 17.5 percent disclosed otherwise, while 30 percent were non responsive. These statistics are presented in the figure below.

Fig. 4.7: Comparative responses of management and non management staff on whether or not they participated in human resource development programmes



Overall, 20.8 percent of all Zamtel employees confirmed their participation in human resource development programmes, 42.5 percent indicated the opposite, while 36.7 percent were non responsive as can be seen in the pie chart below.

Fig. 4.8: Overall responses of Zamtel staff on whether or not they participated in human resource development programmes.



The level of Zamtel employees' participation in human resource development programmes left much to be desired. As noted above, only 52.5 percent of Zamtel management staff participated in human resource development programmes, thus leaving out 47.5 percent. Therefore, those who were left out of human resource development programmes missed out on the opportunity to increase their managerial knowledge, skills and abilities to prevent them from becoming obsolete. Ultimately, it is Zamtel as a whole which stood to bear the consequences of such as situation.

Adequacy of finances allocated to human resource development programmes

Sufficient finances are essential in ensuring that human resource development programmes result in an establishment of a team of managers who are adept and responsive to the needs of their organisation in this ever-changing world. It is for this reason that the researcher undertook to find out if the finances allocated to human resource development programmes in Zamtel were sufficient. Overall, as indicated in the figure below, 20.8 percent of Zamtel employees considered the finances allocated to management development programmes adequate, 42.5 percent had an opposing view, while 36.7 percent were non responsive.

Fig 4.9: Overall responses of Zamtel employees on whether or not resources allocated to management development programmes were adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	20.8	20.8	20.8
	No	51	42.5	42.5	63.3
	Non responsive	44	36.7	36.7	100.0
	Total	120	100.0	100.0	

The information presented above is testimony that the financial resources allocated to human resource development programmes were not adequate. It is not prudent to embark on human resource development programmes and expect to yield beneficial results in the absence of adequate funding. Such an undertaking requires a thoroughly worked out financial plan to ensure a desirable outcome. The same reasoning advanced when discussing the financing of training programmes in chapter three can also be adopted here. It is only when managers of public enterprises give due attention to the issue of adequate finances for human resource development that such programmes will translate in an establishment of a team of managers who are adept and responsive to the needs of their organisation.

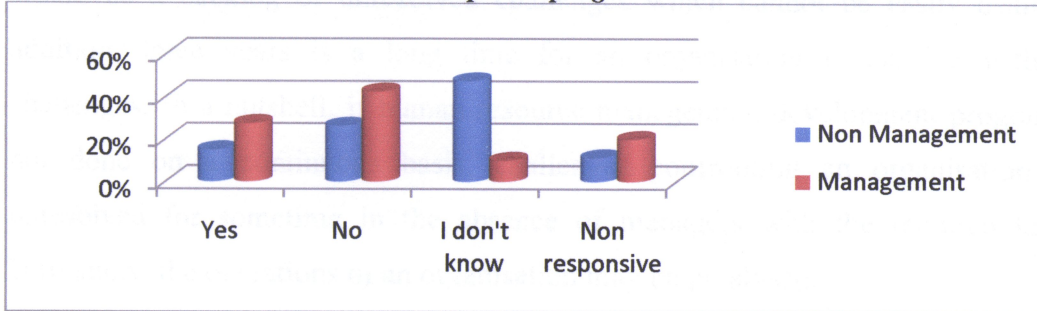
Continuity of human resource development programmes

The point that management is a dynamic and interactive activity cannot be over emphasised. Ideally, the fact that managers are a vital cog responsible for steering the direction of an organisation requires them to continually develop their leadership skills and keep abreast with management trends of the day. The idea is to think globally and act locally. This is because global management trends are ever changing, and being part of today's global village makes such trends inescapable if an organisation is to stay afloat. Chatterjee (2002; 154) writes that the objectives of human resource development have changed from 'developing learned managers to developing learning managers'. The point being put across is that learning never ends given the diversity and dynamic nature of ideas. Therefore, an organisation has to continually develop the leadership abilities of its management cadre.

In Zamtel however, the situation was such that many employees were either ignorant of the matter or held that human resource development programmes were not continuous. Actual statistics obtained from field indicate that only 15 percent of non management staff held that human resource development programmes were continuous, 26.3 percent disclosed otherwise, 47.5 percent expressed ignorance of the matter, while 11.3 percent were non responsive. Among management staff, 27.5 percent held that human resource development programmes were continuous, 42.5 percent disclosed otherwise, 10 percent

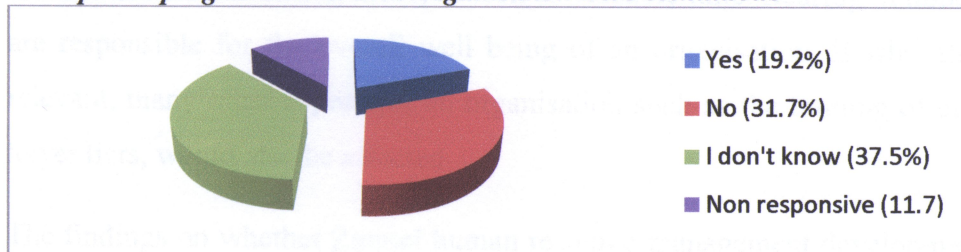
expressed ignorance of the matter, while 20 percent were non responsive. These statistics are illustrated in the figure below.

Fig. 5.0: Comparative perceptions of management and non management staff on whether or not human resource development programmes were continuous.



Overall, 19.2 percent of all Zamtel employees held that human resource development programmes were continuous, 31.7 percent indicated the opposite, 37.5 percent expressed ignorance of the subject matter, while 11.7 percent were non responsive as can be seen in the pie chart below.

Fig. 5.1: Overall perceptions of Zamtel employees on whether or not management development programmes in their organisation were continuous



Evidently, there were more employees who held that human resource development programmes in Zamtel were not continuous. As noted above, only 27.5 percent asserted that human resource development programmes were continuous while 45.2% held otherwise. *“The last time Zamtel had a human resource management development seminar was three years ago, but I have never attended any such programmes”* narrated one assistant human resources manager from the southern region office.

Given such a scenario, the concept of “learning managers” which requires the management team to continually gain increased understanding of management virtues is compromised. There are new challenges which managers experience on a regular basis

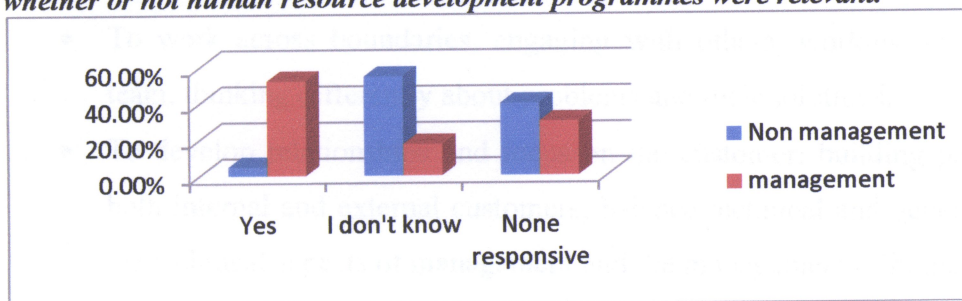
requiring them to adjust appropriately for the survival of an organisation. If, for instance, it takes three years for managers to convene a management development seminar, there would be a backlog of unresolved challenges which cannot be easily dealt with. In addition, three years is a long time for an organisation to survive with pending challenges. In a nutshell, if human resource management development programmes are not done on a continuous basis, challenges confronting an organisation may go unresolved for sometime in the absence of managers with the required know-how. Ultimately, the operations of an organisation may be paralysed.

Relevance of human resource development programmes

While the contents of human resource development programmes have to be reflective of the current global trends of management, they also have to be responsive to the needs of an organisation concerned. If the contents of human resource development are not tailored to the needs of an organisation, the whole exercise would be rendered irrelevant and a waste of limited resources, as well as valuable time. Bearing in mind that managers are responsible for the overall well being of an organisation, if what they learn is not relevant, many other aspects of an organisation such as the training of employees at the lower tiers, would also be affected.

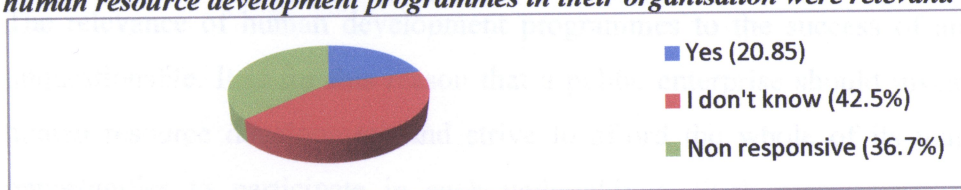
The findings on whether Zamtel human resource management development programmes were relevant or not, reveal varying responses. 5 percent of non management staff affirmed the relevance of human resource development programmes, 55 percent were ignorant of the matter, while 40 percent were non responsive. Among management staff 52.5 percent confirmed the relevance of human resource development programmes, 17.5 percent indicated that they were ignorant of the matter, while 30 percent were non responsive. These statistics are illustrated in the figure below.

Fig. 5.2: Comparative perceptions of management and non management staff on whether or not human resource development programmes were relevant.



Overall, 20.8 percent of all Zamtel employees confirmed the relevance of human resource development programmes, 42.5 percent indicated that they were ignorant of the subject matter, while 36.7 percent were non responsive as can be seen in the pie chart below.

Fig. 5.3: Overall perceptions of Zamtel employees on whether or not human resource development programmes in their organisation were relevant.

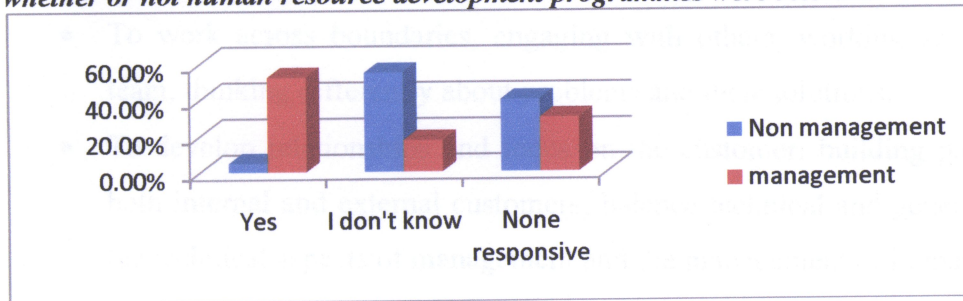


The statistics presented above lead to the conclusion that human resource development programmes in Zamtel were mostly relevant. As noted above, the number of those who participated in human resource development programmes was the same as that of those who held that the human resource development programmes were relevant. No one indicated the contrary although some employees were ignorant of the matter.

Zamtel needed to uphold these practices as this would have allowed its managers to have a wider understanding of strategic issues. Armstrong (2009; 721) argues that such practices will enable managers:

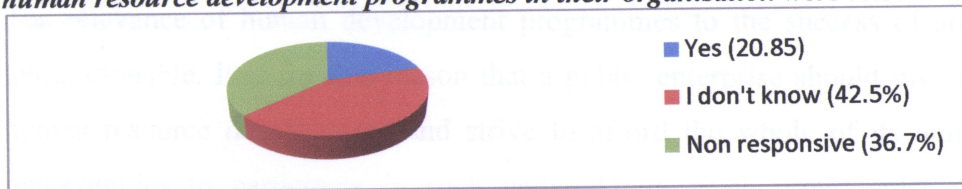
- To empower and develop other employees- understand and practice the process of delivering through the capabilities of others.
- To manage people and their performance- increasingly maintain morale whilst also maximising performance.

Fig. 5.2: Comparative perceptions of management and non management staff on whether or not human resource development programmes were relevant.



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Fig. 5.3: Overall perceptions of Zamtel employees on whether or not human resource development programmes in their organisation were relevant.



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- To empower and develop other employees- understand and practice the process of delivering through the capabilities of others.
- To manage people and their performance- increasingly maintain morale whilst also maximising performance.

- To work across boundaries, engaging with others, working as a member of a team, thinking differently about problems and their solutions.
- To develop relationships and focus on the customer, building partnerships with both internal and external customers; balance technical and generic skills, that is the technical aspects of management and the management of human relations.

However, these benefits can only accrue to an organisation if all managers and potential future managers are afforded opportunities to attend management development programmes.

Conclusion

The relevance of human development programmes to the success of any enterprise is unquestionable. It is for this reason that a public enterprise should invest adequately in human resource development and strive to afford the whole of its management team opportunities to participate in such undertakings. Such programmes should also be continuous as opposed to the practice in Zamtel. Nevertheless, Zamtel should be commended for ensuring that the contents of their management development programmes were relevant as confirmed by those who took part in these activities.

It must be noted that management development programmes are self evaluative, as they embrace the concepts of a “learning organisation” and “learning managers”. According to Armstrong (2009; 718) ‘learning organisation’ is a concept which is concerned with using specific diagnostic and evaluative tools which can help to identify, promote and evaluate the quality of the learning processes inside organisations. Therefore, management development, if properly understood and implemented, should enable an organisation to continually learn from its experiences and challenges it is confronted with, thereby embarking on a process of self evaluation. Management development enables organisations to learn from the mistakes of yesterday, as well as from those things which they got right so as to prepare for tomorrow, considering the dynamic nature of management and volatility of the world today. The concept of ‘learning organisation’ requires ‘Learning managers’. The idea of a learning manager is derived from the understanding that learning is an ongoing process. Managers should not stop learning

because there is no point at which learning ends. What may be considered the right way of managing company affairs today, may not necessarily be the same tomorrow. All managers in all organisations have to be cognisant of this fact in order to stay afloat and drive their enterprises to prosperity.

CHAPTER FIVE

THE EFFECTS OF TRAINING AND DEVELOPMENT ON ZAMTEL EMPLOYEES' JOB PERFORMANCE AND ORGANISATIONAL OPERATIONS

INTRODUCTION

Having looked at the practice of human resource training and development in Zamtel, it is also important to know the effects of these programmes. Therefore, the purpose of this chapter is to present and discuss the findings on the effects of training and development on Zamtel employees' job performance organisational operations.

Collectively, it is expected that both training and development would lead to: the development of knowledge and skills in the workforce; the maintenance of a sufficient and sustainable range of skills amongst employees; achievement of improved job performance and productivity; improved product quality; increased motivation amongst employees; increased job satisfaction and improved prospects of employee promotion.

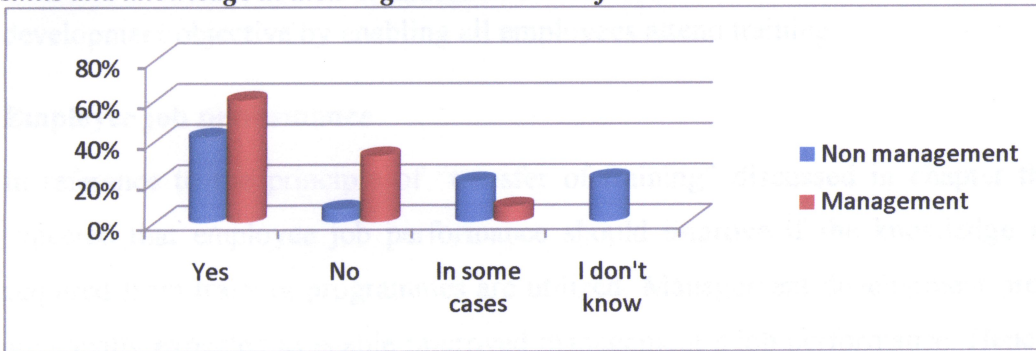
PRESENTATION AND DISCUSSION OF FINDINGS

Development of skills and knowledge

Bearing in mind that organisational operations are not static, an organisation has to continually train and develop its workforce. Ultimately, one of the expected results of training and development is that there should be development of skills and knowledge.

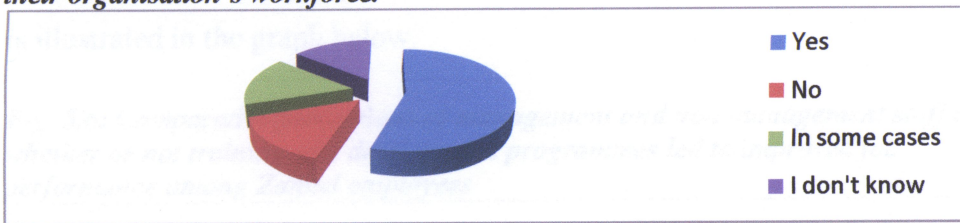
On the issue of whether or not training and development programmes led to the development of employees' skills and knowledge in Zamtel, various responses were obtained. According to non management staff, 52.5 percent held that there had been development of skills and knowledge among members of staff, while 6.3 percent disclosed otherwise. 20 percent asserted that such development took place in some cases, while 21.3 percent were ignorant of the matter. Among management staff, 60 percent held that there has been development of skills and knowledge, 32.5 percent disclosed otherwise, 7.5 percent asserted that such developments took place in some cases. These statistics are graphically presented below.

Fig. 5.4: Comparative perceptions of Zamtel management and non management staff on whether or not training and development programmes led to the development of skills and knowledge in their organisation's workforce.



Overall, 55 percent of all Zamtel employees held that there had been development of skills and knowledge among members of staff, 15 percent disclosed otherwise. 15.8 percent asserted that these developments took place in some cases, while 14.2 percent were ignorant of the matter. This has been illustrated in the figure below.

Fig. 5.5: Overall perceptions of Zamtel employees on whether or not training and development programmes led to the development of skills and knowledge in their organisation's workforce.



The overall percentage of those who held that training and development programmes enabled the development of skills and knowledge among Zamtel employees accounted for more than half of the organisation's staff establishment. This was an indication that Zamtel was progressing positively in enabling staff acquire knowledge and skills necessary for effective contribution to the attainment of company objectives.

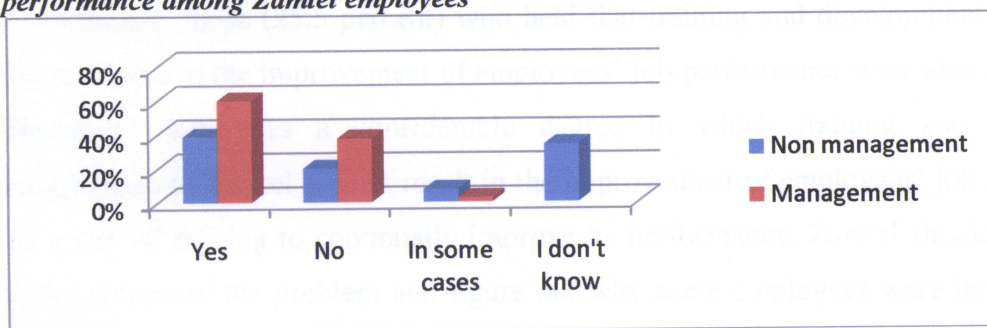
However, there were a significant number of those who held that training and development programmes did not result in the development of the employees' skills and knowledge, as well as those who were ignorant of the matter. Those who were ignorant of the matter were most likely those who had not participated in the training and development programmes. Therefore, contrary to the company's overall training

objective, it was not all employees whose skills and knowledge were being developed. There should have been strides to achieve in entirety the company's overall training and development objective by enabling all employees attend training.

Employee job performance

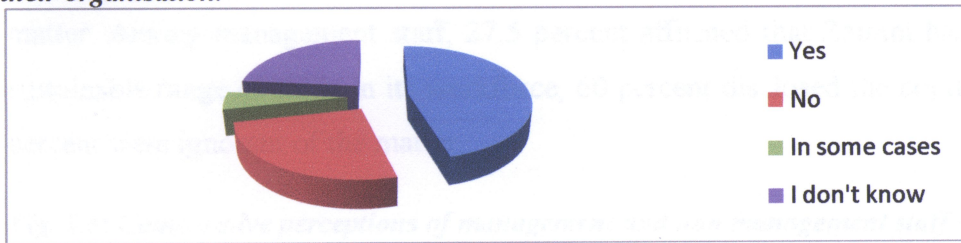
In reference to the principle of "transfer of training" discussed in chapter three, it is expected that employee job performance should improve if the knowledge and skills acquired from training programmes are utilized. Management development programmes are equally expected to enable improved management's job performance. Hence, Zamtel employees were asked whether or not, training and development programmes led to such improvements. Among non management staff, 38.8 percent admitted that training and development programmes resulted in the improvements of employees' job performance, 20 percent disclosed otherwise, 33.8 percent held that such improvements were only in some cases, while 7.5 percent expressed ignorance of the matter. Among management staff 60 percent admitted that there were such improvements, 37.5 percent disclosed otherwise, while 2.5 percent held that these improvements were only in some cases. This is illustrated in the graph below.

Fig. 5.6: Comparative perceptions of management and non management staff on whether or not training and development programmes led to improved job performance among Zamtel employees



Overall, 45.8 percent of all Zamtel employees admitted that training and development had resulted in the improvement of employees' job performance, 25.8 percent disclosed otherwise, 5 percent held that such improvements were only in some cases, while 23.3 percent expressed ignorance of the matter. This has been illustrated by use of a pie chart below.

Fig. 5.7: Overall perceptions of Zamtel employees on whether or not training and development programmes led to improved job performance among employees in their organisation.



The statistics presented above have shown that there were more employees (45.8 percent) who held that training and development programmes resulted in the improvement of employees' job performance in comparison to other categories of responses. This leads to a conclusion that Zamtel had a considerable percentage of employees who were able to execute their responsibilities with proficiency. The percentage of employees who held that training and development programmes led to the improvement of employees' job performance was complemented by the percentage (5 percent) of those who took a middle stance and disclosed that there had been improvements in the employees' job performance in some cases. However, this category of respondents also insinuated that there were cases where training and development programmes did not lead to improvements in employees' job performance.

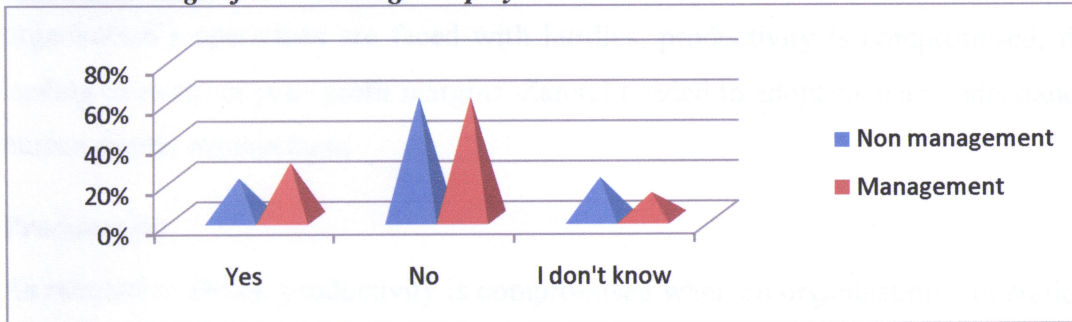
Nevertheless, those (25.5 percent) who held that training and development programmes did not result in the improvement of employees' job performance were also considerable. Therefore, there was a considerable degree to which training and development programmes in Zamtel did not result in the improvement of employees' job performance. As a way of striving to continually improve its performance, Zamtel should have gotten to the bottom of the problem and figure out why some employees were improving their job performances despite undergoing training and development.

Maintenance of sufficient and sustainable range of skills in the workforce

When efforts are made to continually train and develop an organisation's employees at all levels, it is expected that such a firm would have sufficient and sustainable range of skills in its workforce. Hence, the researcher embarked on finding out if the Zamtel had sufficient and sustainable range of skills among its workforce. Among non management

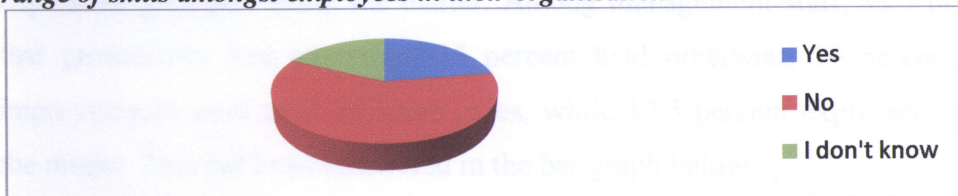
staff, 20 percent affirmed that Zamtel had sufficient and sustainable range of skills in its workforce, 60 percent disclosed the contrary, while 20 percent were ignorant of the matter. Among management staff, 27.5 percent affirmed that Zamtel had sufficient and sustainable range of skills in its workforce, 60 percent disclosed the contrary, while 12.5 percent were ignorant of the matter.

Fig. 5.8: Comparative perceptions of management and non management staff on whether or not training and development programmes led to the Maintenance of a sufficient and sustainable range of skills amongst employees in Zamtel



Overall, 22.5 percent affirmed that Zamtel had sufficient and sustainable range of skills in its workforce, 60 percent disclosed the contrary, while 17.5 percent were ignorant of the matter. This has been illustrated by use of a pie chart below.

Fig. 5.9: Overall perceptions of Zamtel employees on whether or not training and development programmes led to the Maintenance of sufficient and sustainable range of skills amongst employees in their organisation.



For as long as an organisation does not have a sufficient and sustainable range of skills in its workforce, organisational objectives cannot be achieved. This is because of the reasoning espoused in the systems theory. In the absence of a sufficient range of skills in an organisation's workforce, some areas of an organisation's operations are bound to be adversely affected as there would be no appropriately skilled human capital to execute some responsibilities. This will ultimately affect other areas, especially where there are backward and forward linkages among different areas of an organisation's structure. In

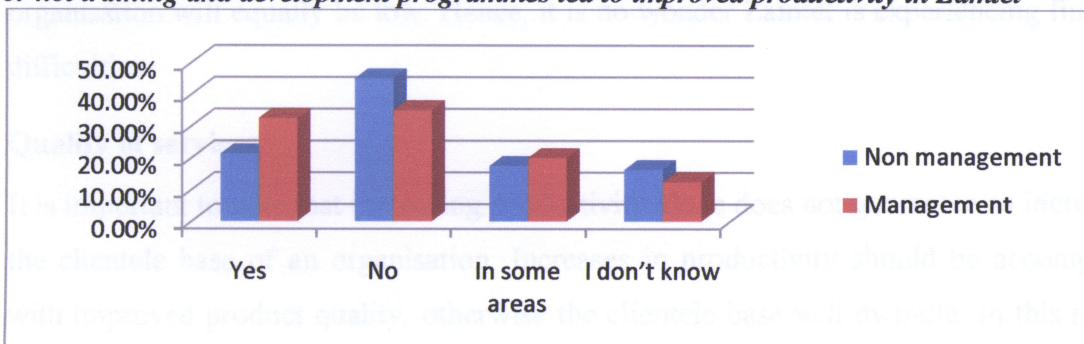
addition, these skills have to be sustainable, meaning that the skills should always be there, no matter how much time passes or whatever changes an organisation undergoes. This can be achieved through continuous training and development.

However, the percentage (60 percent) of all Zamtel employees indicating that training and development programmes did not led to the maintenance of a sufficient and sustainable range of skill was quite high. This could be one of the reasons why Zamtel was experiencing financial difficulties. The reasoning adopted here is that when an organisation's operations are faced with hurdles, productivity is compromised, thereby leading to losses or poor profit margins. Zamtel needed to adopt such an understanding of human capital management.

Productivity

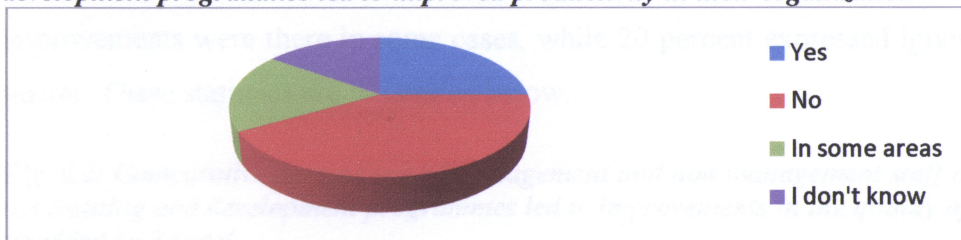
As referred to above, productivity is compromised when an organisation's operations are riddled with hurdles. However, conclusions about such matters cannot be left to speculation. Therefore, it was important to find out from Zamtel employees if training and development programmes led to improved productivity. According to 21.3 percent of non management staff, there had been improvements in the organisation's productivity resulting from training and development programmes, 45 percent felt otherwise, 17.5 percent held that such improvements were there in some cases, while 16.3 percent expressed ignorance about the matter. Among management staff, 32.5 percent indicated that productivity had improved, 35 percent held otherwise, 20 percent felt that such improvements were there in some cases, while 12.5 percent expressed ignorance about the matter. This has been illustrated in the bar graph below.

Fig. 6.0: Comparative perceptions of management and non management staff on whether or not training and development programmes led to improved productivity in Zamtel



Overall, 25 percent of all Zamtel employees indicated that there were improvements in the organisation's productivity resulting from training and development programmes, 41.7 percent were of the opposite view, 18.3% held that such improvements were there in some cases, while 15 percent expressed ignorance about the matter. The pie chart below illustrates these statistics.

Fig. 6.1: Overall perceptions of Zamtel employees on whether or not training and development programmes led to improved productivity in their organization



Increasing productivity is one of the goals of training and development. In the case of Zamtel, for example, the objective would have been to increase productivity in the provision of internet and mobile phone services, as well as fixed line telephone services to its customers. The requirement of such an objective would have been to increase Zamtel's capacity to provide these services to as many people as possible. One of the ways of increasing capacity in any organisation is through training and development, as human resources are taught the most efficient and cost effective ways of performing their jobs which translate into increased output at higher quality (Chatterjee, 2002; 135). Initiative and creativity among employees are also fostered (Ibid).

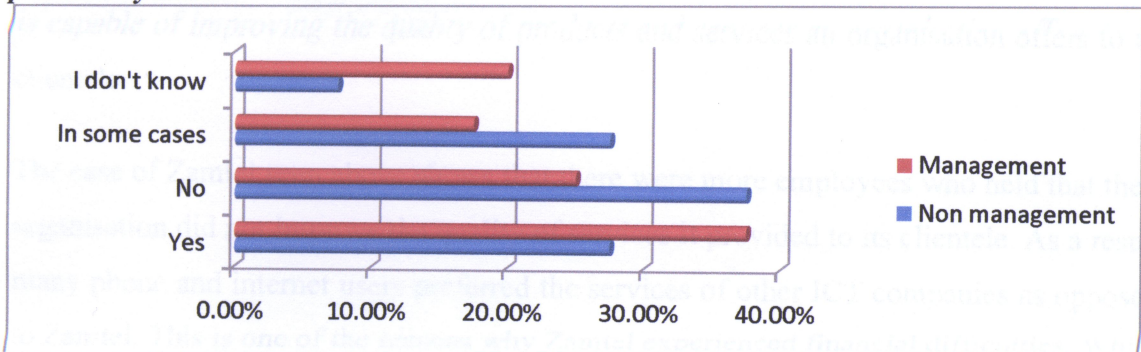
However, the case of Zamtel in terms of its productivity presented above reveals an undesirable situation, as many employees feel that the organisation has not increased its productivity. Low levels of productivity means that the income being generated by an organisation will equally be low. Hence, it is no wonder Zamtel is experiencing financial difficulties.

Quality of services

It is important to note that increasing productivity alone does not guarantee an increase in the clientele base of an organisation. Increases in productivity should be accompanied with improved product quality, otherwise the clientele base will dwindle. In this regard,

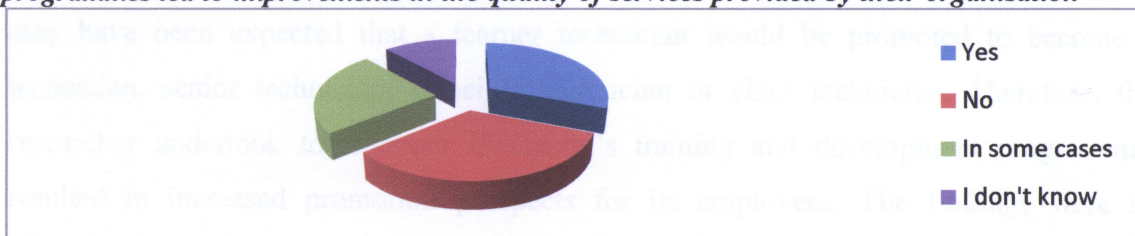
the researcher undertook to find out if training and development programmes led to improved product quality. 27.5 percent of non management staff held that there were improved product quality resulting from training and development, 37.5 percent had a contrary view, 27.5 percent asserted that such improvements were there in some cases, while 7.5 percent expressed ignorance about the matter. Among management staff 37.5 percent held that there were improved product quality resulting from training and development, 25 percent had a contrary view, 17.5 percent asserted that such improvements were there in some cases, while 20 percent expressed ignorance about the matter. These statistics are illustrated below.

Fig. 6.2: Comparative perceptions of management and non management staff on whether or not training and development programmes led to improvements in the quality of services provided by Zamtel



Overall, the findings were as follows; 30.8 percent of all Zamtel staff held that there were improved product quality resulting from training and development, 33.3 percent held the contrary, 24.2 percent asserted that such improvements were there in some cases, while 11.7 percent expressed ignorance about the matter. This information has been illustrated in the figure below.

Fig. 6.3: Overall perceptions of Zamtel staff on whether or not training and development programmes led to improvements in the quality of services provided by their organisation



The fact that public enterprises operate in the same market environment as other privately owned business organisations, they have to be competitive in order to survive and grow. In this regard, improving product quality is one of the requirements of competition. The argument here is that clients will always want to get value for their money. In the event that clients feel that they are not getting their money's worth due to poor product quality, they are likely to move to other service providers whom they feel will provide value for their money. For example in the ICT sector, good telephone reception in terms of clear sound is regarded as good product quality, the lack of which can be considered otherwise. The relationship between product quality and human resources training and development is that the latter leads to an establishment of a proficient and innovative workforce which is capable of improving the quality of products and services an organisation offers to its clientele.

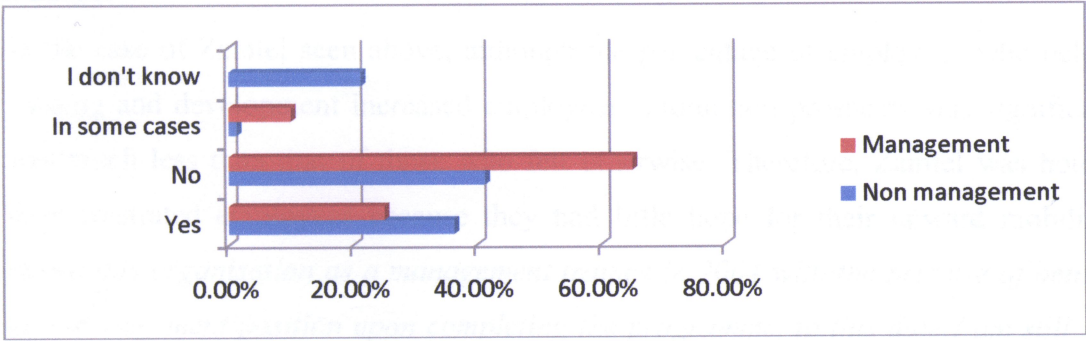
The case of Zamtel seen above shows that there were more employees who held that their organisation did not improve the quality of services it provided to its clientele. As a result many phone and internet users preferred the services of other ICT companies as opposed to Zamtel. This is one of the reasons why Zamtel experienced financial difficulties. While Zamtel is has now been privatisation, other public enterprises have to learn from such mistakes to avoid collapsing.

Promotion prospects

Becoming more skilful and knowledgeable is usually a prerequisite to promotion. Therefore, it is expected that some employees may be promoted when they become proficient as a result of training and development. For example, in the case of Zamtel it may have been expected that a learner technician would be promoted to become a technician, senior technician, principle technician or chief technician. Therefore, the researcher undertook to find out if Zamtel's training and development programmes resulted in increased promotion prospects for its employees. The findings were as follows; 36.3 percent of non management staff held that training and development programmes resulted in increased promotion prospects for employees, 41.3 percent disclosed the contrary, 1.3 percent asserted that such prospects were increased in some

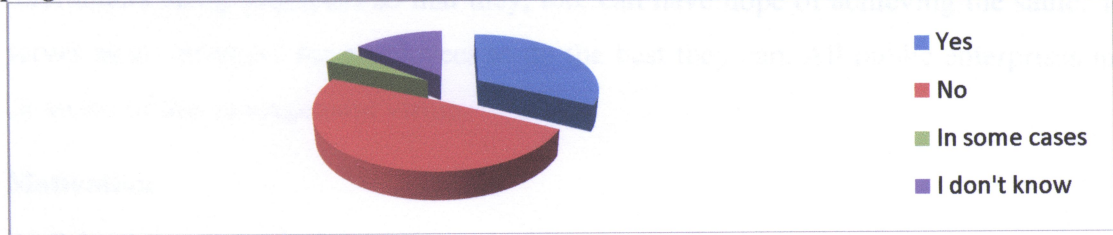
cases, while 21.3 percent expressed ignorance about the matter. Among management staff, 25 percent held that training there were increased promotion prospects for employees, 65 percent disclosed the contrary, while 10 percent asserted that such prospects were increased in some cases. These statistics are illustrated in the figure below.

Fig. 6.4: Comparative perceptions of management and non management staff on whether or not training and development programmes led to increased promotion prospects for employees in Zamtel



Overall, the findings were as follows; 32.5 percent of all Zamtel staff held that training and development programmes resulted in increased promotion prospects for employees, 49.2 percent disclosed the contrary, 4.2 percent asserted that such prospects were increased in some cases, while 14.1 percent expressed ignorance about the matter. The pie chart in the figure below illustrates these statistics.

Fig. 6.5: overall perceptions of Zamtel staff on whether or not training and development programmes have led to increased promotion prospects for employees in their organisation



Even though training is meant to enable employees become proficient in their present jobs and not necessarily for their elevation, it may serve as a basis for promoting a capable member of staff. On the other hand, management development programmes are meant to impart broad based and in-depth knowledge on some members of staff to enable

them assume higher responsibilities. For example, someone who may already be a manager may undergo management development programmes to enable him/her assume a directorial position. In the same way, someone who may not be in management, such as graduate/management trainees undergo such programmes to enable them assume management positions in the future. Therefore, both training and development programmes have the capacity to increase employees' promotion prospects.

In the case of Zamtel seen above, although the percentage of employees who held that training and development increased employees' promotion prospects was significant, it was much less than that of those who felt otherwise. Therefore, Zamtel was bound to have frustrated employees because they had little hope for their upward mobility. *"I joined this organisation as a management trainee in 2004 with the promise of being put in a management position upon completing the programme, to this date I am still not in management"* complained one senior telecommunications officer who was a university graduate. Organisations must, by all means, minimise the tendency to bring in new members of staff into senior positions instead of grooming their own manpower. This is a recipe for frustrating old members of staff. Employees need to know that they have good chances of upward mobility in an organisation in order to apply themselves to the fullest of their potential during and after undergoing training and development programmes. It is important for employees who undergo training and development programmes to see their forerunners being promoted so that they, too, can have hope of achieving the same. This serves as an incentive for employees to do the best they can. All public enterprises must be aware of this management virtue.

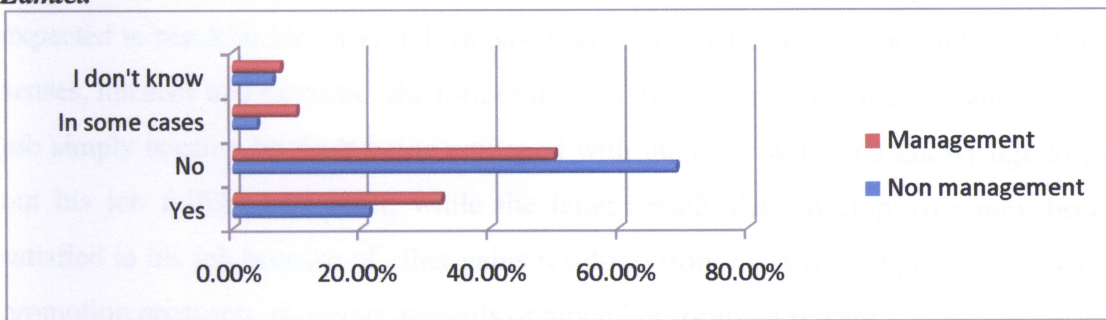
Motivation

Well implemented training and development programmes are also expected to lead to increased employee motivation. When employees undergo training and development programmes they become confident because they are now able to execute their responsibilities diligently and skilfully. In addition, when such diligence and proficiency attract praises, promotions or other forms of recognition or reward, employees become even more motivated to do their work. In fact, mere possession of knowledge and skill

can make an employee become motivated to carry out his responsibilities. This is in line with the argument that knowledge is power.

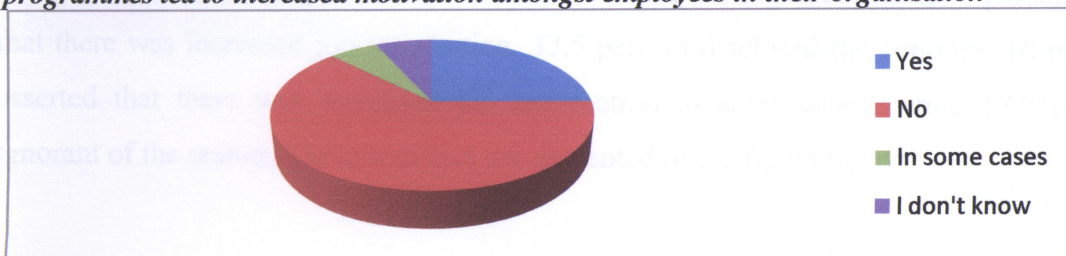
When the researcher undertook to find out if training and development resulted in increased motivation among Zamtel employees, various responses were obtained. 21.3 percent of non management staff disclosed that there was increased motivation among employees resulting from training and development programmes, while 68.8 percent held a contrary view. 3.8 percent asserted that there was increased motivation in some cases, while 6.3 percent were ignorant of the matter. Among management staff, 32.5 percent disclosed that there was increased motivation, 50 percent held a contrary view, 10 percent asserted that there was increased motivation in some cases, while 7.5 percent were ignorant of the matter. This is shown in the figure below.

Fig. 6.6: Comparative perceptions of management and non management staff on whether or not training and development programmes led to increased motivation amongst employees in Zamtel.



Overall, 25 percent of Zamtel staff disclosed that there was increased motivation among employees resulting from training and development programmes, while 62.5 percent held a contrary view. 5.8 percent asserted that there was increased motivation in some cases, while 6.7 percent were ignorant of the matter.

Fig. 6.7: Overall perceptions of Zamtel staff on whether or not training and development programmes led to increased motivation amongst employees in their organisation



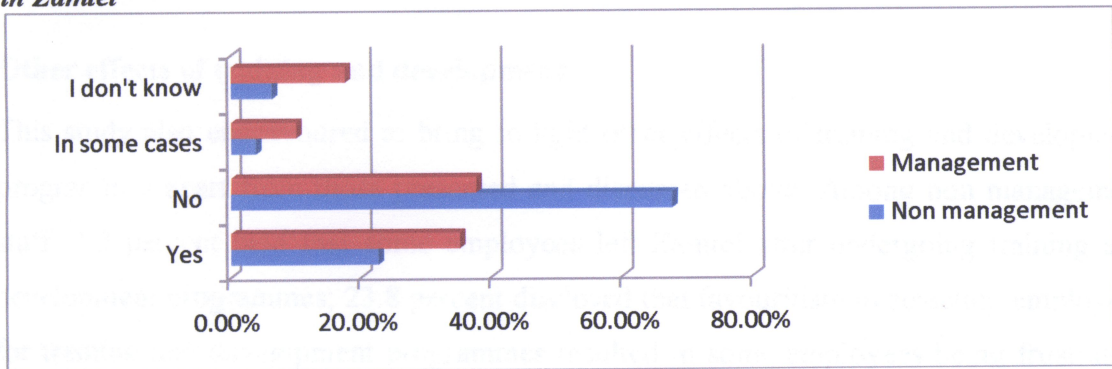
Contrary to an ideal situation, information presented above indicate high percentages of both management and non management staff who held that training and development programmes did not lead to increased motivation among employees. This can be attributed to lack of incentives. As pointed out above, it is important for employees to know what they stand to gain from training and development other than just skills and knowledge. For example, the fact that many employees feel that training and development programmes do not result in increased promotion prospects, serves to erode employee motivation. The onus is on the managers of public enterprises to attach importance to such incentives so that they keep employees motivated for the good of the organisation

Job satisfaction

In addition to increasing motivation, training and development programmes are also expected to result in increased job satisfaction. Job satisfaction can be understood in two senses, intrinsic and extrinsic; the former implies that an employee may be satisfied in his job simply because he finds being equipped with the right skills and knowledge to carry out his job fulfilling in itself, while the latter entails that an employee may become satisfied in his job because of other gains resulting from his acquired proficiency such as promotion prospects, monetary rewards or any other forms of reward.

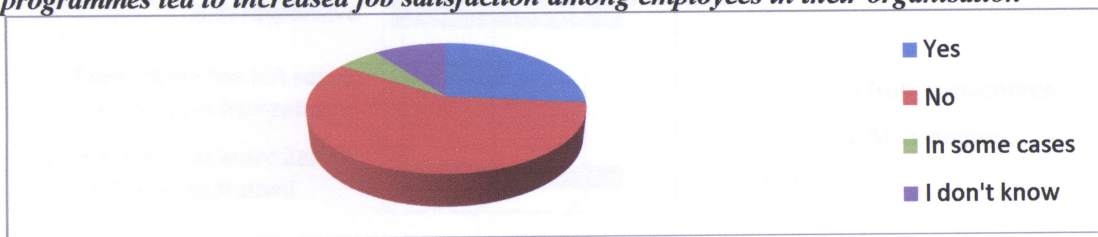
Therefore, the researcher endeavoured to find out from Zamtel staff if training and development programmes resulted in increased job satisfaction. The findings were as follows; 22.5 percent of non management staff held that there was increased job satisfaction resulting from training and development programmes, 67.5 percent disclosed the contrary, 3.8 percent asserted that there was increased job satisfaction in some cases, while 6.3 percent were ignorant of the matter. Among management staff, 35 percent held that there was increased job satisfaction, 37.5 percent disclosed the contrary, 10 percent asserted that there was increased job satisfaction in some cases, while 17.5% were ignorant of the matter. These statistics are presented in the figure below.

Fig. 6.8: Comparative perceptions of management and non management staff on whether or not training and development programmes led to increased job satisfaction amongst employees in Zamtel



Overall, 26.7 percent of all Zamtel staff held that there was increased job satisfaction resulting from training programmes, 57.5 percent disclosed the contrary, 5.8 percent asserted that there was increased job satisfaction in some cases, while 10 percent were ignorant of the matter.

Fig. 6.9: Overall perceptions of Zamtel staff on whether or not training and development programmes led to increased job satisfaction among employees in their organisation



The data presented above have shown that the percentage of employees who felt that training and development programmes did not led to increased job satisfaction among employees was high. This was probably exacerbated by lack of incentives such as rewards, increased promotion prospects or mere recognition of employees' achievements in training and development programmes. An unsatisfied employee can easily become unproductive, as he/she no longer has the drive to work hard. Ultimately this negatively affects an organisation's operations.

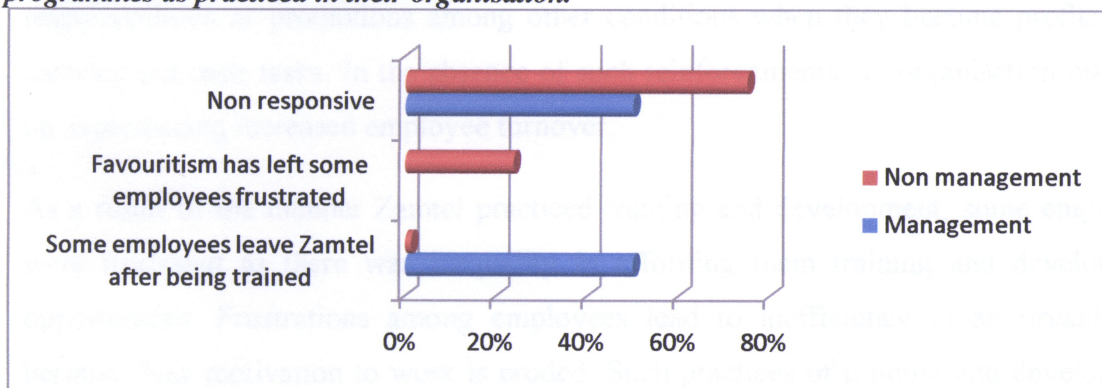
Nevertheless, though few in number, some employees held that training and development programmes resulted in increased job satisfaction. However, public enterprises should

strive to ensure that training and development programmes result in more employees being satisfied with their jobs.

Other effects of training and development

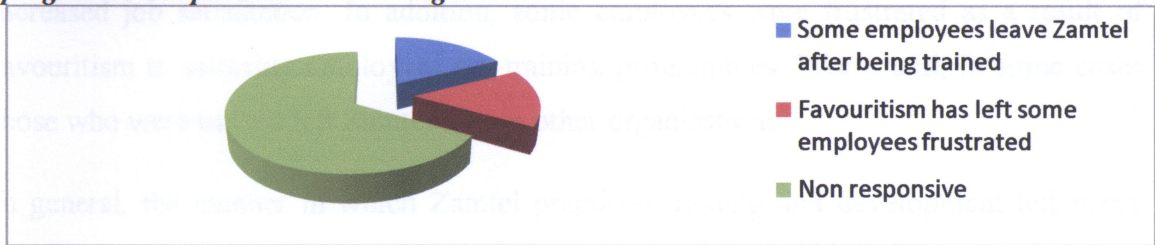
This study also endeavoured to bring to light other effects of training and development programmes apart from those presented and discussed above. Among non management staff: 1.3 percent held that some employees left Zamtel after undergoing training and development programmes; 23.8 percent disclosed that favouritism in selecting employees for training and development programmes resulted in some employees being frustrated; while 75 percent were non responsive. Among management staff, 50 percent held that some employees left Zamtel after undergoing training and development programmes, while 50 percent were non responsive.

Fig. 7.0: Comparative responses of Zamtel staff on other effects of training and development programmes as practiced in their organisation.



Overall, 17.5 percent of Zamtel staff held that some employees left Zamtel after undergoing training and development programmes, 15.8 percent disclosed that favouritism in selecting employees for training and development programmes resulted in some employees being frustrated, while 66.7 percent were non responsive.

Fig. 7.1: Overall responses of Zamtel staff on other effects of training and development programmes as practiced in their organisation.



Training and development programmes are not meant to frustrate employees or increase employee turnover. However, if training and development programmes are not handled properly, employees may end up frustrated and resort to seek employment elsewhere. This appeared to be the case with Zamtel. Employees may leave an organisation after being trained if they feel that their newly acquired skills and knowledge do not attract the deserved benefits. For example, employees may expect a pay rise, increased responsibilities or promotions among other conditions when they become proficient in carrying out their tasks. In the absence of such reinforcements, an organisation may end up experiencing increased employee turnover.

As a result of the manner Zamtel practiced training and development, some employees were frustrated as there was inequality in affording them training and development opportunities. Frustrations among employees lead to inefficiency in an organisation because their motivation to work is eroded. Such practices of training and development are self defeating as they cannot result in the achievement of the intended objectives. While it is too late for Zamtel to make the necessary adjustments, other public enterprises can learn from this experience.

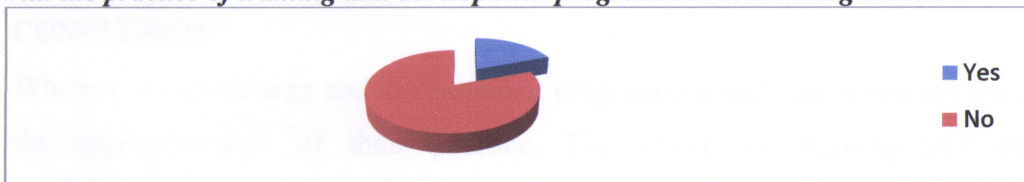
Conclusion

The effects of training and development practiced in Zamtel presented and discussed above are both desirable and undesirable, with the latter having a higher frequency. This chapter has shown that there were more employees held that training and development programmes resulted in the development of skills and knowledge as well as improved job performance than those who felt otherwise. However, many employees also held that training and development programmes did not lead to: the maintenance of a sufficient

improved quality of services; increased promotion prospects; increased motivation and increased job satisfaction. In addition, some employees were frustrated as a result of favouritism in selecting employees for training programmes. Worse still, in some cases those who were trained left Zamtel to join other organisations.

In general, the manner in which Zamtel practiced training and development left many employees unhappy. As can be seen in figure 6.6, only 19.2 percent of Zamtel employees were happy with the practice of training and development in their organisation, while 80.8 percent disclosed the contrary.

Fig. 7.2: overall responses of Zamtel staff on whether or not they were happy with the practice of training and development programmes in their organisation.



CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

As outlined in the research objectives in chapter one, the paper has this far presented and discussed the practice and effects of human resource training and development adopted in Zamtel. However, the paper would be incomplete without a conclusion and recommendations, hence the purpose of this section of the dissertation.

CONCLUSION

Whether or not training and development programmes yield desirable results depends on the appropriateness of their practice. The effects of training and development programmes revealed in chapter five are a reflection of the manner in which Zamtel practiced training and development, as presented in chapters three and four. It has been noticed that responses of employees were more inclined towards the conclusions that: training and development did not lead to the maintenance of sufficient and sustainable range of skills in the organisation's workforce; productivity did not increase; there were no improvements in the quality of services; prospects for promotions were not increased; motivation was not increased; job satisfaction was not increased.

However, there were also some good practices which Zamtel strove to achieve, such as, ensuring that a significant percentage of its employees were afforded training opportunities, and ensuring that training was relevant to the employees' respective jobs. Such practices account for the fact that a significantly high percentage of Zamtel employees felt that training and development resulted in increased skills and knowledge, as well as improved job performance among employees.

Overall, there were many aspects of training and development which were inappropriately practiced according to the responses from the organisation's employees. Consequently, the effects of training and development presented in chapter five reflected fewer successes of training and development practices.

RECOMMENDATIONS

In light of the findings of this study, there is need for other public enterprises to learn from the experiences of Zamtel. For training and development to be practiced appropriately and yield beneficial results, there is need for public enterprises to have policies that are comprehensive and clearly outlined. In order to avoid ambiguity, there is need to have separate policies for ‘training’ and ‘development’ as different but related strands of human resource capacity building. This would allow clear distinction in the objectives of training and development. In addition, these objectives would have to be as specific as possible.

Nevertheless, there is also need for public enterprises to afford all their employees training opportunities on a continuous basis to ensure a sustainable and sufficient range of skills and knowledge in their workforce. This means that patronage practices in the selection of employees for training would have to be done away with. Equally important, all the principles of training discussed in chapter three must be adhered to all the time. Moreover, management development programmes must also be continuous. This is possible with top management commitment and adequate funding. The table below shows recommendations to improve the practice of training and development, as prescribed by Zamtel employees.

Fig 7.3: Recommendations by Zamtel employees

Recommendation	Frequency	Percent
There should be equal training opportunities for all employees.	24	20.0
There should be transparency in training and development programmes.	22	18.3
The frequency of training and development programmes should be increased.	21	17.5
Surveys should be conducted to find out what employees want.	6	5.0
There should be increased funding for training and development programmes.	11	9.2
The training and development policy should be fully implemented and adhered to.	6	5
There should be incentives to make training more desirable.	1	0.8
There should be increased awareness of the training and development policy.	3	2.5
Selection of candidates for training should be based on needs assessment.	9	7.4

Continuation of fig 7.3: Recommendations by Zamtel employees

The frequency of management development programmes should be increased.	3	2.5
More employees should be sent for training.	6	5.0
Bias towards training more engineering employees should be done away with.	5	4.3
Non responsive	3	2.5
Total	120	100.0

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Fig A1: Respondents' gender

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Male	74	61.7	61.7	61.7	
	Female	46	38.3	38.3	100.0	
	Total	120	100.0	100.0		

Fig A2: Respondents' age groups

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Between 18-25 years	5	4.2	4.2	4.2	
	Between 26-35 years	57	47.5	47.5	51.7	
	Between 36-45	46	38.3	38.3	90.0	
	Between 46-55 years	12	10.0	10.0	100.0	
	Total	120	100.0	100.0		

Fig A3: Respondents' highest level of education

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Junior Secondary level	1	.8	.8	.8	
	Senior secondary level	3	2.5	2.5	3.3	
	College Certificate	12	10.0	10.0	13.3	
	College Diploma	42	35.0	35.0	48.3	
	Bachelors Degree	55	45.8	45.8	94.2	
	Masters Degree	7	5.8	5.8	100.0	
	Total	120	100.0	100.0		

Fig A4: Departments to which respondents belong

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Commercial	28	23.3	23.3	23.3	
	Engineering/Technical	34	28.3	28.3	51.7	
	Human Resources	21	17.5	17.5	69.2	
	Finance and Accounts	14	11.7	11.7	80.8	
	Legal department	1	.8	.8	81.7	
	Administration	22	18.3	18.3	100.0	
	Total	120	100.0	100.0		

Fig A5: Respondents' length of service in Zamtel

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Between 1-4 years	24	20.0	20.0	20.0	
	Between 5-9 years	40	33.3	33.3	53.3	
	Between 10-14 years	37	30.8	30.8	84.2	
	Between 15-19 years	8	6.7	6.7	90.8	
	Between 20-24 years	7	5.8	5.8	96.7	
	Between 25-29 years	4	3.3	3.3	100.0	
	Total	120	100.0	100.0		

Fig A6: Employees' responses on whether or not the objectives of the training and development policy were aligned to the corporate objectives of Zamtel

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Yes	66	55.0	55.0	55.0	
	No	14	11.7	11.7	66.7	
	I dont know	28	23.3	23.3	90.0	
	Non responsive	12	10.0	10.0	100.0	
	Total	120	100.0	100.0		

Fig A7: Employees' responses on whether or not the training and development budget was developed annually

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	55.8	55.8	55.8
	No	1	.8	.8	56.7
	I dont know	45	37.5	37.5	94.2
	Non responsive	7	5.8	5.8	100.0
	Total	120	100.0	100.0	

Fig A8: Employees responses on whether or not Zamtel took corrective measures after evaluating training programmes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	21.7	21.7	21.7
	No	21	17.5	17.5	39.2
	I don't know	56	46.7	46.7	85.8
	sometimes	4	3.3	3.3	89.2
	non responsive	13	10.8	10.8	100.0
	Total	120	100.0	100.0	

Fig A9: Overall responses on whether or not Zamtel had a separate policy on human resource development

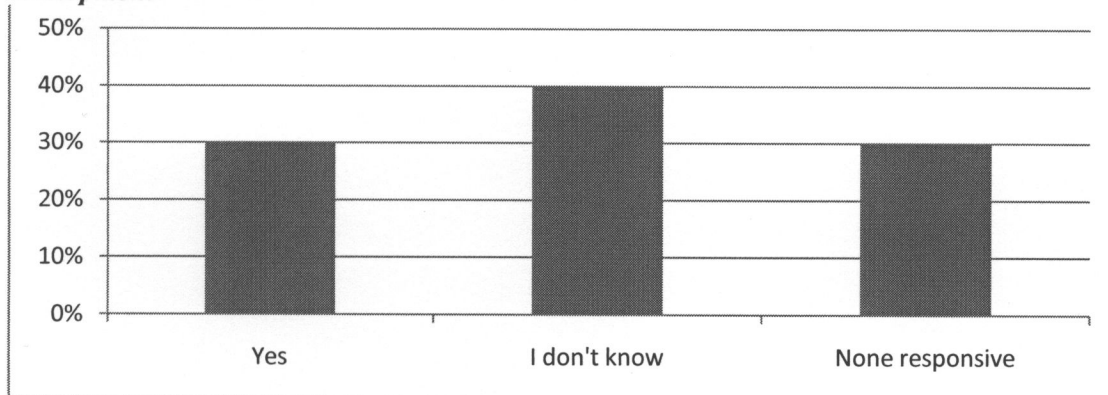


Fig A10: Overall responses on whether or not Zamtel had a budget on human resource development.

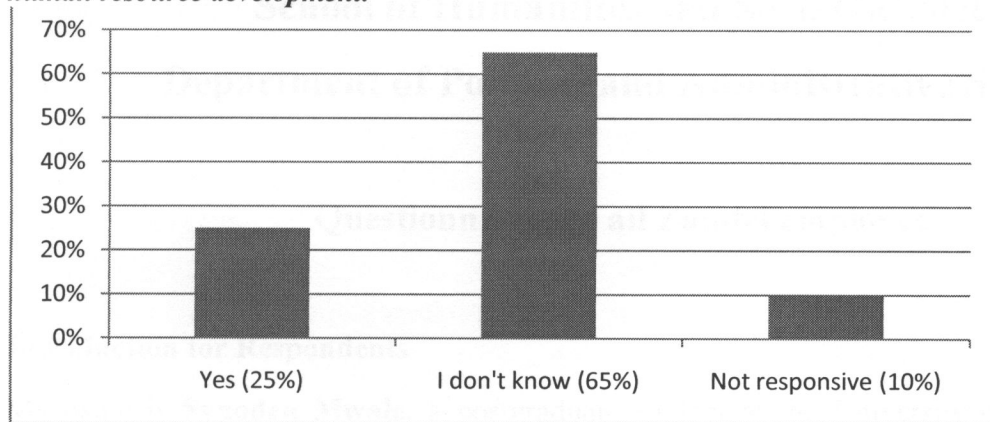


Fig A11: Responses on whether or not training and development programmes led to increased efficiency in the operations of Zamtel

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Yes	57	47.5	47.5	47.5	
	No	55	45.8	45.8	93.3	
	I don't know	4	3.3	3.3	96.7	
	In some areas	4	3.3	3.3	100.0	
	Total	120	100.0	100.0		

The University of Zambia
School of Humanities and Social Sciences
Department of Political and Administrative Studies

Questionnaire for all Zamtel employees

Introduction for Respondents

My name is **Synoden Mwale**, a postgraduate student at the University of Zambia (UNZA), conducting a study on the “Practice and Effects of Training and Development in Zambian State Owned Enterprises; the case of the Zambia Telecommunications Company (ZAMTEL)”. The purpose of this study is to enable me, in part, fulfill the requirements for the award of a Master of Public Administration degree at UNZA. As an employee of ZAMTEL you have been selected as a respondent in this study and I would like to ask you some questions. The information you will provide will be kept strictly confidential and will be aggregated with that offered by other respondents. I therefore encourage you to be as open as possible and express yourself freely.

SECTION ONE: PERSONAL INFORMATION.

- 1 Gender: (a). Male [] (b). Female []

- 2 Age group:
(a)Below 18 years [] (b) 18-25 years [] (c) 26-35 years []
(d)36-45 years [] (e) 46-55 years [] (f) above 55 years []

- 3 Highest level of education:
(a)Primary school level [] (b) Junior Secondary level [] (c) Senior secondary level []
(d) College Certificate [] (e) College Diploma [] (f) Bachelors Degree []
(g) Masters Degree [] (h) PhD []

- 4 Where did you obtain your qualification?

- 5 Which department do you belong to in this organisation?

- 6 What is your position in this organisation?

- 7 What is your area of specialization in this organization?

- 8 How long have you worked in this organization?.....

SECTION TWO: QUESTIONS ON HUMAN RESOURCE TRAINING .

10. Does your organization have a policy on training?
(a) Yes [] (b) No [] (c) I don't know []

11. If you answered "Yes" to question 10, are the objectives of the training policy aligned to the corporate objectives of your organisation?
(a) Yes [] (b) No [] (c) I don't know []

12. Does your organization have a budget on training?
(a) Yes [] (b) No [] (c) I don't know []

13. If you answered "Yes" to question 13, is the budget on training developed annually?

Appendix 2: Questionnaire for all Zamtel employees

(a) Yes [] (b) No [] (c) I don't know []

14. Are the resources allocated to training programmes adequate?

(a) Yes [] (b) No [] (c) I don't know []

15. Have you ever undertaken any training programmes provided by your organization?

(a) Yes [] (b) No []

16. If you answered "Yes" to question 16, how many times have you undergone training programmes?

17. Are training programmes continuous?

(a) Yes [] (b) No [] (c) I don't know []

18. What is the frequency of training programmes in your organisation?

(a) Regular [] (b) Rare [] (c) I don't know []

19. Do all employees have equal opportunities to be selected for training programmes?

(a) Yes [] (b) No [] (c) I don't know []

20. Is the selection of employees for training and development programmes based on the assessment of training needs?

(a) Yes [] (b) No [] (c) in some cases (d) I don't know []

21. If there is any other basis on which candidates are selected for training and/or development programmes, please specify:

.....
.....

22. Does the nature of training programmes motivate employees to learn?

(a) Yes [] (b) No [] (c) I don't know []

23. Do trainers give employees/trainees time to practice what they learn during the training process?

(a) Yes [] (b) No [] (c) in some cases (d) I don't know []

24. Does your organization reinforce (reward or support) appropriate behavior exhibited by those undertaking training?

(a) Yes [] (b) No [] (c) In some cases (d) I don't know []

25. Are employees given feedback on the progress of their performance in the training process?

Appendix 2: Questionnaire for all Zamtel employees

- (a) Yes [] (b) No [] (c) in some cases (d) I don't know []

26. Is the training received applicable to the actual work situation?

- (a) Yes [] (b) No [] (c) in some cases (d) I don't know []

27. Do employees make use of the training received to carry out their respective jobs?

- (a) Yes [] (b) No [] (c) in some cases (d) I don't know []

28. Are the contents of training programmes relevant?

- (a) Yes [] (b) No [] (c) in some cases (d) I don't know []

29. Does your organization conduct training both within the workplace (On-Site training) and away from the workplace (Off-site training)?

- (a) Both Off-site and On-site training []
(b) On-site training only []
(c) Off-site training only []
(d) I don't know []

30. Are training and development programme/s conducted by internal trainers, external trainers or both?

- (a) Both internal and external trainers []
(b) Internal trainers only []
(c) External trainers only []
(d) I don't know []

31. If there are internal trainers, does your organization teach/train them 'how to train' fellow employees?

- (a) Yes [] (b) No [] (c) In some cases [] (d) I don't know []

32. If there are internal trainers in your organization, are they competent?

- (a) Yes [] (b) No [] (c) Some of them [] (d) I don't know []

33. If external trainers are used by your organisation, are they competent?

- (a) Yes [] (b) No [] (c) Some of them [] (d) I don't know []

34. Does your organization evaluate its training programmes?

- (a) Yes [] (b) No [] (c) I don't know []

35. Does your organisation take corrective measures after evaluating training programmes?

- (a) Yes [] (b) No [] (c) I don't know []

SECTION THREE: QUESTIONS ON MANAGEMENT DEVELOPMENT PROGRAMMES

36. Are there human resource management programmes in your organization?
(a) Yes [] (b) No [] (c) I don't know []
37. If you answered "Yes" to question 36, have you ever undertaken any human resource development programmes provided by your organization?
(a) Yes [] (b) No []
38. Does your organization have a policy on human resource development?
(b) Yes [] (b) No [] (c) I don't know []
39. If you answered "Yes" to question 38, are the objectives of human resource development policy aligned to the corporate objectives of your organisation?
(b) Yes [] (b) No [] (c) I don't know []
40. Does your organization have a budget on human resource development?
(b) Yes [] (b) No [] (c) I don't know []
41. If you answered "Yes" to question 40, is the budget on human resource developed annually?
(b) Yes [] (b) No [] (c) I don't know []
42. Are the resources allocated to human resource development programmes adequate?
(a) Yes [] (b) No [] (c) I don't know []
43. Are human resource development programmes continuous?
(a) Yes [] (b) No [] (c) I don't know []
44. What is the frequency of human resource development programmes in your organisation?
(a) Regular [] (b) Rare [] (c) I don't know []
45. Are the contents of human resource development programmes relevant?
(a) Yes [] (b) No [] (c) Sometimes [] (d) I don't know []
46. Do management trainees assume management positions upon completion of their programmes?
(a) Yes [] (b) No [] (c) I don't know []

SECTION FOUR: QUESTIONS ON THE EFFECTS OF TRAINING AND DEVELOPMENT PRACTICES

47. Have training and development programmes led to improved job performance among employees in your organization?
(a) Yes [] (b) No [] (c) In some cases (d) I don't know []
48. Has there been development of skills and knowledge in the workforce of your organization resulting from training and development programmes?
(a) Yes [] (b) No [] (c) In some cases (d) I don't know []
49. Have training and development programmes led to the Maintenance of a sufficient and sustainable range of skills amongst employees in your organisation?
(a) Yes [] (b) No [] (c) I don't know []
50. Have training and development programmes led to improved productivity in your organization?
(a) Yes [] (b) No [] (c) In some cases (d) I don't know []
51. Have there been improvements in the quality of services provided by your organization resulting from training and development programmes?
(a) Yes [] (b) No [] (c) In some cases (d) I don't know []
52. Have training and development programmes led to increased efficiency in the operations of your organisation?
(a) Yes [] (b) No [] (c) I don't know []
53. Have training and development programmes led to increased motivation amongst employees in your organisation?
(a) Yes [] (b) No [] (c) In some cases (d) I don't know []
54. Have training and development programmes led to increased job satisfaction among employees?
(a) Yes [] (b) No [] (c) In some cases (d) I don't know []
55. Do training and development programmes result in increased promotion prospects for employees in your organisation?
(a) Yes [] (b) No [] (c) In some cases (d) I don't know []
56. If there are any other effects of training and development being experienced by your organization, please specify.
.....

Appendix 2: Questionnaire for all Zamtel employees

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

57. Are you happy with the general practice of training and development in your organisation?

(a) Yes [] (b) No []

58. Do you feel that there is need to improve on the practice of training and development in your organisation?

(a) Yes [] (b) No []

59. What would you recommend to improve the practice of training and development in your organisation. Please specify in your own words

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

End of interview, thank you very much for your cooperation.

The University of Zambia
School of Humanities and Social Sciences
Department of Political and Administrative Studies

Interview Guide for key informants

Introduction for Respondents

My name is **Synoden Mwale**, a postgraduate student at the University of Zambia (UNZA), conducting a study on the “Practice and Effects of Training and Development in Zambian State Owned Enterprises; the case of the Zambia Telecommunications Company (ZAMTEL)”. The purpose of this study is to enable me, in part, fulfill the requirements for the award of a Master of Public Administration degree at UNZA. As an employee of ZAMTEL you have been selected as a key respondent in this study and I would like to ask you some questions.

SECTION ONE: QUESTIONS ON THE PRACTICE OF TRAINING AND DEVELOPMENT

1. Does your organization have a policy on training and development?
2. Is there a training and development section within your human resources department?
3. Are the objectives of your training and development policy aligned to the corporate objectives/strategies?
4. When do you conduct training and development programmes?
5. Does your organization have a training and development budget?
6. Do you develop training and development budget annually?
7. Are the resources allocated to training and development programmes enough?
8. Do you develop training and development strategies/plans?
9. Do you conduct training needs analysis?
10. How do you determine training needs?
-
11. Are the training needs analyses done at all the three levels namely, organizational, task and individual levels?
12. How often do you conduct training needs analysis/assessments?
13. Are there any other bases for selecting candidates for training and if so, what are they?
-
14. Are ZAMTEL employees aware of the training and development policy?
15. Do you have your own training centers and facilities?
16. How often do you carry out training and development programmes?

Appendix 3: Interview Guide for key informants

17. Do you have human resource development programmes in your organisation?
.....

18. Are your training and development programmes continuous?

19. Do all employees have equal opportunities of being selected for training and development programmes?

20. Do you conduct both On-site and Off-site training?

21. Which trainers do you use, internal, external or both?

22. Are the trainers you use competent?

23. Which trainers do you prefer and why?

24. Does the company train/teach internal trainers how to train and coach fellow employees?

10. Which of the following types of training exist in your organization? Please tick all those which apply to your organization.

(a) On-the-job training []

(b) Apprentice training []

(c) Coaching/mentoring/counselling []

(a) Lectures/seminars []

(b) Multi-media presentations []

(c) Programmed/Computer-assisted instruction []

(d) Simulation []

(e) Short courses []

(f) Conference/ Discussion []

(g) Others please specify.....

.....

11. Which of the following types of human resource development programmes exists in your organization? Please tick all those which apply to your organization.

(d) Coaching/mentoring/counselling []

(e) Job rotation []

(h) Lectures/seminars []

(i) Programmed/Computer-assisted instruction []

(j) Cases studies

(k) management games []

Appendix 3: Interview Guide for key informants

- (l) Role-playing []
- (m) Behaviour modelling []
- (n) Sensitivity training []
- (o) Transactional analysis []
- (p) In basket exercises []
- (q) Conference/ Discussion []
- (r) Others please specify

25. Do you evaluate your training programmes?

26. Does your organisation take corrective measures after evaluating training and development programmes?...

SECTION TWO: QUESTIONS ON THE EFFECTS OF TRAINING AND

DEVELOPMENT

27. Have training and development programmes led to improved job performance among employees in your organization?

28. Has there been development of skills and knowledge in the workforce of your organization resulting from training and development programmes?

29. Have training and development programmes led to the Maintenance of a sufficient and sustainable range of skills amongst employees in your organisation?

30. Have training and development programmes led to improved productivity in your organization?

31. Have training and development programmes resulted in an improvement in the quality of services provided by your organization?

32. Have training and development programmes led to increased efficiency in the operations of your organisation?

33. Have training and development programmes led to increased effectiveness in the operations of your organisation?

34. Have training and development programmes led to increased motivation and morale amongst employees?

35. Have training and development programmes led to increased job satisfaction among employees?

Appendix 3: Interview Guide for key informants

- 36. Do training and development programmes result in increased promotion prospects for employees in your organisation?
- 37. Do training and development programmes lead to improved superior-subordinate relationships?
- 38. If there are any other effects of training and development being experienced by your organization, please specify.....
.....
- 39. What challenges do you face in the implementation of training and development programmes?
- 40. If there are challenges, how do you intended to address them?
-

End of interview, thank you for your cooperation. God bless you.